

The Western Gulf Culture Area

Read to Discover

1. Where did the Karankawa live, and what was their life like?
2. How did the Coahuiltecan survive in a dry area?

Define

- nomads
- wigwams
- mitotes

Why It Matters Today

Native Americans near the Texas coast knew that the Gulf of Mexico could be an excellent food source. Use CNNfyi.com or other **current events** sources to learn more about commercial fishing today. Record your findings in your journal.



Some Texas Indians relied on available materials such as tall grasses to make their homes.

The Story Continues

A mystery had arisen. Archaeologists working north of Corpus Christi had unearthed human skeletons. The remains were ancient and unusually large. Who were these people? The archaeologists identified them as the remains of Karankawa Indians. But another puzzle remained. One skeleton came from a person who was six feet tall. The others were also unusually large for early Native Americans. Scientists struggled to explain why the Karankawa were larger.



The Karankawa

People of the Karankawa culture were hunter-gatherers who lived from the area near present-day Galveston south to Corpus Christi Bay. The Karankawa were **nomads**, or groups of people who moved from place to place. During the fall and winter months, they lived along the Gulf Coast. They used dugout canoes to paddle through the bays and inlets. For food, the Karankawa fished, hunted sea turtles, and collected shellfish. They also gathered birds' eggs and hunted deer and small animals.

During the spring and summer, the Karankawa moved away from the coast. They camped near rivers and springs on the flat coastal prairie. A French explorer described the life of the Karankawa.

Texas Voices

“I passed the entire summer in this country with them in going everywhere in search of food because they possess no cabins or fields. That is why they travel in this manner the entire summer. The men kill a few deer and a few buffaloes and the women search for wild potatoes.”

—Simars de Bellisle, quoted in *The Karankawa Indians of Texas*, by Robert A. Ricklis

Analyzing Primary Sources

Analyzing Information

What part of Bellisle's description shows that the Karankawa moved from place to place?

Karankawa men hunted with large wooden bows and arrows. To fish, they used bows and arrows or fish traps. Karankawa women collected plants, cooked the food, and took care of the camp. They built portable **wigwams**, or circular huts, from bent poles covered with animal skins and reed mats. Each wigwam could house seven or eight people.

★ TEKS **Reading Check Finding the Main Idea** Why did the Karankawa move to different regions at different times of the year?

★ Daily Life of the Karankawa

The Gulf Coast has hot summers and mild winters, so the Karankawa did not need much clothing. Some men did not wear anything. Others wore a deerskin breechcloth, a short cloth worn around the waist. Women wore skirts of deerskin or grass. In addition, both men and women painted themselves with bright colors. To keep insects away, the Karankawa rubbed alligator fat and dirt on their skin.

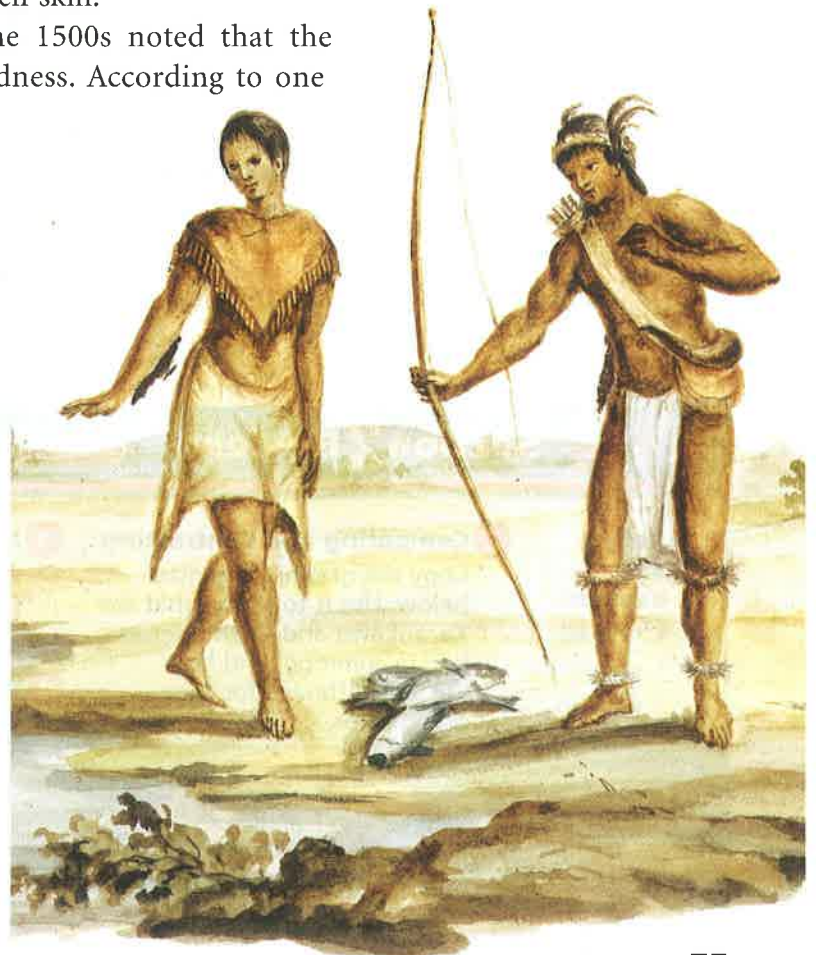
Europeans who arrived in Texas in the 1500s noted that the Karankawa treated their children with kindness. According to one explorer, the Karankawa “love their offspring [children] . . . and treat them with the greatest mildness.” The Karankawa gave their children two names, one of which was known only to close family members. The Karankawa believed that the secret name carried magic that protected children from danger.

