

Grade 3 History & Geography

Unit 4: The Earliest Americans

7 lessons and a unit quiz. Use this pack with the **The Earliest Americans Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: Beringia: The Land Bridge	PDF pages 8–15	AP 1.1
☐	Chapter 2: America’s First Settlers	PDF pages 16–19	AP 1.1, AP 2.1
☐	Chapter 3: People of the Far North	PDF pages 20–25	AP 1.1
☐	Chapter 4: Ancestral Pueblo and Mound Builders	PDF pages 26–35	AP 1.1, AP 4.1, AP 4.2
☐	Chapter 5: After the Ancestral Pueblo	PDF pages 36–43	AP 1.1, AP 4.1, AP 5.1
☐	Chapter 6: After the Mound Builders	PDF pages 44–49	AP 4.1, AP 6.1
☐	Chapter 7: The Eastern Woodlands	PDF pages 50–57	AP 1.1, AP 4.1, AP 7.1, AP 7.2
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: Beringia: The Land Bridge

THE BIG QUESTION

What was Beringia?

Words to know

- **Ice Age** — a period in Earth’s history when huge sheets of ice covered large parts of Earth’s surface *During the Ice Age, there were far fewer sources of available food.*
- **land bridge** — a small strip of land that connects two large land masses *Early humans crossed a land bridge from Asia into North America.*
- **ice sheet** — a very thick piece of ice that covers a large area of land for an extended period of time *Early humans trekked across vast ice sheets to get from one place to another.*
- **hunter-gatherers** — small groups of people who feed themselves by hunting animals and gathering plants *Hunter-gatherers moved in groups from one place to another, often following the animals they hunted.*
- **herd** — a large group of animals that live and travel together *The hunter spotted the herd grazing in the distance.*
- **mammoth** — a large, prehistoric elephant-like animal covered with hair *Hunting for mammoth was very dangerous because of the animals’ large size.*
- **musk ox** — a wild ox with a shaggy coat and downward curving horns *The thick coat of the musk ox helps keep it warm in the freezing temperatures.*
- **spear** — a long, thin weapon made from a pointed stick, sometimes with a stone or metal tip *The hunter used a spear to take down his prey.*

Read

Read Chapter 1 in the Student Reader: PDF pages 8–15. Look at the pictures and maps together.

Talk it over

1. What two continents were once connected by the land bridge called Beringia?
2. How did the people of Beringia live?
3. What animals did the men and boys of Beringia hunt?
4. Why do you think it was so important for hunter-gatherers to hunt in groups?
5. In what ways was life for an Ice Age child different from daily life for children today?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was Beringia?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 81

Chapter 2: America's First Settlers

THE BIG QUESTION

How did the ability to grow food change the way people lived?

Words to know

- **river valley** — an area of low land surrounded by mountains or hills, often with a river running through it *Settling in a river valley gave the earliest Americans access to water for growing crops.*
- **mastodon** — a large, prehistoric animal similar to an elephant and a mammoth *The mastodon, like the mammoth, was an important source of food for early humans.*
- **soil** — the top layer of Earth's surface where plants grow *The farmer planted his seeds in the soil.*

Read

Read Chapter 2 in the Student Reader: PDF pages 16–19. Look at the pictures and maps together.

Talk it over

1. Who were the first Americans?
2. What happened that allowed the people of Beringia to go farther into North America?
3. How did climate change help kill off the large animals?
4. Why did the first Americans change their ways of life as they traveled across North and South America?
5. What important discovery did people in Mexico make about seven thousand years ago?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the ability to grow food change the way people lived?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 81
- Activity Page 2.1: Domain Vocabulary: Chapters 1–2 — Teacher Guide PDF pages 82–83

Chapter 3: People of the Far North

THE BIG QUESTION

What were the differences between life in the summer and life in the winter for the Inuit?

