

Chapter 2

Michigan's First People

You Are There

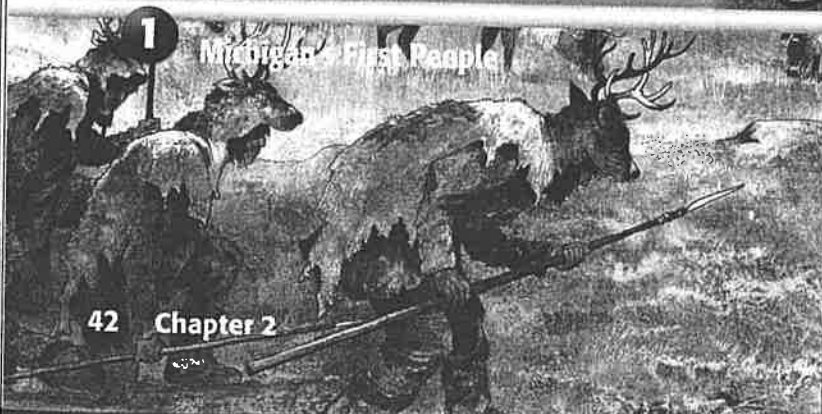
“It was a period when . . . the Indians used skins for clothing, and flints for arrowheads. It was long before the time that the flag of the white man was seen in these lakes, or the sound of an iron axe had been heard.”

This is the beginning of a story told by Native Americans about long ago in Michigan. Henry Rowe Schoolcraft, who lived in the Upper Peninsula in the early 1800s, wrote down the story.

In this chapter you will learn about Michigan's first people. Their story is an important part of the story of Michigan.










◀ Ojibwa woman



CANADA

Lake Superior

Michigan's Native American Territories

-  Ojibwa
-  Ottawa
-  Potawatomi
-  Huron
-  Present-day Michigan boundary
-  National boundary
-  Other state boundary

Escanaba River

WI

Lake Huron



Lake Michigan

1

2

3

Manistee River

Au Sable River

Muskegon River

IL

0 25 50 miles
0 25 50 kilometers

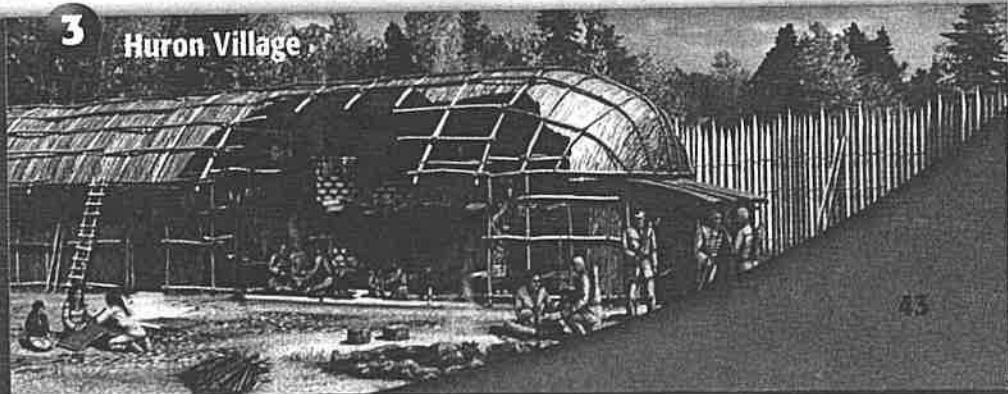


Grand River

Lake Erie

St. Joseph River

3 Huron Village



Focus Lesson I

How did the first people of Michigan use its natural resources?

VOCABULARY

Paleo-Indian
archaeologist
culture
artifact

VOCABULARY STRATEGY

Suffixes The suffix **-ologist** means "a person who studies a particular subject." Archaic means "ancient." Can you guess what subject an **archaeologist** studies?

READING STRATEGY

Identify Main Idea and Details Use the chart below to list the main idea and supporting details of this lesson.

MICHIGAN STANDARDS

- II.1.LE.1
- II.1.LE.2
- II.1.LE.3
- II.2.LE.4
- II.3.LE.2
- II.4.LE.3

The Early Native Americans

As the climate warmed and the glaciers melted, the grasses began to grow again on the land we would call Michigan. Soon after, herds of caribou began moving north into the area. Then came the hunters, using only weapons made of stone and bone. Who were these first people of Michigan?



A The First Michigianians

In the last chapter, you read that thousands of years ago much of what is now North America was covered by glaciers. Because so much of the world's water was frozen, the oceans were not so deep. A strip of dry land appeared between Asia and North America. It made a kind of land bridge that connected the two continents.

Changes in Land and Climate

Herds of animals came across this land from northern Asia. Soon people followed the animals into North America. Some scientists believe that people also reached North America in boats. They may have come from northern Asia or even from Europe. Over time these people spread across the continent.



▲ Stone spear points

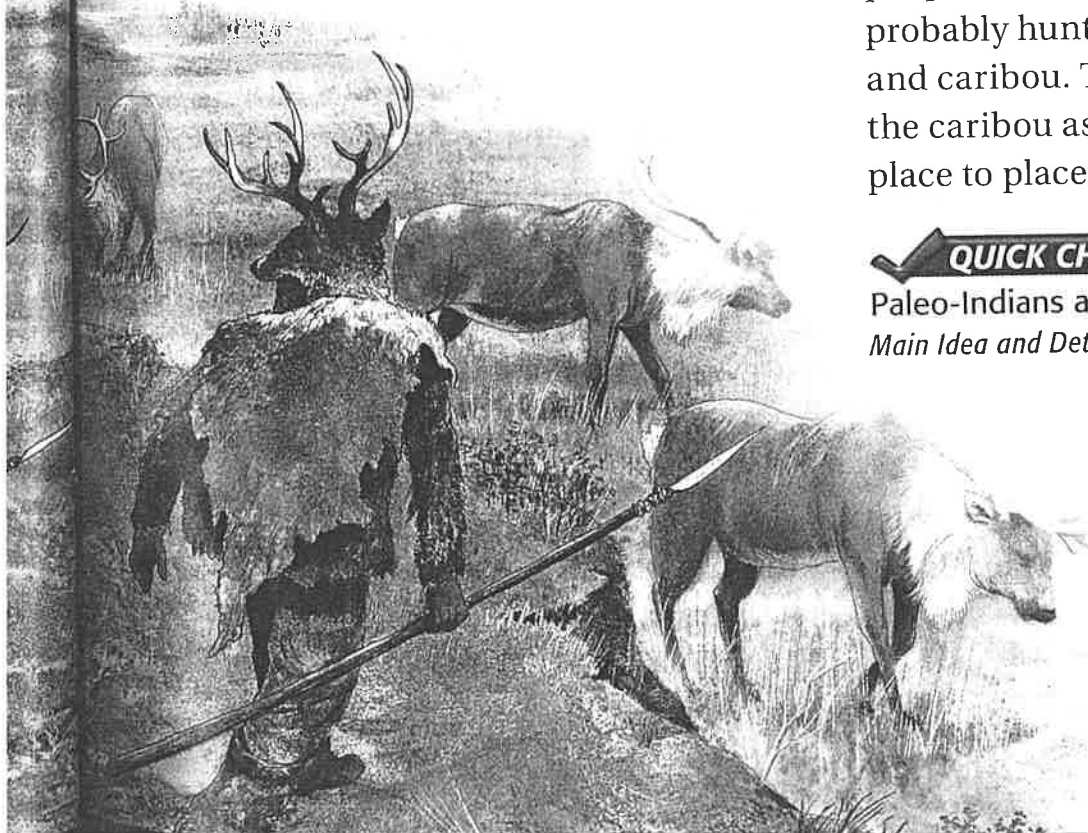
About 11,000 years ago, the climate warmed and Michigan's glaciers melted. Animals returned to the area. Soon after that the first humans began to arrive in Michigan, too.

