

Caddo Connections

Activities and lessons supporting

The Caddo Exhibit

Bar-Zin-Debar
(Tall Man)

TEXAS
PARKS &
WILDLIFE

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Caddo Connections

Letter to the Educator

Dear Educator,

Caddo Connections is a curriculum guide for 4th – 7th grades supporting *The Caddo*, a traveling exhibit produced by the Texas Parks and Wildlife Department. *Caddo Connections* was written to complement the exhibit and can be a valuable teaching tool as you explore the Caddo native peoples with your students. Please download the exhibit panels at legal or ledger size from www.tpwd.state.tx.us/caddo for use in your classroom or simply click on the link. If your school would like to host the physical traveling exhibit of six pop-up banner panels at no charge, you may use the contact information below.

Sincerely,

Jana Magruder
Author, *Caddo Connections*

Wendy Womack
Author, *The Caddo* Exhibit
Texas Parks and Wildlife Department

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[Click here to
print *The Caddo*
Exhibit panels.](#)

About the Exhibit

The Caddo exhibit is organized into five thematic panels and a park locator panel. Each thematic panel features a large photo of a historic Caddo individual against a map backdrop of the Caddo homeland. The title and topic of each panel is featured at the top, over a photo of thatching from the side of a traditional Caddo house.

Each panel features three paragraphs and photos corresponding to time periods in Caddo history:

- 🪵 **Pre-historic** – Information from archaeology and oral histories
- 🪵 **Historic** – Information from early explorers and government documents
- 🪵 **Modern** – Information from the living Caddo themselves

The exhibit highlights the complex yet flexible nature of Caddo society and their skill as diplomats and politicians.

The Caddo

Collaboration and Community

Independent but United

While the Caddo are often referred to as if they were a single, unified group, they actually considered themselves a collection of many named extended family groups who shared a common culture of strict social rank. The scattered Caddo came together at mound centers like Caddoan Mounds during sacred and festive times.

- ♦ **Xinesi** – This head of the larger alliance of family groups was born into his job, lived at the mound center and served as an intermediary with God (Caddo Ayn).
- ♦ **Caddi** – Each village had a head man called a caddi who was also born into his job.
- ♦ **Canahus** – These village elders advised the caddi.
- ♦ **Tammas** – Tammas were enforcers who made sure people obeyed the caddi and behaved properly.
- ♦ **Comman** – As village priests, comman cared the sick and performed daily rituals.
- ♦ **Common People** – Farmers and craftspeople, commoners also provided the labor to build the sacred mounds.

The complex Caddo society of social rank was held together by kinship, reciprocity and custom. Roles were defined by age, sex and clan.

Adaptability in the Face of Crisis

Caddo tribes maintained an adaptable political organization in order to meet the demands of a shifting local economy. For example, in the 1700s the Hasinai Caddo changed their social structure to eliminate the sineist position as it was more advantageous for each village caddi to negotiate separately with the locally powerful Spanish and Comanches.

As diplomats and negotiators, the Caddo attempted to work within the framework of white society to ensure their survival and prosperity. In 1845, the Caddo-Bosqueño Commission took the Oklahoma State Capitol in 1879 to negotiate for a better future.

Modern Tribal Government

In the late 1800s, the remnants of the many named Caddo tribes united to save their shared culture, consolidating into one group for the first time. In 1936, Caddo leaders wrote a tribal charter and elected a formal government.

← **Pre-historic**

← **Historic**

← **Modern**



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[Click here to print The Caddo Exhibit panels.](#)

About the Guide

The *Caddo Connections* guide is written to support *The Caddo* exhibit by providing educators with TEKS-based lessons and activities that help students gain a more complete understanding of the exhibit, and ultimately Caddo culture. The guide is divided into four main sections:

- 🪵 **Before Viewing the Exhibit**—Lessons and activities to prepare students for viewing *The Caddo*.
- 🪵 **Viewing the Exhibit**—Includes a reproducible for students to use as they view *The Caddo*.
- 🪵 **After Viewing the Exhibit**—Lessons and activities to enrich knowledge gained from *The Caddo*.
- 🪵 **Living on the Land**—An outdoor activity is also included and can be used outside on the playground or at a local park.

