

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *First People*, one of 10 lessons in our *Illinois History Unit*. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

THE LESSON PLAN

Before reading *First People*, students will:

- complete Vocabulary Cards for ***abandon, archaeologists, Asia, bison, carbon dating, ceremonies, continent, culture, descendants, dwellings, European, Great Lakes, mammoths, minerals, North America, prairie, prehistoric, proposal, raided, sacred.***

After reading *First People*, students will:

- answer First People Reading Comprehension Questions.
- follow written directions to draw a buffalo.
- use cardinal and intermediate directions to plot Native American dwellings on a Great Lakes map.
- take a Vocabulary Quiz for Illinois History Part I.

THE FIRST PEOPLE LESSON COVERS THESE STANDARDS FOR LATE ELEMENTARY STUDENTS:

SOCIAL SCIENCE: 16.E.2A (W), 17.A.2B

ENGLISH LANGUAGE ARTS: 1.A.2B, 1.C.2B, 1.C.2F

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS IN 4TH GRADE: CC.4.R.L.1, CC.4.R.I.1, CC.4.R.I.2, CC.4.R.I.3, CC.4.R.I.4, CC.4.R.I.7, CC.4.R.1.10, CC.4.R.F.3, CC.4.R.F.4, CC.4.R.F.4.A, CC.4.R.F.4.C, CC.4.L.2.D, CC.4.L.4, CC.4.L.4.A, CC.4.L.4.C

NOTE: The answers to all activities and quizzes are at the end of the lesson.

OUR OTHER ILLINOIS HISTORY LESSONS

The Fur Trade, Explorers, The French and Indian War, The Proclamation Line, The American Revolution, The Northwest Territory, The Illinois Territory, Statehood, Government.

VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____



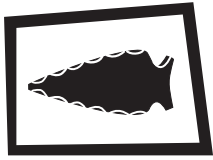
VOCABULARY CARD



word: _____

definition: _____



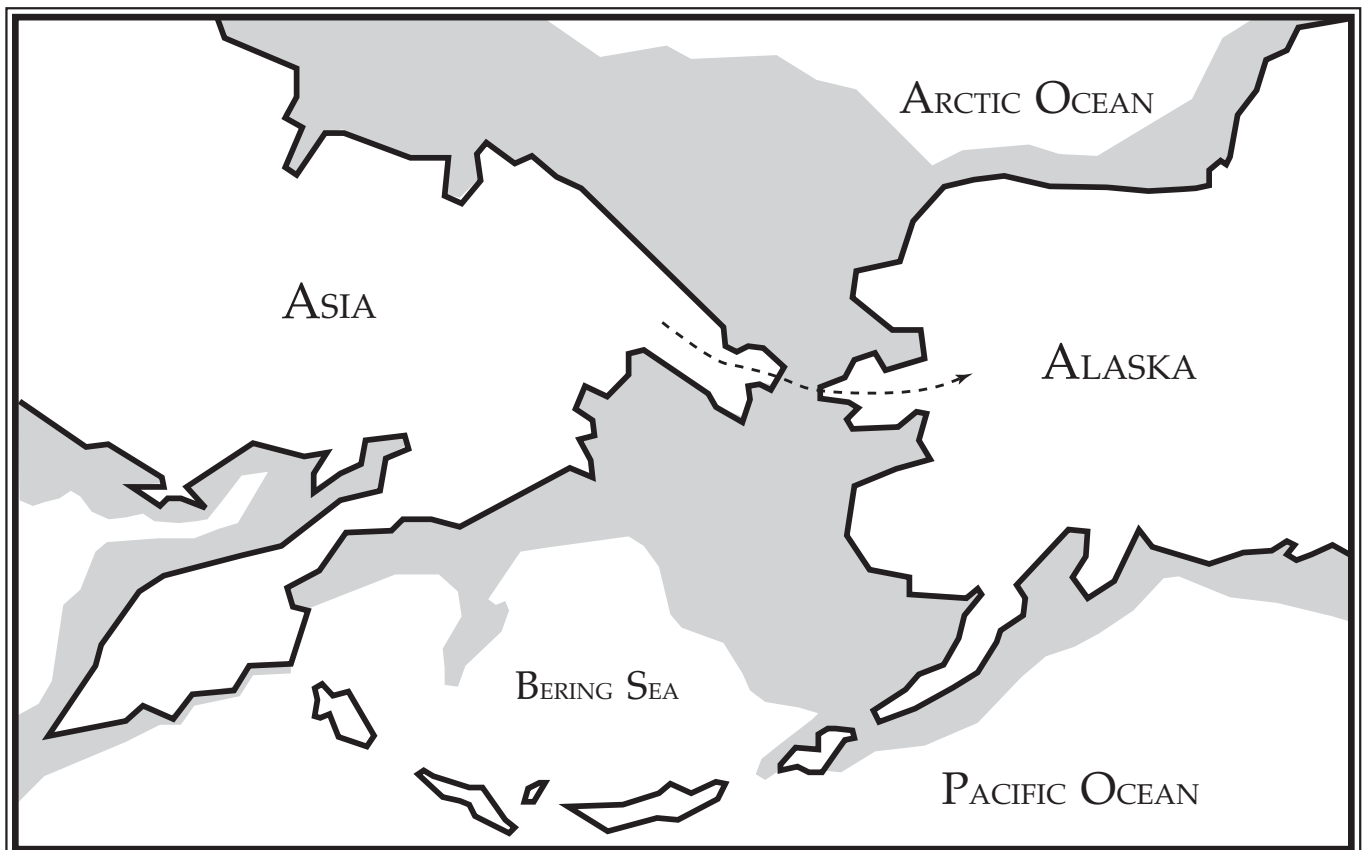


FIRST PEOPLE



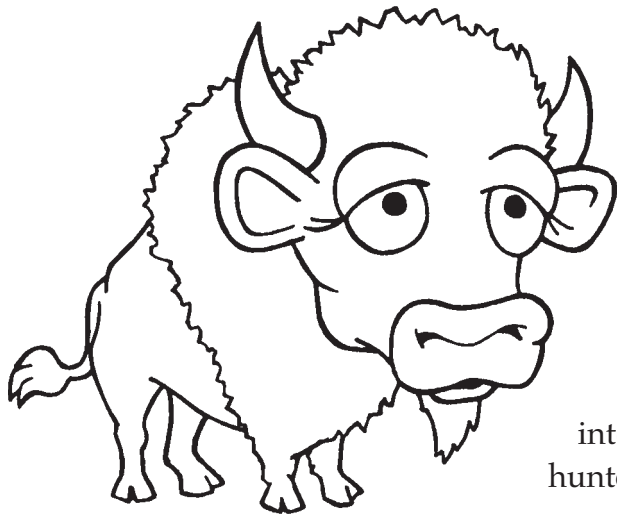
The first humans to live in **North America** and the area we now call Illinois were hunters. **Archaeologists** (ar•kee•OL•uh•jists) believe that these hunters came from the **continent** of **Asia**. They entered North America by walking across the Bering Land Bridge.

The Bering Land Bridge was actually a strip of ice that was 1,000 miles wide. It connected northeast Asia to western Alaska thousands of years ago. Wild animals crossed back and forth over the Bering Land Bridge. The Asian people followed the animals into North America. When the ice melted, the frozen bridge disappeared. The water raised the level of the sea. The hunters who followed the animals into North America had no way of getting back to Asia. They continued following the wild animals throughout North America. Some of these people settled in Illinois.



HUNTERS AND GATHERERS

Scientists believe that the first people in Illinois arrived about 12,000 years ago.



BISON

Archaeologists call these **prehistoric** people Paleo-Indians. We call their **descendants** Native Americans. The Paleo-Indians in Illinois were hunters and gatherers who followed the food supply. They wandered across Illinois on foot in search of **mammoths** and **bison**. They gathered nuts, berries, grains, and roots along the way.

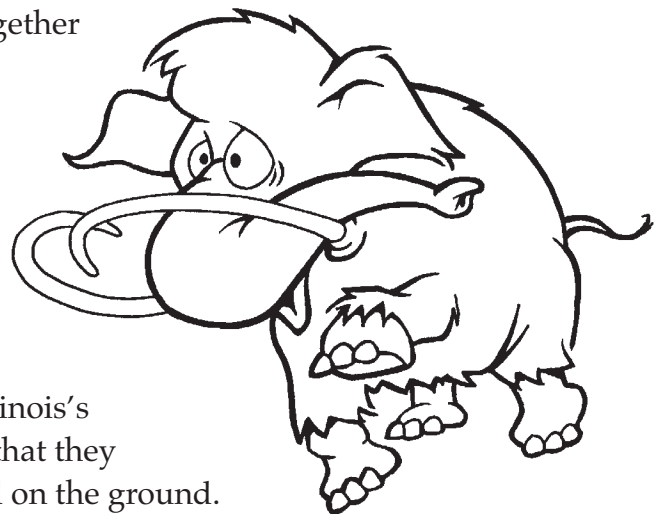
The first people in Illinois didn't own guns or horses. To kill the huge animals, the hunters chased them over the sides of cliffs or into deep sand. Once the animals were trapped, the hunters attacked them with sharp pointed spears.

The Paleo-Indians were so busy searching for food, they didn't have time to build villages with permanent houses. They lived in campsites or slept in caves. Hunters and gatherers had to be ready to move quickly to keep up with the animals they were hunting.

