



# TEXAS & TRIBES

## SHARED TRADITIONS



# ACTIVITY GUIDE

## Overview

The Texas Department of Transportation (TxDOT), in consultation with 28 federally recognized tribal nations with ancestral and current ties to Texas, created *Texas & Tribes: Shared Traditions* to raise awareness about Native Americans' roots in Texas. TxDOT works with tribes throughout Texas and surrounding states to honor their heritage, culture, and historical sites when planning transportation projects. To learn more, read about TxDOT's tribal processes, check out the *Texas & Tribes* booklet.

This booklet is designed to supplement the *Texas & Tribes* booklet with activities guided by the Texas Essential Knowledge and Skills standards (TEKS). Activities included in this resource kit are adaptable for children in kindergarten through eighth grade. Visit this [page](#) for a complete list of TEKS. A good time to use these activities is during Native American Heritage Month in November.

More in-depth Native American curriculum and lesson plans designed for high school students can be found at the National Museum of the American Indian online at [Native Knowledge 360°](#).

## The More You Know

The terms "Indian" and "Native American" are used and shared in both federal laws and agreements with other countries. Many indigenous people, or those native to the area in North and South America, refer to themselves as Indian. Indigenous peoples belong to a tribe, and there are over 550 Native American tribes in America alone. A tribe is an independent and sometimes self-governing nation that existed long before the United States was established. Some tribes live on reservations, which are specific areas of land dedicated to Native American tribes.

## Curriculum Connections

### ***Social Studies***

- Culture
- History
- Geography
- Critical-thinking Skills
- Social Studies Skills

### ***Math***

- Mathematical Process Standards
- Number and Operations
- Geometry and Measurement
- Algebraic Reasoning
- Proportionality

### ***English Language Arts***

- Response Skills
- Developing and Sustaining
- Foundational Language Skills
- Composition

## TASTING TRADITION ACTIVITY

### OBJECTIVE

Students will explore different traditions and cultures surrounding Native American's foodways and learn more about American Indian culture. In addition, students will practice mathematics to understand different portions of a recipe and apply it to a real-world scenario.

#### **Applicable Elementary School TEKS**

Social Studies: 11B, 12A-B (K); 15A (1<sup>st</sup>); 17B (2<sup>nd</sup>); 13B (3<sup>rd</sup>); 1D, 19A, 22A-B (4<sup>th</sup>)

Mathematics: 6A-B (K); 6A (1<sup>st</sup>); 1A, 3A-B (2<sup>nd</sup>); 1A, 3A & H, 4A (3<sup>rd</sup>); 1A, 3D & E, 4A (4<sup>th</sup>); 1A (5<sup>th</sup>)

#### **Applicable Middle School TEKS**

Social Studies: 13A, 15B (6<sup>th</sup>); 2A, 18A-B (7<sup>th</sup>); 23D (8<sup>th</sup>)

English Language Arts: 3, 4, 5A-B, 6B (6<sup>th</sup>); 3, 4, 5A-B, 6B (7<sup>th</sup>); 3, 4, 5A-B, 6B-C (8<sup>th</sup>)

Mathematics: 1A, 3D-E (6<sup>th</sup>); 1A, 3A-B (7<sup>th</sup>); 1A, (8<sup>th</sup>)

### MATERIALS

- *Texas & Tribes: Shared Traditions* booklet
- *Fry Bread: A Native American Family Story* [YouTube video](#) (for younger audiences)
- Playdough

### PROCEDURE

#### PRE-ACTIVITY ASSESSMENT

1. Ask students what they know about Native Americans. Record answers on a piece of paper or on a whiteboard.
  - Who are they?
  - Where did/do they live?
  - What kind of food did/do they eat?
2. Complete a “See/Think/Wonder” chart based on pages 25–32 of the *Texas & Tribes* booklet. Flip through the pages without reading the text. For younger students, pause the video “*Fry Bread: A Native American Family Story*” on the book cover and fill out the same chart. This can be completed either individually or as a group and can be modified as necessary.
  - Based on the images, maps and headings, what kinds of things do you see?
  - What do you think this section is about?
  - What do to these pages make you wonder about?

### 3. Discuss:

- Are there traditional recipes in your family?
- What holidays or festivities do you celebrate with food? Do you cook the same meal?
- What is your favorite recipe? Where did the recipe come from?
- Do you have any other food traditions?

## TASTING TRADITIONS ACTIVITY

**Kindergarten and First Grade:** Watch the *Fry Bread: A Native American Family Story* video on YouTube.

1. Discuss with students what they learned from the video.
2. After watching the video, review with students the different words used to describe fry bread.
  - *Shape:* can you think of other foods that have a shape? What shape is an apple? How about a loaf of bread? Can you think of a food that looks like a rectangle? Have students draw the shapes of different foods as you discuss.
  - *Sound:* what sound does popcorn make in the microwave? What sound does it make when you bite into a crunchy carrot? How about when you slurp soup? Have students imitate the different sounds.
  - *Flavor:* can you think of a spicy food? What about something sweet? What happens to your mouth when you eat something sour? Have students talk about their favorite food and what kind of flavor it has.
3. Place several foods (or pictures of food) in front of students. Rotate to practice describing different foods. For older students, encourage them to write out descriptive words using complete sentences.

**Second through Fifth Grade:** Read the Foodways portion of the *Texas and Tribes: Shared Traditions* booklet. This can be read aloud or assigned individually or for small groups.

1. Discuss the following questions, or assign them as extended response questions:
  - Do you recognize any of the traditional foods used in a standard Native American diet? How do we use those foods today?
  - Do you think Americans are more wasteful or less wasteful with our food compared to historic native peoples? Why? *According to a study in 2018, the average American family wastes 1/3 of the food they buy; refer to page 28 for a discussion about Native Americans making use of all parts of an animal.*
  - How does your family cook most of your food? Do you use a microwave, oven, grill, or use items out of the refrigerator? How are those appliances different from an earth oven? Check out this short [video](#) for a demonstration of how a historic earth oven works!

2. Explain to students that fry bread was a traditional food for Native Americans—in fact, it is still made today! In its simplest form, fry bread is made from flour, salt, baking powder, and water and then fried in oil. These ingredients were given to Native Americans who were forced off their homeland and made to move westward in the United States. Fry bread represents Native Americans' ability to adapt and survive when they were faced with new challenges in an unfamiliar territory. Fry bread connects present native cultures to the past as a symbol of a painful narrative in their history. Though tribes were forced away from their homes, they found ways to create new traditions (through fry bread, for example). In this activity, students will practice dividing portions of a recipe by mimicking fry bread with playdough, and then creating bigger and smaller recipes using mathematical formulas (make sure your students have a general understanding of fractions before starting this activity).
  - First, give playdough to each student (or a small group of students) and have them practice dividing the amount into simple fractions. For example, ask students to divide the “dough” in half, quarters, and thirds. Then, see if students can divide the dough into  $\frac{3}{4}$ ,  $\frac{2}{3}$ , or  $\frac{5}{8}$ .
    - Encourage students to write the fractions on a piece of paper as you practice dividing them with the playdough.
  - Write on the board, or a piece of paper,  $10 + 10 = 20$ . Ask students to find another way to reach 20. What other equations equal the same sum? Just like whole numbers, there are many equivalent fractions that are equal but may look different. Practice comparing fractions using either Activity #1A or #1B (can be modified). Check out [\*K5 Learning\*](#) for more free *fraction practice worksheets*.
3. If you have the time and space, try making traditional fry bread with your students! The *Fry Bread: A Native American Family Story* book includes a recipe at the end, or you can try [this one](#).
  - Recipe Materials:
    - 1 cup of all-purpose flour
    - 1  $\frac{1}{2}$  teaspoon baking powder
    - $\frac{1}{4}$  teaspoon salt
    - $\frac{1}{2}$  cup milk
    - 1 cup of oil for frying
    - Optional: Can be used as a taco shell, dipped in salsa, covered with cinnamon and sugar, or another topping of your choice!
      - Assume this recipe makes 4 servings of fry bread. What if you wanted to double the recipe? What if you were having 30 people over for dinner? How much would you need to add to this recipe to have enough fry bread for everyone? Convert the measurements.

**Middle School:** Read the Foodways portion of the booklet. This can be read aloud or assigned individually or for small groups.

