

Trade and Government



What to Know

How did early American Indians trade, and how were they governed?

- ✓ Early Indians bartered and shared resources with one another.
- ✓ Early American Indian tribes had different kinds of governments.

Vocabulary

economy p. 110

barter p.110

government p. 112



Cause and Effect



California Standards

HSS 3.2, 3.2.3

Countries and communities have different ways of making and using goods and services. These ways make up an **economy**. The economy of early California Indians included trading, gift-giving, and sharing.

Sharing Resources

California Indians gathered food and other things they used from the land around them. Tribes also bartered with one another for things they could not find in their area. To **barter** is to trade without using money.

▶ Indian man, woman, and child with a trader showing a blanket



Tribes from the Northern Coast had plenty of fish, shells, and salt to barter. Inland tribes bartered the skins of animals or pine nuts. These things could not be found in the coastal areas of California. Most Indians bartered with members of their own or neighboring tribes.

In addition to bartering, exchanges were made during gift-giving ceremonies. Gift-giving was also done within tribal groups. If a tribe had extra food, the leader might invite a neighboring tribe to a feast. The leader would expect the other tribe to invite his or her tribe to a feast in the future.

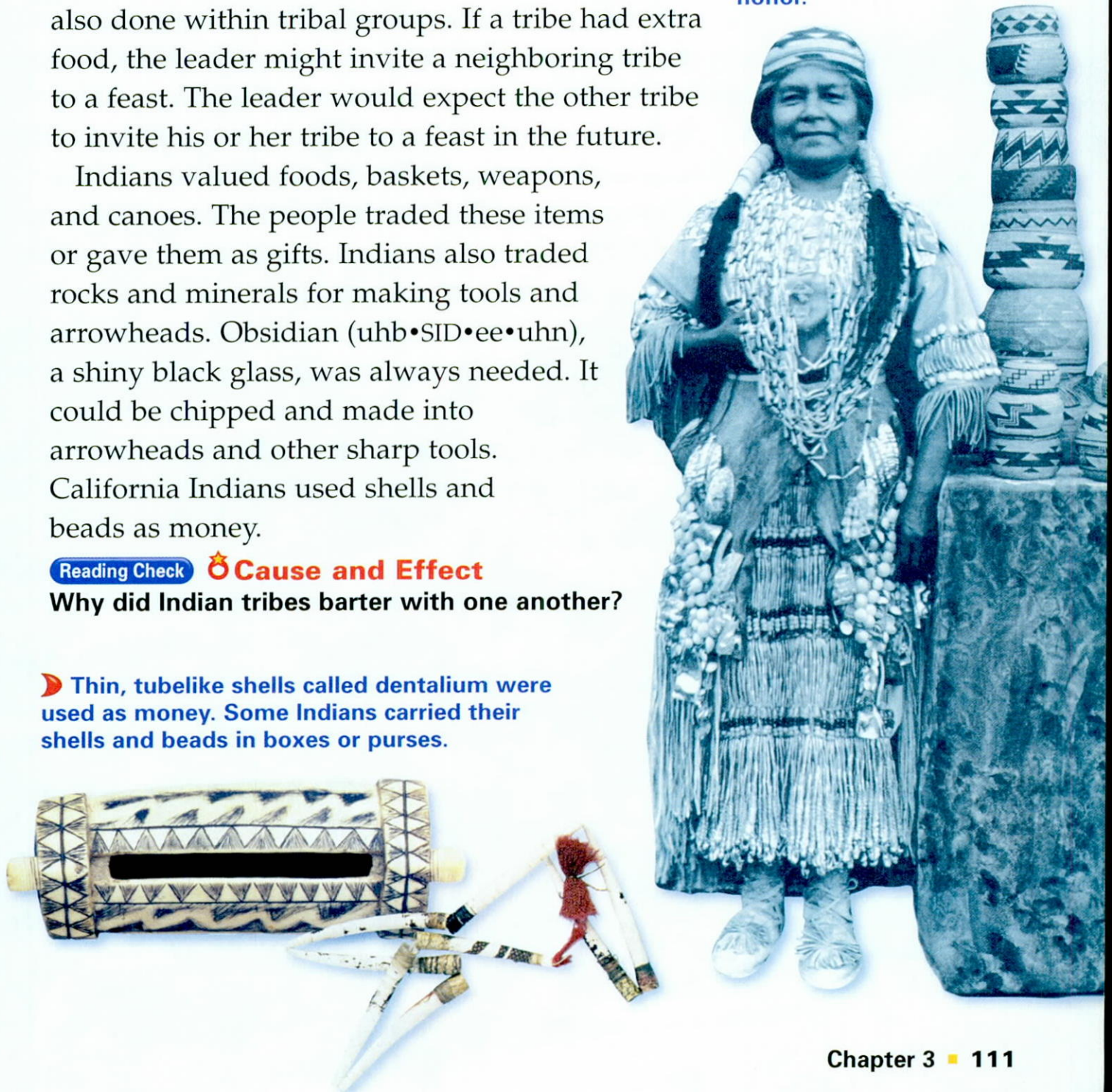
Indians valued foods, baskets, weapons, and canoes. The people traded these items or gave them as gifts. Indians also traded rocks and minerals for making tools and arrowheads. Obsidian (uhb•SID•ee•uhn), a shiny black glass, was always needed. It could be chipped and made into arrowheads and other sharp tools. California Indians used shells and beads as money.