Each section provides educators with a goal, objectives, TEKS and procedure for instruction. An annotated copy of the exhibit panels includes key questions, Web resources and labels for each time period represented. Reproducible student handouts (labeled with SH) are included in each section. The guide concludes with valuable resources for educators.



[Click here to
print *The Caddo*
Exhibit panels.](#)

Before Viewing the Exhibit

Where Do We Get Our Information?

Goal

The following activities examine three methods historians use to gather information: first-hand accounts (oral histories), archaeology and written records.

Objectives

Students will:

- 🪵 Discuss and define first-hand accounts (oral histories), archaeology and written records
- 🪵 Complete first three pages in *My Caddo Journal* (SH-1)
- 🪵 Research examples of Caddo primary sources on the Web by completing *Click on Caddo* (SH-2)

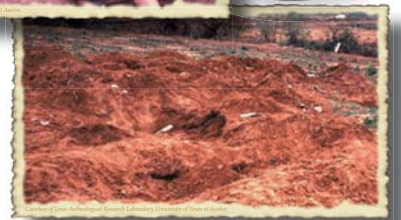
TEKS

Social Studies:

- 🪵 (1)(A)(B)
- 🪵 (2)(A)(C)
- 🪵 (21)(A)
- 🪵 (23)(D)

Materials

- 🪵 Copies of *My Caddo Journal* (SH-1)
- 🪵 Copies of *Click on Caddo* (SH-2)



Before Viewing the Exhibit

Procedure

1. Distribute copies of *My Caddo Journal* (SH-1).
2. Direct class to write everything they already KNOW about the Caddo on the first page of the journal and then write what they WANT to know about the Caddo on the next page.
3. Ask class, "HOW can we find out more information about the Caddo?" Allow time for discussion.
4. Discuss how historians are detectives of the past who rely on primary sources to help them learn about their subjects. As a class, brainstorm a list of ways historians gather information. These might include artifacts, documents, pictures, photographs, journals, drawings, maps, oral histories and first-hand accounts.
5. Define and discuss the three main methods of learning about the past presented in the exhibit:
 - a. First-hand accounts and oral histories—Living Caddo share their experiences and stories that exist in tribal memory.
 - b. Archaeology—Scientists carefully sift through layers of dirt in places the Caddo are known to have lived, looking for physical evidence to tell them what Caddo life was like at that place. This evidence can include pots, food remains, tools and more.
 - c. Written records—When Europeans arrived in the Caddo homeland in the 1600s they started recording Caddo life in pictures and words. Written records continue to the present day and record many aspects of Caddo life that are useful to the researcher.
6. Record definitions in *My Caddo Journal* (SH-1).
7. Explain that the last page of the journal is for recording what has been LEARNED after viewing the exhibit and should be left blank for now.



Before Viewing the Exhibit

Activity:

