

**KIDS**  
DISCOVER

# Southwest Peoples

**Yucca Clothes**



**Baby on Board**

**Don't Slam the Ladder**



**Paintings Made of Sand**

**Coronado Goes for Gold**

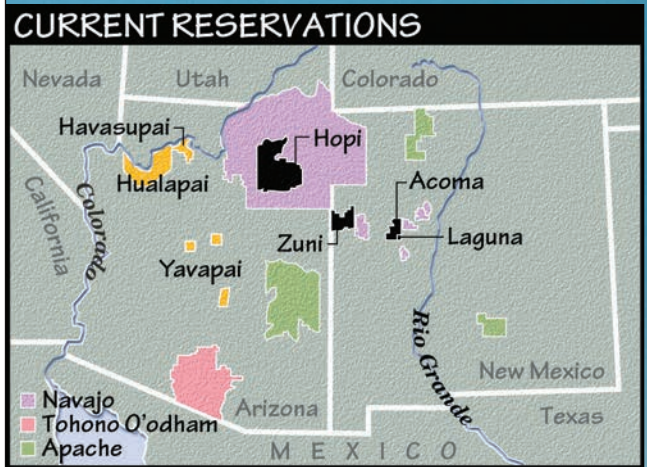
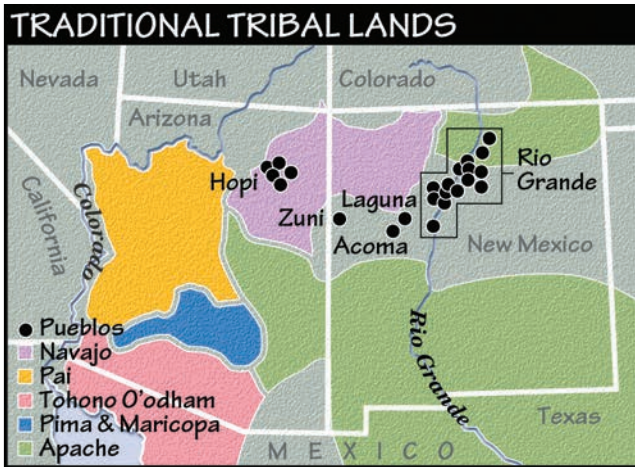
**A Smashing Burial**



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## The People and the Land

With flat-topped mesas, steep canyons, and towering buttes (b-yoots), the American Southwest is spectacular to look at. But with its dry, scorching deserts, the land also poses enormous challenges to people who live on it. For many years, though, Native Americans of the Southwest have lived in harmony with the land. They cherish it and use its resources wisely.

Over thousands of years, these people evolved from nomadic hunters and gatherers to farmers living in settled villages. When Spanish explorers arrived in 1540, thousands of Native Americans lived in isolated communities scattered throughout present-day Arizona and New Mexico. Different groups spoke different languages and had different customs and beliefs. But all treasured the land they lived on. Come meet the people of the Southwest, from prehistory to today.

▲ **At one time,** Native Americans ranged all over the Southwest. The lifestyles of early Southwest peoples depended on their access to

water. Groups near permanent rivers became farmers. Those dependent on seasonal rainfall did more hunting and gathering. Now, many Southwest

people live in reservations established by the U.S. government. The reservations are self-governing nations.