Nothing could protect them from European diseases, however. The Karankawa, like other Texas Indian groups, had never been exposed to European diseases. The Karankawa fell ill and died at an alarming rate. In addition, they fought with other Native Americans, the French, the Spanish, and later, Americans. By the mid-1800s there were no Karankawa left.

★ TEKS **Reading Check Evaluating** Analyze the impact of European contact on the Karankawa.

Interpreting the Visual Record

Fishing. The Karankawa used bows and arrows to obtain fish for food. **How did the Karankawa adapt to their environment?**





The Coahuiltecan and other Texas Indians hunted deer.

★ The Coahuiltecan


Groups belonging to the Coahuiltecan culture hunted and gathered food in southern Texas, where the climate was too dry to easily support farming. The Coahuiltecan were nomads who covered large distances in their search for buffalo, deer, and small mammals. The men dug pits to capture javelinas, mammals that look like wild pigs, and started fires to drive animals toward waiting hunters. The Coahuiltecan also fished and gathered wild plants. Their diet included ant eggs, lizards, snakes, spiders, and worms.

Many archaeologists believe that the Coahuiltecan made few tools. But they did have stone hammers and knives, and they used the bow and arrow to hunt. They used gourds, such as melons and squashes, and woven baskets to store food. The Coahuiltecan did not build permanent houses because they were always moving. Instead, they placed animal skins over bent branches for shelter. Inside these huts were fire for cooking and heating, and grass or deerskin beds. The men wore little clothing, and the women wore grass or deerskin skirts. Both men and women wore their hair long, hanging down to the waist.


The Coahuiltecan worked hard to survive, but they also made time for fun. At times groups would gather together for feasting and dancing at all-night celebrations called **mitotes**. These gatherings celebrated important events, such as special religious occasions, victory in battle, or a plentiful food supply.


The arrival of Europeans changed the lives of the Coahuiltecan. Many died from European diseases. They also faced attacks from Apache Indians. Many Coahuiltecan began to live among the Spanish and abandon their traditional ways of life. By 1800 few Coahuiltecan groups remained. The few surviving Coahuiltecan joined other Indian groups.

✓ **Reading Check Analyzing Information** How did the Coahuiltecan use wildlife and plants to survive?



Section 2 Review

 Questions 2, 3a, 3b, 4

 **Homework Practice Online**
keyword: ST3 HP4

1 Define and explain:

- nomads
- wigwams
- mitotes

2 Comparing and Contrasting

Copy the graphic organizer below. Use it to show what the Karankawa and Coahuiltecan had in common, and how life was different for the two groups.

Shared Ways of Life


3 Finding the Main Idea

- Where did the Karankawa live each season?
- How did the Coahuiltecan adapt to their dry environment?

4 Writing and Critical Thinking

Summarizing Write a one-page short story about the Karankawa. Consider the following:

- their seasonal movement
- their food, clothing, tools, and shelter



Section

3

The Southeastern Culture Area

Read to Discover

1. What was the Caddo culture like?
2. How were the Wichita similar to neighboring groups?
3. Where did the Atakapa live, and how did that affect their culture?

Why It Matters Today

Important archaeological sites need to be preserved for future study. Use CNfyi.com or other **current events** sources to learn more about working at an archaeological site. Record your findings in your journal.

Define

- crop rotation
- confederacies
- allies
- matrilineal

The Story Continues

The Caddo Indians told many stories to their children. The following story taught the importance of farming. “As Snake-Woman gave each person the seeds, she told him that he must plant them, and must care for the plants that grew from them, but must allow no one, especially children, to touch them. . . . She said that until the seeds were ripe they belonged to her, and if any one gathered them too soon she would send a poisonous snake to bite him.”



Squash was one of many crops grown by the Caddo.

★ The Caddo and Farming

The Caddo moved into eastern Texas from present-day Arkansas, Louisiana, and Oklahoma more than 1,000 years ago. The rich soil and abundant rain of eastern Texas made it possible to grow many crops. The Caddo built permanent villages and became expert farmers using farming methods commonly practiced today. For example, the Caddo practiced **crop rotation**—a system of growing different crops on the same land over a period of years—to prevent the soil from wearing out. The Caddo also set aside extra seeds for next year’s crop. In addition, the Caddo burned forests to provide lands for growing crops. The Caddo grew beans, corn, squash, sunflower seeds, and tobacco.

In most other Texas Indian groups, women did all the farming. The Caddo valued farming so highly that the men shared the responsibility for growing crops. The men cleared the fields and made farm tools. To prepare the fields, the Caddo used hoes made from wood or the shoulder blades of buffalo. Women did the rest of the farm work. In addition, Caddo women gathered wild plants, cooked, and cleaned the houses.

★ Reading Check Summarizing What types of farming methods did the Caddo use that are still practiced today?

