

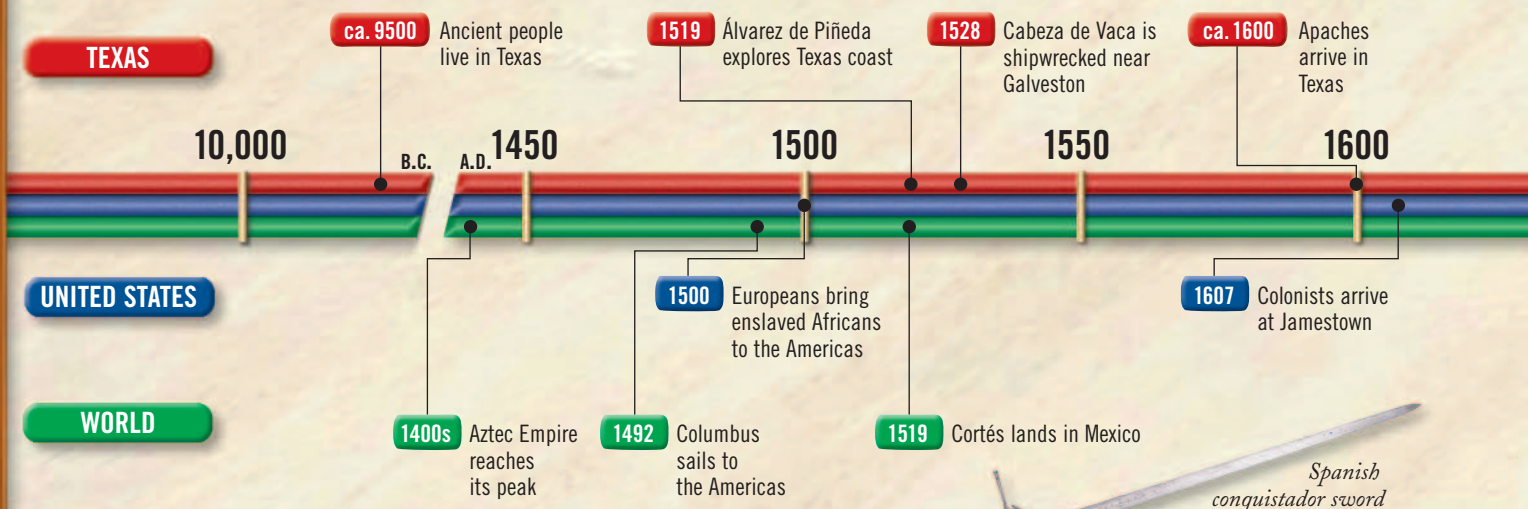
# UNIT

# 2

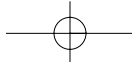
# EARLY TEXANS

10,000 B.C.—A.D. 1850

- CHAPTER 4** Native Texans
- CHAPTER 5** European Exploration of Texas
- CHAPTER 6** Spanish Settlement in Texas
- CHAPTER 7** Life in Spanish Texas



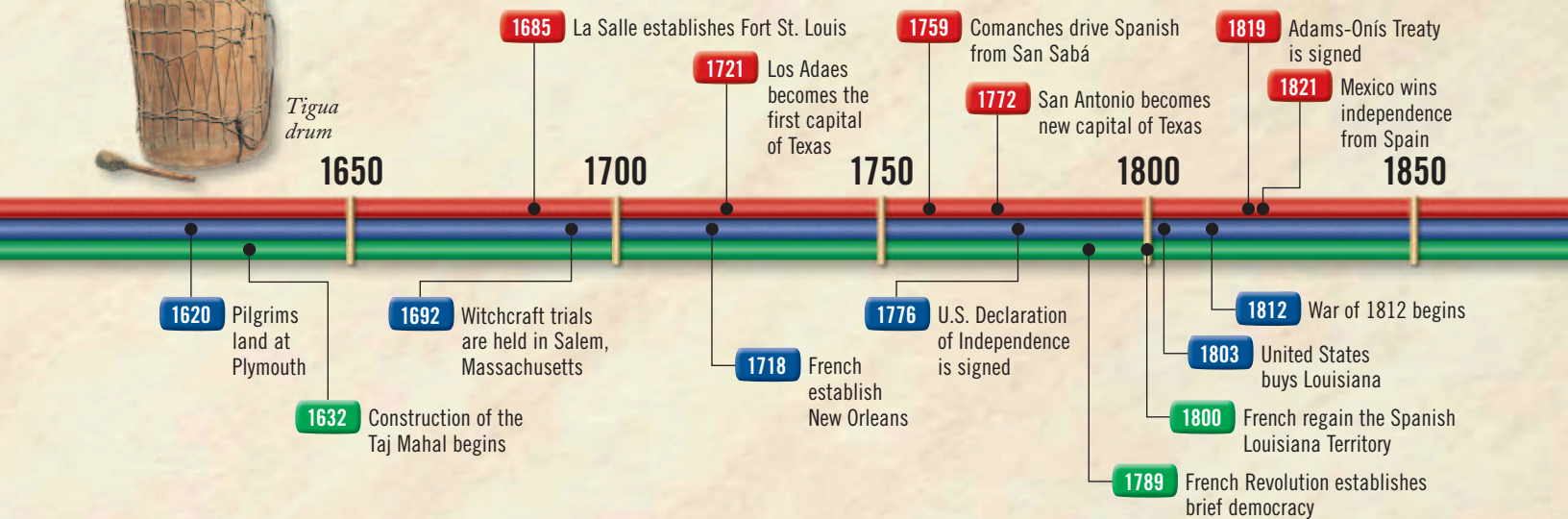
*Spanish conquistador sword*

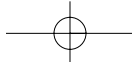


Charles M. Russell, *The Silk Robe*



*Tigua drum*





CHAPTER  
**4**

# Native Texans

10,000 B.C.—A.D. 1800s

**SECTION 1** Life in Prehistoric Texas

**SECTION 2** Native American Groups in Texas

**SECTION 3** A Time of Change for Native Texans



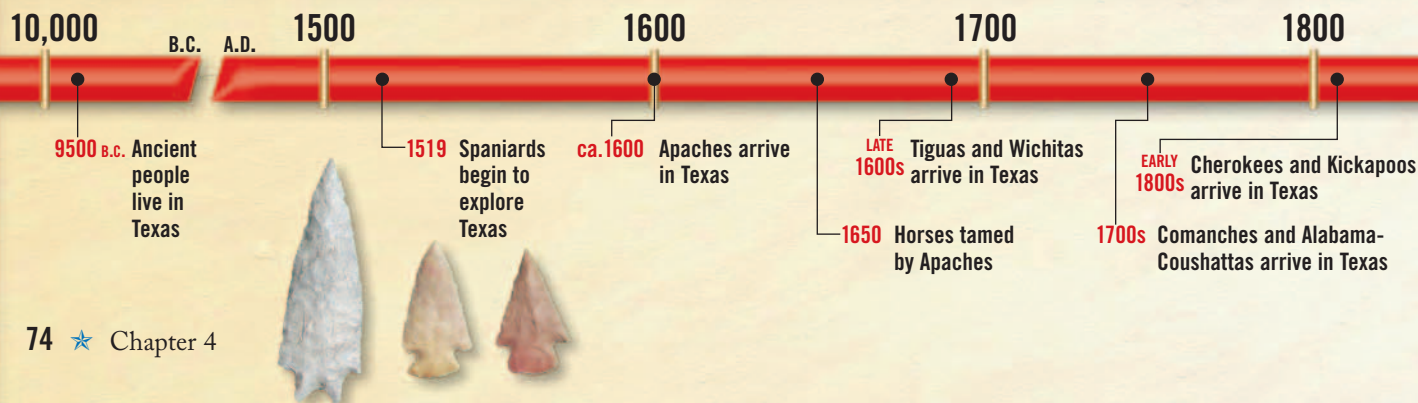
VIEW THE **Texas on Tape**  
CHAPTER 4 VIDEO LESSON.

