Lesson 1: Were there people other than the Taíno in the Western Hemisphere during Columbus’ voyages?

Materials: Appendix 1, “Early Civilizations in the Western Hemisphere”; and Appendix 2, “Pre-Columbian Civilizations” map; various research books on “New World” Civilizations; web access

Introduction

• Tell students we know there were people living all over North and South America before Columbus arrived and after. He just didn’t know about them. In fact, long before Europeans came to North and South America there were millions of native people spread across the two continents.

• Columbus and the Spanish believed the other cultures they encountered were primitive because they didn’t have the same beliefs and customs. That world view, called “ethnocentrism,” looks at the world only from one’s own cultural vantage point and believes one’s beliefs are superior to those of other groups. Through Papal law, the Spanish (and other conquering nations of the time) could seize lands and enslave people who did not agree to accept Spanish beliefs.

• Most people today still don’t know about these early civilizations and assume early peoples were primitive. However, many early cultures have left behind examples of architecture and craftsmanship that were quite accomplished. Early peoples developed agriculture, domesticated animals, perfected new hunting technologies, devised methods with which to cook food and invented portable and permanent types of shelter. Later cultures showed a mastery of engineering techniques, an understanding of astronomy and geometry, skills in manipulating raw materials to produce works of art and the ability to communicate—all without the use of modern technologies.

• Most of the cultures described in this activity met untimely demises due to natural cataclysms or assimilation by other cultures. Archaeologists just don’t know what happened to the others. People today can learn from these earlier cultures’ mistakes, if we only take the time to listen.

Exercise: Early Civilizations in the Western Hemisphere

1. Say: We’ve seen that when Columbus and the Spanish “discovered” the West Indies, and in later voyages, the rest of North and South America, they believed the people they encountered were “primitive” because they didn’t have the same beliefs and customs as they did. Yet some of the cultures they were to meet were highly advanced in their societies and technologies, though not in the same ways as the Europeans. In this activity, we’re going to learn about some of the groups the Spanish met—and eventually conquered—and we’re also going to learn about some of the civilizations that were on these continents even before them.

2. Distribute Appendix 1, “Early Civilizations in the Western Hemisphere”, and the map in Appendix 2. Explain that this is in no way a complete list.

3. Divide class into groups and, from reading the descriptions and doing further research when necessary, have them determine the locations of each of the civilizations on the map by writing the appropriate name on the map index.

4. Finally, assign one civilization to each group to research further. Choose a reporting strategy and have students report back to class what they have discovered.

Direct Aims:

1. To introduce students to the myriad of cultures present in Mesoamerica and South America at Columbus’ arrival and the relative sophistication with which they not only met their fundamental needs, but created a legacy of culture.

2. To provide students with opportunities for spatial reasoning as they locate and name the cultures on the map.

3. To provide students with practice in group research, drawing conclusions and reporting to the larger group.
Early Civilizations in the Western Hemisphere

Caral Supe Civilization (3000-2500 BCE)

Located on the coast of central Peru, this is the oldest known civilization on the American continents. It contains at least seventeen connected villages and has an urban center at Caral with monumental architecture, platform mounds and a plaza. [http://archaeology.about.com/od/southamerica/a/coral.htm](http://archaeology.about.com/od/southamerica/a/coral.htm)

Olmec Civilization (1200-400 BCE)

The Olmec people lived on the gulf coast of Mexico and built the first pyramids in North America, as well as big stone head monuments. [http://archaeology.about.com/od/olmeccivilization/a/olmec.htm](http://archaeology.about.com/od/olmeccivilization/a/olmec.htm)

Maya Civilization (1000 BCE - 1500 CE)

The ancient Mayas lived on the gulf coast of what is now Mexico, Guatemala, Belize and Honduras between 1000 BC and AD 1500. They are known for their complex artwork, many pyramids, knowledge of the stars and development of an accurate calendar system. [http://archaeology.about.com/od/mayaarchaeology/a/maya_civ.htm](http://archaeology.about.com/od/mayaarchaeology/a/maya_civ.htm)

Zapotec Civilization (500 BCE-750 CE)

The capital city of the Zapotec Civilization is Monte Alban in the valley of Oaxaca in central Mexico. This site is known for its astronomical observatory and a stunning carved record of captive and slain warriors and kings. [http://archaeology.about.com/od/ancientcivilizations/a/zapotec.htm](http://archaeology.about.com/od/ancientcivilizations/a/zapotec.htm)

Nasca Civilization (1-700)

The Nasca people of the south coast of Peru are best known for huge geoglyphs: geometric lines and drawings of birds and other animals using the rock of the vast desert surrounding their villages. [http://archaeology.about.com/od/nterms/qt/nazca.htm](http://archaeology.about.com/od/nterms/qt/nazca.htm)
**Tiwanaku Empire (550-950)**

During its heyday, Tiwanaku (also spelled Tiahuanaco) controlled much of central South America. Its capital was built on the shores of Lake Titicaca on the border of what today is Peru and Bolivia. These people grew crops such as potatoes and quinoa (KEEN wa) in raised fields separated by canals. They also tamed llamas and alpaca and used them to trade their goods.

http://archaeology.about.com/od/tterms/qt/tiwanaku.htm

**Wari Civilization (500-1000)**

In direct competition with Tiwanaku was the Wari (also spelled Huari) state, located along the coast and into the central Andes Mountains of Peru. These people are known for planting crops in terraced fields, building roads for their complex trade network and developing a ruling class that obtained many material goods.

http://archaeology.about.com/od/wterms/qt/wari_empire.htm

**Mississippian Civilization (700-1500)**

People of the Mississippian culture lived in large areas of the Midwest and southeastern United States. They relied on maize (corn), beans and squash, lived in villages protected by stockade walls, and etched particular religious symbols on copper, shell, stone and pottery. Their complex society was composed of farmers and hunters, traders, craftspeople, priests and a chief, often called “The Sun God”. Large burial and platform mounds were built in their larger villages; Cahokia, a city of more than 20,000 inhabitants that sprawled outside of present-day St. Louis, boasted Monks Mound, the largest man-made earthen mound on the continent, along with huge ceremonial plazas and large wooden calendars.

http://archaeology.about.com/od/mississippiancivilization/qt/mississippian.htm

**Inca Civilization (1250-1532)**

The Inca civilization was the largest in the Americas when the Spanish conquistadors arrived in the early 1500s and included parts of Colombia, Ecuador, Peru, Bolivia, Chile and Argentina. Known for their unique writing system of knotted strings (called the quipu), an extensive road system, and the palace called Machu Picchu, this empire had a capital city of Cusco in Peru.

