



Name _____

Date: _____

Course: US History/Ms. Brown

Homeroom:



7th Grade US History
Standard #7H118 – Do Now – Day #19

Aims: SWBAT identify and explain the major contributions/characteristics of the Iroquois Native Americans

DO NOW

Native American Archaeologists & Anthropologists

Directions:

1. Examine the artifacts
2. Determine the cultural region from which they came
3. Write the placard letter in the appropriate box
4. Fill in three environmental features that the artifacts reveal
5. Review the corresponding section from your notes
6. Write a journal entry for that region. The journal entry should have *at least* three sentences. It should mention the two artifacts on the placard and three features of the environment. UNDERLINE the names of the artifacts and the environmental features.

Northwest Coast	Placard Letter
Features of the Environment	
Journal Entry	



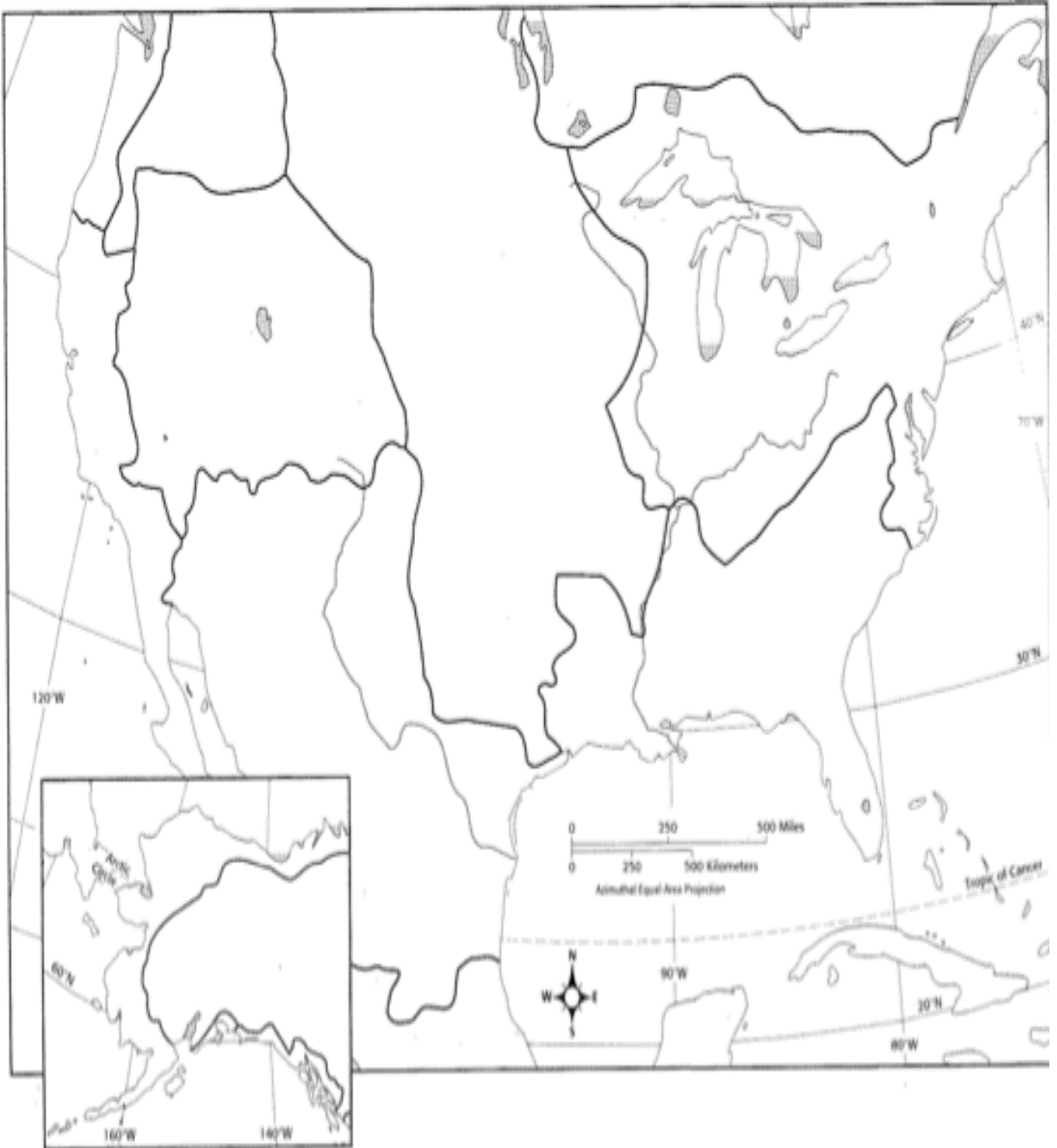
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MAP MINUTE

