

# **Teacher's Guide for CONTACT WITH ANCIENT AMERICA**

by Ida Jane Gallagher

You and your students are taking a voyage of discovery. Enjoy it and participate in an adventure to find and to help preserve North America's ancient history. Did you know that America's ancient past is being plowed under and paved over because many people do not recognize what treasures are being destroyed or ignored? CONTACT WITH ANCIENT AMERICA will show you the tip of the iceberg, the most interesting research that is being compiled about North America's ancient past.

Marvel at America's ancient astronomical sites, archaeological treasures, amazing large stone constructions, and ancient writing systems carved on stone or written on birch bark and animal hides. This is a show and tell book with almost 100 pictures and illustrations to help you see the information you read about in the text. Start by reading the "Introduction" to CONTACT WITH ANCIENT AMERICA. Check out new information that supports the book contents on designated web sites.

## **Suggestions for Learning New Information**

**Ask the right questions:** Who? What? Where? When? Why? and How? (the 5 W's and H) The topic discussed may not have all of this information, so use the internet if you want to learn more. The book **Bibliography** and **Footnotes** at the end of each chapter will provide sources for finding information. The book also has an **Index** if you want to locate a topic in the book.

**Compile a vocabulary booklet** of new and unfamiliar words. Define the words, learn to pronounce and spell the words. This should be done for each chapter. WHY? You want to be **confident** when speaking and writing about the information you are learning. So...use the correct words and express yourself clearly when discussing a subject, and listeners or readers **will respect** what you have to say.

**Illustrate** your booklet with a creative cover. If you like to doodle, add some drawings on the pages to help you remember the words. **Enjoy it!**

Print two copies of your booklet in case the dog eats one, or back up a computer copy in the event your computer crashes. You don't want to lose this good work.

**INCENTIVE:** Your vocabulary booklet is a research tool. You are allowed to use it when taking tests.

**Take notes on daily assignments.** If notes are taken on computer, print out copies in the event your computer crashes. Otherwise, use a spiral or loose leaf notebook.

## **Tips for writing essay questions and articles:**

- A.** Gather your information. Start with the 5 W's and H.
- B.** Organize your information. Begin your topic sentence with a "hook" that will catch the interest of the reader. The first few sentences should define your subject.
- C.** Develop your essay or article in a logical way so that one statement leads to the next. Explain words that are unfamiliar to the reader. (Your vocabulary booklet will be a big help!)
- D.** Summarize your topic in the concluding paragraph.
- E.** Write and speak in the **active voice** (subject, verb, object) rather than in the **passive voice**, which is not forceful and often uses unnecessary words. Stick to your subject, and don't add unnecessary "Stuff" to lengthen your essay

**Test questions:** A test is a learning experience. Student test questions are developed from daily lessons, including significant internet research. Aim for questions that require thought and understanding. True and false questions encourage guessing. Use sparingly. Encourage students to take notes on internet assignments. Teachers! Add your questions at the end of each chapter.

**Tests** for each chapter and a final exam follow the lesson plans. **Tests = 10% of grade.**

**Map Study:** Keep a world map available to locate the countries and places discussed in the book. Know your world! Map locations can be test questions.

**Special Projects:** Choose a topic that interests you and explore it in depth. Use the internet and public library inter-loan system in addition to information in your book. The above tips for writing essays and articles will help you organize and present your project. Some special project suggestions will be in the Teacher's Guide for each chapter. These are not required.

**Extra Credit:** Student can choose to pursue extra credit projects if time allows. The assignment should improve the value of work accomplished if grades are given.

**Lesson plans** follow the content outline ending with Chapter VII.

## Suggestions and Activities for Each Chapter

### Introduction (pp. 1-3)

**The oceans were highways not barriers...** The opening statement tells you that native people of North America were influenced by personal contact with people of many foreign cultures. Archaeologists call this cultural contact the **diffusionist theory**. Some archaeologists think that America's early **Clovis** people arrived on this continent 12,000 to 13,000 years ago when hunters from Siberia walked across a land bridge to Alaska. This theory is questionable today. Some archaeologists theorize that North America's early people developed their cultures and ideas in isolation without foreign contact. This is called the **isolationist theory**. New theories are developing as researchers gain new knowledge.

**Internet:** When did ancient people appear in America? The South Carolina Topper Site on the Savannah River near Allendale is making archaeological news! Read about it in four short articles. Search under Topper Site, USC.

ARCHAEOLOGY MAGAZINE, "Impossibly Old America?"

"Topper Site in Middle of Comet Controversy" by Peggy Binette

ATHENA REVIEW, Vol. 4, No. 2

NATIONAL GEOGRAPH web site: "Great Surprise – Native Americans Had West Eurasian Origin" by Brian Hardwerk

**Discussion:** Who were the Clovis people? They had distinctive artifacts found in many areas of the United States.

What is the estimated dating of the Topper Site?

Why is it controversial?

What evidence in the "Introduction" supports the diffusion theory?

**Map Study:** Locate Siberia, Bering Strait, and Alaska on a world map.

**Vocabulary:** Start your vocabulary booklet. Decide how you will organize it. For example, it can be alphabetical like a dictionary. Or, you can group your terms under headings such as ARCHAEOLOGY, ASTRONOMY, STONE STRUCTURES, EPIGRAPHY (study of ancient writing), add your own.