CARBON DATING

The first people in Illinois left no written records of their lives. Archaeologists have learned about them by digging up pieces of animal bones, sharp spears, pottery, and even garbage. From these items, scientists are able to tell what the first people ate and how many lived together in one area.

Through a scientific method known as **carbon dating**, scientists are also able to figure out the age of an item. The Paleo-Indians often drew pictures of the animals they hunted on the walls of the caves.



MAMMOTH

THE MOUND BUILDERS

Archaeologists have also learned about Illinois's first people from the large dirt covered mounds that they made. When a person died, his body was placed on the ground. Dirt and other objects were piled on top of him. When someone else died, he was laid next to the first person and more dirt was piled on top.

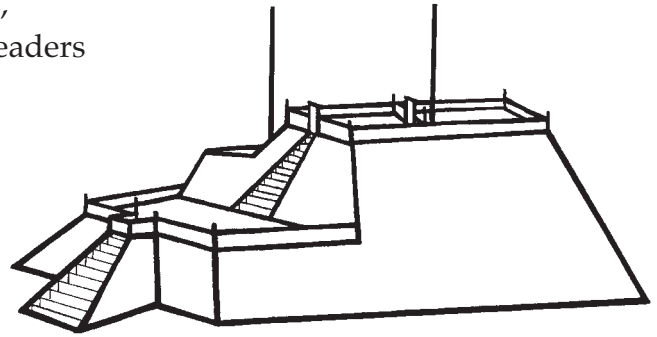
Some of the items found in the mounds prove that these early people used the rivers in Illinois to trade with people from far away places. Archaeologists have uncovered seashells from the Gulf of Mexico, copper from Lake Superior, and **minerals** from as far away as Yellowstone Park buried in the dirt mounds.

THE MISSISSIPPIAN CULTURE

The present-day city of Cahokia (kuh•HOE•kee•uh) was once the largest city in North America. Cahokia's location near the Mississippi, Illinois, and Missouri rivers made it a perfect place for more than 10,000 people of the Mississippian **culture** to settle there. Temples, government buildings, and homes of important leaders were built on top of large mounds.

Monks Mound, the largest mound at Cahokia State Park, is an excellent example of a Native American burial site. Monks Mound rises above 100 feet and covers more than 16 acres.

The Mississippians fished and hunted for most of their food. They also grew crops of corn and squash. Like the early settlers before them, the Mississippians used the nearby rivers to trade with people in other villages. During the 1400s, the Mississippians disappeared from Cahokia. Archaeologists believe that disease, crop failure, or changes in Illinois's climate may have caused the people of Cahokia to **abandon** the area.



MONKS MOUND

THE ILLINIWEK

By the time French explorers entered what they called "Illinois Country," there were many different Native American tribes living in the region. Smaller tribes included the Kickapoo, Sauk (SOCK), Fox, Winnebago, and Potawatomi (pot•uh•WAT•uh•mee) tribes. The Illinois or Illiniwek tribe was one of the largest and most powerful groups of Native Americans in Illinois Country.



WIGWAM

The Illiniwek tribe included Native Americans from 12 smaller tribes. The Cahokia, Peoria, and Kaskaskia (kus•KAHS•kee•uh) were the most well known tribes of the Illiniwek culture. During the 1600s, there were about 10,000 Illiniwek living in 60 different villages throughout the present-day states of Wisconsin, Iowa, Missouri, and Illinois.

The Illiniwek moved from place to place as the seasons changed. In the spring and summer, they lived in large farming villages near rivers. In late summer and winter, the Illiniwek divided into smaller groups and moved to hunting camps. They built wigwams, which were small dome-shaped huts covered with sheets of bark or woven mats.

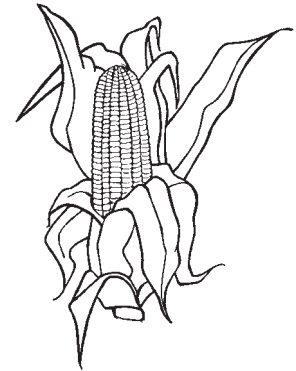
HUNTERS AND FIGHTERS

Illiniwek men were hunters and fighters. They used bows, arrows, and war clubs to hunt and kill buffalo, deer, bear, elk, and smaller animals. No part of an animal was ever wasted. The meat was eaten, the skins were used for clothing and blankets, and the hooves were made into rattles for **ceremonies**. Even the teeth of some animals were used to make jewelry.

MARRIAGE

Illiniwek men could not marry until they proved they were good hunters and warriors. Once a man chose a woman to marry, his family sent presents to the woman's home. Wealthy families sent many presents. If the woman did not want to marry the man, the presents were returned. If she accepted the **proposal**, her family sent gifts to the man's house.