http://archaeology.about.com/od/incaarchaeology/a/inca_empire.htm
Aztec Civilization (AD 1430-1521)

The Aztec civilization was at the height of its power and influence when the Spanish arrived. Warlike and aggressive, the ruling city-states of the Mexica people and other tribes conquered much of central America. Tenochtitlan, their largest city now the site of Mexico City, had many stone temples, pyramids and palaces and was once was home to 300,000 people. Their society of nobility, commoners and slaves was built around a complex religion that was honored in their stone sculptures, art murals, music and dance. The Aztec were excellent astronomers and mathematicians, counting by 20s and using zero as a place holder. They used pictographs to communicate through writing and made paper from bark into books called codices. They were also excellent farmers, and used irrigation, terrace farming and artificial islands in the swamps to increase their crops of maize, peppers, squash, tomatoes and beans.

http://archaeology.about.com/od/aztecarchaeology/a/aztec_sg.htm
Pre-Columbian Civilizations

Map Key

Atlantic Ocean

Pacific Ocean

0 1000 kilometers

0 1000 miles
Lesson 2: Were there people living in our own backyards before Columbus arrived?


Background:

• Every area of the United States has evidence humans have lived here for thousands of years. Some areas not covered by glaciers in the last Ice Age had groups of nomadic hunter/gatherers pass through maybe as early as 40,000 years ago. Some northern states that were covered by glaciers may have artifacts that date back a mere 12-15,000 years.

• Archaeologists are scientists who study the artifacts that humans leave behind buried under the soil. They radio-correct. Have students grab these cards and labels onto heavier stock, cut, and ask students to match them, using the answer key to self-correct. Have students access the Illinois State Geological Survey site to print pictures to match the cards www.isgs.uiuc.edu/quaternary/ice_age_residents.htm

• Since students may not fully comprehend the BCE/CE time scale, it’s always more impressive to discuss the time span in terms of “years ago”. Dates listed at the beginning of each activity are approximate for the state of Illinois.

• We begin with an attention-grabbing look at the mega fauna of the post-Ice Age era.

Exercise 1: Ancient Mega Fauna (12,000+ - 10,000 years ago)

Information

• All of these mammals moved into the Great Lakes region after the last glacial episode and became extinct around 10,000 years ago.

• Say: We have evidence people were living in North America for many, many thousands of years and there are many theories about how they came here and when. Thousands of years ago, many people did not write down their histories. Sometimes they drew pictures on rocks; other times they told their histories in story form and passed them along from year to year. Many Native American tribes have stories that say they have been here for more than 40,000 years but archaeologists don’t have the evidence to prove their words.

• Display map or globe and point out places as you say: Many archaeologists believe that people walked across a land bridge between Russia and Alaska about 13,000 years ago. There are other theories that people came by boat from Africa, Europe and Asia over thousands of years. Archaeologists are examining the evidence and may someday revise their theories.

• Conclude by explaining that scientists don’t know how they got here, or where they came from, for sure. They just know people were here from the evidence they left buried under the ground. For the earliest humans in North America, those we call Paleo-Indians, scientists can date the tools that were left behind. But they’ve discovered many ancient animal bones, so they do know a great deal about the animals they hunted--all of which have become extinct. Paleo-Indians are believed to have traveled in small family groups, finding shelter as they went. They hunted the animals we will learn about today, armed with only stone-tipped spears and stone knives.

[Note: The following activity can be done in a number of ways, but ideally use small groups that each has access to the web to print pictures of the mammals listed here. If that’s not possible, you might want to download pictures ahead of time.]

1. Divide the class into small groups and distribute cards from Appendix 3, “Ancient Creatures of the Midwest”. 

2. Have students copy these cards and labels onto heavier stock, cut, and ask students to match them, using the answer key to self-correct.

3. Have students access the Illinois State Geological Survey site to print pictures to match the cards www.isgs.uiuc.edu/quaternary/ice_age_residents.htm

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[Note: Please copy these cards and labels onto heavier stock, cut, and ask students to match them, using the answer key to self-correct. Have students access the Illinois State Geological Survey site to print pictures to match the cards www.isgs.uiuc.edu/quaternary/ice_age_residents.htm
2. You can also give each group a couple of info cards, a couple of picture cards and a couple of animal name cards, and have groups take turn reading their cards aloud with each group chiming in to guess which picture and animal the card matches. Or each group can match all the cards, photos and names—it depends how many groups you want to make copies for! Use the answer key to self-correct when finished.

3. Then discuss such questions as:
   - **You are armed with a stone-tipped spear. Which of these animals would you feel would be the easiest for you to hunt? Why?**
   - **Archaeologists have found Woolly Mammoth bones with stone arrowheads through them. What would be your strategy for hunting one? Would you try to do it by yourself or wait for others to help?**
   - **Would you like to live as a Paleo-Indian? Why or why not?**

**Extension:**

Using the resources in the Bibliography, research Illinois Paleo-Indian sites. It can also be fascinating to research and discuss theories as to why the mega fauna (and, in fact, Paleo-Indian peoples themselves) became extinct.

**Exercise 2: Early Plant Foods of the Midwest (Archaic Period, 10,000-3,000 years ago)**

**Introduction:**

Many students are aware that Historic Native people cultivated the plant foods of corn, beans and squash, along with plants used for other purposes, such as tobacco, sunflowers and gourds. For thousands of years before them, early Midwestern peoples supplemented their diets with a variety of wild plant foods. Here are some of the varieties that archaeologists and paleo-botanists have been able to discover from Midwestern sites.

1. Say: **As the glaciers melted and the climate grew warmer, the plants and animals of the Paleo-Indian period either adapted or became extinct and many new species evolved.** Various grasses, nuts, berries and other seed-laden plants became commonplace and the people of the Archaic Period took advantage of this new environment, forming seasonal camps to gather these new plant foods and animals. Scientists called paleo-botanists are able to identify plant species from the seeds they find in the ancient fire pits and garbage piles deep in the soil at Archaic sites. From these seeds and other evidence, they are able to determine what the climate and biome of that site was—i.e. wetland, prairie or forest—and get a sense of how the land changed through time.

