Garbarino and Sasso Study Questions: Chapter 12

What are the three top states in terms of Indian population? According to Garbarino and Sasso, how recognizably distinct are most Indian cultures of today on a daily basis? They say that being Indian today is more than a matter of blood or biology, it is a matter of what two things? In what sorts of environments do most (50 percent or more) Indians live and work today?

What three things can create an Indian reservation and what are the two purposes of them? How many are there today? How many recognized Indian tribes are there? Who sets the requirements for living on tribal land and belonging to a tribe? What is the largest of all reservations and what is the largest of all tribes? What are state reservations often referred to as? What are the rights and restrictions of Indians living on reservation land? How is alcohol dealt with on reservations?

What are the three main policy efforts of today’s BIA? What is the role of a BIA superintendent? How does the BIA attempt to fulfill its obligations under the various acts and public laws mentioned in this chapter? What is the basic structure of the BIA workforce? How do Indian people feel about the BIA?

What were the goals of the 1953 termination acts? Were they successful? How was the relocation policy different? What were the problems of each philosophy?

What was the goal of Sequoyah and to what tribe did he belong? What were the goals and methods of the Indian boarding schools? What are Indian drop-out rates so high? How has Indian education changed in the 20th century?

How is Indian healthcare managed in this country? What disorders have higher and lower rates among Indians than the general population?

Why was the Christian assimilation effort generally unsuccessful among Native Americans? How does the Native American church marry native and European religious views together?

What are some of the great successes, failures, and challenges still facing Native today, as outlined toward the end of this chapter? What kind of political activities have sprung up on a national level among Native Americans? What are the issues surrounding the recovery and repatriation if Indian human and cultural remains?

Key Terms (italicized words are either not found in the text or are poorly defined)

AIM Alaskan Native Brotherhood
Civilization fund Indian Reorganization Act
Johnson-O’/Malley Act Indian Self Determination Act
Peyote NCAI
Reservation Rancheria
Termination Relocation
Garbarino and Sasso Study Questions: Chapter 11

Who is generally credited as the first European to explore North America? With what natives did they likely have first contacts?

What were the geographic areas of interest, attitudes toward natives, and goals of the French, Spanish, and English explorers? What were the names of some of the important explorers from each country?

What was the importance of the French and Indian War, and when was it fought? What treaty ended this war? What role did Indians play in this and other conflicts? What was the role of Pontiac and Tecumseh?

Describe how attitudes about land ownership differed from Native to Newcomers? Why was this a problem?

Why were Scotsmen singled out as having a decidedly non-British attitude toward Natives?

What was the attitude of Indians toward attempts to Christianize them? How were Christianity and Indian religious systems inherently different? What were the effects of disease introduced by Europeans? How did the Indians try to protect themselves? What effects did disease introduced by Europeans have on European diet and trade?

Summarize the important attitudes, policies, and rough timeline of government Indian relations from the colonial period onward. What was the origin of the reservation system? What were the major legal acts put into law and what effects did they have on Indians? Why is 1871 a very important date in Indian affairs?

What were some of the major conflicts/reactions that occurred in each of the culture areas described toward the end of the chapter? What tribes were involved in each one? How was the California mission system supposed to function? What was the “Long Walk”? What were the effects of the 1680 Pueblo Revolt and why did it occur?

How are White-Indian Relations similar or different in Canada? What 1763 law forms the basis of the Canadian Indian policy?

Key Terms (italicized words are either not found in the text or are poorly defined)

Allotment Act  BIA  DIAND  enfranchisement
Ghost Dance  Handsome Lake  Homestead Act  Indian Act of 1876
Indian Removal Act  Indian Reorganization Act  Metis  Popè
Skraelings  Smohalla  status/non-status  Wounded Knee
Wovoka
Garbarino and Sasso Study Questions: Chapter 10

What is an incest taboo? Is it expressed universally in all cultures?