As soon as they were married, the woman left her village and lived with her husband's family. Women did most of the work in the Illiniwek villages. They built the homes, made clothing, gathered fire wood, and planted crops of squash, beans, and corn.



FRENCH EXPLORERS

Beginning in the 1600s, life began to change for the Native Americans in Illinois. Native American trade routes became useful for exchanging bear, mink, and fox furs with French fur traders. The fur traders gave the Native Americans **European** tools and weapons they had never seen before. Disease, warfare, and starvation killed thousands of Native Americans in Illinois. You will soon learn about the French-speaking settlers who took control and forever changed the lives of Illinois's first people.

FAST FACTS



- To hunt for buffalo and other large animals, the men of the Illiniwek tribe would set the **prairie** on fire. The fire brought out all of the large animals and kept the land free of trees so the small animals didn't have any hiding places.



FIRST PEOPLE



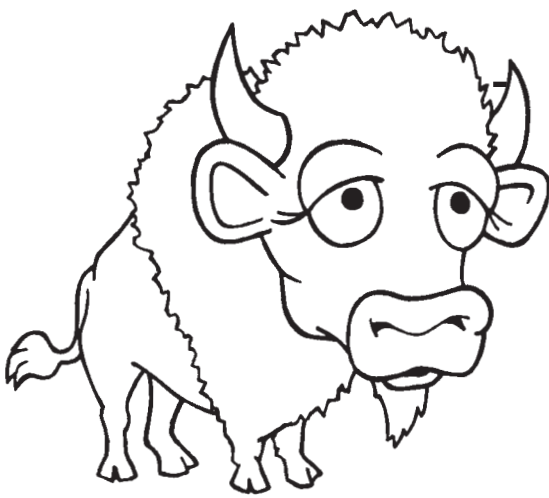
Directions: Read each question carefully. Darken the circle for the correct answer.

- 1 According to the first paragraph of Illinois's First People, the first people in North America were –
- A Spanish explorers
B wild animals
C hunters
D American soldiers
- 2 How did the first people from Asia enter North America?
- F They swam across the Arctic Ocean.
G They crossed the Bering Land Bridge.
H They flew on Alaska Airlines.
J They traveled by boat.
- 3 Why did these people enter North America?
- A They were following herds of animals.
B They were searching for freedom.
C They wanted to live where the climate was warmer.
D They were searching for gold and silver.
- 4 Which of the following statements about the Paleo-Indians is not true?
- F They drew pictures of animals on the walls of caves.
G They lived in campsites or slept in caves.
H They were hunters and gatherers.
J They wrote many books about how they lived.
- 5 Carbon dating helps scientists find out about an ancient object's –
- A religious beliefs
B color
C age
D parents
- 6 After reading about the mound builders, you learn that they –
- F lived forever
G traveled long distances to trade with other cultures
H created large stone covered mounds
J always stayed in one place
- 7 Which statement about the Illiniwek tribe is false?
- A They were hunters and farmers.
B They were one of the largest and most powerful groups in Illinois Country.
C They lived in one huge village in Illinois.
D Women did most of the work in the Illiniwek village.

READING

Answers

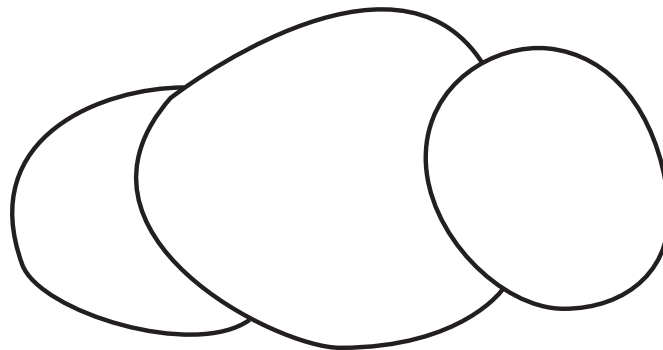
- | | | | |
|---|-----------------|---|-----------------|
| 1 | (A) (B) (C) (D) | 5 | (A) (B) (C) (D) |
| 2 | (F) (G) (H) (J) | 6 | (F) (G) (H) (J) |
| 3 | (A) (B) (C) (D) | 7 | (A) (B) (C) (D) |
| 4 | (F) (G) (H) (J) | | |