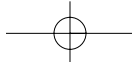
*Why do you ask us to leave the rivers, and the sun, and the wind, and live in houses? Do not ask us to give up the buffalo for the sheep. The young men have heard talk of this and it has made them sad and angry. Do not speak of it no more.*

**Comanche chief Ten Bears**



Katsikodi, *Painted Elk Hide*





# SKILL BUILDER

# Reading Social Studies



Harold D. Bugbee, *Kiowa Hunting Buffalo*

## Before You Read

Do you live near a river or lake, on the coast, or in the desert? How have you adapted your lifestyle to the location of your town? Now think about any special traditions or customs that your family has. Are any of these tied to where you live?

### Think about

- the geographic location of your town
- how your lifestyle reflects the location
- customs and traditions in your family

## As You Read

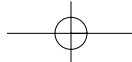


Over thousands of years, Native Texans developed lifestyles, customs, and traditions that were closely tied to the regions where they settled. Completing this graphic organizer for Chapter 4 will help you to understand the tie between the Native Texan cultures and the land.

- Copy the chart into your Texas Notebook.
- As you read, fill in columns 2 and 3.
- In column 4, add another fact about each Native Texan group.

## Organizing Information

NATIVE TEXANS	REGION	FOODS	OTHER FACTS
Coahuiltecas			
Karankawas			
Caddoes			
Atakapans			
Alabama-Coushattas			
Mescalero Apaches			
Lipan Apaches			
Comanches			
Kiowas			
Tonkawas			
Wichitas			
Jumanos			
Tiguas			
Kickapoos			
Cherokees			



## SECTION



# Life in Prehistoric Texas

## Why It Matters Now

By learning more about our ancient ancestors, we learn more about who we are and how our diverse cultures came into being.

### TERMS & NAMES

**prehistoric, culture,** Paleo-Indian Period, **extinction,** Archaic Period, Late Prehistoric Period, **civilization, Mesoamerica, social structure**

### OBJECTIVES

1. Identify the major eras in Texas history.
2. Describe the defining characteristics of the major eras in Texas history.
3. Identify the dates and sequence of major eras in Texas history.

### MAIN IDEA

Scientists have traced the history of Texas back to the time when the first humans arrived. They have determined three distinct time periods between the arrival of humans and the beginning of written history.

### WHAT Would You Do?

Write your response to *Interact with History* in your *Texas Notebook*.



## INTERACT WITH HISTORY

Imagine that your team of archaeologists has just discovered the skeleton of a woman. When the skeleton is tested, it is found to be thousands of years old—probably from the first group of humans ever to live in Texas. What could you learn about ancient Texans from the bones? What else might you look for in the area near where the skeleton was found? Why?

**prehistoric** *before written history*

**culture** *the pattern of knowledge, beliefs, behaviors, and traits that characterize a group of people*

**extinction** *state or condition of no longer existing*

## Early Americans

The first people to live in North America may have migrated from Asia as early as 37,000 years ago. In their search for food, they most likely crossed a land bridge in the far north connecting the two continents. The land bridge probably formed during the Ice Age. These early peoples came to the Americas in several waves. Each group adjusted to the new environments it encountered. Eventually, these peoples traveled on to the rest of North, Central, and South America. Because these early peoples did not keep a written record, or history, of their daily life, we refer to this period as **prehistoric**. Prehistoric native **cultures** can be divided into three periods.

## Paleo-Indian Period

In Texas the first of these prehistoric periods is the Paleo-Indian Period, which began about 12,000 years ago. The earliest scientific evidence of people in Texas dates back to this period. During this period, Native Texans used flint-tipped spears to hunt mammoths, mastodons, and giant buffalo. However, at some point during the Paleo-Indian Period, the great animals died off. Why did they die? Some scientists believe humans hunted them to **extinction**. Others believe they died because of the environmental changes that occurred as the ice caps

### PREHISTORIC PERIODS

Paleo-Indian	10,000 B.C.— 6000 B.C.
Archaic	6000 B.C.— A.D. 700
Late Prehistoric	A.D. 700— A.D. 1500

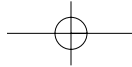
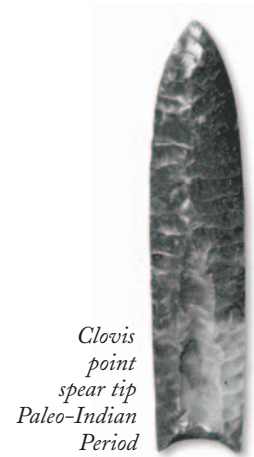


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for use on CD-ROM.  
Please refer to the  
image in the textbook.



*Clovis  
point  
spear tip  
Paleo-Indian  
Period*

melted. Still others  
think disease killed them off.

No one knows what really happened except that they disappeared by about 8000 B.C. Fortunately, the humans survived. In 1953 archeologists found the bones of a Paleo-Indian woman near Midland. They named her Midland Minnie.

## Archaic Period

After the giant animals died off, Native Texans had to adapt to the new environment. A new way of life developed around 6000 B.C. in what is known as the Archaic Period. People began hunting smaller mammals such as buffalo, antelope, and deer. They developed better weapons such as dart points that could be launched from a notched stick called an *atlatl*. While men hunted, women gathered food from plants, such as roots, seeds, and berries. Humans also began to tame dogs and teach them to help with hauling and other tasks. The remains of a man from the Archaic Period, discovered in 1829 near Abilene, Texas, were named Abilene Man.

## Late Prehistoric Period

The Late Prehistoric Period in Texas began around A.D. 700. Native Texans began using the land to greater advantage. In parts of Texas, Late Prehistoric people lived in villages, planted crops, and tamed some animals. They also used the bow and arrow in Texas for the first time. With this weapon, people could successfully hunt both large animals, such as buffalo, and smaller game, such as deer and rabbits. The bow and arrow would become Native Texans' most important weapon.

## Great Civilizations Emerge

Meanwhile, two great empires emerged south of Texas. The Maya and later the Aztecs built great **civilizations** in southern Mexico and Central America, in an area called **Mesoamerica**.

