CHAPTER ONE
A CONTINENT OF VILLAGES, TO 1500

CHAPTER OVERVIEW
This chapter covers the first settlement of the Western Hemisphere by immigrants from Asia. Over the centuries these immigrants developed a variety of technologies and communities adapted to their physical environments. Europeans coming to the Americas would find a populated continent of many villages, not an empty land. Native Americans had a great deal of diversity in community organization, language and technology. European colonists would profit from these technologies and regional adaptations.

CHAPTER OBJECTIVES
After reading the chapter and following the study suggestions given, students should be able to:

1. Illustrate how Cahokia is representative of the definition of the word “community” (see preface of the textbook).
2. List the scientific, archaeological, and oral tradition evidence that supports the migration hypothesis and outline the basic details of the hypothesis.
3. Describe the first American technology, the Clovis tradition, and indicate how it affected the development of community.
4. List the regional geographic areas of North America and illustrate how each one affected the development of the hunting, desert, and forest cultures. Illustrate how social developments in these various communities were affected by people’s environmental adaptations.
5. Discuss the development of farming in the Western Hemisphere and its advantages and disadvantages. Illustrate how farming techniques became widespread in North America and how they affected social organizations, religious ideas, and other aspects of community.
6. Illustrate the significance of the farmers of the Southwest, the Anasazi, Eastern Woodlands, and Mississippian society in terms of agricultural advances and accompanying community changes.
7. Describe what the Europeans would find in North America in terms of the chapter title, “A Continent of Villages,” and explain how this would affect European colonization.
8. Compare and summarize from the entire chapter various North American Indian attitudes in regard to community.

CRITICAL THINKING/READING SKILLS

AMERICAN COMMUNITIES: Cahokia—Thirteenth-Century Life on the Mississippi: Where was Cahokia and why was it representative of an American community? How does the community of Cahokia relate to the chapter title, “A Continent of Villages”?

SETTLING THE CONTINENT: Who were the “Indians” and how did they settle the continent?
Who Are the Indian People? What diversity characterized the Indian people? In what ways did Europeans try to explain the existence of the Indians in America? What are the main elements of the Acosta-Martin Cobo theory? What is the migration hypothesis?

Migration from Asia: What various scientific, linguistic, archaeological, and oral tradition evidence supports the theory of Asian origin of the American Indians? When did the Indians migrate from Asia? How were they able to cross from Asia to the Western Hemisphere? What is the controversy about timing? Identify: Pleistocene, Beringia.

Clovis—The First American Technology: What was the Clovis tradition and how did this technology affect community development? How widespread was it geographically?

THE BEGINNING OF REGIONAL CULTURES: How did the North American climate change? What distinct regions were formed? How did this affect culture?

Hunting Traditions of the Plains and Forests: What new traditions of plains and forests developed? What were the technologies developed and how did this affect community development?

Desert Culture in Western America: What new subsistence traditions developed in the desert and Northeast coast? What was the basis of the Desert Culture’s way of life? What specific skills were involved? How did this adjustment to the harsh environment affect the forces of community? What other areas were affected by the innovative practices of the Desert Culture?

Forest Efficiency: What is forest efficiency and where did it develop? What types of technology were involved and how did it affect community?

THE DEVELOPMENT OF FARMING: Where did farming develop in North America and in what direction(s) did it spread?

Mexico: How did farming develop in Mexico and what food source was it based on? How does this compare to the development of farming in other parts of the world? What crops were involved and how did this benefit European expansion? How did farming radically reshape social life? How did these city states compare to classic civilization?

The Resisted Revolution: What was the revolution being resisted and why? What are the limitations of the term Neolithic Revolution? How do the Menomini, Paiutes and Californians specifically demonstrate these limitations? How does climate connect to the development of cultivation?

Increasing Social Complexity: What types of social complexity developed within farming communities? What types of complexities developed in wealth, poverty, labor, and sexual groupings? How did these contrast with those of Europeans? What were the disadvantages of these changes to a settled community?

The Religion of Foragers and Farmers: What were the religious ideas of foragers and farmers and how were they shaped by these technologies?