Words to know

- **northern lights** — soft, colorful light that appears in the sky in northern lands, caused by the reflection of sunlight *The Inuit boy watched as the northern lights danced across the sky.*
- **ancestor** — a relative who lived a long time ago *Mammoths and elephants share a distant ancestor.*
- **caribou** — a species of deer native to North America *Caribou were an important source of meat and hides for early people living in the Arctic.*
- **hide** — an animal's skin *The animal's hide was used to make clothing.*
- **igloo** — a dome-shaped temporary shelter made from snow blocks *The Inuit built an igloo to escape from the harsh cold and wind.*
- **fuel** — a substance that is used to create heat or energy *The tree branches provided fuel for the fire.*

Read

Read Chapter 3 in the Student Reader: PDF pages 20–25. Look at the pictures and maps together.

Talk it over

1. How are the Inuit different from Native Americans?
2. Who taught the Inuit how to make bows and arrows for hunting?
3. How did the Inuit travel by sea? How did they travel by land?
4. Why did some Inuit groups travel to Canada and Greenland?
5. What type of shelter did the Inuit live in during the winter?
6. What animals did the Inuit hunt?
7. Why did the Inuit travel to and live in different regions during the different seasons of the year?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the differences between life in the summer and life in the winter for the Inuit?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 81

Chapter 4: Ancestral Pueblo and Mound Builders

THE BIG QUESTION

How would you compare the settlements built by the Ancestral Pueblo to those built by the Mound Builders?

Words to know

- **cliff dweller** — a person who lives on a rock ledge or cliff wall, such as a member of the Ancestral Pueblo people *The cliff dweller climbed a ladder to his home on the side of a cliff.*
- **canyon** — a deep valley between mountains, cut through the rock by river water *A river ran through the bottom of the canyon, and steep cliffs rose along its sides.*
- **Pueblo** — a group of Native American people who live in the American Southwest *Many of the Pueblo live in New Mexico and are descendants of cliff dwellers.*
- **adobe** — a type of brick made from sundried clay *The Pueblo used adobe to build their towns.*
- **mineral** — a naturally occurring substance found in Earth's crust *Minerals in the soil help plants grow tall and healthy.*
- **mound** — a large, rounded pile *The ancient people who lived along the Mississippi River built huge mounds at the centers of their towns.*

Read

Read Chapter 4 in the Student Reader: PDF pages 26–35. Look at the pictures and maps together.

Talk it over

1. What are cliff dwellers?
2. Who are the Pueblo?
3. Who were the Ancestral Pueblo?
4. What did the Ancestral Pueblo eat?
5. What is adobe, and how did the Ancestral Pueblo use it?
6. How might a change in climate have caused the Ancestral Pueblo to leave their homes?
7. In what parts of North America did most of the Mound Builders live?
8. About what time did the Mound Builder civilization first begin?
9. What crops did the Mound Builders grow?
10. Why did many Mound Builders die?
11. What happened to the survivors of the Mound Builders?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How would you compare the settlements built by the Ancestral Pueblo to those built by the Mound Builders?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 81
- Activity Page 4.1: Native American Culture Regions — Teacher Guide PDF page 84
- Activity Page 4.2: Domain Vocabulary: Chapters 3-4 — Teacher Guide PDF page 85

Chapter 5: After the Ancestral Pueblo

THE BIG QUESTION

What are some of the reasons why some Native American groups moved from place to place?

Words to know

- **mesa** — from the Spanish word for table, a rocky, flat-topped hill *We visited a Pueblo village on a high mesa.*
- **game** — animals that are hunted for sport or for food *Many Native Americans traveled to new places looking for game.*

Read

Read Chapter 5 in the Student Reader: PDF pages 36–43. Look at the pictures and maps together.

Talk it over

1. What is one reason archaeologists think the Pueblo are the descendants of the Ancestral Pueblo?
2. What does the word Hopi mean?
3. Where do the Hopi people live today?
4. What makes the Zuni people different from other Pueblo groups?
5. What are some of the different reasons that groups of Native Americans migrated over tens of thousands of years?
6. Where did the Navajo originally come from?
7. How did life change for the Navajo people after 1600?
8. How did the Apache use the horses brought to the Americas by the Spanish?
9. Why were the Apache often at war?
10. What does it mean to “bury the hatchet”?
11. Where do many of the Apache and Comanche live today?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What are some of the reasons why some Native American groups moved from place to place?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 81
- Activity Page 4.1: Native American Culture Regions — Teacher Guide PDF page 84

- Activity Page 5.1: Design a Navajo Rug — Teacher Guide PDF page 86

Chapter 6: After the Mound Builders

THE BIG QUESTION

What were the key characteristics of the Creek, Seminole, and Cherokee Nations?