▲ Prehistoric Texans hunted giant mammals such as woolly mammoths using spears tipped with stone flints such as the Clovis point. ● **How do you think animals were hunted before these weapons?**



*Pedernales  
dart point  
Archaic  
Period*



*East Texas  
arrowheads from  
a single quiver  
Late Prehistoric  
Period*

**civilization** *a culture with a complex social structure and developments such as cities, trade, government, art, writing, and science*

**Mesoamerica** *an area of ancient civilization in what is now Central America*



► Pictographs painted by Native Texans have been found throughout the state. At right is a copy of the pictographs in Paint Rock in Central Texas, which are probably from the Late Prehistoric Period. The copy was painted in 1937 by Forrest Kirkland. Below is a photograph of pictographs in Panther Cave in Seminole Canyon, which are estimated to be from the Archaic Period. • **What weapons and tools can you identify in these pictographs?**



**social structure** *the way a society is organized*

The Maya developed a complex **social structure** headed by royal families, high priests, and nobility. They built huge trade and religious centers marked with giant pyramids. The Maya also studied astronomy and developed accurate calendars. Despite these achievements, the Mayan civilization collapsed over 1,000 years ago for reasons no one knows. This is one of the great mysteries of the Americas.

The Aztecs, who are sometimes called the Mexica (meh•HEE•ka), rose to power in central Mexico in about A.D. 1200. They built a great city called Tenochtitlán on the site of present-day Mexico City. Tenochtitlán had a population of over 100,000—several times larger than most European cities of that time. The Aztecs also built huge pyramids and temples and created many works of art.

Mesoamerican influence spread far to the north through trade. Archaeologists have found items from Mesoamerica at ruins in New Mexico. From there, crops from Mesoamerica, such as corn, beans, and squash, may have spread to Texas.



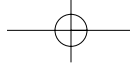
**To Mathematics**

The Maya developed a sophisticated number system that was based on 20 rather than 10. It used only three symbols: a dot ● represented one; a bar — represented five; and a shell ☉ meant zero.

The Maya considered 20 a sacred number because it was the number of fingers and toes a person could count on.

• **What number is represented by this symbol?**





## Agriculture and Settlement

What archaeologists call the Prehistoric Period in Texas extends from A.D. 700 until the Europeans arrived in the 1500s. It was during this period that agriculture was first practiced in Texas. Where the climate was favorable, farming produced more food than hunting and gathering. Native Texans could store extra food so that not everyone had to work constantly to produce it. The development of pottery allowed them to keep their food safe from animals and weather. With a stable food supply close at hand, Native Texans could remain in one place for a long period of time.

Native Texan farming was simple. First, trees and brush were cleared and burned. Then farmers planted seeds by poking a hole in the ground with a pointed stick and covering the seed with a little bit of dirt.

Not all Native Texans became farmers. Some lived in areas where it was easier to fish or hunt game at least some of the time. Agriculture, however, made it possible to settle in one place. Native Texans could create permanent villages, and their population grew. Their social structure became more complex. The family was still the central unit. Religious and political leaders began to emerge.

In Northeast Texas a culture of Mound Builders built burial and temple mounds similar to those in Mesoamerica. Here, archaeologists have found objects made of stone, pottery, and copper. They have also found trade items from distant places.

As the early Texans found better ways to adapt to their surroundings, they grew into well-established groups, each with its own culture. It was these cultures that the Europeans encountered when they first came to the Americas.



### HUMAN-ENVIRONMENT RELATIONSHIPS

Climate in Texas changed over the centuries, and people had to adapt. In West Texas it was warmer and wetter 12,000 years ago than it is now. Then the climate became cooler and quite dry. By 5,000 years ago there were near-desert conditions. Then the climate became warmer and wetter again. In about 1400, there was a small cool spell, but by about 1700, the climate became hot and dry again.

● **What adjustments might ancient people have made when the climate changed?**

## SECTION 1 ASSESSMENT

### Terms & Names

#### Identify:

- prehistoric
- culture
- extinction
- civilization
- Mesoamerica
- social structure

### Organizing Information

Use a flowchart as shown to sequence the prehistoric periods of Texas History and summarize each period's defining characteristics.

In which period were humans first able to live in one place rather than follow the animals they hunted? Why?

Period:



Period:



Period:

### Critical Thinking

1. List the name of each prehistoric period described in this section. Research and explain the meaning of each period's name.
2. Describe the characteristics of each prehistoric period in Texas.
3. What do all civilizations have in common?

### Interact with History

Review your response to *Interact with History* in your Texas Notebook. Now think about what you read in this section. Did you notice any specific aspects of prehistoric life that archaeologists found especially important to their research? How might you revise your answer based on this knowledge?

## ACTIVITY

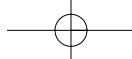
### Culture

Research the kinds of artifacts, or human-made items, people from prehistoric periods left behind in Texas. Identify the period to which they belong, and describe what they probably were used for.

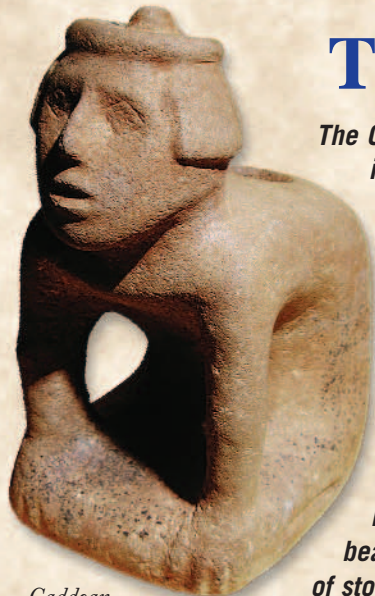


Go to [www.celebratingtexas.com](http://www.celebratingtexas.com) to research the Activity topic.





# TALES OF *Texas*



*Caddoan  
stone pipe in  
human form*

## The Origin of the Caddoes

***The Caddoes moved into East Texas in about A.D. 800. A farming society, the Caddoes constructed large burial mounds. At Caddoan Mounds State Park, archaeologists have found many beautiful objects of stone, bone, shell, pottery, and copper. The story of the origin of the Caddo***

***people emphasizes key elements of their culture: corn and pumpkin (agriculture), fire, and the pipe and drum (for religious ceremonies).***

**T**he people came up from under the ground through the mouth of a cave in a hill which they call *Cha kani na*, the Place of Crying, on a lake close to the south bank of the Red River, just where it meets the Mississippi. In those days, the human beings and animals were all brothers and sisters and all lived together under the ground. But at last they discovered the opening leading up to the surface of the earth, and so they decided to ascend and come out.

First an old man climbed up, carrying in one hand fire and a pipe and in the other a drum. After him came his wife, with corn



*Caddoan  
pottery*

and pumpkin seeds. Then followed the rest of the people and the animals. All intended to come out, but as soon as the wolf had climbed up he closed the hole, shutting up the rest of the people and their animals under the ground, where they still remain.


Those who had come out sat down and cried a long time for their friends below, hence the name for the place. Because the Caddo came out of the ground they call it *Ina* (Mother) and go back to it when they die. Because they have had the pipe and the drum and the corn and pumpkins since they have been a people, they hold fast to these things and have never thrown them away.

From this place they spread out toward the west, following up the course of the Red River. For a long time they lived on Caddo Lake in northeast Texas. Their principal village on the lake was called *Sha'childi'ni*, Timber Hill.




*Caddoan  
stone axes*

### LINKING TO HISTORY

Using the Internet or library resources, research prehistoric tools, pottery, weapons, and other objects. Create a chart that tells the name of the object and what prehistoric period it was used in. Also include a drawing or photograph to illustrate the weapon or tool in the last column of your chart. 