★ Caddo Society

With their plentiful supply of food, the Caddo had a large population. This allowed some people to take on special jobs not related to farming. Over time, the Caddo developed one of the more complex societies in Texas. The Caddo were organized into three **confederacies**. These groups shared a common language and were **allies**, or friends who supported one another. The three Caddo confederacies were the Hasinai, the Kadohadacho, and the Natchitoches. Although conflicts sometimes arose between the groups, they were usually on good terms with one another. Each confederacy built temples and mounds that were used for religious events. The mounds were also used as burial sites for important religious and political leaders. In addition to a religious and political structure, Caddo society included healers and craftspeople.

The Caddo were a **matrilineal** society. This means families were traced through the mother's side. Caddo family names came from the mother, not the father. In addition, when couples married, they lived with the wife's family. Women cared for the household and made the important decisions concerning the family. In each house, an older woman directed the activities of the 10 to 20 people who lived there.

The men built the houses, covering wooden poles with grass. Some Caddo may have plastered the outside of their houses with mud. In addition to building houses, men hunted and fished. When fishing, they would bait a series of hooks and tie them to a string that was stretched across a creek. The Caddo used bows and arrows to kill buffalo, deer, and small animals. Buffalo and deer served many purposes. During the cold winter months, men and women wore clothing made from animal skins. In the summer, men wore a deerskin breechcloth, while women wore clothes made from grass and straw. Both men and women tattooed and painted their bodies.

When European explorers came to Texas, the Caddo were one of the first groups they met. Despite the changes and difficulties the Europeans brought, the Caddo would continue to play a role in the state's history for years to come.

✓ Reading Check Analyzing Information What aspects of Caddo culture suggest that their society was successful?

LINKING PAST to PRESENT

Studying the Caddoan Mounds

The Caddoan Mounds State Historic Site near Alto, Texas, is the location of three Native American mounds.



Archaeologists wondered who had built the mounds, eventually deciding it was the Caddo. However, scholars were not sure when the mounds appeared. One concluded that the Caddo had lived at the site sometime between A.D. 780 and 1260. Further research suggests that earlier Native Americans had lived on the site long before the Caddo. The state of Texas later bought the site and opened it to the public in 1982. **What have scholars learned about the three Native American mounds?**



Interpreting the Visual Record

Horses. Capturing wild horses was hard work. How did horses help Texas Indians?

★ The Wichita

To the west of the Caddo along the Red River lived the Wichita Indians. The Wichita confederacy included four different groups—the Waco, the Taovaya, the Tawakoni, and the Wichita. Originally from present-day Kansas and Oklahoma, the Wichita moved into north-central Texas in the 1700s. Some Wichita lived as far south as present-day Waco.

The Wichita lived along creeks and rivers, where they grew beans, corn, melons, and squash. The Wichita used horses to hunt buffalo and deer. Although the Wichita hunted, they lived in permanent villages. One Spanish explorer in Kansas described a Wichita house.

Texas Voices “[The houses are] all round, built of forked poles . . . and on the outside covered to the ground with dry grass. Within, on the sides, they had frameworks or platforms which served them as beds on which they slept. Most of them were large enough to hold eight or ten persons.”

—Don Juan de Oñate, quoted in *Spanish Exploration in the Southwest, 1542–1706*, by Herbert E. Bolton

Like the Caddo, the Wichita tattooed their bodies. However, the Wichita used more tattoos and made unusual designs. Women drew circles around their eyes and lines from their lips to their chins. Men tattooed their eyelids and drew a short line at the corner of each eye. Because these tattoos made them look like raccoons, the Wichita called themselves *Kitikiti’sh*, or “raccoon eyes.”

★ Reading Check Finding the Main Idea What innovation allowed the Wichita to stay in one place?




Our Caddo Name

In eastern Texas, the Spanish encountered a group of Caddo known as the Hasinai. The Spanish called the Hasinai by the group’s word for friend—*Tejas* (TAY-hahs). The state of Texas takes its name from this word.



Native American Stories

Most cultures have stories and tales to explain the origin of people and animals. These tales are called origin or creation stories. The Wichita told how people got what they needed to survive. According to the story, people had many things but did not know how to use them. Then a man called Having-Power-to-carry-Light and a woman called Bright-Shining-Woman appeared. They traveled from village to village. Having-Power-to-carry-Light showed the men how to make a bow and arrow and how to hunt. Bright-Shining-Woman brought Mother-Corn and told the women to plant it. She explained that it would make the young strong and that the people could use it forever. Having-Power-to-carry-Light then became the first star seen in the morning, and Bright-Shining-Woman became the moon. **What does this story reveal about how the Wichita acquired new technology?** 



★ The Atakapa

Between the Caddo and the Gulf of Mexico lived the Atakapa people. Their homeland ran from Galveston Island to the Sabine River and into parts of present-day Louisiana. The Atakapa who lived inland from the Gulf had good land for farming. They grew several vegetables, but corn was one of their most important crops. Some scholars think that the Atakapa learned about farming from the Caddo. In addition to farming, the Atakapa used bows and arrows to hunt wild game. Buffalo and alligators formed part of their diet.

Other Atakapa lived closer to the coast, where the land was marshy. Saltwater sometimes flooded the land, so farming was impossible in this area. The ocean, however, provided an abundant supply of food. The Atakapa used wooden traps to fish and canoes to gather shellfish, which they raked from the sea bottom. The Atakapa also gathered berries, birds' eggs, and nuts.