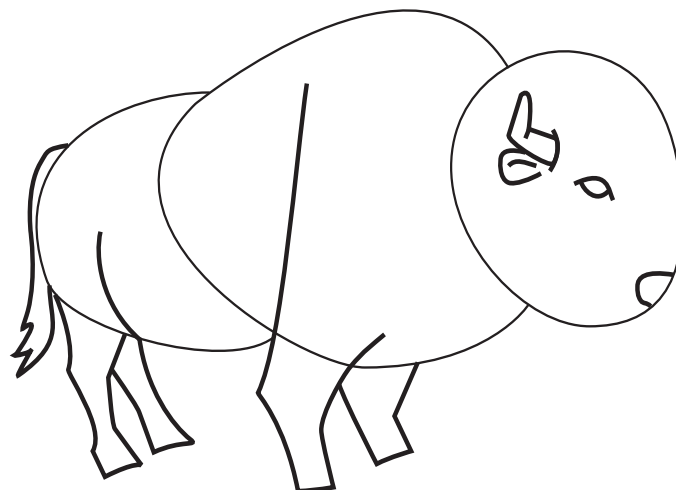
HOW-TO-DRAW A BUFFALO

More than 60 million buffalo once roamed North America. Native Americans hunted the buffalo for food, shelter, tools, and clothing. The first people in Illinois hunted buffalo on foot, chasing them over the sides of cliffs or into deep sand. Once the animals were trapped, the hunters attacked them with sharp pointed spears. In this activity, you will follow written directions to draw a buffalo.

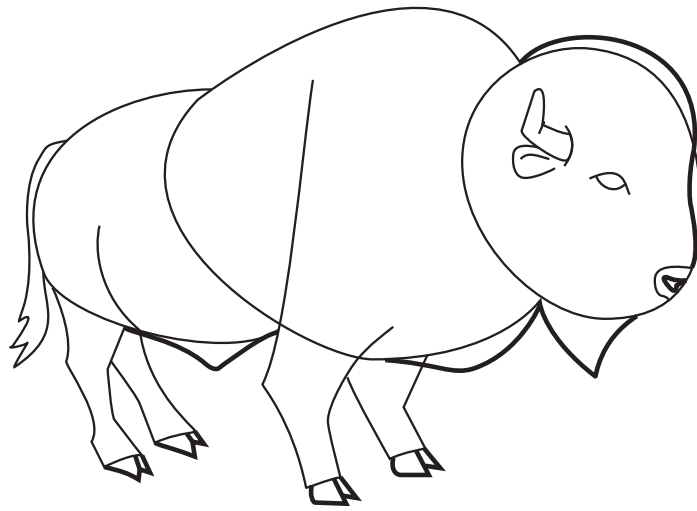
DIRECTIONS: Very lightly sketch out the first step. Then, also very lightly add step 2. Continue in this way until all four steps are completed. In each drawing, the new step is shown darker than the one before it so that it can be clearly seen, but you should keep your drawing very light.



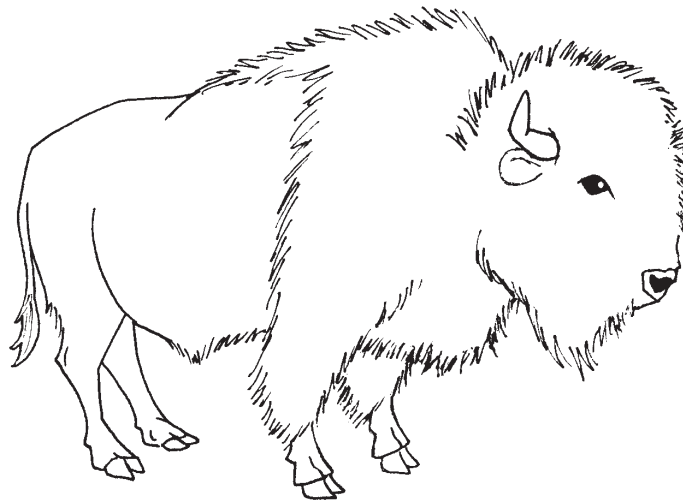
1. Draw these shapes to form the head and body.



2. Add lines to form the tail, the legs, the eye, the ear, the horn, and the nose.



3. Add lines to form the hooves, the stomach, the chest, the beard, the nostrils, and the head.



4. Erase guidelines, smooth out other lines, and add detail.

COLOR

Use your black coloring pencil to trace the outline of the hooves, nose, horn, and eye of your buffalo. Color the nose, eye, and hooves black. Then use your brown coloring pencil to trace the outline of the buffalo. Lightly color your buffalo brown.

FAST FACTS:

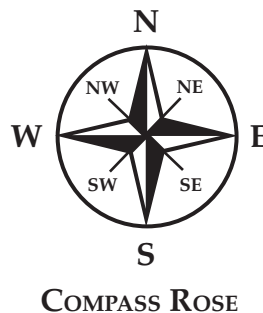


- Buffalo are able to sprint at speeds of up to 30 mph.
- Male buffalo, called bulls, often weigh a ton or more and stand five to six feet high at the shoulders.
- A full-grown male buffalo has a nose wider than your face.