### LINKING TO TODAY

Using the Internet or library resources, research the excavations or discoveries of the Caddoes or other prehistoric native groups. Then use these facts to write a creative story on the origins of the group and of their most important objects. Share your story with the class. 



## SECTION



# Native American Groups in Texas

## Why It Matters Now

Learning about the ways Native Texans adapted to their environment may help us preserve and adapt to our own environment.

### TERMS & NAMES

Coahuiltecas, Karankawas, **nomad**, Caddoes, Atakapans, Alabama-Coushattas, Apaches, Lipan Apaches, Comanches, Kiowas, Tonkawas, Wichitas, Jumanos, Tiguas, **adobe**, Cherokees, Kickapoos

### OBJECTIVES

1. Compare the cultures of Native Americans in Texas prior to European colonization.
2. Identify ways in which Texans have adapted to and modified the environment.
3. Compare types and uses of technology past and present.

### MAIN IDEA

Native Texans began to develop their own distinct cultures. They developed different languages, skills, customs, beliefs, and attitudes toward outsiders. Each group's lifestyle and practices were uniquely suited to its environment and specific needs.

## INTERACT WITH HISTORY

Imagine that you are a Native Texan during the 1600s. You have always traveled around on foot, using spears, bows and arrows, and your bare hands to survive. Lately, however, you have heard about strangers who ride swiftly across the plains on beasts they call horses. They also carry powerful weapons that seem to shoot fire. How do you think you would feel about these unusual sights? How might they change your life?

### WHAT Would You Do?

Write your response to *Interact with History* in your *Texas Notebook*.



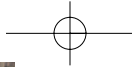
## Native Texans of the Gulf Coast

Native Texans (Native Americans who lived in Texas) developed lifestyles that made the most of the plants and wildlife in their areas. The Coahuiltecas (ko•ah•WEEL•tay•cunz) and the Karankawas (ka•RAN•keh•wahs) were the two major groups of Native Texans who lived in this region. The Coahuiltecas were actually several native groups who lived on the southern coast. This area extended south along the Gulf Coast past the Rio Grande and inland to present-day San Antonio. The terrain was hot, semi-arid brush country that yielded little food or shelter.

The game of the region was limited to deer and smaller animals such as rabbits. An occasional buffalo was a treat. Otherwise, Native Texans lived on food gathered nearby, often by the women. This food included mesquite beans, nuts, berries, cacti, worms, lizards, insects, and roots.

The Coahuiltecas lived as **nomads**. When the limited food supply ran out in one place, they moved their camp to another area. Their temporary dwellings were made of mud, animal skins, and brush. Living such a harsh lifestyle built the Coahuiltecas' toughness and endurance. Upon encountering the Coahuiltecan men, the Europeans were amazed at their ability to run all day without tiring.

**nomad** *one who moves from place to place with no permanent home*



▲ A dugout canoe was made by hollowing out a large log. This exhibit from the Bob Bullock State History Museum shows a Karankawa canoe with pottery and a rolled woven mat. ● **Why might a Karankawa family have these belongings with them in a canoe?**

The Karankawas lived on the coast between Corpus Christi Bay and Galveston Bay. These Native Texans used dugout canoes they pushed with poles. They used cane traps and bows and arrows to catch fish. They gathered mollusks, clams, and oysters along coastal bays and rivers. They also hunted for small game. Because the Karankawas lived near marshy areas, they had to cope with swarms of mosquitoes. To ward off the insects, they coated their bodies with alligator or shark grease. Spanish explorer Álvar Núñez Cabeza de Vaca described the Karankawas:

**TEXAS VOICES**

The people there are tall and well built. Their only weapons are bows and arrows, with which they are very skillful. The men have their lower lip pierced and wear a piece of cane in it half a finger in diameter. Their women do the hard work.

*Álvar Núñez Cabeza de Vaca,  
Journey of Álvar Núñez Cabeza de Vaca*

The women made clothing from deerskin and moss. They also tattooed and painted their bodies. The Karankawas were very gentle with their children, and they loved dogs.



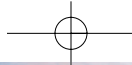
*Hoe made from a buffalo or deer shoulder blade*



*Karankawa arrowheads*



▲ Many Native American groups migrated to Texas at different periods of time. ● **Which region had the greatest number of Native Texan groups? Why?**



◀ The rich soil of East Texas made it possible to grow crops. Agriculture led to the establishment of permanent villages like this Caddo community. ● **How did permanent villages change the lives of East Texas natives?**

## Native Texans of East Texas

The Piney Woods of East Texas had plenty of rainfall and fertile soil. The Native Texans of this region lived in a food-rich environment. They learned to clear the forests and plant crops such as pumpkins, beans, and corn. They also hunted game such as deer, bears, and an occasional buffalo. The forests provided timber, which the people used to build permanent dwellings. Having secured food and shelter, these Native Texans created colorful crafts such as rugs, baskets, and pottery. Their success as farmers and craftspeople helped them develop trade networks as far west as New Mexico. The East Texas farming groups developed complex societies.

The Caddoes were the largest East Texas native group. They built sturdy grass lodges up to fifty feet high and lived in large villages. The Caddoes were ruled by a major chief called the *caddi*, assisted by other chiefs who were appointed as helpers. The *caddi* made the important political decisions for the village and led war councils. Women also played important roles in Caddoan society. The oldest woman in each family controlled the entire family, even if the men were chiefs or warriors.

The Caddoes built huge temple and burial mounds. A head priest kept the temple fire and directed the ceremonies. Most Caddoes lived along the Angelina and Neches Rivers. Groups of Caddoes joined together to form federations such as the Hasinai Confederacy.

Other, smaller bands of Native Texans also lived in East Texas. The Atakapans (ah•TAK•uh•pans) lived in southeastern Texas and southwestern Louisiana. They lived in the marshy wetlands, hunting small animals and deer and fishing from dugout canoes. They also gathered roots, berries, and shellfish as the Karankawas did. Some of the Atakapas who lived farther inland also raised some crops.

The Alabama and Coushatta groups came from Alabama in the 1700s and settled along the Trinity River. Because the two groups were closely tied, they became known as one group, the Alabama-Coushattas. In the 1780s, some moved into the Big Thicket area, which had fewer settlers and plenty of deer and other game, fish, berries, and other food. They lived in cabins surrounded by fields of vegetables and fruit trees. They were skilled in making baskets and other crafts.

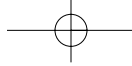


*Early Alabama-Coushatta drum*



### Angelina

Angelina County and the Angelina River in East Texas were both named for a Caddoan woman. Around 1700, Angelina was captured, renamed, and taught by Spanish priests near the Rio Grande. She used her knowledge of the Spanish language to serve as a translator for many years. Angelina was well respected by her people and is the only woman for whom a Texas county is named. ● **Why do you think Angelina was well respected by her people?**



## Multicultural Connections

### Resourcefulness of the Apaches

The buffalo was more than a source of food for many Native Texan groups. It provided for almost all their needs. A member of Coronado's group in 1541 was impressed with the group's efficient use of all parts of the animal: "With the skins they build their houses; with the skins they clothe and shoe themselves, from the skins they make ropes and also obtain wool. From the sinews [tendons] they make thread, with which they sew their clothing and likewise their tents. From the bones they shape awls and the dung they use for firewood, since there is no other fuel in all that land." • **Why do you think the Apaches developed so many uses for the buffalo?**

## Native Texans of the Plains

Large parts of North, West, and Central Texas were a sea of grass that provided a plentiful food supply for millions of buffalo. The Native Texans who lived there based their lives and cultures on the buffalo. They relied on buffalo to provide them with all of their living essentials—food, shelter, clothing, weapons, and tools. In the spring and fall, the entire group would set out on the prairies to hunt buffalo. Before horses were introduced to the region by the Spaniards, the buffalo had to be hunted on foot. Groups of hunters ran the huge animals into streams or over cliffs for the kill. After the Native Texans obtained horses, they were able to hunt and kill the buffalo more efficiently. Some groups on the Texas plains also hunted elk, deer, antelope, or rabbits. They also gathered plants for food.

