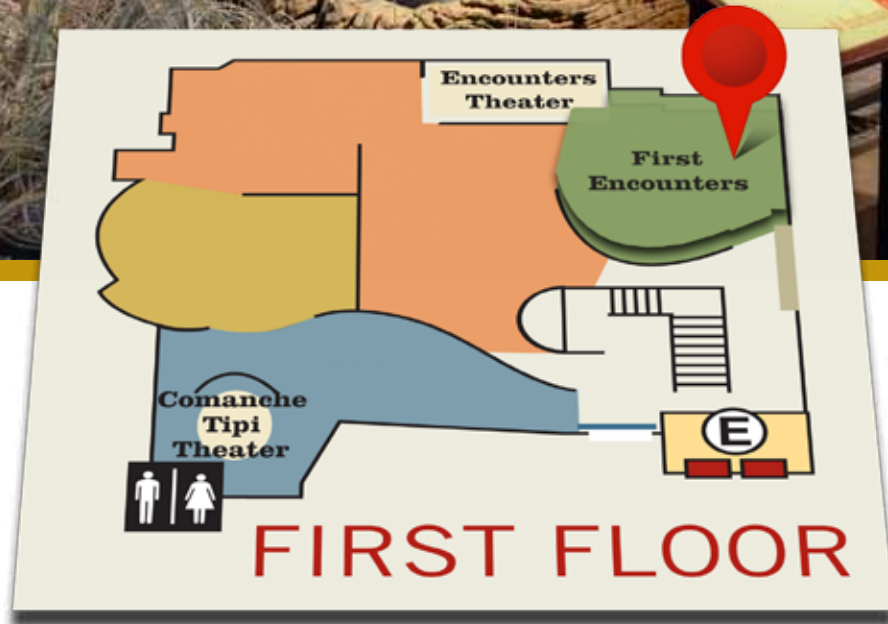
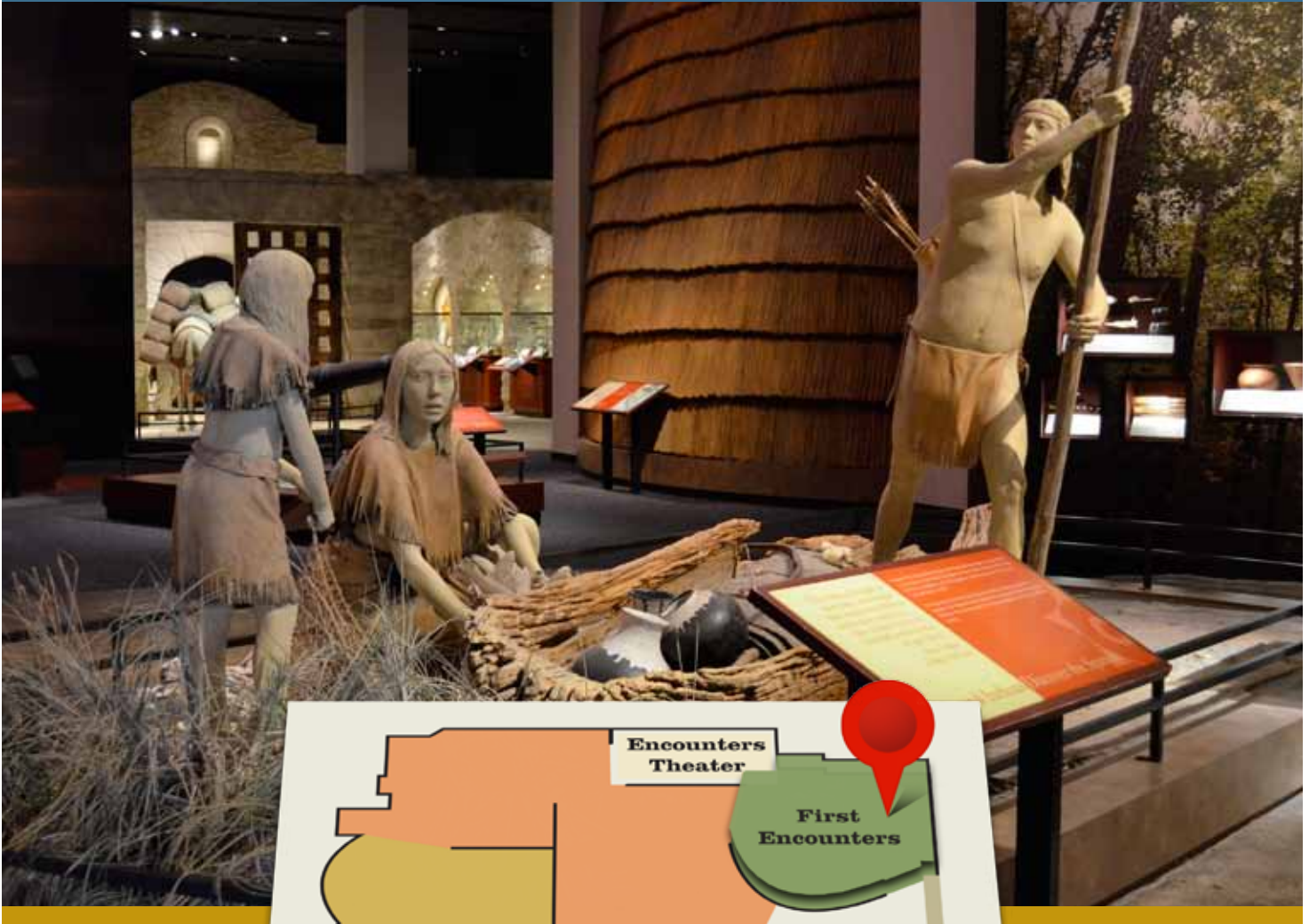