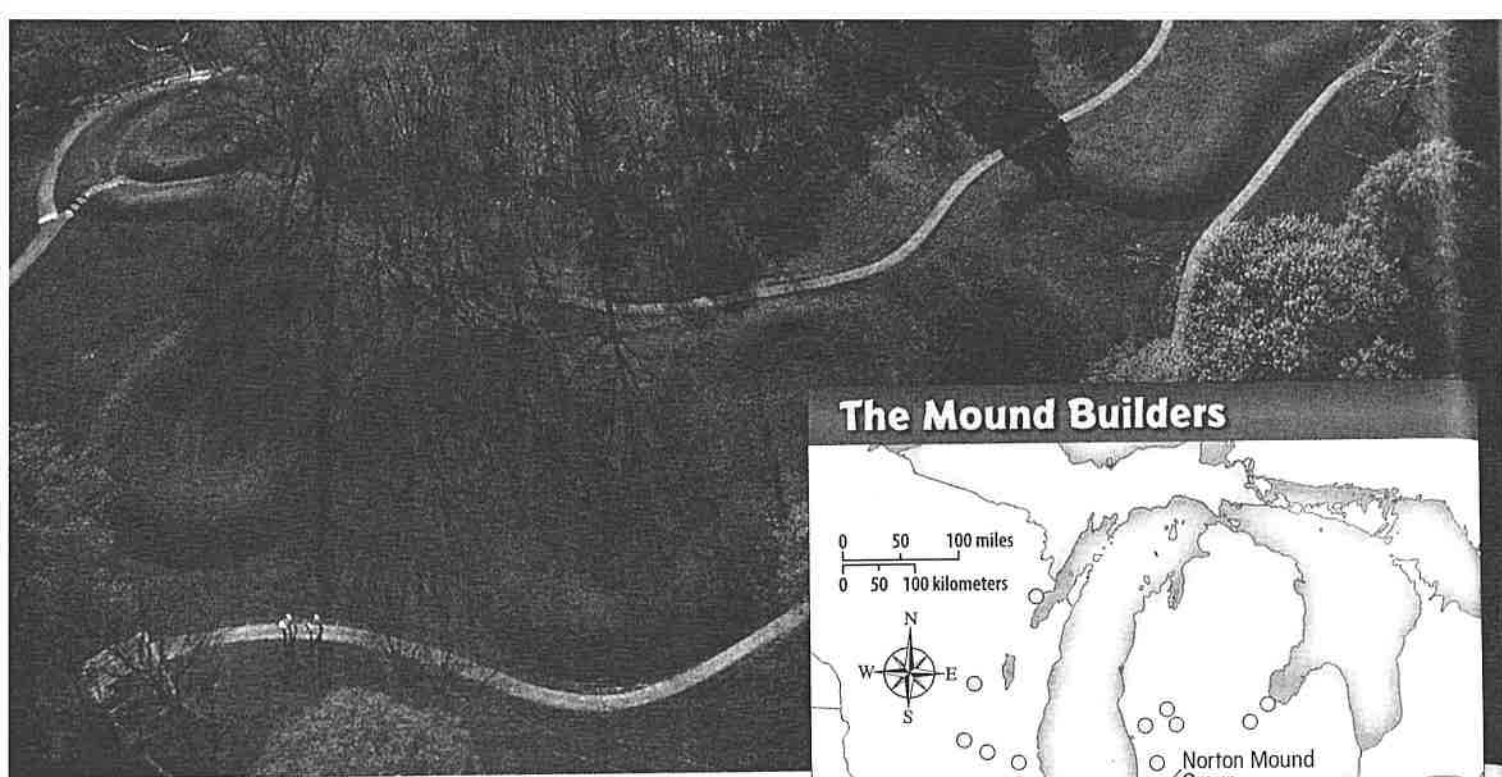
These ancient people are known as **Paleo-Indians**. Their name means "old" or "early" Indians. We know of them because **archaeologists**, people who study the things left from the ancient past, have found and studied tools made by Paleo-Indians. Stone tools used by Paleo-Indians have been found near Flint and in other places in Michigan.

Archaeologists think these ancient people lived in small groups. They probably hunted small animals and caribou. They may have followed the caribou as they moved from place to place.

QUICK CHECK Who were the Paleo-Indians and why are they important?
Main Idea and Details

◀ Michigan's first people followed caribou herds north as the glaciers melted.





▲ This mound, found in Ohio, is shaped like a snake.

B The Hopewell

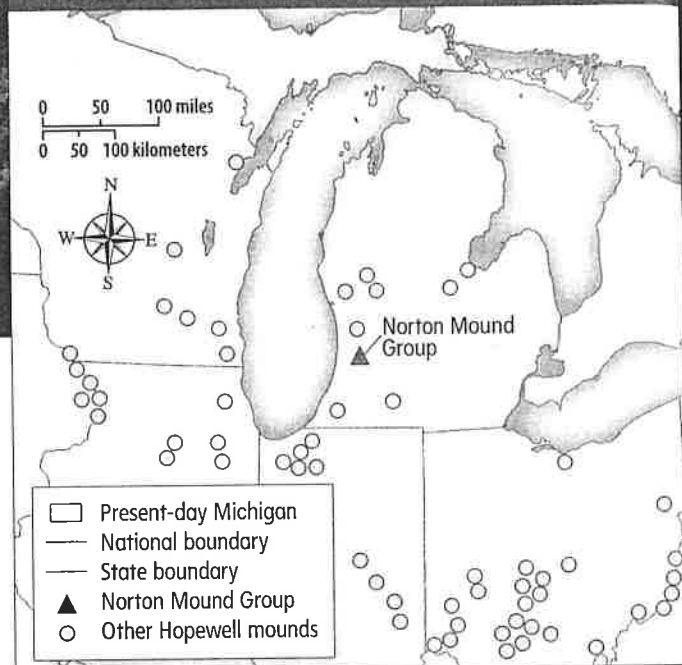
About 2,000 years ago, a new group of people, known as the Hopewell, moved into Michigan from what is now Indiana and Ohio. The most important Hopewell site in Michigan was the Norton Mounds, near where Grand Rapids is today.

Mound Builders

The Hopewell lived in scattered groups over a wide area. They probably did not all speak the same language. However, the Hopewell were part of a group known as mound builders, who had a common **culture**. This means they had similar art, beliefs, and customs. One important custom was to build mounds to bury their dead.

To build a mound, the Hopewell covered the gravel with fine dirt and

The Mound Builders



MAP Skill

Place In what region of Michigan were Hopewell mounds located?

a layer of logs. Next they placed the body of the dead person on the logs, and built drains in the mound so the water would drain off. They placed special objects, such as beads, knives, and jewelry, in the mound, too. Finally the body was covered with dirt, forming a large mound.

Archaeologists have learned a lot about the Hopewell from studying the **artifacts** buried in their mounds. Artifacts are objects made or used by people who lived in the past.

The Hopewell made beautiful pottery, fancy jewelry, pipes, musical instruments, copper breastplates and other works of art. The artifacts buried by the Hopewell show that they were skilled metalworkers in copper, iron, and silver.

The artifacts also show that the Hopewell were part of a trade network that stretched far and wide. Some of the things found in mounds include pearls from the Gulf of Mexico and shark teeth from the Atlantic Ocean.

The End of Hopewell Culture

About the year 400, the Hopewell culture started to fade away. After that time no more mounds were built.

Archaeologists think that some of the Native Americans who live in Michigan today are descended from the Hopewell.

QUICK CHECK How do we know about the Hopewell culture? *Summarize*



◀ A toad decorates this Hopewell pipe.

What You Learned

- A** Ancient people known as Paleo-Indians lived in Michigan about 11,000 years ago.
- B** The Hopewell built huge burial mounds. They traded for goods with other groups across North America.

Focus Lesson Review

- 1. Focus Question** How did the first people of Michigan use its natural resources?
- 2. Vocabulary** Write one sentence for each vocabulary term.

archaeologist	culture
artifact	Paleo-Indian
- 3. Geography** Look at the map on page 46. Why do you think Hopewell culture did not move farther north than southern Michigan?
- 4. Critical Thinking Make Decisions** The Hopewell mounds are burial places. Do you think archaeologists should be allowed to dig the mounds? Why or why not?
- 5. Reading Strategy Identify Main Idea and Details** Find the main idea and supporting details about Hopewell culture.
- 6. Write About THE BIG IDEA** How did the climate influence the lives of the Paleo-Indians?
- 7. Link to Language Arts** Suppose you are an archaeologist who has just discovered artifacts in a Hopewell mound. Write about what artifacts you have found and what they seem to tell us about the Hopewell.

Understand Latitude and Longitude

VOCABULARY

latitude
longitude
degree
parallel
meridian
prime meridian
global grid

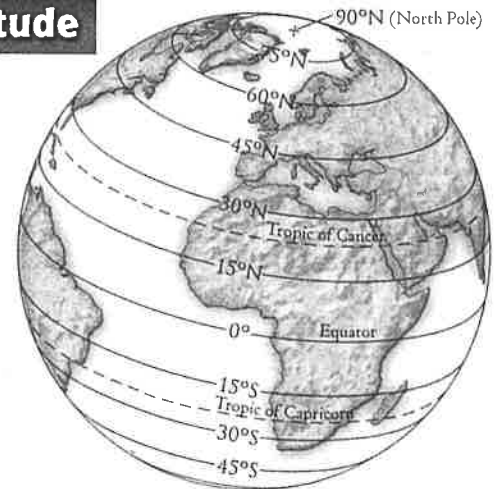
Every place on Earth has an address based on its location. To describe the “address” of a place, geographers use special maps with grids. Grids are lines that cross each other on a map. The grid system is based on a set of lines called **latitude** and **longitude**. Lines of latitude measure how far north or south a place is from the equator. Lines of longitude measure distance east or west. Lines of latitude and longitude measure distance in **degrees**. The equator is 0 degrees. The symbol for degrees is °.

1 Learn It

- Lines of latitude are also called **parallels**. Look at Map A. Lines of latitude north of the equator are labeled N. Lines of latitude south of the equator are labeled S.
- Lines of longitude are also called **meridians**. The **prime meridian** is the starting place for measuring distance from east to west. Look at Map B. Lines of longitude east of the prime meridian are labeled E. Lines of longitude west of the prime meridian are labeled W.
- Look at Map A. Lines of longitude and latitude cross to form a **global grid**. It can be used to locate any place on Earth.
- When you locate a place on a map, give the latitude first and longitude second.