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II. Video Analysis

<http://www.youtube.com/watch?v=6C9fbXmnQYQ>

The Iroquois are known as the “People of the _____”

Within the Iroquois clan there were _____ sub-clans. The Cayuga, Mohawk, Onedia, Onondaga, and Seneca. These sub-clans made up the _____ or the League of _____ and _____. The League was originally situated in upstate _____.

All Iroquois nations have a **matrilineal** social structure which means that the _____ had greater power in the tribe than the _____ did. They own the property and fields and determine kinship (family groups).

The Iroquois received a majority of their diet from _____. Corns, beans and squash were known as the “three sisters.”

Other than clearing fields and building villages, the primary occupation of men was _____. They wore their hair in distinctive hairstyles known as _____.

It was the Iroquois _____ that made them unique. Rather than learning political systems from the _____, the Europeans learned from the _____. Systems such as checks and balances influenced the American _____.

III. The Iroquois Native Americans Document Based Questions

Step One: Analyze **ALL** documents and answer the accompanying questions in complete sentences.

Step Two: Outline your essay
Pick which **three** sources you want to use

Step Three: Write your essay
Paragraph One: Thesis Statement
Paragraph Two: Evidence from Document 1
Paragraph Three: Evidence from Document 2
Paragraph Four: Evidence from Document 3
Paragraph Five: Summary and Conclusion

US History, Ms. Brown

Need Help? **Email:** abrown@democracyprep.org or **Call** 646.477.2663

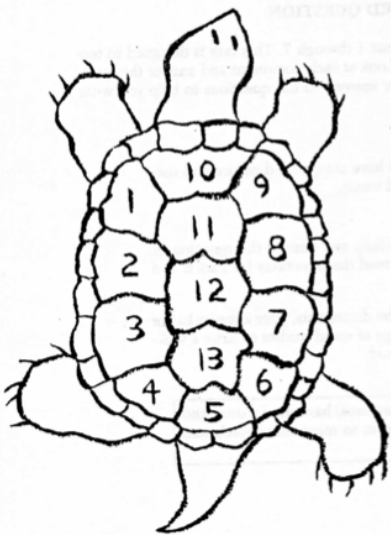


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Historical Context: The Iroquois people or People of the Longhouse lived in New York’s Mohawk Valley and Finger Lakes region. These North Eastern Woodlands people flourished prior to European arrival and continue to live in this region today.

PROMPT: How did the Iroquois (Haudenosaunee) use nature and the natural resources around them to meet their needs and wants?

Document 1



The native people of North America have always depended upon the natural world for their survival. Watching the changes going on in the natural world with each season, they also look up into the sky and see it changing. In many parts of North America, the native people relate the cycles of the moon (called Grandmother Moon by many Native Americans) to those seasons. In every year, there are thirteen of those eight days from one new moon to the next.

Many Native American people look at the turtle’s back as a sort of calendar, with its pattern of thirteen large scales standing for the thirteen moons in each year, and twenty-eight smaller scales standing for the twenty-eight days between each new moon. It reminds them that all things are connected and that they must try to live in balance.