Although little is known about their houses, they probably lived in huts made from brush. The Atakapa also made pottery and wove baskets. Their clothing was simple, consisting of a breechcloth for men and a skirt for women. Some groups tattooed their faces and bodies. Little remains of the Atakapa culture. European diseases had a terrible effect on the Atakapa, and by the early 1900s there were very few left.

★ Reading Check Comparing and Contrasting In what types of environments did Atakapa groups live, and how did these affect their way of life?



Section 3 Review

 Questions 2, 3a, 4

 Homework Practice Online

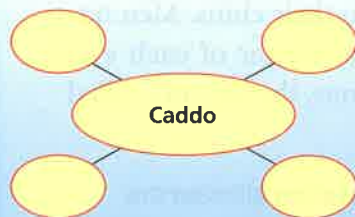
keyword: ST3 HP4

1 Define and explain:

- crop rotation
- confederacies
- allies
- matrilineal

2 Analyzing Information

Copy the graphic organizer below. Use it to describe four aspects of the Caddo culture.



3 Finding the Main Idea

- How did the Caddo culture adapt to and modify the environment?
- Where did the Atakapa live, and how did they adapt to their environment?

4 Writing and Critical Thinking

Comparing Write a short report noting the similarities of the Caddo, Wichita, and Atakapa.

Consider the following:

- how they obtained food
- houses and clothing

The Pueblo Culture Area

Read to Discover

1. Why did the Jumano come to the Rio Grande area, and how did they survive in their environment?
2. What problems did the Jumano face?

Define

- adobe
- hides

Why It Matters Today

Drought affected the lives of hunter-gatherers and farmers in early Texas. Use CNfyi.com or other **current events** sources to learn more about drought problems today. Record your findings in your journal.

The Story Continues

The old buildings of sun-baked earth had withstood years of heat, rain, and wind. They had outlasted the people who built them. The empty village stood on the Texas plain, silent proof of a once-thriving society. The homes were built close to one another, as if huddled against the harsh elements. What happened to the people who lived there? Scholars had much to learn before they would know the secrets of the village.



Adobe is a building material still used today.

★ The Jumano

In northern New Mexico, a group of Native Americans called the Pueblo lived as farmers. They built permanent houses out of **adobe** bricks, which they made by drying clay mud in the sun. Sometime between A.D. 1000 and 1200, some Pueblo moved south along the Rio Grande into Texas. This group, known today as the Jumano, built villages along the Rio Grande. Although the region was dry and rugged, they grew corn and other crops by placing their fields near the river. When the Rio Grande overflowed, the fields filled with water.

The Jumano also gathered wild plants for food and hunted buffalo. Some Jumano became nomads and moved onto the plains of western and central Texas. They supplied the Jumano near the Rio Grande with meat and **hides**, or animal skins. The Jumano also traded goods with other Native American groups to the east and the west.



Interpreting the Visual Record

Farming. Many Native American groups farmed, growing and then drying corn in the Texas sun. **How did the environment affect Texas Indians?** ★ TEKS

The Jumano near the Rio Grande lived in large villages. Some 10,000 people lived in the five Jumano villages near La Junta de los Ríos, north of Big Bend. In some villages, the Jumano built their houses around a central plaza. About 30 to 40 people lived in each house. The houses were made of adobe and wood, which helped the Jumano stay cool during the summer. The roofs were flat and probably made from tree branches. The Jumano often painted black, red, white, and yellow stripes on the inside walls. Jumano who did not live in the villages probably lived in separate adobe houses or in grass huts. Those Jumano who hunted buffalo on the plains lived in temporary shelters made from animal hides or grass.

The Jumano used bows and arrows to hunt buffalo. In battle, the Jumano fought with large, heavy clubs and carried shields made of buffalo hide. The Jumano were experts at making goods from animal hides, which they softened by beating with stones. Spanish explorers reported that the Jumano wore clothing and shoes made from hides. Jumano jewelry was made from copper, coral, and turquoise. They also tattooed or painted their faces with striped lines. One Spanish explorer described Jumano hairstyles.

Analyzing Primary Sources
Comparing and Contrasting
 How did the hairstyles of Jumano women differ from those of the men?

Texas Voices

“The women . . . wear their hair long and tied to the head. The men have their hair cut very short, up to the middle of their heads, and from there up they leave it two fingers long and curl it with . . . paint in such a way that it resembles a small cap. They leave on the crown [top] a large lock of hair to which they fasten [tie] feathers of white and black.”

—Diego Pérez de Luxán, quoted in *The Indians of Texas*, by W. W. Newcomb Jr.

★ **Reading Check Analyzing Information** What innovation helped the Jumano acquire food?

★ Troubled Times for the Jumano

When the Spanish arrived in Texas, they traded goods with the Jumano. The Jumano were particularly interested in the horses the Spanish brought because horses made travel and buffalo hunting much easier. However, the Spanish arrival also marked the beginning of a difficult time for the Jumano. The Spaniards brought diseases that killed many Jumano.

The Jumano faced other problems as well. Drought had always made life in western and central Texas difficult. In the early 1500s some Jumano told a Spanish explorer that it had not rained for two years in a row. When periods of drought became longer during the 1600s and 1700s, many rivers in Texas dried up. Farming became very difficult, and many crops failed. Much of the grass on the plains also died, prompting the buffalo herds in western and central Texas to move away. The Jumano, who had depended on the buffalo for meat and hides, lost an important resource.