Earliest Farmers of the Southwest: What climatic shifts occurred 5000 to 3000 years ago? What two peoples developed technologies to adapt to the climatic changes and what technologies did they develop?

The Anasazi: Who were the Anasazi and why are they significant to farming? What was the extent of their culture in location and level of community? What caused their decline?

Farmers of the Eastern Woodlands: Who were the earliest farmers of the Eastern Woodlands? Who were the Adena and Hopewell and what types of technology and community did they develop?
Mississippian Society: Who were the Mississipians? What technological innovations was the society based on? How was Cahokia significant and what were the other regional centers of this society? What transportation system linked them? How did Mississipians compare to Anasazi and to European societies?

The Politics of Warfare and Violence: How might both farming and climate have affected warfare and violence among Indian peoples? How is Cahokia an example of these developments? What happened to Cahokia and other Mississippian communities?

NORTH AMERICA ON THE EVE OF COLONIZATION: When the Europeans came to North America, what did they find in terms of diversity and size of population?

The Indian Population of America: What was the Indian population of America north of Mexico and how did scholars determine this? Where were the most sparse and most dense populations? In what three areas did European explorers, conquerors, and colonists first concentrate their efforts?

The Southwest: What peoples lived in the Southwest at the time the Europeans came? How had they adapted to the arid climate? What was their communal village life like? What is the commonalty of Oraibi, Acoma, Laguna and other areas listed? How did the settled Indians affect nomadic Indians?

The South: What was the climate and terrain like in the South? What Indian peoples lived in various areas when the Europeans came? What were their cultures like?

The Northwest: What were the advantages of the climate and lands of the Northwest? What peoples lived in the various areas the Europeans came to? What were their cultures like? What groups fall under the terms Iroquois and Algonquian?

CONCLUSION: How was the history of Indian people of North America linked to the physical development of the continent? How did their responses affect their way of life? How did this affect European colonists? What does historian Perry mean when he says “Columbus did not discover a new world”? What characterizes the early encounters of Native Americans and Europeans in North America?

CHRONOLOGY: What time span is being covered? What is the significance of this particular time span? What are the major events covered in this chapter? How do they connect to the chapter title? Who are the significant people as groups or as individuals involved in these events? What are the significant places? What important terms and concepts are connected to these events?

KEY TERMS/VOCABULARY
Identify the following terms:

1. Pleistocene 9. Utes 18. visionquest
3. Folsom 11. maize 20. agrarian tradition
7. Archai 15. chief 24. hohokam
17. hunting tradition 26. Four Corners
1. Making Connections: A chart helps the student to compare information. There are major advantages to doing this. First, the student has elements of the entire chapter in a compact form to add relevant information. The second advantage is that doing the chart reinforces the material either for objective or essay exams. Complete the chart on p. 5. Now continue on your own with the remaining cultures in Chapter One.

2. Use the pattern of who or what, when, where, why in identifying major terms. You can put these terms on 3x5 cards or use another convenient method. Be sure to incorporate any pertinent material from illustrations or maps. It may also be useful to blending information from various parts of the chapter or chapters. Do not expect all relevant material to be in one place. Try this with the term “Clovis” and see how yours compares to the item below.

   Clovis:
   **Who or what:** style of toolmaking that was an advance over earlier migrants—a 3 to 6 inch fluted point
   **Where:** first found at Clovis, New Mexico, but point then found all over continent of North America
   **When:** 12,000 years ago
   **Why:** (in terms of significance—why did the author feel this was important to mention?): more efficient way to hunt and this first American technology allowed survival within a smaller territory with less wandering after small game

3. Look at the illustrations of Clovis points and Folsom points in Chapter 1. How do illustrations enhance your understanding of the text material? Remember to look at all illustrations and maps in the chapters. They give you context and clues to understand and remember the material.