1. Explain how the Native Americans used the turtle to explain changes in their natural world. (Be sure to write in complete sentences and use evidence from the text to support your answer).

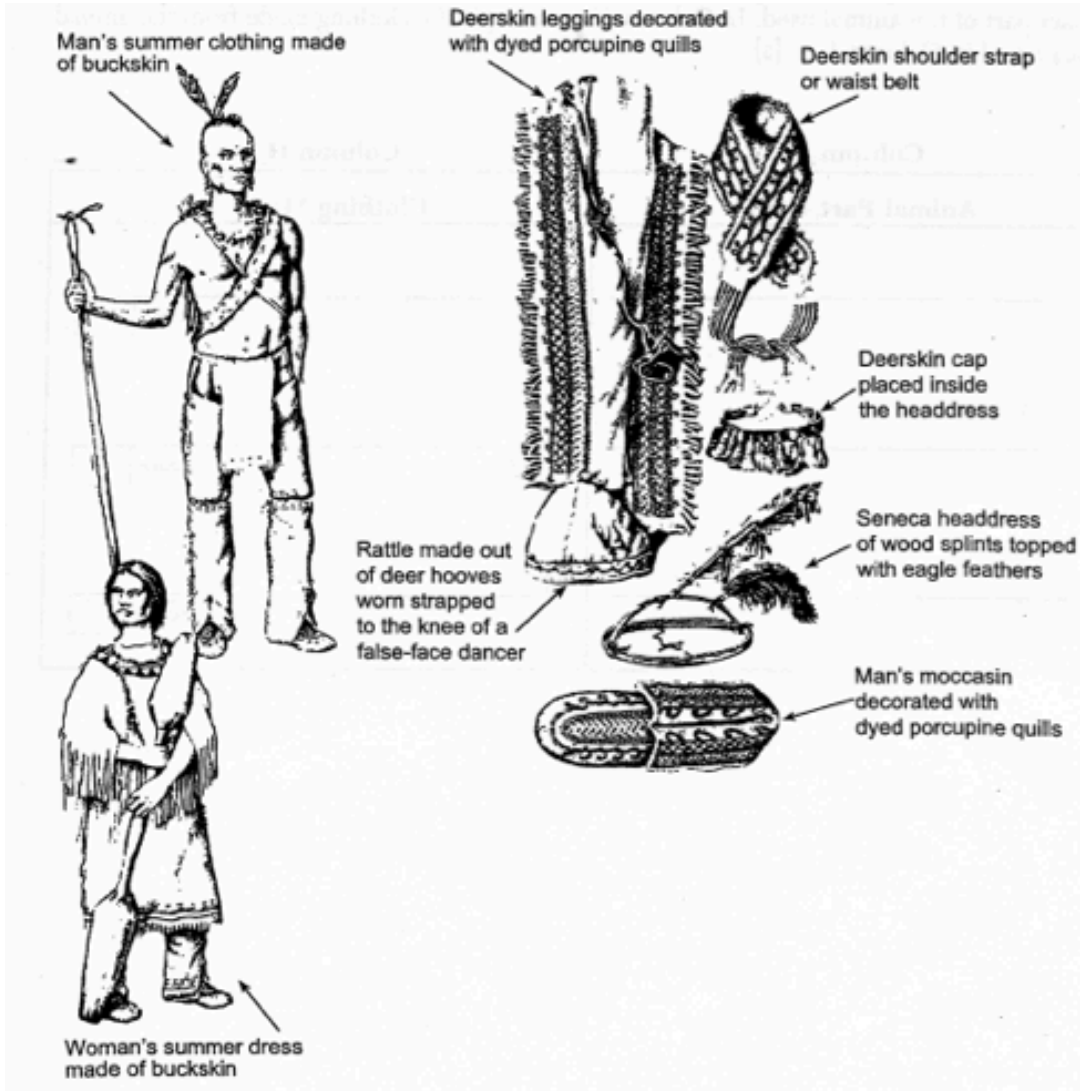


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Document 2



Based on the document complete the chart below by listing three examples of the Iroquois using different parts of animals to make their clothing. In column I, tell the exact part of the animal used. In column II, name specific clothing made from the animal part listed in column I.