★ CHAPTER ONE ★

ENCOUNTERS ON THE LAND



Overview

Chapter 1: Encounters on the Land begins at the main entrance of the First Floor and includes exhibit areas related to the Karankawa, Caddo, and Apache as well as European explorers. These exhibits represent the time beginning in the early 1500s when many groups of American Indians lived throughout Texas. During their visit, students will determine how the different climates, geography, and resources found in each region of the

state shaped the lives of the people living there. They will examine tools and other items that American Indian groups made from local resources along with examples of objects traded between regional groups.

Karankawa canoe, ca.1800s
Courtesy Texas Archeological Research Labs (TARL),
The University of Texas at Austin
Photo by Hunt Wellborn

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER ONE: ENCOUNTERS ON THE LAND

Student Objectives

- ★ Create tools using natural materials and determine the types of natural resources available to the American Indians in each region of Texas. Showcase artifacts in a class museum exhibit.
- ★ Use observation and inference skills to determine the lifeways of the Karankawa based on the artifacts displayed in the museum exhibit.
- ★ Observe artifacts to compare and record the lifeways of various groups of American Indians living in different regions of Texas.
- ★ Observe and record information and ideas from exhibits representing the 1500s to determine how different groups of American Indians interacted with one another.

Guiding Questions

- ★ What resources were available to American Indians living in the different regions of Texas?
- ★ How did American Indians use natural resources to survive in the different regions of Texas?
- ★ What was life like for the people living in different regions of Texas?
- ★ In what ways did the different American Indian groups depend on each other?

TEKS

(Texas Essential Knowledge and Skills)

§ 113.15.Social Studies, Grade 4

History 4.1B, 4.1C, 4.1D

History 4.7B

History 4.9B

Economics 4.10A

Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D

Social Studies Skills 4.22A, 4.22C, 4.22D

§ 113.19 Social Studies, Grade 7

History 7.2A

Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E

Social Studies Skills 7.22A, 7.22D

§ 74.4 English Language Proficiency Standards

Learning Strategies 1C, 1E

Listening 2I

Speaking 3D, 3E, 3G, 3J

Reading 4G, 4I, 4J, 4K

Writing 5B

Materials

- *Story of Texas Student Journal: Chapter 1: Encounters on the Land*
- materials that represent resources found in the local area such as clay, sticks, rocks, shells, and leaves
- twine

Set the Stage

People inhabited Texas thousands of years before European explorers came to stake their claims on the land. The lives of each American Indian group were shaped by the climate, geography, and resources of the regions in which they lived.

The **Karankawa** lived along the **Gulf Coast**. They hunted and gathered food from the Gulf and coastal prairies such as fish, shellfish, deer, **bison**, and edible plants. The **Karankawa** were nomadic and traveled in groups of forty or fifty people, trading with other groups further inland for materials they could use as tools. They are known for making canoes that could carry an entire family and their possessions. Shelters were mobile and consisted of willow poles covered with animal skins and mats woven from leaves and grasses.

The **Caddo** of East Texas were successful farmers who lived in small villages year round. They also traveled at certain times of the year to hunt **bison**. The **Caddo** traded across the plains and southwest for cotton and turquoise. **Caddo** guarded their territories and often warred with other groups to protect them.