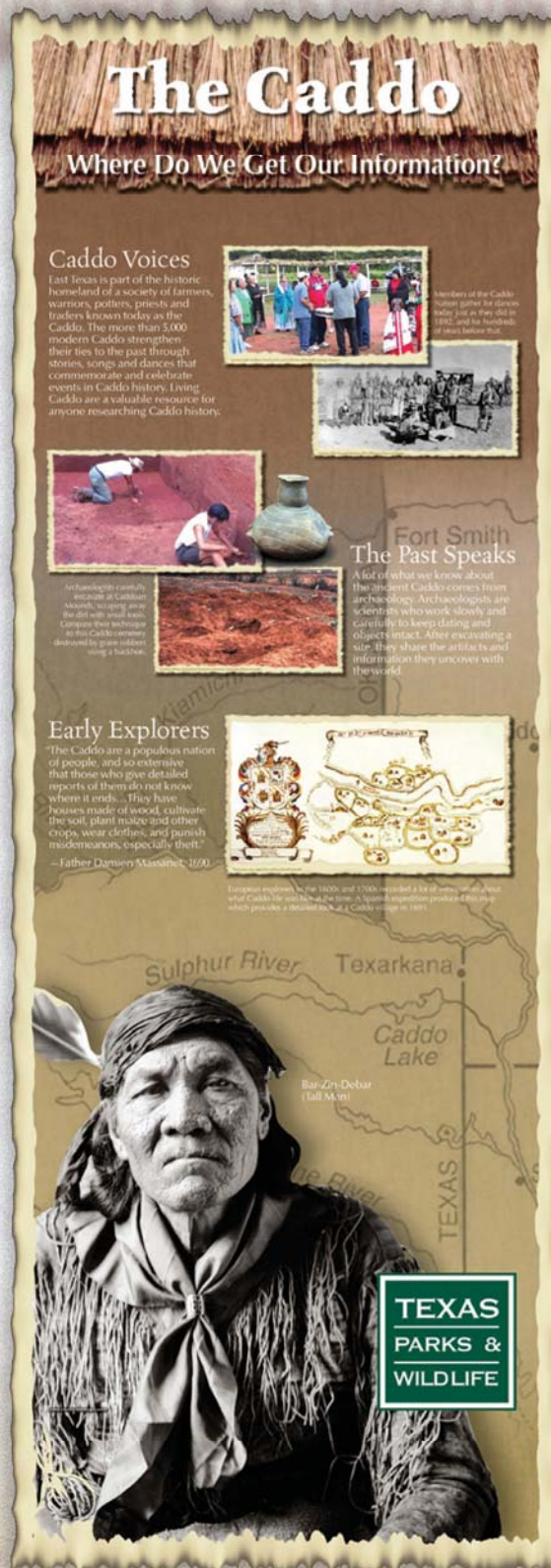
Discover online examples → of Caddo primary sources such as first-hand accounts (oral histories), archaeology and written records by using *Click on Caddo* (SH-2) on page 8.

Key Question:

Read the quote from Father Damien Massanet to the class and ask, "How do you think the early explorers reacted when they saw the Caddo for the first time?"

Online Map Resource:

→ www.texasbeyondhistory.net/nasoni/index.html



← Modern

← Pre-historic

← Historic

My Caddo Journal

By _____

I KNOW these things about the Caddo:

I

What I LEARNED about the Caddo:

IV



I WANT to know more about the Caddo:

II

HOW I can find out more about the Caddo:

III

Name: _____

Date: _____

Click on Caddo

Primary Sources on the Web

Directions

Use the following links to help you record information about the Caddo from primary sources.

1. First-Hand Accounts and Oral Histories from the Caddo themselves

a. www.texasbeyondhistory.net/tejas/ancestors/tracing.html

b. www.caddonation-nsn.gov

2. Archaeology

www.texasbeyondhistory.net/nasoni/wpa.html

3. Accounts from Early Explorers

www.texasbeyondhistory.net/kids/caddo/explorers.html

Viewing the Exhibit

Goal

The following activities will familiarize students with *The Caddo* exhibit. Students will:

- 🪦 View all of the exhibit panels
- 🪦 Use the *Exhibit Viewing Guide (SH-3)* as a tool to focus on one of the panels

TEKS

Social Studies

- | | |
|-----------|----------------|
| 1 (A) (B) | 9 (A) (B) |
| 6 (A) | 20 (A) (B) (C) |
| 7 (A) | 22 (C) |
| 8 (B) | 23 (C) (D) |

Materials

- 🪦 Four copies of each of the following *The Caddo* exhibit panels downloaded at legal or ledger size from www.tpwd.state.tx.us/caddo
 1. Collaboration and Community
 2. Gathering to Trade and Celebrate
 3. War and Diplomacy
 4. Health and Disease
- 🪦 Copies of the *Exhibit Viewing Guide (SH-3)*

Procedures

1. Divide the class into four groups
2. Distribute copies of all four panels to each group and allow them time to look at all the panels.
3. After students have viewed all four panels, assign each group one panel to study more deeply, assigning a different panel to each group.
4. Distribute one *Exhibit Viewing Guide (SH-3)* to each group.
5. Direct each group to complete the *Guide* as they study their assigned panel.
6. Invite each group to share their findings with the class.

Name: _____

Date: _____

The Caddo Exhibit

Viewing Guide

Directions

Review each of the exhibit panels by reading the text and studying the images. Complete the following questions and activities about the panel you have been assigned.

1. What is the title of this panel? (Hint: it's located at the top under "*The Caddo*.")

2. Choose a picture on the panel. This may include an object, painting or photograph.
Sketch and describe what is going on in the picture.





