

# Unit 1: Natural Texas and Its People

## 7<sup>th</sup> Grade Lesson Plan: American Indian Tribes of Texas (90 – 110 minutes)

<b>Objective</b>	<p>Students will study and be able to identify the distinct characteristics of the primary early American Indian tribes who lived in Texas prior to European exploration. Students will categorize information about each tribe into the categories: food, shelter, mobility, culture, and location in Texas.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. <b><i>We will</i></b> study early American Indian tribes who lived in different regions of Texas.</li> <li>2. <b><i>I will</i></b> take notes that summarize the significant information about tribal shelter, food, mobility, culture, and location in Texas.</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. <b><i>We will</i></b> analyze how geographic differences in Texas regions influenced the lives of early American Indian tribes.</li> <li>2. <b><i>I will</i></b> compare the characteristics of two tribes from different regions.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Geographic features of the land affect human settlement patterns</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Categorizing information</li> <li>• Note taking</li> <li>• Summarizing</li> <li>• Comparing and Contrasting</li> </ul>
<b>Essential Questions</b>	<p><b><u>Day 1:</u></b> What are the characteristics of various early American Indian tribes of Texas?</p> <p><b><u>Day 2:</u></b> How do the environmental differences between the regions affect how American Indian tribes lived across Texas?</p>
<b>Assignment</b>	<ol style="list-style-type: none"> <li>1. <b>Warm-up:</b> <ol style="list-style-type: none"> <li>a. <b>Day 1:</b> Students make inferences using generalized statements about American Indian tribes. Based on their knowledge of the characteristics of each region, they determine in which region would the tribes in the statement most likely live.</li> </ol> </li> </ol>

	<p>b. Day 2: Students choose one of the tribes they learned about the previous day and imagine what a day in the life of a person in that tribe would be like.</p> <p>2. <b>Lesson:</b></p> <p>a. <b>Part 1:</b> Students use the information in the slideshow about each primary tribe in Texas to complete their charts. They read the information about each slide, then organize the information into one of the following categories: food, shelter, mobility, culture, and location. They take brief notes summarizing the information they categorize.</p> <p>b. <b>Part 2:</b></p> <p>i. <b>Advanced:</b> Students use a chart graphic organizer to compare information about two tribes of their choosing. Using their chart and the sentence stem provided, they write a paragraph comparing the two tribes.</p> <p>ii. <b>Grade Level:</b> Students use a chart graphic organizer to compare any two tribes of their choosing. They then use the sentence stems provided to create sentences comparing the two tribes.</p> <p>iii. <b>Foundations:</b> Students will use a word bank to fill in statements about the tribes of different regions.</p> <p>3. <b>Exit Ticket:</b></p> <p>a. <b>Day 1:</b> Students use a prompt and sentence structure sample to write a sentence describing two significant characteristics of a tribe of their choosing.</p> <p>b. <b>Day 2:</b> Students examine an image of early American people to make inferences about who they might be and where they might have lived.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Slides Presentation</li> <li>• Warm up / Exit Ticket Day 1</li> <li>• Warm-up / Exit Ticket Day 2</li> <li>• Advanced Tribes chart worksheet</li> <li>• Grade Level Tribes chart worksheet</li> <li>• Foundations Tribes chart worksheet</li> </ul>
<b>Differentiation</b>	<p>1. Scaffolding including assignments at three different levels of academic ability</p>

	<ol style="list-style-type: none"> <li>2. Visual representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems</li> <li>5. Note-taking assistance</li> <li>6. Word bank</li> </ol>
<p><b>TEKS</b></p>	<ul style="list-style-type: none"> <li>• <b>7.2A</b> Compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.</li> <li>• <b>7.8A</b> Locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions</li> <li>• <b>7.9A</b> Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications.</li> <li>• <b>7.20B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</li> <li>• <b>7.20E</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.22A</b> Use social studies terminology correctly.</li> <li>• <b>7.22B</b> Create written, oral, and visual presentations of social studies information.</li> </ul>

## Teacher Guide: American Indian Tribes of Texas

This assignment is designed to take 2 class periods. The slides presentation covers the information for both days and can be divided in any way the teacher sees fit. Suggested division: students complete two regions per day beginning with the region they currently live in. There are separate Warm-up / Exit Tickets for each day.

<p><b>Warm-up</b></p>	<p>Day 1:</p> <ol style="list-style-type: none"> <li>1. Students read general statements about tribal characteristics and determine which region would be most likely to contain tribes with those characteristics.</li> <li>2. On the slides presentation: slides 3 and 4 provide a restating of the directions and a sentence stem for students to share their responses.</li> <li>3. Slides 5 and 6 present the daily objective and the “We will / I will” statement for the day.</li> </ol> <p>Day 2:</p> <ol style="list-style-type: none"> <li>1. Students consider what they learned about the tribes from the previous day’s lesson. They choose one tribe from one region and imagine what a day in the life of a person from that tribe might be like. They record their responses.</li> <li>2. On the slides presentation: slide 7 restates the warm-up directions. Because responses will vary greatly, there is no sentence stem to guide sharing student responses.</li> <li>3. Slides 8 and 9 present the daily objective and the “We will / I will” statements for the day.</li> </ol>
<p><b>Lesson</b></p>	<p>Students use the information readings in the slides presentation about each tribe in Texas to complete their chart.</p> <p>Suggestions for carrying out the lesson:</p> <p>Advanced:</p> <ol style="list-style-type: none"> <li>1. Divide students into small groups of two or three and assign each group one tribe. They read and complete the information for their tribe on the chart worksheet.</li> <li>2. Give each group time to prepare to present their information to the class. They can use the slide with the information on it to display the map and the image as they tell the class about their tribe and what significant information should be written</li> </ol>