The Southern **Plains** Indians included the **Apache**. They lived in the Texas Panhandle and survived by farming and hunting buffalo. The **Apache** traded across the southwest for corn, turquoise, shells, and obsidian. Before Europeans introduced horses to the region, the **Apache** traveled by foot, using dogs as pack animals.

The **Canyonlands** stretched from the middle Rio Grande to Central Texas. As the name suggests, the land contains canyons and river valleys. The environment could be harsh but offered a variety of edible plants such as wild nuts and small animals such as deer, fish, and an occasional buffalo. People living in the **Canyonlands** used the available resources to make mats, twine, baskets, and nets.

The **Jumano** lived in far West Texas in **pueblos** and villages. They were farmers, growing corn, beans, and squash. They also made pottery, wove cotton for clothes and blankets, and traveled long distances to trade with others. The **Jumano** were known for painting or tattooing their bodies.

American Indian groups were as diverse as the regions of the land that would become Texas. The arrival of Europeans would eventually impact all of the people who lived there.

Vocabulary

Apache Nomadic American Indians who lived in the southern plains; lived almost completely off of the buffalo

Bison Another term for buffalo

Caddo American Indians who lived in East Texas and became successful farmers and bison hunters

Canyonlands Also known as Big Bend Country; stretches from the middle Rio Grande to Central Texas and is marked by canyons, river valleys, plateaus, and desert mountains.

Gulf Coast The coastal region that stretches along the Gulf of Mexico for hundreds of miles. Includes marshes, barrier islands, estuaries, and bays.

Jumano Pueblo-dwelling American Indians living in far West Texas who farmed, made pottery, and wove cotton

Karankawa Nomadic American Indians who lived along the Gulf Coast of Texas and relied on resources from the gulf and coastal prairies.

Lifeway The customs and practices of a culture

Plains A mostly treeless area containing flat, grassy land

Pueblo A village built by some American Indian groups consisting of one or more flat-roofed stone or adobe houses



Before the Museum

BUILD BACKGROUND

1. Read the following scenario to students:
You have been stranded on an island with no supplies or equipment. You only have the clothes you are wearing. Knowing that generations of people have lived off of the land you realize that you can too. Using the natural materials provided, design and build a tool or item that you can use to help you survive on the island.
2. As a class, identify the basic needs that people must meet in order to survive (food, water, shelter and clothing). The tools students design must help them satisfy one of those needs.
3. Provide students with a variety of materials that represent resources they can find in the area such as clay, sticks, rocks, shells, and leaves. Also provide twine for connecting materials together.
4. Students may work as individuals or in groups to design and create their tool. Students will then demonstrate and explain their tool to the class, including the materials they used, how they constructed the tool, and the purpose for the tool.
5. Discuss students' experiences creating the tools and how difficult it would be to have to make everything needed in order to survive.
6. Looking at a physical map of Texas and visiting Internet sites such as "Texas Parks and Wildlife: Learn About Texas Regions" at www.tpwd.state.tx.us/kids/about_texas/regions/, each group will discuss and record the variety of resources that may have been available to different American Indian groups from each region. Share responses.
7. After all students have presented their tools, create a museum of artifacts. Students write descriptions of their tools to place with their artifact.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: How did different groups of American Indians interact with one another?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students around the canoe near the entrance of the chapter. Ask students to consider the types of evidence scientists use to determine how American Indians lived.
2. Divide students into groups and give each group a question to think about. Instruct students to move around the area to observe the artifacts. Remind students to read the panels and labels that identify and describe each artifact.
3. Students present their questions, observations and conclusions to the class.
 - ★ **Where did the Karankawa live?** They lived along the Gulf Coast, moving wherever the food was. They were nomadic.
 - ★ **What did the Karankawa eat?** Students will observe the boat and the fishing net and discuss fish, clams, and oysters as a source of food.
 - ★ **What did the Karankawa use for clothes?** This group probably hunted deer and used their hides for clothes. Women also wore skirts made of Spanish moss or animal skin. This group is known for smearing animal fat and grease all over their bodies to prevent insects from biting them.
 - ★ **How did the Karankawa get around?** Students may discuss the dugout canoe. The canoe was made by digging out the inside of a tree. Would this canoe do best in deep or shallow water? The Karankawa also walked.
 - ★ **What did the Karankawa use for weapons?** This group is known for their long bow.
 - ★ **What tools and items did the Karankawa use?** This group knew how to make pottery from the earth. Students will notice the tools inside the boat made from wood, bone, and sea shells. Karankawa made knives, scrapers, and arrow and spear points made of flint.
4. Ask students to summarize what they know about the Karankawa based on the artifacts they have studied. Instruct students to look for evidence that supports their ideas as they move through this chapter of the floor.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: **How did different groups of American Indians interact with one another?**
2. Explain that students will identify and analyze some of the American Indians who lived in Texas before European exploration began.
3. Divide the class into groups of three to four students. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

1.1 Early American Indians in Texas

Explore each of the four exhibits. Identify an American Indian group that lived in each region. Then identify the resources from the land that the groups used to help them meet their needs.