How does the general pattern of traditional Native American marriage differ from the Anglo version with respect to ideas about love, religious meaning, divorce customs, and ceremony? Explain the idea behind bridedgealth. What is Polyandry? Polygyny? Monogamy? What groups practiced polyandrous marriages? Which form of the three above is rarest? Why might a culture choose a polygamous marriage form?

Understand the idea of nuclear and extended family. Why were some war captives adopted? What is fictive kinship? Understand the differences between family and kin. Understand the differences between unilineal, patrilineal, matrilineal, and bilateral kinship. What is a clan and in what sort of groups are we most likely to see them? What is the relationship between clans, moieties, and phratries? What are the rights and duties of clan membership? How common are clans in traditional native groups?

This chapter reviews more about rites of passage, including the separation of girls in the Pacific Northwest. Review this material and understand the reasons for girls’ separation.

What are infanticide and gerontocide and what are the reasons behind the practice?

Explain the importance of naming to Native people and understand some of the customs and traditions under which one might assume several names during a lifetime.

What are some of the taboos associated with pregnancy and childbirth?

What is the ritual function of a Buzzard Man and in what area of the country do we find him?

What are the social and political functions of Associations? Give some examples of various types. Are they for men only?

What sorts of games did Native people play? What non-recreational functions do games like Chunkey, Lacrosse, Snow Snake, and Hoop & Pole serve?

Are there differences in the social standing of women in Native culture as compared to Anglo? What political role, if any, did Indian women serve? Why was so much of a woman’s labor centered around the household?

Explain the nature of Indian slavery as compared to that practiced by Anglos. In what Native culture area were slaves most common?

What groups had the most political organization? The least?

Review and understand the characteristics of bands, tribes, chiefdoms, states, and tribelets. Give one or two examples of a culture in each political form. What is the function of a tribal council?
Who are likely to be members? Do all tribes have councils? Why or why not? What are the functions of a headman and a chief?

In addition to political organization, what other forms of social control were commonly used in native societies? How is the belief in witchcraft an example of social control? Differentiate between positive and negative forms of social control and give some examples. Where does capital punishment fit in to the picture? How common was this practice and what differences existed between our system today and that of traditional native groups?

Explain property ownership as understood by Indians at the time of contact. What sorts of property could be owned and by whom?

To what extent was there trade between Indian groups before the coming of Europeans? What was traded? What were some of the common trade routes used? How were these trades routes used by later Anglo settlers? What sorts of media of exchange did natives use? What is the function of ritualized gift exchanges such as the Potlatch? How is it a leveling mechanism?

What were some of the listed causes/reasons for warfare among native people? Was there a full-time warrior class? In what areas was warfare practically unheard of? Why do you think it was likely absent in those areas? Did women fight in battle? Was scalping an introduction of Anglos or was it preexisting in the Americas? Did it always result in death? To what cultural group can the first historic evidence of scalping be attributed?

**Key Terms (italicized words are either not found in the text or are poorly defined)**

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<thead>
<tr>
<th>Age grade</th>
<th>Age set</th>
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<td>Endogamy</td>
<td>Exogamy</td>
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<td><em>Fostering</em></td>
<td>Gerontocide</td>
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<tr>
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<td>Kinnikinnik</td>
<td>Lacrosse</td>
<td>Leveling mechanism</td>
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<td>Matriloclal</td>
<td>Menarche</td>
<td>Moiety</td>
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<tr>
<td>Nation</td>
<td>Neolocal</td>
<td>Nuclear family</td>
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<td>Unilineal</td>
<td>Wampum</td>
<td>Witch</td>
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Garbarino and Sasso Study Questions: Chapter 9

Explain the importance of gathering to the hunter-gatherer subsistence pattern. What sort of technology is used in gathering?

What types of animals were commonly hunted by native people? In addition to food, what sort of uses did the animals have?