2. Divide the class into small groups. Distribute plant information and picture cards to each group, and one copy of the accompanying “Who Am I?” worksheet for them to complete. [Note: Prepare the cards in Appendix 4]

3. Say: **I’d like you to read the information cards and match them to the picture cards. Then put the information cards away and see how well you remember what you’ve read. Use the picture cards and work together as a group to complete the worksheet.** Have the students use the answer key to self-correct.

4. Discuss the following questions:
   - **Do you think you could have been one of the people who first tasted each of these wild foods and figured out if it was poisonous or not?**
   - **How would Archaic people use seeds? Have students research roasting, boiling (to derive oils) and grinding. What other tools and technology would they need to develop to use seeds in these ways?**
   - **What are some of the other things these wild plants could have been used for? (fiber and thread for tools, shelters, containers and sewing, medicines)**

Check out [http://nativeweb.org/resources/crafts_indigenous_skills/plants_trees_shelters/](http://nativeweb.org/resources/crafts_indigenous_skills/plants_trees_shelters/) for other ideas.

**Extension:**

Ask the students to research other edible wild plants in Illinois. If possible, sample some wild plants that are commercially available, such as wild rice, fiddle-head ferns, wild mushrooms, and cattail roots!
Exercise 3: The People of the Woodland Period (3,000-1250 years ago)

1. Say: Around 3,000 years ago, there were some technological innovations that changed the way people lived. The bow and arrow was developed for hunting, clay pottery came into being, and people began to domesticate those wild plants by saving the seeds of the best plants and re-planting them. Corn was also introduced in some areas. With better ways of hunting and cooking and the introduction of farming, people lived longer and had more time to develop their ideas and express them. They began to create wonderful sculptures and carvings. They wore jewelry. And maybe most importantly, they developed a trade network to share their objects and ideas, stretching many hundreds of miles and garnering exotic materials. They also lived in larger communities and in permanent homes, unlike earlier cultures.

2. The new ideas they developed and shared involved spirituality that was expressed in symbols in their artwork and everyday life. There is evidence that people gathered for seasonal celebrations and that they studied the cycles of the sun, moon and stars. These people are often called the Moundbuilders because they also built thousands of mounds, some in which to bury their dead and others as celebration sites aligned with astronomical events. The people of the Woodland period are usually categorized as Adena or Hopewell.

3. Distribute copies of Appendix 5, “Adena and Hopewell Cultures”. Ask the students to read the Fact Sheet, then look at the map and complete the questions on the following page.

4. Some additional questions to discuss or research:
   - What are some of the differences between the Adena and Hopewell Cultures?
   - Why do you think there was such an explosion of innovations between the Archaic cultures and the Hopewell?
   - Why did mound building become so important to these people?
   - What drove people to commit themselves to building these mounds when all they had were stone tools and baskets to carry the dirt on their backs? Do you think it was a spiritual belief or do you think they were driven to do so by their leaders?

Extension:

Using resources in the Bibliography, ask students to research the Hopewell Culture sites in Illinois or neighboring states.

Exercise 4: The Mississippian Culture (1100 to 500 years ago)

Materials: Appendix 6, “Mississippian Trade Routes;” Appendix 7, “Journey to Cahokia Worksheet”

Background:

- Overlapping and blending into Hopewell culture, a new consciousness developed around 800 CE that archaeologists call the Mississippian period.
- During this time, the largest city in North America was constructed in southern Illinois across from what is now St. Louis. Functioning as a ceremonial and trading center, it contained a variety of mounds and temples, large public plazas for sports and rituals, neighborhoods of houses, and a large stockade fence.
- Called Cahokia, it was home to more than 20,000 residents at its peak and was maintained by an organized system of outlying villages to provide goods and tribute to the city’s leaders.
- Other hallmarks of this culture included a stratified society dominated by a “Sun God” and priests to interpret religious beliefs, elaborate burials of leaders, and an astronomical calendar dubbed “Woodhenge.”

1. Say: The Mississippian people still hunted and gathered wild plants but there was an increased reliance upon agriculture, especially corn, squash and sunflowers. They used the trade networks established by the Hopewell to trade with people hundreds of miles to the north, south, east and west.

2. Some Mississippian villages were small and may have just had a few houses around a courtyard. Other larger villages had more houses and also a mound, in which important people may have been buried. Even larger villages had maybe thousands of people with some burial mounds and a special flat-topped mound on which the ruler of the village lived.

3. And the largest was a city called Cahokia, where up to 20,000 people lived in different neighborhoods. It had temples and mounds of all different shapes and sizes, a huge courtyard on which they played games of lacrosse and chunkey, marketplaces for all the traders and a huge stockade fence around most of the city. It even had a huge kind of calendar made out of tree trunks lined up in a big circle. Cahokia was the largest city in all of North America at one time.
4. Cahokia was where the ruler of all the Mississippian people lived, on the top of a mound that was larger than the Great Pyramid in Egypt (now called “Monk’s Mound.”). He was called the “Great Sun.” People would come to Cahokia for miles around to see the Great Sun and his priests lead special celebrations.

5. The Great Sun and his priests gave the people jobs based on their skills. Some were farmers, warriors, traders, toolmakers, healers and craftspeople. The more important people in this society were able to obtain better trade goods and food and were also buried in mounds after they died.

6. Archaeologists have studied the site of Cahokia and many other Mississippian sites to determine the extent of their trade network, which even extended into Canada and Mexico.

7. Distribute copies of Appendix 6, “Mississippian Trade Routes”. Explain to the students that they’ll be learning about a few of the major trade items and then using the enclosed map to determine where they came from.

Optional activity:

- When students have finished, say: While there were no written records left by the people of Cahokia, there has been enough evidence to reasonably reconstruct fictionalized accounts of Mississippian life. I’m sure you’ll enjoy this book about a boy’s journey from present-day Detroit to Cahokia on a trading mission.

- We highly recommend using the wonderful book Journey to Cahokia by Alfred Lorenz. Well researched, stunningly illustrated and packed with information, it should be a quick and easy read for this age group. Have the students check their reading comprehension by completing the worksheet in Appendix 7.

Conclusion:

- Say: Cahokia flourished for about 150 years, but then things changed and the society started to decline. Archaeologists can see there was violence in the villages around Cahokia, and they can tell that the huge stockade fence around the city was rebuilt and strengthened a few times. By 1300 CE, the city was abandoned! What happened?

- Some scientists think that maybe a lot of people fell ill from eating so much corn and not eating a balanced diet. They do know that their teeth were ground down from the hard kernels. Ask: Do you think that may have affected their ability to eat when they were older, so more people died?