Define: Clovis, diffusionist, isolationist

## Special projects:

How did ancient people with small boats **navigate** across the oceans without compasses?

Search the internet for The Voyage of St. Brendan the Navigator; Polynesian Navigation; ancient Chinese Navigation.

**Global warming:** When did the last glaciation period reach its peak in North America? How much of Canada and the United States was covered by this glaciation? What evidence have geologists found to determine the extent of glaciation? Could people sail along the edges of the ice in small boats to reach America?

Glaciers receded over the ages in a warming period causing sea levels to rise. The earth had periods of warm and cold climate long before weather forecasters kept temperature records. How does global warming fit into this larger picture of earth climate?

**Extra Credit:** The timeline for human pre-history is useful for dating information.

Some of the terms are used in this book. Dates vary for ancient material, but ballpark figures are listed below. You can search each of these headings on the internet to learn more about them

Add the timeline to your vocabulary book for quick reference.

## TIMELINE FOR HUMAN PRE-HISTORY

Estimated time periods vary

**PALEOLITHIC AGE** (palaios = old; lithic = stone) the Old Stone Age  
2.5 million - 12,000 years ago.  
Lower Paleolithic – 2.5 million to 200,000 years ago  
Middle Paleolithic – 200,000-180,000 to 45,000 years ago  
Upper Paleolithic – 50,000-30,000 to 10,000 years ago  
10,000 years ago is the estimated time for the end of the last Ice Age.

**MEZOLITHIC AGE** - Middle Stone Age 10,000 – 3,000 BC

**NEOLITHIC AGE** – New Stone Age 10,200-8,000 to 4,500-2,000 BC

**BRONZE AGE** – 3,300 - 1,000 BC

**IRON AGE** – 1,000 BC to present

## Chapter 1 - “Megalithic Architecture and Astronomy”

**Discussion:** (pp. 5-10)

Who were the **Maritime Archaic** people? How do we know they reached North America at a very early time? **Archaic** means very old, ancient. (ar' ka ik)

What is the significance of “red paint?”

What is radiocarbon ( $^{14}\text{C}$ ) dating?

What is shamanism, and what was the shaman’s spiritual role?

**Movie Time!** On YouTube watch “The Mystery of the Red Paint People.” This film is in two parts. It explores the red paint people, where they originated, their culture and artifacts, and their possible relationship to America’s megalithic structures and the Moundbuilders. Take some notes that will be useful as your study progresses.

Answer these questions, and keep notes in your notebook.

1. Who do you think erected the New England megalithic (large stone) structures?
2. If you were the architect, how would you build a chamber with large stones? In what direction would you orient the doorway?
3. Did the stone chambers have a ceremonial or a practical purpose?
4. One of the stone chambers at **America’s Stonehenge** is named the “Oracle Chamber.” What is an oracle?
5. Ancient people used different measurements than modern people use. What is the length of the **megalithic yard**? Why did surveyors and astronomers name the measurement the megalithic yard? What is the difference between the yard measurement used today and the megalithic yard?
6. Who were the **Celtic** people? Where did they originate? What is the evidence that Celtic people and their cultural practices reached North America?

**Search the internet** to find the origin and movements of Celtic people.

**Map Study:** Find the Arctic Circle, Norway, Sweden, Iceland, Labrador, Penobscot River, Maine, North Salem, New Hampshire

**Vocabulary Booklet:**

Define: archaic, Maritime Archaic, Celtic, megalith, red paint, shaman

**Extra Credit:** The **Woodland Period** in North America is important to your study. It follows the **Archaic Period** (8,000-2,000 BC). Estimated Woodland Period dates are

from 1,000 BC to 1,000 AD. Use the internet to familiarize yourself with the Early Woodland, Middle Woodland, and Upper Woodland time scale. Add this information with dates to your vocabulary booklet under a heading **Time Periods**.

## **ARCHAEOASTRONOMY OF NEW ENGLAND MEGALITHIC SITES**

### **Discussion:**

How would you calculate the passage of time without a clock or a yearly calendar? When would you plant your corn or harvest your grain? Ancient people faced these practical questions. They relied on the movements of the sun, moon, and stars to mark the passage of time.

**Internet:** Search **www.archaeoastronomy.com**. Click on headings called Orbital Maps, Almanac for 2016 or the current year, and Links to other subjects to be discussed. Take notes.

**America's Stonehenge** is an excellent place to begin to understand the importance of ancient astronomy. From a central viewing point you can watch the sunrises and sunsets on the equinoxes and solstices by looking over precisely placed stones to peaks and gaps in the mountains. **Search America's Stonehenge web site.**

On what days of the year do the equinoxes, the winter solstice, and the summer solstice occur? Why are these days important for marking the seasons of the year?

The earth's axis tilts 23.5 degrees as it spins counter-clockwise in an elliptical orbit around the sun. Earth's axis points to Polaris, the Pole Star, that is almost in a fixed position in the northern sky and close to the North Celestial Pole.

When the Northern Hemisphere where you live tilts toward the sun, the temperature rises, and summer arrives. But, the Southern Hemisphere is tilted away from the sun, and winter occurs. At equinoxes in the spring and fall, the days and nights are equal.