Map A

Lines of Latitude

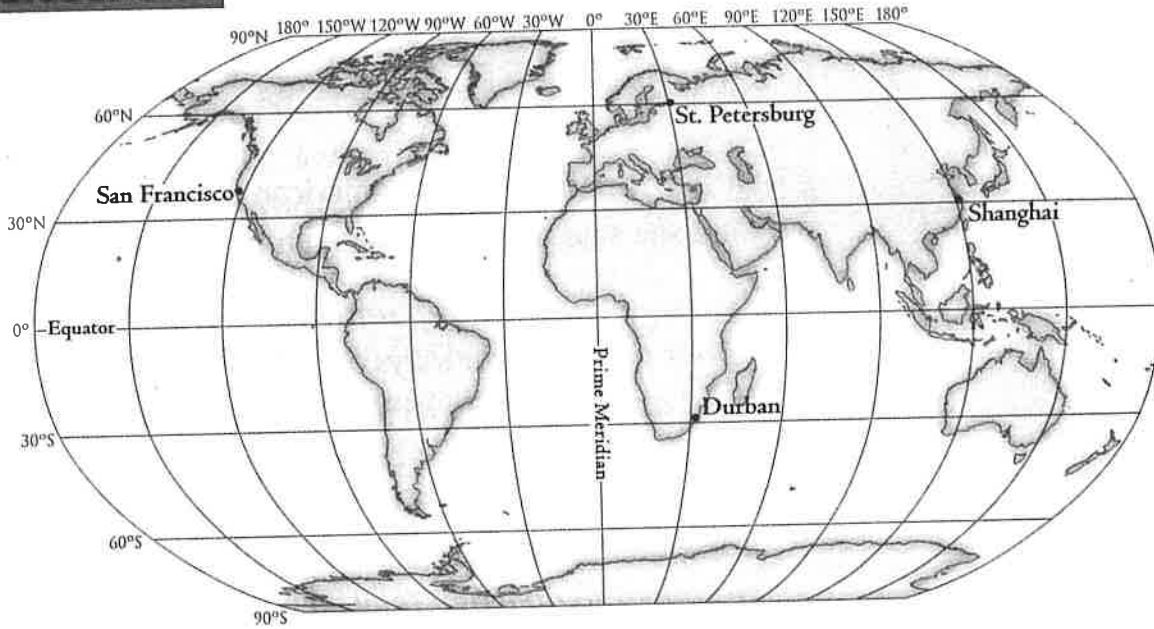


Map B

Lines of Longitude



Map C
Global Grid

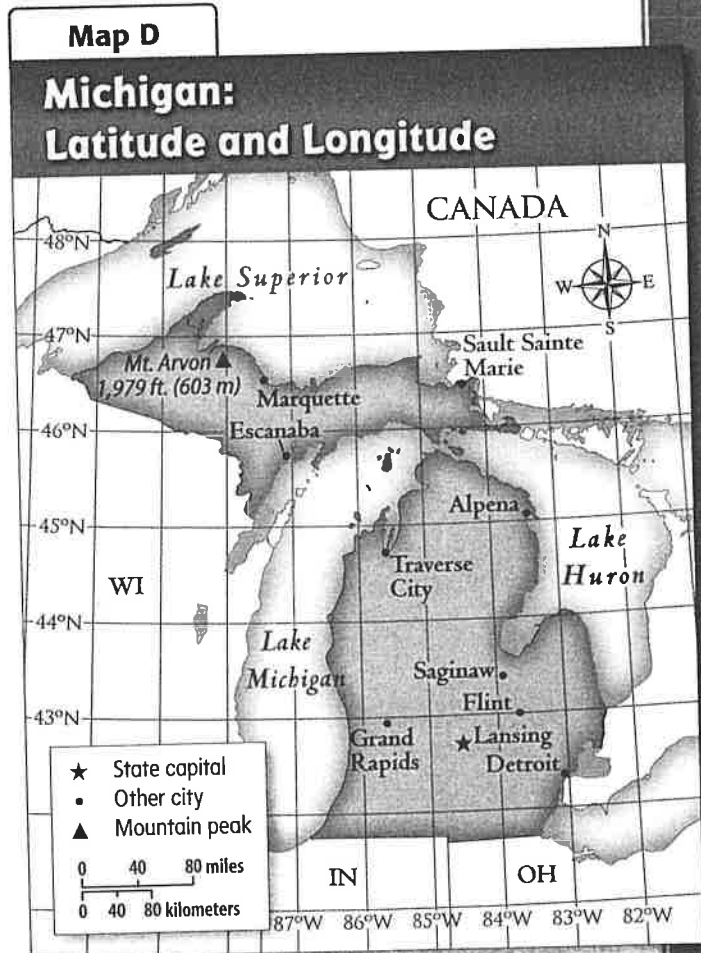


2 Try It

- Locate Durban on Map C. Is Durban east or west of the prime meridian? It is east. Durban is located at about 30°S, 30°E.
- Use Map C to locate the cities closest to the latitude and longitude "addresses" below. Name each city.
30°N, 120°E
60°N, 30°E
- Use Map D to find the nearest latitude and longitude to Flint.

3 Apply It

- Look at Map D. Find the longitude and latitude that is closest to where you live.



Focus Lesson 2

Who are the Anishinabeg?

VOCABULARY

migrate
confederacy
wigwam
band
clan

VOCABULARY STRATEGY

Word Origins Wigwam is a form of a Native American [Ojibwa] word, *wigwaum* or *wigiwam*. It means “their house.” The word came into English as soon as Europeans met Native American people in the early 1600s.

READING STRATEGY

Summarize Use the chart below to summarize information about the Three Fires.

MICHIGAN STANDARDS

I.1.LE.3 II.2.LE.4
II.1.LE.1 II.3.LE.2
II.1.LE.2 II.3.LE.1
II.1.LE.3

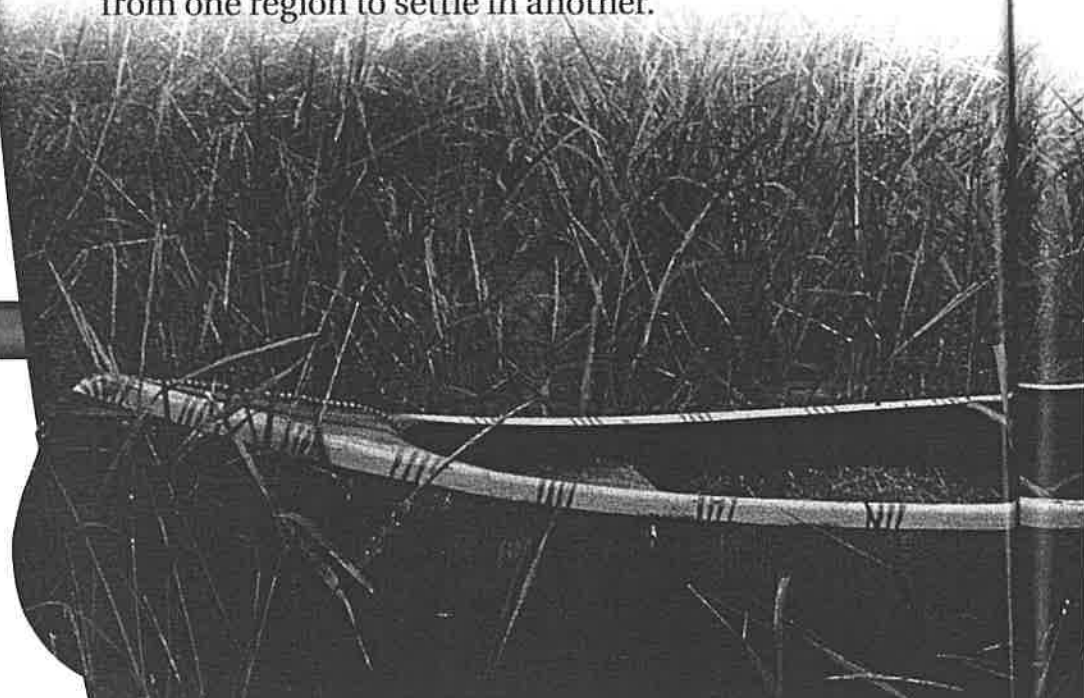
The Anishinabeg

Beatrice Taylor is a Native American elder. Here is what she says about passing on a tradition:

“We teach our children and grandchildren about the different ways our People have lived and the things we do. For example, in the fall, the Ojibwa traditionally go out to harvest wild rice. I taught my daughters and my sons what they’re supposed to do when they go ricing, and hopefully they will pass that knowledge on to their children.”

A The Three Fires

About 1,000 years ago, the Anishinabeg (uh NISH nuh beg) began to move inland from the Atlantic coast to the Great Lakes region. We say that these people **migrated**, which means they moved from one region to settle in another.