- Scientists do know that there was a drought, or long periods without rain, that would have affected the corn and other crops needed to feed so many people. Ask: Since the people believed the Great Sun was in direct communication with the gods and helped to control the weather, do you think they lost trust in him and his priests and tried to overthrow them?

- With so many people living in the city, there may have been shortages of other foods, too, such as deer. Ask: Maybe they fought each other to get more food?

- The Mississippian had a stratified society, where the elite, such as the priests, warriors and traders, were given the best food and the most impressive trade goods. Ask: Perhaps, during times of shortages, the common people grew tired of their favored treatment and revolted in some way?

- There also is evidence that a huge earthquake hit the area somewhere around 700 years ago and collapsed part of the mound on which the Great Sun lived. Ask: What do you think that would have done to the people who believed in the Great Sun?

- Explain scientists are still looking for evidence to help them figure out why the city was abandoned and most of the people in them area left. Other Mississippian cities were built in Georgia, Alabama and Oklahoma, though they all were smaller than Cahokia. In those areas, the Mississippian culture lasted a long time--Spanish explorer Hernando de Soto encountered some of them in 1539 when he tried to conquer what is now southeastern United States (he lost!). Some of the Mississippian people are the ancestors of Native American groups today.

Extensions:

- Invite students to do further research on Mississippian people, using some of the resources available in the attached Bibliography.

- Invite students to do additional research on Cahokia, or on their best guesstimates of why the city failed and was abandoned.

- Use the resources in the Bibliography to determine the closest Mississippian site to your school.

- Invite students to create a report on the defeat of Hernando de Soto by the Natchez Mississippians.
Exercise 5: Historic North American Indian Tribes

Materials: Appendix 8, “Native American Cultures Map”

Ask: Who can tell me the names of some of the Indians, or Native Americans, they’ve heard about? [Solicit names of tribes and be prepared to tell students the names of some of the tribes that inhabited your state or even town.]

1. Take this opportunity to dispel some common stereotypes about American Indians. A good place to start is the Mitchell Museum of the American Indian website at www.mitchellmuseum.org. Click “Education” in left menu, then “Teachers,” then “Top Ten Truths” fact sheet.

2. Say: There were more than 500 tribes living in what is now the United States when Columbus landed in 1492. Anthropologists have broken the tribes into different “cultural groups” because of the environments in which they lived. The plants, animals, and climate of the different areas determined how people who lived in those areas met their fundamental needs. They built the same kinds of houses, wore the same kind of clothing, and ate the same kinds of foods because they all relied on their environments for the natural resources they needed to live. There were similarities among the cultural groups, but also many differences.

3. Use the map in Appendix 8 to have students identify tribes across the United States in various cultural areas. Then have them focus in on the Eastern Woodland area and what tribes were believed to be in Illinois in 1492. Explain that over time, as Europeans moved into what is now the United States, the tribes moved into different locations. The Potawatomi, Sac/Fox, Winnebago (Ho-Chunk), Kickapoo, Shawnee and Miami all moved into Illinois from Wisconsin, Indiana and Michigan and the tribes of the Illinois Confederacy moved out of the state. [The Illinois Confederacy once contained a number of smaller tribes, but the only tribe remaining is the Peoria Nation, now located in Oklahoma.]

4. Explain that students will divide into groups for a research project on a historic tribe of this state and ask them to select a tribe from the six mentioned. Then allow students to select work partners and topics, or assign them yourself. Topics should include: traditional foods; hunting and gathering; clothing; housing; language; transportation; crafts; major village sites; interactions with settlers and soldiers through time; changes during the Fur Trade; treaties; removal to reservations and reservation life today. It’s important to inform students that these tribes still exist today, even if they may not still live on their ancestral homelands. Allow students to select a method to report their findings; you might want to invite parents and other classes in for their presentations.

Extensions:

- Consult a map of your county. Ascertain names of local places, parks, rivers and lakes, and streets with Native names and research the meaning and language affiliation of those names.
- Determine the most recent tribe to live in your area and research their final treaty. How much they were paid, and how many acres (or square miles) were relinquished? Estimate a price per acre for the land. Contact a local realtor and determine the going rate for an acre (or square mile) of vacant land today to determine how much the total treaty land would be worth today?
- Use some resources in the Bibliography to have students determine some historic Indian villages in your local area, the names of their leaders and the location of local trails. Have the students learn some words or basic phrases in their language. If possible, make contact with an Elder of the tribe and arrange a classroom visit, or contact a Tribal school and get a Pen Pal project going.
- Invite a local archaeologist into your classroom, or visit a local museum and ask to see local artifacts.

Conclusion:

Since these tribes, or the ancestors of these tribes, had been living in North America for thousands of years, revisit the idea that they were “discovered” by Europeans even though they had always been there.
Ancient Creatures of the Midwest

1) I might have been the largest rodent the world has ever known and was two-thirds the size of a black bear. I had long incisor teeth with grooves and may have used them to cut down huge trees. Unlike my modern descendants who have flat tails, my tail was round, but like them, I lived in marshes and ponds and ate plants. What was I?

2) I was a very common, if large, animal that lived in the forests all over the Midwest. I used my long, straight tusks that were curved at the ends to break branches and twigs from trees and also root around in the soil. I had a heavy body and stood about 10 feet tall at the shoulder. I was hunted by early people who might have mistaken my long trunk in the front for another tail! Who was I?

3) I was a huge, elephant-like animal with shaggy, reddish hair that stood 11 feet tall at the shoulder. I had a high, domed skull, small ears and long front legs that gave me a hump behind my neck. I also had very long tusks that curved inward, as well as a long trunk, that helped me dig up the grasses that I loved to eat. Many of my kind lived in the prairies and grasslands, and I was a source of food and fuel for the early peoples of the Midwest. Who was I?

4) I looked very different from my modern relatives with my long legs and short, wide muzzle. Maybe the only similarities were my very sharp teeth, long claws and thick, shaggy hide. When I lived in the Midwest, I was a top predator and killed many other animals for food. Other members of the ursidae family that still live around here are my black and grizzly cousins. Who was I?

5) I was a pig-like animal that ran in packs in the Great Lakes. My long canine teeth stuck up and down out of my snout and rubbed against each other. They were razor sharp and helped me dig through the soil for the plants and small animals that made up my diet. I lived in the grasslands near the edge of glaciers, probably near the mammoths. Although I am extinct,
6) Every year, I grew and then shed huge, long antlers that were much thinner than those of my cousins’ who live today. Large and long-legged, I lived in bogs and often waded into deep waters in search of plant foods. Other members of my family live in the Midwest today and were an important source of food and clothing for Native people for thousands of years. Who was I?