1. Discuss the following questions, or assign them as extended response questions:
  - Do you recognize any of the traditional foods used in a standard Native American diet? How do we use those foods today?
  - Do you think Americans are more wasteful or less wasteful with our food compared to historic native peoples? Why? *According to a study in 2018, the average American family wastes 1/3 of the food they buy; refer to page 28 for a discussion about Native Americans making use of all parts of an animal.*
  - How does your family cook most of your food? Do you use a microwave, oven, grill, or use items out of the refrigerator? How are those appliances different from an earth oven? Check out this short [video](#) for a demonstration of how a historic earth oven works!
2. Either read aloud or assign students to read Activity #1C for a history about Native American fry bread and answer the critical thinking questions.
3. Complete the mathematical recipe questions on Activity #1D. Check out this [free resource](#) for more math in the kitchen! If enough time and space, make fry bread with your students using the recipe from the Second through Fifth Grade activity box.

## POST-ACTIVITY ASSESSMENT

1. Discuss:
  - What did you learn about Native American foodways?
2. Revisit your “See/Think/Wonder” list. Can you answer any of the questions you wanted to know more about?
  - Were your predictions about the text based on the pictures and titles accurate?
3. Assess students’ understanding through activity completion.

## TASTING TRADITION ACTIVITY EXTENSIONS

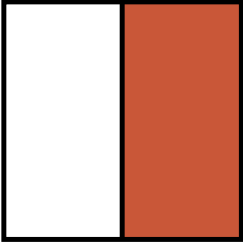
*The following can be modified for each grade level:*

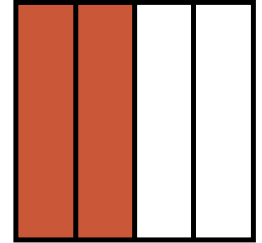
- Check out this [page](#) for additional free discussion topics and lessons related to the *Fry Bread: A Native American Family Story* book.
- Have students ask their parent or guardian for a family recipe. On a notecard, have each student write down the recipe. Make copies and share with the class to start your own new tradition! Alternatively, sites such as Pinterest have several simple recipes that students could use to practice doubling mathematically or writing out step-by-step instructions.


### Activity #1A: Fun with Fractions

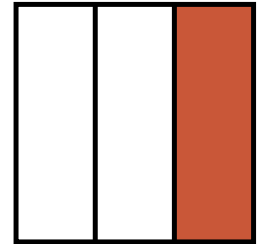
Write the fraction.


Draw a line to the equivalent fraction.

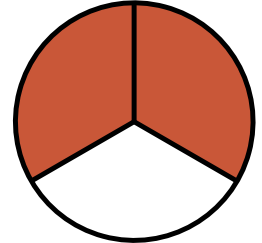
1.   $\frac{\quad}{2}$

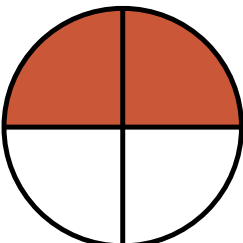


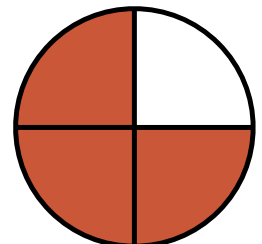
2.   $\frac{\quad}{3}$

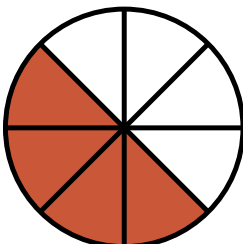


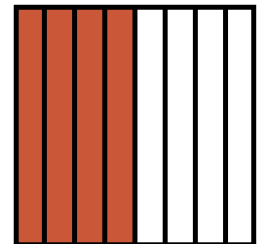
3.   $\frac{\quad}{2}$

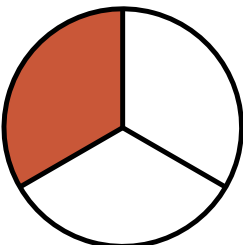


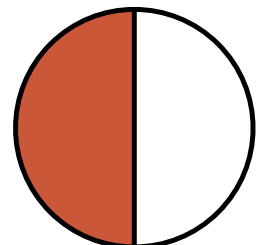
4.   $\frac{\quad}{4}$



5.   $\frac{\quad}{8}$



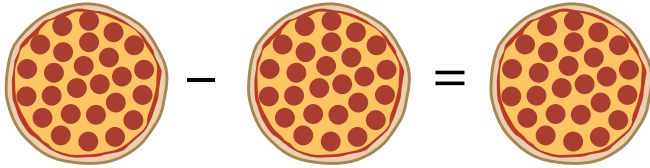
6.   $\frac{\quad}{1}$



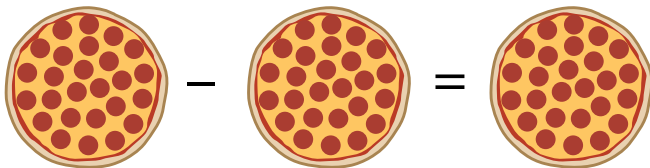
**Activity #1B: Fun with Fractions**

Complete the following addition and subtraction fraction problems. Draw lines to “cut” the pizza and shade appropriately to represent each fraction.

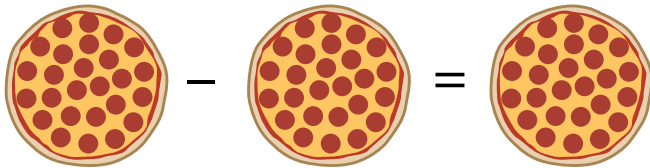
1.  $\frac{3}{4} - \frac{1}{4} = \underline{\hspace{2cm}}$



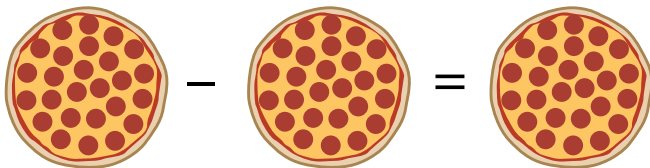
2.  $\frac{8}{8} - \frac{6}{8} = \underline{\hspace{2cm}}$



3.  $\frac{1}{3} + \frac{1}{3} = \underline{\hspace{2cm}}$



4.  $\frac{4}{6} + \frac{1}{6} = \underline{\hspace{2cm}}$



5.  $2\frac{4}{5} + 3\frac{3}{5} = \underline{\hspace{2cm}}$

6.  $7\frac{2}{8} + 9\frac{7}{8} = \underline{\hspace{2cm}}$

7.  $\frac{35}{50} - \frac{29}{50} = \underline{\hspace{2cm}}$

8.  $\frac{3}{5} - \frac{1}{5} = \underline{\hspace{2cm}}$

9.  $\frac{11}{27} + \frac{13}{27} = \underline{\hspace{2cm}}$

10.  $11\frac{5}{12} + 1\frac{8}{12} = \underline{\hspace{2cm}}$

Compare the following fractions using the following symbols: =, < or >

$\frac{4}{4} \underline{\hspace{1cm}} \frac{3}{4}$

$\frac{7}{11} \underline{\hspace{1cm}} \frac{10}{11}$

$\frac{5}{9} \underline{\hspace{1cm}} \frac{3}{9}$

$\frac{6}{8} \underline{\hspace{1cm}} \frac{3}{4}$

$\frac{23}{25} \underline{\hspace{1cm}} \frac{23}{25}$

$\frac{1}{5} \underline{\hspace{1cm}} \frac{3}{4}$

## Activity #1C: The History of Fry Bread

Before reading the text below, what is one thing you want to learn about fry bread?

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Texas' long and rich cultural history is rooted in the first people who inhabited this land: Native Americans. For tens of thousands of years, tribes explored, hunted, farmed, made art, built homes, and developed unique communities.

Historically, Native Americans found food sources through one of four practices: hunting and fishing, farming, gathering, or raising animals (or a combination of these). Tribes that relied primarily on hunting and fishing were often nomadic, meaning they moved a lot to follow herds of bison, deer, or fish. Other tribes that farmed or gathered (collected) food developed tools and practices to make finding food sources easier since they generally stayed in one place. For example, tribes used a pestle and mortar to grind nuts, seeds, and corn kernels into a finer material that was easier to cook with. Native Americans preferred fresh food, including a variety of meats, vegetables, and fruits. Traditional diets largely depended on the food sources available in each tribes' environment. Often, food was considered sacred and connected to medicinal benefits.