The Jumano also suffered from attacks by the Apache. The Apache wanted control of Jumano hunting territories and the trade between Plains Indian groups and the farming villages of New Mexico. In the early 1680s a group of Jumano, led by Juan Sabeata, asked the Spanish for protection against the Apache. Sabeata knew Spanish customs and the language, and he also knew the people of northern Mexico. Even so, the Spanish did little to help the Jumano. By the mid-1700s the Jumano had lost control of much of their land to the Apache. Historians think the Jumano probably survived in small groups that eventually joined other Native American groups.

★ Reading Check Summarizing What three major events caused problems for the Jumano?

50 X 110



Section 4 Review

★ TEKS Questions 2, 3b, 4

Go.
hrw.
.com Homework
Practice
Online
keyword: ST3 HP4

1 Define and explain:

- adobe
- hides

2 Summarizing

Copy the graphic organizer below. Use it to show what the Jumano did to survive in the dry climate of western Texas.

1. _____
2. _____
3. _____
4. _____

3 Finding the Main Idea

- Why did the Jumano migrate to the Rio Grande region?
- What problems caused the decline of the Jumano culture?

4 Writing and Critical Thinking



Comparing and Contrasting Imagine you are an anthropologist. Write a paragraph describing similarities and differences in the lives of the Jumano and the Caddo.

Consider the following:

- farming techniques
- housing and clothing

LINKING PAST to PRESENT

Pueblo Culture

The Jumano were a part of the larger Pueblo culture. The Pueblo lived in buildings of sun-baked mud and straw. They farmed, growing several varieties of corn and other vegetables. Skilled pottery makers, they used decorated jars for food storage. The Pueblo also held elaborate dances and ceremonies, many of which reflected the importance of agriculture to their society. Although historians believe that the Jumano joined other Native American groups, the Pueblo culture survived and flourishes today in the American Southwest. **How did the Pueblo adapt to their environment in ways similar to Indian groups in Texas?**

★ TEKS

The Plains Culture Area

Read to Discover

1. How did the horse change Plains Indians' lives?
2. What were the common aspects of Plains Indian culture?

Why It Matters Today

The Plains Indian groups depended on the buffalo. Use CNfyi.com or other **current events** sources to learn more about the buffalo or an animal that is in danger of disappearing. Record your findings in your journal.

Define

- hunting grounds
- tepees
- bands

Identify

- Comanchería

Panhandle-Plains Historical Museum, Research Center, Canyon, Texas



This Kiowa warrior's shield is made of painted buffalo hide, cloth, and eagle feathers.

The Story Continues

The hunters had finally killed their prey. The buffalo would provide food for everyone, but the hunters had to quickly prepare the buffalo and move on. If they lost track of the herds, the people might starve. A European explorer described how they removed the buffalo hide. “They cut the hide open at the back and pull it off . . . using a flint [stone tool] as large as a finger, tied in a little stick. . . . The quickness with which they do this is something worth seeing.”

★ The Indians of the Plains

The Great Plains stretch from Canada into southern Texas. Before the arrival of Europeans, Native American groups lived on the edges of the plains where it was possible to farm. They entered the plains to hunt the buffalo. These animals were enormous—some weighed 1,600 pounds and were 6 feet tall at the shoulder and 10 feet long. Men and women hunted the buffalo on foot, sometimes chasing them over cliffs to kill many at once.

Then the Spanish arrived with horses. By 1700 most Native American groups on the southern plains owned horses. These Plains Indians moved out onto the plains to follow the buffalo herds. The Plains Indians' **hunting grounds**, or areas where they traditionally hunted for food, became much larger. These Plains Indian groups shared many cultural characteristics. Most lived in **tepees**, movable homes made from animal hides stretched over long poles. Plains Indians also made food, clothing,

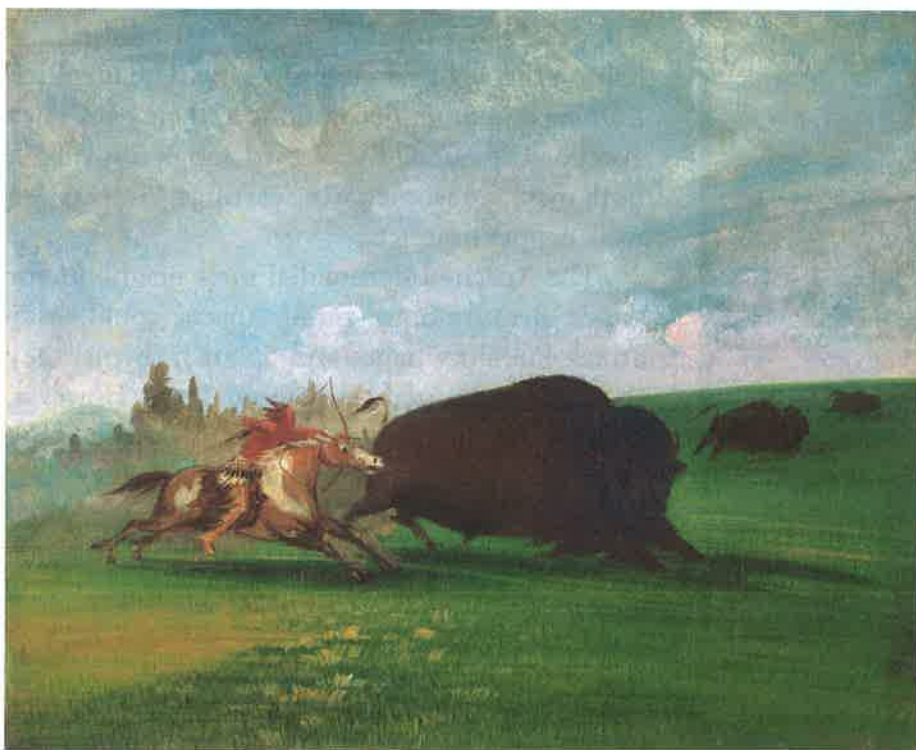
tools, and weapons from the buffalo. Women made a food called pemmican from dried buffalo meat pounded into a powder to which they added nuts and berries. Summer was an important time for Plains Indians groups. Food was plentiful, allowing **bands**, or small groups made up of a few families, to meet for celebrations.