Reading Check  **Cause and Effect**

Why did Indian tribes barter with one another?

 **Thin, tubelike shells called dentalium were used as money. Some Indians carried their shells and beads in boxes or purses.**

 **Wearing many beads and shells was a sign of honor.**



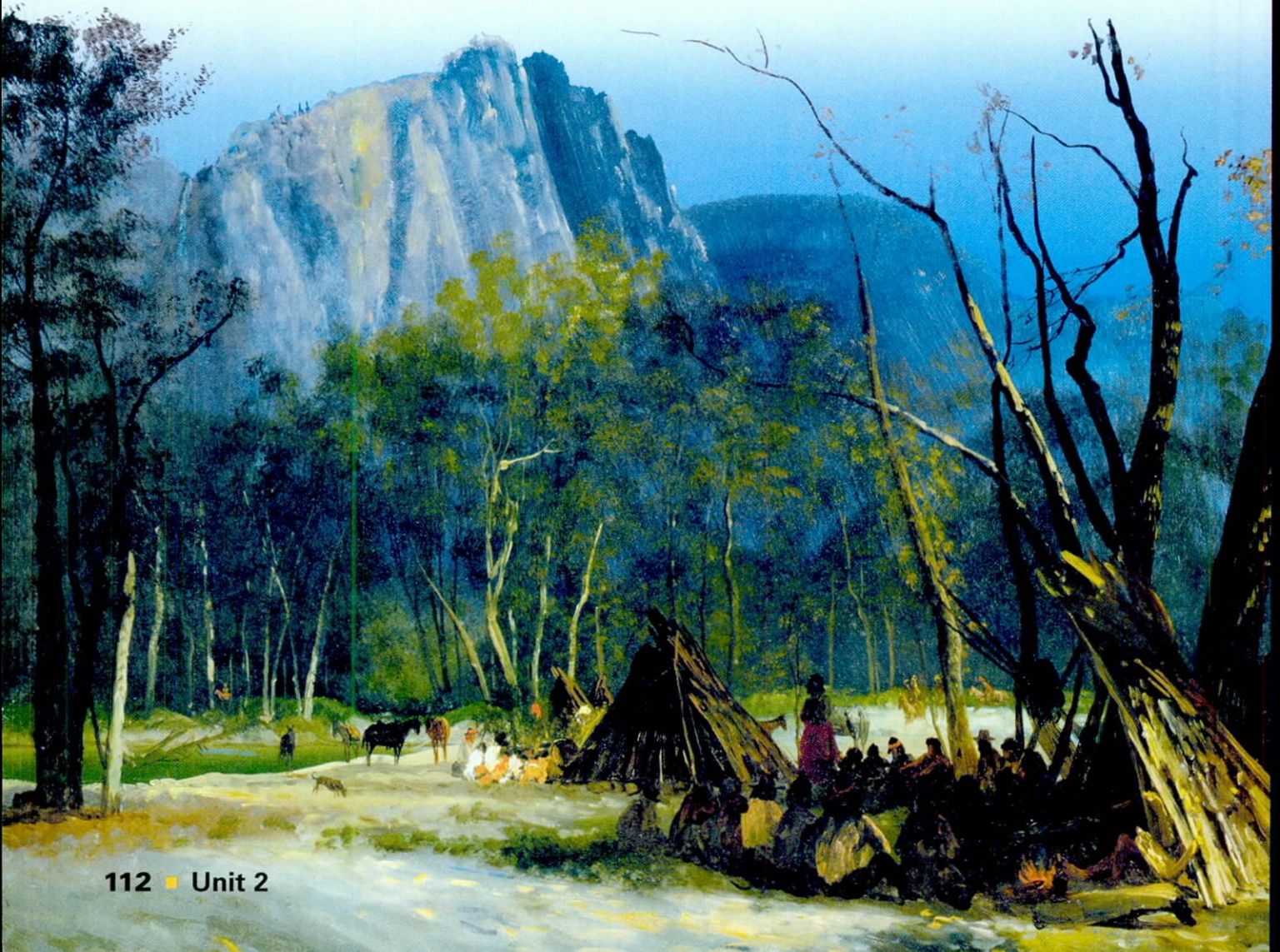
Government

A **government** is a group of people that makes rules and solves problems for a community. In early California, different Indian tribes had different kinds of governments. Some Indian tribes had very little government.

For Indians of the Northern Coast, the chief, or leader, was often the richest man in the village. Because his wealth would pass on to his oldest son, that son was likely to become chief one day.

Often, Indian chiefs had little real power. They gave advice instead of orders. In some tribes, women were the chiefs. Other tribes were led by a group of elders instead of a chief.

► This painting by Albert Bierstadt shows Indians meeting.



The Serrano and Mojave tribes were divided into family groups called clans. Each clan had its own chief, who got his role from his father. The people could replace a chief if they did not think he was a good leader. The Mojave also had war chiefs who led them into battle.

Reading Check  **Cause and Effect**


Why was a Northern Coast chief's son likely to become chief some day?