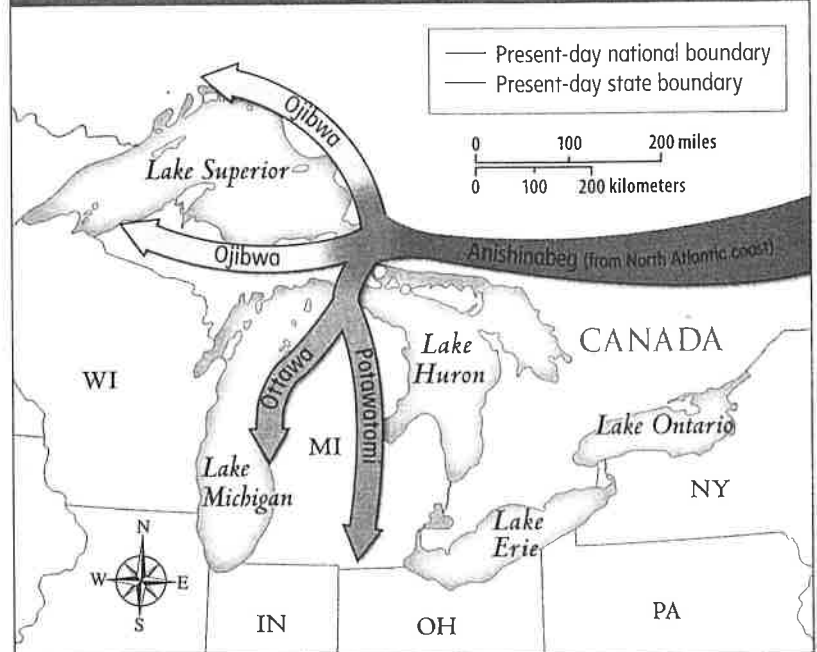
A New Homeland

When the Anishinabeg reached what is now Sault Ste. Marie, they separated into three groups: the Ojibwa (also known as the Chippewa), the Ottawa, and the Potawatomi. You can see the areas they settled on the map.

The groups lived in separate areas, but they remained in close contact. They called themselves the Three Fires because they thought of themselves as a family. The Ojibwa were called the older brother. The Ottawa were the middle brother, and the Potawatomi were the younger brother. The three formed the Three Fires Confederacy. A confederacy is a group united for a common purpose. Together the Three Fires were very powerful.

QUICK CHECK Who were the Three Fires? *Summarize*

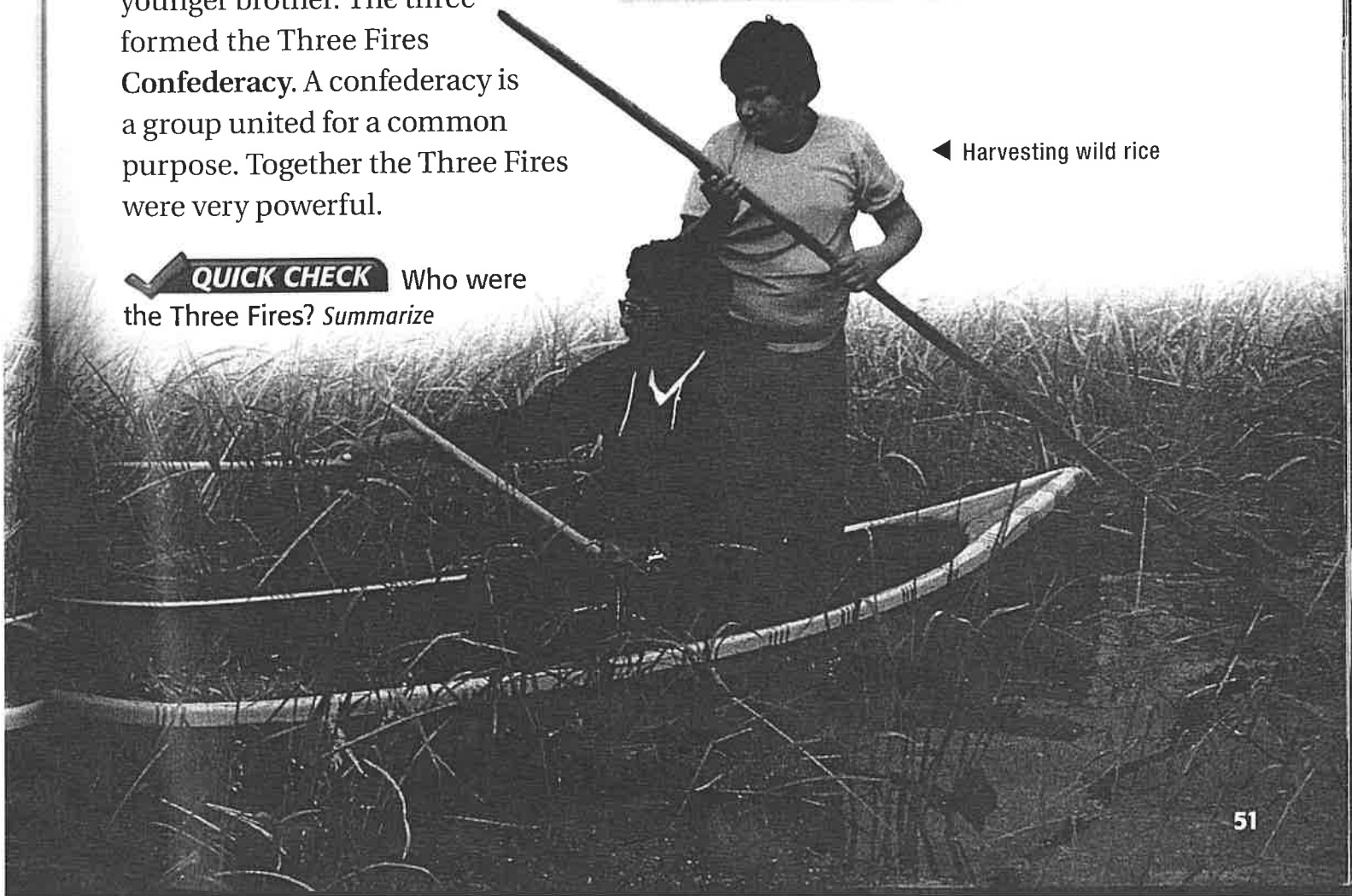
The Anishinabeg Migration



MAP Skill

Movement Once they reached the Great Lakes, in what directions did the Anishinabeg move?

◀ Harvesting wild rice



B The Anishinabeg Way of Life

The Three Fires shared the same culture. Most lived in the same type of dome-shape homes, made of bark and young trees, called **wigwams**. They built canoes of birch bark. They hunted deer and moose in Michigan's forests, and used the skins and furs to make clothing and moccasins. They grew corn, beans, and squash, and tapped maple trees in spring for their sweet sap.

All three lived in small groups called **bands**. Each band was made up of several **clans**, or groups of families with a common ancestor.

Each clan had a totem, an animal that was special to it, such as beaver, bear, eagle, hawk, or turtle. Children belonged to the same clan and had the same totem animal as their father, and people who shared the same totem could not marry.

The Ojibwa

Of the three, the Ojibwa were the largest group, with about 30,000 members. They lived in the Upper Peninsula. They grew some corn and squash but depended on fishing for much of their food. They also gathered wild rice from the marshes near the Great Lakes.



This model birch bark canoe was made by an Ottawa chief.

The Ottawa

The Ottawa's name comes from a word that means "to trade," because the Ottawa were known as traders. In their birch bark canoes, the Ottawa traveled all over the Great Lakes. They originally lived on the Upper Peninsula, but were pushed out by the Iroquois, who moved into the area from New York State. The Ottawa then migrated to the Lower Peninsula.

The Potawatomi

The Potawatomi lived in southern Michigan. In winter they depended on hunting. In summer they returned to their farming villages, where they grew corn, melons, peas, beans, squash, and

tobacco. They were excellent farmers. When the soil in a field was no longer good for crops, they burned away brush to clear new fields for planting, or moved the village to a new location so the soil would not be overused.

QUICK CHECK How did the Anishinabeg get the things they needed from their environment? *Summarize*

PRIMARY SOURCES

Marge Anderson

Ojibwa tribal leader

“Our People are rediscovering the traditions of our ancestors that give us pride in our past, and vision for our future. . . . I used to fear that, when my generation passed on, the Ojibwa language would die with us. . . . I now have great confidence that the Ojibwa language—and the Ojibwa People—will live “as long as the grass grows, and the rivers flow.”



vision something imagined or dreamed

Write About It!

Why does Marge Anderson feel traditions are important?

© The Anishinabeg Today

More than 60,000 Native Americans live in Michigan today. The largest group are the Ojibwa. Many Ojibwa live on the Upper Peninsula.

Preserving Culture

Many Ojibwa work hard to keep their culture alive. Some, like artist Frank Ettawageshik whom you will read about on the next page, work with traditional crafts.