★ The Tonkawa

The Tonkawa lived on the north-central plains of Texas and on the southeastern edge of the Edwards Plateau. The Tonkawa depended on the buffalo for their food, clothing, and shelter. Because they lived to the south of the largest buffalo herds, the Tonkawa were also hunter-gatherers. They hunted small animals, such as rabbits, rattlesnakes, and skunks, and gathered berries, fruits, and nuts. Like other Plains Indians, the Tonkawa wore clothing made from buffalo skins. During the warm summer months, Tonkawa children wore very little clothing. The men wore their hair long and parted in the middle, while women wore their hair either long or short. Both men and women painted their bodies.

In the 1700s the Tonkawa were driven from their hunting grounds by the Apache. The Tonkawa tried to adjust to the loss of their major source of food and hides—the buffalo—but had little success at farming. Surviving Tonkawa often joined other Native American groups, and by the 1900s the Tonkawa no longer existed as a separate Indian group.

✓ **Reading Check Analyzing Information** Why did the Tonkawa lifestyle change after they were driven from their hunting grounds?



That's Interesting!

Danger on the Plains

Human hunters were not the only threat the buffalo faced on the Great Plains. Wolves followed the herds, killing the old, the sick, and the young. Buffalo trampled each other as they crossed rivers. Fires caused by lightning often killed everything in their path, including buffalo. In the winter, buffalo drowned if they fell through river ice.



Interpreting the Visual Record

Buffalo. Texas Indians used a variety of techniques to hunt buffalo. **What is one method Texas Indians used to hunt buffalo?**



Some Plains Indians hunted buffalo with bows and arrows.

★ The Apache

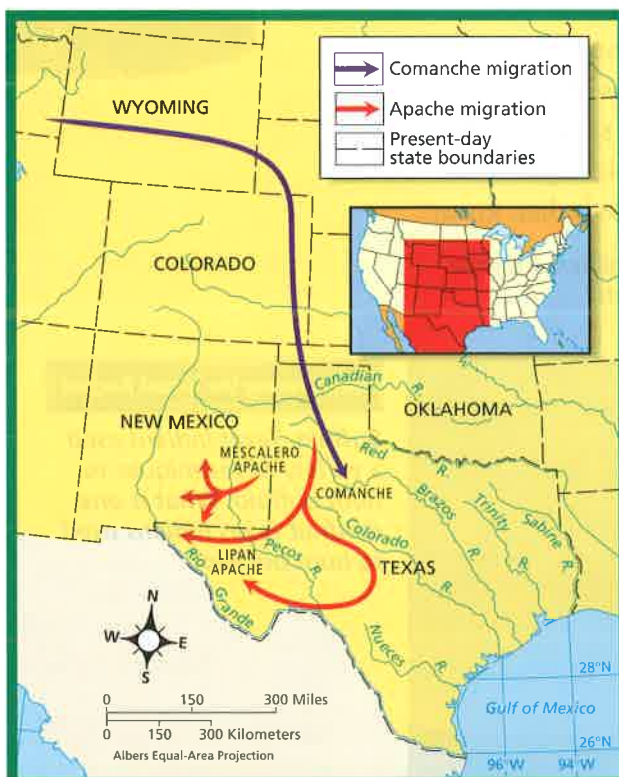
The Apache culture group originally lived in present-day Canada. Scholars believe that the Apache migrated to the American Southwest between A.D. 1000 and 1400. Two Apache groups, the Lipan and the Mescalero, settled in Texas. The Lipan lived from the western edge of the Texas Hill Country to the Rio Grande. The Mescalero, who lived in western Texas, eventually moved to present-day New Mexico.

The Apache were organized into bands that traveled, hunted, and fought together. The bands were made up of extended families, and the most prominent member led the band. Groups of bands often lived close together for defensive purposes or for ceremonies. The Apache were skilled at riding horses, and they often worked as a team when hunting buffalo. They surrounded buffalo herds and used bows and arrows to kill the animals. A Spanish explorer described what the Apache did with buffalo meat. “They dry their meat in the sun, cutting it into thin slices, and when it is dry they grind it, like flour, for storage.” The Apache had many

uses for buffalo hides. For example, if they needed to cross a river, they stretched hides over branches to make tub-shaped boats.