 **Washoe chief and his family**


Summary California Indians bartered and gave gifts. Tribes had different kinds of governments and were often led by chiefs.


Review

-  How did early American Indians trade, and how were they governed?
- Vocabulary** What kinds of items did California Indians **barter**?
- Your Community** What items did the tribe that lived near your community probably barter?

Critical Thinking

- Make It Relevant** What items have you traded by bartering?
- ANALYSIS SKILL** Why were chiefs important even though they sometimes had no official power?

-  **Make a Poster** Make a poster about the American Indian tribe you are studying for the unit project. On your poster, tell about how tribe members bartered and about the tribe's government.

-  **Focus Skill Cause and Effect**
On a separate sheet of paper, copy and complete the graphic organizer below.



Customs and Folklore



What to Know

What were some beliefs, customs, and stories of early California Indians?

- ✓ Indians had their own ceremonies and customs.
- ✓ Indians passed down beliefs and culture through storytelling.
- ✓ Folklore includes many different types of games, stories, and art.

Vocabulary

custom p. 114

religion p. 114

shaman p. 114

folklore p. 116

oral history p. 117



Cause and Effect



California Standards

HSS 3.2, 3.2.1

Each of California's Indian tribes had its own **customs**, or ways of doing things. Many of those customs showed people's shared respect and love for the land.