MAPPING: NATIVE AMERICANS OF THE GREAT LAKES

Geography is the study of the Earth. It includes the Earth's land, water, weather, animal life, and plant life. **Geographers** are people who study geography. You can think of yourself as a geographer because you will be learning about places on the Earth.

Location is important to the study of geography. It is almost impossible to figure out your location or find your way around if you do not know the four main, or **cardinal directions**. North, south, east, and west are the **cardinal directions**. On a map these directions are labeled N, S, E, and W.



Between the four main directions are the **intermediate directions**. Northeast, or NE, is the direction between north and east. Southeast, or SE, is the direction between south and east. Southwest, or SW, is the direction between south and west. Northwest, or NW, is the direction between north and west.

A **reference point** is also important for finding your location. A **reference point** is simply a starting point. It's difficult, for example, to travel southeast if you don't have a starting point.

EXAMPLE: The Potawatomi (pot•uh•WAT•uh•mee) were part of the Council of Three Fires. They were Keepers of the **Sacred Fire**. The Potawatomi were farmers who lived in dome-shaped wigwams covered in animal skins and bark. They traded fruits and vegetables with the other Council of Three Fires tribes. The Potawatomi lived south of Lake Michigan.

This example gives you some very important information. It tells you that your **reference point**, or starting point, will be Lake Michigan. Locate Lake Michigan on your **Great Lakes** map. Put your finger on Lake Michigan and slide it south. You should see a picture of a Potawatomi wigwam already placed there for you.



DIRECTIONS: In this activity, you will use reference points, cardinal directions, and intermediate directions to plot early Native American **dwelling**s of the Great Lakes region.

1. Use your coloring pencils to neatly color each of the early Native American dwellings at the bottom of the last page.
2. Use your scissors to carefully cut out the early Native American dwellings.
3. Label the cardinal and intermediate directions on the compass rose drawn for you on the Great Lakes map.
4. Use the written directions and your compass rose to correctly locate the early Native American dwellings on your Great Lakes map.
5. Glue the symbols in their proper places on your map.
6. To get you started, the reference points and directions have been underlined for you in the first five descriptions. You may want to underline the reference points and directions in the rest of the activity.
7. When you are finished, ask your teacher to pull down the classroom map of the United States. Neatly label each Great Lakes state with its correct name. Use your coloring pencils to add color to your Great Lakes map.



1. The Illiniwek tribe was one of the largest and most powerful tribes in the Great Lakes. They were hunters and fighters who moved from place to place as the seasons changed. During the 1600s, there were about 10,000 Illiniwek living in 60 different wigwam villages. The Illiniwek lived southwest of the Potawatomi.
2. The name Menominee (muh•NAM•uh•nee) means “Wild Rice Men.” Wild rice was once the most important part of the tribe’s diet. The Menominee were peaceful people who lived in large villages of bark-covered longhouses in the summer. In the winter, the Menominee hunted buffalo and lived in temporary camps. The Menominee lived north of the Illiniwek.
3. The Miami were divided into six different groups. Each group was ruled by its own chief. The Miami lived in dome-shaped houses covered with brush mats. Their trade center at the mouth of the St. Joseph River connected trade routes that stretched east to the Atlantic Ocean and south to the Gulf of Mexico. The Miami lived east of the Potawatomi.