How long is it estimated that the bow and arrow has been in use in the Americas? What was the hunting technology prior to its introduction? What are the different kinds of bows and what sorts of Indians are likely to use each kind?

How important was fishing to the native economy? Review some of the fishing methods used.

Among cultivators, what are the “big three” cultigens? Why? What are the goals of modern archaeology with respect to the investigation of these cultigens?

What sorts of farming implements were commonly used and of what materials were they made?

Once harvested, hunted, or gathered, what methods of food preservation were used?

Review the common methods used by native peoples for the preparation (cooking) of foods.

Be able to discuss the various forms of Indian housing, including their names, constructions methods, and places of geographic origins (e.g., igloos are an arctic construction).

How was the wheel used by native peoples in America? What beasts of burden did they have in pre-contact times? After contact?

Explain the differences in construction between dugout and bark canoes. What areas of the continent were likely to make each kind and what are the benefits and hindrances of both? Were any seaworthy craft made by native people?

Were skis or snowshoes used by any natives?

Review the common clothing and jewelry styles utilized in the various geographic areas of the continents. What materials were commonly used for clothing and jewelry? What do you think the primary determinant was as to what type of clothing was used in a particular area?

What were the purposes behind the artwork of native people? What were some of their methods for working in wood? What were bone and horn used for? Among what groups might we expect to find pottery?

Review techniques used in the manufacture of stone tools (flaked and ground), leather, metal, baskets, and textiles.
What is folklore?

Explain the concept of socialization, or as we shall call it, enculturation.

What is the common role of animals in native folklore? Are there any other common themes or characters?

Explain the fallacy of the Great Spirit and Happy Hunting Ground.

Explain the concept of Manitu, aka Orenda and Wakonda.

What are the two perceived causes of illness in traditional belief systems?

Review how the concept of the soul differs from group to group.

What are the methods one might use to engage in a vision quest and why would you want to have one?

What are the origins of the word “shaman” and how does this individual differ from a priest or a medicine man in his duties or obligations? Is shaman a male-only term? What is its plural form? What are some of the regional differences in the duties of shamanic practitioners?

Is there a correlation between a group’s subsistence pattern and the types of ceremonies it is likely to practice? What is the pattern? What is the importance of tobacco in ceremonial uses?

Was some form of sacrifice used by native peoples? If so, what kinds and are they somehow similar?

What sorts of symbolism are found in sacred objects/religious paraphernalia?

| Key Terms (italicized words are either not found in the text or are poorly defined) |
|----------------------------------|----------------|----------------|---------------|----------------|
| agriculture                      | animatism      | animism        | atlatl        |
| blowgun                          | breechclout    | bullboat       | cache         |
| catlinite                        | charm/fetish   | compound bow   | culture hero  |
| deadfall                         | earspool       | enculturation  | gorge         |
| Great Spirit                     | hammerstone    | Happy Hunting Ground | hogan         |
| horticulture                     | hunter-gatherer| lodge or house | longhouse     |
| Manitu                           | mano and metate| medicine bundle| medicine man  |
| monotheism                       | mortar and pestle| obsidian      | Orenda        |
| pastoralism                      | pemmican       | pipestone      | plankhouse    |
| priest                           | pueblo         | rabbit stick   | roach         |
| shaman                           | slip           | socialization  | sweathouse    |
| temper                           | tipi           | travois        | trickster     |
| tumpline                         | viscera        | vision quest   | Wakonda       |
| weir                             | wickiup        |               |               |
Garbarino and Sasso Study Questions: Chapter 8

What are the three distinguishable sub areas of the Eastern Woodlands? What language families are represented there? What changes in settlement and subsistence were occurring during the Eastern Archaic and what timeframe does this period cover? When did mound building begin in this region? What kinds of mounds were originally built? By what year did corn become a dietary staple to these people?

Garbarino and Sasso state that much of what we know of early proto-contact life for these people is clouded. Why is this the case, and what techniques have been used to help reconstruct life of these people? From what you can gather from the chapter, what sorts of foods and daily activities were early and contact-era people involved in?

