



Grade 04 Social Studies Unit 02 Exemplar Lesson 02: American Indians in Texas

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

Lesson Synopsis

This lesson provides students with an opportunity to learn about the lives of American Indians in Texas prior to European exploration. Students analyze primary and secondary documents to compare the political, economic, and social systems of groups of early Indians in Texas.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

- 4.1** *History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:*
 - 4.1B** Identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano.
 - 4.1C** Describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.
 - 4.1D** Compare the ways of life of American Indian groups in Texas and North America before European exploration.
- 4.6** *Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:*
 - 4.6A** Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.
- 4.10** *Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:*
 - 4.10A** Explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting.
- 4.14** *Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:*
 - 4.14A** Compare how various American Indian groups such as the Caddo and the Comanche governed themselves.

Social Studies Skills TEKS

- 4.21** *Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:*
 - 4.21C** Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 4.22** *Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:*
 - 4.22B** Incorporate main and supporting ideas in verbal and written communication.
 - 4.22D** Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 04 Social Studies Unit 02 PI 02

Create a pictorial representation, such as a pictogram (pictograph) describing one of the major American Indian groups in Texas. The pictogram should describe their political, economic, and social systems. In a series of call-out boxes on the pictogram, explain what makes this group similar and different from other groups in Texas during the same time period.

Standard(s): 4.10A , 4.14A , 4.21C , 4.22D

ELPS ELPS.c.1A

Key Understandings

- The desire to meet basic needs and wants motivates people to adapt to and modify the environment.
 - How did the economic, political, and social way of life of American Indian groups in Texas compare prior to European exploration?
 - What were the basic economic activities used by American Indian groups to meet their needs and wants?

Vocabulary of Instruction

- economic system
- political system
- social system
- confederation
- moral code
- culture
- nomadic
- sedentary

Materials

- a variety of primary and secondary sources about American Indian groups in Texas and North America before European exploration
- Children's books about American Indians before European exploration
- Room labels for the four regions of Texas

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

-  [Handouts: Reading Cards \(1 cut apart strip per group\)](#)
-  [Handout: Note Cards \(1 set per student\)](#)
-  [Teacher Resource: Note Cards KEY](#)
-  [Handout: Comparison Cards \(1 cut apart card per student\)](#)
-  [Handout: American Indian Comparison Chart PI \(1 per student; 2 pages\)](#)

Resources

- Texas State Historical Association: Handbook Online - www.tshaonline.org/handbook/online
- Texas Handbook Online: www.tshaonline.org/handbook/online

Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare materials and handouts as needed.

Background Information

This lesson will focus on the political, economic, and social characteristics of American Indian groups in Texas. Each group was unique because of the cultural diversity among the various groups and where they lived. Their culture was the foundation of the early development of Texas.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are