1.2 Artifacts of the Early American Indians

Identify the American Indian group you think is the most interesting. List three artifacts that represent this group, and then identify the one you like the most. Describe what the artifact is made of, its use, and what the artifact tells you about the life of the group. Make a sketch of the artifact.

4. After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their student journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their student journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the student journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. The exhibits illustrate the many groups of American Indians living across Texas. These groups traded with their neighbors, formed alliances with other groups, and competed for resources.

EXTEND STUDENT LEARNING

- ★ Research one of the American Indian groups that lived in Texas. Create a print or digital presentation that includes the following:
 - Food
 - Clothing
 - Shelter
 - Tools
 - Location in Texas
 - Interactions with other American Indians
 - Pictures and graphic organizers
- ★ Create a timeline comparing the lives of different American Indians. Include the following:
 - Movements of different groups over time
 - Ways European explorers and settlements impacted different groups
 - Conflicts between different American Indian groups
 - How different groups used resources from the land to survive
 - How regional climate impacted the lives of American Indians
 - Build a model of something that represents the lifeway of an American Indian group. Present and explain the model to the class.

ACTIVITY 1.2: ARTIFACTS OF THE EARLY AMERICAN INDIANS

Early American Indians used the resources from the land to make what they needed to survive. They created a wide variety of tools used for hunting, fishing, cooking, building, eating, and fighting. They also used what they found around them to make clothing, decorations, and even instruments.

The American Indian group that interests me the most is the

List three artifacts that represent this group.

The artifact I like the most is _____

Describe what the artifact is made of:

Describe what the artifact was used for:

Explain what the artifact tells you about the life of the people who made it:

Sketch of artifact:

★ THE STORY OF TEXAS STUDENT JOURNAL ★



**CHAPTER ONE:
ENCOUNTERS ON THE LAND**

STUDENT NAME



Question:

How did different groups of American Indians in Texas interact with one another?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



After exploring this chapter I learned _____

ACTIVITY 1.1: EARLY AMERICAN INDIANS IN TEXAS

Explore the exhibits and digital timeline. Identify an American Indian group that lived in each region. Then identify the resources from the land that they used to help them meet their needs and how the group changed over time.

In the Southern Plains

American Indian group _____

How did they use resources from the land?

How did the group change over time? _____

In the Forests of East Texas

American Indian group _____

How did they use resources from the land?

How did the group change over time? _____

In the Canyonlands

American Indian group _____

How did they use resources from the land?

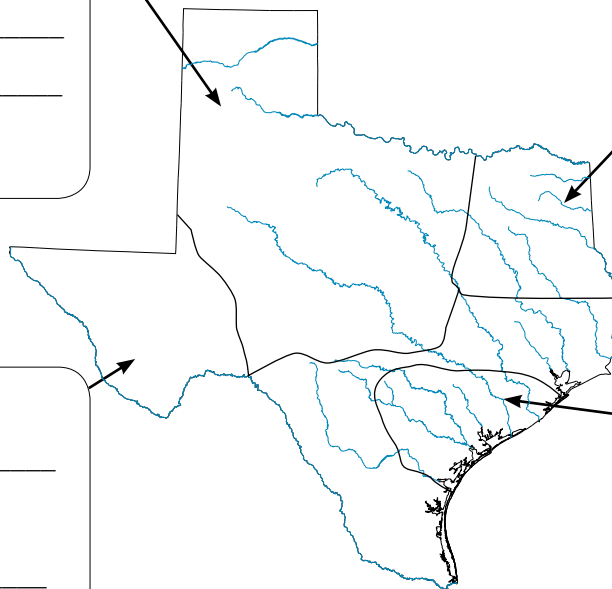
How did the group change over time? _____

Along the Gulf Coast

American Indian group _____

How did they use resources from the land?

How did the group change over time? _____



Record examples you find in the exhibit of different groups trading with one another.