Warfare is mentioned as an ever-present problem in this area. What techniques of war were employed, was scalping practiced, and along what lines were the battle lines drawn (i.e. who fought who)? What effect did all this warfare have on village life and structure? What were the three stated reason that Iroquois people went to war? Why were some POWs adopted after battle?

What were the roles of Eastern shamans? Were vision quests and important part of life here? What was the goal of a vision quest in this area? Which groups had the Husk Face and False Face Societies? What was their function in the group? What was the function of the busk ceremony?

How was life different or similar for New England Algonkians than their Subarctic neighbors? What were confederacies and why were they formed among the Algonkians? Name a couple of them. What was the function of a sachem and his relationship to the tribal council? Where did the sachem get his title?

Who were the founding members of the Iroquois League? Who was added later? Who were the non-league Iroquois in the region? What is the legend behind the founding of the league? What was the metaphor behind the structure of the member tribes? What function did sachems have in the league? How were league politics carried out?

How was village, social, and political life for the Iroquois-speakers different than the Algonkians? How was Great Lakes life similar or different from the Eastern lifestyle (and what new “crop” did these people have?)? How about among the Southeastern groups – what was their life like?

What Southeastern Indian tribe did not even exist until the 18th century? Who were the Five Civilized Tribes and why did they earn that name? What were the “payoffs” to a Southeastern warrior?

Key Terms (italicized words are either not found in the text or are poorly defined)

<table>
<thead>
<tr>
<th>busk</th>
<th>calumet</th>
<th>Deganawidah</th>
<th>Hiawatha</th>
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<td>kinnikinnik</td>
<td>longhouse</td>
<td>manitou</td>
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<td>mugwump</td>
<td>orenda</td>
<td>palisade</td>
<td>podunk</td>
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<tr>
<td>portage</td>
<td>roach</td>
<td>sachem</td>
<td>slash and burn</td>
</tr>
<tr>
<td>succotash</td>
<td>wakonda</td>
<td>wampum</td>
<td>wigwam</td>
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</tbody>
</table>
Garbarino and Sasso Study Questions: Chapter 7

Although bison were a primary food source to people in this area, what other sources were prominent? What were some of the uses bison were put to? How were they hunted? When was hunting the best, and why?

Garbarino and Sasso make a point that Plains culture didn’t reach a climax until the introduction of the horse. What dates do they ascribe to this climax? What was life like before this climax? What were the foci of social life and status after this event? What elements of technology and mobility changed after horses? Was the population of the Plains at climax greater or less than it was before? How were horses first thought of by the Indians?

Describe the Plains Village lifestyle at about 900-1000 A.D. Who were some of these villagers? Why were there so few non-farmers in the Plains at this time? Who were some of the latecomers to the Plains? Why did they come after the time of contact? What changed in the mythology of people after a few generations of being horsemen?

Why was communication sometimes a problem for Plains people and how was the problem solved?

Why do you think there was such a varied kinship system throughout the Plains? Was the family or clan most important? What was the major political unit? What was the purpose of the pan-tribal sodalities (called associations in the text)? What was the status of women like compared to men? How was coup a sign of bravery and what were some of the ways a man could increase his reputation?

What was the relationship between a medicine bundle and a vision quest? What was the manifest purpose of the Sun Dance ceremony? How about its latent purpose?

Finally, think about how the general patterns described in the chapter are met or unmet by the example cultures at the back of the chapter.