The Caddo Exhibit

Viewing Guide

3. How does this picture tell us more about the title?

4. Brainstorm another title you could give this panel.

5. Why did you select this title?

After Viewing the Exhibit

Connecting the Caddo

Goal

The following activities help students summarize what they have learned from *The Caddo* exhibit.

Objectives

Students will:

- 🪵 Share their information with their classmates.
- 🪵 Complete page 4 of *My Caddo Journal* (SH-1).
- 🪵 Participate in activities about the exhibit themes.



TEKS

Social Studies:

- 🪵 (1)(A)(B)
- 🪵 (2)(A)(C)
- 🪵 (8)(A)(B)
- 🪵 (20)(B)
- 🪵 (23)(B)(C)(D)(E)

Materials

- 🪵 *Exhibit Viewing Guide* (SH-3)
- 🪵 *My Caddo Journal* (SH-1)
- 🪵 *Comparing Cultures* (SH-4)
- 🪵 *All Roads Lead to the Caddo* (SH-5)
- 🪵 *Meaningful Words* (SH-6)
- 🪵 *A Caddo Story* (SH-7)
- 🪵 Resources

Procedure

1. Allow groups to share their findings from the exhibit recorded on their *Exhibit Viewing Guide* (SH-3).
2. Review *My Caddo Journal* (SH-1) and allow time for students to complete page 4, "What I learned about the Caddo." Share answers if time allows.
3. Choose one or more exhibit-themed activities to complete as a class.
 - a. Collaboration and Community page 16
 - b. Gathering to Trade and Celebrate page 18
 - c. War and Diplomacy page 21
 - d. Health and Disease page 23

Collaboration and Community

Activity:

Use *Comparing Cultures* (SH-4) to discuss life in Caddo society. How do their leaders compare to the leaders in American society?

Key Question:

Read this section aloud to class and ask, "Why would it be important for the Caddo to negotiate separately with the Spanish and Comanche?"

Online Resource:

Read about the Caddo Nation's modern government at www.caddonation-nsn.gov

Meet the Caddo:

See another picture of Sho-We-Tit at www.texasbeyondhistory.net/tejas/voices/transition.html

The Caddo

Collaboration and Community

Independent but United

While the Caddo are often referred to as if they were a single, unified group, they actually considered themselves a collection of many named extended family groups who shared a common culture of strict social rank. The scattered Caddo came together at mound centers like Caddoan Mounds during sacred and festive times.

- **Kixel** – This head of the larger alliance of family groups was born into his job, lived at the mound center, and served as an intermediary with God (Caddo Ance).
- **Caddo** – Each village had a head man called a caddo who was also born into his job.
- **Caddoan** – These village elders advised the caddo.
- **Tammas** – Tammas were enforcers who made sure people obeyed the caddo and behaved properly.
- **Cannas** – As village priests, cannas cured the sick and performed daily rituals.
- **Common People** – Farmers and craftspeople, commoners also provided the labor to build the sacred mounds.

The complex Caddo society of social rank was held together by kinship, shared culture, and common goals. Roles were defined by age, sex, and clan.



Illustration of a Caddo village and mound center, showing a river and a mound made for important people.

Adaptability in the Face of Crisis

Caddo tribes maintained an adaptable political organization in order to meet the demands of a shifting local economy. For example, in the 1700s the Hasina Caddo changed their social structure to eliminate the village position as it was more advantageous for other village caddo to negotiate separately with the locally powerful Spanish and Comanches.



No diplomats and negotiators, the Caddo emerged as a people, within the framework of whose society the means their survival and prosperity. From the Caddo Business Committee took the Oklahoma State Capitol in 1929 to negotiate for a better future.



This photo shows a meeting around a tribal headquarters in Brown, Oklahoma. The tribal council is made up of elected officials who help make decisions for the entire tribe.

Modern Tribal Government

In the late 1800s, the remnants of the many named Caddo tribes united to save their shared culture, consolidating into one group for the first time. In 1936, Caddo leaders wrote a tribal charter and elected a formal government.