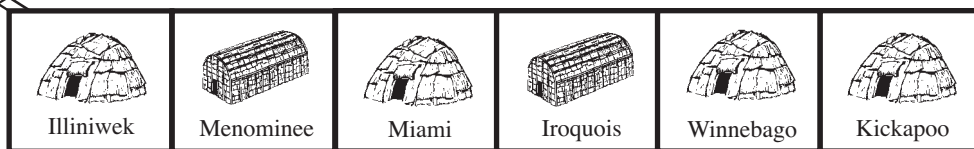


4. The Iroquois (EAR•uh•kwoy) called themselves “People of the Longhouse.” They built longhouses out of bark and logs that held several families at the same time. In the 1500s, five tribes of Iroquois people joined together and formed the League of Five Nations. They trained for war and became the most feared group of Native Americans in the Great Lakes. The Iroquois lived southeast of the Miami.
5. The Winnebago people called themselves Ho Chunk, which means “Big Voice.” They were peaceful farmers and hunters who sometimes went to war to protect their families. The Winnebago built wigwams that were covered with sheets of birchbark. The Winnebago lived southwest of the Menominee.
6. The name Kickapoo means “He Who Moves About.” The Kickapoo were hunters who traveled on horseback in search of buffalo. They were very successful warriors who **raided** lands far from their villages. Kickapoo enemies included the Ottawa, Ojibwa (oh•JIB•way), Potawatomi, and Illiniwek peoples. The Kickapoo lived south of the Potawatomi.
7. The Sioux (SOO) were originally corn farmers. They gave up farming after French fur traders introduced them to horses. On horseback, the Sioux became expert buffalo hunters and fierce warriors, feared by other tribes. In French, Sioux means “Treacherous Snakes.” The Sioux lived northwest of the Winnebago.
8. The Delaware called themselves Lenni-Lenape (len•AH•pay), which means “Original People.” The Delaware lived near rivers and creeks in bark-covered longhouses. Delaware men hunted and fished. The women of the tribe took care of large farms and gathered wild plants. The Delaware lived northeast of the Kickapoo.
9. The Ojibwa were part of the Council of Three Fires. They were known as the Elder Brothers or the Keepers of the Faith. The Ojibwa were expert hunters who moved their wigwam villages along the Great Lakes to keep up with the buffalo herds. The Ojibwa lived northeast of the Menominee.
10. The Sauk (SOCK) called themselves Osakiwuk, which means “People of the Outlet.” The “outlet” is the Saginaw (SAG•uh•naw) Bay. The men of the Sauk tribe were the spiritual and war leaders. The women were the owners of the fields. During special feasts, honored guests were served dog meat. The Sauk lived northeast of the Miami.