### This list names some of the Native American groups of the Southwest.

#### **Pueblo:**

Hopi, Zuni, Acoma, Laguna,  
Rio Grande

#### **O'odham:**

Ak-Chin, Pima, Sand Papago,  
Tohono O'odham

#### **Pai (or Upland Yuman):**

Havasupai, Hualapai, Yavapai

#### **River Yuman:**

Mojave, Chemehuevi, Quechan,  
Cocopa, Maricopa

#### **Apache:**

Chiricahua, Jicarilla, Mescalero,  
Western Apache

#### **Navajo**

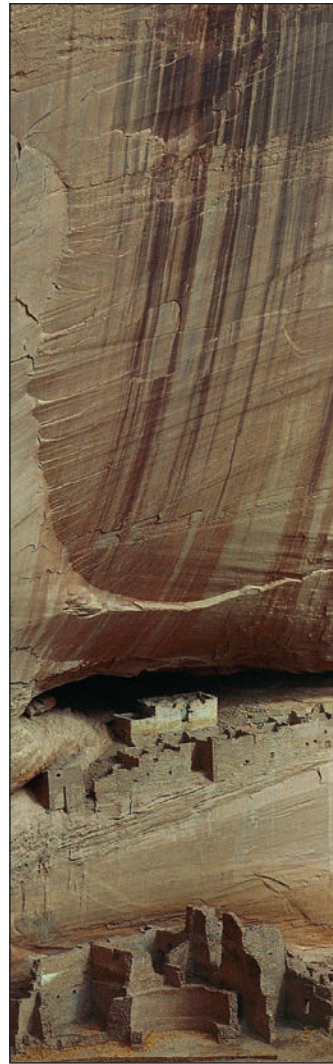


THIS PLACE  
is a REAL  
MESA!

AND I'M  
a REAL  
BUTTE!

**STONE BUTTES AND** mesas rise in the background of this Southwest landscape. The Navajo herder shown here lives off the land, as her people have done for generations. Long before the Navajo, the Anasazi

people lived in the Southwest, from about 100 CE to 1600 CE. The Anasazi are also called the Ancestral Puebloans, because they were the early family members, or ancestors, of today's Pueblo people.



▲ **IN ABOUT 750 CE,** the Anasazi began to build pueblos, villages of connected buildings made of hand-cut stone blocks. They added water to the soil and made a sunbaked clay, called adobe (ah-DOE-bee), which held the blocks together. The early pueblos were on mesa tops or canyon floors. But around 1100, the Anasazi began building large apartment buildings in cliff walls. This one, called the White House, is in Canyon de Chelly, Arizona. The cliff gave the Anasazi protection from neighboring peoples.



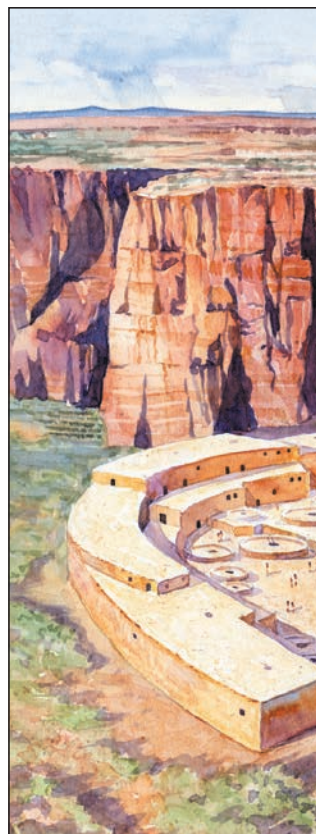
# The Ancient Peoples

Scientists call the first people who lived in the Americas the Paleo-Indians (ancient Indians). Because they lived so long ago, there is little evidence of their way of life. They probably wandered from place to place in search of game and edible plants. During the Ice Age, they hunted animals like giant mastodons, mammoths, and long-horned bison. When the Ice Age ended, about 10,000 years ago, the climate became warmer. The large mammals died off. For the next several

thousand years, the people who lived in the Southwest gradually adapted to the hotter, drier climate. They gathered wild plants for food and hunted bison, deer, and jackrabbits. Around 4,000 years ago, the hunters and gatherers began to plant beans, corn, and squash. They settled down in farming communities. They raised turkeys to eat and for their eggs and feathers. Three distinct civilizations arose: the Anasazi, the Hohokam, and the Mogollon.



▲ **AMONG THE FEW** objects Paleo-Indians left behind are flint spear tips. They were first discovered a few miles south of Clovis, New Mexico, and so these spears became known as Clovis points. They are probably around 12,500 to 13,000 years old. They have been found all across North America.