Key Terms (italicized words are either not found in the text or are poorly defined)

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<thead>
<tr>
<th>Age grade</th>
<th>Age set</th>
<th>Berdache</th>
<th>Coup</th>
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<tr>
<td>Jump</td>
<td>Medicine bundle</td>
<td>Parfleche</td>
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<tr>
<td>Pemmican</td>
<td>Polygyny</td>
<td>Sodality</td>
<td>Surround</td>
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<tr>
<td>Taos</td>
<td>Tipi</td>
<td>Travois</td>
<td>Vision Quest</td>
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</table>
Evidence of the shift away from big game hunting in the Desert Archaic period in the Basin and Southwest begins how long ago? What evidence is mentioned that supports this assertion? What are the physical dimensions of the two culture areas in this chapter; what states make up each one, roughly?

Why is the Great Basin so salty? What effect do you think that had on the ability of indigenous peoples’ survival there? Characterize the seasonal availability of plant foods in the Basin. What effect did this have on the Natives there? Why did many of them come to be called Digger Indians? What was the main language family for the Basin peoples, with the exception of the Hokan speaking Washo near Reno Nevada? Was the shared language a unifying political factor among Basin groups? If not, what was? Why would bands sometimes come together for extended periods? Why didn’t they do this on a regular basis? How large of a territory did each band typically occupy? How much did the technology of these people change in the past few thousand years? What are the rules regarding marriage and kinship in the Basin? What political system governed these people? Would you characterize the socio-political-religious system here as more, less, or about the same complexity as that found in other areas we’ve looked at?

Among the Paiute, what was the function of the antelope shaman? How did the women prepare food for the long winters? What were the recognized sources of illness and their cures among the Paiute? Who could become curers and how? Characterize the extent that warfare played among the Paiute people and why. What significant difference from the Paiute did the Ute and Shoshone have? How did this introduction affect their culture?

Read the Keresan creation myth. Think about what it says about the importance of the kiva to the people. Relate it to the film *Hopi Songs of the Fourth World* and the creation stories told in it.

What are the “three distinct lifeways” mentioned in text as part of the early Southwestern tradition, and who are the modern descendants of each of those groups? How was the population distribution of the Southwest people compared to that of the Basin? What do you think makes the difference for the Southwestern folks?

What are the differences between Upland and River Yumans? Where is each located, roughly? Describe the socio-political organization of the River Yumans. What was the source of religious inspiration among these people?

What are the differences between Upland and River Yumans? Where is each located, roughly? Describe the socio-political organization of the River Yumans. What was the source of religious inspiration among these people?

What are the two Piman tribes and where are they located? What ancient group was likely their ancestor? How are the two groups different in their mobility and subsistence, and why? What was the sociopolitical structure of these groups like? What rites had to be observed by a Piman warrior, and why?

What common themes are found in all of the myths of the Pueblo people? What are their six cardinal directions? What values were important to these people; why do you think so much importance was placed on them; are they different from modern American values at all? Who are the Puebloan ancestors? Where did they live? What water sources were used by the various Pueblo people? Was the religious life here more, less, or about the same complexity as that seen elsewhere? Why do you think this is the case? How were government and religions tied together? What was the social organization of these people? Among the Hopi, who owned the cultivable land? Why wasn’t the land all in one place? Who was responsible for the care of the crops? What is the function of the katsinas and how is their arrival timed? How did they act as a means of social control? Explain the difference between people who are hopi and people who are kaho; which is preferable and why? Clowns are found among many Puebloan peoples, although the text focuses on Cochiti clowns; what is their function?
When and from where did the first Athabaskans enter the Southwest? Who were they? What was their subsistence pattern and how did some groups change this later? What is the earliest date for which we have solid evidence of their existence in the Southwest? What was the political organization of these groups? What are the major apache bands of today? How was life different for the Western Apache? Why were they matrilineal and the others bilateral?

How are the Navajo like or different from the Apache and Puebloan peoples? What additional cultural subsistence trait did they gain as a result of Spanish contact? Who controlled property among these people? What is an outfit? How does this work into the Navajo clan system? What is a Navajo Sing? What rituals accompanied the death of someone in Navajo society? How about the rituals around a warrior’s return? It is said that the kin of a Navajo witch are also likely witches themselves. What do you think the social function of this belief is? What are the underlying values of Navajo culture; are they similar or different to that of the other Southwestern groups? Why do you think this is the case?