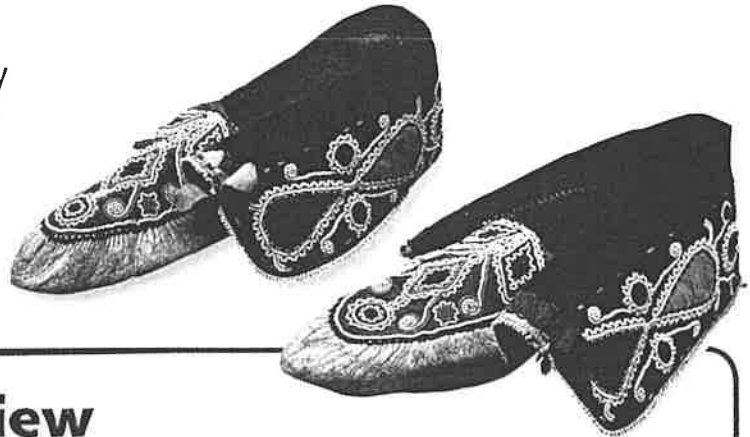
Some children in northern Michigan study the Ojibwa language in school. Today the Ojibwa know it is important to preserve their language in order to keep a sense of who they are.

QUICK CHECK What is the one way the Anishinabeg work to keep their culture alive? *Summarize*

What You Learned

- A** The Anishinabeg, or Three Fires, were made up of the Ojibwa, Ottawa, and Potawatomi.
- B** The three tribes of the Anishinabeg shared a common culture, using Michigan's resources to meet their needs.
- C** Today the Anishinabeg work to preserve their heritage.

▼ These Ojibwa moccasins are made of deerskin and decorated with beadwork.



Focus Lesson Review

- 1. Focus Question** Who are the Anishinabeg?
- 2. Vocabulary** Write one sentence for each vocabulary word.
band **confederacy** **wigwam**
clan **migrate**
- 3. Government** Why do you think the Anishinabeg formed a confederacy?
- 4. Critical Thinking Main Idea and Details** What are some things the Three Fires had in common?
- 5. Reading Strategy Summarize** Summarize what you learned about the Potawatomi.

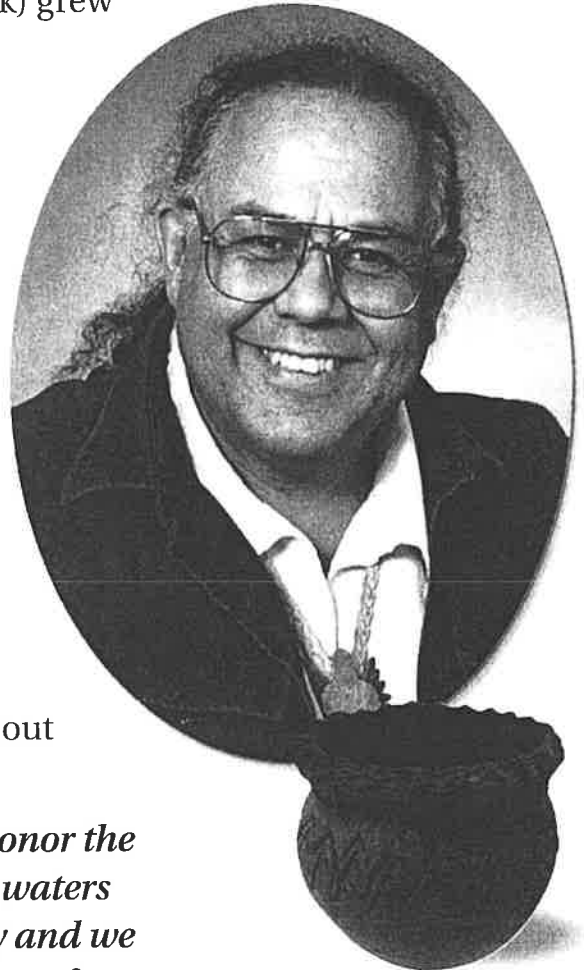
- 6. Write About THE BIG IDEA** How did the geography of Michigan affect how the Anishinabeg lived?
- 7. Link to Art** The Ojibwa are known for their beautiful beadwork. Use the Internet to research Ojibwa bead designs. Choose one to draw, using colored pencils.

Frank Ettawageshik 1949–

Frank Ettawageshik (etta wah GHEE shick) grew up listening to his father tell the stories of the Little Traverse Bay band of the Odawa (Ottawa) of southern Michigan. When Ettawageshik became an artist working in pottery, he decided to bring back an Odawa tradition himself. He researched the methods Odawa artists had used to create pottery hundreds of years ago. Eventually, he was able to make his artwork the same way. He uses no modern materials or tools, only clay and granite shaped with knotted vines and roots and hardened over a wood fire.

Ettawageshik has also served as tribal chairman of his people and spoken out about preserving the Great Lakes.

“What we learn in our traditions is to honor the other beings in creation. To respect the waters and lands within and upon which they and we live. Our very existence is in peril when we forget these simple truths.”



Write About It!

How does Frank Ettawageshik keep the traditions of his people alive?

LOG ON



For more biographies, visit:
www.macmillanmh.com

The Life of Frank Ettawageshik

1945	1965	1985	2005
1949 Frank Ettawageshik born	1974 Begins studying traditional Odawa pottery methods		1991 Begins first term as Tribal Chairman



Understand Artifacts

Artifacts are one kind of primary source. Archaeologists examine artifacts such as tools, pottery, and cave paintings to find out how people lived long ago.

Ojibwa Song Board and Drum

Music has always been an important part of Ojibwa culture. Songs were used in healing ceremonies. Singers often played a drum as they sang. The Ojibwa often decorated the objects they made with designs and symbols of birds and other animals. They used paints made from berries, minerals, and other natural materials.

1 Learn It

You may have a chance to study actual artifacts at a museum. You may be able to handle them. Many times, though, you will be looking at photographs of artifacts. Here are things to think about when studying an artifact.



- Look closely at the artifact to see what it is made of. Think about what this might tell you about the people who made it.
- Read any information given with the artifact.
- Try to understand what the artifact was used for.

▲ Song boards like this one helped singers learn and remember songs.

2 Try It

Look at the photograph of the song board on page 56.

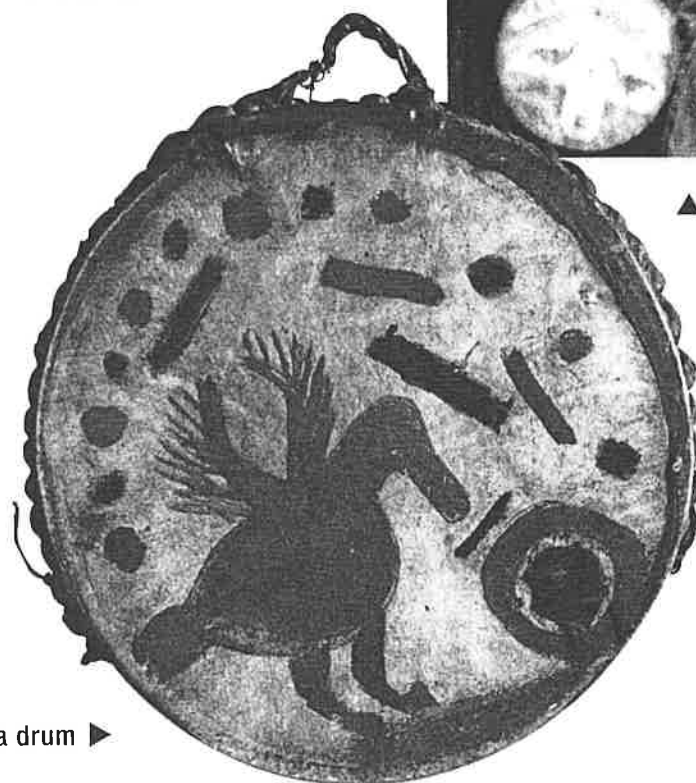
- What does the label tell you about it?
- What does it seem to be made of?
- What do the materials used tell you about this artifact and the people who made it?

3 Apply It

- In what way is the drum similar to the one shown in the photograph?
- What is something you cannot tell about the drum from looking at this picture of it?
- What more do you want to know after studying the artifact?



▲ Ojibwa holy man holding ceremonial drums



An Ojibwa drum ►

Use Reference Materials

If you want to learn more about the Native Americans of Michigan, you can do research using **reference materials**. These are books and other sources that contain facts about many different subjects. Some of them can be found in a part of the library called the reference section, and others are on the computer.