In the middle of the 1800s, the United States government forced many tribes to move from their homeland to southern and western portions of the United States. Some tribes, like the Navajo, fought against those who attempted to forcibly remove them from their land. Unfortunately, soldiers burned villages, cut off access to water supply, and even killed tribal leaders. When the Navajo surrendered, the tribe walked over 300 miles to a camp near present-day New Mexico. Many did not survive the "Long Walk," which lasted over two months.

The Navajo peoples were unfamiliar with their new surroundings. They found that many of their traditional foods, like beans and vegetables, did not grow well in New Mexico. When government officials realized many tribal members were starving as the Navajo struggled to adapt to the environment, they provided canned goods, flour, and sugar to the Navajo Nation. These ingredients were strange to the Navajo, but they found a way to make a type of fried bread called "fry bread." These peoples were used to a diet filled with fresh food rather than processed or fried food. As a result, many tribal members suffered from health issues, like diabetes, as their diet changed.

Today, fry bread represents a story of struggle and survival. Though this tasty treat is a symbol of oppression, fry bread is still used today in traditional powwows (celebration or ceremony) as an opportunity to celebrate the Navajo and other tribes' perseverance and adaptability.

### **Critical Thinking Questions**

1. In what way is fry bread important to Native Americans? In your own words, explain what fry bread represents.
2. Do you think it was appropriate for the United States government to forcibly remove American Indians from their homeland? Why or why not?
3. If you had to choose one food to represent you (or your family's heritage), what would you choose and why?
4. Can you think of another time in history where a group of people were treated unfairly? Explain.

### Activity #1D: Reading the Recipe


Answer the following questions based on this fry bread recipe:

## Fry Bread

*Makes 4 Servings*

Ingredients:

- 1 cup of all-purpose flour
- 1 1/2 teaspoon baking powder
- 1/4 teaspoon salt
- 1/2 cup milk
- 1 cup of oil for frying



1. You are inviting 8 people over for dinner tonight. How much of each ingredient will you need to double the recipe?
  
  
  
  
  
  
  
  
  
  
2. If you have 6 cups of flour, 3 cups of milk, 7 1/2 cups of oil, 3/4 teaspoons of salt, and 6 teaspoons of baking powder, how many servings of fry bread could you make?
  
  
  
  
  
  
  
  
  
  
3. Your friend Sam is allergic to dairy and needs you to substitute almond milk for the regular milk. 1 cup of regular milk is equal to 2 1/2 cups of almond milk. How much almond milk will you need to make 12 servings of fry bread?

## PAVING THE WAY

### ACTIVITY OVERVIEW

When you have somewhere to go, but don't know how to get there, what tools do you use? Before GPS systems like Google Maps, people might have used paper maps, looked for road signage, or stopped and asked people for directions. Long before we started using paper maps, groups of people would write directions on the walls of rock shelters, follow streams and rivers, or use natural landmarks to find their way.

Native Americans are responsible for forming some of the first "roads" throughout the land, before it was called Texas. Tribes often followed the same routes, by foot or on horse, to track herds of buffalo and bison or to trade goods with other tribes. These routes formed many of today's well-traveled routes in Texas. It is a shared tradition we can still see today. The Chisholm Trail, which was used to drive cattle throughout the state to other northern states, was formed by tribes like the Cherokee, Choctaw, Chickasaw, Creek, and Seminole. The Chisholm Trail eventually became one of the most traveled interstates in Texas today: I-35. Native Americans created thousands of miles of trails stretching from Texas to Mexico, California and beyond.

### OBJECTIVE

Students will learn about cardinal directions, how to use and identify information on a map, use spatial terms to describe different locations of objects, and create maps to show different places and routes. In addition, students will learn about how Native Americans formed many of the first trails (which eventually became prominent roadways) in Texas.

#### ***Applicable Elementary School TEKS***

Social Studies: 3A & C, 14D (K); 3A-B, 4A (1<sup>st</sup>); 3A-B, 5A (2<sup>nd</sup>); 4B-C (3<sup>rd</sup>); 20A (4<sup>th</sup>); 7A, 24A-B (5<sup>th</sup>)

#### ***Applicable Middle School TEKS***

Social Studies: 3B, 20A (6<sup>th</sup>); 9A (7<sup>th</sup>); 11A (8<sup>th</sup>)

### MATERIALS

- *Texas & Tribes: Shared Traditions* booklet
- Paper
- Glue
- Scissors
- Crayons/markers/colored pencils

## PROCEDURE

### PRE-ACTIVITY ASSESSMENT

1. Discuss the following questions with your students:

- Do you know where the kitchen is in your house? How do you know that? Is it somewhere you frequently visit?
- Do you know how to get to school or the library? How do you know that? Are there different ways to get there or do you take the same route every time?
- How are adults able to find the grocery store? Do they use a map, ask for directions, or know the way from habit?
- Have you ever looked at a paper map before? If you have paper maps, pass them out for students to look at. Are they confusing to read? Why or why not?
- How do you find the restroom when you are in a public place? Do you ask someone? Do you look for the signs?
- What if we did not have paper maps or Google Maps? How would people find their way?

### Map Activity

**Kindergarten and First Grade:** If reading the Pathways section of the booklet to your students is too advanced try watching a short [video](#) about maps. You can explain that Native Americans were the first to create many “roads” across Texas. They walked the same trails over and over to follow food, find shelter, and trade with others. Eventually, this led to more connected and bigger road networks. Show the pictures in the *Texas & Tribes: Shared Traditions* booklet and discuss that Native Americans traveled by land, water, and along springs.

1. Ask your students:

- Do we still travel by land and water?
- How is the way we travel different from Native Americans?
- What do we need maps for?
- What can maps tell us?

2. Write these terms on a board or piece of paper, and explain what they mean: near, far, left, right, over, under.

- Have students demonstrate the spatial terms. For example: Can they point to the left? Can they face the right? Can a student stand near the window? Can a student sit under their desk? This can be completed indoors or outdoors.

3. Have you ever heard of the cardinal directions? North, South, East, and West. Teach them a short [song](#) to help students remember cardinal directions. Go online for song suggestions!

- Place a North, South, East, and West sign in your activity space. Ask students to stand under or point to the different signs as you ask questions. For example: which direction is the door? Can you stand to the south of the activity space?
- Show students a compass rose. Explain how the cardinal directions fit on a compass rose and come up with mnemonic ways to remember the directions.

4. Have students complete Activity #2A about cardinal directions.
5. Have students complete Activity #2B about finding different things on a map. This can be adapted for your student(s)' ability level.

**Second through Fifth Grade:** Read Pathways in the *Texas & Tribes: Shared Traditions* booklet.

1. Discuss with students things they learned from reading Pathways.
  - Do we travel in similar ways? Why or why not?
2. Explain that in this activity, students will learn how to identify different parts of a maps and eventually create their own map.
3. Start with a discussion of spatial terms. Ask students to describe the location of different objects in your activity space using terms like over, under, near, far, left, and right.
4. Introduce a compass rose by showing students a picture.
  - Brainstorm a mnemonic device as a group to help you remember the different directions, for example: **N**ever **E**at **S**melly **W**orms.
  - Have students describe different objects in your activity space using the cardinal directions (for older students, encourage them to use northeast, southwest, etc.).
  - For younger students, consider watching this short [video](#) for an explanation (and spelling lesson) about the different parts of a map! This cartoon [video](#) has more explanation about physical maps, or map [scale](#).
5. Show students a series of maps, including examples like topographic, state, city, and a map of the United States. We have included a Texas Trails maps from 1716 to 1886 that shows cattle trails, roadways, and Native American trails, which you can enlarge [here](#). TxDOT has several state and city maps that you can download for free [here](#).
  - Ask students if the map looks different or similar to more contemporary maps.
  - Can students identify where they live on each map? Can they find the United States?
  - What do you notice about these maps? Do they include the compass rose? What about a legend? Are there things on the legend that make the map easier to understand?
6. Ask students to complete Activity #2C to practice identifying different Native American Trails on a map and noting them on a legend.
7. Have students complete Activity #2D – Creating a map.
  - Ask students to write five questions about their map and switch with a partner.
8. Complete Activity #2E to assess students understanding of reading a map.