Celebrations

Celebrations were important in the lives of California Indians. Celebrations were often part of a tribe's **religion**, or beliefs about gods and spirits. Many tribes believed that different spirits had control of different parts of nature. In many villages, a **shaman** (SHAH•muhn), or curing doctor, was said to help cure the sick. Both men and women could be shamans.

➤ Five Kumeyaay (kuh•mee•AY) shamans wave eagle feathers in a special ceremony.





► American Indian bird singers gather at the Kumeyaay powwow near San Diego.



Some ceremonies marked special times in people's lives, such as a marriage. Other ceremonies marked special times of the year. These special times included the beginning of a hunting or fishing season or the start of the acorn harvest.

For example, the Yurok had a ceremony to give thanks for the year's first salmon catch. They said prayers over the first fish that was caught, and every man in the village ate one bite of it. No other fishing was done until this ceremony was finished.

Reading Check ✪ **Cause and Effect**
Why did tribes have special ceremonies?



► A storyteller shares his tales with a group of American Indian children on the Barona Indian Reservation.

Storytelling

Early American Indians did not have written languages. Instead, children learned nearly everything by listening to the adults around them. Children learned especially about the folklore of their own tribes. **Folklore** is the history, beliefs, and customs of a group as told in its stories. Indians shared a great deal through the telling of stories. Adults told stories of the history of the tribe or the village. They also told about the lives of older people. Some stories taught children lessons about how to act. Other stories explained the tribe's beliefs about how the world and humans came to be. Still others told why things in the world are the way they are.

One Maidu woman remembers sitting with a group of children as her grandfather told stories. “All of you, listen very closely,’ he would say to us, ‘I am talking in the ancient manner.’ Then he would talk and tell us many things of long ago.”

Because this kind of sharing is done through spoken words instead of written words, it is called **oral history**. *Oral* means “spoken.”

Reading Check **✎ Cause and Effect**
Why did American Indians share their histories through storytelling?

How Eagle and Crow Made Land

A Yokuts Tale

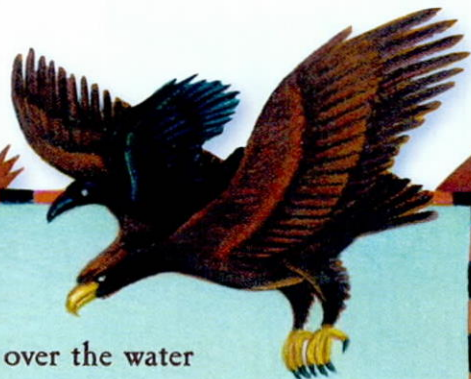
Long ago a flood covered Earth. Eagle and Crow flew over the water looking for a place to land. Finally, they found a tree stump sticking out of the water. The two birds stayed there, eating fish. Sometimes they flew around looking for land, but they couldn't find any.

One day, the birds asked, “How can we make land?” They were watching Duck dive into the water for fish. They noticed that Duck sometimes brought up more mud than fish.

“If we give Duck some fish, maybe she will bring us mud,” the birds agreed. So each bird caught fish for Duck in exchange for mud. Each bird piled the mud on his side of the tree stump.

Once, Eagle noticed that Crow had piled more mud on his own side of the stump. Eagle started to give Duck twice as many fish. Duck gave Eagle twice as much mud. Soon, Eagle's mud pile was much higher than Crow's.

One morning, the birds noticed that the water level was going down. Soon their huge piles of mud were surrounded by land. A hot sun baked the two mud piles. Crow's mud pile became the Coast Ranges. Eagle's mud pile was taller. It became the mighty Sierra Nevada.





► **California Indians** weave beautiful zigzag patterns into their famous baskets.

Art

California Indians from very long ago painted and carved art into rocks. Some rock art shows shapes of things such as people and animals. Other rock art shows designs of circles, lines, and dots.

California Indians used art in their everyday lives as well. They carved furniture and tools from wood and bone. They made pottery dolls and musical instruments. They wove beautiful baskets with detailed patterns. Some clothes and head coverings were also brightly colored works of art. These objects were used every day, but were also beautiful and full of special meaning.