Words to know

- **confederacy** — a loosely organized group of states or tribes *The Native Americans formed a confederacy to prevent future conflict and war.*
- **council** — group of people who meet to help run a government *The council met once a week to discuss issues in the village.*
- **clan** — a group of families claiming a common ancestor *Members from each clan were represented at the council meeting.*
- **symbol** — a picture or object that is a sign for something; for example, the American flag is a symbol of the United States *Sequoyah carefully invented each symbol for the Cherokee language.*

Read

Read Chapter 6 in the Student Reader: PDF pages 44–49. Look at the pictures and maps together.

Talk it over

1. When did the Creek Nation begin?
2. How did the Creek Nation spread out? What new regions did the Creek move to?
3. Every Seminole is a member of one of eight clans, named mostly after different animals, such as Bear, Deer, and Panther. What do Seminoles believe about the names of their clans?
4. Why did Cherokee council houses have seven sides?
5. Why did Cherokee groups have two chiefs?
6. Who was Sequoyah, and why was he important?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the key characteristics of the Creek, Seminole, and Cherokee Nations?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 4.1: Native American Culture Regions — Teacher Guide PDF page 84
- Activity Page 6.1: Art from Natural Resources — Teacher Guide PDF page 87

Chapter 7: The Eastern Woodlands

THE BIG QUESTION

What was the purpose of the Haudenosaunee Confederacy?

Words to know

- **landscape** — the physical features of an area *The landscape of the Eastern Woodlands features many trees.*
- **stalk** — the thick stem of a plant *The small girl pulled the ears from the stalk of corn.*
- **wigwam** — a domed dwelling made of poles tied together with bark covering the sides, built by the Eastern Woodlands people *The little girl ran inside the opening of the wigwam to greet her sister.*
- **longhouse** — large, rectangular dwelling with doors located at each end and places for fires inside *Several families lived inside of a single longhouse.*
- **ebb** — to move away from the shore *The man watched the water ebb from the beach.*
- **sachem** — a chief in a Northeastern Native American Nation *Members of the Oneida Nation looked to the sachem for advice.*
- **peace pipe** — a ceremonial pipe used by Native Americans *The peace pipe was used for important Haudenosaunee ceremonies.*

Read

Read Chapter 7 in the Student Reader: PDF pages 50–57. Look at the pictures and maps together.

Talk it over

1. Why were the Eastern Woodlands such a good place for Native Americans to live?
2. What were “the three sisters”?
3. What kinds of houses did the native people who lived around the Great Lakes build?
4. Who lived in longhouses?
5. How were wigwams and longhouses similar? How were they different?
6. What does the name Mahican mean? How did this name come to be?
7. Why was the Haudenosaunee Confederacy formed?
8. Who participated in discussions about problems at the council meetings?
9. How did an American victory in the American Revolution harm the Haudenosaunee?
10. What does the expression “smoking the peace pipe” mean today?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was the purpose of the Haudenosaunee Confederacy?

- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 81
- Activity Page 4.1: Native American Culture Regions — Teacher Guide PDF page 84
- Activity Page 7.1: Domain Vocabulary: Chapters 5-7 — Teacher Guide PDF page 88
- Activity Page 7.2: Native American Homes — Teacher Guide PDF pages 89-90

UNIT QUIZ

The Earliest Americans

Name: _____ Date: _____

Circle the letter of the best answer.