7) I looked and lived much like my modern descendants, although I was up to one-third bigger! I had long horns and a large hump, lived in herds on the grasslands, and was used by early people for food and clothing. Like me, my modern cousins were almost hunted into extinction. Who was I?

8) I was a top predator who lived in prides, taking care of the young, old and sick, but I was a vicious hunter. I was heavily muscled and loved to spring from an ambush. I was named for the two long, sharp teeth that protruded from my muzzle. Who was I?

9) I was a large, slow-moving, thick-furred animal that loved to stand up and strip leaves from the branches of trees. I could stand up to seven feet tall and used my broad tail to brace myself as I ate. Even though I had long, tapering claws, I probably couldn’t defend myself well against my many predators. Who was I?

10) I was a very common resident of post-Ice Age forests and prairies. I’m sometimes called “helmeted” because of the massive set of horns I wore and the strange pitted area of bone on the skull between them. Many of my modern cousins still live in the northern tundra of Alaska and Canada, but I was much larger and heavier than they are. Herds of my kind may have
formed a protective ring around our young to protect them from predators. Who was I?

Appendix 3: (Lesson 2, Exercise 1)
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<td>Sabre-tooth cat</td>
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<td>Jefferson’s Ground Sloth</td>
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<td>Woodland muskox</td>
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**Appendix 3: (Lesson 2, Exercise 1)**

**Answer Key**

1) Giant Beaver (*Castoroides ohioensis*)

2) American Mastodont (*Mammut americanum*)

3) Jefferson Mammoth (*Mammuthus jeffersonii*)

4) Short-faced bear (*Arctodus simus*)

5) Flat-headed peccary (*Platygonus compressus*)

6) Scott’s Moose (*Cervalces scotti*)

7) Bison (*Bison antiquus*)

8) Sabre-tooth cat (*Smilodon fatalis*)
The starchy seeds of Maygrass, which ripen in the late spring to early summer, have a nutritional value equal to corn. Evidence of this plant has been found in large quantities in many Midwestern archaeological sites. It first appeared in sites dating towards the end of the Archaic Period. Its use as a food plant continued through the Woodland Period. Because it does not naturally
grow in some Midwestern states, archaeologists wonder if early peoples could have traded for its seeds.

| Maygrass  
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<tbody>
<tr>
<td><em>Phalaris caroliniana</em></td>
</tr>
</tbody>
</table>

Sunflowers found their way to the Midwest more than 2,500 years ago. Every culture since then has used these starchy seeds for food and even developed their own non-wild varieties.

| Sunflower  
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Helianthus annuus</em></td>
</tr>
</tbody>
</table>

The starchy seeds of a number of species of Knotweed have been found in many sites. Knotweed is often found with Maygrass and Chenopods, suggesting that these plants were harvested and used together. Some archaeologists believe Knotweed may have been carefully tended, if not planted intentionally, by the end of the Woodland Period.

| Knotweed  
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Polygonum erectum</em></td>
</tr>
</tbody>
</table>
For more than 5000 years, the seeds and leaves of the Chenopodum family have been used by early peoples. In fact, scientists believe that around 3500 years ago, people collected the best seeds and planted them in gardens for their nutritious, starchy seeds. Some species of Chenopods that live today, including goosefoot and lamb’s quarters, are considered weeds. Another variety called Quinoa, found in health food stores, is called the “Supergrain of the Future!”

The remains of nuts are very common in many Midwestern sites beginning with Archaic times. Popular varieties include black walnut, pecan, hickory and acorns, depending on the time and location of the site.

Sumpweed, or marsh elder, is a plant found in wet areas in many parts of the Midwest. Its oily seeds have been found at a site and dated to more than 7300 years of age. Because the seeds found at sites have gotten larger through time, scientists believe that Sumpweed was carefully planted and tended in some places through Woodland and Mississippian times.
People of the Archaic Period about 7,000 years ago were using the edible seeds of gourds in some places in the Midwest, possibly those of the Pepo squash. The hard-shelled fruit of this plant might have been used as cooking containers, since the flesh was probably too bitter to eat.

Wild fruits and berries played an important part in the diets of many early peoples. Among those most often recovered from sites are blackberries, raspberries, wild plums, grapes, persimmons and pawpaws.

Who Am I?

1. This plant’s oily seeds have been found in sites 7300 years old. Because they have grown larger over time, scientists believe the plant was carefully tended by very early farmers. Who am I?

____________________

2. For many thousands of years, some species of this plant were grown as an important source of food for early people. Today, these plants are considered weeds! Another plant in this family, found in health food stores, is called “The Supergrain of the Future.” What am I?

____________________
3. My flesh was probably too bitter to eat, but there is evidence that early peoples ate my seeds and used me for cooking containers because I’m so thick-shelled. Who am I?

_____________________________

4. Archaeologists know that early people used many different varieties of my family for many thousands of years because evidence of my husks and shells are common at many sites. Who am I?

___________

5. Although I am not native to many places in the Midwest, people have used my starchy seeds in every culture since I started growing here 2,500 years ago. People and birds still love us today. Who am I?

____________

6. I am one of three plants whose starchy seeds are often found together at many Midwestern sites. By the end of the Woodland Period, people were taking good care of me, if not planting me on purpose. Who am I?

________________

7. Early people must have known that my starchy seeds were as nutritious as corn, because there is a lot of evidence that I was used and grown in parts of the Midwest since the Archaic Period. People may have traded for my seeds to plant! Who am I?

___________________

8. Our many varieties were an important part of peoples’ diets for thousands of years, and we are still a summertime treat for people today. Who are we?

____________ and ___________________

Appendix 4: (Lesson 2, Exercise 2)

Who Am I? Answer Key

1. Sumpweed (or Marsh Elder)

2. Chenopodium (or Goosefoot or Lamb’s Quarters)

3. Pepo squash

4. Nuts
The Adena Culture Fact Sheet

The Adena people lived in areas of Ohio, Pennsylvania, Indiana, Kentucky and West Virginia. They lived there from 700 BCE to about 100 CE.

Some Adena people lived in round houses made of poles and bark with conical roofs. Some of them lived in rock shelters. They were the first people in this area to settle in small villages of 3 to 5 houses.
The Adena people hunted with bows and arrows and fished. They gathered wild plant foods, such as sunflowers, sumpweed, goosefoot, knotweed and maygrass. They began to grow pumpkin, squash and beans in small gardens.