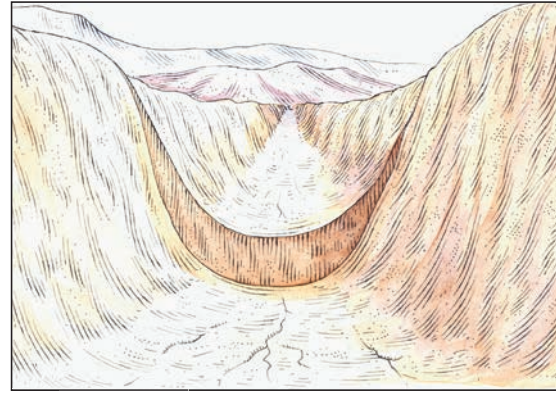


◀ **PEOPLE WHO** lived in the Southwest about 2,000 to 9,000 years ago left petroglyphs, pictures carved in rocks. They also drew on rocks.

▶ **THE HOHOKAM** lived in the Southwest from about 200 CE to 1450 CE, mainly along rivers. They built miles of canals (like the one sketched here)

to carry water to irrigate their fields. Their canals were so well made that some modern canals follow the same paths. Some canals were 30 feet wide and 10

feet deep. One was 20 miles long. Early Hohokam lived in pit houses with floors below ground level. After 1150, they began to copy the Anasazi's pueblo architecture.



▲ **APPEARING IN** about 200 CE, the Mogollon people lived in the mountains of southeastern Arizona, southwestern New Mexico, and Mexico. The Mimbres branch of the Mogollon produced black-on-white pottery (above). It was decorated inside and out. The Mimbres buried the dead with smashed pots. A bowl was placed over the head of the dead person, who could then look at the image inside the bowl forever.

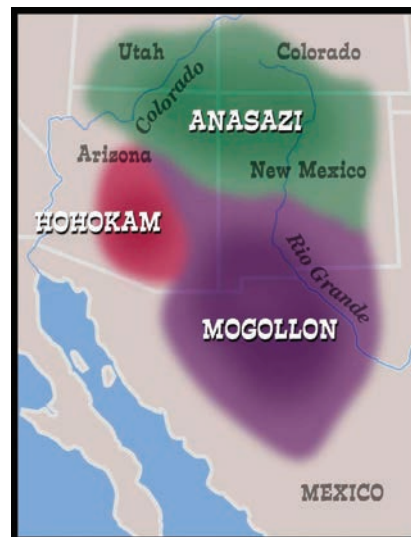


▲ **BETWEEN 1200** and 1400 CE, a group of Athabaskan people from what is now Alaska and northern Canada moved south. Eventually they reached the Southwest, where they became two groups: the Apache and the Navajo. Above is a house in a re-created Athabaskan village in Alaska.

▲ **THE HEART OF** Anasazi territory was what we call the Four Corners area, where the borders of Utah, Colorado, Arizona, and New Mexico meet. The Anasazi built "great houses" beginning in the 800s CE, such as those at Chaco Canyon, New Mexico. Pueblo Bonito (above) was the largest. It contained about

600 rooms and 40 kivas – round chambers used for meetings. Two great kivas were used for ceremonies and rituals. Anasazi great houses and other settlements had water-control systems. They captured the flow from rainfall and streams for use around the home and in fields.

▶ **BETWEEN 1150** and 1450 CE, large groups of Hohokam, Mogollon, and Anasazi abandoned their homes and migrated to other places. No one is sure why, though a long drought may have been one reason. The modern-day Pueblo peoples (including the Hopi, Zuni, and Acoma) are the Anasazi's descendants. The Pima and Tohono O'odham are descendants of the Hohokam. The Mogollon probably merged with other groups.



◀ **THE HOHOKAM,** Mogollon, and Anasazi lived in different areas of the Southwest. They traded pottery, baskets, jewelry, feathers, seeds, cutting tools, salt, and other items, with one another and with other nearby peoples.



# Clash of Cultures

A Spanish friar (a member of a religious brotherhood) visited the Zuni pueblo in 1539. He was probably the first European to meet the Southwest peoples. A year later, Spanish explorer Francisco Vázquez de Coronado and his men encountered the Hopi, Zuni, and Rio Grande people. Coronado was searching for the legendary Seven Cities of Cíbola, said to have gold and other treasure. When he didn't find gold, Coronado returned to Mexico. But soon, Spanish settlers and soldiers arrived. They enslaved some Pueblo people. They forced others to pay tribute – to give them crops and other goods. They insisted that the Pueblo people become Christians. It was truly a clash of cultures. It was just the beginning of almost 500 years of mistreatment of the Southwest people by outsiders.