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← Pre-historic

← Historic

← Modern

Name: _____

Date: _____

Comparing Cultures

Make a T-Chart

Directions

Read about roles in the Caddo culture below. Caddo society was made up of a bunch of extended family groups organized into a loose alliance. List and describe a similar role in our culture today.

Caddo Culture	Our Culture
<p>Xinesi— The leader of the alliance of all the family groups. He was born into the job, lived at the mound center and served as an intermediary with God (Caddi Ayo).</p> <p>Caddi— Each village had a head man called a caddi who was also born into his job.</p> <p>Canahas—These village elders advised the caddi.</p> <p>Tammas—Tammas were enforcers who made sure people obeyed the caddi and behaved properly.</p> <p>Connas—As village priests, connas cured the sick and performed daily rituals.</p> <p>Common People—Commoners were farmers, made crafts and also provided the labor to build the sacred mounds.</p>	

Gathering to Trade and Celebrate

Activity:

Use *All Roads Lead to the Caddo* (SH-5) to discuss strategic positioning in trading.

Key Question:

Read "Trading Partners" aloud to the class and ask, "What do you think is meant by 'carefully cultivating alliances with the Europeans?'"

Online Resources:

View pictures of modern Caddo gatherings at www.caddonation-nsn.gov/history/Hasinai.htm

Research Stanley Edge at www.texasbeyondhistory.net

The Caddo

Gathering to Trade and Celebrate

Strategic Position

The Caddo homeland lay between the Great Plains tribes, the Eastern Woodlands tribes and the tribes of the Southeast. Taking advantage of this gateway position in the flow of trade goods, they managed a huge trade network, with themselves at the center. Caddo villages hosted yearly trade fairs with tribes from near and far. The Caddo traded many different things, but some of the most important were information, diplomacy, favors and political influence.



Caddo made trade items such as pottery, bead jewelry and more if any items have been found. Hundreds of miles away from their homeland, they had access to the trade items coming into Caddo trade fairs from as far away as the Great Lakes.

← Pre-historic

Trading Partners



They always arrived a week or 10 days before the fair. The Caddo preferred to trade with the French. In the spring, they would trade their goods for the goods they needed for hunting and protection.

Around 1700, the Caddo started trading with Europeans to get guns and ammunition, horses, cooking and farming utensils, beads, blue cloth and lace. The Caddo dealt strategically with Europeans throughout the 1700s, carefully cultivating alliances with them to maintain access to their goods and military protection. The diplomatic Caddo negotiated with different tribal and European groups at different times, depending upon their current agenda and needs.

← Historic

Modern Gatherings

Just as their ancestors gathered for yearly trade fairs, modern Caddo gather for dances. Caddo culture is kept strong by youth organizations such as the Hasinai Society and the Caddo Culture Club. Both of these organizations attend dances in Oklahoma, Texas, Arkansas and Louisiana. The traditional Caddo homeland, gathering to celebrate Caddo culture.



At a gathering in 2007, Caddo youth sang Caddo songs: the Turkey Dance, Fish Dance and Duck Dance.

← Modern



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Name: _____

Date: _____

All Roads Lead to the Caddo

Strategic Position

Directions

Study the map below and answer the questions on the next page.



Name: _____

Date: _____

All Roads Lead to the Caddo

Strategic Position

1. What was important about the location of the Caddo homeland?
2. *The Caddo* exhibit reads, "The Caddo traded many different things, but some of the most important were information, diplomacy, favors and political influence." What do you think this means?
3. The Caddo villages hosted yearly trade fairs with tribes from near and far. Draw a picture on the back of this page of what you think these trade fairs might have looked like. Use the map on the previous page to help you remember what kinds of things were traded.

War and Diplomacy

Activity:

Use *Meaningful Words (SH-6)* to discuss War and Diplomacy Vocabulary.

Key Question:

How did the Caddo serve as diplomats between different groups of people?

Online Resource:

Research Sho-ee-tat (George Washington) at www.texasbeyondhistory.net/tejas/voices/rebuilding.html

The Caddo

War and Diplomacy

Warriors and Peacemakers

Protected by their reputation as fierce and skillful warriors, Caddo communities rarely had to band together to go to war, relying instead upon diplomacy to solve conflicts. Though they would go to war if they needed to, the Caddo also experienced centuries of relative peace.



