

American Indian Cultures Exhibits

Background Information

People from Asia, Oceania, Europe and possibly Africa may have been early visitors to the American hemisphere. Archeologists are currently studying sites throughout the Americas to determine where the earliest permanent settlers came from. The oldest archeological site discovered at present is the Monte Verde site in Chile, South America, which dates back 14,500 years ago. It is possible that Monte Verde could be up to 30,000 years old, and archeologists are still studying the information. The people who settled there could have come from Asia or Oceania. Most likely the majority of early settlers migrated to the Americas more than 13,500 years ago by way of the Bering Strait (present-day Alaska), a land bridge that appeared as the last ice age receded, connecting North America with Asia.

Texas Prehistory

Paleo-Indian – 11,200 years ago to 8000 years ago

Humans have lived in Texas at least 11,200 years. The earliest culture found in Texas was named the *Clovis Complex* after a campsite found near Clovis, New Mexico. In nearby Folsom, New Mexico, another ancient culture was found, the *Folsom Complex*. Ancient Clovis and Folsom hunters came to Texas during the late Pleistocene (last Ice Age). They hunted mammoth and bison as well as smaller animals. As the weather warmed and became more like today, the geographical regions developed into forests or deserts, plains or swamps. Instead of the relatively similar Clovis and Folsom complexes, people developed more specialized cultures to respond to the changing surroundings.

Archaic – 8000 years ago to 1300 years ago

By studying the tools found from this period, archeologists discovered that various groups of people lived in Texas. The populations grew, and they survived by utilizing local plants and animals. Cultures became specialized and more easily identifiable by where they lived in the Texas environment. Archeologists have found evidence of people's daily lives in *middens*, or piles of shells, rocks, cinders, and bones. In Central Texas people cooked wild plants, especially bulbs, in burned rock middens. Evidence from shell middens shows that coastal people gathered food from both the ocean and coastal plains. Stone and shell artifacts from Arkansas and other areas have been found in Texas from this period. This shows that Texas cultures developed a trading system with people from other areas. By the late Archaic, agriculture was practiced by people in East Texas.

Late Prehistoric – 1300 years ago to 200 years ago (varies according to contact with European society)

Special innovations in tools such as the bow and arrow and pottery were found across Texas from this period. Obsidian from Mexico and Idaho was also found, evidence that

Texas cultures now traded across long-distances. Bison hunting was very important in most regions. People settled in villages in East, North, far South and far West Texas.

Historic – 400 years ago to present

There is a long and complex history of relations between the numerous groups of Texas Indians and European newcomers. Horses, guns, competition for land, and diseases forever changed the lives of Texas Indians. Warfare, diseases, and the push to the west quickly reduced the number of native Texans to less than half of what it had been before Europeans came. None of the Texas Indian cultures that were present in Texas at the beginning of the historic period now lives within the borders of Texas. A handful of Lipan Apaches live in New Mexico, a few Tonkawas in Oklahoma, and the Wichitas, Caddoes, and Comanches are grouped together on reservations in Oklahoma. The Karankawas, Coahuiltecan, Atakapans, Jumanos, and others have all vanished forever.

TMM's American Indian Cultures Exhibits feature Texas prehistory, Andean prehistory, and a variety of historic American Indian cultures. Students can view artifacts ranging from the stone points of Paleo-American migratory groups, to the clothing and tools of advanced agricultural cultures. Students will have the opportunity to explore cultural issues such as change, environmental connections, interdependence and connections with the past.

The Museum Experience

In a museum careful observation of the objects can stimulate critical thinking skills such as comparing and contrasting, identifying and classifying, describing, predicting, and summarizing. In this curriculum guide you'll find suggested discussion questions and activities that utilize those critical thinking skills. The activities and questions are appropriate for pre- and post-visit lessons.

To best incorporate a museum visit into your teaching, it helps to remember that students learn more at museums when they know what to expect before they visit. This includes basic information about where they are going and what they will see, as well as specific information like whether they will visit the gift shop and when they will eat. Complete one of the suggested activities before you come, and you'll stimulate your students' interest in the exhibit.

Provide your students with a task during the visit, and they'll be more focused on learning. Learning experiences are especially effective when students can relate the experiences to their own lives. As your students explore the exhibit, encourage them to think about how the objects remind them of things from their own lives. Follow your visit with discussions of what you saw and a suggested activity. With some good planning, your students will enjoy themselves, have a unique learning experience, and retain more knowledge from their museum visit.