Key Terms (italicized words are either not found in the text or are poorly defined)

- Bilateral kinship
- Katcinas
- Patrilineal band
- travois
- witch
- cacique
- Kiva
- Predatory band
- Tumpline
- hogan
- Nuclear family
- Pueblo
- way
- hozho
- Outfit
- theocracy
- Wickiup
How much of the prehistoric population of America is estimated to have been housed in California (actual numbers and percentage of total)? What three things about the Indian population of California were so different from other areas? How do anthropologists measure the “wealth” of non-industrial peoples? Under this measure, how “wealthy” were California’s people? What seed formed the basis of most California peoples’ subsistence? What are the advantages and disadvantages of this seed?

Was pottery an art form among California groups? What was the primary storage media for California groups? Three types of canoes were used among California groups; what are they and why were they functionally different? What types of housing were common in the area?

What was the basic political unit in California? What two figures in the unit were the leaders? What is their relationship to one another, and is one more powerful than the other? Was private ownership of anything other than personal belongings recognized? What special problems might this cause? What’s a man’s life worth? What’s the significance of the section dealing with the worth of a man’s life?

What are “Pains” and who has them? Why were the activities at Kepel couched in religious meaning? What is the Kuksu? What three groups were the big practitioners of this movement? How old is the movement thought to be?

Who are the Mission Indians and why do they have this name? Give some examples. What happened to the culture of the Mission Indians? Why didn’t something similar happen to groups like the Yurok? Review the process of the Luiseno’s Toloache ceremony – what do you think the ceremony says about what is expected of the role of young men in Luiseno society? What does the girls’ ceremony reveal about expectations for young girls?

Review the chart on page 210. Why do you think so much elaboration was a part of the California lifestyle yet we saw little of this in the Arctic?

Key Terms (italicized words are either not found in the text or are poorly defined)

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<td>Toloache</td>
<td>Tribelet</td>
<td>World Renewal</td>
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Garbarino and Sasso Study Questions: Chapter 4

Why is the Plateau considered a cultural transition zone? Characterize the physical environment of this area and how it likely affected the people there. What was the peoples’ primary source of subsistence in this area? Where were most settlements located? What is the vegetable staple of people in this area? Was trade important to people in this area? Were the people here seasonal movers or sedentary? Describe differences in summer and winter housing. Why was agriculture unimportant to plateau people? What foods were important? What is the main political unit of the plateau? With what other villages was a given village likely to be most friendly – exchanging marriage partners and sharing ceremonies and the like? Who owned the best fishing sites and how were they exploited? Who led the people on a daily basis? What was the role of spirits to plateau people? What form did these spirits take? Who could have spirit helpers? How did people interact with the spirits? What sort of supernatural power was found in menstruating women and how was it dealt with?

How did the Nez Perce meet the general pattern of life for plateau people? What was the relationship between a Nez Perce headman or chief and the council? What forms of marriage were practiced? What neighboring culture area had the greatest influence on these people’s lives?

What unusual body modification was common among Klamath people? How are they typical or atypical of the plateau pattern of life? What was their main social unit? How about their kinship system? How many tribelets did they have?

Characterize the physical geography of the Northwest Coast and how it likely affected the people there. What is the importance of the Japanese Current? Why does it rain so much there? What is the hunter and gatherer’s “measure of wealth” according to your authors? Describe in some detail some of the ways in which wood was utilized among these people. What was the socio-political structure of these people? Why must the word “tribe” be given caution when used here? What was their kinship system? Explain their system of social ranking. What was used in the north and south to determine political supremacy? What functions did the potlatch serve and under what conditions might one be held? Why did “rival potlatches” begin and what was their purpose? What are some of the artistic conventions of art in this culture area?