4. Reflection will enrich your understanding of the material.
   a. If you were a hunter-gather, how might you react if someone were trying to persuade you to settle down and be a farmer?
   b. Imagine yourself as a Native American overhearing a Fourth of July speech in which the speaker praises the European colonists who settled “an empty land.” How would you reply?
   c. If someone referred to Indians as always having bow and arrow technology, what would you tell them?
<table>
<thead>
<tr>
<th>Name of Culture</th>
<th>When</th>
<th>Location(s)</th>
<th>Technology</th>
<th>Community Structures</th>
<th>Special Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLOVIS TRADITION</td>
<td>10,000 B.C.E. or 12,000 years</td>
<td>Clovis, New Mexico and all over North America</td>
<td>3–5&quot; fluted stone point that when set in spear shaft was effective for big game</td>
<td>expanding population, mobile communities of 30–50 interrelated families with seasonal camps in smaller territory</td>
<td>Pleistocene overkill and climatic change brought decline</td>
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<td>FOLSOM</td>
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<td>PLANO</td>
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<td>DESERT CULTURES</td>
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<td>COR-DILLERAN</td>
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<td>FOREST</td>
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MAP SKILLS/Critical Viewing Activities

Study Tip: When you develop your maps, you should reinforce your knowledge by asking yourself the importance of each location. Why is this particular city, river or other location significant in this chapter? Following this procedure is another way to understand, reinforce, and review material.

1. Migration Routes from Asia to America (p. 7)
   a. Where is Beringia?
   b. What is its connection to the migration hypothesis?
   c. How did migrants make their way?
   d. How far south did the continental glaciation extend?
   e. What major mountain range was crossed during the migration?

2. The Regions of Native North America: History and the Land (p. 8)
   a. What are the major regions pertinent to this chapter?
   b. Be able to connect specific communities discussed in this chapter to the correct region.

3. Native North American Trade Networks (p. 9)
   a. Which regions had the most trading centers?
   b. Where did these centers concentrate?
   c. Using textbook material, discuss the extent of trade in Indian North America

4. Indian Settlement before European Colonization
   a. Where in the present-day United States did the Indian population exceed 1–4 people per square mile?
   b. Compare the density of Indian population inside present United States borders to other parts of the Americas?
   c. What types of societies had the highest populations? The lowest?
   d. How does this relate to the geographic regions map?

5. Southwestern Indian Groups on the Eve of Colonization
   a. What were the major Indian groups in the Southwest on the eve of colonization?
   b. What river systems were significant to Indian life in the Southwest?
   c. How were communities affected by their regions?

6. Southern Indian Groups on the Eve of Colonization
   a. Where were the Indian groups of the South on the eve of colonization?
   b. What river systems were significant to Indian life in the South?
   c. How did their region affect their communities?

7. Northeast Indian Groups on the Eve of Colonization
   a. What two major language families dominated the Northeast?
   b. Give examples of people within each group.
   c. How did their region affect their communities?

8. The United States (p. 10)
   a. Label and spell correctly each state. No abbreviations.

9. Physical United States
   a. Locate the geographic features.

10. Native American Cultures
    a. Discuss important Native American cultures.

11. Great Empires of the Americas
    a. Discuss the migration pattern and the important cultures of the Americas.
Migration Routes from Asia to America

Possible migration routes

- Glaciated areas
- Land areas
- Present-day coastlines
- Beringia
Native North American Trade Networks

- Customary trading connections
- Regional centers
- Local centers
- Customary trading connections
READING QUIZ

MULTIPLE CHOICE:

1. Which one of the following does NOT describe a new technology or crop that affected the development of Native Americans in North America?
   a. Clovis point  
   b. northern Flint  
   c. kiva  
   d. wheat  

2. Which one of the following has the LEAST in common with the other three?
   a. large mammals  
   b. Beringia  
   c. Pleistocene  
   d. Northern Flint  

3. According to the migration hypothesis, the people Columbus mistakenly called Indians came from?
   a. Africa  
   b. Israel  
   c. Asia  
   d. Northern Europe  

4. Which one of the following is the RESULT of the other three?
   a. migration from Asia  
   b. Pleistocene ice age  
   c. Beringia  
   d. large mammals  

5. Excavations of Folsom and Plano kill sites have shown that their communities
   a. were growing in complexity and division of labor.  
   b. lacked cooperation and unity for large tasks.  
   c. were highly stratified and hierarchical.  
   d. depended more on farming than hunting technology.  