Objectives

By visiting TMM's American Indian Cultures exhibits and completing the suggested activities students will:

- Analyze significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today.
- Identify the major eras in human history and describe their defining characteristics.
- Compare their daily lives and tools they use today with the artifact tools of the past.
- Define the concepts of culture and culture region.
- Consider how objects can represent the lifestyle of a group of people.
- Consider how basic human needs of food, clothing, and shelter can be met with natural resources.
- Describe how technology helps accomplish specific tasks.

- Identify and compare American Indian groups in North America before European exploration and describe the regions in which they lived.
- Describe the similarities and differences of unique American Indian cultures.
- Directly observe cultural artifacts that are representative of American Indian cultures.
- Evaluate how cultural borrowing affects world cultures.
- Organize and interpret information about different American Indian cultures by constructing timelines, graphs, maps, and models.

Instructional Guide

Level		Strategy	Questions/Activities	TEKS Correlations Ch. 113, Social Studies
Elementary School	Discussion Questions		How would your life be different if you lived as an American Indian?	K.11A/B; 1.14B; 2.18A; 3.17A; 4.23C; 5.23A.
			The Inuits used kayaks to travel, what types of vehicles do you use? Why do you think there are different ways to travel?	K.13B; K.14B; 1.16B; 2.16A; 5.14A; 5.24C.
			Describe what types of clothing the different American Indian groups wore. Why do you think they wore certain types of clothes?	K.6A/B; K.11B; 1.14B; , 3.4B, 5.9A; 5.23A.
			What were some American Indian houses made from?	K.5B; 1.6C; 2.7B; 3.4B.
			What clothing do you have that is similar and different than the clothing you saw at the museum?	1.14A, K.11A/B; 4.20A.
			What kinds of toys and games did people of American Indian groups have? Are they like the games and toys you have today?	K.12A/B; 1.15A; 3.12B; 4.20A; 5.23A/B.
	Activities		Use a shoebox and construction paper and build a Comanche teepee diorama. Write a short description about life in a teepee.	2.18B; 3.16A; 3.17B/C; 4.22A/C; 5.25A/B/C.
	(sample worksheet included)		Think about the plants and animals found in nature where you live. Draw a picture of a house you could build using only natural materials from where you live, label the materials you chose. Complete the "Houses from Nature" worksheet.	1.16B/C; 2.8A; 2.18A; 3.4B; 3.16E; 4.9A; 4.23D; 5.9B; 5.26D.
	(sample worksheet included)		Imagine that you are a Karankawa Indian child from the past. Write a story about a typical day in your life. Tell what the weather was like, what you did, etc. Complete the "A Karankawa Story" worksheet.	1.18A; 2.7A; 2.17A/B; 2.18B; 3.17B; 4.1A/B; 4.20A; 4.22B; 4.23D; 5.7B, 5.26D.
	(sample worksheet included)		Write down three of the animals you see on the pots in the Andean Pottery exhibit. Why do you think these animals were important to the Andean people that made these pots? Complete the "Andean Animals" worksheet.	1.17B; 2.17B; 2.18B; 3.14B; 3.17B; 4.1B; 4.22A/C/D; 5.25B; 5.26B.
		Think of the Archaic pictograph and petroglyph symbols from the exhibit. Create a symbol, or picture that tells others who you are. (On poster paper the class can create classroom "rock art" by having each classmate draw their symbol on the paper.)	K.15B; K.16B; 1.17B; 1.18B; 2.17B; 2.18B; 3.17B; 4.1B; 4.20B; 4.22A; 4.23D; 5.22A/B; 5.25B.	
Middle School	Discussion Questions		By looking at the artifacts in the exhibit, what do you think the environment is like in the Plains region of the U.S.?	6.7A; 6.21A/B; 7.9B; 7.21A/B; 8.11B; 8.30A/B.
			Describe the environments of the Arctic and the Plains. How are they different?	6.7A; 6.21A/B; 7.9B; 7.21A/B; 8.11B; 8.30A/B.