Suggested Duration: 5 days

one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

INSTRUCTIONAL PROCEDURES

<p>ENGAGE – Access prior knowledge of American Indian groups in Texas.</p>	<p>Suggested Day 1 - 10 minutes</p>
<p>1. Students tap into their background knowledge about the characteristics of American Indian groups by participating in a Step Out activities.</p> <ul style="list-style-type: none"> • Students line up along a wall. • Students step forward if they believe the statement read is true; they should remain where they are if they believe the statement is false. • Read aloud the statements below about American Indian groups in Texas (that students step forward or remain in place as they think the statement is true or false). <ol style="list-style-type: none"> 1. The Comanche and Apache were fierce warriors. <i>(True)</i> 2. American Indian groups respected the earth. <i>(True)</i> 3. All American Indians Texas lived in tepees. <i>(False)</i> 4. The Caddo were primarily farmers. <i>(True)</i> 5. The Karankawa tattooed their entire bodies. <i>(True)</i> 6. The Jumano lived along the Colorado River. <i>(False)</i> 7. Comanche were the friendliest American Indians in Texas. <i>(False)</i> 8. Horses were always used by American Indians in Texas. <i>(False)</i> <p>2. After students have finished "stepping out," review the statements and correct the false statements and state the objective of the lesson.</p> <p>3. Facilitate a brief discussion of prior content knowledge students have of characteristics of the American Indians in Texas.</p>	<p> Misconceptions</p> <p>Students often do not realize that American Indians in early Texas were not introduced to the horse until the arrival of Europeans. This unit focuses on American Indian groups in Texas prior to the arrival of Europeans.</p>
<p>EXPLORE – Political, Economic, Social Characteristics of American Indian groups in Texas</p>	<p>Suggested Day 1 - 40 minutes</p>
<p>1. Facilitate a discussion to help students recognize economic, social, and political systems that characterize civilizations and influence the way groups organize themselves.</p> <ul style="list-style-type: none"> • Economic System – How groups make a living and exchange goods and services. • Social System – How groups live their life (culture); includes language, religion, customs, celebrations, homes, dress, etc. • Political System – How groups are governed <p>2. Organize students into pairs or small groups of four or fewer.</p> <p>3. Distribute to each pair/group one of the cut-apart strips of the Handout: Reading Cards.</p> <p>4. Distribute to each individual a set of the Handout: Note Cards.</p> <p>5. Make available a variety of primary and secondary sources about American Indian groups in Texas and North America before European exploration.</p> <p>6. Students, working together, investigate information about American Indian groups using the Handout: Reading Cards and other reliable resources and fill in the Handout: Note Cards.</p>	<p>Materials</p> <ul style="list-style-type: none"> • a variety of primary and secondary sources about American Indian groups in Texas and North America before European exploration <p>Attachments:</p> <ul style="list-style-type: none"> • Handout: Reading Cards (cut apart, 1 strip per group) • Handout: Note Cards (1 set per student) • Teacher Resource: Note Cards KEY <p>Purpose: Students gather information about the political, economic, and social systems of American Indians in early Texas.</p>
<p>EXPLAIN – Compare American Indian groups in early Texas</p>	<p>Suggested Day 2 - 20 minutes</p>
<p>1. Students compare American Indians in early Texas.</p> <p>2. Post signs to label sections of the room as the regions of Texas.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Room labels for the four regions of Texas

Suggested Duration: 5 days

- Coastal Plains
- Great Plains
- North Central Plains
- Mountains and Basins

- Distribute to each student one Comparison Card that describes a characteristic of an American Indian group (see Handout: **Comparison Cards**).
- Students refer to their Handout: **Note Cards** and then move to the area of the room that matches the characteristic on their Comparison Card.
- In their groups, students discuss how their Indian groups are similar and different.
- As a classroom, have a discussion asking the following questions.
 - **What are the characteristics of the Indians that live in a particular region?**
 - **How are the Indians in Texas different from each other? How are they the same?**
 - **What is the relationship between the region of Texas and the Indian group that lives there?**

Attachments:

- Handout: **Comparison Cards** (cut apart, 1 card per student)

ELABORATE – Texas Indian culture in literature.

Suggested Day 3 - 50 minutes

- Students read, or the teacher reads, one or more children’s books about American Indians before European exploration to identify cultural traits in Texas Indians.
- Students draw and complete the following graphic organizer.

Materials

- Children’s books about American Indians before European exploration

<i>Book Name</i>	
<i>Book Analysis</i>	
1. <i>Do you think the Indian group lived (lives) in Texas?</i>	
2. <i>What makes you think the Indian group in the book lived in Texas?</i>	
3. <i>Which Texas Indian does this book describe?</i>	
4. <i>In which region of Texas does this Indian group live?</i>	
5. <i>What political characteristics of the Indian group are described in the book?</i>	
6. <i>What economic characteristics of the Indian group are described in the book?</i>	
7. <i>What social characteristics of the Indian group are described in the book?</i>	

EVALUATE – Compare American Indian groups in early Texas

Suggested Day 4 – 50 minutes

Grade 04 Social Studies Unit 02 PI 02

Create a pictorial representation, such as a pictogram (pictograph) describing one of the major American Indian groups in Texas. The pictogram should describe their political, economic, and social systems. In a series of call-out boxes on the pictogram, explain what makes this group similar and different from other groups in Texas during the same time period.