6. Which one of the following is the CAUSE of the other three?
   a. global warming 15,000 years ago  
   b. distinct North American climatic regions  
   c. ending of the Pleistocene  
   d. stress on large mammals  

7. Archaic community life based on forest efficiency became
   a. more and more nomadic and egalitarian.  
   b. greatly ritualized.  
   c. increasingly permanent with sex role differentiation.  
   d. more unified through confederacies of tribes.  

8. Which one of the following is NOT a significant New World crop?
   a. wheat  
   b. potatoes  
   c. maize  
   d. tobacco  

9. The primary function of a ruling council in a farming community was to
   a. conduct warfare against other tribes.  
   b. supervise the economy.  
   c. prevent crime.  
   d. divide property among the clans.  

10. Which one of the following was LEAST likely to be true of the religion of Hunting Traditions?
    a. ritual fertility festivals  
    b. shamans  
    c. vision quests  
    d. pantheism
11. Which one of the following best describes a kiva?
   a. burial mound of Hopewell mortuary cult
   b. Hohokam ball-playing court with surrounding religious platform mound
   c. Pueblo impersonations of ancestral, sacred spirits
   d. Anasazi subterranean crop storehouse and religious center

12. Which one has the LEAST in common with the other three?
   a. longhouses                 c. pueblo
   b. rancheria                  d. kachina

13. Pueblo Bonito is to the Anasazi as Cahokia is to the:

14. One commonalty between the Creek, Chickasaw, Cherokee and Iroquois was a/an
   a. cultural pattern of confederacies.
   b. patrilineal system of reckoning descent.
   c. elaborate system of class, priests and monarchy.
   d. living in small villages with little fortification.

15. If you were sent to negotiate with the Five Nations, you would be meeting with
   a. Mohawks, Oneidas, Onondaga, Cayugas, and Senecas.
   b. Mimacs, Crees, Motagnacs, Ojibwas, and Hurons.
   c. Choctaws, Chickasaws, Creeks, Cherokees, and Natchez.
   d. Clovis, Folsom, Plano, Inupiats and Aleuts.

16. Two later groups that developed from the Athapascans in the Southwest are the

17. The Cherokee, Iroquois and Algonquian had this in common:
   a. matrilineal descent        c. confederacy organization
   b. the longhouse              d. sedentary communities

CHRONOLOGY AND MAP QUESTIONS

18. Which one of the following describes the correct chronological order of these events?
   (1) Hopewell       (3) Iroquois Confederacy
   (2) Clovis         (4) high point of Anasazi & Mississippian
   a. 1,2,3,4         c. 4,2,3,1
   b. 2,1,4,3         d. 3,4,1,2

19. The oldest fossil evidence of humans in the Americas dates from
   a. 50,000 B.C.E.       c. 25,000 B.C.E.
   b. 35,000 B.C.E.       d. 10,000 B.C.E.

20. The founding of Oraibi by the Hopi in C.E. 11–50 marks the
   a. first cultivation of plants in North America.
   b. beginnings of Northern flint.
   c. first settled communities.
   d. oldest town in North America.
21. Beringia refers to the
   a. narrow corridor through the immense Northern glaciers.
   b. earlier land connection between Asia and North America.
   c. first settled group of Indians in the Yukon basin.
   d. earliest evidence of human habitation in the United States.

22. Which one of the following North American regions had low population density in 1500?
   a. Great Plains
   b. South
   c. California
   d. Northwest

23. Indian trading centers
   a. were virtually nonexistent.
   b. tended to concentrate on the Pacific coastline.
   c. connected all the western regions.
   d. were found only within the same communities.

SHORT ESSAY:

24. Discuss how the geography of North America affected primitive cultures of the region.
25. Why did the development of farming allow societies to become more complex?
26. Why did Europeans believe North America was a “virgin” continent?
27. Elaborate on J.H. Perry’s quotation found on page 23.

EXTENDED ESSAY:

28. Discuss, in specific detail, how geographic and climatic features affected the development of cultures in each of North America’s regions.
29. What truth is there in the Iroquois Confederacy’s metaphor of the longhouse?
30. In what ways can it be said that Indian religions reflected tribes’ economic or cultural environment?