Once a buffalo was killed, members of the group removed and ate some of the animal's organs immediately. They roasted most of the meat and preserved some by setting it out to dry into a form of jerky. The women pounded the dried meat and mixed it with nuts and berries to make *pemmican*. Bones were made into tools, and the hide was used to make tepees, clothing, shoes, and blankets. Women did much of this work as well.

Buffalo herds in Texas were constantly migrating. The Native Texan groups who followed the herds were nomads. Their dwellings had to be easy to take apart and carry on long journeys. Before horses were brought to Texas, these native groups domesticated dogs to drag their belongings from one place to another using small wooden sleds. Later, horses became their primary beasts of burden.

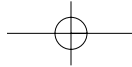
Families formed the basis of social organization on the Texas plains. Groups of families banded together under the leadership of a chief. These groups were self-sufficient and independent. The warriors often held high status because of their bravery. Their dangerous hunting lives constantly tested the survival skills of these Native Texans.



Kiowa fan

- ▶ Native Americans of the plains were extremely skilled at using the bow and arrow. • **In what ways did horses make hunting easier?**





The Apaches moved south into Texas in the 1600s or earlier. They quickly learned to hunt the plentiful game on the plains. The Apaches wore high boots of soft leather to protect themselves from thorns and brush. The men wore headbands that absorbed sweat in the hot desert sun. Women held a central place within the group.

The Mescalero Apaches were mainly nomadic hunters known for raiding other groups in West Texas and northern Mexico. The Lipan Apaches hunted and farmed. For part of the year they lived in farming communities along rivers or streams called *rancherías* by Spaniards. They grew beans, maize (corn), squash, and pumpkins and traded with neighboring groups. To avoid their enemies, the Comanches, the Lipan Apaches later moved into South Texas.

The Comanches migrated from the harsh, cold mountains of Canada in the 1700s. Fierce warriors, the Comanches became so skilled at riding horses that the Europeans called them the “lords of the plains.” The Comanches were also skilled traders. Both the Comanches and the Apaches depended on horses to hunt and to raid other groups, taking goods and captives. The women wore finely decorated buckskin dresses.

The Kiowas (KEE•uh•was), according to their oral history, moved into Texas in the late 1700s from the mountains of South Dakota and Montana. On the High Plains they often joined the Comanches to drive the Apaches from their territories. The Kiowas painted pictures of important events on their tepees and made beautiful beaded crafts. They also developed a calendar. Kiowa warriors became master riders and were among the most feared native groups on the plains.

## Natives of North Central Texas

Native groups in North Central Texas combined the lifestyles of some of their neighbors. The Tonkawas lived in Central Texas near present-day Austin. Like the plains groups, they often hunted buffalo. They also hunted deer and traded the hides. In addition, they fished the rivers and springs for fish, crawfish, and clams. Because there was plenty of food nearby, the



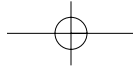
### COMANCHE RIDERS

Comanche warriors were such skilled riders that they could ride a horse full speed while hanging by one leg over the horse's side. This shielded the warrior from enemy fire while he shot arrows from under the horse's neck. Warriors could shoot up to 20 arrows per minute. Comanche hunters also were extremely accurate, and some could shoot an arrow with enough force to send it all the way through a buffalo's body.



*Kiowa cradleboard*

- ◀ The Lipan Apaches hunted buffalo but also gathered plants and farmed. They traded meat, skins, and other animal products for blankets, maize, and other goods. ● **What impression of the Lipan Apaches do you think the artist, Theodore Gentilz, was trying to convey?**



*Wichita game sticks and balls*

Tonkawas did not have to migrate. Like the East Texas groups, they settled in villages and lived in grass houses. The Tonkawas later joined European settlers in fighting the Comanches.

The Wichitas migrated from Kansas and settled near present-day Waco, Dallas, and Corsicana. Like neighboring East Texas native groups, they obtained their food primarily through farming. They grew corn, beans, pumpkins, squash, and melons. They also hunted buffalo.

The Wichitas became skilled artisans, making clay pots and jars and leather bags. They lived in large villages of up to a thousand people. They built sturdy grass lodges that held eight to ten people each. Warriors in the group elected chiefs who enforced rules for daily living. The Wichitas also held the women of the group in high regard.

## Native Texans of the Far West

The Jumanos and Tiguas made their homes in far West Texas. The Jumanos lived in farming villages of one-room houses along the Rio Grande from El Paso to the Big Bend area. Their square, flat-roofed houses were made of **adobe**, which helped keep the homes cool in the summer and warm in the winter. Inside, the homes were brightly painted. The Jumanos planted their crops beside rivers and streams to take advantage of the limited water supply. Some Jumanos hunted and traded farther east.

The Tiguas came to Texas in the late 1600s with Spanish settlers who were fleeing a revolt by native groups in Isleta, New Mexico. The Tiguas settled along the Rio Grande near El Paso and called their community Ysleta del Sur, or "Little Island of the South." Like the Jumanos, they lived in adobe houses, and they cooked food in round adobe ovens. In addition to some hunting and fishing, the Tiguas grew corn, tomatoes, squash, beans, and grapes. They made beautiful pottery for storing and cooking food. They also grew cotton and wove it into cloth.

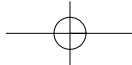
**adobe** *a brick or other building material made of sun-dried earth and straw*



*A large stone metate and a small mano ("hand") used for grinding corn in West Texas*



► Farming allowed Native Texans to be less dependent on hunting wild game. ● **In what other ways do you think farming benefited Native Texans?**



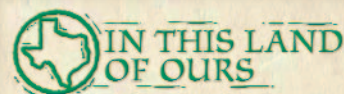
## Latecomers

Some Native Americans moved to Texas in the early 1800s to flee from the pressures of settlers to the north and east. In 1819 and 1820 several hundred Cherokees settled along the Sabine, Neches, and Angelina Rivers. Like other East Texas groups, the Cherokees grew corn, beans, pumpkins, and squash. Even before the Europeans came, they had lived in log cabins in villages and used metal tools.

While some Cherokees maintained traditional ways of life, others intermarried with their southern neighbors and adopted their lifestyles. They owned large farms and plantations, and some even owned slaves. Those who moved to Texas hoped to obtain land grants and live in harmony with the Europeans. Although they arrived later than other Native Texans, the Cherokees became important in Texas history.