	<p>in the chart. Each student should take part in the presentation.</p> <ol style="list-style-type: none"> <li>3. You can also have them create their own slide of quick notes, images, and map to present to the class for their presentation.</li> <li>4. When finished, they use the graphic organizer to choose two tribes to compare and contrast, then write a paragraph based on their information.</li> </ol> <p>Grade Level:</p> <ol style="list-style-type: none"> <li>1. As a class, read one tribe together. Model how to identify and locate the information for the chart and demonstrate what to write down in “quick notes” – 3 to 5 quick pieces of information.</li> <li>2. Then divide the class into groups of 2 or 3 and each group completes one tribe and fills in the chart for their tribe.</li> <li>3. Ask for a volunteer or assign the roll to one person from each group to be the “expert” for that tribe. Have the experts stand around the periphery of the classroom. Have the other students choose an expert and stand on the inside of the classroom (making two circles – an outside circle of experts, and an inside circle facing the experts. More than one person can be on the inside with an expert.)</li> <li>4. The experts teach their tribe to the inside circle of people. Set a timer for 3 to 5 minutes and then have the inside circle rotate clockwise to the next expert.</li> <li>5. After two or three rounds, have the students return to their original groups and choose a new expert. Start the process over again. Rotate through this cycle until everyone has all the information about each tribe that they need.</li> <li>6. When finished, students choose two tribes and complete the graphic organizer to compare and contrast their characteristics. Then they use that information to complete sentence stems comparing their two tribes.</li> </ol> <p>Foundations:</p> <ol style="list-style-type: none"> <li>1. The Expert activity above works for the Foundations students as well because their chart included note-taking assistance to guide them through the process.</li> <li>2. When it’s time to rotate, they can remain with the same expert if they need more time to finish.</li> <li>3. When finished, students use a word bank to complete sentences about various American Indian tribes in Texas.</li> </ol>
<b>Exit Ticket</b>	Day 1

	<ol style="list-style-type: none"><li>1. Students choose one tribe they learned about in this lesson and write a sentence describing two the defining characteristics of this tribe using a sentence stem for structure.</li><li>2. Slides 20 and 21 from the presentation restate the directions and present a sentence stem for students to share their responses.</li></ol> <p>Day 2:</p> <ol style="list-style-type: none"><li>1. Students examine an image of an American Indian woman and child drying corn to make inferences about what tribe they might be a part of, where they might live, etc.</li><li>2. Slides 22 and 23 from the presentation restate the directions, display the image in a larger format, and present a sentence stem for the students to share their responses.</li></ol>
--	---

### **Primary Sources Referenced in Lesson**

1. Curtis, Edward S, photographer. A Wichita. , ca. 1927. Photograph. <https://www.loc.gov/item/2006684278/>.
2. Curtis, Edward S, photographer. Wichita Grass-House. , ca. 1927. Photograph. <https://www.loc.gov/item/97507144/>
3. Mallory, Randy. *Sculpture in Caddo Mounds*. July 2015. Photograph. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metadc1980434/>
4. Mallory, Randy. [Alligator in zoo], photograph, November 2004; (<https://texashistory.unt.edu/ark:/67531/metadc1978864/>: accessed June 28, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.
5. Curtis, E. S., photographer. (ca. 1910) *Nez Percé canoe*. , ca. 1910. December 8. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2002722464/>.
6. United States. Bureau of Soils. Soil map, reconnaissance survey, South Texas sheet, map, June 16, 1910; Washington D.C.. (<https://texashistory.unt.edu/ark:/67531/metaph19684/>: accessed July 5, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department.

7. Catlin, George. *Comanche Lodge of Buffalo Skins*. 1834-35. Oil on canvas, 24 x 29 in. (60.9 x 73.7 cm). Smithsonian American Art Museum.  
<https://americanart.si.edu/artwork/comanche-lodge-buffalo-skins-4008>
8. Stanley, John Mix. *Black Knife, an Apache Warrior*. 1846. Oil on canvas, 42 ½ x 52 in. (107.8 x 132,1 cm). Smithsonian American Art Museum.  
<https://americanart.si.edu/artwork/black-knife-apache-warrior-22852>
9. --Irwin, William E. [Kiowa Belles of Anadarko], photograph, 1890~; (<https://texashistory.unt.edu/ark:/67531/metaph17137/>: accessed July 5, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Clay County Historical Society.
10. Williams, Byrd M. (Byrd Moore), III. [Photograph of an adobe-style house in the mountains, 2], photograph, [1930..1980]; (<https://texashistory.unt.edu/ark:/67531/metadc1610055/>: University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.
11. Catlin, George. *Indian Encampment, Comanche (or Kiowa) Dressing Skins, Red River*, 1846-48. Oil on canvas, Smithsonian American Art Museum and its Renwick Gallery.  
[https://www.si.edu/object/indian-encampment-comanche-or-kiowa-dressing-skins-red-river:saam\\_1985.66.597](https://www.si.edu/object/indian-encampment-comanche-or-kiowa-dressing-skins-red-river:saam_1985.66.597). Moon, Carl. *Drying Corn*. 1937-43. Oil on canvas, 30 ⅛ x 24 ⅛ in. (76.6 x 61.2 cm). Smithsonian American Art Museum.  
<https://americanart.si.edu/artwork/drying-corn-17652>.