**Middle School:** Read Pathways in the *Texas & Tribes: Shared Traditions* booklet.

1. Discuss with students things they learned from reading Pathways.
  - Do we travel in similar ways? Why or why not?
  - How were Native Americans able to find their way around Texas?
2. Provide students with a variety of maps (you can find lots of free maps online, especially on the [Portal to Texas History](#)).
  - Either in a group or individually, ask them what they notice about each map. The National Archives has this [great worksheet](#) that guides students through map analysis. *Depending on your students' prior knowledge of maps, it may be beneficial to review portions of the second through fifth grade activity.*
    - What information do they provide?
    - Are the maps similar or different?
    - Do they have anything in common?
    - Is there something else you wish the maps would tell you?
3. Though El Camino Real de los Tejas became a prominent route during the 1700s, the path was originally forged by Native Americans that followed animals in the area to larger trade centers. The trail runs through portions of present-day Texas and Louisiana. Considering using this free [PowerPoint](#) and interactive [map](#) to teach your students more about this historic trail.
  - Review with students the who/what/when/where/why of El Camino Real de los Tejas.
  - Introduce the terms Latitude and Longitude.
    - What do students already know about these terms?
    - What information can these terms tell us?
  - Every location in the world has a specific address. We determine the address of something using latitude and longitude numbers, called coordinates. Latitude refers to the lines that run horizontal on a map. This coordinate helps us understand how far north or south something is. The equator, in the center, is how we begin to label the coordinates. It has the numerical value of 0°. Longitude lines run vertically and measure how far east or west something is. The Prime Meridian is the center vertical measurement. Use this short [video](#) to help teach students about latitude and longitude coordinates.

- Use the provided map with latitude and longitude. Either individually or in groups, ask students to identify the coordinates of the following places (have students estimate, as numbers will not be entirely exact):
  - Hillsboro, TX
  - Rockport, TX
  - Marfa, TX
  - Midland, TX
  - Galveston, TX
  - Pearsall, TX
  - The County Seat of Pittsburg
  - The location of your nearest town/city
- Have students complete Activity #2F about latitude and longitude coordinates along El Camino Real de los Tejas.

## POST-ACTIVITY ASSESSMENT

1. Ask students to share with another something they learned from this activity.
2. Assess student understanding through activity completion.

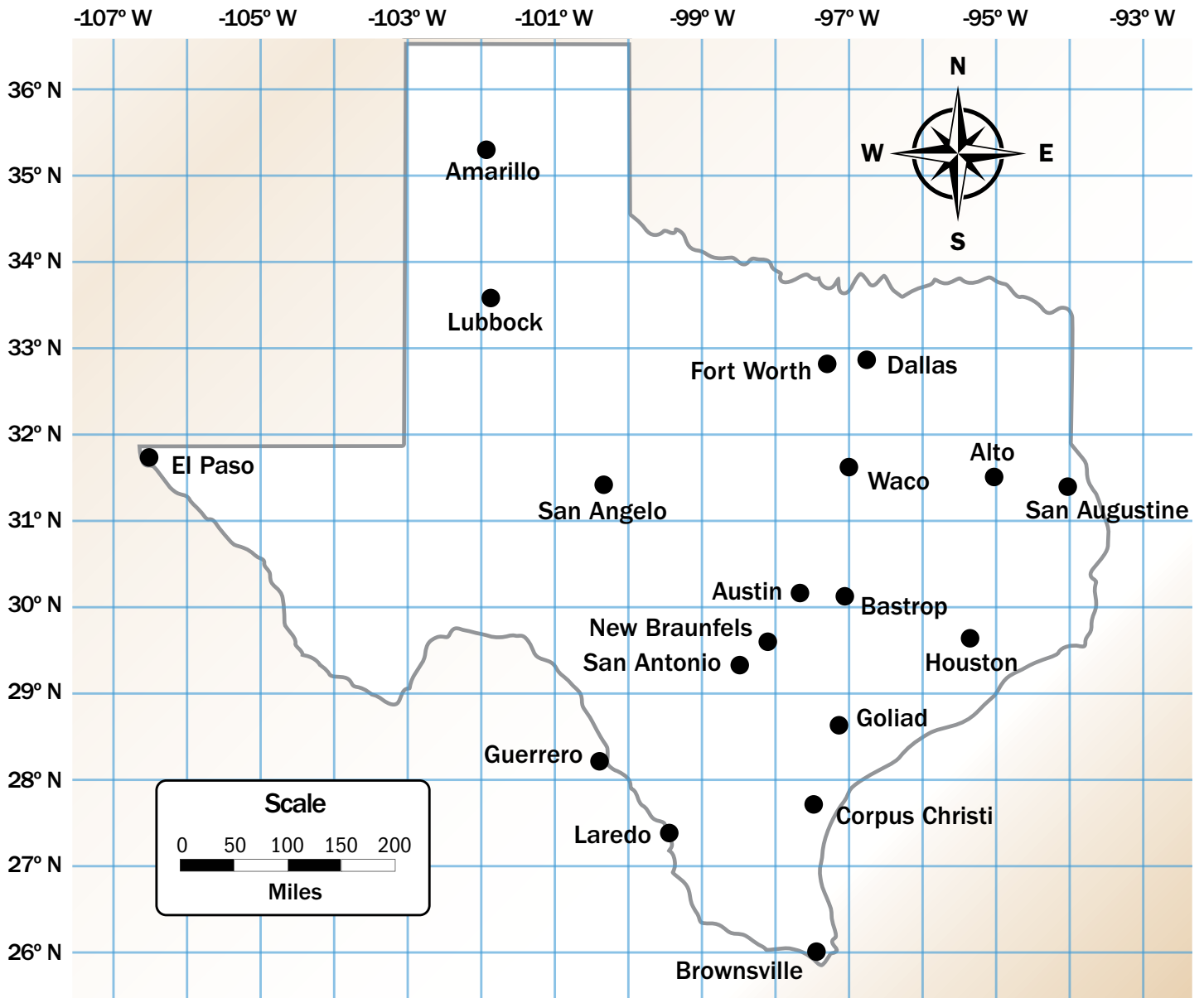
## PAVING THE WAY ACTIVITY EXTENSIONS

- Encourage elementary students to create different maps of their home, school, or places around town using the same template from Activity #2D. Switch with a partner and ask them to identify different parts of the map.
- Historypin is a really unique online resource. This interactive map allows anyone to drop a “pin” on history. You can upload images, videos, or even short articles. This tool helps collect the history and stories of places across the globe. Explore the history in your area, or even add some of your own!
- Check out this free latitude and longitude online map [game](#).
- For an in-depth lesson and activities about Spanish use of El Camino Real de los Tejas, check out the National Historic Trail Association’s [website](#)! You can also learn more about the Chisholm Trail [here](#).
- Research one Texas tribe (several are mentioned in the *Texas and Tribes: Shared Traditions* booklet). Identify their travel patterns and find out if they are connected with any of the major roadways in Texas. Write a brief report, map their frequently traveled routes, or consider making a model of one of the tribe’s traditional modes of transportation.