How are the Tlingit typical or atypical of the general pattern of people in this area? What are the two Tlingit moieties and what functions did they serve? Why and where did young boys move at the age of about 6 or 7? How did Tlingit shamans get their power? How were they differentiated from other people in the community?

What was different about the subsistence and/or socio-political structure the Nootka people? How about the Chinook? The Kwakiutl?

Key Terms (italicized words are either not found in the text or are poorly defined)

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<td>Vision Quest</td>
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Garbarino and Sasso Study Questions: Chapter 3

What is a culture area? Are its borders well-defined or not? How are past lifeways reconstructed? How does environment influence the culture of a group of people? What are the characteristics used to define who belongs in what culture area? What is the stated purpose of beginning each chapter in part two of the text with a myth? What was the estimated population of America in pre-contact times? What is the name most Indian people used to refer to themselves? How do they refer to other people? What is the purpose of linguistic analysis of Indian languages?

What are the special considerations that must be taken into account when building in the arctic? How do these affect archaeology done in the region?

What is the relationship between the Paleo-Siberian language group and other world languages? What Asian physical features are present in the Inuit? What differentiates the Barren Grounds, Copper, Polar, and Alaskan Inuit groups? How old are the earliest identifiable Inuit populations? Characterize the changes in subsistence activity noted in the archaeology of the Inuit.

What sorts of uses did dogs have for Inuit? What were the limiting factors involved in their use? With whom did the Inuit carry on trading relationships? Why? What sorts of foods were popular? Describe the nature of Inuit marriage, household, and family life. What sort of kinship system was followed? What is the importance of kin support in this system? What are the functions of the song-duel? Why were infanticide and gerontocide practiced? What are the functions of the Inuit hunting taboos and what were the consequences of breaking them? What were the duties of an Inuit shaman?

Describe the seasonal round of the Inuit. What sorts of specialized tools did they develop? What is a harpoon and what is special about its structure?

How is the environment of the Subarctic different from that of the arctic? What are the two major divisions among Subarctic people? Which group is thriving in modern times? What social differences existed between the two major divisions in lifestyle, kinship, and other areas? What sort of technologies were common in the area and how were they helpful in allowing survival? How was religious life in this area different from that of the arctic? What is the function of the Windigo?

Compare and contrast Chipewyan and Ojibwa lifeways as they exemplify the two patterns of subarctic existence.

Key Terms (italicized words are either not found in the text or are poorly defined)

Creepers Culture Culture area Diffusion
Ethnic Psychosis Ethnographic analogy Evolution Family
Glottochronology Harpoon Kayak Labret
Levirate Nuclear family Phylum Pseudo-kinship
Sedna Shaman Song duel Umiak
Garbarino and Sasso Study Questions: Chapter 2

What was the most important crop of all to most early Native American cultivators? What is the site of earliest domestication for the crop? When is it first domesticated? When does this crop first make its way into the eastern part of what is now the United States? This crop is part of a “trinity” with two other crops. What are they? Which of these last two members was the last to be domesticated? What are some of the other cultigens first domesticated in the Americas? What medicines have their origins as Native folk remedies? At what point is there evidence for the domestication of dogs in the New World? Where are llamas domesticated? How about turkeys, and by what three cultures?

Characterize the special challenges faced by farmers in the American Southwest. What techniques were used to overcome them? This chapter mentions three distinct groups of prehistoric Indians in the Southwest. What are they and who are their modern descendants thought to be? Where are these three prehistoric cultures specifically located? Which are associated with the building of pithouses? What are the advantages of this housing type in the Southwest?

The Mogollon are famous for their “killed” pottery. What is the significance of such “killed” pots? What is thought to have happened to the Mogollon after about 1000 A.D.? Who are the Hohokam and what does their name mean in the Pima language? What is the biggest difference between Hohokam agriculture and that of their neighbors? Remnants of their culture lie today under what major southwestern city? What is special about Hohokam irrigation canals? Why did they exert so much effort in their building? What is the evidence for Meso-American contacts in the Southwest? At what time do the Hohokam appear to begin a decline?

Pueblos are most associated with what prehistoric Southwestern group? What four states does their territory cover? When were the first pueblos built? What is the significance of their road system? Around what major site in Chaco Canyon are these roads centered? What are some of the possible reasons for the decline of this culture?

What are some of the suggested reasons why agriculture was never prominent outside of the areas we’ve discussed thus far?

At what time is the bow and arrow introduced to the Eastern Woodlands? How about Maize? What is the relationship between maize agriculture and sedentism? What activity seems to increase in this area at the same time that maize and sedentism come into play? How is the Mississippian cultural tradition different from other mound building cultures that preceded it? What’s the Buzzard cult? What sorts of symbols are associated with it? Is there evidence for Mexican contact with the moundbuilders, and if so, what is it? What was the estimated population of Cahokia, and where is this site located? What are some of the suggested reasons that the moundbuilders declined as a culture? What group, encountered by the French, was one of the last groups following the late Woodland tradition?

How was the culture of the eastern Plains people different from the Woodland tradition?

Key Terms (italicized words are either not found in the text or are poorly defined)

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<th>Cahokia</th>
<th>Chaco Canyon</th>
<th>Etowah, GA</th>
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Garbarino and Sasso Study Questions: Chapter 1

Have any fossil human ancestors been found in the Americas? What does this tell us?

What is the likely place of origin for Native Americans? What evidence supports this hypothesis? How many migrations are thought to have occurred? What was their order and which groups came in each one? What dates are ascribed to each migration? What evidence supports the idea of migrations? What is the significance of the people of Tierra del Fuego? How long do we know they have been there? Where is Tierra del Fuego? What is the significance of the following sites: Meadocroft, Pedra Furada, and Monte Verde?

Describe the technology of the earliest Americans (Paleo-Indians). What was their diet like and what evidence supports this hypothesis? What sort of game did they have available for hunting? What can we surmise about their social organization? How does ethnographic analogy help us do this? What are the approximate dates of the Paleo-Indian period? How do the later Folsom people change or stay the same with regard to their cultural patterns? About what aspects of these peoples’ lives do we know the least, and why? How about the most?

Describe the world as it was during the late Pleistocene. What changes in the world occurred during the shift to the Holocene epoch? At what time does this shift occur? What happens to the people of the Americas during this time? What names are used to refer to the cultures before and after the end of the Pleistocene in the Americas? How long does the cultural period immediately after the Pleistocene epoch ended continue? What new technologies are invented during this period? What new domestications likely occurred here as well, and when? Compare and contrast the coastal and desert peoples of this period. What are “microblades” and who are their makers? In what areas did the archaic cultural tradition hold out the longest? Why do you think some areas began making the shift out of the archaic and into the formative while others didn’t?

What is the Eastern Agricultural Complex and in what part of the country does this occur? People of the Great Lakes region began using what metal during this period? What qualities make this metal a desirable one for tool making, do you think? Are there any disadvantages to using this metal? Why in this part of the country were birchbark canoes more popular than dugouts?

What two new developments around 1000 B.C. kick off the Woodland Tradition? What is the suspected stimulus for this cultural shift? What evidence supports this? What are the traits of the Adena people and where are they found? How large are their burial mounds? What is the size trend in their construction? What is the name of the people who succeeds the Adena? What are their special traits? What new crop is associated with these people? From where did they likely get it? Why does this new people begin a decline about 400 A.D.?

What’s up with this whole “Viking/Trans-oceanic” thing? Was there early contact with Europeans before Columbus? Where and when is this supposed to have occurred? What evidence supports this?

### Key Terms (italicized words are either not found in the text or are poorly defined)

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<thead>
<tr>
<th>Archaic Period</th>
<th>Atlatl</th>
<th>B.C., BP, and BCE</th>
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