**Solve this problem:** On the summer solstice why are there 24 hours of daylight in the Arctic and 24 hours of darkness in Antarctica? On the winter solstice the Arctic has 24 hours of darkness, and Antarctica has 24 hours of daylight. Vermont has longer daylight than South Carolina in the summer and shorter daylight in the winter.

How does the Earth's tilt cause the seasons? See YouTube's "**The Axis of Rotation.**"

### **Extra Credit:**

Locate Polaris on a **sky map** or use the Sky View App. Polaris is the brightest star in Ursa Minor, the Little Dipper. It is very close to the North Celestial Pole. Locate the Big Dipper (Ursa Major), Orion, and the Southern Cross.

Visit the NEARA web site to learn how you can use its research articles.

## **MEGALITHIC CHAMBERS**

**Discussion:** (pp.11-20)

When would you visit Calendar Site I and Calendar Site II if you wanted to see a solar alignment? Calendar Site II also measures a lunar cycle.

Some cultures used a **lunar** calendar to mark time instead of a solar calendar. The doorway edges of the Calendar Site II chamber measure the 18.6 year lunar cycle. The moon does not have a fixed rising point on the horizon but travels from north to south and back about 14 degrees every 18.6 years.

How many days are in a lunar month? How many lunar months are in one year?

Some stone chambers have incised markings that are pictorial in addition to what is thought to be ancient writing. Three linear markings on the lintel of the Calendar Site I chamber have been deciphered in the Ogam alphabet to say “Bel,” the name for the ancient Celtic sun god. This alphabet will be discussed in greater detail in the book.

**Write your name** using the Ogam Consaine (vowelless Ogam) alphabet on page 11, and add it to your vocabulary booklet’s title page or cover. Think of Ogam Consaine as texting. Later Irish Ogam (Ogham) added vowels. Search Ogam writing on the internet to see how vowels are written. Add these to your Ogam chart.

The Upton Chamber’s long tunnel gave astronomers an observation point for viewing the **Pleiades**. What are the Pleiades, and why were they important to agricultural people? Find them on your sky map.

Who do you think built the Upton Chamber? Why?

Discuss possible reasons for landscape placement of stone constructions.

Discuss the remarkable solar alignments viewed from Chamber 1 in the **Gungywamp** complex.

**Essay question or expand to research paper:** Who do you think built the chambers, cairns, stone walls, etc. in New England?

**Vocabulary Booklet:** Add these words and others you cannot define: archaeoastronomy, BC, BCE, AD, cairn, diffusion, dolmen, Druid, lintel, megalithic, oracle, petroglyph, Pleiades, radiocarbon dating (<sup>14</sup>C), thesis

**Map Study:** Name and locate the New England States on your map. Find New Mexico and look for Chaco Canyon

**Movie Time:** Watch a 43 minute video, “Secrets of the Stones” by Barbara deLong. It pictures many of the New England megalithic sites. The narrator advances another theory about who erected these stone structures. What is it?

[YouTube.com/watch?v=TvFmYK6abNc&sns=em](https://www.youtube.com/watch?v=TvFmYK6abNc&sns=em)

## **Chapter II – “The Mother Goddess, Sun God and Fertility Religion”**

**Discussion:** (pp. 23-25)

Ancient agricultural societies worshipped the Mother Goddess and Sun God. What did you discover about their fertility religion?

The Mother Goddess was artistically represented in her many roles, and she was called by different names in widespread cultures. What were some of her names and physical forms?

Icons of the male Sun God are few. Why?

Identify the Bell Beaker people.

### **Ireland’s Passage Tombs** (pp. 25-29)

Three enormous passage tombs are located in Ireland’s Boyne River Valley. Name them and discuss the archaeoastronomy of each. Did these tombs and ornate megaliths in the area function as a calendar?

Symbols give us clues about the beliefs of ancient people. Symbolists have traced the meanings of symbols for centuries. What do they think the following symbols represent: triple spiral, equal-arm cross, owl, egg-shaped stone basin, triangle, and diamond?

Why did ancient people use quartz stones in their constructions?

**Movie Time:** Watch the amazing YouTube film, “Newgrange Stone Age Passage Tomb Boyne Valley, Ireland.” Date of construction?

The ancient Ulster Kings of Ireland were buried in the **Loughcrew Cairns**. Describe the landscape setting for these elaborately ornamented tombs?

What do the symbols inscribed on the rocks of these burial tombs tell you about the religious beliefs of people living more than five thousand years ago?

Were the religious beliefs of ancient Irish people comparable to the beliefs of North American people who built the stone chambers?

Discuss the solar alignments of Cairn T and Cairn L in the Loughcrew complex. Note the building dates of these astronomically aligned cairns. They are considerably older than the North American chambers.

What similarities do you observe between the North American chambers and the Irish passage tombs? Did European architectural styles diffuse to America, or did America’s native people develop their stone constructions in isolation without foreign influence?



Do you think that Celtic people made contact with North America's native people? Why?

The oldest remains of a Neolithic village in Europe are at Scara Brae in Scotland's **Orkney Islands**. Describe this village. (p. 29)

What is remarkable about Maes Howe and the Ring of Brogar?

