

Sampler Unit: Natural Texas Natives & Their Texas

Prior to the cowboys and gunslingers, Texas was first filled native tribes of all shapes and sizes. It's become a norm to use Native American or American Indian as a blanket term for all tribal nations. But these lessons are meant to showcase the differences in tribes across early Texas. Like the Gulf Coast Karankawas who eventually became extinct due to false European depictions and settlers expanding



westward. Or the Caddo tribe to the east whose trade network intelligence baffled the European onlookers. Friendly tattooed faces have left much confusion on the shoulders of historians who have tried to unweave the web that is the Jumano question. Then come the warring Apache and Comanche tribes. Those tribes who shook fear into those around them. The Apache raided surrounding tribes and the Comanche lifestyle was similar to that of the Apaches only they were mounted on horses.

These lessons will share the differences between the tribes that have, in the past, melded together under a common name. But here, students will learn that each tribe was an individual and they will grow an appreciation for the individuality of each of these nations. Students will learn about the cultural gap between these five native tribes. This unit will provide a deeper understanding of the untamable Texas and preface the next unit which will delve into why no European could, nor would, settle there for another century and a half.

Era

- Prior to European exploration
- Soon-to-be Texas

Duration

45 minute sessions per lesson

Vocabulary

- Matrilineal
 - Cannibal
 - Indigenous
 - Pueblo
 - Assimilation
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Unit Goals and Essential Skills

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- *For more, see a comprehensive list of included Standards at the end of the lesson plan.*

Unit at a Glance

Lesson 1

Karankawas: <https://huntthepast.com/topics/the-karankawas/> These people first came into written history in the journals of Spanish explorers. The Spaniards wrote of the curious people as welcoming, hospitable, and caring. Unfortunately, later generations would suffer at the hands of expanding settlers and eventually be wiped from existence.

Lesson 2

Jumano: <https://huntthepast.com/topics/jumano/> The tattooed faces of the Jumano people have confused historians through the ages. This lesson showcases the lifestyles of the Jumano communities and their dissipation.

Lesson 3

Caddo: <https://huntthepast.com/topics/caddo/> This lesson highlights the genius of the Caddoan people and their trade network. Their ability to maintain trade relations with surrounding tribes and Europeans built a protective barrier around the tribe, protecting them from their daunting enemies..

Lesson 4

Apache: <https://huntthepast.com/topics/apache/> Though still around today, the Apache way of live has greatly evolved since their beginning. Raiding, plundering, kidnapping, warring horse thieves is no longer part of their prerogative, however, in early Texas - this is how they survived.

Lesson 5

ComancheComanche: <https://huntthepast.com/topics/the-comanche-people/> The Comanches became the most feared tribal nation in Texas by other tribes and eventually settlers. These warring people, mounted on horses barreled into Texas from the north and wreaked havoc on those around them. But where did they come from? And what were they like?

Warm Up Questions

Karankawa: Even if someone is peaceful and kind - others can still paint them in a negative light. Why do you think that is? How could that benefit the gossip? How could it ruin the subject of the gossip?

Junano: Why were the buffalo important to tribes? What would happen if those buffalo became extinct?

Caddo: What are some problems when it comes to oral history? How does it affect our modern knowledge of an ancient subject?

Apache: Some tribes kidnapped people, took captives or prisoners of war - what do you think the Apaches did with theirs. Would you think they were treated poorly or well?

Comanche: These natives came from another tribe, breaking off from the Shoshone this new band rode horses south and into Texas. Horses became a large part of Comanche culture? Why do you think that is? How could horses give a tribe an advantage over another.

Unit Activities

- The Karankawas have no reservation; there is no one really to tell of who they were or how they lived their lives because they're gone. By 1845 when Texas entered the United States, few Karankawas remained and none in organized bands. But they were there when the Spaniards first washed ashore in Texas and when the French came off their ships to settle. The eastern coasts of Texas were their homeland for centuries, but as other people came in they lost the competition and perished. Lands have been occupied by different groups throughout history and it's no different with Texas or anywhere else, so for this activity, start learning about your own area. How did your hometown come to be and who lived there before you? Start by going

to your local library and doing some research; browse the internet, or just go for a walk with your parents and see if you can discover interesting historical facts.