Another native group, the Kickapoos, arrived in Texas in the 1830s from the Great Lakes area, where they were being crowded out by settlers. The Kickapoos lived in villages and raised crops, but they also spent periods hunting on the plains. The women built their homes, which were round structures covered by woven mats. They also made baskets and buckskin clothing, and crafted fine beadwork.

Like the other Native Texan groups, the latecomers adapted their cultures to their environment. They learned to survive on the resources that were available. As more and more European settlers arrived, the Native Texans would face new challenges.



### MOVEMENT

When European settlers arrived in Texas, many Native Texans were forced to move from their traditional homelands. Sometimes, these migrations led to serious conflicts with other Native American groups. Over time, these conflicts could lead to deadly wars, turning neighboring groups into dreaded enemies.

● **The Apaches, Comanches, and Kiowas came to Texas from the north. Why might groups like these leave their homelands and move somewhere else?**

## SECTION 2 ASSESSMENT

### Terms & Names

**Identify:**

- nomad
- adobe

### Organizing Information

Use a chart like the one shown to compare the cultures of native groups in each area of Texas.

Area	Native Groups	Culture

In what ways are all the groups similar?

### Critical Thinking

1. Which Native Texan group do you think had the most complex society? Which do you think was least complex? Explain your answers.
2. What is one way Native Texans in the Gulf Coast area of Texas adapted to or modified their environment? in East Texas? in West and Central Texas?
3. Identify four types of weapons or tools Native Texans used before obtaining guns from the

Europeans. Overall, do you think the gun was more helpful or harmful to these groups? Why?

### Interact with History

Review your response to *Interact with History* in your Texas Notebook. Now imagine that one of the Spaniards has offered to trade a horse and gun to you in exchange for something of similar value. What do you think you might trade for these items? What do you have that the Spaniard might want?

## ACTIVITY

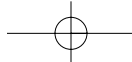
### History

Find out more about the history, lifestyle, and culture of one of the groups of Native Texans in this section. Use presentation software to compile and present your research.



Go to [www.celebratingtexas.com](http://www.celebratingtexas.com) to research the Activity topic.





## Categorizing Information

### LEARNING *the Skill*

In a grocery store, products are categorized according to similar characteristics. For example, usually all cereals and breakfast foods are shelved together on one aisle. This system makes it easier for people to find what they need.

As it does in the grocery store, categorizing can help you make sense of a large amount of information. To categorize information, you need to group similar things together. Categorizing makes it easier to find the information you need.

#### To categorize information, use the following steps:

- When reading information, look for similar characteristics. Group similar items together in categories. List these categories on separate sheets of paper, on separate note cards, or in separate columns.
- Give each category a descriptive title.
- As you read, list important information in the appropriate categories. Some items might need to be listed in more than one category.
- Review the categories. Will the information be easier to manage if you divide the categories into smaller groups or combine categories? If so, adjust the categories. Make the titles more descriptive if necessary.
- If possible, draw conclusions from the information you have categorized.

### PRACTICING *the Skill*

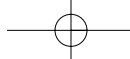
Review Section 2, *Native American Groups in Texas*. In this section Native Texan groups are categorized according to where they lived. On a sheet of paper, create separate categories with the following headings: *Hunting*, *Farming*, and *Fishing*. Next, write each Native Texan group listed below in the proper category. Categorize each group according to how it primarily obtained its food. Then answer the questions that follow.



1. Which groups were primarily hunters?
2. In which category did you place the Karankawas?
3. What conclusions can you draw from the information you categorized?

### APPLYING *the Skill*

Choose a magazine or newspaper article about one aspect of Texas social studies that interests you. Categorize the information in the article and then exchange articles with a classmate. Read the new article and categorize its information. Compare your categories with your classmate's. Were they about the same? Discuss as a class why information might be categorized in different ways.



## SECTION



# A Time of Change for Native Texans

## Why It Matters Now

Today, descendants of some Native Texan groups serve as cultural links to Texas's earliest inhabitants.

### TERMS & NAMES

treaty, descendant, powwow

### OBJECTIVES

1. Analyze how migration to Texas in the nineteenth century has influenced Texas.
2. Describe how Native Texans attempt to maintain their cultural heritage while adapting to the larger Texas culture.
3. Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.

### MAIN IDEA

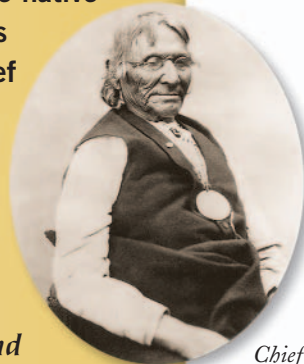
After conflicts with settlers, struggles with disease, and the mass slaughter of the buffalo, most Native Texans either died or were driven from their homelands. Nevertheless, they have continued to contribute in important ways to Texas history and culture.

## A REAL-LIFE STORY

When the first Europeans arrived in Texas in the 1500s, the native peoples' way of life was changed forever. By the late 1800s settlers had forced all Native Texans onto reservations. Chief Ten Bears of the Yamparika Comanches explained why the reservations would doom the Native Texans' way of life.

*You said that you wanted to put us up on a reservation, to build us houses and make us medicine lodges. I do not want them. I was born upon the prairie where the wind blew free, and there was nothing to break the light of the sun. I was born where there were no enclosures, and where everything drew a free breath. . . . The Texans have taken away the places where the grass grew the thickest and the timber was the best. . . . The white man has the country which we loved and we only wish to wander on the prairie until we die.*

Comanche chief Ten Bears, speech to negotiators,  
Medicine Lodge Council, 1867



Chief  
Ten Bears



### HOW TEXAS GOT ITS NAME

The individual Caddoan groups that joined together in the Hasinai Confederacy called each other *Tayshas* (TAY•sahs), which means "friends." Spanish explorers, who pronounced the word "Tejas" (TAY•hahs), referred to the entire area as the "land of the Tejas." This was later shortened to Tejas, which became Texas, the name of our state.

## Europeans Come to Texas

The Native Texans were masters at surviving in their environment. They knew how to till the land, when and where to plant their crops, and which plants had medicinal value. They knew and understood the game that they hunted. They knew how to use all parts of an animal they had killed. They seemed to understand their relationship with their environment. When the Europeans came, many Native Texans welcomed them, sharing their food and their knowledge of the land. Without the Native Texans' help, many Europeans would not have survived.



### POPULATION FOR SOME NATIVE TEXAS GROUPS, 1690–1890

NATIVE GROUP	ESTIMATE IN ABOUT 1690	1890 CENSUS
Karankawa	2,000	0
Coahuiltecan	3,500	0
Atakapan	3,500	9
Mescalero Apache	1,000	473
Lipan Apache	1,500	66
Comanche	10,000	1,598
Kiowa	2,300	1,140
Tonkawa	2,000	56
Wichita	4,200	358
Caddo	8,000	536
<b>TOTAL</b>	<b>38,000</b>	<b>4,227</b>

▲ Population figures for early Native Texans are very rough estimates. The total population in 1690 may have been as high as 50,000. Before 1500 the population of some groups may have been two to three times higher than it was in 1690. ● **According to the chart, which three groups had the highest population in 1690? in 1890?**

**treaty** *contract or agreement between nations or peoples*

The Europeans, however, did not respect the Native Texans or their cultures. They thought of them as inferior. The Spaniards tried to persuade the Native Texans to live in missions, work for them, and give up their old ways of life. Although many Native Texans did not adopt the Spanish culture, some did. Many Mexican Americans are descended from the union of Spanish and Native American peoples and cultures.