# Map of Native American trails, roadways, and cattle trails in Texas from 1716–1886

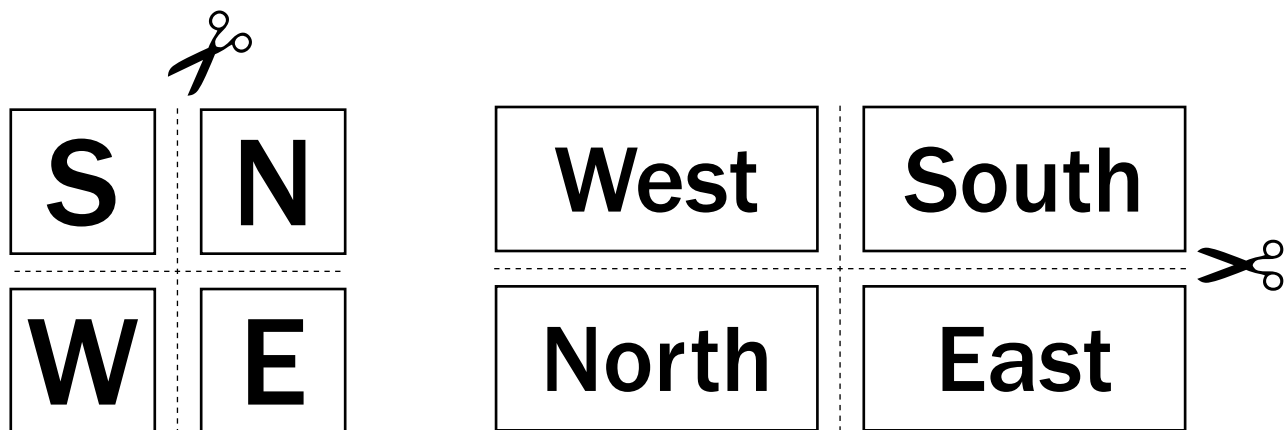
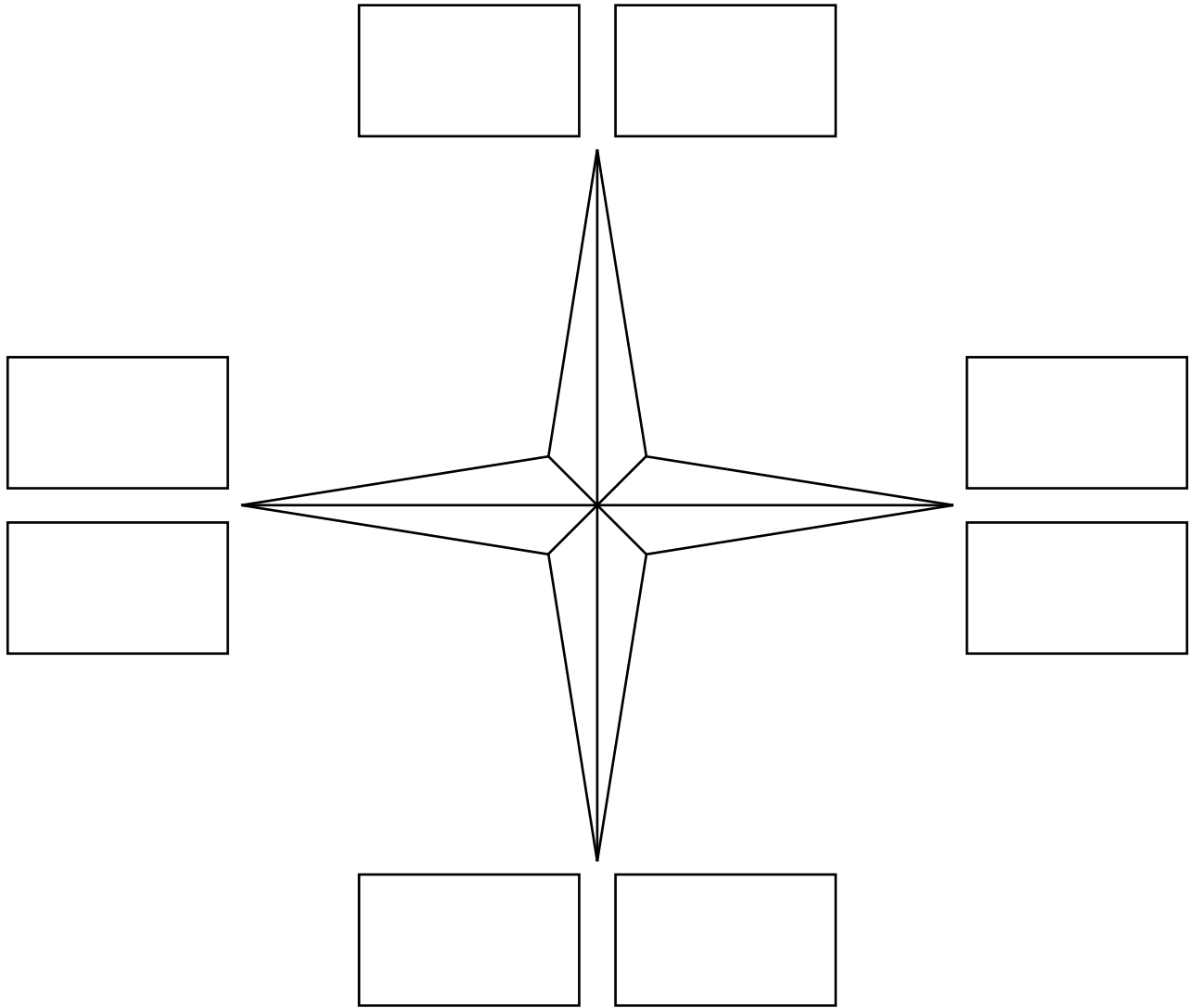


### Texas Latitude and Longitude Map



### Activity #2A: Cardinal Directions




1. Cut out the cardinal directions.
2. Glue them in the correct place on the compass rose.



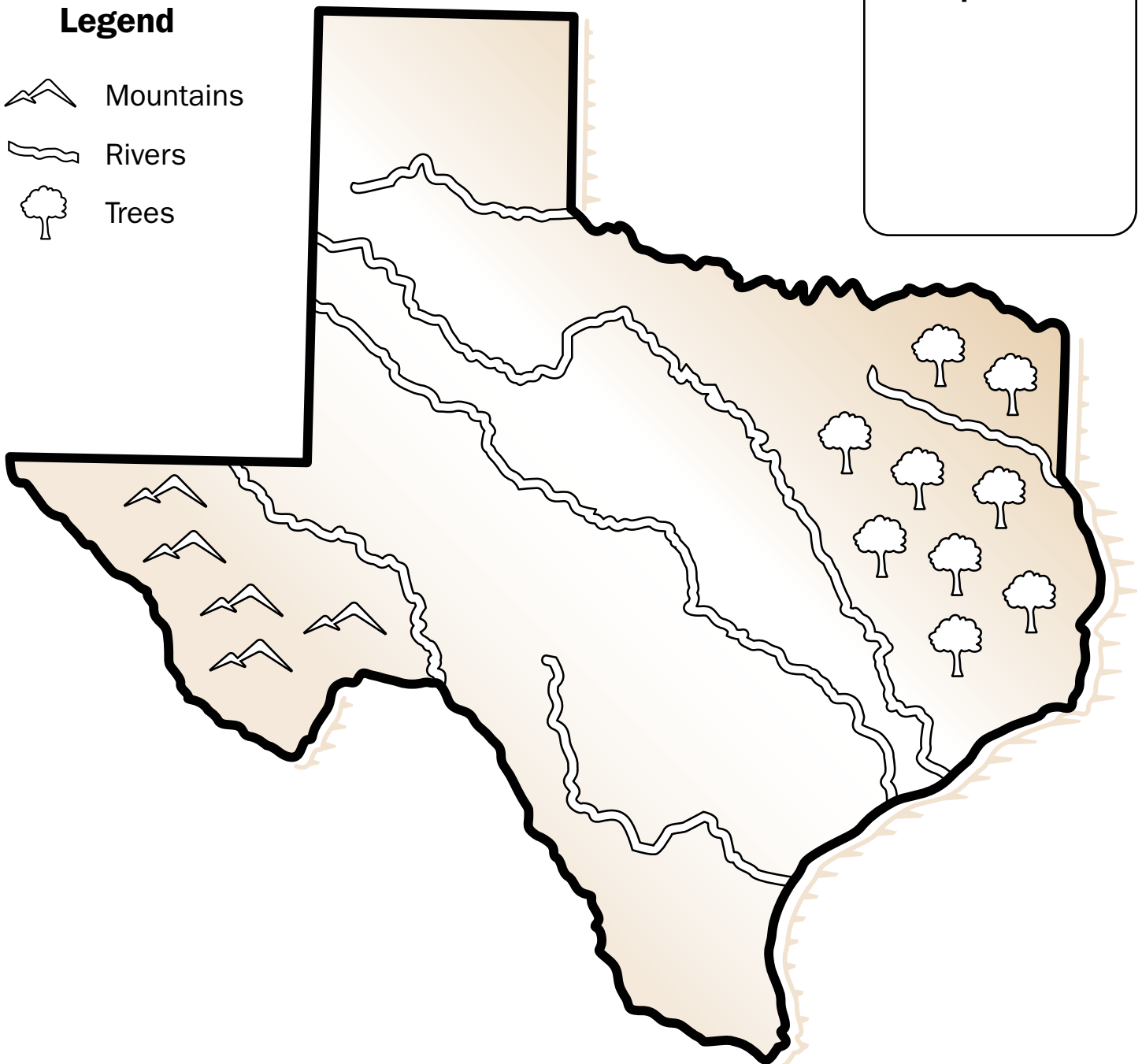
### Activity #2B: Identifying Parts of a Map

1. Draw a compass rose.
2. Color the mountains **brown**.
3. Color the rivers **blue**.
4. Draw a dot on the map where you live. Label the city.
5. Color the trees **green**.
6. Draw a **red** line that runs north to south on this map.
7. Draw an **orange** line that runs east to west on this map.

