

TEST DATE: _____

Name: _____

CHAPTER 2: Michigan's First People STUDY GUIDE

PART A: VOCABULARY MATCHING

Place the capital letter of the definition next to the vocabulary word in the box. Each word is used only once.

J ___ culture

G ___ artifacts

H ___ stockades

D ___ confederacy

A ___ wigwam

B ___ longhouses

E ___ clan

F ___ band

I ___ Paleo-Indians

C ___ migrate

L ___ kinship

K ___ archaeologist

- A. The Three Fires lived in these houses made of bark and trees
- B. The Huron lived in these large houses
- C. To move from place to place
- D. A group of united people, like the Three Fires
- E. A group of families with a common ancestor and totem
- F. A small group made up of several clans
- G. These objects give clues about the past
- H. The Huron built these to protect themselves from Iroquois attack
- I. The very first people in Michigan
- J. Similar art, beliefs, and customs
- K. A scientist who studies things left from the past
- L. The Huron way of life based on family relationships

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PART B: FILL IN THE BLANK/SHORT ANSWER QUESTIONS

Focus Lesson 1 – The Early Native Americans

1. At the time of the glaciers, a land bridge formed connecting ___ **Asia** _____ and ___ **North America** _____.
2. The Paleo-Indians lived in small groups and hunted ___ **small animals** _____ and ___ **caribou** _____.
3. The Paleo-Indians came across the land bridge because _ **they were following the animals for food.**
4. The Hopewell people were known as _ **Mound Builders** _____ because they buried ___ **their dead** _____ underground along with special objects such as beads, knives, and jewelry.
5. It is clear that the Hopewell were skilled metalworkers because they buried ___ **iron** _____, ___ **copper** _____, and ___ **silver** _____ with their dead.

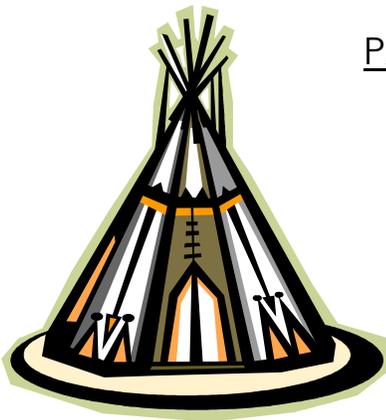
Focus Lesson 2 – The Anishinabeg (The Three Fires)

6. The Three Fires are made up of the ___ **Ojibwa** _____, the ___ **Ottawa** _____ and the ___ **Potawatomi** _____.
7. The _ **Ojibwa** _____ were considered the “older brother” of the Three Fires, and were the largest group. They found food by ___ **fishing** _____ and ___ **gathering (wild rice)** _____.
8. The ___ **Ottawa** _____ were considered the “middle brother” of the Three Fires. They lived in the U.P., but were pushed out by the ___ **Iroquois** _____.

9. The **Potawatomi** _____ were considered the “younger brother” of the Three Fires. They were excellent **farmers** _____ and grew corn, peas, squash, tobacco and other crops.

Focus Lesson 3 – The Huron

10. After the Huron were pushed out of the Upper Peninsula by the Iroquois, they made their home in **southeastern Michigan** _____ near Lake **Erie** _____.
11. Instead of voting, the Huron people discussed their problems and tried to come to a **consensus** _____ or agreement about an issue.



PART C: LONG ANSWER/ESSAY QUESTIONS

Explain what The Three Fires have in **common**. Give at least **three examples** written in complete sentences with capitals and punctuation.

All of the three fires lived in houses called wigwams. They hunted deer and moose in the forest. They used animal skins to make clothing and moccasins (a type of shoe). They grew corn, beans, and squash. They also tapped maple trees for sap. _____

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The children of the Huron people were described as “learning by example”. **Write one example** of how Huron children learned by example from **their** parents. Then, give an example of how **you** learn by example from **your** parents!

___Huron children learned from their parents by learning to do the right thing as their parents showed them. For example, children learned how to plant and take care of crops by watching their mothers plant. They learned how to clear fields, fish, and hunt by watching their fathers.

___(STUDENT EXAMPLE – think of your own!)___I learn by example from mom and dad. For example, I did not know how to tie my shoes in kindergarten, so I watched my mom and dad tie their shoes until I could do it on my own. I saw them thread the laces over and over, and soon I knew how to tie my own shoes!