VOCABULARY

reference materials
dictionary
guide words
encyclopedia
Internet

1 Learn It

1. Use a Dictionary

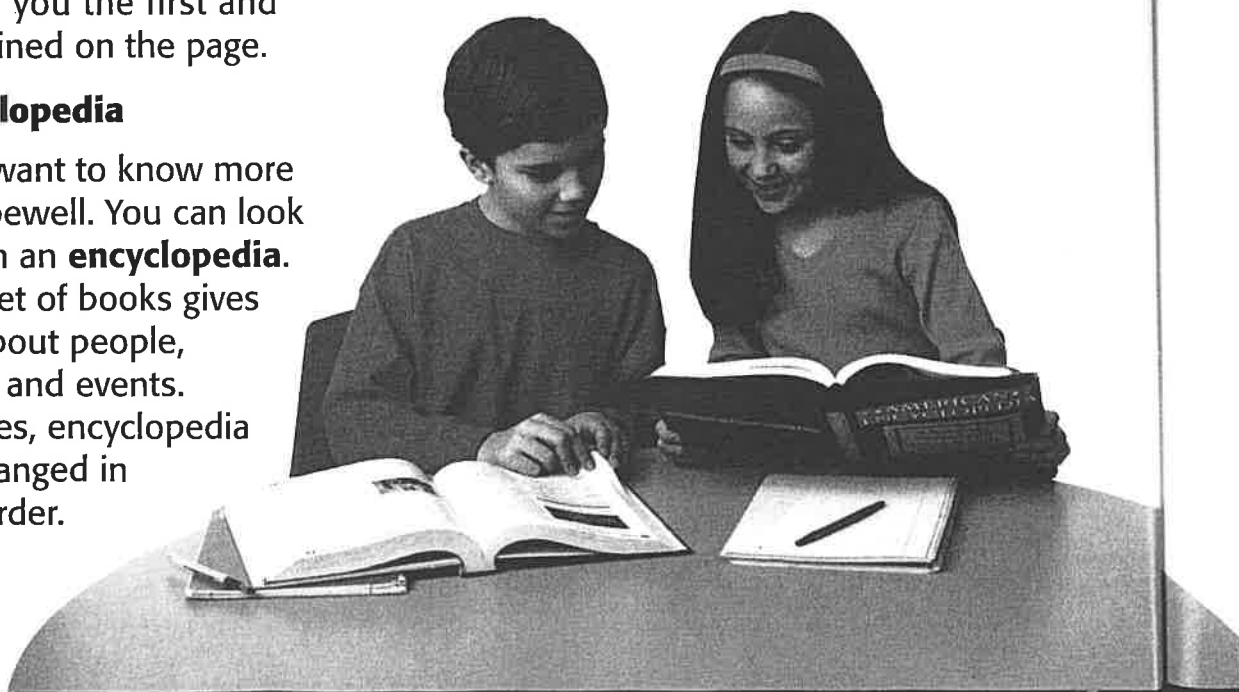
- You might want to learn the exact meaning of the word *archaeologist*. To find out, you can use a **dictionary**. A dictionary gives meanings of words. It also shows you how to pronounce and spell them.
- The words in a dictionary are arranged in alphabetical order. The **guide words** at the top of each page tell you the first and last words defined on the page.

2. Use an Encyclopedia

- Suppose you want to know more about the Hopewell. You can look up this topic in an **encyclopedia**. This book or set of books gives information about people, places, things, and events. Like dictionaries, encyclopedia entries are arranged in alphabetical order.

3. Use Reference Sources on the Internet

- The **Internet** is another reference source. It is a computer network. You can read more on how to search the Web for information on pages 236–237.



2 Try It

Look at the sample dictionary page below.

- What are the guide words for this page?
- What is the last word defined on the page?
- Would the word *extra* be defined on the page?

3 Apply It

- Choose a topic from the last lesson to research. Use reference sources to find out about it.
- Write a short research report about what you learn.

experimental From or relating to experiments: *The scientists were working on an experimental project in the chemistry laboratory.* **ex-per-i-ment-al** (ek sper'ō ment'əl) *adjective.*

expert A person who knows a great deal about some special thing: *One of our teachers is an expert on American history.* *Noun.*

◦ Having or showing a great deal of knowledge: *The swimming coach gave the team expert advice on how to dive.* *Adjective.*

ex-pert (eks'pürt for *noun*; eks'pürt or ek spürt' for *adjective*) *noun, plural experts; adjective.*

expiration 1. The act of coming to an end or close: *I must get a new library card before the expiration of my old one.* 2. The act of breathing out air: *The sick child's expirations were weak.*

ex-pira-tion (eks'pə rā'shən) *noun, plural expirations.*

expire 1. To come to an end: *Your membership at the pool expires at the end of the month.* 2. To breathe out; exhale: *When we expire, our bodies let air out of our lungs.* 3. To die. **ex-pire** (ek spīr') *verb, expired, expiring.*



The art teacher is explaining paintings to the class.

explain 1. To make something plain or clear; tell the meaning of: *Explain how to get the answer to this mathematics problem.* 2. To give or have a reason for: *Can you explain why you were late for school?* **ex-plain** (ek splān') *verb, explained, explaining.*

experimental > explosive E

explanation for why the vase was broken.

ex-ple-na-tion (eks'plə nā'shən) *noun, plural explanations.*

explicit Stated clearly or shown clearly: *Our teacher gave explicit instructions on how we should do the work.* **ex-pli-cit** (ek splis'it) *adjective.*

explode 1. To burst or cause to burst suddenly and with a loud noise; blow up: *I pumped too much air into the tire, and it exploded.* 2. To show an emotion noisily or forcefully: *The audience exploded with laughter at the funny joke.*

ex-plode (ek splōd') *verb, exploded, exploding.*

exploit A brave deed or act: *The story is about the daring exploits of a knight.* *Noun.*

◦ 1. To use in an unfair or unjust way for selfish reasons: *The American colonists felt that the British government exploited them by taxing the tea they drank.* 2. To make the fullest possible use of: *This new drill will enable us to exploit oil buried far under the ground.* *Verb.*

ex-ploit (ek' sploit for *noun*; ek sploit' for *verb*) *noun, plural exploits; verb, exploited, exploiting.*

exploration The act of exploring: *Sometimes people really mean conquest when they talk about exploration.* **ex-plo-ra-tion** (ek'splə rā'shən) *noun, plural explorations.*

explore 1. To go to a place that one knows nothing about: *Astronauts explored the moon and brought back rocks.* 2. To try to figure out: *Doctors explore the causes of diseases.* **ex-plore** (ek splōr') *verb, explored, exploring.*

explorer A person who explores. **ex-plor-er** (ek splōr'ər) *noun, plural explorers.*

explosion 1. The act of bursting or expanding suddenly and noisily: *The explosion of the bomb broke windows in the buildings nearby.* 2. A sudden outburst: *The funny joke caused an explosion of laughter.* **ex-plo-sion** (ek splō'zhən) *noun, plural explosions.*

explosive 1. Likely to explode or cause an explosion: *A bomb is an explosive device.* 2. Likely to cause a lot of trouble: *an explosive political situation.* *Adjective.*

Focus Lesson 3

The Huron

How did the Huron live long ago?

VOCABULARY

stockade
longhouse
kinship

VOCABULARY STRATEGY

Root Words The word *kin* means "a person's relatives." Can you think of some terms that describe **kinship**?

READING STRATEGY

Identify Main Idea and Details Use the chart below to list the main idea and supporting details of the lesson.