- 1.** The land bridge that connected Asia and North America is called
 - a) Beringia.
 - b) the Arctic Circle.
 - c) Nunavut.
 - d) the Four Corners.
- 2.** The people who lived in Beringia were
 - a) Europeans.
 - b) South Americans.
 - c) farmers.
 - d) hunter-gatherers.
- 3.** The earliest Americans came
 - a) from Asia.
 - b) with the Vikings.
 - c) with Columbus.
 - d) from England.
- 4.** The first native people of the Americas to raise crops, specifically corn, lived seven thousand years ago in
 - a) Beringia.
 - b) Florida.
 - c) Mexico.
 - d) Canada.
- 5.** A dome-shaped shelter made from snow blocks is called a(n)
 - a) ice sheet.
 - b) igloo.
 - c) longhouse.
 - d) wigwam.
- 6.** A special Inuit canoe made from animal hide is called a
 - a) tundra.
 - b) lichen.
 - c) canyon.
 - d) kayak.
- 7.** The Ancestral Pueblo were
 - a) Cherokees.
 - b) Inuit.
 - c) cliff dwellers.
 - d) Haudenosaunee.

- 8.** The Ancestral Pueblo lived in an area that is now called
- a) the Four Corners.
 - b) Beringia.
 - c) the Southeast.
 - d) the Eastern Woodlands.
- 9.** Because they were farmers, the Mound Builders
- a) migrated often.
 - b) stayed in one place.
 - c) lived in the Southwest.
 - d) hunted buffalo.
- 10.** The population of Native Americans decreased rapidly because Europeans brought
- a) gold.
 - b) germs.
 - c) spices.
 - d) ships.
- 11.** A Pueblo people who live in villages on the high mesas are the
- a) Hopi.
 - b) Mahican.
 - c) Apache.
 - d) Seminoles.
- 12.** The Navajo and the Apache migrated to the Southwest from
- a) the Eastern Woodlands.
 - b) the Four Corners.
 - c) northern Mexico.
 - d) northern Canada.
- 13.** The Creek's ancestors were the
- a) Cherokee.
 - b) Ancestral Pueblo.
 - c) Mound Builders.
 - d) Inuit.
- 14.** The Seminole Nation lives in
- a) New Mexico.
 - b) Texas.
 - c) New York.
 - d) Florida.
- 15.** The seven sides of a Cherokee council house represented the group's
- a) clans.
 - b) crops.
 - c) confederacy.
 - d) sachem.

- 16.** Sequoyah wrote
- a) the law of the Haudenosaunee.
 - b) a set of symbols for writing Cherokee.
 - c) the Constitution of the United States.
 - d) a history of the Ancestral Pueblo.
- 17.** The three sisters were
- a) Native American princesses.
 - b) Pueblo nations.
 - c) Haudenosaunee crops.
 - d) Great Lakes.
- 18.** The Haudenosaunee lived in
- a) wigwams.
 - b) pueblos.
 - c) igloos.
 - d) longhouses.
- 19.** The Mohawk, Oneida, and the Seneca were part of the
- a) Cherokee Nation.
 - b) Haudenosaunee Confederacy.
 - c) Ancestral Pueblo.
 - d) Creek Confederacy.
- 20.** The saying “smoking the peace pipe” means
- a) starting a war.
 - b) planting Indian crops.
 - c) sitting down and talking calmly.
 - d) winning a war.

Answers

Chapter 1: Beringia: The Land Bridge

1. **What two continents were once connected by the land bridge called Beringia?**

Beringia connected Asia and North America. During the Ice Age, much of the world's water was frozen into ice, and the weather was very cold.

2. **How did the people of Beringia live?**

The people of Beringia were hunter-gatherers who looked for plants and hunted animals to eat. Small bands of just a few families helped each other survive.

3. **What animals did the men and boys of Beringia hunt?**

The people of Beringia hunted mammoth and musk ox.

4. **Why do you think it was so important for hunter-gatherers to hunt in groups?**

Hunting in groups made it easier to take down large animals such as mammoths. Killing a mammoth provided food for a large number of people.

5. **In what ways was life for an Ice Age child different from daily life for children today?**

Ice Age children did not attend school as modern children do. Instead, when they were old enough, they helped hunt and gather food for their family's survival.

Chapter 2: America's First Settlers

1. **Who were the first Americans?**

The first Americans were probably the Ice Age hunters from Beringia. Some people may have come even earlier.