## THE ANCIENT ACOMA

Pueblo was perched on top of a mesa 367 feet above the desert floor. It had always seemed safe from invaders – until the Spanish arrived and destroyed it. In 1680, a Pueblo religious leader named Popé organized a revolt against the Spanish. About one quarter of the Spanish population was killed in the Pueblo revolt. In 1692, however, the Spanish army conquered the Pueblo region again.



► **WHEN SPAIN** granted independence to Mexico in 1821, the Southwest became a Mexican province. In 1848, Mexico lost the territory to the U.S. in a war. The U.S. recognized each Pueblo village as independent and

self-governing. But settlers who arrived from the East often pushed the Pueblo people off land they had used for centuries. Cattle ranchers, trappers, and gold hunters all trespassed on Pueblo land.



WALKING ADVERTISEMENT  
FOR GOLD HUNTING

► **IN 1853, THE** U.S. bought land from Mexico as part of the Gadsden Purchase. That land was home to 5,000 members of the Tohono O'odham people, who then came under U.S. control.







against their will and sent to boarding schools. There, they were forbidden to speak their language or practice their religion and culture.



and created a 3.3-million-acre reservation for them. Manuelito was one of the leaders of the Navajo resistance. He became chief of his people in 1870.



Geronimo and his band surrendered. They were taken as prisoners of war. They were sent to Florida, where they suffered greatly from the humidity and the mosquitoes that infested the swamps. Many became ill with malaria and died.

After two years of hard labor, the remaining Apache prisoners were transferred to Fort Sill, Oklahoma. They were never allowed to return to their homeland in the Southwest.



**▲ THE AMERICAN**  
Indian Movement was a civil rights group founded in the 1960s. It forced the U.S. government to face injustices done to Native Americans. In 1970, the U.S. gave the Jicarilla Apache more than \$9 million for land that had been taken. So far they haven't been able to win back any of the land. The Havasupai went to court to get back their ancestral lands in and near the Grand Canyon. In 1975, the government set aside 185,000 acres of original Havasupai land for the group's permanent use.



# Living Traditions

Some of the people of the Southwest live in their traditional homelands. They live much as their ancestors did. Others have moved to cities to live and work. Some return home only for visits. Most, however, have one foot firmly planted in their traditions and the other in today's American culture. Here is a brief sampling of some Southwest traditions. Many of these are still honored in modern lives.



◀ **THIS YOUNG HOPI** woman wears the traditional "squash blossom" hairstyle of the ancient Pueblo culture. Her hair was coiled around a wooden bow to shape it. A woman was allowed to wear her hair this way when she had shown that she was ready for marriage. She did this by proving her skill at grinding corn.



▲ **THE PUEBLO PEOPLE** have long been a sedentary society, settled in villages. Traditionally, Pueblo homes had no doors on the ground floor. A wooden ladder led to the roof. It could be pulled up in case of attack. People entered the home by going down another ladder through a hole in the roof. This opening also served as a smoke hole. At Taos Pueblo, in New Mexico, many homes still use this method of entry.



▲ **THE EARLIEST** clothing worn by Navajo people was woven from grass and the fibers of yucca, or agave plants. Later, shirts, dresses, and leggings were made from buckskin acquired in

trade with the Ute people of Colorado. In the 1600s, the Navajo adopted the Pueblo custom of wearing cotton clothing and woolen blankets. In the late 1800s, Navajo women began to wear long skirts and velveteen blouses, a European influence. This girl wears a style of traditional clothing and jewelry.



▼ **CORN, BEANS,** and squash are the most important crops of Southwest peoples. Farmers may be women (Apache) or men (Pueblo peoples). Hopi men are known as the best dry-country farm-

ers, using methods passed down for generations. With a planting stick, they dig a deeper-than-average hole, placing the seeds closer to the moisture held beneath the soil's surface.