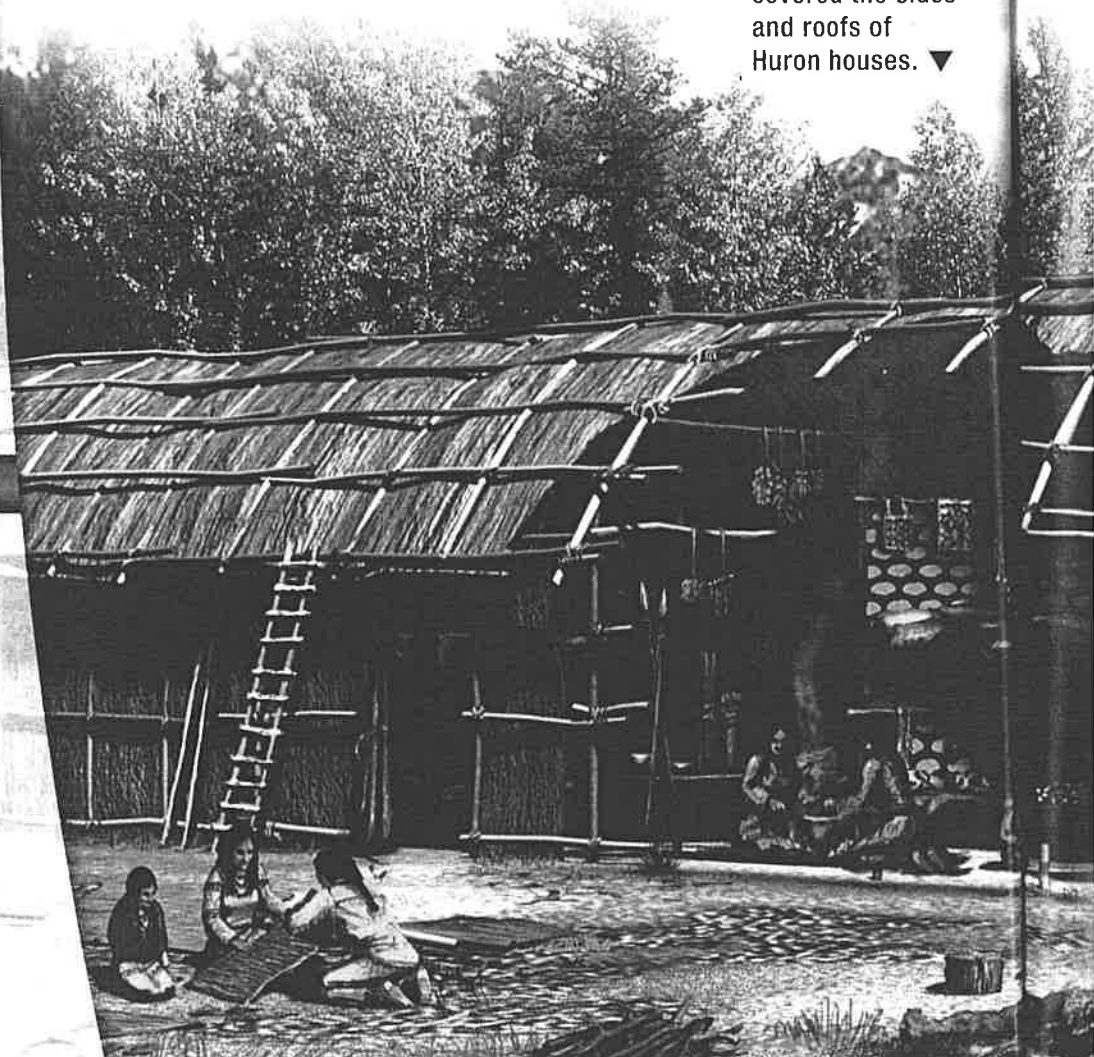
MICHIGAN STANDARDS

I.1.LE.3
II.1.LE.1
II.1.LE.2
II.1.LE.3
II.2.LE.4
II.3.LE.1

In 1999 representatives from Huron bands in Michigan, Kansas, and Oklahoma, and from bands in Canada, gathered in Ontario. They got to know each other and declared their pride in their heritage as described in this passage from *The Wendat Confederacy*.

“Over 10 generations ago, the Wendat [Huron] people were driven to many directions from our beloved homeland. Today, 350 years later, we . . . light the council fire and invite all who come in a spirit of peace and brotherhood to enjoy its warmth.”

Slabs of tree bark covered the sides and roofs of Huron houses. ▼



A People of the Peninsula

Besides the Anishinabeg, other native groups lived in Michigan. The group we call the Huron were given this name by French traders. The Huron's name for themselves is the Wendat, which means "people of the peninsula."

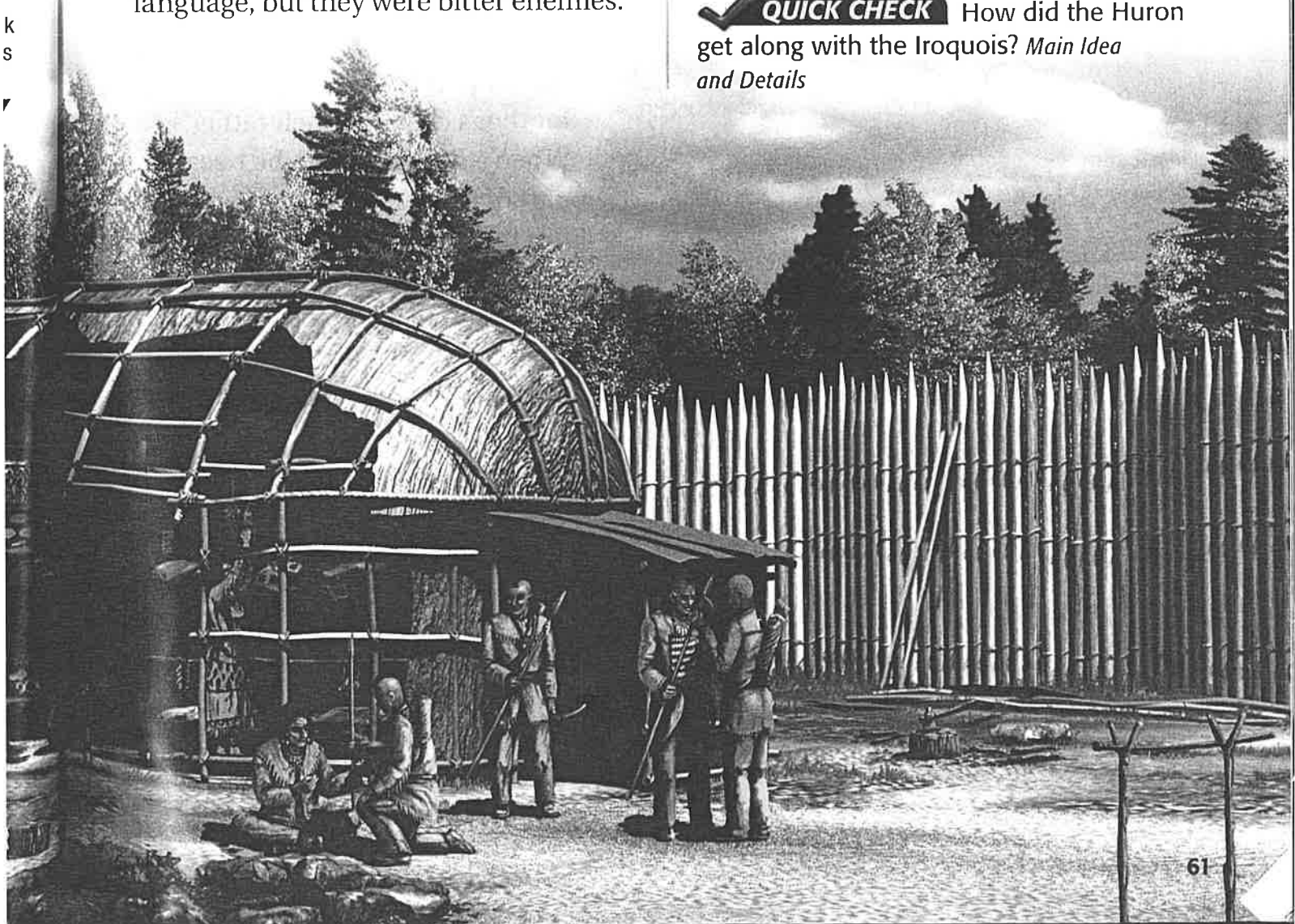
The Huron and the Iroquois

The Huron and another group, the Iroquois (IR uh kwoy), migrated into Michigan from New York. These two groups were related and spoke the same language, but they were bitter enemies.

The Huron first moved into what is now Mackinac County in the Upper Peninsula. However, the Iroquois wanted that land. After fierce fighting, the Iroquois forced the Huron to move south. In time the Huron made their home in southeastern Michigan, near Lake Erie.

The Huron probably had the most members of any upper Great Lakes group. Huron villages stretched from Georgian Bay in Canada, south along Lake Huron and Lake Erie, and east to Niagara, New York.

QUICK CHECK How did the Huron get along with the Iroquois? *Main Idea and Details*



B Village Life

The Huron lived in large villages and grew most of the food they ate. The men cleared the forest to make fields, and the women and children planted the crops and took care of them. The most important crops were corn, beans, and squash. The men also fished and hunted.


Because they were farmers and needed to be near their fields, the Huron did not move from place to place very often. Instead, as the nutrients in the soil were used up, the men cleared new fields.

Huron villages might number almost 2,000 people. They ranged in size from one to ten acres—about five football fields. High fences called **stockades** circled the villages and protected them from attack. The people lived in **longhouses**, large houses that were about 25 feet wide and 200 feet long.

Family Relationships

The Huron way of life was based on **kinship**, or family relationships. Among the Huron, children were members of their mother's clan, not their father's. When a man married, he became part of his wife's clan and went to live in her longhouse.

The Huron were loving and gentle parents. They believed that children learned from example, not from punishment. Huron children knew their families would be disappointed if they misbehaved. They did not want to let their families down, so they learned to do the right thing.



◀ A Huron wife helps her husband prepare for a journey. Baskets like this one were used for storage.

Government

A governing council made the important decisions for the group. The members of the council were all men but they were chosen by the clan mothers. The women in the group also met in councils to give advice to the elders.

Huron councils did not make decisions by taking a vote. Instead they discussed a topic until almost everyone agreed. The Huron believed that people were free and no one had the right to force anyone to do something. So it was important to get everyone's agreement for their plans. That kind of agreement, one that includes almost everyone, is called a consensus.

QUICK CHECK How did Huron children learn the right way to behave?
Summarize



▲ This Huron pouch was made of deerskin and decorated with moose-hair embroidery.

What You Learned

- A** The Huron lived first in the Upper Peninsula, and after being forced to move by the Iroquois, in southeastern Michigan.
- B** The Huron were excellent farmers who lived in villages near their fields. Huron life was based on kinship through the mother's clan. The governing council made decisions by consensus.

Focus Lesson Review

- 1. Focus Question** How did the Huron live long ago?
- 2. Vocabulary** Write one sentence for each vocabulary word.
kinship longhouse stockade
- 3. Government** How did the Huron leaders make decisions?
- 4. Critical Thinking Draw Conclusions** How do you think living in a longhouse would be different from living in a modern house?
- 5. Reading Strategy Identify Main Idea and Details** Use the chart to show the main idea and details about Huron villages.

- 6. Write About THE BIG IDEA** How did geography influence the way the Huron lived?
- 7. Link to Mathematics** About 20 people lived in each Huron longhouse. If a village had 100 houses, about how many people did it have?

A Young Anishinabeg Child Long Ago

Anishinabeg children helped their parents from an early age. Girls learned to make clothing from animal skins and furs. They learned which plants were good to eat, and how to grow squash and corn. Boys learned to make canoes and to fish. Both found time to play.