Some Lipan Apache farmed, which was unusual for Plains Indians. Crops included beans, corn, pumpkins, and watermelons. When the buffalo moved, however, the Lipan Apache followed. Some Apache who did not farm traveled to New Mexico to trade with Native American groups there for food. Most Lipan Apache men cut their hair very short on the left side but allowed the hair on the right side to grow long. The men tied feathers and other decorations to their hair. They also plucked out all their beard and eyebrow hair. Both men and women wore earrings. Women also wore copper bracelets.

The Apache often raided their neighbors for goods. Because horse-riding Apache could easily attack Pueblo villages and Spanish towns, they soon became feared throughout Texas. However, the arrival of the more powerful Comanche, along with pressure from the Spanish, led to the decline of the Apache. In addition, many Apache died from European diseases. By the early 1800s, many Apache had been driven from Texas into Mexico and New Mexico.



Comanche Migration to Texas 1700–1800

Interpreting Maps During the 1700s the Comanche migrated into the Great Plains region of Texas.

TAKS Skills **Human Systems** How did the migration of one Native American group affect the lives of other Native Americans? ★ **TEKS**

★ **Reading Check Summarizing** How did the introduction of horses affect the Apache?

★ The Comanche and Kiowa

The Comanche originally lived in what is now the western United States. After they acquired horses the Comanche moved onto the Great Plains. To escape more powerful Plains groups and to have access to more buffalo and wild horses, the Comanche moved into Texas in the early 1700s.

The Comanche lived in bands headed by a peace chief, usually an older man. The best rider and fighter in the band served as its war chief. These leaders and other respected men helped make important decisions for the band.

Their skill as buffalo hunters quickly made the Comanche a wealthy group. They traded goods made from the buffalo with other Native Americans. The Comanche were also skilled fighters. They soon controlled much of the plains, including northern and western Texas, which the Spanish called the **Comanchería**.

The Kiowa were the last Plains group to arrive in Texas. They moved from the northern plains sometime in the early 1800s to escape from enemies. The Kiowa hunted buffalo and gathered berries, fruits, and nuts. Although the Kiowa did not farm, they did trade with neighboring groups. Kiowa men did the hunting and fighting. They wore their hair long, but over their right ear the hair was cut short. Kiowa women prepared the buffalo hides, sewed clothing, and made pemmican. Skilled fighters, the Kiowa became allies of the Comanche. Both groups fiercely resisted being forced from their Texas hunting grounds and abandoning their way of life.

The Granger Collection, New York



The Comanche rode their horses bareback.

★ **Reading Check Comparing** How were the Comanche and Kiowa similar?

STATE

★ Section 5 Review

★ TEKS Questions 4a, 4b, 5

go.hrw.com Homework Practice Online

Keyword: ST3 HP4

1 Define and explain:

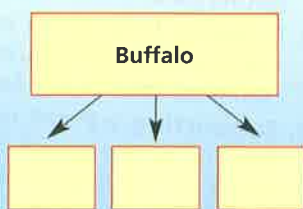
- hunting grounds
- tepees
- bands

2 Identify and explain:

- Comanchería

3 Evaluating

Copy the graphic organizer below. Use it to explain why the buffalo was important to Plains Indians.



4 Finding the Main Idea

- What were important aspects of Plains Indian culture?
- Compare the Apache, Comanche, Kiowa, and Tonkawa.

5 Writing and Critical Thinking


Analyzing Information Imagine that you are a Plains Indian. Write a short song explaining how the arrival of Europeans affected you. Consider the following:

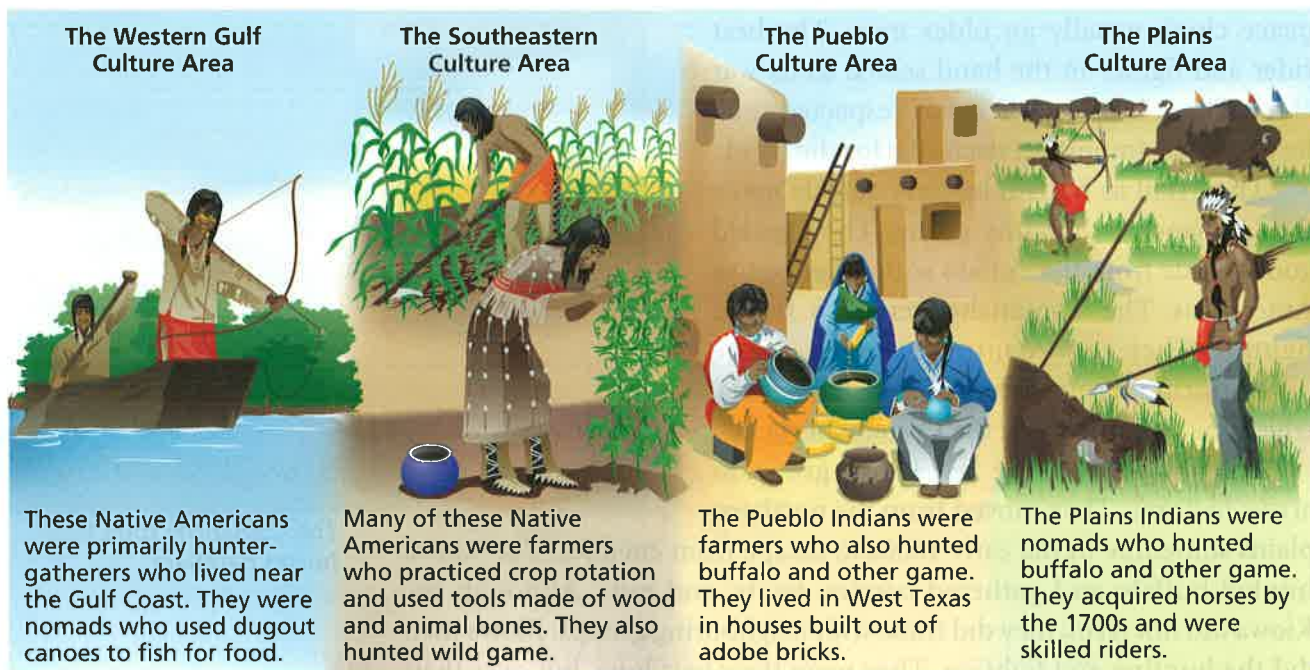
- how horses affected hunting
- the movement of groups into Texas