(pp.29-32) Dr. Credo Mutwa, Zulu tribal historian and witch doctor of the highest grade, was able to interpret the meaning of some New England megalithic sites and Ogam writing, Why could a South African Zulu know these things?

What information did Dr. Mutwa write on his Zulu instructional slate pictured on page 31?

**Map Study:** Locate the following places: Ireland's Boyne River Valley and Loughcrew Hills, Scotland's Orkney Islands, South Africa.

**Extra Credit:** Search the internet for Loughcrew Cairns, Ireland, and learn more about these Stone Age tombs.

## Chapter III – “Native American Writing Systems”

**Discussion:** (pp. 33-41)

Many Native Americans developed writing systems. What constitutes a writing system? How did native people develop their writing systems?

Linguists estimate that Native Americans spoke 100-150 languages and numerous dialects. Why were there so many languages?

Describe the method a decipherer follows to decipher and translate unknown inscriptions. ( p. 34)

What is one way that missionaries tried to Christianize Native Americans?

The **Micmac tribe** of Nova Scotia and eastern Canada developed a hieroglyphic writing system. They speak an Algonquian dialect that is based on the Algonquian language group. (p. 34)

Was the Micmac writing system in use when French missionaries reached North America? What did the missionaries report?

**Essay:** Discuss the theories presented for the origin and development of Micmac hieroglyphics. Gather, organize, and present these theories in a concise essay of 200-400 words. Give **your opinion** about the origin and development of Micmac writing. (See tips for writing essay questions and articles.)

The **Cree** people developed a significant syllabary to write the words in their language, an Algonquian dialect. Several theories have been advanced to explain how their syllabary developed.

According to Cree linguist, Buff Parry of the western branch of the Cree, the Cree language had three levels of development. What are they?

Iron Thunderhorse, **Quinnipiac** chief and Algonquian linguist, and historian Kathleen Bragdon have another explanation for the Cree syllabary. What is it?

Methodist missionary, James Evans, adapted the Cree syllabary to a printable form. Explain the system he devised. It is still being used today to teach school children to write and to preserve their language. (See p. 38)

The **Ojibway** people have a traditional explanation for their syllabary. What is it?

**Write your name** in the Cree Syllabary. and add it to your notebook title page.

(pp. 41-42) What are the **Pennsylvania Ironstones**? (Also called the Susquehanna Stones) Where were they found and by whom?

Dr. Barry Fell hypothesized that Basque speakers from Spain and Portugal influenced the Cree dialect. He translated the characters carved on the Pennsylvania

Ironstones in the Basque and Iberian languages, and explored the idea that Basque and Cree writing systems might be related. What was the basis for his theory? (See p.42) Do you think his theory should be tested?

### **Native American Deeds and Treaties With Colonials** (pp. 47-55)

What was the purpose of pictographic writing, sign language, and “spirit talk?”

Native Americans signed treaties and deeds with Colonial settlers with treaty marks. What did treaty marks represent? Were they a form of writing?

Discuss the **Schagticoke** Deed to New Fairfield, Connecticut. What did Dr. Barry Fell say the Schagticoke signatures represented?

How does Quinnipiac Chief Iron Thunderhorse interpret these signatures?

Dr. James Guthrie proposes that the Schagticoke signatures evolved from the Cypriot syllabary that was used in Cyprus from 700-300 BC, but the characters translate into Algonquian dialects. (Was the Cypriot syllabary a developmental link to the later Cree/Ojibway syllabary that Fell used in his decipherment?)

Guthrie and Fell pursued the Cypriot influence in the signatures on the **Nipmuk** Land Deed of 1681, the **Abnaki** Treaty with the British, and the characters on the Newberry Tablet.

Discuss the Nipmuk signatures on the Nipmuk Land Deed.

What was Fell’s explanation of the Abenaki signatures on the Abenaki Treaty with the British?

Iron Thunderhorse disagrees with Fell’s and Guthrie’s work on these deeds and treaties. What is his explanation for the writing system used by tribal members signing these documents?

Some of the characters in the tribal signatures on the deeds and treaties appear on the **Newberry Tablet**. Discuss the history of the Newberry Tablet, and look closely at the characters on the tablet on page 55. Why did Guthrie make a character sequence analysis of the signs on the Newberry Tablet?

**Map Study:** Locate the following places: Susquehanna River, New Fairfield, CT, Cyprus, Crete, Spain (Iberia), Portugal, Basque territory, Nova Scotia.

**Vocabulary Booklet:** Define the following: DNA (mitochondrial DNA), epigraphy, hieroglyphics, hypothesis, pictographs, syllabary, glottographic

**Special Project:** The deed and treaty signatures and the Newberry Tablet characters offer a rich area for research. Ongoing study and new information is needed. Does decipherment interest you?

## Chapter IV – “America’s Moundbuilders

**Discussion:** (pp. 57-60)

Who were America’s Moundbuilders?

Why did they build large earthen mounds?

Several theories propose the possible origin of the Adena Moundbuilders. What are they?

Mounds have been erected in many parts of the world. In what ways are they similar to American mounds?

Do you think that America’s Moundbuilders were influenced by the mound architecture of foreign people. or were they erected without foreign influence?