		What advancement in technology almost wiped out the bison population in the Plains area?	6.20A; 6.21A; 7.20C/D; 7.21A; 8.29A; 8.30A.
		What do the artifacts from the exhibit tell you about life in the different cultures?	6.18A; 6.21A/B; 7.21A/B; 8.30A/B.
		How is your everyday life similar to that of the American Indian groups of the past? How is it different?	6.15C; 6.17A.
	Activities	Think about how farming tools helped the different American Indian groups with agriculture. Invent a new tool and explain how it would make your life easier.	6.7C; 6.20A; 7.10 A; 7.25A/D; 8.29A.
	(sample worksheet included)	Create a map of the United States that shows the location of each American Indian culture from the exhibit. Include natural resources, climate, and other geographic information. Complete "Mapping American Indian Cultures" worksheet.	6.3A; 7.2A; 7.8A; 8.10A.
		Collect a rock, dirt, and plant material from around your school. Crush and mix the dirt and plant material to make different colors of dye. Brush the dyes on the rock in a scene to create your own rock art. Write a report about the significance of your rock art scene.	6.3A; 7.8A; 8.10A.
		Write a report about an artifact from the exhibit and the culture that it came from. Describe the artifact's purpose, use, how it was constructed, and how it was discovered later.	6.2A/B; 7.21A/B; 8.30A/B.
		Imagine yourself as a Caddo Indian living when the Europeans arrived. Write a narrative that describes what you see, and explain your attitude towards these new people.	6.2A/B; 6.21D; 7.2A; 7.21A/B; 8.30A/B/D.
High School	Discussion Question	Using the exhibit artifacts, compare the lifestyle of Plains Indians before and after the introduction of the horse. What effects did horses have on Plains Culture? On the environment?	World Hist.: 12B, 23A, 25A World Geog.: 1A
		What can be determined from artifacts found in different strata of the earth?	US Hist.: 24C World Hist.: 25A World Geog.: 2A
		How have American Indian groups influenced Mexican cultures, and vice versa?	US Hist.: 21C World Hist.: 25A
		If you were an archeologist of the future what do you think you might find about present-day American cultures? How would you interpret this data?	US Hist.: 24C World Hist.: 25A World Geog.: 2A
		During what time period did the non-nomadic, or agricultural lifestyle appear? What brought upon this change in lifestyle?	US Hist.: 22B World Hist.: 25B World Geog.: 21A
	Activities	Research one of the cultures in the exhibit and write a report about how that culture flourished in the past. What has become of that particular culture today?	US Hist.: 21C, 24C World Hist.: 21A
		Collect some recyclable modern-day artifacts on your way to school. (Cans, plastic wrappers, bottles.) Analyze the artifacts as an archeologist, and write a report about the culture that created them.	US Hist.: 24C World Hist.: 25A World Geog.: 2A
	(sample worksheet included)	Research three types of projectile points from the exhibits. Compare the size and shape, material used, distribution, and time periods in a class presentation. Complete the "Projectile Points" worksheet.	US Hist.: 8A; 24A/B/C/H; 25C/D; World Hist.: 1C; 11A; 25B/C/E/I; 26C/D; World Geog.: 8D; 21B/C.

		Create a map of North America that illustrates the different climate zones and natural resources. Label the location of different American Indian communities.	US Hist.: 8A World Hist.: 11A, 12A World Geog.: 22A
	(sample worksheet included)	Record the dates, cultures, and artifact types from ten of the objects exhibited. Create a timeline displaying this data. Complete the "Charting Artifacts" worksheet.	US Hist.: 8A; 24A/B/C/H; 25C/D; World Hist.: 1C; 11A; 25B/C/E/I; 26C/D; World Geog.: 8D; 21B/C.

Vocabulary

Agriculture- farming and the methods used to look after crops and animals.

ancestor - a person from the past who is related to one living more recently.

Anthropology- the study of people, society, and culture.

Apache- member of Athapaskan tribes that migrated to the Southwest desert (from Arizona to Texas and south into Mexico); fought a losing battle from 1861 to 1886 with the US and were resettled in Oklahoma.

Archaic- of or belonging to the distant past; from an ancient period in history, 8000 years ago to 1300 years ago

Archeology - the study of buildings, containers and other objects that belonged to people from past cultures.

Arctic- the large and extremely cold area around the North Pole of the Earth.

artifact- an ornament, tool, or other object made by a human being.

bison - large bovids with shaggy brown hair, large heads, and short horns of North American plains.

Caddo - American Indian group that includes the Caddo and Natchitoches of the Red River in Texas and Louisiana, and the Hasinai of the upper Neches and Angelina Rivers in East Texas.