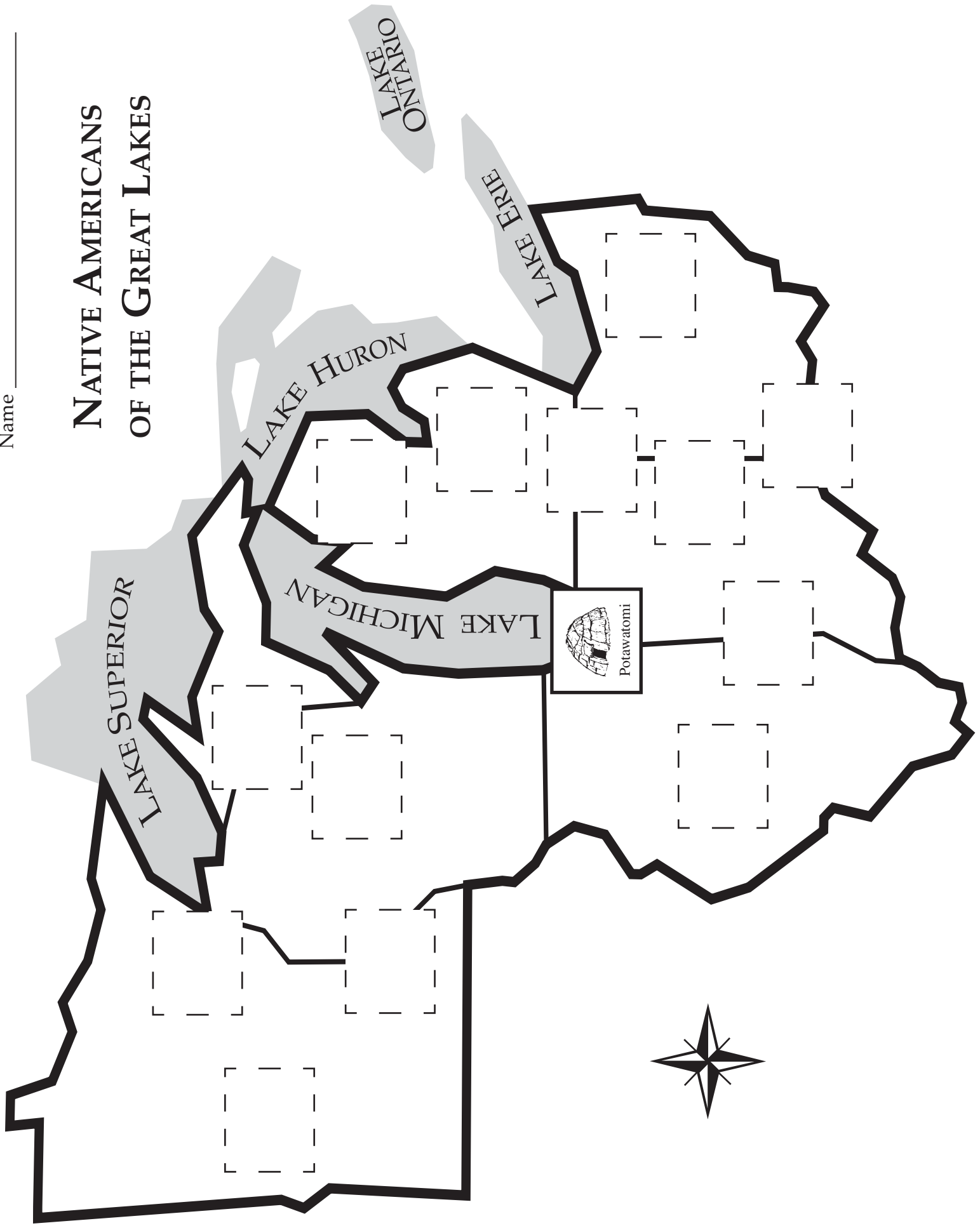


11. The Cheyenne (shy•ANN) tribe lived in wigwam villages until French fur traders introduced them to horses. They gave up their wigwam villages and built tepees out of poles and animal skins. Building a large tepee required 22 poles and 18 buffalo skins. Tepees could be moved quickly to follow the buffalo herds. The Cheyenne lived northeast of the Sioux.
12. The Ottawa were part of the Council of Three Fires. They were Keepers of the Trade. Their location along two of the five Great Lakes made it easy for the Ottawa to trade fish and animal skins with the French and other Council of Three Fires Tribes. The Ottawa lived east of the Menominee.
13. The Shawnee believed they were people chosen by the Master of Life or “Good Spirit” to bring peace to the universe. The Good Spirit gave the Shawnee medicine and laws that taught them how to live. Unlike other Native American tribes, Shawnee women were allowed to be chiefs. The Shawnee lived southwest of the Iroquois.



Name _____

NATIVE AMERICANS OF THE GREAT LAKES



VOCABULARY QUIZ

ILLINOIS HISTORY PART I

DIRECTIONS: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. _____ sacred

2. _____ archaeologists

3. _____ raided

4. _____ Asia

5. _____ prehistoric

6. _____ bison

7. _____ carbon dating

8. _____ ceremonies

9. _____ abandon

10. _____ minerals

11. _____ continent

12. _____ dwellings



A. a type of item that is holy and worthy of respect.

B. a person who comes from the continent of Europe.

C. one of seven continents in the world. Bounded by Alaska on the northwest, Greenland on the northeast, Florida on the southeast, and Mexico on the southwest.

D. the world's largest continent with more than half of the Earth's population.

E. an offer.

F. leave.

G. the period of time before recorded history.

H. one of seven large areas of land on the globe.

I. finding the age of ancient objects by measuring the amount of carbon in them.

J. entered someone's property for the purpose of stealing.

K. a group of people who share a set of beliefs, goals, religious customs, attitudes, and social practices.

13. _____ mammoths

14. _____ European

15. _____ culture

16. _____ descendants

17. _____ Great Lakes

18. _____ North America

19. _____ prairie

20. _____ proposal



L. substances found below ground that are useful to humans, including ore, coal, natural gas, water, and gems.

M. scientists who study past human life by looking at prehistoric fossils and tools.

N. buffalo.

O. family members who come after one has died.

P. five large lakes located in North America at the border between Canada and the United States. The names of the lakes are Superior, Michigan, Huron, Erie, and Ontario.

Q. houses.

R. large, hairy, extinct elephants with tusks that curved upward.

S. wide area of flat or rolling grassland.

T. religious or spiritual gatherings.

GLOSSARY



a•ban•don leave.

ar•chae•ol•o•gists scientists who study past human life by looking at prehistoric fossils and tools.

A•sia the world's largest continent with more than half of the Earth's population.

bi•son buffalo.

car•bon dat•ing finding the age of ancient objects by measuring the amount of carbon in them.

cer•e•mo•nies religious or spiritual gatherings.

con•ti•nent one of seven large areas of land on the globe.

cul•ture a group of people who share a set of beliefs, goals, religious customs, attitudes, and social practices.

de•scen•dants family members who come after one has died.

dwel•lings houses.

Eu•ro•pe•an a person who comes from the continent of Europe.

Great Lakes five large lakes located in North America at the border between Canada and the United States. The names of the lakes are Superior, Michigan, Huron, Erie, and Ontario.

mam•moths large, hairy, extinct elephants with tusks that curved upward.

min•er•als substances found below ground that are useful to humans, including ore, coal, natural gas, water, and gems.

North A•mer•i•ca one of seven continents in the world. Bounded by Alaska on the northwest, Greenland on the northeast, Florida on the southeast, and Mexico on the southwest.

prai•rie wide area of flat or rolling grassland.

pre•his•tor•ic the period of time before recorded history.

pro•pos•al an offer.

raid•ed entered someone's property for the purpose of stealing.

sa•cred a type of item that is holy and worthy of respect.

ANSWERS



ANSWERS TO COMPREHENSION QUESTIONS

1. C
2. G
3. A
4. J
5. C
6. G
7. C

ANSWERS TO VOCABULARY QUIZ

- | | |
|-------|-------|
| 1. A | 11. H |
| 2. M | 12. Q |
| 3. J | 13. R |
| 4. D | 14. B |
| 5. G | 15. K |
| 6. N | 16. O |
| 7. I | 17. P |
| 8. T | 18. C |
| 9. F | 19. S |
| 10. L | 20. E |

