Land Shapes Lives

Explore how homelands shaped cultures and encounters

4.C.3 "Analyze how geography has impacted cultures and interactions during the early history of our nation. Examine the various American Indian cultures inhabiting the nation prior to European explorations..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail about each homeland and circle one way each group used local resources. Write 1 beside a helpful change and 2 beside a harmful change caused by contact with Europeans.

Homes, Land, and Change

1. Long before Europeans arrived, North America was home to many well-developed societies. In the dry Southwest, Ancestral Pueblo people built homes with local stone and found ways to save water for growing corn. Their descendants include today's Pueblo peoples. In the wetter Eastern Woodlands, forests supplied wood and bark for Haudenosaunee longhouses. Haudenosaunee families grew corn, beans, and squash and hunted in the forests.

2. Geography also shaped meetings between peoples. Spanish explorers came to North America seeking wealth and new lands, and some hoped to spread Christianity. They met Native peoples whose homes and farms were already there. French traders sought animal furs and traded goods with some Native nations. Many Native communities held land together, while many European settlers tried to claim land for individual owners.

3. These meetings brought change in both directions. Horses brought from Europe helped some Native groups travel and hunt across the Great Plains. Corn from the Americas became a food in Europe. But European diseases killed many Native people, and settlers took Native lands. Today, Mesa Verde National Park protects Ancestral Pueblo sites. Visitors can learn about the past, while Pueblo descendants help tell the stories of their ancestors.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the two homelands affect the materials people used for homes?

2. How did the Southwest's dry land affect Ancestral Pueblo farming?

3. Why might some European settlers and Native communities have disagreed about land?

4. How did contact with Europeans bring both a helpful and a harmful change for Native peoples? Give one of each from the passage.

3 YOUR TURN

Your own words

Plan a new museum display about either Ancestral Pueblo people or Haudenosaunee people. In four sentences, explain how their homeland shaped food or shelter, suggest something visitors could see, and tell how you would include a voice from that community today.

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PART 1 · READ AND MARK

Underline one detail about each homeland and circle one way each group used local resources. Write 1 beside a helpful change and 2 beside a harmful change caused by contact with Europeans. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the two homelands affect the materials people used for homes?	**Ancestral Pueblo people used local stone in the Southwest. Haudenosaunee people used wood and bark from Eastern Woodlands forests.**
2	How did the Southwest's dry land affect Ancestral Pueblo farming?	**They found ways to save water so they could grow corn.**
3	Why might some European settlers and Native communities have disagreed about land?	**Many Native communities held land together, while many European settlers wanted individual owners to claim it.**
4	How did contact with Europeans bring both a helpful and a harmful change for Native peoples? Give one of each from the passage.	**Horses helped some Native groups travel and hunt on the Great Plains. European diseases killed many Native people.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My display would focus on the Haudenosaunee people of the Eastern Woodlands. A model longhouse made of bark would show how they used materials from nearby forests. I would include a recording of a Haudenosaunee speaker explaining what longhouses mean to their community. Visitors would hear a Haudenosaunee person tell part of their own story.

Accept different accurate details from the passage for the marking job and questions. For the display, look for a clear link between a homeland and food or shelter, a suitable display idea, and a plan to include a present-day community voice.