▲ **SPANISH SETTLERS** introduced the adobe beehive oven. It is still used today in the backyards of many Pueblo homes. Loaves of bread are inserted and removed on a wooden paddle.





◀ ▼ **TRADITIONALLY,** until they could walk, babies rested securely in cradleboards. A mother could carry a child on her back in a cradleboard and set the cradleboard down while she worked. The hood protected the child's head and shaded its eyes from the sun.



▼ **DURING THE HOT** summer months in the Sonoran Desert in southwestern Arizona, Pima and Tohono O'odham women still harvest the sweet red fruit of the saguaro cactus. They use long poles to knock the fruit to the ground. The fruit is eaten raw or boiled to make a syrup.



◀ **LONG AGO, THE** O'odham played *toka* with sticks and a ball. The game is similar to field hockey. Students in Arizona have revived the game and play it today.









# Celebrate!

A Pueblo boy is dressed to perform a dance on a feast day in Ohkay Owingeh (formerly known as San Juan Pueblo).





# Guided by Spirits

One common thread runs through all the beliefs and religious practices of the peoples of the Southwest. This is the idea that all human beings are linked to one another, to nature, and to the spirit world. Rituals and ceremonies are an important part of life. They help each person feel in harmony and balance with the universe.



▲ **A GREAT KIVA** is an underground ceremonial room reached by a ladder. Each Pueblo village has several secret societies of men responsible for ceremonies related to plant-

ing, harvesting, hunting, and other areas of village life. Each society meets in its own kiva to pray, sing, and dance. Pueblo women usually are not allowed in the kivas.



◀ **MEDICINE MEN** and women may devote their lives to fasting and praying. Their role is to interpret the will of the gods for the people, to bring relief for spiritual and physical suffering, and to lead ceremonies. Their knowledge often comes from dreams and visions.



◀ **NAVAJO PEOPLE** use sand paintings in some ceremonies. A type of medicine person called a singer creates a picture with pollen, cornmeal, ground charcoal, and powdered minerals of many colors. In a healing ceremony, the patient sits in the middle of the painting so the spirits can reach him or her. Paintings are destroyed after the ceremony.



## In the Beginning...

Every Southwest group has its own story about how its people came to be. This is the creation story passed down by the Tohono O'odham people:

Earthmaker and Itoi, who provided the dirt that made the world, became unhappy with the first people. They decided to destroy the people in a flood. But first, the two went into hiding. Whichever of them came out first after the flood would be Elder Brother. That honor fell to Itoi. He made new people out of clay. For a long time, he took care of them, but eventually he quarreled with them, and they plotted to kill him. Itoi went underground to find allies to fight with him against the clay people. There he found the Tohono O'odham people. They helped him drive away the clay people. As a reward, Itoi gave them the land to live on and taught them ceremonies to bring rain.



▲ **KACHINAS ARE** spirits with powers that humans do not have. In the Hopi villages, kachina season lasts about six months of every year, from the winter solstice until mid-July. During this time, masked men dressed as kachinas perform ceremonies. Each ceremony may last several days inside a kiva and then move to the village plaza for the last few days.



► **ALL OF NATURE** is sacred to the people of the Southwest, but some places have special significance. The

Navajo homeland is marked by four sacred mountains: *Sis Naajini* (Blanca Peak) in the east, *Doo Ko'osliid* (San Francisco Peaks,

◀ **MOST GROUPS** have coming-of-age ceremonies for boys and girls. In the Apache Sunrise Ceremony, a girl is welcomed to womanhood. The four days of rituals include singing, dancing, and feasting. This girl is covered with a sacred mixture of cornmeal and clay. The sprinkling of sacred corn pollen is an important part of the rituals.



▲ **BECAUSE RAIN IS** rare, some groups, including the Pima, the Hopi, and the Acoma (above), perform special rain dances, which are a form of prayer.

right) in the west, *Tso dzilh* (Mount Taylor) in the south, and *Di-be Nitsaa'* (Hesperus Peak) in the north.