Standard(s): 4.10A , 4.14A , 4.21C , 4.22D

ELPS ELPS.c.1A

Attachments:

- Handout: **American Indian Group Comparison Chart PI** (optional, 1 per student; 2 pages)

Possible, Optional Resources:

- Texas State Historical Association: Handbook Online www.tshaonline.org/handbook/online

Suggested Duration: 5 days

1. Students demonstrate their understanding of the way of life of American Indian groups in Texas to each other by creating a drawing describing one of the major American Indian groups in Texas, including their political, economic, and social systems.
2. Students include call-out boxes (a square to write in with an arrow to the component of the drawing being described) to provide information that identifies and explains similarities and differences between groups.
3. Use a rubric to assess student work.
4. If desired, post the pictograms and do a gallery walk.

Instructional Note:

If desired, provide students the Handout: **American Indian Group Comparison Chart PI** to use to complete the task.

Reading Cards

American Indians of Texas READING CARD	American Indians of Texas READING CARD
Apache	Comanche
<ol style="list-style-type: none"> 1. Nomadic 2. Lived in villages of tepees 3. Made up of two groups called the Lipan and Mescalero Apache 4. Hunted buffalo 5. Led by warrior chiefs 6. Skillful warriors who could shoot many arrows very quickly 7. Pierced their left ear with six to eight holes 8. The men would grow the hair on their right side very long, sometimes almost to the ground 9. Gardening was important, but soon hunting became more important 10. Strong fear of the dead 11. Language of the Southwest-Athabaskan (Na-Dene) 12. Religion was related to ceremonial dances that tied them to the natural world 13. Lived in the southern part of the Great Plains 14. Traded animal hides and other goods they produced 	<ol style="list-style-type: none"> 1. Nomadic and lived in tepees 2. Horses were a central part of their culture after Europeans arrived in the New World 3. Believed spirits gave them special powers 4. Would not eat food if a person's shadow fell on it while it was cooking 5. Scalped their enemies as a symbol of strength and to keep the person's soul from going to an afterlife 6. Traded animal hides, beads, and stolen goods between tribes 7. Followed a moral code (a set of rules) defining right and wrong 8. Decorated their body with bright colors of paint and tattoos 9. Had long hair 10. Men wore headdresses of buffalo horns 11. Language was Uto-Aztecan 12. Roamed the Great Plains 13. A war chief, peace chief, and a council were elected to lead each tribe 14. Hunted buffalo and other large animals

American Indians of Texas READING CARD	American Indians of Texas READING CARD
<p style="text-align: center;">Caddo</p> <ol style="list-style-type: none">1. Sedentary (lived in one place)2. Richest and most advanced of all Texas Indians3. Farmers4. Matrilineal (traced their descent only through their mother's family)5. Made beautiful pottery, rugs, baskets, and wall hangings that they traded with other tribes6. Used different fishing methods such as hooks and trotlines7. Used modern farming methods such as crop rotation8. Women treated with more dignity than women from other American Indian groups9. Members greeted outsiders with tears and wailing noises that sounded like crying, but were friendly10. Lived in dome-shaped huts11. The word "Tejas" came from the Hasinai language12. Believed in a supreme God13. Lived in East Texas14. Governed by confederacies (leagues of about 25 tribal groups) and led by elected leaders	<p style="text-align: center;">Jumano</p> <ol style="list-style-type: none">1. Sedentary (lived in one place)2. Peaceful people3. Had long droughts (little rain) so farming was difficult4. Built irrigation canals to water their crops of corn, squash, beans, and other vegetables5. Hunted small animals6. Lived in pueblos (Spanish for villages) and their homes were made of adobe (mud bricks)7. Entire families lived in one big room8. Language was Tiwa9. Believed in pledging friendship10. Lived along the Rio Grande near present day El Paso11. Joined other tribes and were gone soon after the Europeans arrived

**American Indians of Texas
READING CARD**

Karankawa

1. Nomadic
2. Moved around in small bands of 30-40 people and led by an elected leader, no central governing system
3. Painted their body with bright colors, some thought they were scary looking
4. Tattooed and pierced their bodies
5. Lived in semi-permanent shelters in winter and were more nomadic in summer
6. Tall and muscular
7. Traded foods, beads, pottery
8. Children draped Spanish moss about their shoulders and wore deerskin skirts
9. Children were given two names to protect them from danger while growing up
10. Spoke a little-known language called Karankawa
11. Rubbed alligator fat over their body to keep insects away
12. Lived along the coast of Texas

Note Cards

American Indians in Early Texas

Caddo

Write two facts that describe the systems of the Caddo Indians, draw a picture representing the Caddo, and identify the region where the Texas Caddo lived.