Column I	Column II
Animal Part Used	Clothing Made
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

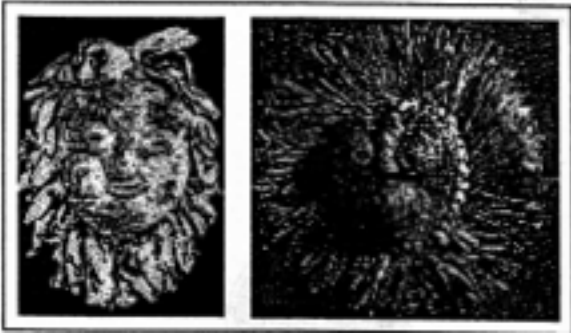


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Document 3

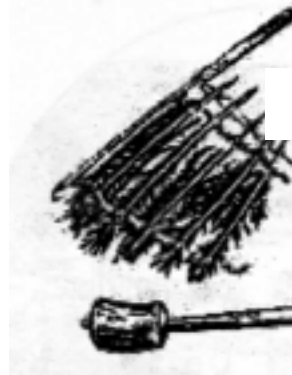


Husk Faces, also called “bushy head” or “fuzzy hair” masks, represent the supernaturals who taught humans how to hunt and farm. They are made by women from braided dry cornhusks



Turtle shell rattle used in the false-face ceremony

Burl drum filled with water, used in the eagle dance



Five feathered fan used in the eagle dance

Horn rattle used in the eagle dance

Based on this document, list **three** examples of how the Iroquois have used plants or animals to make objects for their special ceremonies.

1. _____

2. _____

3. _____

Name _____

Date: _____

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Document 4



Based on these drawings, tell **three** ways the Iroquois have used trees to meet their transportation needs.

1. _____

2. _____

3. _____



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Document 5**The Peach Pit Game**

A favorite game played at the Green Corn Festival is the Peach Pit Game. The rules of the game are simple. Six peach pits are painted with a color on one side. The pits are placed in a wooden bowl. The player raps the bowl sharply on the ground, and the pits bounce. Points are scored on how many pits turn up the same color.

The game may go on for days before there is a winner. People place bets on who the winner will be. Clans often compete with each other.

This game reminds the people that material wealth is not important. Players bet favorite possessions, such as a ribbon shirt or a turtle rattle. If this is lost to the other player, the belief is that the item will be waiting for the person in the “next world.”

Based on this picture and the reading passage, name **two** different objects from nature that the Iroquois have used in making and playing the Peach Pit Game.

Based on the reading passage, name **two** different objects from nature that the Iroquois have used in making and playing the Peach Pit Game. (Be sure to explain how it is used in the game).

1. _____

2. _____



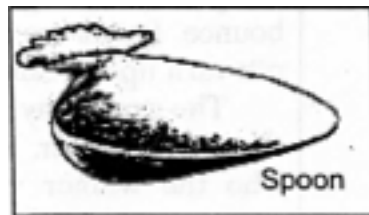
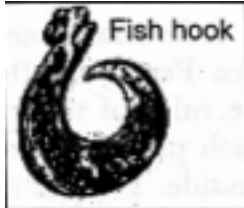
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Document 6

Iroquois Objects Made from Shell



Choose **three** Iroquois objects and explain how each one has been used in daily life. Be sure to match the object with its daily use.

Object	How Used in Daily Life
1. _____ _____	1. _____ _____ _____
2. _____ _____	2. _____ _____ _____
3. _____ _____	3. _____ _____ _____

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Document 7



Describe in detail **two** ways that the Iroquois obtained food?