TAKS

CHAPTER 4 REVIEW

The Chapter at a Glance

Examine the following visual summary of the chapter. Prepare a poster that illustrates the main ideas from each section. Present your poster to the class. 



Identifying People and Ideas

Use each of the following terms or people in historically significant sentences.

- | | |
|------------------|--------------------|
| 1. artifacts | 6. matrilineal |
| 2. precontact | 7. adobe |
| 3. nomads | 8. hunting grounds |
| 4. crop rotation | 9. tepees |
| 5. confederacies | 10. bands |

Understanding Main Ideas

Section 1 (pp. 68–71)

1. What are the defining characteristics of the Paleo-Indian era in Texas?

Section 2 (pp. 72–74)

2. Why were the Karankawa nomads?
3. How did the Coahuiltecan survive in the dry western Texas environment?

Section 3 (pp. 75–78)

4. How were the Caddo farming methods similar to those used today?

Section 4 (pp. 79–81)

5. What farming method did the Jumano use to adapt to their environment?

Section 5 (pp. 82–85)

6. How did the horse aid the Plains Indians?

You Be the Historian

Reviewing Themes

1. **Geography** Why were the lives of the Caddo similar to and different from those of the Jumano?
2. **Culture** In what ways were Texas Plains Indian groups similar to one another?
3. **Science, Technology & Society** How did new tools and technologies affect Native Americans?



TAKS

Practice: Thinking Critically

1. **Contrasting** How did the lives of hunter-gatherers in Texas differ from those of farmers?
2. **Drawing Inferences and Conclusions** How did the environment influence the way Texas Indians obtained food in the four cultural regions?
3. **Supporting a Point of View** Do you think farming or the arrival of the horse had a greater effect on the lives of Texas Indians? Provide reasons for your answer.

Interpreting Maps ★TEKS

Study the map below. Then use the information on the map to answer the questions that follow.



1. What geographic feature enabled people to travel to the Americas?
 - a. Mesoamerica
 - b. the Gulf of Mexico
 - c. the Beringia Land Bridge
 - d. the Arctic Ocean
2. How did this geographic feature affect the development of Texas?

Analyzing Primary Sources

Read the following quote by a Spanish explorer about the Karankawa. Then answer the questions.

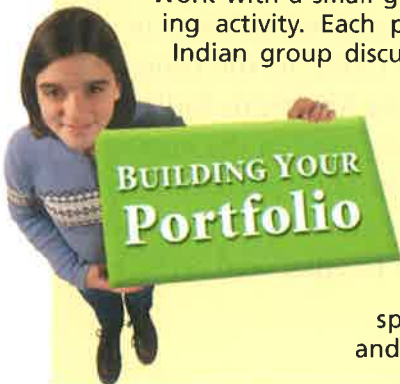
“The Indians . . . left the island and passed over in canoes to the main [land], into some bays where [there] are many oysters. . . . There is [a] great want of wood; mosquitos are in great plenty. The houses are of mats, set up on masses of oyster shells, which they sleep upon.”

3. Which of the following statements best describes the author’s point of view?
 - a. The Indians are not using all the resources available to them.
 - b. The Indians were starving.
 - c. The Indians did not trust the explorer.
 - d. The Indians relied on food sources and materials that they could find.
4. What shows that the explorer observed the Indians adapting to their environment?

Alternative Assessment

Interdisciplinary Connection to Geography ★TEKS

Work with a small group to complete the following activity. Each person should select a Texas Indian group discussed in the chapter. Use the library to find information to create a section for a guide to Texas Indian life. Create illustrated maps showing how the groups obtained food in the four cultural regions. Be sure to use standard grammar, spelling, sentence structure, and punctuation.



Internet connect

Internet Activity: go.hrw.com
 KEYWORD: ST3 TX4



Access the Internet through the HRW Go site to research the lifestyles of two Native American groups mentioned in the chapter and the environments in which they lived. Create an illustrated booklet that compares and contrasts how the groups adapted to their environment. Write at least one paragraph for both groups, describing their food sources and their environments.