# Arts and Crafts

People of the Southwest have traditionally made beautiful objects for both ceremonies and everyday use. These include woven goods, baskets, pottery, and jewelry. Today's people make these crafts for their own use and for the tourist trade, which is an important part of their economy.



▲► **FOR CENTURIES**, many Southwest people grew cotton and wove the fibers into cloth. When the Spanish arrived and brought sheep and other livestock, many Navajo became shepherders and weavers of wool. Among the Pueblo people, men are the weavers. For the Navajo, weav-

ing is a woman's job. Designs are passed down from mother to daughter. The earliest rugs were made in only three colors: rusty black, white, and brownish gray. Today, there are over 250 recipes for vegetable dyes. A pink color is made from potato peels.



## Try This!

Peoples of the Southwest are known for the patterns and designs of their weaving, pottery, and jewelry. Look at some of the crafts on this page. Now, draw a design for a woven blanket, a pottery bowl, or a turquoise and silver bracelet. What patterns would you use to make your creation bold and beautiful, like the ones you see here?

► **BASKETMAKING** is one of the oldest crafts. The Anasazi made fine woven baskets as early as 100–500 CE. The intricate designs

may be geometric, animal, or human. Baskets meant to hold liquids were made watertight with tar from the piñon pine.



► **THE NAVAJO** first learned how to work with silver from Mexican craftspeople in the 1850s. By 1880, they were combining their silverwork with turquoise. Now they are famous for their bright blue and silver jewelry.

◀ **PEOPLE OF THE** Southwest make beautiful music as well as crafts. Modern musician R. Carlos Nakai

plays his compositions on a type of flute that has been used for centuries. He tells students that to play it well,

they must be able to sing their people's melodies and understand their culture.







▲ **POTTERY IS BOTH** an ancient and a modern art. The Mogollon made the first Southwest pottery 1,500–2,000 years ago. Pots are made without a wheel, usually by the coil method. Pieces of clay are rolled into ropes, which are coiled one on

top of another to form the desired shape. The sides are smoothed with a piece of gourd (dried squash) and polished with a stone. The pot is covered with slip, a thin mixture of clay and water, and painted with a design. Finally, it is fired, or baked in an oven.



► **FOR HUNDREDS** of years, Hopi artisans have carved kachina dolls out of dried cottonwood tree roots. They dress them to look like the dancers who represent the kachina spirits. The dolls are not used in ceremonies nor are they toys. They are

created to teach Hopi youngsters about the appearance and meaning of different kachina spirits.





## Today's People

Native Americans cherish their heritage. They held onto it when invaders and governments took their land. They kept it alive when the U.S. tried to force them to become absorbed in the larger culture. Today's people both honor their traditions and adapt to change.

▲ **SOME NATIONS** have been more successful than others at holding on to their traditions. The Hopi villages are located high on three dry mesas. Because their land is so remote and challenging to live on, settlers never tried to take it over. The Hopi claim to be the most culturally intact group of Native Americans.

➤ **POWOW** IS AN Algonquian-language word that means "spiritual healer." In English, *powwow* came to mean a meeting of important people. In the late 19th century, Native Americans began to use the word for some of their celebrations. Today, some Southwest people participate in powwows. They celebrate through native dances and native foods. They make new friends and revisit old friendships.



▲ **SOME NATIVE** Americans have moved to cities to find work. Many tribal councils would like to create jobs on reservations, so the people will stay there and practice their traditional culture. Livestock, lumber, and mining leases

bring income to many reservations. Tourism also creates jobs. On Apache reservations, some find jobs herding cattle, cutting timber, or working in ski lodges. Others make and sell traditional crafts to tourists.



ZUNI DANCER







APACHE DANCER



▲ **THE PEOPLES OF** the Southwest have fought many legal battles to protect or regain their sacred places. To the people of Taos Pueblo (above), Blue Lake in New Mexico is the most sacred place in the world. In 1906, President Theodore Roosevelt made 130,000 acres of sacred Taos land a public forest preserve. The

government granted cattle-grazing rights to non-native people. Tourists descended on Blue Lake. For over 60 years, the Taos never gave up their fight to take back their sacred land. They were offered money to end their claim, but refused to take it. Finally, 48,000 acres of land surrounding Blue Lake were returned to the Taos Pueblo people in 1970.