They used axes, hoes and arrowheads made of stone. They also made pipes and simple pottery, with designs made by pressing cord or fabric into the wet clay. They ground their plant seeds and cooked them in pots over a fire into an oatmeal-like gruel.

They made rings, bracelets and pendants from copper. They made spoons, beads and tools from shell. They also made beads, combs, tools and jewelry from animal bone and deer antlers. Because they lived near rivers, they began to trade with other people in different parts of the country.

They buried their important dead people in log tombs inside of large mounds, from 20 feet to more than 200 feet around. The dead were often buried with their jewelry. Many mounds were destroyed by vandals stealing this jewelry, or by farmers clearing land in the early 1800s.

Look for the area in green on the map below to see where the Adena people lived.

The Hopewell Culture Fact Sheet

Hopewell people lived in areas of Ohio, Michigan, Wisconsin, Illinois, Iowa and Missouri. They lived there from about 100 BCE to about 500 CE. Most Hopewell people lived in rectangular houses made of posts with mud walls and thatched roofs. They lived in larger villages, usually close to rivers. Hopewell people were excellent hunters and fishermen and now used the bow and arrow. While they still gathered wild plant foods,
they grew pumpkin, squash, beans and now, maize or corn. Because they could grow larger, more nutritious crops, the population increased.

The Hopewell people built mounds, some shaped like cones in which to bury their dead and others in the shapes of animals such as birds, turtles and bears. They also built a number of geometrical shaped earthworks, which some scientists believe are aligned to the summer and winter equinoxes and solstices. It is believed that some of the mound sites were used to hold ceremonies or religious rituals.

Without the use of the wheel or animals, workers carried millions of bushels of dirt on their backs to build these mounds. Scientists believe there were chiefs and/or priests to lead the people in their work. The leaders were the ones to be buried, along with their jewelry, pottery and finest tools, when they died.

Hopewell people expanded the trade network set up by the Adena. They traded for copper from the upper Great Lakes, mica from the Carolinas, silver from Canada, shells from the Gulf of Mexico, flint from Indiana, and grizzly bear teeth and obsidian from the Rocky Mountains.

From these materials, they made wonderful pieces of artwork, jewelry and tools. They made pipes in the shapes of animals, huge spear points of sharp obsidian, and foot-long outlines of eagle claws out of incredibly thin mica. Some of these pieces were traded, given as gifts, or buried with important leaders.

The Hopewell also made finer pottery than the people before them. It was thinner, decorated with careful designs and included new shapes, such as bowls and jars.

By around 400 CE, scientists believe, something happened to change the way the Hopewell lived. Mound-building stopped. Villages became larger and protected by moats and walls. Art was no longer made. It is thought that the trade network somehow broke down. Maybe colder weather reduced the number of animals to be hunted, or perhaps crops died. Scientists are still looking for the answers.
1. How many Hopewell groups are found in your state? ____

2. What are their names? _________________________________
   _________________________________
   _________________________________

3. Name two other Hopewell groups from neighboring states that may have traded with the groups in your state:
   _________________________________
   _________________________________

4. List the 5 largest Hopewell groups on this map:
   _________________________________
   _________________________________
   _________________________________
   _________________________________
   _________________________________

5. Name a group along the Gulf of Mexico that might have traded shells:
   _________________________________

6. Name a group in Canada that might have traded silver:
   _________________________________

7. Name a group in the Upper Great Lakes that may have traded copper:
   _________________________________

8. Name a group in Indiana that might have traded flint:
   _________________________________

9. Do some online research and write the names of two Hopewell Mounds found in your state:
   _________________________________
   _________________________________
Mississippian Trade Routes

I: Native American trade networks, c. AD 1450

- trade route
- major trade center
- source of food for trade gatherings
- trade goods
**Mississippian Trade Routes**

*Directions:* Read the descriptions of the trade goods listed on these pages. Cut out the pictures and glue them on the map near the areas from which they came.

The Mississippian city of Cahokia, near modern-day St. Louis, grew to become the largest trading and ceremonial center of the culture. At Cahokia, the people traded maize, pottery and hoes for jewelry, tools, raw materials and other items from all over the continent. Here are some of the goods traded with the nobility and commoners of Cahokia from this vast trade network.

Volcanic **obsidian** arrow points and tools were prized for their sharpness and beauty and came from Colorado and points farther west.

Brightly colored **feathers** came from Mexico and were worn by the priests and other elite during ceremonies.

**Copper** came from the upper Great Lakes and was often shaped into jewelry. People of Cahokia sometimes used copper in earspools and earplugs, which were buttoned through the earlobe.

**Shells** from the Gulf of Mexico were important trade items. Cahokian artisans formed them into beads and pendants worn as jewelry by the nobility. Whelk shells were also engraved with religious symbols and used as drinking cups in ceremonies.
Flint, or chert, was an important trade item used to make arrowheads and tools. Some of these hard rocks were brought in from Arkansas and Oklahoma. Cahokian toolmakers used local Mill Creek Chert to make hoes, which were then traded to farmers across the area.

Traders brought various crushed mineral pigments from other parts of the country that were made into paints and dyes for pottery and clothing. Some of these minerals included red ochre and galena.

Animal hides and skins were traded by hunters who had extra bison, deer, elk, bear, fox and beaver to use for clothing, robes and accessories.

Mississippian people also traded dried food called jerky. Made from fish, venison and buffalo, jerky can be stored for a long time and has been used by people for tens of thousands of years.

Pearls from the East Coast were prized by the Cahokian elite and have been found with other riches in the burial mounds of important people.

Pictures by Joy Schleh, from Journey to Cahokia: A Boy’s Visit to the Great Mound City.
Journey to Cahokia Worksheet

1. Look at the map and find Little Hawk’s village. In what direction did he have to travel to get to the Great Serpent Mound? ____________________________

Then he traveled in a ________-erly direction until he rounded the tip of Illinois. Then he traveled in what direction to reach Cahokia? ____________________________

2. Look at Little Hawk’s village scene. What is surrounding the houses? ____________________________ Why do you think it is there? ____________________________

3. What are the women doing by the water? ____________________________

List 5 activities done by women in the village: a. ____________________________

b. ____________________________ c. ____________________________

d. ____________________________ e. ____________________________

4. List 4 activities being done by the men in and outside the village:

a. ____________________________ b. ____________________________

c. ____________________________ d. ____________________________

5. On the next pages, list 3 foods brought back by the hunters:

________________________________

6. What are the women doing on the bottom of the left-hand page?________________________

________________________________
7. On the bottom of the right-hand page, what is one woman doing with clay? ____________________________________________

What is the younger woman next to her doing? ________________________________

Why did she use the comb and stick on her mat? ________________________________

8. Inside the Council House, what is Night Sky wearing? _________________________

Describe three designs you see tattooed on the men around the fire:

______________________________________________________________

9. Identify 5 of the animals you see on the next pages of the group’s journey:

______________________________________________________________

______________________________________________________________

10. Read Spotted Fawn’s story. Name the two characters with long black hair in the story pictures above the fire: ________________________ and ________________________.