2. **What happened that allowed the people of Beringia to go farther into North America?**

The Ice Age ended, and the ice sheet that had blocked their way began to melt.

3. **How did climate change help kill off the large animals?**

Climate change destroyed the plants that the animals ate, causing them to starve.

4. **Why did the first Americans change their ways of life as they traveled across North and South America?**

Groups changed the ways they lived to fit the places where they lived.

5. **What important discovery did people in Mexico make about seven thousand years ago?**

They discovered how to plant and raise corn.

Chapter 3: People of the Far North

1. **How are the Inuit different from Native Americans?**

Unlike Native Americans, the Inuit are not directly related to the hunter-gatherers who came from Beringia.

2. **Who taught the Inuit how to make bows and arrows for hunting?**
The Inuit learned how to make bows and arrows for hunting from peoples who lived in northern Asia about two thousand years ago.
3. **How did the Inuit travel by sea? How did they travel by land?**
They used kayaks on the sea and sleds on land.
4. **Why did some Inuit groups travel to Canada and Greenland?**
The Inuit groups traveled to Canada and Greenland to follow whales.
5. **What type of shelter did the Inuit live in during the winter?**
In the winter they lived in igloos. In the summer, they lived in tents. In the fall, they lived in rock-lined pits covered with earth.
6. **What animals did the Inuit hunt?**
The Inuit hunted caribou, fish, whales, seals, and walruses.
7. **Why did the Inuit travel to and live in different regions during the different seasons of the year?**
They followed the food, hunting caribou in the summer and seals, walruses, and whales in the fall.

Chapter 4: Ancestral Pueblo and Mound Builders

1. **What are cliff dwellers?**
Cliff dwellers are people who built their homes beneath or on the sides of cliffs.
2. **Who are the Pueblo?**
The Pueblo are Native Americans who live in the Four Corners area of the United States.
3. **Who were the Ancestral Pueblo?**
The Ancestral Pueblo were a cliff-dwelling people who lived in the American Southwest nearly two thousand years ago. They are the ancestors of the Native Americans who now live in the Southwest of the United States.
4. **What did the Ancestral Pueblo eat?**
The Ancestral Pueblo hunted game and raised crops such as corn, beans, and squash. They also gathered other plants to eat.
5. **What is adobe, and how did the Ancestral Pueblo use it?**
Adobe is a type of brick made from sundried clay. The Ancestral Pueblo used adobe to build their homes, in addition to plazas, meeting places, and places for celebrations and worship.
6. **How might a change in climate have caused the Ancestral Pueblo to leave their homes?**
Without enough rainfall, the Ancestral Pueblo would not have been able to grow food, and the animals they depended on for food would have died.
7. **In what parts of North America did most of the Mound Builders live?**
Most of the Mound Builders lived in the American Midwest and Southeast.

8. **About what time did the Mound Builder civilization first begin?**

The Mound Builder civilization began about 2,800 years ago, about the time of the ancient Greek civilization.

9. **What crops did the Mound Builders grow?**

The Mound Builders grew corn, squash, and beans.

10. **Why did many Mound Builders die?**

The germs and diseases carried by the Europeans killed many of the Mound Builders.

11. **What happened to the survivors of the Mound Builders?**

The survivors of the Mound Builders became Native American nations known today as the Cherokee, Creek, and the Choctaw.

Chapter 5: After the Ancestral Pueblo

1. **What is one reason archaeologists think the Pueblo are the descendants of the Ancestral Pueblo?**

Pueblo villages look like they're modeled on the Ancestral Pueblo cliff dwellings.

2. **What does the word Hopi mean?**

The word Hopi means "the peaceful people."

3. **Where do the Hopi people live today?**

The Hopi people live in Arizona.

4. **What makes the Zuni people different from other Pueblo groups?**

The Zuni do not share a language with the other Pueblo groups.

5. **What are some of the different reasons that groups of Native Americans migrated over tens of thousands of years?**

They migrated because of climate changes, to find more or better land, and to escape enemies.