The Europeans brought with them diseases unknown to the Americas. The native peoples had never been exposed to such diseases as smallpox, measles, or influenza. Because Native Americans had not built up resistance to these illnesses, millions of them died. Many Jumanos and other Native Texans died after Spaniards captured them and forced them to work in mines in Mexico. By the 1700s, the Jumanos and Coahuiltecan—the groups closest geographically to the Spanish in central Mexico—had disappeared or joined other native groups. The coastal Karankawas and Atakapans also lost thousands of people.

## Decline of the Native Texans

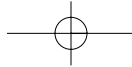
When settlers from the United States began moving to Texas in the early 1800s, the land seemed vacant. Settlers did not understand the lives of native groups or how they used the land. Native Texans did not understand that settlers believed they now “owned” the land.

Some Native Texans fought to defend their homelands. The western frontier was usually the line between the areas of settlement and the lands defended by Native Texans. For decades the Apaches, Comanches, and Kiowas kept settlers from moving west of the Balcones Escarpment. Raids by Karankawas were also much feared by the settlers.

**Treaties** were sometimes offered to settle conflicts peacefully. Many treaties established boundaries that the settlers promised not to cross. Time after time, however, these treaties proved to be empty promises.

► Settlers often killed dozens of buffalo at a time, leaving the carcasses to rot in the sun. ● **How did the settlers' methods differ from those of Native Texans?**





Settlers continued to pour into Texas and invade Native Texan lands. Some Native Texans fought back with bloody raids on the pioneers. Many settlers, in turn, came to believe that the Native Texans were cruel and should be killed or driven out.

The settlers also hunted almost to extinction an animal the native peoples depended on for survival. Some white hunters killed the animals simply for sport. Hunters often slaughtered hundreds of buffalo at a time, taking only the hides. Others acted as agents for the U.S. government, wiping out the buffalo population to force the native peoples to either move away or starve. As Colonel Richard Dodge noted in 1882, the destruction of the herds had immediate, tragic results.

### TEXAS VOICES

Ten years ago the Plains Indians had an ample supply of food. . . . Now everything is gone, and they are reduced to the condition of paupers, without food, shelter, clothing, or any of those necessities of life which came from the buffalo.

Colonel Richard Dodge, quoted in *Buffalo Nation*

Finally, most Native Texans were killed or driven out of the state. A few fled to Mexico. The Karankawas and Atakapans disappeared as distinct cultures. The Caddoes, Wichitas, Tonkawas, Kiowas, Comanches, Lipan Apaches, and Cherokees were sent to reservations in Oklahoma. The Mescalero Apaches were forced to go to a reservation in New Mexico. Some Native Texans married Europeans and adopted their ways. Many Texans today have Native American ancestors.

## Native Texan Reservations

Although many **descendants** of Native Texan groups live in Texas today, only the Alabama-Coushattas, Tiguas, and Kickapoos have reservations in the state. About 1,000 Alabama-Coushattas live in Texas. About half live on the group's East Texas reservation, where they make native crafts and perform plays that highlight their rich heritage.



*Ysleta del Sur Pueblo with Tigua crafts*



*Tigua dancers*

**descendant** *a person born of a certain family or group*

### THEN & NOW

**REMEDIES** Native Texans had no pharmacies. Their healers relied on the plants in their environment to cure ailments. For example, they used echinacea flower to treat cuts and snakebites. Knowledge of plant medicine was handed down through the generations.

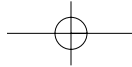
Today scientists have shown through lab tests that some of the plants these

healers used do have healing qualities. Echinacea, for example, may stimulate the immune system to help fight infection. Many natural remedies are now available in drugstores. • **Why do you think scientists who work for drug companies have become interested in natural remedies?**



*Echinacea plant*

*Bottle of echinacea drops*



# Multicultural Connections

## POWWOWS

Before Europeans arrived, Native Texan groups often met to discuss war, make peacetime policies, trade, or enjoy each other's company. Today, some Native American groups continue this tradition through a celebration known as a powwow. The largest powwow in Texas, the Austin Powwow and American Indian Heritage Festival, is held each November. Here many groups celebrate their culture and heritage with a native dance contest, arts and crafts, and native foods. Spectators of all backgrounds are invited to attend and to learn more about native groups. • **How do you think a powwow preserves Native American heritage?**



*Powwow at Alabama-Coushatta Reservation*

For nearly 300 years the Tiguas were ignored by most Texans. It was not until 1955, when the small town of Ysleta became part of El Paso, that Texans realized the treasure of human culture that survived nearby. In 1968 the United States government recognized the Tiguas as a nation and restored some of their lands. Today the Tigua reservation is a popular tourist attraction.

The Kickapoos live in El Indio, near Eagle Pass, Texas, and in El Nacimiento, in Mexico. They proudly continue their cultural traditions. From season to season, members of the group move back and forth across the Mexican border. Because the Kickapoos migrate, the United States did not recognize them as a nation until 1983. All Kickapoos were then granted the right to become U.S. citizens.

## Native Texans Today

Today about 125,000 people in Texas identify themselves as Native Texans. Many of today's Native Texans farm and work in many industries as other American citizens do. Some attend school, become experts in their chosen fields, hold political offices, or serve in the armed forces.

Others are artisans, performers, or authors.

Until the 1970s, many Native American practices were outlawed, and government schools taught children to abandon the "old" ways. Until 1978, some Native American religious ceremonies had been outlawed. Today, Native Texans have revived many of their ceremonies to remember and celebrate their rich heritage. In the process, they have made Texans more aware of the fascinating, diverse, and often difficult history of the state's first peoples.

## SECTION 3 ASSESSMENT

### Terms & Names

**Identify:**

- treaty
- descendant

### Organizing Information

Use a chart like the one shown to indicate what happened to the Native Texan groups studied in this section. What circumstances do you think caused some groups to disappear?

NATIVE TEXANS		
Disappeared as a Group	On Oklahoma Reservations	On Texas Reservations

### Critical Thinking

1. Describe three ways explorers and settlers affected the land and the people of Texas.
2. Which elements of the Native Texans' lifestyles seem to have survived over time? Which have not? Why do you think these changes occurred?

3. How do the Native Texans' descendants preserve their ancestors' culture and heritage today? Be specific.

### A Real-Life Story

Review *A Real-Life Story* on page 89. Who do you think Ten Bears is referring to as "the Texans"? Do you think he considered his people Texans? Why or why not?

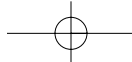
## ACTIVITY

### History

Research one of the Native Texan groups who remain in Texas today. Compile your findings into a class notebook on Native Texans. 🌐



Go to [www.celebratingtexas.com](http://www.celebratingtexas.com) to research the Activity topic.



# Lone Star Legends

## Fulton Battise



Chief Fulton Battise

A modern-day trailblazer is how some may describe Fulton Battise. The chief of the Alabama-Coushattas from 1970 to 1994, Battise made many improvements for his people that would forever change the pulse of his community.