Comanche- a member of the Shoshone people who formerly lived between Wyoming and the Mexican border but are now chiefly in Oklahoma. They became nomadic buffalo hunters after migrating south from Wyoming in the 18th century.

culture - the ideas, customs, and art produced by a particular society. Also a particular society or civilization.

environment - the air, water and land in or on which people, animals and plants live.

Inuit - peoples inhabiting the Arctic coastal regions of North America and parts of Greenland and northeast Siberia.

Ethnology - the comparative and historical study of different societies and cultures.

flint - a fine-grained stone, which flakes cleanly, and produces sparks when struck. Many projectile points

were made from flint, and it is an ingredient in glass.

Karankawa- American Indian group that formerly inhabited Texas lower gulf coast, they were primarily hunters and gatherers.

Kayak- a small, light, narrow boat, pointed at both ends, with a covering over the top, which is moved by using a paddle.

knapping- To break or chip with sharp blows, as in shaping flint or obsidian into tools.

lithic - relating to or composed of stone.

longhouse- A long communal dwelling of the Iroquois, typically built of poles and bark and having a central corridor with family compartments on either side.

middens- an accumulation of shells, rocks, cinders, or bones found in dwelling places of prehistoric tribes.

migratory - moving regularly to another place to live.

natural resources - a source such as timber, fresh water, or a mineral deposit, that occurs in nature and has economic value.

Navajo- American Indian people of reservation lands in Arizona, New Mexico, and southeast Utah. Navajo are noted as stockbreeders and skilled weavers, potters, and silversmiths.

pestle - A club-shaped, hand-held tool for grinding or mashing substances in a mortar.

Plains - flat landed region of west-central U.S. & western Canada that extends south to Texas.

projectile point - the sharp, pointed tip, made of flint or other rock material, used of the ends of arrows, spears or other projectile tools.

Pueblo- Present-day Hopi, Zuñi, and Taos American Indian groups living in New Mexico and Arizona, descendants of the cliff-dwelling Anasazi peoples and noted for their skilled craft in pottery, basketry, weaving, and metalworking.

strata - a series of layers of earth or rock of different kinds, formed by natural causes.

Teepee - a type of round tent made from animal skins and supported by a frame of poles, used by some American Indians.

Tonkawa - American Indian group that formerly inhabited Texas near the Trinity and Colorado Rivers.

tool - a piece of equipment used to complete a task.

Additional Resources

Prehistory by Thomas R. Hester and Ellen Sue Turner from [The Handbook of Texas Online](http://www.tsha.utexas.edu/handbook/online/articles/view/).
<http://www.tsha.utexas.edu/handbook/online/articles/view/>

Indian Relations by W. E. S. Dickerson from [The Handbook of Texas Online](http://www.tsha.utexas.edu/handbook/online/articles/view/).
<http://www.tsha.utexas.edu/handbook/online/articles/view/>

Texas Memorial Museum

American Indian Cultures Tour

Students have the opportunity to see and touch real artifacts and explore cultural issues such as change, environmental connections, interdependence, and connections with the past. Exhibits feature Texas prehistory, the pre-Columbian history of South America, and a variety of American Indian Cultures. To schedule a guided tour, please call 512-232-5504.

Online Activities

Students can complete the online activity featuring photos from the recent exhibit *Capturing A Child's Spirit* by E.S. Curtis and other artifacts from TMM's collections. Students explore the historic roles of American Indian children in family life and in society.

<http://www.utexas.edu/depts/tmm/exhibits/curtis/curtisonline.html>

For information about guided tours and other educational programs visit TMM's Web site at <http://www.utexas.edu/depts/tmm>, or contact Dianne Folkerth, TMM Education Coordinator, at 512-232-5509.

Texas Archeological Research Laboratory - TARL

TARL collects, conserves, and curates archeological specimens and records, trains students, conducts research, and disseminates information about the archeological field. TARL, UT-Austin, J.J. Pickle Research Campus, Bldg. 5, Austin, Texas 78712-1100; 512 471-5960.

<http://www.utexas.edu/research/tarl/>

Department of Anthropology - UT-Austin

Offers free informal lecture series and occasional educators workshops. Office: 512 471-4206. Austin TX 78712-1086. <http://www.dla.utexas.edu/depts/anthro/>

TMM's Public Programs exist to make the scientific resources of the museum accessible, engaging, and meaningful to the public, with a special emphasis on the education communities of central Texas.

Projectile Points

Name/Class:

Date:

Research three types of projectile points from the exhibits at the Texas Memorial Museum. Compare the size and shape, material used, distribution, time periods, and purpose in a class presentation.