Reading Check Summarize

How did California Indians use art in their everyday lives?

Children in History

George Blake, Hupa and Yurok Artist

Artist George Blake belongs to both the Hupa and the Yurok tribes. He was born in 1944 in the Hupa Valley, near the Trinity River. He began carving acorn spoons when he was still in high school. He said he knew at the time that his hands were gifted for making this type of art.

Today, Blake's elk antler purses, silver jewelry, traditional bows, and redwood dugout canoes are on display in museums around the United States. Blake has received important awards for his art.



Games

Among the California Indians, both adults and children played many games. In one popular game, players holding nets chased a ball across a field. In another, a player rolled a hoop. Other players tried to catch the hoop on the ends of poles. Some games helped young people gain skills, such as shooting arrows or caring for children. These were skills they would need as adults.

Reading Check Summarize




How did playing games prepare children for adulthood?

Summary California's Indians showed a respect for the land. Tribes had different ways of life, including different religious beliefs, ceremonies, stories, art, and games. Together, these ways of life were part of each tribe's customs and folklore.



► A Mojave clay doll

Review

-  What were some beliefs, customs, and stories of early California Indians?
- Vocabulary** How is **oral history** related to **folklore**?
- Your Community** What are some traditions of your community's American Indian tribe?
- 6.**  **Write a Story** Find a story that comes from the California tribe you are studying. Retell the story to your class in your own words.
- 7.**  **Focus Skill Cause and Effect** On a separate sheet of paper, copy and complete the graphic organizer below.

Critical Thinking

- 4. Make It Relevant** What are some customs of your family? How did you learn about them?
- 5. ANALYSIS SKILL** How is listening to storytelling a good way to learn about history?



American Indians and Change

When Europeans came to North America, life changed for the American Indians already living here. American Indians had many different feelings about the Europeans and the changes that they brought. Here are some thoughts of American Indians who were affected by these changes.

In Their Own Words

Chief Joseph, leader of the Nez Perce

“... All men were made by the same Great Spirit Chief. They are all brothers. The Earth is the mother of all people, and all people should have equal rights upon it... Let me be a free man, free to travel, free to stop, free to work, free to trade... [free to] choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself, and I will obey every law, or submit to the penalty.”

— from Chief Joseph's "An Indian's Views of Indian Affairs" speech given to cabinet members in Washington, D.C., in 1879. *Indian Oratory: Famous Speeches by Noted Indian Chieftains*, Norman University of Oklahoma Press, 1971.

A black and white portrait of Chief Joseph, a prominent leader of the Nez Perce tribe. He is shown from the chest up, wearing a traditional fringed garment. He has a serious expression and is looking slightly to the left of the camera.

Chief Joseph



Satanta

Satanta, chief of the Kiowa Indians

“I have heard that you intend to settle us on a reservation near the mountains. I don’t want to settle. I love to roam over the prairies. There I feel free and happy, but when we settle down we grow pale and die.”

— from a speech at a meeting in 1876 between American Indians and people sent from the U.S. Congress.

Views from Today

Leslie Marmon Silko, an author from the Laguna Pueblo tribe

“If all of us and all living things on the planet are to continue, we, who still remember how we must live, must join together.”

— from *Enduring Wisdom: Sayings from Native Americans*, selected by Virginia Driving Hawk Sneve. Holiday House, 2003.



Leslie Marmon Silko



Buffalo Tiger

Buffalo Tiger, Miccosukee leader

“Think like Indians, be like Indians, but learn English, learn how to write, be educated. You have two minds and you can work with both. We do not want to lose out on being Indians.”

— from *Enduring Wisdom: Sayings from Native Americans*, selected by Virginia Driving Hawk Sneve. Holiday House, 2003.

It’s Your Turn



Analyze Points of View Work with a partner. Reread the quotations on these pages. What are the different ways the Indians looked at change? Explain why you think each person said what he or she said.