- The Jumano tribes eventually became extinct by way of assimilation, either into the Mexican culture or that of the Apaches. Would you have fought to maintain your way of life? Would you have joined the Apaches? Would you have become a Mexican citizen? What would you have chosen and why?
- Print out a map of the United States. Draw out the migration of the Comanche from the time they broke off from the Shoshone tribe and traveled south.
- Go to the following website and read stories of different Native Texans. See their artifacts and discover so much more through searching their website! <https://www.thestoryoftexas.com/discover/campfire-stories/native-americans>
- Build a fort or teepee in your home or backyard. Invite friends and family into the teepee and share stories with one another. What was your favorite story?
- Oral history is a time honored tradition in many indigenous cultures but it comes at a cost. Play a game of grapevine to find out what that cost is. Gather a group - however large or small - and have one person come up with a phrase or sentence. Whisper the phrase to your neighbor and have them do the same. Once everyone has heard the sentence have the last person say what they heard aloud. Did their sentence match the first? Or did something get lost in translation?

Resources

PRIMARY

The Account and Commentaries of Governor Alvar Nunez de Vaca, of what occurred on the two journeys that he made to the Indies, 37. Texas State University. (Accessed August 21, 2020) <https://exhibits.library.txstate.edu/cabeza/exhibits/show/cabeza-de-vaca/relacion/la-relaci-n---p-36,40-42>.

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SECONDARY

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La Vere, David. *The Caddo Chiefdoms: Caddo Economics and Politics, 700-1835*. United Kingdom: University of Nebraska Press, 1998, 2, 110-112.

Sabo, George. *The Arkansas Historical Quarterly* 55, no. 3 (1996): 323-26. Accessed August 20, 2020. doi:10.2307/40030984, 323.

Donald E. Chipman and Harriett Denise. Joseph, *Spanish Texas, 1519-1821* (Austin, TX: University of Texas Press, 2009), 14-17, 32.

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Oak, Henry Lebbeus., Bancroft, Hubert Howe., Peatfield, Joseph Joshua., Nemos, William. *History of the North Mexican States*. United States: A. L. Bancroft, 1889.

Willard H./Porter F. Rollings, *The Comanche (Indians of North America Series)* (New York City, New York: Chelsea House, 1989).

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Himmel, Kelly F. *The Conquest of the Karankawas and Tonkawas: 1821-1859*. (College Station: Texas A&M University Press, 1999), 16, 47-49.

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Cremony, John C. *Life Among the Apaches*. (San Francisco: A. Roman & Company, Publishers, 1868), 21, 59 - 66, 134 - 135, 142.

Worcester, Donald E. *The Apaches: Eagles of the Southwest*. (Norman: University of Oklahoma Press, 1979), 3 -7.

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Assessment Questions

- I. What are three reasons for the demise of the Karankawa tribe?
- II. What does the word “Jumano” mean?
- III. How did the Caddoan people remain protected from their enemies?
- IV. What did the Apaches do with their captives?
- V. What source of mobility gave the Comanche an advantage against other tribal nations?

Furthering the Lesson

SUGGESTED READING

Native American History for Kids: With 21 Activities by Karen Bush Gibson

Caddo Indians: Where We Come From by Cecile Elkins Carter

"The Caddo Nation": Archaeological and Ethnohistoric Perspectives by Timothy K. Petrol
Thomas R. Hester

The Apaches; Eagles of the Southwest by Donald E. Worcester

Life Among the Apaches by John C Cremony

Comanche (First Americans) by Sarah De Capua

The Comanches: A History, 1706-1875 by Thomas W. Kavanagh

VIDEOS

See videos linked in Hunt The Past's lessons

<https://huntthepast.com/topics/caddo/>

<https://huntthepast.com/topics/the-comanche-people/>

<https://huntthepast.com/topics/the-karankawas/>

<https://huntthepast.com/topics/jumano/>

<https://huntthepast.com/topics/apache/>

SIMILAR UNITS

The Mapuche: <https://huntthepast.com/topics/mapuche/>

The Taino: <https://huntthepast.com/topics/the-taino/>

The Maya: <https://huntthepast.com/topics/the-maya/>

The Tlaxcala: <https://huntthepast.com/topics/tlaxcala/>

Reflect, Close, & Preface to Next Unit

The five different tribes in this weeks unit represent various areas of Texas but are in no way all encompassing of the Texas natives. These lessons merely highlight some of the key tribes in early Texas history and set the stage for future lessons which greatly involve natives. We will find in the next unit that their livelihood would take an abrupt turn after the European arrival. They had battled each other and defended their territories against tribal nations - but nothing would compare to the beasts that would emerge from the sea.