▲ **SINCE CONGRESS** passed the Indian Reorganization Act in 1934, Native American nations have been self-governing. There are, however, limits to their power. The federal Bureau of Indian

Affairs (BIA) must approve many types of tribal council actions, including decisions to lease tribal land or to borrow money. Above, a Navajo tribal council sits in session.



▼ **IN MANY RESER-**vation schools, students are taught their own language and an appreciation of their heritage. At Peach Springs School on the Hualapai reservation in Arizona, elders pass down their knowledge. This student is dressed for traditional dance practice.

▲ **THIS NAVAJO** trading post displays rugs made in both modern and traditional designs – a mix found throughout the Southwest today.





# Activities

## WRITE A PERSUASIVE PARAGRAPH

Think about the pre-Columbian peoples of the desert Southwest that you have learned about in this magazine. (*Pre-Columbian* means before Columbus arrived in 1492.) What did they do to adapt to their geography and to the climate in the region? Imagine you've been asked to write a paragraph about these people for a museum exhibit. Your job is to persuade readers that the pre-Columbian peoples of the desert Southwest adapted to the geography and climate. Use details from the magazine. Be sure to state your position at the beginning of the paragraph. Include evidence to support your view.



## WRITE A RESEARCH REPORT

Work with two classmates to write reports on the three pre-Columbian groups discussed in the magazine: Anasazi, Hohokam, and Mogollon. Together, decide which person will research each group. Then do research to learn about where and how your group lived. Find out about the group's customs and culture. Use the information to write a report. When your group's reports are complete, form a panel to discuss similarities and differences among the groups.





## MAKE CONNECTIONS WITH THESE RELATED TITLES



### Plains Indians

The Great Plains is a vast stretch of land in the heart of the United States. For the 30 or so nomadic and sedentary Native American nations that called the plains their home, this land was holy. Discover the practices, beliefs, and traits unique to the Plains Indians.



### Northwest Coast Peoples

The northern Pacific coast is a beautiful stretch of land running from what is now northern California up through Oregon, Washington, and Canada. Many Native American groups settled in this region. Their sophisticated culture was marked by their spirituality and incredible craftsmanship. Learn about the daily lives and practices of the Northwest Coast peoples.



### America 1492

The year 1492 was undoubtedly the most pivotal one in the history of Native Americans. Up until this time, the many Native American nations that spanned the different regions of North America carried on their traditional ways of life. Discover the unique and shared rituals across these groups, in a time before Europeans settlers arrived.

## LEARN MORE ONLINE!

- The ancient peoples of the Southwest lived in family-based groups. In some groups, several families formed bands, and family heads met in band councils. Few Southwest peoples had tribal governments.
- The Navajo people call themselves *Diné* (or *Dineh*), which means “the people.” *Navajo* is a Spanish word derived from a Tewa word meaning “large planted fields.”
- Farming people made corn-grinding tools from stones. The yucca plant had strong fibers that could be woven to make rope, nets, and even sandals. The yucca’s roots were used to make soap. Its fruits were tasty too.



## CALIFORNIA STANDARDS

**5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.**

**5.1.1** Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. **5.1.2** Describe their varied customs and folklore traditions. **5.1.3** Explain their varied economies and systems of government.

### Historical and Social Sciences Analysis Skills:

#### Chronological and Spatial Thinking

**4.** Students use map and globe skills to determine the absolute locations of places and interpret information available through a map’s or globe’s legend, scale, and symbolic representations.