Robert Fulton (Kina) Battise was born on a reservation in Polk County, Texas, on March 16, 1909. The son of McConico and Mabel Battise, he grew up with his five sisters and one brother in a one-room log house that lacked electricity and running water. He went to school only through the eighth grade at the Presbyterian Mission School on the reservation.

Battise became the second chief of his community on January 1, 1936, at the age of 27. On January 1, 1970, he became principal chief. However, he did not lead his people alone. A seven-member council governed the nation, and the chief's sole responsibility was to advise the council. As chief, Battise championed many changes on the reservation. He encouraged the growth of the reservation's tourist facilities, built modern housing through

a federal project, organized a kindergarten Head Start program, and built a medical clinic.

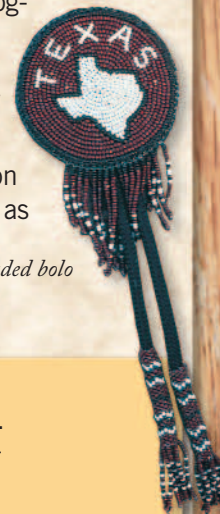
Chief Battise was an active participant in reservation activities and organizations. He served as a Sunday school teacher, secretary of the school, church and choir leader, and supported the Boy and Girl Scouts of America programs.

His interest went beyond the reservation boundaries. He traveled throughout Texas and the United States representing the Alabama-Coushattas in parades, dedications, and meetings. He made several appearances on behalf of the Alabama-Coushatta nation to government agencies and the Texas government.

Because his concern for children was so great, two educational scholarships were named in his honor: the Chief Kina Scholarship at Sam Houston State University and the Chief Kina Scholarship at the Alabama-Coushatta reservation.

Chief Battise died on February 9, 1994. He had led his nation for 58 years. In recognition of his contributions, a summary of Battise's accomplishments was inserted into the *Congressional Record* on February 9, 1994. He stands as a respected Texan because of his devotion to his people and the lives he touched as a result.

Beaded bolo

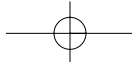


### LINKING TO HISTORY

Research the effects that Battise had as a leader of the Alabama-Coushattas. Using this information, create a cause-and-effect chart.

### LINKING TO TODAY

Fulton Battise made great strides for the needs of children and the well-being of the Alabama-Coushattas. Research a particular contribution that resulted from Battise's efforts. Write a report telling how the effects of his support are still felt today.



# CHAPTER



# ASSESSMENT

## TERMS & NAMES

Explain the significance of each of the following:

1. Paleo-Indian Period
2. Archaic Period
3. Late Prehistoric Period
4. Coahuiltecas
5. Karankawas
6. Caddoes
7. Comanches
8. Tonkawas
9. Tiguas
10. Kickapoos

## REVIEW QUESTIONS

*Life in Prehistoric Texas* (pages 76–79)

1. What do you think was the most important tool or weapon Native Americans developed during Texas's prehistory? Why?
2. How do you think the Native Texans learned about agriculture? Do you think all Texas groups learned these methods at the same time? Explain.

*Native American Groups in Texas* (pages 81–87)

3. What do you think were some of the advantages of forming large confederacies, such as those formed by the Caddoes?
4. Why do you think the massive herds of buffalo migrated so often? How might history be different if they had stayed in one place?

*A Time of Change for Native Texans* (pages 89–92)

5. How do you think native peoples who did not have a written language preserve stories of their culture and history?
6. Why do you think some Native American groups were allowed to remain in Texas but others were not? Explain.

## READING SOCIAL STUDIES

### After You Read

Review your completed chart. How did the Native Texan groups included in your chart adapt their way of life to the region where they settled? In the last column in the chart, tell where these Native Texan groups live today, if applicable.

NATIVE TEXANS	REGION	FOODS	OTHER FACTS	TODAY
Coahuiltecas				
Karankawas				
Caddoes				
Atakapans				
Alabama-Coushattas				
Mescalero Apaches				
Lipan Apaches				
Comanches				
Kiowas				
Tonkawas				
Wichitas				
Jumanos				
Tiguas				
Kickapoos				
Cherokees				

## CRITICAL THINKING

### Drawing Conclusions

1. Which event in prehistoric times had the biggest impact on the lives of the Native Texans? Why?

### Determining Cause and Effect

2. Describe one benefit and one drawback of the war-like ways of the Comanches, Apaches, and Kiowas in West and Central Texas. Support your answers.

### Making Comparisons

3. What other modern-day event might you compare to a Native American powwow? How are they similar? How are they different?

## VISUAL Summary

### Life in Prehistoric Texas

Survival in prehistoric times depended on the ability to hunt and find food. Agriculture allowed people to settle in one place and develop into more complex societies.



### Native American Groups in Texas

Native Texans adapted to their environments, settling in different parts of Texas and developing unique cultures.



### A Time of Change for Native Texans

Although most Native Texan groups were eventually displaced by settlers, their culture and heritage continue to influence the larger culture of Texas.

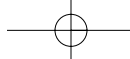


10,000 B.C.

6000 B.C.

A.D. 700

A.D. 1500



## MAP & GEOGRAPHY SKILLS

### Applying Skills



1. The Coahuiltecan, Karankaw, and Atakapan all disappeared as groups by the late 1800s. In which part of Texas did these groups live? What hazards did their location expose them to?
2. The Kiowas, Comanches, and Apaches defended their territories from settlers for many years. What aspects of the physical geography of Texas would have helped these groups keep settlers out?

## SOCIAL STUDIES SKILLBUILDER

### Categorizing Information

Review Section 3, *A Time of Change for Native Texans*. How is the information in this section categorized? Using separate sheets of paper, note cards, or columns, categorize information from the section. Then complete the following steps.

1. As you review the section, list important information in the appropriate categories. Will some information fit into more than one category?
2. Review your categories. Is there a better way to categorize the information? If so, revise your category headings and listings.
3. What conclusions can you draw from your categorized information?




## CHAPTER PROJECT

**Diary of a Native Texan** The relationship between settlers and the Comanches, Apaches, and Kiowas in Texas often was strained or openly hostile. Research one of the conflicts that arose between these groups. Then, with one partner portraying a settler and the other portraying a Comanche, Apache, or Kiowa, write a journal entry describing your point of view on the conflict. Share your journal entries with your partner and analyze your differing points of view. Finally, discuss how you might resolve the conflict peacefully. Share your solutions as a class.



## SCIENCE, TECHNOLOGY & SOCIETY ACTIVITY

### Planning an Archaeological Dig

Archaeology is the study of remains, such as artifacts and bones, from past lives and activities. An archaeological dig is a site where archeologists excavate, or unearth, these remains. In groups of three or four, research recent archeological digs in Texas. Find out what tools and materials are needed and what methods are used. Using presentation software or pencil and paper, outline the necessary steps for creating a successful dig site and provide appropriate visuals. Finally, present your findings to the class. 



## CITIZENSHIP ACTIVITY

### Traditions Versus Laws

Today, some Native Texans feel that they should be free to practice all aspects of their culture, even if they conflict with U.S. laws or conservation measures. Research one of these cultural conflicts. Then write an appropriate letter to a state or national government representative telling him or her how you think the issue should be resolved. Share your letters as a class and discuss both sides of each issue.



Go to [www.celebratingtexas.com](http://www.celebratingtexas.com) to research this topic.