11. Name one way you can tell the attacking villagers apart from the people in Little Hawk’s village in their canoes: _________________

______________________________________________________________

12. How many people lived in Little Hawk’s village? ____________ How many people lived in Cahokia? ________________________
13. What is the name of the game Little Hawk sees being played? ________________

14. What is being grown in the people’s gardens? ____________, ___________, ____________, and ________________. What tool were the people using that Little Hawk’s mother wanted to trade for? _____________________

17. What is the name of the “tall regal warrior” at the top of Cahokia’s Great Pyramid? ________________________________

18. What were Little Hawk and Meadow Bird given as parting gifts? _____________________________ and _____________________________

What was Little Hawk given by Red Earth? ________________________
Appendix 8: (Lesson 2, Exercise 5)

Native American Cultures Map
Pre-Columbian Indian Cultures Timeline

### 30,000–20,000 BCE

Indians cross Bering Strait into North America or come in boats from other locations, or according to their own histories were created in this place.

### 9,200 BCE (Clovis Culture)

Known for invention of superbly crafted grooved or fluted stone projectiles (Clovis points) first found near Clovis, NM, 1932. Clovis points found throughout Americas. Hunted big game, notably mammoths.

### 9,800 BCE (Folsom Culture)

Named for site near Folsom, NM, 1926. Developed smaller, thinner, fluted spear point than Clovis type. Hunted big game, notably huge bison. First used spear-thrower called an atlatl (Aztec for “spear-thrower”).

### 8,500 BCE (Plano/Plainview Culture)

Named after site in Plainview, TX. They are associated primarily with Great Plains area. Were bison hunters. Developed delicately flaked spear point that lacked fluting. Adopted mass-hunting technique (Jump-kill) to drive animal herds off a cliff. Preserved meat in form of pemmican (Cree word pimihkân, it is concentrated mixture of fat and protein used as a nutritious food). First to use grinding stones to grind seeds and meat.

### 8,000–5,000 BCE

Central American Indians begin agriculture/Paleo Hunting Culture on Plains (Folsom, Clovis, First View)

### 6,500 BCE (Northwest Coast Indians)

Some modern descendants--Tlingit, Haida, Kwakiutl, Nootka, Makah. Settled along shores, rivers, creeks of SE Alaska to northern CA. A maritime culture, were expert canoe builders. Salmon fishing important. Some tribes hunted whales/other sea mammals. Developed high culture without benefit of agriculture, pottery, or influence of ancient Mexican civilizations. Tribes lived in large, complex communities, constructed multifamily cedar plank houses. Evolved caste system of chiefs, commoners, slaves. Were highly skilled in crafts/woodworking that reached height after European contact and steel tools. Held lavish feasts (potlatches) to display wealth/social status.

### 2,000–1500 BCE

Agricultural revolution transforms Native American life

### 1200–300 BCE

Olme culture flourishes in S central Mexico/culture hearth for subsequent Mesoamerican high culture.

### 500 BCE - 200 CE (Adena Culture)

Named for estate called Adena near Chillicothe, OH, where earthwork mounds first found. Culture centered in present southern OH, but also lived in PA, IN, KY, and WV. Were pioneer mound builders in US and constructed spectacular burial/effigy mounds. Settled in villages of circular post-and-wattle houses. Primarily hunter-gatherers, they farmed corn, tobacco, squash, pumpkins, sunflowers at early date. Important sites: Adena Mound, OH; Grave Creek Mound, WV. May have built Great Serpent Mound, OH.

### 300–1300 CE (Hopewell Culture)

Major tribes of Southeast--modern descendants. Extended from MS Valley into AL, GA, FL. Constructed large flat-topped earthen mounds on which were built Wooden temples/meeting houses/residences of chieftains/priests. (Also Temple Mound Builders.) Built huge cedar pole circles (“woodhenges”) for astronomical observations. Highly skilled hunters with bow and arrow. Practiced large-scale farming of corn, beans, squash. Skilled craftsmen. Falcon/Jaguar common symbols in art. Had clear ties with Mexico. Largest center/largest of all mounds (Monks Mound) at Cahokia IL. Other great temple centers at Spiro, OK; Moundville AL; Etowah GA.