6. **Where did the Navajo originally come from?**

The Navajo originally migrated to the Southwest from Canada.

7. **How did life change for the Navajo people after 1600?**

The Navajo began to raise sheep and to make things from fleece. As a result, they became more settled.

8. **How did the Apache use the horses brought to the Americas by the Spanish?**

The Apache rode the horses to follow the buffalo and to raid villages and forts.

9. **Why were the Apache often at war?**

The Apache had to defend their land against other Native Americans and the Spanish, as well as against Mexican and American settlers.

10. **What does it mean to "bury the hatchet"?**

To "bury the hatchet" means to stop fighting or arguing. (Note: This term comes from an Apache tradition of burying an actual hatchet as a sign of peace.)

11. **Where do many of the Apache and Comanche live today?**

Today, the Apache live in the Southwestern United States. The Comanche live mostly in Oklahoma.

Chapter 6: After the Mound Builders

1. **When did the Creek Nation begin?**

The Creek Nation began some time after the Mound Builder culture broke up, before 1600.

2. **How did the Creek Nation spread out? What new regions did the Creek move to?**

Every time a Creek town became too large, some members split off and formed a new one. Over time, Creek towns existed in North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, and Louisiana.

3. **Every Seminole is a member of one of eight clans, named mostly after different animals, such as Bear, Deer, and Panther. What do Seminoles believe about the names of their clans?**

Members of each clan believe they are related to the particular animal after which their clan is named. They believe that these animals taught their clan ancestors how to live.

4. **Why did Cherokee council houses have seven sides?**

Cherokee council houses had seven sides to represent each of the seven clans.

5. **Why did Cherokee groups have two chiefs?**

Cherokee groups had a chief to rule during times of peace and one to rule during times of war. Read the title of the next section, “Sequoyah,” aloud.

6. **Who was Sequoyah, and why was he important?**

Sequoyah was a member of the Cherokee. He created a set of symbols so the Cherokee language could be written down.

Chapter 7: The Eastern Woodlands

1. **Why were the Eastern Woodlands such a good place for Native Americans to live?**

The Eastern Woodlands had many sources of water, year-round fishing, small animals to hunt, and other plants to gather.

2. **What were “the three sisters”?**

The “three sisters” were the three main crops grown by the Haudenosaunee—corn, beans, and squash.

3. **What kinds of houses did the native people who lived around the Great Lakes build?**

The native people built wigwams from forest materials, including wood, reeds, and bark.

4. **Who lived in longhouses?**

The Haudenosaunee lived in longhouses.

5. **How were wigwams and longhouses similar? How were they different?**

Both wigwams and longhouses were built using materials found in the forest.

Wigwams were dome-shaped, while longhouses were long, rectangular structures.

6. **What does the name Mahican mean? How did this name come to be?**

The name Mahican means “great water that is always moving, either flowing or ebbing.” The Mahican crossed many bodies of water before finally settling in the Hudson River Valley.

7. **Why was the Haudenosaunee Confederacy formed?**

The Haudenosaunee Confederacy was formed to keep peace among the Mohawk, Oneida, Seneca, Onondaga, and Cayuga, as well as to unite the nations against their enemies.

8. **Who participated in discussions about problems at the council meetings?**

All adults—both men and women—participated in discussions. Invite volunteers to read the remainder of the section on pages 50–51 aloud. CORE VOCABULARY—Call attention to the Core Vocabulary term peace pipe when it is encountered, and explain its meaning. After volunteers read the text, ask the following questions:

9. **How did an American victory in the American Revolution harm the Haudenosaunee?**

Many of the Haudenosaunee had alliances with the British. After the American Revolution, the Haudenosaunee no longer received help from the British.

10. **What does the expression “smoking the peace pipe” mean today?**

The expression “smoking the peace pipe” means to be willing to sit down and calmly talk over something that has been causing trouble and to reach a solution that is fair.

Unit quiz key

1. a 2. d 3. a 4. c 5. b 6. d 7. c 8. a 9. b 10. b 11. a 12. d 13. c 14. d 15. a 16. b 17. c 18. d 19. b 20. c