Political System

How did they govern themselves?

Economic System

How did they provide for their tribe? How did they exchange goods and services?

Social System

What was their culture?
How did they live?

Draw a picture to describe these American Indians

Shade the region they lived in.



American Indians in Early Texas
Comanche

Write two facts that describe the systems of the Comanche Indians, draw a picture representing Comanche, and identify the region where the Texas Comanche lived.

Political System

How did they govern themselves?

Economic System

How did they provide for their tribe? How did they exchange goods and services?

Social System

What was their culture? How did they live?

Draw a picture to describe these American Indians

Shade the region they lived in.



American Indians in Early Texas

Apache

Write two facts that describe the systems of the Apache Indians, draw a picture representing Apache, and identify the region where the Texas Apache lived.

Political System

How did they govern themselves?

Economic System

How did they provide for their tribe? How did they exchange goods and services?

Social System

What was their culture?
How did they live?

Draw a picture to describe these American Indians

Shade the region they lived in.



American Indians in Early Texas

Karankawa

Write two facts that describe the systems of the Karankawa Indians, draw a picture representing the Karankawa, and identify the region where the Texas Karankawa lived.

Political System

How did they govern themselves?

Economic System

How did they provide for their tribe? How did they exchange goods and services?

Social System

What was their culture?
How did they live?

Draw a picture to describe these American Indians

Shade the region they lived in.



American Indians in Early Texas

Jumano

Write two facts that describe the systems of the Jumano Indians, draw a picture representing the Jumano, and identify the region where the Texas Jumano lived.

Political System

How did they govern themselves?

Economic System

How did they provide for their tribe? How did they exchange goods and services?

Social System

What was their culture?
How did they live?

Draw a picture to describe these American Indians

Shade the region they lived in.



North American Indians before European Exploration

Write two facts that describe the systems of the _____ Indians, draw a picture representing _____, and identify the region of North America where they lived.

Political System

How did they govern themselves?

Economic System

How did they provide for their tribe? How did they exchange goods and services?

Social System

What was their culture? How did they live?

Draw a picture to describe these American Indians

Shade the region they lived in.



Note Cards **KEY**

Suggested Key- Some statements could be in more than one category.

	Apache	Caddo	Comanche	Karankawa	Jumano
Political System	<ol style="list-style-type: none"> Made up of two groups called the Lipan and Mescalero Apache Led by warrior chiefs 	<ol style="list-style-type: none"> Governed by confederacies (leagues of about 25 tribal groups) and led by elected leaders 	<ol style="list-style-type: none"> A war chief, peace chief and a council elected to lead each tribe 	<ol style="list-style-type: none"> Moved around in small bands of 30-40 people and led by an elected leader but no central governing system 	<ol style="list-style-type: none"> Joined other tribes and were gone soon after the time the Europeans arrived Led by elected leaders that represented each tribe
Economic System	<ol style="list-style-type: none"> Gardening was important but soon hunting became more important Hunted buffalo Traded animal hides and other goods they produced 	<ol style="list-style-type: none"> Farmers Made beautiful pottery, rugs, baskets, and wall hangings that they traded with other tribes Used different fishing methods such as hooks and trotlines 	<ol style="list-style-type: none"> Hunted buffalo and other large animals Traded animal hides, beads, and stolen goods between tribes 	<ol style="list-style-type: none"> Traded foods, and beads 	<ol style="list-style-type: none"> Had long droughts (little rain) so farming was difficult Hunted small animals
Social System	<ol style="list-style-type: none"> Nomadic Lived in large villages of tepees Religion was related to ceremonial dances that tied them to the natural world Lived in the southern part of the Great Plains Strong fear of the dead Language of the Southwest-Athabaskan (Na-Dene) Pierced their left ear with six to eight holes The men would grow the hair on their right side very long, sometimes almost to the ground Skillful warrior who could shoot twelve arrows very quickly 	<ol style="list-style-type: none"> Sedentary (lived in one place) Richest and most advanced of all Texas Indians Matrilineal (traced their descent only through their mother's family) Used modern farming methods such as crop rotation Women treated with more dignity than women from other Native American groups Members greeted outsiders with tears and wailing noises that sounded like crying but were friendly Lived in dome-shaped huts The word "Tejas" came from the Hasinai language Believed in a supreme God Lived in East Texas 	<ol style="list-style-type: none"> Nomadic and lived in tepees Horses were a central part of their culture after Europeans arrived in the New World Would not eat food if a person's shadow fell on it while it was cooking Believed spirits gave them special powers Scalped their enemies as a symbol of strength and to keep the person's soul from going to an afterlife Followed a moral codes (a set of rules) defining right and wrong Decorated their body with bright colors of paint and tattoos Had long hair Men wore headdresses of buffalo horn Language was Uto-Aztecian Roamed the Great Plains 	<ol style="list-style-type: none"> Nomadic Painted their body with bright colors, some thought they were scary looking Tattooed and pierced their bodies Lived in wooden huts that were movable Tall and muscular Children draped Spanish moss about their shoulders and wore deerskin skirts Women were in charge of setting up and taking down the houses because they were nomadic Children were given two names to protect them from danger while growing up Spoke a little known language called Karankawa Rubbed alligator fat over their body to keep insects away Lived along the coast of Texas 	<ol style="list-style-type: none"> Sedentary (lived in one place) Peaceful people Built irrigation canals to water their crops of corn, squash, beans, and other vegetables Lived in pueblos (Spanish for villages) and their homes were made of adobe (mud bricks) Entire families lived in big room Language was Tiwa Believed in pledging friendship Lived along the Rio Grande near present day El Paso