### 100 BCE - 500 CE (Mississippian)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000 BC - 8000 BC</td>
<td>Paleo Indians occupy small camps in coniferous forests/subsist on large game and wild plants.</td>
</tr>
<tr>
<td>8000 BC - 500 BC</td>
<td>Archaic Indians inhabit deciduous forests in small groups, hunt deer and small game, weave baskets, and grind seeds with stones.</td>
</tr>
<tr>
<td>500 BC - AD 900</td>
<td>Woodland culture Indians develop maize agriculture, build villages and burial mounds, invent the bow and arrow for hunting, and begin making pottery.</td>
</tr>
<tr>
<td>900 - 1500</td>
<td>Mississippian cultures improve agricultural methods, build temple mounds and large fortified villages. Most settlements abandoned prior to historic period.</td>
</tr>
<tr>
<td>1673</td>
<td>French explorers Jacques Marquette/Louis Jolliet descend Mississippi to Arkansas River and return to WI via IL River—first Europeans to reach Illinois country.</td>
</tr>
<tr>
<td>1675</td>
<td>Marquette founds a mission at the Great Village of the Illinois, near present Utica.</td>
</tr>
<tr>
<td>1682</td>
<td>La Salle/Tonty build Ft. St. Louis across IL River from Great Village of Illinois site.</td>
</tr>
<tr>
<td>1696</td>
<td>Jesuit Pierre François Pinet establishes Guardian Angel mission at present Chicago.</td>
</tr>
<tr>
<td>1699</td>
<td>Quebec priests found Holy Family mission, Cahokia, 1st permanent settlement in IL country.</td>
</tr>
<tr>
<td>1717</td>
<td>Illinois becomes part of the French colony of Louisiana.</td>
</tr>
<tr>
<td>1720</td>
<td>Fort de Chartres becomes seat of military/civilian government in Illinois.</td>
</tr>
<tr>
<td>1730</td>
<td>Hostile Fox Indians massacred in east-central IL by French troops and Indian allies.</td>
</tr>
<tr>
<td>1763</td>
<td>French and Indian War ends; IL country ceded to Britain by Treaty of Paris.</td>
</tr>
<tr>
<td>1778</td>
<td>George Rogers Clark defeats British at Kaskaskia, securing IL country for Virginia.</td>
</tr>
<tr>
<td>1779</td>
<td>Jean Baptiste Point du Sable establishes trading post at present Chicago.</td>
</tr>
<tr>
<td>1783</td>
<td>Treaty of Paris extends the United States boundary to include the Illinois country.</td>
</tr>
<tr>
<td>1784</td>
<td>Virginia relinquishes its claim to Illinois.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>1787</td>
<td>Northwest Ordinance places Illinois in the Northwest Territory.</td>
</tr>
<tr>
<td>1788</td>
<td>Arthur St. Clair becomes first governor of the Northwest Territory.</td>
</tr>
<tr>
<td>1800</td>
<td>Congress creates Indiana Territory, which includes Illinois.</td>
</tr>
</tbody>
</table>
| 1803 | Kaskaskia Indians cede nearly all their Illinois lands to the United States.  
United States Army establishes Fort Dearborn at present Chicago. |
| 1804 | William Clark departs from Camp Dubois to join Meriwether Lewis for westward explorations. |
| 1809 | Congress organizes IL Territory, Kaskaskia the capital, Ninian Edwards—governor. |
| 1812 | Potawatomi Indians kill 52 troops and civilians in destroying Fort Dearborn. |
| 1813 | Land offices opened at Kaskaskia and Shawneetown. |
| 1816 | Fort Armstrong is built at Rock Island, and Fort Dearborn is rebuilt at Chicago. |
| 1817 | War of 1812 vets begin receiving 160-acre land warrants in IL Military Tract, region between IL/MS rivers. |
| 1818 | IL 21st state, Kaskaskia—capital, Shadrach Bond—first governor. Population is 34,620. |
| 1819 | Kickapoo move west of Mississippi, relinquishing most claims to central IL lands. |
| 1820 | Vandalia becomes the state capital. |
| 1829 | Chippewa/Ottawa/Potawatomi cede lands in northern IL by Prairie du Chien Treaty |
| 1832 | Black Hawk War ends/Sauk and Fox Indians leaving Illinois lands ceded in 1804. |
| 1833 | Treaty of Chicago—US acquisition/settlement of last remaining Indian lands in IL. |
| 1839 | Cherokee Indians pass through southern Illinois on "Trail of Tears" to Oklahoma. |
Pre-Contact Cultures of North America


Dig: America’s 1st Cities V9 N9 November/December 2007 (8+) www.digonsite.com


Faces: First Americans, First Encounters V8 N5 January 1992 (8+) www.cobblestonepub.com

Hakim, Joy. A History of Us: The First Americans: Prehistory-1600 (Book 1), New York: Oxford University Press, 2007. 0195327152. This first book of the award-winning series is detailed, interesting and very appealing to students. (9+)


Tanner, Helen Hornbeck, ed. The Settling of North America, New York: Macmillan, 1995. ISBN 0-02-616272-5. Part I of this amazing reference volume has invaluable maps, descriptions and timelines of the cultures of the last 16,000 years of life on this continent. (A)

Cahokia Mounds State Historic Site—Tips for Teachers http://www.cahokiamounds.org/learn/tips-for-teachers/

Dickson Mounds—Illinois State Museum http://www.experienceemiquon.com/content/dickson-mounds-museum-2


Illinois Fluted Site Survey http://flutedpointsurvey.com/illinois/

National Museum of the American Indian—Smithsonian Institute—Infinity of Nations Quest http://nmai.si.edu/exhibitions/infinityofnations/culturequest/

Native American Module—Illinois State Museum http://www.museum.state.il.us/muslink/nat_amer/index.html

Schingoethe Center for Native American Cultures http://www.aurora.edu/museum/#axzz2VptoDXwB

Historic Cultures of Illinois (※= Native author)


※ Dennis, Yvonne Wakim and Arlene Hirschfelder, Children of Native America Today (Charlesbridge Books) ISBN 1-57091-499-0

Gibson, Karen Bush, The Potawatomi (Bridgestone Books)

Hunter, Sally, Four Seasons of Corn: A Winnebago Tradition (Lerner Press) ISBN 082259741


McDaniel, Melissa, *The Sac and Fox Indians* (Chelsea House) ISBN 0791020347


www.museum.state.il.us/muslink/nat_amer/index.html Native American Module—Illinois State Museum

www.nativetech.org A wonderful resource for crafts, recipes, traditional skills and other background information on the Eastern Woodland peoples.


www.bkejwanong.com Walpole Island First Nation in Canada (Potawatomi)

www.fcpotawatomi.com Potawatomi Forest County Band in Wisconsin.


www.hannahville.net Hannahville Potawatomi in Upper Michigan

www.mpm.edu/wirp/icw-152.html Potawatomi history from the Milwaukee Public Museum.

www.nhbpi.com Nottawaseppi Huron Band of Potawatomi in southwest Michigan

www.pokagon.com/ Click on “Keepers of the Fire” for great background information from Pokagon Band in southwest Michigan.

www.potawatomi.org/ Citizen Potawatomi Nation in Oklahoma

www.mbpi.org Gun Lake Band of Potawatomi in southwest Michigan

http://www.bigorrin.org/hochunk_kids.htm Information on the Ho-Chunk, or Winnebago, Nation for students.

http://www.ho-chunknation.com/AboutUs.aspx History of the Ho-Chunk

http://www.winnebagotribe.com/about_us.html Information about the Winnebago Tribe of Nebraska

http://www.bigorrin.org/illini_kids.htm Information on the Illinois Indians for students

http://www.peoriatribe.com/history.php History of the Peoria Tribe of Oklahoma


http://www.bigorrin.org/miami_kids.htm Information about the Miami people for students.

http://www.bigorrin.org/sf_kids.htm Information on the Sac and Fox nations for students

http://www.native-languages.org/sac-fox.htm Information and links to Sac and Fox websites