#### Legend

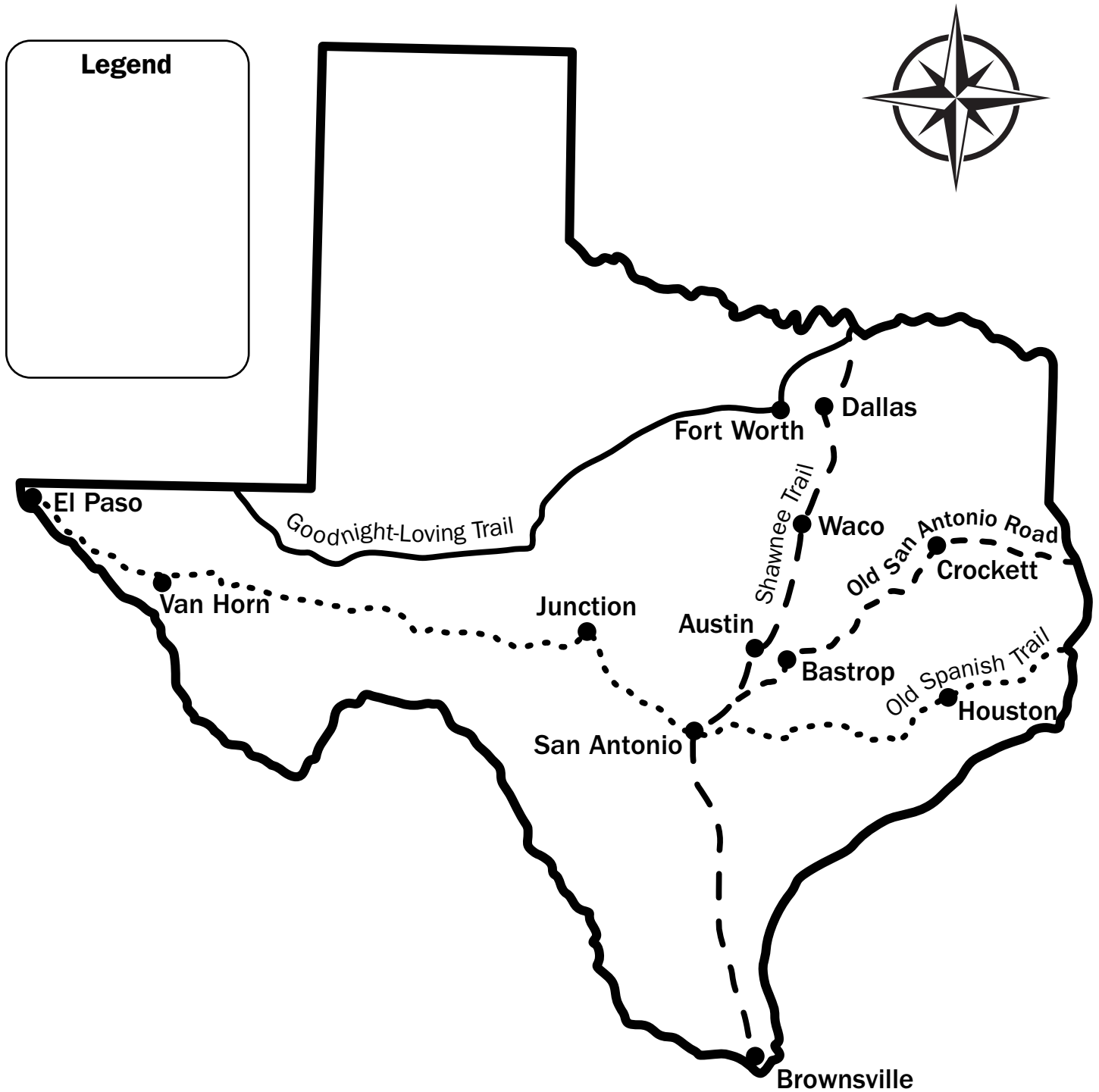
-  Mountains
-  Rivers
-  Trees

#### Compass Rose



### Activity #2C: Creating a Map

1. Fill in the compass rose.
2. Trace each Native American trail with a different color.
3. Create a Legend based on the colors used to trace each trail.