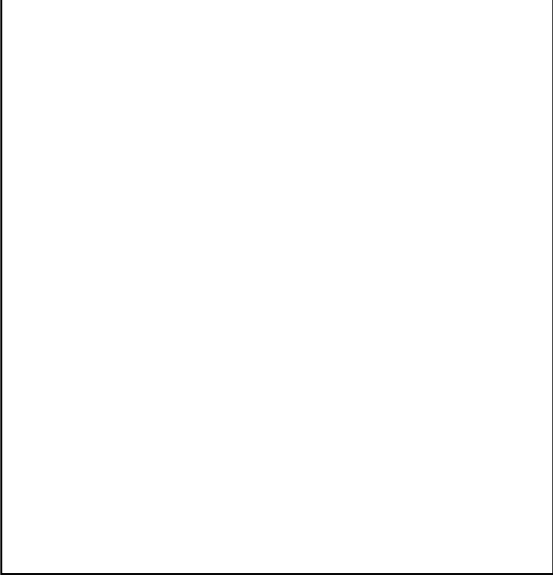
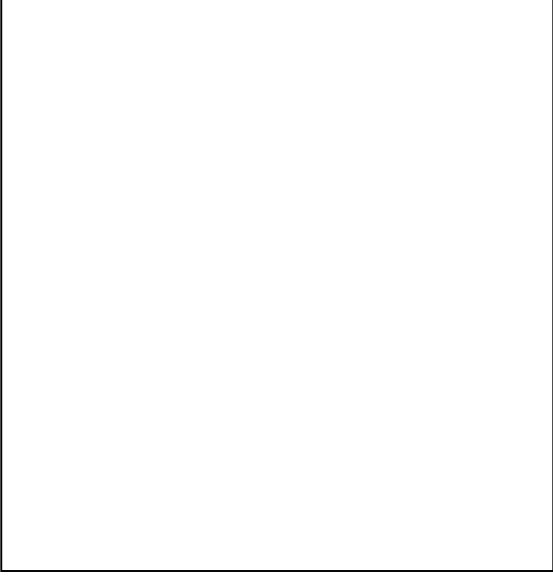
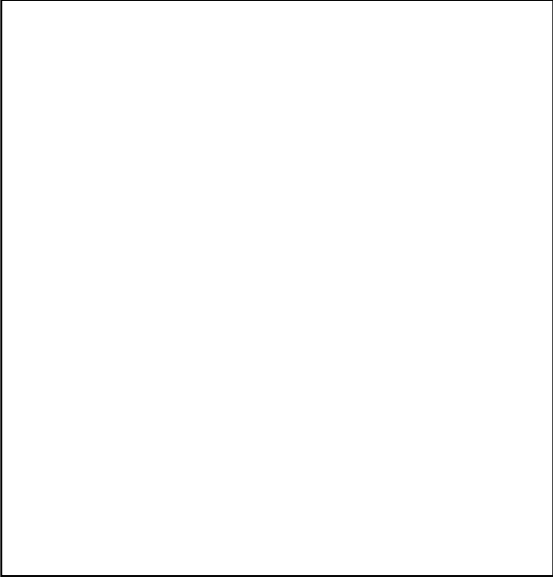
	Projectile Point 1	Projectile Point 2	Projectile Point 3
Name/Culture			
Size and shape			
Material used			
Distribution			
Purpose			
Time period			

Andean Animals

Name/Class:

Date:

On the fourth floor of the Texas Memorial Museum, look at the Andean pottery and find pictures of three different animals. Draw what you see in the squares below, and write the name of the animal.



Why do you think these animals were important to the Andean people that made these pots?

Houses from Nature

Name/Class:

Date:

Think about the plants and animals found in nature where you live. Make a list of those plants and animals, and draw a picture of a house you could build using only natural materials in the space below. Label the materials on the drawing of your house. Think of the American Indian houses made from nature that you saw at the Texas Memorial Museum.

Native plants and animals where I live:

Mapping American Indian Cultures

Name/Class:

Date:

Label the map and show the location of each American Indian culture from the Texas Memorial Museum's exhibit. Include natural resources, climate, and other geographic information.



Charting Artifacts

Name/Class:

Date:

Record the dates, cultures, and artifact types from ten of the objects exhibited at the Texas Memorial Museum.
Create a timeline displaying this data.

Artifact	Date (age)	Materials	Culture