# KIDS DISCOVER

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## GRADE 5 TITLES

Regions of North America	George Washington
Eastern Woodland Indians	Thomas Jefferson
Plains Indians	Benjamin Franklin
<b>Southwest Peoples</b>	The Constitution
Northwest Coast Peoples	The New Nation
America 1492	Lewis and Clark
Exploring the Americas	Westward Expansion
Early Settlements	Pioneers
13 Colonies	Immigration
Declaration of Independence	Industrial Revolution in America
American Revolution	Civil Rights
Revolutionary Women	

**ON THE COVER:** An Apache girl covered with sacred cattail pollen at her Sunrise Ceremony on the San Carlos Indian Reservation, Arizona. **Alamy:** Anders Ryman

**PICTURE CREDITS:** **Alamy:** Anders Ryman: p. 13 bottom center (Apache Sunrise Ceremony); George H.H. Huey: p. 17 top right (Navajo trading post); Native American - Indian culture: pp. 10–11 (Ohkay Owingeh Pueblo boy, New Mexico); Niday Picture Library: p. 19 top right (map of linguistic stocks). **Art Resource, NY:** Smithsonian American Art Museum, Washington, D.C.: p. 6 bottom center ("Forty-niner" street advertiser). **Arthur Shilstone:** p. 7 top right (Long Walk of 300 miles). **Bridgeman Images:** Lowe Art Museum, University of Miami: p. 14 middle left (Navajo blanket). **Canyon**

**Record Productions:** p. 14 bottom left (R. Carlos Nakai). **Getty Images:** Bettmann: p. 6 bottom right (Tohono O'odham), p. 7 top center (Kit Carson), p. 7 center middle (Chief Manuelito); Brecken: p. 4 top right (Clovis point); Buyenlarge: p. 8 top center (Hopi woman), p. 9 top left (Apache woman and papoose); Camerique: p. 8 bottom left (Navajo girl); Corey Ford: p. 4 bottom (woolly mammoth); Danita Delimont: p. 16 bottom right (Zuni dancer); David McNew: p. 17 bottom right (Hualapai dancer); DeAgostini: p. 3 top right (White House, Pueblo era); digitalfarmer: p. 15 top right (pueblo pottery); Dorling Kindersley: p. 5 top right (Hohokam canal); Gelyngfjell: p. 4 top right (petroglyphs); George Rinhart: p. 13 top (kachina dance); Hulton Archive: p. 8 bottom right (Hopi farmer); John N. Choate: p. 7 bottom left (Carlisle Indian school); Mark Peterson: p. 7 middle right (Havasupai Indian reservation); Michael Mauney: p. 15 bottom left (Navajo bracelet); Milchightraveler: p. 17 top center (Taos Pueblo); myLoupe: p. 5 middle right (Athabascans pelts); ShaniMiller: p. 8 center middle (adobe ovens); sommail: p. 19 bottom (yucca root); Steve Larson: p. 17 center middle (Navajo Tribal Council); Time Life Pictures: p. 7 center middle (Geronimo); Universal History Archive: p. 9 bottom right (Tohono O'odham women), p. 16 top (Hopi mesa); Universal Images Group: p. 13 middle right (Acoma rain dance), p. 14 bottom right (Navajo basket), pp. 14–15 top (Navajo women weaving); VW Pics/Ron Reznick: p. 8 middle left (Taos Pueblo); Werner Forman: p. 5 center middle (Mogollon pottery). **Granger Collection, NYC:** p. 9 middle right (Apache woman), p. 12 middle right (shaman). **Lawrence Migdale:** p. 16 middle left (Apache logger). **Science Source:** Day Williams: p. 15 bottom right (Hopi kachina); Emil Muench: p. 12 bottom left (sand painting); Paolo Koch: pp. 2–3 center (Monument Valley, Arizona). **Shutterstock:** ArianaKate: p. 18 bottom (report notebook icon); Brickclay: p. 18 top (article icon); Digital Media Pro: pp. 16–17 center (Apache dancer); Tim Roberts Photography: p. 13 bottom right (Humphreys Peak). **www.aoc.gov:** p. 6 top center (Popé).

## ORIGINAL ILLUSTRATIONS:

**Michael Kline Illustration:** Cartoons, Cover, p. 5; Maps and Peoples Chart, p. 2; Word Balloons, p. 3; Map 5; Toka Sticks, p. 9.

**Wood Ronsaville Harlin, Inc.:** Pueblo Bonito, pp. 4–5; Acoma Pueblo, pp. 6–7; Grand Kiva, p. 12.

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