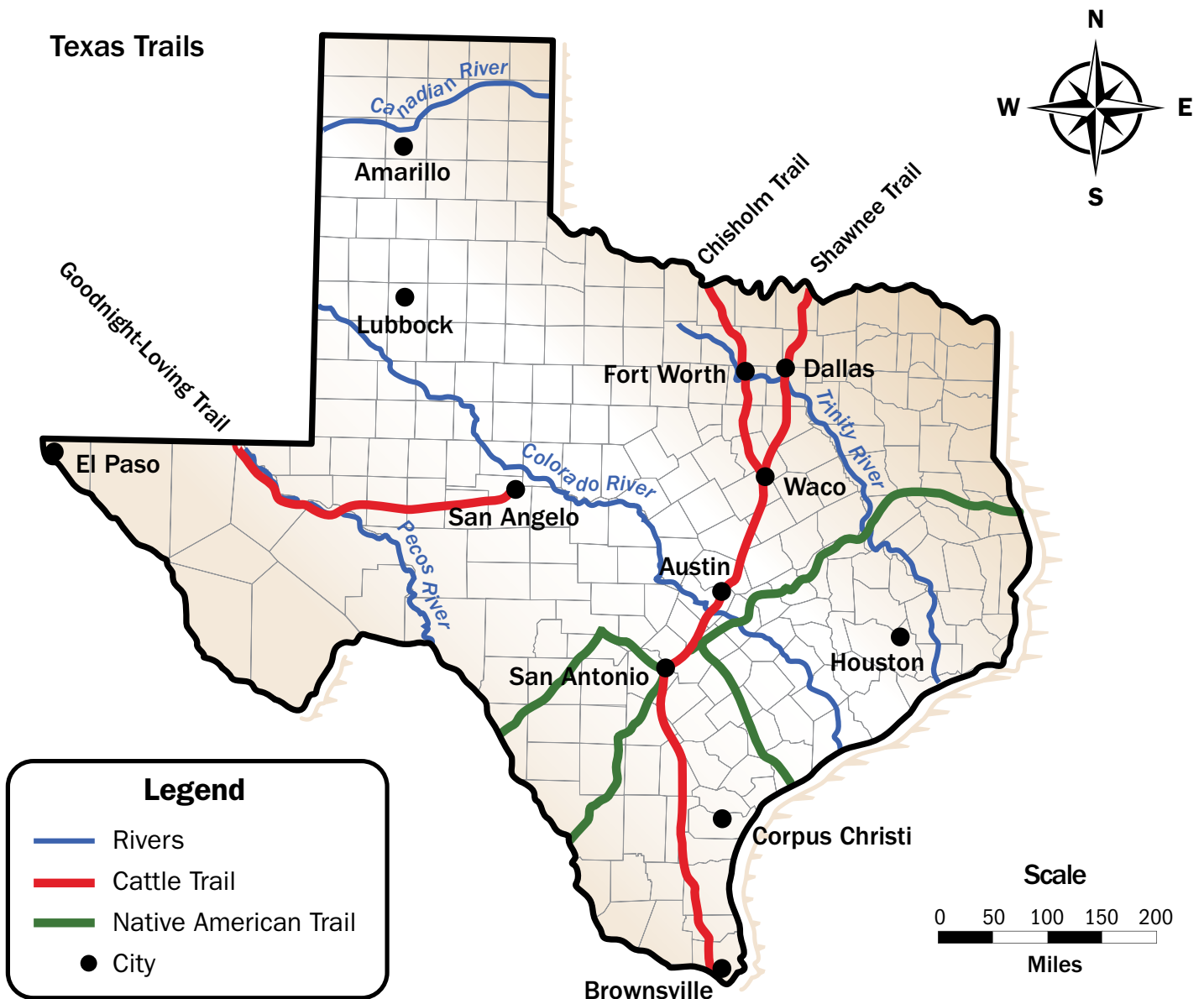
**Activity #2D: Creating a Map**

1. Create a title for your map.
2. Label the Compass Rose.
3. Create a map of your space.
4. Fill in the Legend.



**Legend**

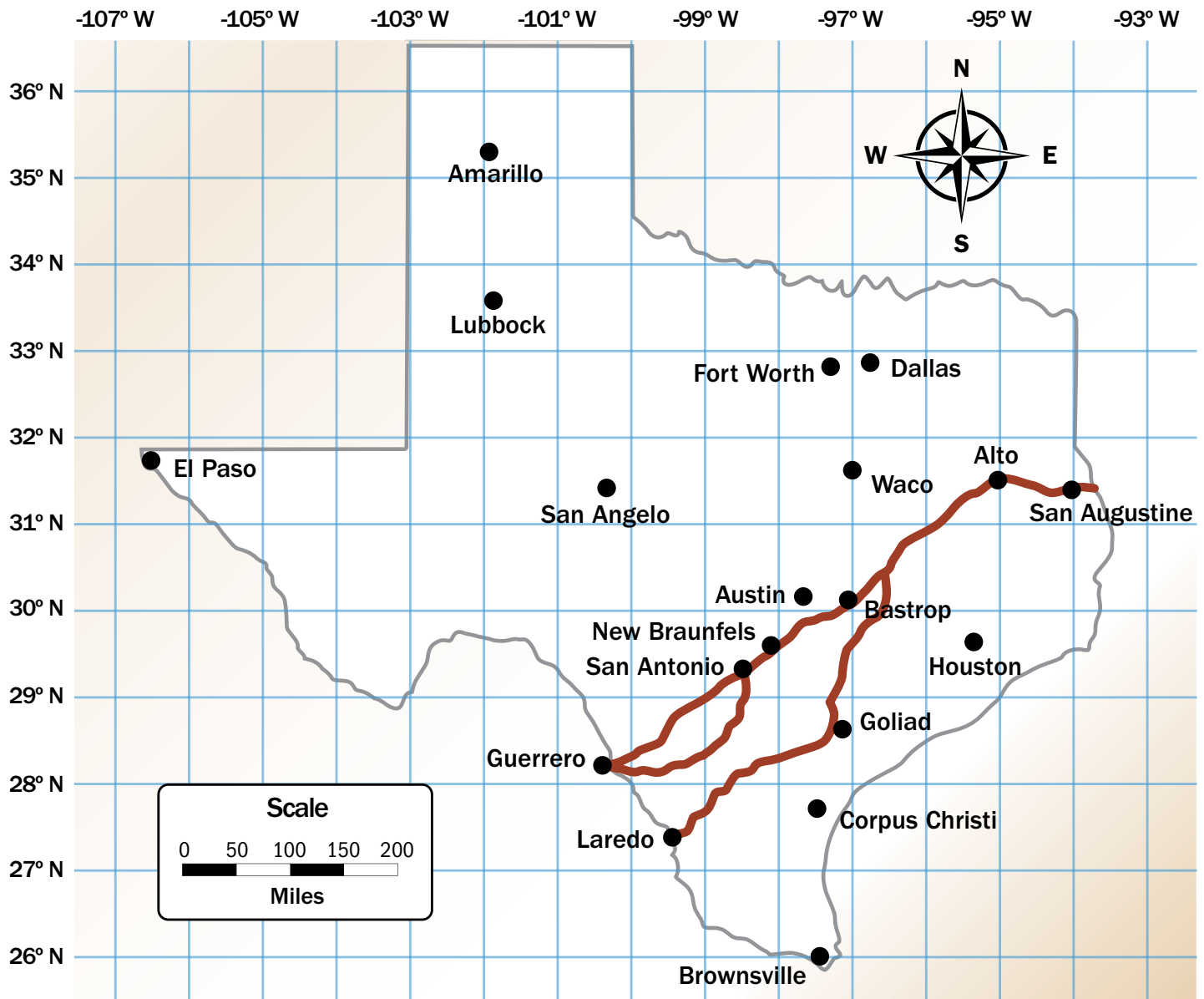
### Activity #2E: Reading a Map



1. What is the title of this map?
2. If you lived in Corpus Christi and you wanted to get to Dallas, what direction would you need to go?
3. Which direction would you go from San Angelo to Austin?
4. What routes would you take to get from Lubbock to San Antonio?
5. Using the scale, estimate the distance between San Antonio and Austin.
6. What is the approximate distance between Dallas and Houston?
7. Where do you live? Draw a dot on the map.

## Activity #2F: Identifying Latitude and Longitude Coordinates

### El Camino Real de los Tejas



1. What general direction does El Camino Real de los Tejas Trail travel?
2. What are the coordinates for Goliad, Texas?
3. Which city is located near 31°N, -94°W?
4. Place a dot on the map where you live and identify the coordinates.
5. What direction is Alto from Bastrop?
6. Using the scale, estimate the distance between Laredo and Guerrero.
7. What direction is your hometown from San Augustine, Texas?

## ORAL TRADITIONS AND HISTORIES

### INTRODUCTION

One of the ways Native American history and culture is shared is through stories passed down over many generations. Many tribes continue to share their customs, rituals, and traditions through stories told by older tribal leaders and members. Stories are both educational and entertaining, interwoven with themes about friendship, homeland, and love.

Storytelling comes in many forms and has been passed down through different formats. Sometimes these stories are shared from person to person, and other times stories are told through pictures, sounds, and symbols. In the past, Native Americans used pictographs to tell stories. Pictographs are a symbol or picture that represent an idea. Pictographs were used as an early form of writing before the alphabet existed and images were drawn in usual patterns and formations. Similar to the way charts, graphs, and books use pictures to supplement stories, pictographs can provide information without using words.

### OBJECTIVE

In this activity, students will practice composition skills, learn about Native American storytelling, and write their own story. Students will answer comprehensive questions after reading the *Texas and Tribes: Shared Traditions* booklet. Younger audiences will use pictographs to compose stories while older students will learn research techniques to study Native American tribes in Texas.

#### **Applicable Elementary School TEKS**

English Language Arts: 4, 10A-C, 11A (K); 11A-E (1<sup>st</sup>); 5, 7B & E, 11A-E (2<sup>nd</sup>); 7B-C, 9A, 11A-E (3<sup>rd</sup>); 4, 5, 7B-C, 9A, 11A-E (4<sup>th</sup>); 4, 5, 7B-C, 9A, 11A-E (5<sup>th</sup>)

#### **Applicable Middle Elementary School TEKS**

English Language Arts: 3, 4, 6A-B, 8A (6<sup>th</sup>); 3, 4, 6B-C, 8A, 10A-E (7<sup>th</sup>); 3, 4, 6B-C, 10A-E (8<sup>th</sup>)

### MATERIALS

- *Texas & Tribes: Shared Traditions* booklet

### PROCEDURE

#### PRE-ACTIVITY ASSESSMENT

1. Ask students:
  - a. Do you have a favorite story?
  - b. Is your favorite story found in a book? In a movie?
  - c. Was it a story that was read to you at bedtime?
  - d. How did you learn this story?
  - e. What are some different genres, or types of stories? Do you have a favorite genre? Why?

## ACTIVITY

**Kindergarten and First Grade:** Watch “[How Tiger Got His Stripes](#),” a short story about the legend behind why a tiger has stripes. Discuss and review what you learned as a class.

1. Explain to students that each Native American tribe has different stories that get shared over time and through many generations. Before stories were written down, they were passed down orally. Sometimes, the meaning of stories changes over time as they are interpreted by different people.
  - a. Play the game “Telephone” with students to understand how meaning can change over time.
    - i. Have students sit in a circle.
    - ii. Whisper a short sentence in one student’s ear. Have that student whisper it to the next person and so on.
    - iii. When the whisper makes it to the end of the circle, have the last student say the sentence out loud. Did it change from the original sentence? Try it again with a more complex sentence. Explain that as stories are passed to other people, the meaning can change.
2. Sometimes tribes use pictures or symbols, called pictographs, to tell stories. Each symbol represented a different idea.
  - a. Draw a symbol on the board, such as a picture of the sun or mountain. Ask students what the picture is and what it might represent. Can students use that symbol in sentence?
  - b. Use Activity #3A to read and match different Native American symbols.
  - c. Ask students to write a sentence that uses each symbol in Activity #3B. *For younger students, you may need to talk about different sentences using each symbol rather than having them write it down.*

**Second through Fifth Grade:** Read aloud or assign students to read pages 6–24 of the *Texas & Tribes: Shared Traditions* booklet.

1. Have students complete the extended response questions about the reading in Activity #3C.
2. Explain that storytelling used to explain and share traditions and culture.
  - a. Read *Heron and the Hummingbird*.
  - b. Discuss what this story is about. What is the lesson? Are there any themes that stand out? If you were not able to use words, what pictures might you use to tell this story?
3. Reread page 22, “Rock Images.” Explain that Native Americans used different symbols to represent different ideas or thoughts before alphabets and written language existed.
  - a. Draw a few images on the board—a sun, stick figure person, and a tree. Ask students what they think those symbols represent.
  - b. Explain that not all Native American pictographs are as easy for us to decipher, or understand, today. Use the Texas Beyond History [website](#) to pull up other images of Native American pictographs in Texas at Hueco Tanks and discuss what you think the images might mean or represent.