Reading Social Studies

A **cause** is an event or an action that makes something happen. An **effect** is what happens as a result of that event or action.



Cause and Effect

Copy and complete this graphic organizer to show that you understand the causes and effects of how California Indians used natural resources. A copy of a graphic organizer appears on page 30 of the Homework and Practice Book.

The Land and the First People

Cause

California had plentiful natural resources.

Effect



California Writing Prompts

Write a Report Select one of the American Indian tribes that you read about in this chapter. Write a report, telling what you learned about their way of life.

Write a Description Recall one of the Indian shelters you read about in this chapter. Describe the shelter and how it was suited to the environment.

Use Vocabulary

Write the word that correctly matches each definition.

shelter, p. 94

barter, p. 110

tool, p. 101

folklore, p. 116

economy, p. 110

1. to trade without using money
2. homes and buildings that protect people from the weather
3. ways of making and using goods and services
4. an item used to get work done
5. the history, beliefs, and customs of a group as told in its stories

Apply Skills

Read a Table Use the table shown on page 99 to answer the question.

6. Which main tribal group were the Karuk part of?

Recall Facts

Answer these questions.

7. How many major tribal groups were found in California?
8. Which group was the only tribal group that farmed?

Write the letter of the best choice.

9. For which tribe was food so plentiful that they had no word for starvation?
A the Serrano
B the Yurok
C the Cahuilla
D the Pomo
10. Which tribe lived where Los Angeles is today?
A the Mojave
B the Gabrielino
C the Maidu
D the Pomo

Think Critically

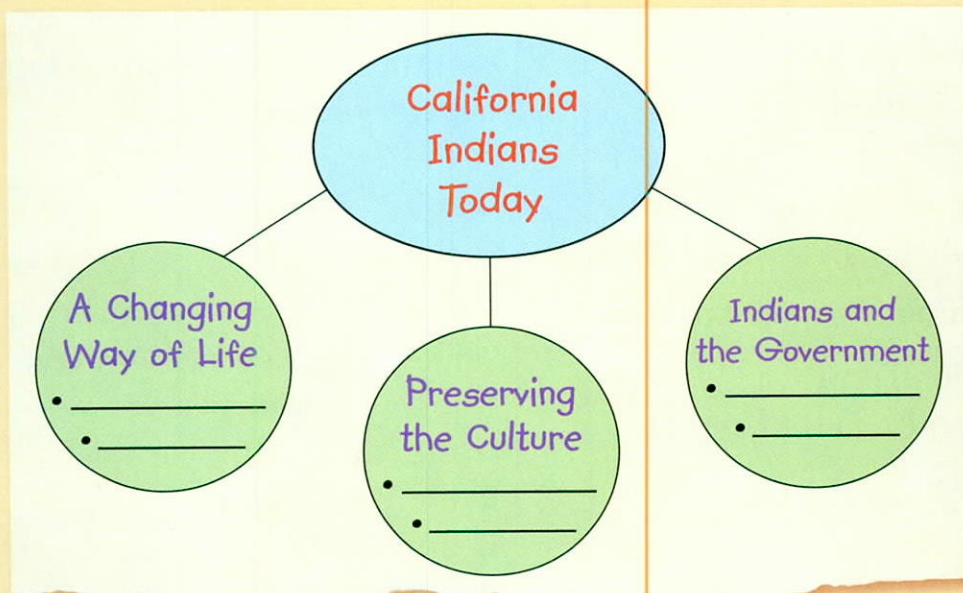
11. **ANALYSIS SKILL** Why do you think California Indians lived in different ways?

● Study Skills

ORGANIZE INFORMATION

A graphic organizer can help you make sense of the facts you read.

- ▶ Webs, charts, and tables are graphic organizers that can show main ideas and important details.
- ▶ A graphic organizer can help you classify and categorize information. It can also help you understand the relationship between the subject of the chapter and each lesson.



Apply As You Read

As you read this chapter, fill in each part of a web like the one above with facts from each lesson.



California History-Social Science
Standards, Grade 3

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.