**Essay Question or Article:** This information also could be **debated** with another student, teacher, or parent. (pp. 60-66)

A small inscribed tablet was excavated from the Grave Creek Mound. Do you think it is authentic or fake?

Your answer should include the following information, and the summary will defend your point of view. (Use the 5 Ws and H)

1. Where is the Grave Creek Mound located, and what other earthen constructions are in the vicinity? Who built the mound, when was it erected, and why was it built?
2. Who excavated the mound? When? Discuss the eyewitness accounts of finding the Grave Creek Tablet.
3. Who said the tablet was a fake? Why?
4. Dr. Barry Fell deciphered the tablet after other people tried unsuccessfully. Do you accept his Southwest Iberic decipherment? Donal Buchanan verified it. Why is Buchanan’s confirmation important?
5. Explain how a funerary tablet with a Southwest Iberic inscription could have been placed in an Adena mound that is dated at 100 BC?
6. In what time period was the Southwest Iberic script used?
7. Additional Southwest Iberic tablets were discovered at later dates. Fell and Buchanan deciphered these. Name the tablets, and state why they are important.
8. Why is the Grave Creek Tablet unavailable for study?
9. Summarize your findings including your argument about whether the Grave Creek Tablet is authentic or fake.

## The Hopewell

**Discussion:** (pp. 66-70)

Who were the Hopewell? Where do archaeologists suggest these Moundbuilders originated?

Why do archaeologists say the Hopewell had a “cult of death?”

The Hopewell artifacts show that Hopewell traders had a vast network. How extensive was their trading area?

Do you think Hopewell traders made contact with foreign people in addition to America’s native people? Why?

Local residents and archaeologists excavated Hopewell mounds finding distinctive objects that have been associated with this mound group. These artifacts include some controversial tablets inscribed with Old Hebrew inscriptions.

Describe the **Decalogue Tablet**. What is the Decalogue?

Who found the Decalogue Tablet, and what happened to him as a result?

Who deciphered the Decalogue Tablet, and what was its content?

The Bureau of Ethnology unearthed the **Bat Creek Tablet** in Bat Creek Mound (now destroyed) in Loudon County, Tennessee. Discuss the inscription on this tablet and its decipherment. How is the Bat Creek Tablet dated?

**Resolve It!** You are in charge of resolving a controversy about whether the Bat Creek Tablet inscription is Paleo-Hebrew, Judean, Cherokee, or a “planted” copy of a Masonic inscription. <sup>14</sup>C dating of the wooden ear spools found on a skeleton and dating of the Hebrew letter forms inscribed on the tablet are important!

Search the internet for the Bat Creek Tablet, and be certain to visit the following web sites. Dr. J. Huston McCulloch made a detailed study of the Bat Creek Tablet. Start with his web site and continue with critics of the decipherment.

**Bat Creek Inscription by j. Huston McCulloch** (Ohio State University)

**Bat Creek Inscription by Robert Mainfort and Mary Kwas**

**Bat Creek Inscription on Wikipedia** – If time permits read the details about the Bat Creek Mound excavation.

(pp. 70-74) The **Los Lunas Inscription** is inscribed on a large boulder at the base of Hidden Mountain near Los Lunas, New Mexico. Hebrew linguists agree on the translation of the Hebrew inscription. What does the writing say? Was the Hidden Mountain landscape suitable for human occupation?

Discuss briefly the **Pinnacle Hill**, Connecticut, Hebrew inscriptions. Who reported them? What is a possible date for inscribing them? What do they say?

Mound surveying and mound astronomy are ongoing projects. What did James Marshall learn from his Hopewell mound and earthwork surveys?

David A. Berry and Theodore C. Bauer published a preliminary study of the astronomical alignments of mound and earthworks in 1987. Discuss what they learned from their measurements in the Marietta, Ohio, vicinity.

What was the purpose of **figural mounds**?

The **Great Serpent Mound** in Adams County, Ohio, is the best known figural mound in the United States. Describe it and its possible meaning.

The "**Gridiron**" is Ohio's most unusual earthwork. How was it named, and what did several researchers think it represented?

**Map Study:** Locate the following places: Moundsville, WV, Ohio River, Marietta, Ohio, Loudon County, Tennessee, Los Lunas, New Mexico

**Vocabulary Booklet:** Adena, Decalogue, ethnology, funerary tablet, Hopewell, menorah, phylactery, zodiac

## Chapter V – The Sun Kings and the Southern Cult

**Discussion:** (pp. 77-78)

Who were the Sun Kings? Where and when did they rule?

Describe the sun temple.

Mississippians built flat-topped temple mounds. To what constructions are flat-topped mounds architecturally similar?

What jobs did Mississippian people perform to sustain themselves and their villages?

Traders along the Mississippi River and its tributaries exchanged more than trade goods. What were some of the cross-cultural exchanges? How did traders speaking different languages communicate?

Who was Hernando DeSoto? Why did he explore in America?

You are introduced to some Southeast Indian words that define tribal beliefs and customs. Review the following:

Coshafa– co= moon; shafa= people: The moon people identifies Yuchi Indians.

Chechi – Administrative kings

Lady of Coshafachechi – Chechi of the moon people. (notice how words are strung together to express a new word or to expand a definition) Her rise to power was **matrilineal**. Explain this cultural practice.

Shawano and Shawanogee – sha = serpent/bird; wano = people; gee = earth. The serpent/bird represented the union of earth and sky. The Shawanogee were the Sun Kings, who formed a dynasty of twelve tribes.

**Activity:** Now you do it! Write an English word of three or more syllables that strings several words together? Create a new word stringing several words together.

Monk's Mound located at **Cahokia Mounds Historic Site** in East St. Louis, Illinois, is the largest earthen structure in the United States. What is its size?

**Search** the internet to find a map of Cahokia Mounds and to learn additional information about this pre-Columbian Mississippian site.

How do the Cahokia sun circles function astronomically to record the passage of time and seasons?

**Ceremonies and Symbols:** (pp. 79-84)

**Essay:** Describe the **Green Corn Ceremony** and the Square Ground where it is performed. How does the Green Corn Ceremony compare to the Jewish Festival of the Booths? (pp. 79 and 83-84)

What is the significance of the Sacred Fire?

What do the following symbols signify?

Equilateral cross in a circle

Falcon or hawk

Eagle Being (called Cosha)

Serpent

Bird-serpent people

Thunderbird

Eye in hand

Rattlesnake disk

Square and number 4

Who was Quetzlcoatl? How is he comparable to the Shawano? (p. 80)

The snake was symbolic in many cultures. How was the snake represented in the following cultures:

Native American medicine sticks

Caduceus

Oracle of Delphi

Egyptian crown

Mother Goddess

Minoan snake priestess of Crete

Yuchi women's ribbon dance

Yuchi "shutting the door" night dance

Bees and butterflies were symbolic in many cultures. Discuss the bee and other symbols on the Yuchi bee belt. Who concealed and preserved the bee belt on the "Trail of Tears" when the Yuchis were removed to Oklahoma.



What is the **Order of the Four Roads**, and how does it compare to **Freemasonry**?

What authorities have made this association? (pp. 84-85) Who were the leaders of the Order of the Four Roads?

What is the Grand Medicine Society?

Who spoke the “Red Man Language?”

According to Chief Samuel W. Brown, Jr. what is the historic role of the Yuchi people? What is your understanding of his quoted statement on the bottom of page 85?

**Vocabulary booklet:** Define the following:

caduceus, cartouche, confederation, cuneiform, freemason (mason), gorget, lingua franca, manitou, oracle, phonetics, Sanskrit, wampum belt, Yuchi

**Southeastern Inscriptions and Syllabaries:** (pp. 86-91)

Who identified the characters on the Metcalf Stone? What are his qualifications, and what did he say the characters could represent?

Describe the Hearne Tablet? Who identified the date and the purpose of the cuneiform inscription?

What is the Chief Joseph Tablet? Where was it found? Who translated the cuneiform inscription? What was the purpose of this tablet?

Describe the Etowah Mounds inscribed shell disk. Who was involved in its excavation? Who identified the inscription on the Etowah disk? Who deciphered the inscription, and what is the English translation?

**Debate:** You are preparing to debate the origin of the **Cherokee syllabary**. (pp. 88-91) You need to be well-prepared to make a convincing argument. Take a position and defend it. Find another student, teacher, or parent to debate with you.

Here are the key points you want to cover:

1. Cherokee Chief Sequoyah is credited with inventing the Cherokee syllabary. What were the circumstances?
2. What do Cherokee linguists say about the origin of the syllabary and their language?
3. Dr. Barry Fell compares the Cherokee syllabary to an ancient writing system from Cyprus. Is this the original source?

4. Dr. Joseph Mahan compares the Cherokee syllabary to several ancient writing systems. What are they?
5. What does Traveller Bird claim about the origin of the Cherokee writing system and how Sequoyah may have developed it? Traveller Bird said that Sequoyah was persecuted for making the writing system public? Why?
6. Sequoyah taught the Cherokee people the 85 character writing system so they could read and write in their language. Why did this anger Cherokee traditionalists?
7. The syllabary was adapted to print type. What advantage was this to missionaries and to the Cherokee people?
8. What information did Scottish fur trader James Adair contribute?
9. What information did anthropologist James Mooney contribute?
10. What information did Potawatomi Chief Shup Shewana contribute?

### What was the **Keetoowah Society**?

Identify the Ani Kutani. Why did they fall out of favor with Cherokee people?

What are the sacred wampum belts?

Chief Redbird Smith taught the Cherokees by interpreting information on the sacred wampum belts. What was Redbird Smith's message about religion?

The **Four Mothers Society** preserved the traditions and ceremonies of the Southeastern Indian tribes. Name the five "civilized" tribes. What was their religious outlook?

### **The Inca Syllabary:** (pp. 93-99)

Who were the Inca?

Specialized Inca weavers wove poncho-type garments called uncus for the Inca emperors of Peru. The uncus were decorated with geometric designs called tocapu. Tocado designs also were painted or incised on pottery.

Who began to decipher the tocapu designs? What other epigraphers became involved, and what were their contributions?

### **The Padre Carlo Crespi Collection:** (pp. 99-100)

Padre Carlo Crespi was a missionary in Ecuador. He assembled a large artifact collection. Why is it controversial?

Why did history professor and Inca scholar Dr. Warren L. Cook and historical photographer Warren W. Dexter travel to Ecuador to meet Padre Crespi? Why did they continue their research in Algeria and Tunisia?

What is the Masinissa Plaque, and why is Dr. Fell's decipherment important?

**Map Study:** Locate the following:

Cahokia, Illinois, Crete, Egypt, Peru, Ecuador, Tunisia, Algeria

**Field trip suggestions:** Check information on internet.

Etowah Indian Mounds – Cartersville, GA

Ocmulgee National Monument – near Macon, GA

Columbus Museum – Columbus, GA

## Evidence of Norse Contact – Chapter VI

**Discussion:** (pp. 103-116)

Norse people have migrated to North America for centuries. Norse sagas relate their migration journeys. In addition, internet web sites are reporting historic and linguistic information about Norse settlements in North America. Let's EXPLORE them!

Where is L'Anse-aux-Meadows? What did archaeologists find there that proved it was a Norse settlement?

Who was Leif Ericson?

Rieder T. Sherman made extensive comparisons of Norse and Algonquian vocabularies. What theory did he develop from his language studies? Norse and Iroquoian words also are comparable. (pp.104-105)

**Explore** Dr. Myron Paine's web sites that support his theory that the Lenape people were Norse Catholics who walked across the frozen sea from their homes in Greenland to Northeast Canada. Search the internet under the heading Frozen Trail to Merica. You will find some fascinating new information to evaluate. (It was reported after CONTACT WITH ANCIENT AMERICA was published.) Take some notes about the main points in Dr. Paine's theory.

(pp. 105-108) **Peterborough Petroglyph Park** in Ontario Province, Canada, has extensive rock carvings that some scholars say show Old Norse influence.

Who inscribed the Peterborough petroglyphs?

Ojibwa tribal members are keepers of the sacred site. How do they interpret the rock inscriptions?

Who are the mid`ewiwin?

What spiritual beliefs and practices depicted on the petroglyphs compare to Norse beliefs and practices? Boats? Cosmic tree of life?

Dr. Barry Fell said that ancient Tifinag and Ogam characters are interspersed with figural carvings, and he translated some of the inscriptions. What Norse gods are identified by Fell's translations, and how do they compare to Algonquian gods?

What were some of Dr. David Kelley's reservations about Fell's translations and interpretations?

Why do the Ojibwa keepers of the petroglyphs reject Fell's epigraphic interpretations?

**Copper** has been mined in the Upper Michigan Peninsula since ancient times. What archaeological evidence shows the extent of this mining?

What is the possible reason for mining huge amounts of copper in Upper Michigan especially during the European Bronze Age?

### **Runestones** (pp.109-113)

What are runes?

What is the **Kensington Runestone**? Who discovered it? Where?

In what language is the Kensington Runestone translated?

What does the runic inscription say?

Who established the authenticity of the Kensington Runestone and dated it?

**Internet:** Search on YouTube for the **Kensington Runestone**. Follow the controversy about its authenticity, and Richard Nielsen's and Scott Wolter's extensive research on the runes and the geology of the stone. Take notes.

Who found the **Spirit Pond Runestones**? Where and when did he find them?

Why are the Spirit Pond Runestones controversial?

Four competent Norse epigraphers attempted to translate the Spirit Pond Runestones. Compare their translations on pp. 111-113. The information in each translation is similar, but details differ. How does this happen in the translation process?

**Important Note!!** A decipherer uses three basic steps to break an inscription. First, the characters must be **identified** in a known writing system. This can span centuries as writing systems change. Second, the characters must be **transcribed** into the ancient language in which they are written. Third, the ancient language is **translated** into a known language and finally to modern English. This final step has considerable latitude. The decipherer must try to correctly interpret the ancient language because English words may not express the intended meaning. The setting where the inscription is located and the time period when it was written are clues to decipherment. (see p. 34)

Read pp. 114-116. The **Newport Tower** has a long and controversial history. Two main theories have been debated about who built the tower and its purpose.

Discuss the windmill theory and why it has been disproven.

Discuss the round church and monastery lavabo theory.

Discuss the William Penhallow group's astronomical discoveries.

Newport Tower investigations are ongoing. Where would you focus your efforts to solve the mystery of who built the tower and why it was erected?

**Map study:** Locate the following: Norway, Ireland, Iceland, Greenland, L'Anse-aux-Meadows in Labrador, Newfoundland, Hudson Bay, Peterborough Petroglyphs Park in Ontario Province, Canada

**Vocabulary Booklet:** Algonquian, icon, Manitou, Lenape, mid`ewiwin (mid`e), Ojibwa, saga, rune (runic), Tifinag

**New England Field Trips:**

America's Stonehenge: North Salem, NH

Greater Gungywamp complex, Groton, CT

Maine State Museum (Spirit Pond runestones)

Newport, RI: Newport Tower

NEARA semi-annual conferences. See web site for location, speakers, and field trips

## Was Ogam the Sacred Script – Chapter VII

**Discussion:** (pp. 119-135)

What is proto-Ogam?

What cultural practices suggest that Ogam writing could be a sacred script?

How does Irish Ogam differ from North American Ogam?

Review the Ogam Consaine alphabet on page 11 and some of the many forms of Irish Ogam on page 120. How are vowels represented in Irish Ogam? In Ogam Consaine?

**Internet:** Search on YouTube for a 15 minute presentation, “Flat Ogam is Legit.”

How do many archaeologists explain the linear markings on North American petroglyphs?

Dr. Barry Fell began deciphering short American Ogam inscriptions in 1976. What are some obstacles to translating North American Ogam?

Decipherment often depends upon chronology – the time period when known languages were used. How have Ogam inscriptions been dated?

Archaeologist Marija Gimbutas, a recognized expert in Old European artifacts and history, said the **Windmill Hill** amulet resembles other artifacts decorated with the sacred script of the Mother Goddess. What is her proposal for the development of a sacred script?

Celtic priests adopted Ogam as a sacred script. Discuss their use of Ogam.

Druid priests of England and Ireland communicated secretly by using the Ogam alphabet. They have been credited with naming the letters of the Ogam alphabet. The letters weren't called the ABC's. What were they named?

**North American Ogam Inscriptions:** (pp. 123-135)

What is the **Blanchard Stone**, and where is it located? Why is the Blanchard Stone associated with Native Americans?

Decipherers have translated North American Ogam from a number of foreign and Native American languages. What does this suggest about cultural contact?

What are the guidelines to correctly identify an Ogam inscription?

**West Virginia Petroglyphs:** (pp. 125-129)

Local people knew about the **Wyoming County, WV** petroglyph for many years. Who brought the petroglyph to public attention?

How did Ida Jane Gallagher and Dr. Barry Fell become involved with the West Virginia Ogam petroglyphs?

Dr. Barry Fell translated from Old Irish to English the lengthy Ogam inscription on the Wyoming County, West Virginia petroglyph. What event is described in his translation?

How did the Chi Rho (XP) symbols help Fell translate the inscription and estimate a possible date for the site? Do the Chi Rhos provide a clue about who wrote the inscription?

The Horse Creek and Beard's Fork petroglyphs also have Christian messages. What were Dr. Fell's translations of these petroglyphs?

West Virginia Ogam inscriptions need further study by decipherers and archaeologists. Why? These petroglyph sites are unprotected and must have historic preservation.

Why did archaeologists attack archaeologist Robert Pyle, WONDERFUL WEST VIRGINIA magazine editor, Arnout Hyde, Dr. Barry Fell, and Ida Jane Gallagher?

### **Southwest Astronomy and Ogam Inscriptions:** (pp.129-135)

On the equinox petroglyphs in **Crack Cave** are illuminated by the rising sun. Who recognized and translated the Ogam inscriptions inside this narrow cave? What event is forecast when the inscriptions are translated?

**Anubis Caves**, a series of five adjoining caves in the Oklahoma Panhandle, are named for a figural carving in cave #2. Who recognized the figure and gave the caves their name?

The Ogam inscriptions and figural carvings in Anubis Caves describe the sacred astronomy that takes place there twice a year. What are the solar events?

Describe what happens in cave #3 when the sunlight and shadows move across the "Six Months Inscription." Who translated the inscription, and what does it say?

Who was Mithras? How do Philip Leonard and Donal and Ann Buchanan link the sun god Mithras to the events in Cave #2?

**Internet:** Go to the web site [www.archaeoastronomy.com](http://www.archaeoastronomy.com). Click on **Old News** in the top bar. Watch short clips of Crack Cave and Anubis Caves, and meet the explorers that found and recorded these sites. The news reports on the top bar document the sites. Take notes that will help you with the following description of the "Silent Opera."

**Write a chronological description** of the "Silent Opera," the name given to a series of light and shadow movements in cave #2 at sunset on the equinox. Include in your description the figure with the rayed-head, the jackal figure, and the setting sun.



Where is the **Milk River Pillar**? What is a hoo doo?

Warren W. Dexter photographed the Milk River Pillar and sent pictures of the Ogam inscription to Dr. Barry Fell for translation. What was Fell's initial reading of the inscription?

What Native American traditions are mentioned in Dr. Fell's translation?

**Do you think the Ogam alphabet was used to record sacred information?**  
Support your answer with details from CONTACT WITH ANCIENT AMERICA.

**Map Study:** Locate the following places. England, Scotland, Hadrian's Wall, Lake Champlain, West Virginia, Colorado, Oklahoma Panhandle, Alberta, Canada, Milk River

**Vocabulary Booklet:** Define the following:

augur and augury, Chi Rho, druid, Etruscan, jackal, Mithras, Ogam Consaine, omen, rebus, secular

**Extra Credit:** Watch the YouTube presentation, "Sun Dagger Explorer" to see how native people from Chaco Canyon, New Mexico, marked the passage of time. Think of the years of onsite research that were required for Anna Soafer's team to understand the carvings on this petroglyph. What happens to unprotected sites? How has the Sun Dagger site been preserved for people to study it?

**Research Project:** Write a news article on your selected topic for publication or to share with other students on your homeschool web site or with teacher and friends. Helpful suggestions are in the lesson plans for weeks 17 and 18.

**Hurrah! You have completed your study of CONTACT WITH ANCIENT AMERICA.**