Comparison Cards

<p>APACHE Hunted Buffalo</p>	<p>COMANCHE A war chief, peace chief and a council were elected to lead each tribe</p>	<p>CADDO Governed by confederacies and led by elected leaders</p>
<p>APACHE Led by warrior chiefs</p>	<p>COMANCHE Traded animal hides, beads, and stolen goods between tribes</p>	<p>CADDO Farmers</p>
<p>APACHE Nomadic</p>	<p>COMANCHE Scalped their enemies as a symbol of strength</p>	<p>CADDO Traded beautiful pottery, rugs, baskets, and wall hangings</p>
<p>APACHE The men would grow the hair on their right side very long, sometimes almost to the ground</p>	<p>COMANCHE Nomadic and lived in tepees</p>	<p>CADDO Introduced the word "Tejas"</p>
<p>APACHE Skillful warriors who could shoot many arrows very quickly</p>	<p>COMANCHE Hunted buffalos</p>	<p>CADDO Richest and most advanced of all Texas Indians</p>

<p>KARANKAWA Moved around in small bands and led by an elected leader</p>	<p>JUMANO Built irrigation canals to water their crops of corn, squash, beans, and other vegetable</p>	<p>APACHE Lived in tepees</p>
<p>KARANKAWA Nomadic</p>	<p>JUMANO Homes built of adobe</p>	<p>COMANCHE Traded with other Indian groups</p>
<p>KARANKAWA Rubbed alligator fat over their body to keep insects away</p>	<p>JUMANO Sedentary</p>	<p>CADDO Matrilineal</p>
<p>KARANKAWA Tattooed and pierced their bodies</p>	<p>JUMANO Led by elected leaders that represented each tribe</p>	<p>KARANKAWA Tall and Muscular</p>
<p>KARANKAWA Practiced advance farming and fishing techniques</p>	<p>JUMANO Had long droughts (little rain) so farming was difficult</p>	<p>JUMANO Believed in pledging friendship</p>

AMERICAN INDIAN GROUP COMPARISON CHART

American Indian Group _____

Draw picture describing their political system	Draw picture describing their economic system	
Caption	Caption	
Draw picture describing their social system		How does the region they live in contribute to their way of life?
Caption		

<p>American Indian Group _____</p> <p style="text-align: center;">DIFFERENCES</p> <p>1.</p> <p>2.</p>	<p style="text-align: center;">SIMILARITIES</p> <p>1.</p> <p>2.</p>	<p>American Indian Group _____</p> <p style="text-align: center;">DIFFERENCES</p> <p>1.</p> <p>2.</p>
---	---	---

Write a summary sentence comparing the two American Indian groups in Texas in the Venn Diagram.

_____ and _____ are alike because _____

_____ and _____ are different because _____