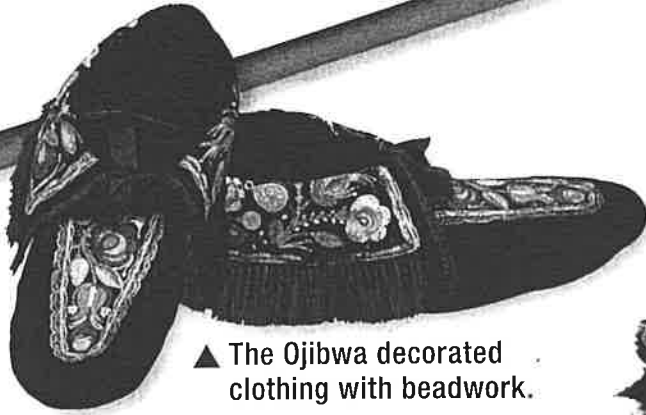
◀ The jingle dress this girl is wearing is a special Ojibwa tradition.

Children learned skills, such as canoe-making, by working with adults. ▼



The Anishinabeg used this stick to play a game like lacrosse. ▼

Ojibwa boy wearing a traditional costume ▼



▲ The Ojibwa decorated clothing with beadwork.



◀ Anishinabeg girls played with dolls like this one. Its hair is made from horse hair.

Write About It!

Write about ways an Anishinabeg child's life was like your life today.

LOG ON



For more about young people in history, visit: www.macmillanmh.com

Chapter 2 Review

FOCUS

Vocabulary Review

Copy the sentences below on a separate sheet of paper. Use the list of vocabulary words to fill in the blanks.

archaeologist migrate
clan stockades
longhouse

1. Several related Huron families lived together in a(n) _____.
2. A(n) _____ can learn about the Hopewell by studying the things found in their mounds.
3. The Huron belong to their mother's _____.
4. The Iroquois forced the Huron to _____ to southeastern Michigan.
5. High fences called _____ protected villages from attack.
6. **Test Preparation** People of the Three Fires lived in dome-shaped _____.

A bands C kinship
B wigwams D longhouses

7. **Test Preparation** A group's _____ is passed down from parent to child.

A culture C band
B confederacy D artifact

FOCUS

Comprehension Check

8. Who were the first people to live in what is now Michigan?
9. Which custom did all Hopewell have in common?
10. What three groups make up the Three Fires?
11. How do we know the Hopewell were skilled metalworkers?
12. How did the Anishinabeg travel Michigan's lakes and rivers?
13. How did Huron governing councils make decisions?
14. What are some crops the Anishinabeg grew?
15. **Critical Thinking** Why didn't the Huron move from place to place?
16. **Critical Thinking** How do we know the Hopewell traded with people far away?
17. **Critical Thinking** Why was it good that the members of the Three Fires remained close?

Skills Check

Understand Latitude and Longitude

Write a complete sentence or choose from the answer choices to answer each question.

18. What are the east/west grid lines on the map called?
19. Look at the map. On which line of latitude is the city of Flint located?
20. Which city is closest to 43°N , 86°W ?

Michigan: Latitude and Longitude



Using Primary Sources

Artifacts



Ojibwa moccasins

Study the photograph. Then answer the questions.

21. Why are these moccasins a primary source?
22. Tell two things you could learn about the Ojibwa by studying this artifact.

Hands-on Activity

23. **Be an Archaeologist** Form groups and place any three items in a paper bag. Exchange bags with another group. Take the items out one at a time. What could you learn about a culture based on those objects? Write a list.

Write About History

24. **Narrative** Write a paragraph describing what a member of the Huron group did long ago on a typical spring day. Give as many details as you can.



For help with the process of writing, visit:
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Comprehension and Critical Thinking Check

Write one or more sentences to answer each question.

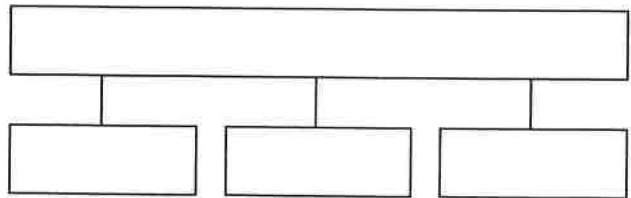
1. What states share a **boundary** with the state of Michigan?
2. Describe what a **peninsula** is, using facts about Michigan's geography.
3. Explain how human beings are part of an **ecosystem**.
4. What **natural resources** can be found in Michigan's Upper Peninsula?
5. What is the difference between **climate** and weather?
6. Who were the **Paleo-Indians**?
7. What can **artifacts** tell you about the past? Provide an example from what you've learned about Michigan's history.
8. What was the Three Fires **Confederacy**?
9. **Critical Thinking** How do **archaeologists** help us know about the past?
10. **Critical Thinking** How do you think living in a **longhouse** would affect how people interacted with one another?

Reading Skills Check

Main Idea and Details

Copy this graphic organizer. Recall what you read in this unit about Michigan's climate. Use the graphic organizer to help you identify the main idea and details about the climate of this Great Lakes state and how it affects the way people live.

11. How do the climates of Michigan's two regions differ?
12. How does Lake Michigan moderate, or even out, the land temperatures of the state?
13. How are people affected by Michigan's climate?



Test Preparation MEAP

Study the map and use it with what you already know to answer the questions.

- 14.** How does geography help explain why the Potawatomi did more farming than the Ojibwa or the Ottawa?
- A** The Upper Peninsula was good for growing vegetables.
 - B** The Upper Peninsula was covered with forests.
 - C** The coastal area of the northern Lower Peninsula is good for farming.
 - D** The southern Lower Peninsula has a good climate for farming.
- 15.** Which answer BEST explains why the Ottawa were great traders?
- A** Their land was good for farming.
 - B** They lived along lakes and rivers.
 - C** They built mounds.
 - D** They had wagons.



Write About History

- 16. Narrative** Imagine that you are on a trip to Michigan's Upper Peninsula. Write a postcard to a friend describing what you are doing and seeing.
- 17. Expository** Create an outline of the life of one of Michigan's Native American groups. Include main ideas and details.
- 18. Expository** Suppose you are a Michigan farmer. You have been asked to organize a farm festival. Write a speech to give on the opening day of the festival explaining what crop you are celebrating and why it is important to Michigan.



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REVIEW
THE BIG IDEA

How do people adapt to where they live?

Write About the Big Idea

Expository Essay

An expository essay is a written composition that explains something. You will use your graphic organizer to help you write an essay about one geographic region in Michigan. Your essay should answer the Big Idea question “How do people adapt to where they live?”

Think about what you learned about Michigan’s geography, climate, people, and natural resources as you read Unit 1. Go back and reread lessons if you need to. Use the details to complete the graphic organizer.

Michigan People	Geography	Climate	Natural Resources
People long ago			
People today			

Write an Expository Essay

1. Plan

- Often you will need to choose a topic. Here it has been given to you.
- Do more research if you need to.
- Decide how to organize your essay. You could write a paragraph for each section of the graphic organizer.

2. Write a First Draft

- Write an introduction that tells what the essay is about.
- Write a main idea sentence for each paragraph. You will have one paragraph for each section of the graphic organizer.
- Now add details to each paragraph that tell more about the main idea.
- Write a conclusion.

3. Revise and Proofread

- Read your essay. Be sure you stated your main idea in the introduction.
- Be sure each paragraph has a main idea sentence that is explained with examples and details.
- Proofread your essay. Check the spelling, capitalization, and punctuation.
- Rewrite your essay neatly.

ACTIVITY

Speak About the Big Idea

Travel Commercial

Create a television advertisement for a region of Michigan. You will want to explain and describe the positive things that would make people want to visit the region. You might make a colorful brochure or poster that you can show during your commercial.



Prepare Work in small groups. Each group should choose a region to promote. Include information about your region's climate, natural resources, tourist attractions, cities, or national parks. Use information from Unit 1 and your notes. Find additional information by using the Internet, or at your library.

Present Have each group present their advertisement to the class. Each member should present some of the information.

**LAUNCH
PAD**

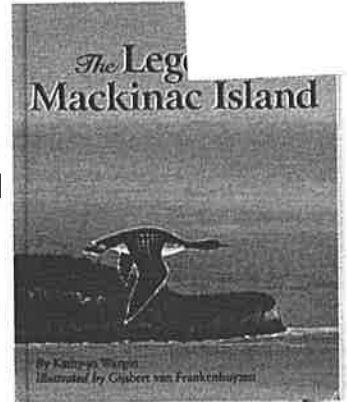


For help with the Big Idea activity, visit:
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Read More About Big Ideas

The Legend of Mackinac Island

by Kathy-jo Wargin This beautiful book explains how Mackinac Island was formed on the back of a great turtle.



The Birchbark House

by Louise Erdrich Read the story of Omakayas, an Ojibwa girl of long ago. Learn what happens when a visitor comes to her family's lodge one winter night bringing an invisible enemy.



A Curious Glimpse of Michigan

by Kevin and Stephanie Kammeraad Explore this delightful collection of fun and fascinating Michigan facts.