- c. Have students use Activity #3D to draw their own pictographs. Then, switch with a partner and ask the other student to write a story about what they think the pictographs represent. *You may want to limit how many pictographs students can draw.*
  - i. When complete, switch with another partner to see if they can write a different story using the same pictographs.

**Middle School:** Read aloud or assign students to read pages 6–24 of the *Texas & Tribes: Shared Traditions* booklet.

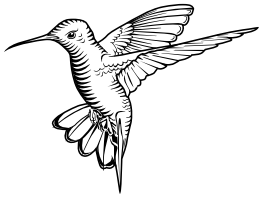
1. Have students complete the extended response questions about the reading in Activity #3E.
2. If appropriate, complete all or portions of the oral traditions and histories lesson from the second through fifth grade activity. Dig deeper to assess the characters, setting, literary devices, and language in *Heron and the Hummingbird*.
3. Explain that Native Americans used different symbols to represent different ideas or thoughts as part of their stories about tradition and culture before alphabets existed. Some pictographs can be found in Texas at the Hueco Tanks State Park near El Paso.
  - a. Students will be using the Texas Beyond History website to research and write about the rock art and pictographs that remain.
  - b. Use Activity #3F as a research guide for the [website](#). Then, have students write a brief report about the Hueco Tanks State Park/Rock Art.

#### POST-ACTIVITY ASSESSMENT

1. What can pictographs tell us?
2. What is one way we express our culture and traditions?
3. Assess understanding through activity completion.

## Heron and the Hummingbird

### *A Hitchiti Tribe Story, retold by SE Schlosser*



Heron and Hummingbird were very good friends, even though one was tall and gangly and awkward, and one was small and sleek and fast. They both loved to eat fish. The Hummingbird preferred small fish like minnows and Heron liked the large ones.

One day, Hummingbird said to his friend: "I am not sure there are enough fish in the world for both of our kind to eat. Why don't we have a race to see which of us should own the fish?"

Heron thought that was a very good idea. They decided that they would race for four days. The finish line was an old dead tree next to a far-away river. Whichever of them sat on top of the tree first on the fourth day of the race would own all the fish in the world.

They started out the next morning. The Hummingbird zipped along, flying around and around the Heron, who was moving steadily forward, flapping his giant wings. Then Hummingbird would be distracted by the pretty flowers along the way. He would flit from one to the other, tasting the nectar. When Hummingbird noticed that Heron was ahead of him, he hurried to catch up with him, zooming ahead as fast as he could, and leaving Heron far behind. Heron just kept flying steadily forward, flapping his giant wings.

Hummingbird was tired from all his flitting. When it got dark, he decided to rest. He found a nice spot to perch and slept all night long. But Heron just kept flying steadily forward all night long, flapping his giant wings.

When Hummingbird woke in the morning, Heron was far ahead. Hummingbird had to fly as fast as he could to catch up. He zoomed past the big, awkward Heron and kept going until Heron had disappeared behind him. Then Hummingbird noticed some pretty flowers nearby. He zip-zipped over to them and tasted their nectar. He was enjoying the pretty scenery and didn't notice Heron flap-flapping passed him with his great wings.



Hummingbird finally remembered that he was racing with Heron and flew as fast as he could to catch up with the big, awkward bird. Then he zipped along, flying around and around the Heron, who kept moving steadily forward, flapping his giant wings.

For two more days, the Hummingbird and the Heron raced toward the far-distant riverbank with the dead tree that was the finish line. Hummingbird had a marvelous time sipping nectar and flitting among the flowers and resting himself at night. Heron stoically kept up a steady flap-flap-flapping of his giant wings, propelling himself forward through the air all day and all night.

Hummingbird woke from his sleep the morning of the fourth day, refreshed and invigorated. He flew zip-zip toward the riverbank with its dead tree. When it came into view, he saw Heron perched at the top of the tree! Heron had won the race by flying straight and steady through the night while Hummingbird slept.

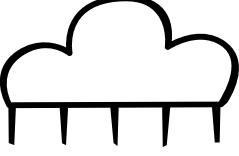
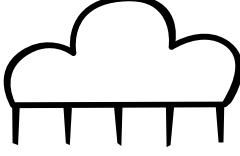
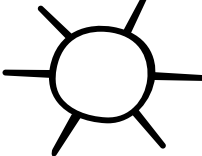
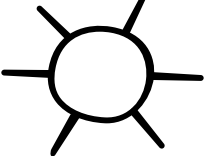
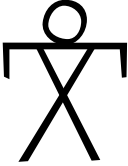
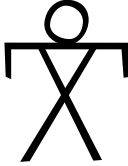
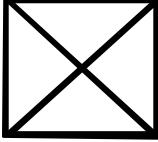
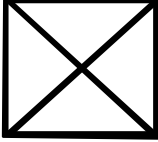












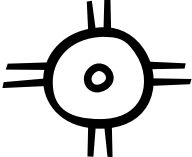
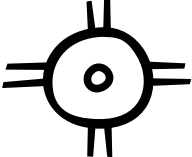


So, from that day forward, the Heron has owned all the fish in the rivers and lakes, and the Hummingbird has sipped from the nectar of the many flowers which he enjoyed so much during the race.

## **ORAL TRADITIONS AND HISTORIES ACTIVITY EXTENSIONS**

- Check out this short [video](#) about Hueco Tanks State Park and the ancient rock art there.

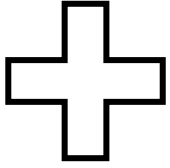
### Activity #3A: Pictograph Matching

1. Cut out the traditional Native American pictographs.
2. Flip all the cards over and match the pictographs.

 cloud	 cloud	 sun	 sun
 man	 man	 help	 help
 good	 good	 rain	 rain
 moon	 moon	 bad	 bad
 day	 day	 river	 river
 happy	 happy	 spring	 spring

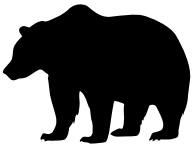
**Activity #3B: Write a Story**

Write a sentence that uses each symbol.



**Path**

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**Bear**

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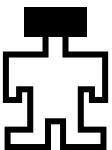
**Bird**

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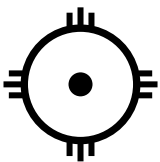
**Brothers**

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**Man**

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**Sun**

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**Activity #3C: Extended Response**

1. What are two diseases that Europeans introduced when they colonized Native American homelands in the 1600s?
2. In what period did Native Americans hunt with bows and arrows?
3. Why did tipis have an opening at the top?
4. Which tribe had 20 members volunteer to serve in the Confederate Army?
5. What does the word *Tejas* mean? Which tribe does that word come from?
6. Write one fact you learned about the Kickapoo Tribe.
7. What materials were used to build pueblo adobe houses? Why?
8. Name one of the ways tribes expressed their culture and lifestyle. Describe that activity.
9. What were some of the decorations used to make traditional tribal clothing?
10. Draw a picture of a Tipi.



**Activity #3E: Extended Response**

1. Native Americans used music, art, and even games to express their culture and lifestyle. What are some of the ways we express our culture today? Explain. Are those expressions similar or different from Native Americans?
2. In your own words, explain who Celice Sylestine Henry was.
3. Why did portions of the Coushatta tribe relocate to the Alabama reservation?
4. Do you think European colonization was beneficial, harmful, or both for Native Americans? Explain.
5. In your own words, summarize page 15 and 16.

### **Activity #3F: Research Guide**

1. What is one question you would like to answer about Native American rock art? If you need to, explore the website before forming your research question.
  
2. What is the name of the resource from which you will identify facts?
  
3. What is Hueco Tanks?
  
4. Where is Hueco Tanks located?
  
5. Who is involved?
  
6. What is the associated time period?
  
7. What are some examples of rock art at Hueco Tanks?
  
8. Why should others know about Hueco Tanks?
  
9. Write an expanded outline for your research paper about Hueco Tanks.

I. Research Question or Thesis Statement:

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II. Introduction:

III. Body Paragraph 1

a. Topic Sentence:

b. Fact I:

c. Example:

IV. Body Paragraph 2

a. Topic Sentence:

a. Fact II:

a. Example:

V. Body Paragraph 3

a. Topic Sentence:

b. Fact III:

c. Example:

VI. Conclusion: