

UNIT



2

# Explorers and Settlers

*Beginnings to 1821*

## Why It Matters

*As you study Unit 2, you will learn how Spain's three hundred years in Texas left a permanent impression that is expressed in law, language, religion, place names, and culture. Millions of Texans look proudly upon their own Spanish heritage.*

### Primary Sources Library

*See pages 686–687 for primary source readings to accompany Unit 2.*

*Camp of the Lipans* by Texas artist Theodore Gentilz (Witte Museum, San Antonio). The Lipans were an independent Apache group who lived near the Hill Country of central Texas.





*“Long live America  
for which we are  
going to fight.”*

—Father Miguel Hidalgo,  
“Cry of Dolores,” September 16, 1810





**MAP KEY**

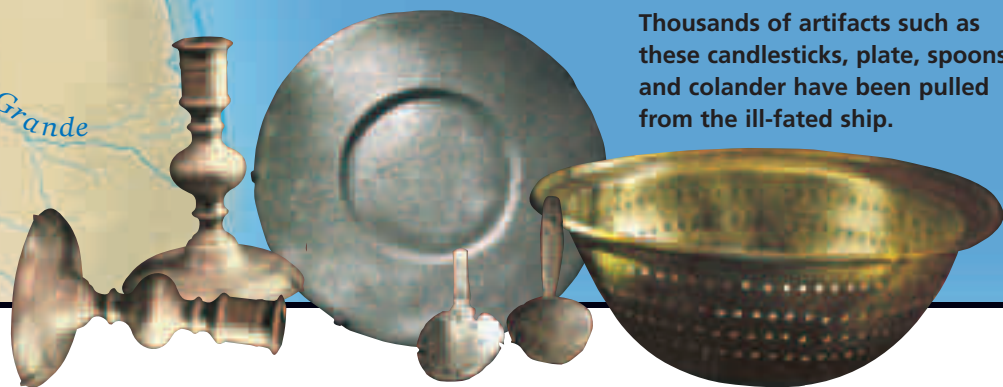
- La Salle's routes
- - - Possible routes
- ⚓ Site of the Belle

0 mi. 100  
0 km 150

*Albers Conic Equal-Area projection*



Thousands of artifacts such as these candlesticks, plate, spoons, and colander have been pulled from the ill-fated ship.



# LA SALLE'S DOOMED EXPEDITION

In 1995 excited archaeologists discovered a shipwreck in Matagorda Bay. Three decorated bronze cannons assured them it was the *Belle*, one of four ships on an expedition led by La Salle. Sifting through artifacts, archaeologists are filling in the details of the four-year expedition whose aim was to establish a French colony at the mouth of the Mississippi.

From survivors' journals we know the explorers missed their destination and lost all four of their supply-laden ships. The diaries also described the hardships the colonists endured while La Salle scouted the area and searched for the main branch of the Mississippi.

The following discoveries are some examples of how the shipwreck findings support the survivors' accounts.

- A skeleton reveals death by drowning or thirst. Survivors said most of the settlers drowned, starved, got sick, died of thirst, or were killed by Native Americans.
- More than 500,000 glass beads and brass rings intended for trade with Native Americans were found. La Salle hoped the trinkets would persuade the Native Americans to help them capture Spanish silver mines.
- Fancy dishes, jewelry, candlesticks, and chess games on the *Belle* indicate some settlers intended to live in style.
- Muskets, cannons, and ammunition show that colonists were prepared to fight Native Americans or Spaniards.

Another discovery in 1996 excited Texas historians. Archaeologists located the site of La Salle's camp, Fort St. Louis. At that site, eight cannons were found. Bones of deer, bison, fish, turtles, snakes, and pigs verified that colonists had brought livestock from Europe and also hunted for food.



Years of searching for the exact location of Fort St. Louis ended successfully in 1996 with the discovery of eight cannons.

## Mississippi River Delta

Scientists were afraid that trying to raise the ship would destroy it. Instead of raising the ship, a watertight enclosure was built around the *Belle* and the water pumped out. Then the ship and artifacts could be safely brought up.



## LEARNING from GEOGRAPHY

1. If you had been planning La Salle's expedition, what would you have taken to establish the colony?
2. Where was the wreck of the *Belle* found? About how far was it from La Salle's intended destination? (Hint: Use the scale on the map to find out.)

# CHAPTER 3

# Native Texans

## Why It Matters

The Native Americans who inhabited Texas led varied lives. Some were farmers and some were hunters. Some lived in skin tepees, and others in brush huts. The diversity of Texas's land and climate that you read about in Unit 1 was reflected in the lifestyles of the Native Americans.

## The Impact Today

- Native Americans in Texas live both upon reservations and in the cities and small towns of the state.
- Pride in Native American culture is demonstrated at frequent festivals and tribal gatherings.
- All people—not just Texans—benefit from crops and customs developed by Native Americans.



**c. 11,000–8000 B.C.**  
★ Ancient peoples arrived in Texas

**c. 100 B.C.**  
★ Farming began in Texas

**c. 33,000 B.C.**

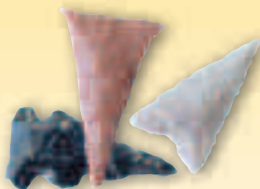
**c. 8000 B.C.**

**c. A.D. 100**

**c. 33,000 B.C.**  
• People crossed to the Americas

**c. 8000 B.C.**  
• Last Ice Age ended

**c. 2500 B.C.**  
• Egyptians made a type of paper from papyrus plant





Many Native American groups of the Plains depended on bison for their main food supply.

**Sequencing Data Study Foldable** Make this foldable and use it to sequence note cards with information about the original inhabitants of Texas—the native Texans.

**Step 1** Fold a 2-inch tab along the long edge of a sheet of paper.

Fold the left edge over 2 inches.



**Step 2** Fold the paper in half so the tab is on the inside.

The tab can't be seen when the paper is folded.



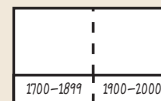
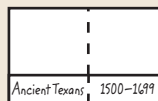
**Step 3** Open the paper pocket foldable and glue the edges of the pockets as shown.

Glue here.



Glue here.

**Step 4** Follow steps 1 to 3 using another sheet of paper and label the pockets as shown.



**Reading and Writing** As you read the chapter, record key facts about the first Texans on note cards or on quarter sheets of notebook paper. Organize your notes by placing them in your pocket foldable inside the appropriate pockets.

**1850**

★ Millions of bison lived on the plains

**1875**

★ Comanches were forced onto reservations

A.D. 1200

1400

1600

1800

**1271**

• Italian Marco Polo traveled to China

**1609**

• Henry Hudson sailed up the Hudson River

**1340s**

• Black Death killed one-fourth of the population of Europe



**TEXAS HISTORY Online**

**Chapter Overview**

Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 3—Chapter Overviews** to preview chapter information

**CLICK HERE**

# The Ancient Texans

## Guide to Reading

### Main Idea

The first people to live in the Americas came from Asia in a series of migrations. Their patterns of living reflected a remarkable adaptation to their environment.

### Key Terms

archaeologist, artifact, culture, anthropologist, nomad

### Preview of Events

### Reading Strategy

**Classifying Information** As you read this section, complete a chart like the one shown here identifying how the different people in Texas adapted to their environment.

Native Americans	Gulf Peoples	Europeans

### Read to Learn

- why people migrated to the Americas.
- how early people obtained food.
- about physical environment and early Native Americans.

### Section Theme

**Culture and Traditions** Life in Texas has changed significantly since the first people arrived in Texas.

♦ c. 11,000–8000 B.C.

First humans reach regions of Texas

♦ c. A.D. 100

Farming begins in Texas



Women pounding corn

## A Texas Story

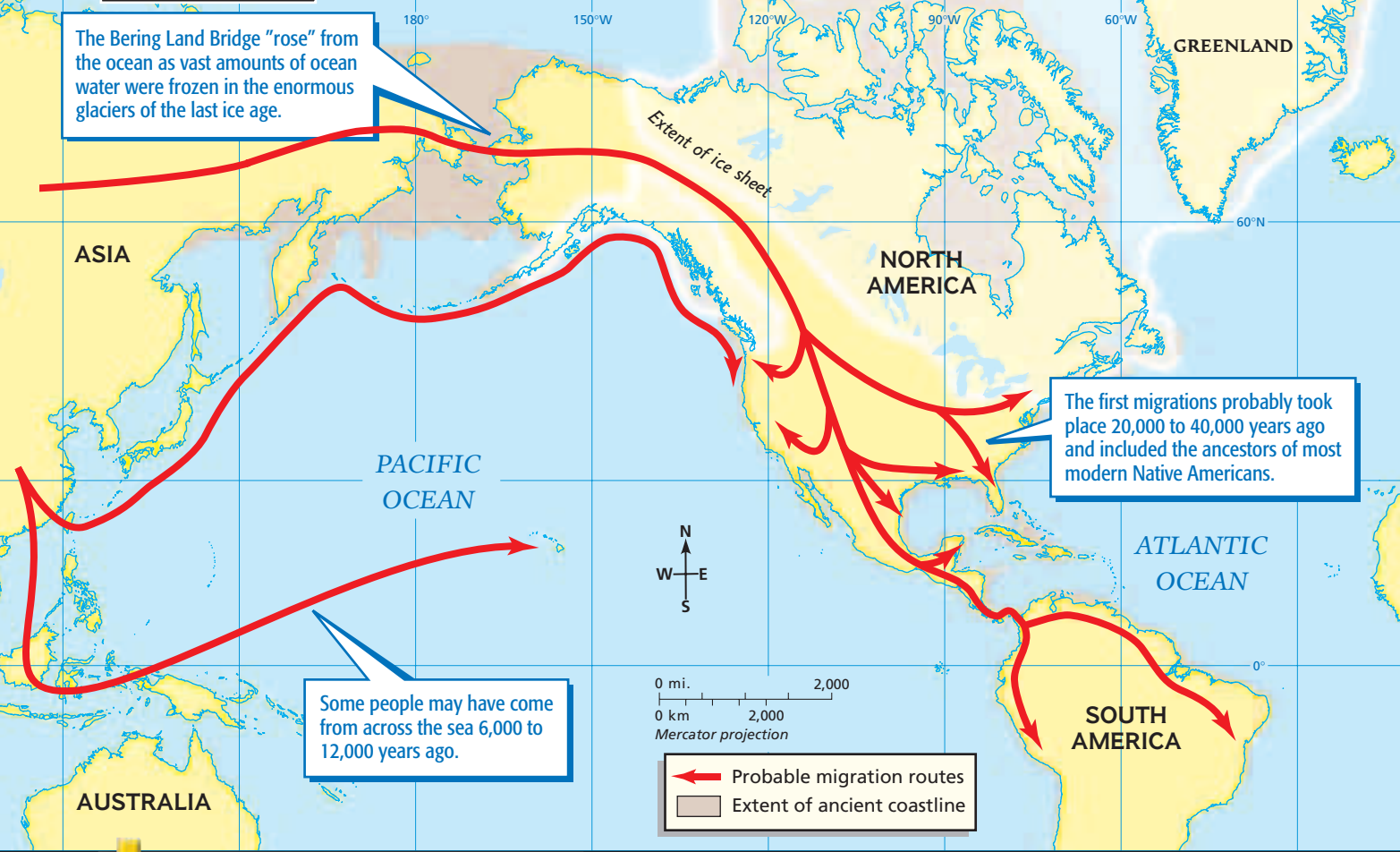
A woman put corn into a hollow log and pounded it into meal with a pole. As she pounded the corn, it disappeared, and she got no meal. Another woman came to pound corn in the log. Just as before, even though she put corn in, she got no meal out. The first woman got an axe and split the log. Out rolled a coyote. The coyote had turned himself into a hollow log so that he could eat the corn.

—From a Caddo folktale

### The First Texans Arrive

The story of the people of Texas really begins before written records. Instead of writing knowledge down on paper, people passed it down by telling stories. Because corn was the most important crop for the farming

# Migration Across the Bering Strait



## TAKS PRACTICE

During an Ice Age approximately 35,000 years ago, people began to cross a land bridge at the Bering Strait from Siberia into the Americas.

**Making Inferences** What reasons would cause people to migrate from Siberia to the Americas and move southward?

people, many of those tales were about corn. Thousands of years before Europeans arrived in the Americas, people lived in Texas and learned about their early history from storytellers.

People migrated to the Western Hemisphere as early as 35,000 years ago. They migrated from Asia over a land bridge connecting Siberia and Alaska. Today Siberia and Alaska are separated by a narrow body of water, the **Bering Strait**. During the last Ice Age, however, water did not always cover this area, and people simply walked across the land.

Why did these people migrate? These early people were hunters. They followed herds of animals to modern-day Alaska. Throughout the centuries, the newcomers ventured farther and farther into the interior of North America, while new waves of immigrants crossed the Bering Strait. Evidence indicates that humans first reached regions of Texas more than 10,000 years ago.

## Artifacts Are Historical Clues

Much of what is known about ancient people comes from studies by **archaeologists**. These scientists study evidence of past human activity. They search the earth for **artifacts**, such as tools, artwork, human and animal bones, pottery, baskets, and shells. Paintings on rocks and in caves and canyons of Southwest Texas provide glimpses of how ancient people viewed





**TAKS PRACTICE**

By 1800, there were more Native American groups living in Texas than in 1600.

**Analyzing Population Changes** What reasons might account for the presence of more Native American groups in Texas by 1800?

themselves and how they lived. Changes in pottery or tool styles may be evidence of people moving into an area. Human bones, like those found near the Texas cities of Midland and Leander, provide information about how ancient people looked and what diseases they endured.

**Reading Check Summarizing** What are some items archaeologists study to learn how people once lived?

### Early People Hunt for Food

The first inhabitants of Texas arrived during the late Paleolithic period, or the early **Stone Age** (more than 10,000 years ago). These people obtained their food by hunting large animals, such as the mastodon, mammoth, and giant bison. The people lived in small groups and stayed in one place only temporarily. More often they followed the herds of animals. They also hunted small animals such as rabbits, squirrels, and birds.

These people had several advantages, even though they were smaller, and slower than many of the animals they hunted. The people had tools and developed a notched throwing stick called an *atlatl* (AT•lat•el). They used flint-tipped spears and darts to make a kill. Strategy was another advantage. One strategy was the “surround,” in which the hunters encircled a herd of animals and then moved in and killed the animals as they tried to escape.

During the **Archaic Age**, about 8,000 years ago, life in early Texas changed. The climate became warmer and drier, and large game animals disappeared. People still hunted, but now they pursued smaller game. To help them find and prepare their food, they developed a variety

of tools made of stone or bone. These included axes, picks, drills, choppers, scrapers, and grinding tools, such as mortars and pestles. They did not depend on meat alone, but gathered berries, nuts, and roots. The hunter-foragers stayed in one area longer than the earlier hunters but did not settle permanently because they were always searching for food.

## Hunters Become Farmers

While wandering bands of hunters and gatherers searched for food in Texas, people in central Mexico were growing their own food. Sometime around A.D. 100, several groups of people in Texas began to adopt this settled way of life. Among the first crops to be grown were peanuts, corn, tomatoes, various beans, pumpkins, squash, and cotton.

How did the rise of farming change the way people lived? First, farming meant a more dependable source of food. More available food resulted in an increase in the population. Now, however, people could not leave their gardens and farms untended. People no longer roamed in search of food. Instead they began to settle in one area for years at a time, building and living in villages. Living in one place meant that there was other work to do. This led to more complex societies that included craft workers, warriors, and political and religious leaders, as well as farmers.

## Different Cultures Emerge

The early people of Texas developed into distinct **cultures**—all the ways groups of people express and conduct themselves. Culture includes language, customs, clothing, shelter, ways of working and playing, and beliefs.

At the time the first Europeans arrived in what they called the Americas, there were four separate culture groups living in the area that became Texas. **Anthropologists** have named these the **Southeastern, Gulf, Pueblo** (pweh•BLOH), and **Plains cultures**.

Each of these cultures developed differently as they adapted to the physical surroundings. Some Indians of the Southeastern United States lived in the fertile and well-watered land of East Texas. They raised crops and settled in permanent villages. The land of the Gulf people, on the other hand, was unsuitable for farming. The Gulf people did not stay in one place but were **nomads** who hunted and foraged. These Native American cultures influenced Europeans who migrated to the area later. Europeans learned to prepare new foods, cultivate plants that would grow well in the region, and hunt native animals. New arrivals often adopted Native American names for places, foods, and animals. For example, the Native American word “cotoyl” became “coyote” and “tamalli” became “tamale.”

 **Reading Check** **Defining** What is culture?

## SECTION 1 ASSESSMENT

### Checking for Understanding

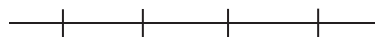
- Using Key Terms** Write a sentence using the words **archaeologist**, **artifact**, and **culture**.
- Reviewing Facts** How did early people first reach the American continent from Asia?

### Reviewing Themes

- Culture and Traditions** How do scientists learn how ancient people viewed themselves?

### Organizing to Learn

- Sequencing** Create a time line like the one shown here. Place the following events in the proper sequence.



- Europeans arrive in Texas.
- People obtain food by hunting.
- People migrate from Asia to present-day Alaska.
- People grow food.

### Critical Thinking

- Explaining** How did farming change the way native people in Texas lived?



### Determining Cause and Effect

What was one reason why cultures in Texas developed differently? Consider geography and economics in your answer.

# Study & Writing TAKS Skillbuilder



## Identifying Primary and Secondary Sources



### Why Learn This Skill?

Knowing the source of information is one way to evaluate how accurate it is.

Historical information comes from primary and secondary sources. Primary sources are documents created at the time the event occurred. Letters, speeches, journals, newspaper articles, and photographs are examples of primary sources. Secondary sources are documents created after an event occurred by someone who was not an eyewitness. A secondary source uses primary sources for information.

Not all sources of information are written. Historians also rely on artifacts and pictures. Artifacts are objects that humans made and used.

### Learning the Skill

Follow these steps to help you analyze information:

- Identify the kind of information, who created it, and when.
- Examine the information and try to answer the “five W” questions: Who is it about? What is it about? When, where and why did it happen?
- Summarize the key ideas.

### Practicing the Skill

Read the following primary source passage. Use the steps to help you analyze the information.

“You white men often forget your promises . . . You want to settle us on a reservation near the mountains . . . I don’t want to settle. I love to roam over the prairies. There I feel free and happy . . . A long time ago

this land belonged to our fathers; but when I go up the river I see camps of soldiers . . . These soldiers cut my timber, they kill my buffalo, and when I see that it feels as if my heart would burst with sorrow.”

Satanta, Kiowa chief, 1867

*Chief Satanta*

- 1 Is this a primary or secondary source? How can you tell?
- 2 Who is the author?
- 3 When was it written?
- 4 What is the passage about?
- 5 What emotions does the Kiowa chief express about the situation?



## TAKS PRACTICE

### Identifying Primary and Secondary Sources

Imagine that historians in the distant future are analyzing primary sources to find out more about your life. What written or visual sources might they analyze? List as many specific examples as you can.



Glencoe’s **Skillbuilder Interactive Workbook**, Level 1, provides instruction and practice in key social studies skills.

# Southeastern and Gulf Cultures

## Guide to Reading

### Main Idea

Native American people of Southeastern and Gulf cultures developed different ways of life based on their environment and needs.

### Key Terms

confederacy, matrilineal, shaman

### Reading Strategy

**Organizing Information** As you read this section, complete a chart like the one shown here, identifying different aspects of each tribe's way of life.

	Food	Settlements
Caddos		
Coahuiltecans		
Karankawas		
Wichitas		

### Read to Learn

- how the environment shaped the Southeastern and Gulf cultures.
- how European settlements affected Native Americans.

### Section Theme

**Culture and Traditions** The people who lived in Texas before the Europeans arrived shared many similarities, but also differed from each other.

### Preview of Events

1500

Many Native American people occupy Texas

1600

1700

late 1780s  
Alabama and Coushatta nations settle in East Texas

1800

1820  
Cherokees settle in Texas



Bear on hind legs

## A Texas Story

Bear owned Fire and carried it with him. One day Bear put Fire down so that he could eat acorns. Bear forgot about Fire. Fire grew weak and cried, "Feed me." People heard Fire and asked, "What do you eat?" Fire replied, "I eat wood." The People brought sticks and Fire grew stronger. Bear came back. Fire said, "You forgot me, so I no longer know you." Fire then said to People, "If you will take care of me, I will take care of you." That is how People got Fire.

—From an Alabama–Coushatta legend

### Early People

People who lived in Texas before Europeans arrived shared many similarities. Most lived in small groups and shared responsibility for decision making. Early people believed spirits caused rain, fire, the

change of seasons, and the existence of streams and rivers. According to Native American beliefs, these spirit beings walked the earth and interacted with human beings. Sometimes they helped, but they were also known to cause harm. The cultures of early people in Texas also believed that animals, plants, and humans once understood each other's languages. People were connected with the earth in a special relationship. Each of these cultures had a creation story, or explanation of how the earth and people were created. But these Native Americans also were different from one another. They did not speak the same language. Some were peaceful, but some were warlike. While many lived in communities, others moved frequently.

## Southeastern Farmers and Gatherers

The Native American people of the Southeastern and Gulf cultures—among them the Caddos (KAD•ohz), Karankawas (kah•RAHNK•ah•wahz), and Coahuiltecas (koh•ah•weel•TAY•kahnz)—also were not alike. Some of these Southeastern people, like the Caddos, farmed. When people had a steady source of food, they did not have to move constantly searching for wild berries and roots. They were able to build permanent settlements and more permanent housing. Many villages became trade centers for the surrounding areas. (See the Economics and History feature on

pages 98–99 for an explanation of how trade developed between the eastern and western regions of Texas.) Others, like the Karankawas and Coahuiltecas of the Gulf cultures, used the coastal waters for fishing, and many groups gathered foods that grew in the wild such as roots and berries. During the 1600s, as new Native American groups joined the Caddos, these groups turned to raising crops.

### History Through Art

*Mural by George S. Nelson.* The Caddo people were farmers who lived in the Piney Woods region of East Texas. They built domed structures for living quarters. **What natural resources did they use to build their homes?**



## The Caddos

More than 24 groups made up the Caddo people. These groups were part of larger associations called **confederacies**. Two of the confederacies that lived within the boundaries of present-day Texas were **matrilineal**, tracing descent through their mothers.

Each Caddo group had its own government, headed by two leaders. One leader handled matters of war and peace, and the other directed religious affairs. A Caddo leader usually had many helpers, and both women and men could hold powerful positions in government. The Caddos were the most numerous and agriculturally productive of all the native Texas nations. From 1520 to 1690, because of the introduction of European diseases, their numbers decreased from around 200,000 to only about 12,000.

For hundreds of years, the Caddos lived and farmed in the East Texas timberlands. They cultivated fields of squash, beans, pumpkins, melons, sunflowers, plums, and two crops of corn each year. The men cleared the fields, and Caddo women planted and tended the crops.

Although they grew much of their food, the Caddos also gathered wild fruit and berries. They also excelled at fishing. Across a stream Caddos often strung a trotline, a long, heavy fishing line to which they attached several baited hooks. This practice is used in fishing today. Caddo men also hunted for turkeys, deer, and bears.

Most Caddos lived in permanent villages. They built dome-shaped houses of mud, poles, and straw, sometimes 50 feet (15 m) in diameter.

The Caddos often engaged in warfare. They fought other Native American nations, sometimes other members of the confederacies, and occasionally European settlers who arrived near their settlements after the 1600s. They were usually on friendly terms with the French, who were more interested in trade than in taking Caddo land. When there was trouble between Spain and France, the Caddos were likely to support the French.

The Caddos were part of a vast trade network that stretched from the Great Lakes to the Gulf of Mexico and from the Rocky Mountains to the



It is fiction that large herds of buffalo roamed the Great Plains. Zoologists do not consider the “American buffalo” to be a true buffalo. Although the terms *buffalo* and *bison* are used synonymously, the scientific name for the animals found in America is bison. Unlike the true buffalo of India, Asia, and Africa, bison have a large head and neck and humped shoulders. They also have 14 pairs of ribs, instead of the 13 pairs like true buffalo.

Appalachians. Shells, stones, and other trade goods from hundreds of miles away have been found in eastern Texas. The center of the trade network was Cahokia, located near present-day St. Louis, Missouri. In 1859, the Caddos were relocated to reservations in present-day Oklahoma, where their descendants live today.

**Reading Check** **Describing** Briefly describe the Caddo system of government.

## The Search for Food

While the Caddos were building farming communities, the Native American people along the Gulf of Mexico led a nomadic life. The environment left them little choice. The marshy lands along the Texas coast made farming difficult for Gulf people, like the Coahuiltecs and the Karankawas. They lived by hunting small game and gathering nuts, cacti, and other plants.

## The Coahuiltecs

The Coahuiltecs seldom strayed from the dry and brushy land called the South Texas Plain. With bows and arrows, the Coahuiltecs hunted deer, bison, and javelina. The javelina is a small animal that looks something like a wild boar. The Coahuiltecs gathered cacti, mesquite, agave, and other plants, dried them, and ground them into flour. When game was scarce, they ate worms, lizards, and plants. Constantly on the move to find food, Coahuiltecs seldom spent more than a few weeks at each campsite.



### **Picturing History**

The shaman led religious ceremonies, gathered herbs, and made medicines to heal the sick in Native American cultures. **What are some elements of this shaman's costume?**

All members of Coahuiltecan society enjoyed equal status and shared the available food and water. In camp, everyone had to work. Women took care of the camp, and men hunted. Those who were unable or too old to do heavy labor still worked at other tasks. **Shamans**, people believed to have the power to summon spirits and to cure the sick, were important to Coahuiltecan life, just as they were to other Native American people. Shamans led the religious ceremonies, made medicine from plants, and cared for the sick.

By the time Texas became a part of the United States, the Coahuiltecan had almost disappeared from the Gulf region. Many had been killed in battle. Others had moved into Mexico or into other areas. A great many Coahuiltecan had died from diseases that the Europeans brought to the region.

**Reading Check Identifying** What was the role of the shaman in Native American culture?

## **The Karankawas**

The Karankawas lived along the Gulf Coast and on the small islands between Galveston and Corpus Christi Bays. The people roamed in search of food. From about March to September, the Karankawas built camps near the forests. This allowed them to gather nuts and berries and hunt deer, bears, and stray buffalo that occasionally wandered onto the coastal prairie. In the fall and winter, the Karankawas moved their camp to near the sea. Karankawas in dugout canoes—their most treasured possessions—caught fish, porpoises, and turtles. They also gathered clams, oysters, and underwater plants.

Members of the Karankawa family worked together to make tools necessary for their existence. They made pottery jars and bowls and wove baskets. The pottery and baskets were coated with tar to make them waterproof. When North American settlers moved onto the Coastal Plains in the 1820s, fighting broke out between settlers and Karankawas. By the mid-1800s, almost all Karankawas were displaced or killed.

## **Other Southeastern Cultures**

After the Europeans explored Texas during the early 1500s, other Native American people arrived in the area just west of Caddo country. Many of these newcomers came from areas north of Texas. Technology introduced by the Europeans, such as guns and horses, had changed tribal relationships. Some were trying to escape warring neighbors. Others were looking for a place where living would be easier. Many began to trade with local Native American groups, the French, or the Spaniards.

## **The Wichitas**

The prairies and oak timberlands that today surround the cities of Dallas, Fort Worth, Waco, and Wichita Falls were once the home of the Wichitas. Several tribes were collectively known as Wichitas. During the 1600s, they moved from a region in present-day Kansas into lands along the Trinity, Red, and Brazos Rivers.

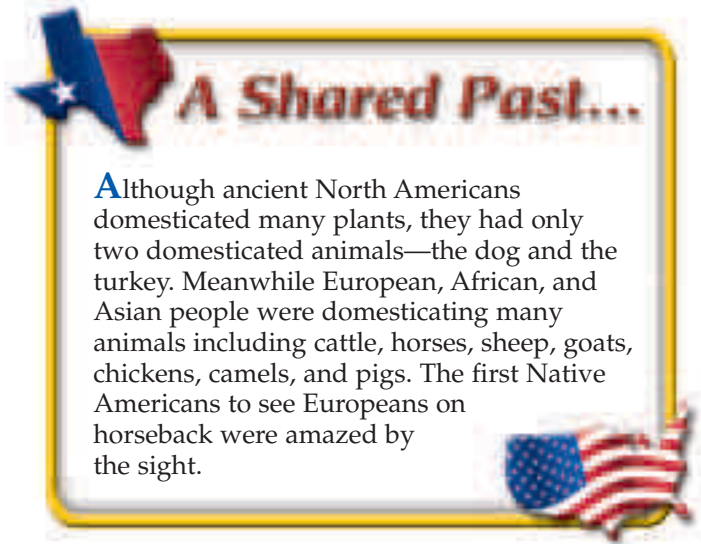
The Wichitas built villages, grew crops, and hunted game. Wichita villages and houses resembled Caddo villages and houses. Wichita women held positions of leadership and shared work with the men.

Because they lived in lands sought by others, the Wichitas often were at war. Like the Caddos, they got along well with French traders. They often fought Spanish settlers, who tried to force them into the Spanish settlements. When the Spaniards began trading with them instead, the fighting would stop. Like the Caddos, the Wichitas were forced by the Anglo American settlers to give up their land. Today several hundred descendants of the Wichitas live in Oklahoma.

## More Native American Groups Arrive

Several groups called the Atakapans lived along the coast between Galveston Bay and the Sabine River. They are classed as part of the Southeastern culture, but in many ways they followed the practices of other cultures. Their culture was much simpler than that of the Caddos.

About 1820, some Cherokees voluntarily moved from the Allegheny Mountains in the eastern United States and settled in Texas. They built homes in the woodlands north of



**A Shared Past...**

Although ancient North Americans domesticated many plants, they had only two domesticated animals—the dog and the turkey. Meanwhile European, African, and Asian people were domesticating many animals including cattle, horses, sheep, goats, chickens, camels, and pigs. The first Native Americans to see Europeans on horseback were amazed by the sight.

Nacogdoches. In 1839 Anglo settlers forced the Cherokees to move to present-day Oklahoma.

Between 1780 and 1816, the Alabama and the Coushatta nations—two Native American groups from east of the Mississippi River—migrated to Texas and established a village by the Trinity River. They left the region during the Texas war for independence. In 1854, after years of nomadic life, the Alabamas and the Coushattas agreed to live on a reservation near present-day Livingston.

**Reading Check Explaining** Why did the Wichitas and Caddos exist peacefully with the French?

## SECTION 2 ASSESSMENT

### Checking for Understanding

- Using Key Terms** Write a paragraph about early Native American tribes in Texas. Use the terms **confederacy**, **shaman**, and **matrilineal**.
- Reviewing Facts** What tasks did Caddo government leaders take charge of?

### Reviewing Themes

- Culture and Traditions** Describe the importance of the role played by the shaman in Native American cultures.

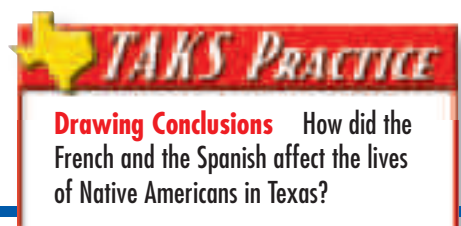
### Organizing to Learn

- Categorizing** Create a chart like the one shown here. Decide which groups of Native Americans still live in Texas today. Place a check in the appropriate column.

Native American Group	In Texas	Out of Texas
Caddos		
Wichitas		
Alabamas		
Karankawas		

### Critical Thinking

- Explaining** Both the Coahuiltecan and the Karankawas migrated. What were their reasons for doing so?
- Analyzing** How were the Caddos involved in trade with other groups of the time?



**Drawing Conclusions** How did the French and the Spanish affect the lives of Native Americans in Texas?



# Pueblo and Plains Cultures

## Guide to Reading

### Main Idea

Native American people of the Pueblo and Plains cultures developed different ways of life based on their environment and needs.

### Key Term

**middlemen**  
**adobe**  
**tepee**

### Reading Strategy

**Organizing Information** As you read this section, complete a web like the one shown here. List the Native American people of the Pueblo and Plains cultures.



### Read to Learn

- how the environment shaped the Pueblo and Plains cultures.
- about the buffalo's importance.

### Section Theme

**Groups and Institutions** Native American people fought to protect their way of life from other Native Americans and from the Europeans who came to Texas.

### Preview of Events

1500

The Spaniards introduce the modern horse

1600

Tonkawas arrive in Texas

1700

Apaches and Comanches settle in Texas

1800

Millions of bison live on the Plains



*Desert plant*

## A Texas Story



Wind was talking to Thunder, "I do all the work. I make the grasses and trees bow down." "No," Thunder said, "I do all the work. I bring the Rain, which washes away everything in its path." Wind said, "My power is greater." Thunder became angry and left. Wind thought, "I don't need him. I can make the plants grow." Wind blew and the earth became dry. He blew even harder, but the harder he blew, the more the plants withered. Wind learned that the earth needs Wind and Rain.

—From an Apache legend

### The Jumanos and the Tiguas

One group of Pueblo people were the **Jumanos** (hoo•MAH•nohz). They lived by trading and hunting bison throughout present-day Texas, New Mexico, and northern Mexico. Jumanos acted as **middlemen**, or go-betweens, for the eastern farming tribes, such as the Caddos, and the

western Pueblo people who lived in cities built on the sides of cliffs. The Plains Jumanos traded agricultural products—such as corn, squash, and beans—for animal skins and meat. They also traded for decorative items such as paint pigments, turquoise, and feathers. Their arrows were so well made that the eastern tribes were eager to trade for them.

Jumanos had distinctive striped tattoos on their faces. These markings made it easy for a member of another tribe to recognize the individual as a peaceful trader. Men cut their hair short except for one long lock to which they tied colorful feathers. Women wore their hair in long braids.

Other Jumanos lived a more settled life along the Rio Grande where it flows from present-day El Paso to Big Bend National Park. They were farmers who used natural irrigation methods long before the arrival of the Spanish. The settled, or Pueblo, Jumanos raised corn, squash, beans, and other vegetables for food. When there was no rain and the crops failed, the Jumanos gathered and ate mesquite beans, prickly pear tunas, and other edible cacti. They also hunted small animals, deer, and buffalo.

The farmhouses of the Pueblo Jumanos were unlike the houses of the Gulf and Southeastern cultures. A typical Jumano house was large, perhaps 28 by 30 feet (8 by 9 m), and made of sun-dried earth and straw called **adobe**. The flat roof, made of poles and branches, was covered with adobe. Adobe houses stayed cool in sum-

mer and warm in winter. Because the climate was very dry, these houses lasted for years.

About the time that the Spanish were exploring the Plains homes of the Jumanos, the Apaches were moving south onto the Plains. The Jumanos fought to maintain their territory and their trade relationships, but the Apaches prevailed. Long before Texas became part of the United States, the Jumanos almost disappeared. Some moved into Mexico, and others joined other Native American bands.

Another Pueblo people, the Tiguas (TEE•wahs), moved to **Ysleta** (ih•LEHT•uh) near present-day El Paso after a revolt by Pueblo tribes in New Mexico in 1680. Their descendants live in the same area today. The state of Texas recognized the Tigua people as Texas Native Americans in May of 1967 and set up a reservation for them. Traditional Tigua kinship was matrilineal, meaning that the home and land belonged to the mother's clan group. Today, however, the Tigua custom is to trace descent through the father. Ownership is transferred through the male members of the family. The Tiguas' principal public celebration is Fiesta de San Antonio, held on June 13. The men dress in calico-fringed jackets and the women wear colorful dresses from the days when Spain ruled them.

 **Reading Check** **Contrasting** How were the Pueblo Jumano homes unique?



### **Picturing History**

The Tigua homes were often pueblos made of adobe (dried mud) bricks. The dome-shaped structure was an oven for baking. **What were the benefits of an adobe house?**



### History Through Art

*Buffalo Chase, Bulls Making Battle With Men and Horses*  
by George Catlin, 1832 to 1833

This image illustrates Native Americans among the buffalo.

How was hunting buffalo a risky venture?

## The Plains Cultures

The way of life of the Plains culture changed with the arrival of horses. Horses crossed the Bering land bridge from Asia at the same time humans did, but many animals became extinct on this continent at the end of the last Ice Age. Spaniards reintroduced horses to the Americas beginning around A.D. 1500. There was no animal more suited for life on the plains. Spanish horses were swift and strong and could eat any available grass. Although most people of the Plains culture did not have horses until the late 1600s, they soon learned to use horses to their best advantage. With horses, the people of the Plains culture became outstanding hunters in peace and dangerous foes in war.


Buffalo, actually a type of bison, had roamed the plains for centuries. They were found nearly everywhere in Texas, except in the Piney Woods region. In 1850 about 20 million buffalo lived on the plains. By the late 1800s, however, white hunters had slaughtered millions of the animals. Plains people depended on the buffalo for food, and the destruction of the great herds meant the end of the Plains people's way of life.

## The Tonkawas

The Tonkawas (TAHN•kah•wahz) of the Plains culture arrived in Texas in the 1600s. They lived on the southeastern edge of the Edwards Plateau near present-day Austin. Some Tonkawas also lived on the coastal plains to the south or along the eastern rivers.

Although the Tonkawas depended on buffalo for food and shelter, few herds roamed through Tonkawa hunting grounds. Buffalo were plentiful in the open plains to the west, but hunting there was risky. Fierce Apaches and Comanches (koh•MAN•cheez) resented other groups hunting in their territories. Forced to look for other food, the Tonkawas hunted deer, rabbits, turtles, and snakes.

Never large in number, the Tonkawas lost many people because of almost constant conflict with other Native Americans and European settlers. However, the Tonkawas survived despite hardships, war, and removal from what is now Texas.

 **Reading Check Summarizing** What were two ways that Plains people used the horse?

## The Apaches

Apaches speak an Athapaskan language similar to the languages of Native Americans in northwest Canada and Alaska. Because of this, anthropologists believe the ancestors of Apaches came from the far north and migrated south along the Rocky Mountains. By 1700 several independent Apache groups had entered Texas. The Mescaleros made their homes in the mountains ranging from New Mexico through West Texas into northern Mexico. The Lipans lived in the Hill Country of central Texas north to the Red River.

The Lipans spent most of their final years in Texas in desperate warfare. The Spanish threatened from the south, but even more dangerous were the Comanches from the north.

Outnumbered, the Lipans abandoned their hunting grounds in central Texas and moved westward to the mountains where the Mescaleros lived. A few lived there until the late 1800s. Today most Apaches live on reservations in New Mexico.

 **Reading Check Explaining** How does language study help determine a group's origins?

## The Comanches

From the early 1700s until the late 1800s, the Comanches lived on the prairies, plateaus, and plains of western Texas. Their territory, the **Comanchería**, was a vast land. It covered parts of Mexico, Texas, Kansas, Oklahoma, Colorado, and New Mexico.



### History Through Art

*Comanche War Dance* by Herrera. The Comanches gained a reputation in Texas as fierce warriors. [What might have been one purpose of a war dance?](#)

The Comanches spoke a language related to the languages of Native American groups in the northern Rockies and of the Aztecs in Mexico. The Aztecs claimed an ancestral home called Aztlán, which some scholars believe may have been located in the southwestern United States.

The Comanches were divided into many groups, with each group having its own leaders and a council of older men who made important decisions. No leader or council of one group could make a decision or reach an agreement for the members of another group. No person or group council had the right to speak for all the Comanche people.

Comanche life centered on two activities—hunting and war. Hunters stalked bear, elk, antelope, and buffalo. A buffalo hunt was an important event involving most of the group. Working under an elected leader, hunters on horses surrounded the buffalo and forced the herd to move in a circle. Then the hunters, armed with bows and arrows and spears, made the kill as

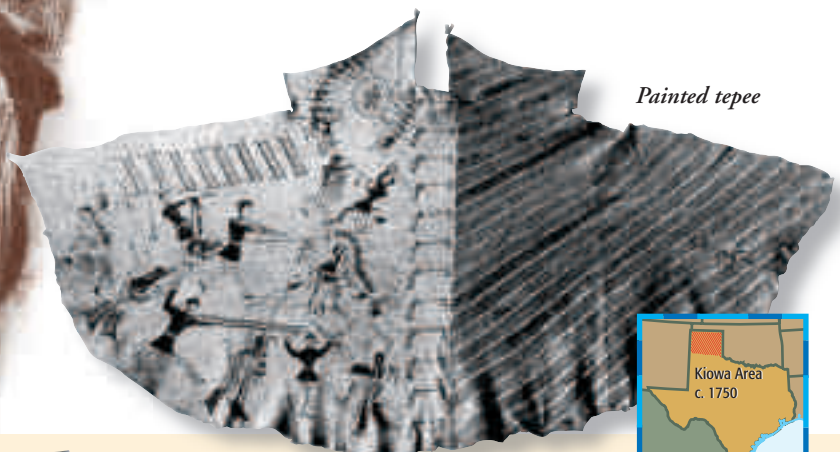
the buffalo passed. After a successful hunt, the Comanches ate some of the meat and always dried and saved the rest for another time.

Because Apaches, Wichitas, Tonkawas, and white settlers threatened from all sides, the Comanches fought fiercely to keep control of the **Comanchería**. This territory grew gradually in size, until most of the lands that had once belonged to the Apaches were now controlled by the Comanches. In this vast territory, the Comanches could live according to their customs and traditions, hunting buffalo, foraging for fruits, berries, and nuts, and finding shelter in the steep canyon walls. In addition, Comanche warriors often fought to take their enemies' horses. Although the Comanches gathered some wild mustangs from the plentiful herds on the southern plains, they especially prized horses taken from their enemies.

Until 1875, the Comanches fought desperately to keep their lands and way of life. The destruction of the buffalo herds and a loss of many horses forced them to accept reservation life in present-day Oklahoma.



**✓ Reading Check Identifying** Comanche life centered on what two activities?



*Painted tepee*



**Picturing History**

The Kiowa way of life was designed for easy packing and quick movement. **How does this image of a Kiowa woman and papoose reflect these ideas?**

## The Kiowas

The Comanches shared the Plains of Texas with their allies, the Kiowas (KY•oh•wahz). Like the other nomadic people of the Plains, the Kiowas were prepared to move quickly and often. In times of danger, whole camps could be packed up and moved in 30 minutes. Families lived in **tepees** of tanned hides that were easy to move. Up to 20 tanned hides were fastened around a framework of 20 to 24 poles. The hides were sewn together and usually were decorated with beautiful paintings. The entrance—an opening 3 or 4 feet (about 1 meter) high—faced the east, so that the sun could warm the interior in the early morning. A fire burned in the center of the tepee, and beds of willow branches and animals skins lined the sides.

Like the other Plains Indians, the horse, the buffalo, and the tepee were very important elements of the culture. The horse provided freedom of movement and speed for hunting game. The buffalo provided almost everything the group would need to survive including food, hides, robes, and horns for making spoons and needles. Even the buffalo hoof could be turned into glue.

The Kiowas, like the Apaches and Comanches, fought to maintain their way of life but finally were forced onto reservations. (See the TAKS Skillbuilder activity on page 84 that analyzes a primary source excerpt from Kiowa chief White Bear, or Satanta. In this excerpt he describes the

basic conflict between the life styles of the nomadic Kiowa hunters and the white settlers moving onto territory that was the Kiowas's by tradition.)

The Kiowas had always prized tradition and ceremony. They kept histories of their travels and painted pictures on buffalo hides to record important events in their lives. Every season, the Kiowas held ceremonies and festivals. The most important event was the annual sun dance in June. The Kiowas believed that honoring the sun would bring happiness, plentiful buffalo, and victory in war. All males were expected to become warriors.

The Native American influence lived on after the people moved to reservations. When immigrants from Mexico settled in Texas, they were familiar with some Native American customs. Some of these settlers intermarried with the Native Americans and adopted some of their ways of life. With the coming of the Europeans, however, the traditional Native American cultures began to disappear.

**TEXAS HISTORY**  
*Online*  **CLICK HERE**

**Student Web Activity** Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 3—Student Web Activity** to learn more about Kiowa settlements in Texas.

 **Reading Check Explaining** How did the Kiowas "record" their history?

## SECTION 3 ASSESSMENT

### Checking for Understanding

- Using Key Terms** Why do you think **adobe** is still used today in construction?
- Reviewing Facts** Where did the Comanches live?

### Reviewing Themes

- Groups and Institutions** What were some reasons Native American tribes fought other Native Americans and European settlers?

### Organizing to Learn

- Describing** Create a chart like the one shown here and write an interesting fact about each group.

Group	Fact
Juanos	
Tiguas	
Tonkawas	
Apaches	
Comanches	
Kiowas	

### Critical Thinking

- Analyzing Information** How did buffalo bring prosperity and change the way of life of the Native American people?

### TAKS PRACTICE

#### Determining Supporting Details

Draw a picture of a Jumbo house using specific details mentioned in the text. Use labels on your drawing.

# Chapter Summary

## Native Texans



### Reviewing Key Terms

Next to each number, write the letter of the term it defines.

- |                |                   |
|----------------|-------------------|
| a. artifact    | e. anthropologist |
| b. shaman      | f. adobe          |
| c. culture     | g. nomad          |
| d. confederacy | h. archaeologist  |

1. a person who studies evidence of past human activity
2. a league for mutual support and common action
3. a person who is believed to have the power to cure the sick
4. a way of life; the pattern of people's knowledge, skills, and beliefs
5. group member who wanders from place to place

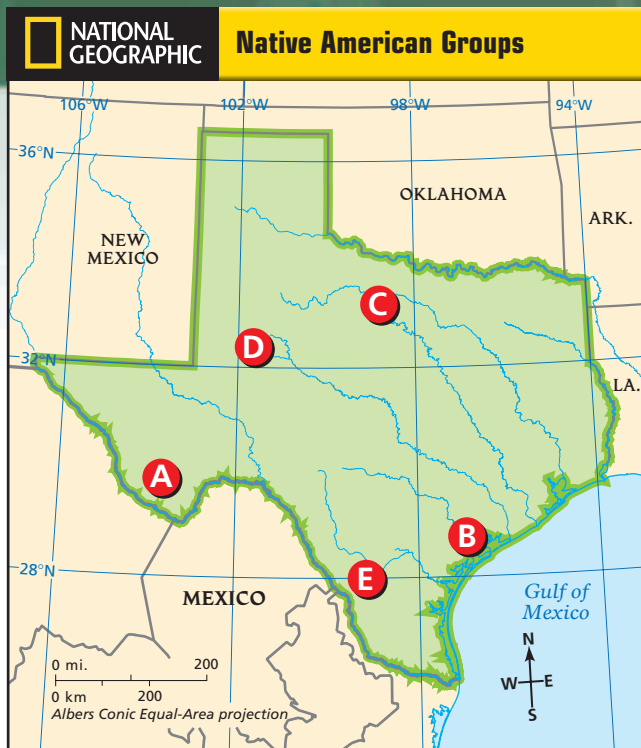
### Reviewing Key Facts

6. Name one of the most important discoveries made by early humans.
7. Name three Native American peoples of southeastern Texas.
8. Describe the Caddo system of government.
9. What markings did the Jumanos put on their faces? What did this mean?
10. Why are the Apaches remembered mostly as warriors?
11. Identify the Comancheria.
12. How did the Kiowas keep records of their lives?

### Critical Thinking

13. **Determining Cause and Effect** How did the geography of Texas affect the patterns of Native American settlement?
14. **Making Comparisons** Compare the lifestyles of the pre-historic hunters, the hunter-foragers, and the farmers.
15. **Identifying Alternatives** How would the Plains culture have been different without horses and buffalo? To answer this question, first consider how the horse and buffalo were used. Use the graph below to organize your thoughts.

Uses	
Horse	Buffalo



### Geography and History Activity

On a separate sheet of paper, write which Native American groups lived near the location indicated by each of the letters on the map above. Use the maps on page 82.

16. A
17. B
18. C
19. D
20. E

### Cooperative Learning Activity

21. **Researching Cultures** Working in groups, research the history of one of the four Native American cultures of Texas: the Southeastern, the Pueblo, the Gulf, and the Plains. Describe the location of the culture; the way the people obtained food; their weapons, tools, clothing, and form of government and social structure. Present your combined research in the form of a chart or visual aid.



### Building Technology Skills

22. **Review the Cooperative Learning Activity** Use an electronic database such as a computerized library catalog or the Internet to find additional information about the Native American culture that you have chosen to research.

## TEXAS HISTORY Online

### Self-Check Quiz

Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 3—Self-Check Quizzes** to prepare for the chapter test.

**CLICK HERE**



### Portfolio/TAKS Writing Activity

23. **Comparing and Contrasting** Ancient people adapted to their environment in order to survive. Identify some of the ways we have to adapt today. Then identify some ways we can modify, or change, our environment. Finally, compare and contrast the way we adapt today to the way the ancient people had to adapt. Combine your thoughts into an essay and save your work for your portfolio.

### Practicing Skills

24. **Identifying Primary Sources** Archaeologists—people who study materials from the past—and historians use artifacts to understand history. An artifact is another type of primary source. Review the chapter and make a list of some artifacts that an archaeologist or historian would use to study Native Americans. Write a paragraph in which you explain how the various tribes might have used the artifacts.



Use the information in this chapter to answer the following question.

Which of the following is one way that the Spaniards influenced the Americas?

- A They introduced modern horses to the continent.
- B They helped Texas become the largest oil-producing state.
- C They taught Native Americans how to grow corn.
- D They destroyed missions in the American Southwest.

### Test-Taking Tip:

You will need to recall information you read earlier to answer this question. You can eliminate some answers immediately by using common-sense reasoning skills.

For example, B must be wrong because the Spanish did not drill for oil in Texas—the time period is wrong.



# Economics & History

## *Jumano Traders in Texas*

**H**ow often have you been traveling on one of Texas's many highways and been passed by an "eighteen-wheeler"? Have you ever

wondered where these vehicles are going or what they are carrying?

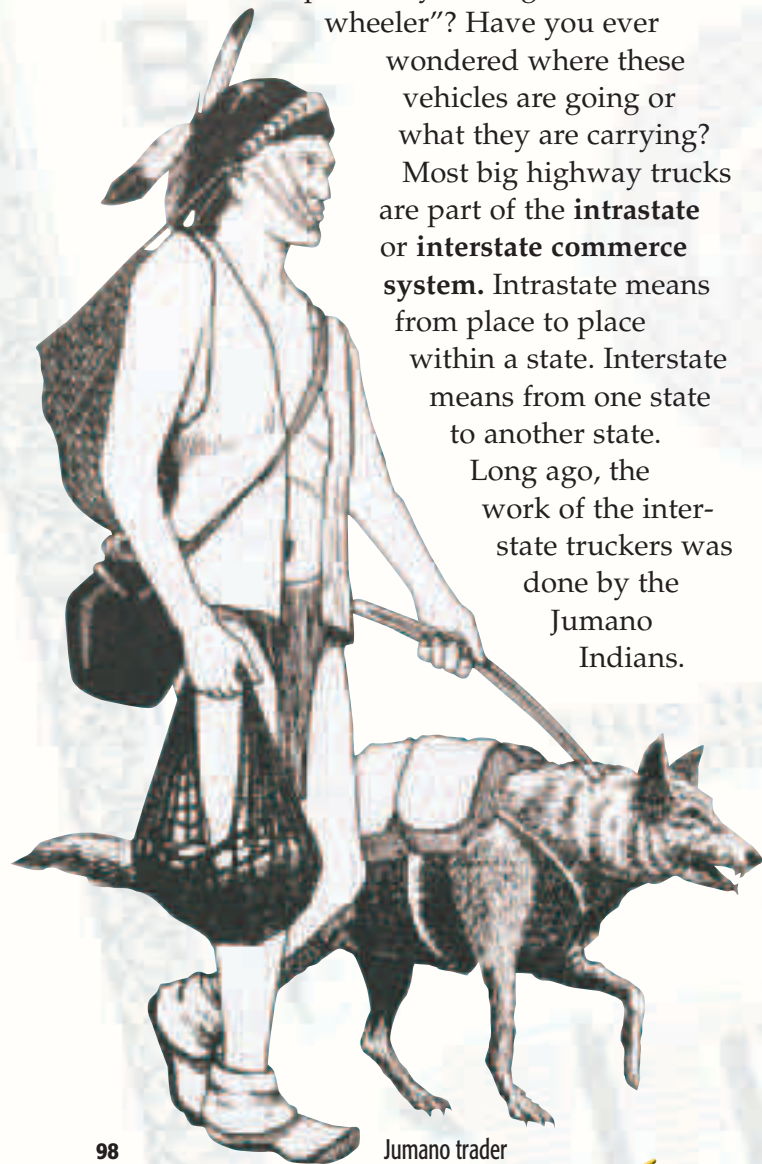
Most big highway trucks are part of the **intrastate** or **interstate commerce system**. Intrastate means from place to place within a state. Interstate means from one state to another state.

Long ago, the work of the interstate trucks was done by the Jumano Indians.

The Jumanos belonged to the Pueblo culture. They were traders until the time that their tribe disappeared from Texas around the early 1700s. In fact, the term *Jumano* is a Spanish word that means a type of trader.

### **Using Natural Resources**

The Jumanos of the South Plains built villages in a region spreading from present-day San Angelo on the east, then south towards Del Rio, from there west along the Rio Grande to beyond Presidio/Terlingua. From that location on the border, the Jumano territory covered all the way up towards what became Lubbock, on the High Plains. In West Texas, the nomadic Plains Jumanos found natural resources that they knew to be valuable to them and to people living in other parts of Texas. Wild game, such as deer, rabbits, doves, quail, fish, and buffalo were plentiful in this region. It was also ideal for raising horses. The Jumanos captured and raised wild horses as early as the 1600s. Vegetation suitable for eating, such as wild berries and pecans, also grew abundantly in West Texas. During that time, the Concho Rivers were a source of pearls, and the Jumanos fished the waters for the mussel shells that housed the pearls. Today, most people regard activities such as hunting and diving as a form of recreation, but to the Jumanos, it was just work.



Jumano trader



Today, trucking companies act as middlemen, moving goods from one area to another.

## The Barter System

While the Plains Jumanos gathered various products that other tribes wanted, such as pearls, game, and berries, neighboring people also had articles that the Jumanos wanted. The Caddos of eastern and southeastern Texas, for instance, were farmers. They raised corn, beans, and a variety of vegetables. The Spaniards possessed many manufactured products, such as guns, hoes, needles, clothes, cooking pans, and axes. The Native Americans of New Mexico traded with the Spanish for these items.

The Plains Jumanos used the **barter system**. They traded one product for another without using

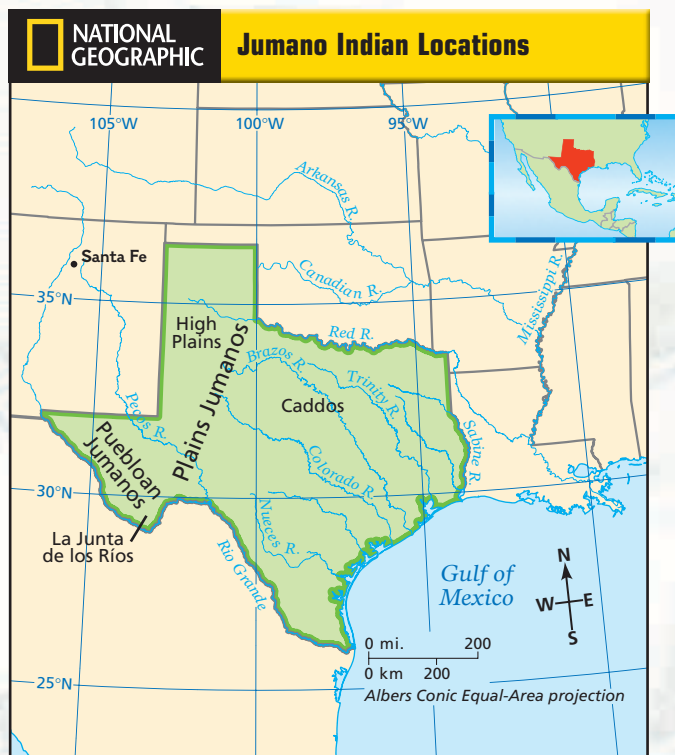
money. Seasonally, they traveled to East Texas to acquire Caddo goods, traveling along primitive routes far different from today's highways.

At the same time, they acted as intermediaries, bringing woolen materials and other products to Caddo country from as far away as modern-day New Mexico. On the return trip to New Mexico, they carried pottery and other hand-made utensils obtained from Native American groups living in the Mississippi Valley.

## Trading Posts

The Plains Jumanos also established trading posts on the South Plains to bring all those involved in this long-distance commerce together. At these annual fairs, people traded not only goods with other merchants, but they also exchanged ideas and customs.

The next time you are traveling on a highway or on the Interstate, remember that the Jumanos also used roads (actually, more like paths) to carry items of value from one destination to another, just as truckers do today.



The Plains Jumanos were located between highly developed cultures. This put them in a good position to act as traders.

## TAKS PRACTICE

- Making Generalizations** What things of value does nature produce in your part of the state?
- Drawing Conclusions** What finished products must your community import from another part of Texas?
- Writing About Economics** Write a paragraph on one of the themes listed below. Use standard grammar, spelling, sentence structure, and punctuation. Include information and examples from the feature as details to support your argument.
  - People turn their environments into a livelihood.
  - For some people, their work is also recreation.
  - Many careers today are not limited by location.