This detail from an early Spanish map shows an extended family compound surrounded by a hedge of trees. The Caddo did not have walls and fortifications like some other mound building societies at the time.




Standing (left) before the Commissioner of Indian Affairs in 1899. These two photos, taken the same day, show that the Caddo were true diplomats who could smoothly transition between worlds to help broker the most advantageous deal.

Diplomats and Politicians

During the 1600s and 1700s, Europeans walked a tightrope trying to keep claim on lands in the face of strong tribes. Due to their physical position between the Spanish and French, the Caddo became diplomats, breaking peace accords between tribes, between tribes and Europeans and even between Europeans. This diplomatic tradition continued until the nineteenth century.

Patriots and Americans

The men and women of the Caddo Nation have fought in most American wars, starting with the War of 1812.




Sho-ee-tat (George Washington) led the Caddo Frontier Brigade for the Confederacy during the Civil War.

Young Sho-ee-tat (George Washington) served in the U.S. Army as a scout before doing a posthumous landing on June 21, 1962.

← **Pre-historic**

← **Historic**

← **Modern**



**TEXAS
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WILDLIFE**

Name: _____

Date: _____

Meaningful Words

War and Diplomacy Vocabulary

Directions

Define the following vocabulary in your own words. If you do not know the meaning, write down your best answer. Then record the definition from the dictionary. How do they compare?

	My Definition	Dictionary Definition
Warrior		
Peacemaker		
Diplomat		
Politician		
Patriot		
American		

Health and Disease

Activity:

Use *A Caddo Story* (SH-7) as a tool for students to summarize what they have learned about the Caddo including their healthy lifestyle.

Key Question:

What would it be like to lose 95% of your family? If you had 60 people in your extended family, losing 95% would leave, for example, just you, your aunt and one cousin. Everyone else would be gone!

Online Resource:


Find more Caddo words online at www.caddonation-nsn.gov/history/language.html. Click on the English-to-Caddo translator to hear Caddo words spoken.

The Caddo

Health and Disease


Healthy Lifestyle

The Caddo farmed fields on the edges of woods, strung out for miles along streams and rivers. They ate very well off the land, hunting and gathering in the water as well as the woods and supplementing their diet with farmed crops. The abundance and variety of food, and the constant exercise required to obtain it, kept the Caddo healthy.



Here, the Caddo go about their daily business, including farming, hunting, and gathering. They are very healthy and strong.

← **Pre-historic**



Map of Caddo territory in Texas and Oklahoma.

A Time of Crying

Visiting Caddo country briefly in 1942, Europeans brought Old World crops like peaches and watermelon, which the Caddo quickly adopted. They also brought smallpox, measles and cholera to which the Caddo had no resistance. Three generations later, these diseases had killed as many as 95% of the Caddo. What do you think it felt like to be Caddo during this time?

← **Historic**

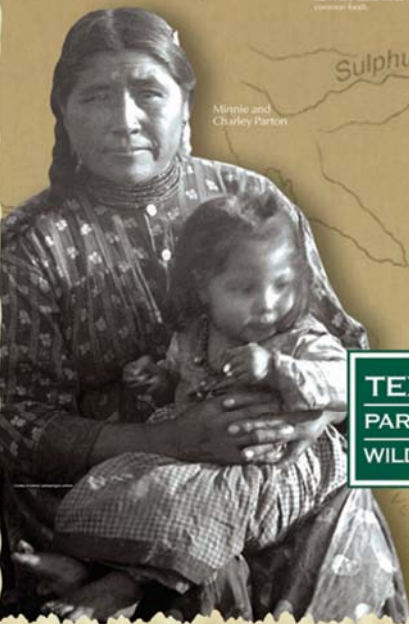
A Living People

The Caddo survived their low point and rebounded to a current population of more than 5,000. Modern Caddo no longer live on a reservation; they live in houses and apartments all over America. Many still retain ties to their past by speaking the Caddo language, practicing customs and rites and attending dances and celebrations.

Learn Caddo words for foods

Bread	-dab-dab
Bread	-dab-lut
Corn	-kai
Grapes	-lee-mee
Meat	-dab-lut
Onion	-dab-lut
Pumpkin	-ka-lee-lut-lut

← **Modern**



Minnie and Charley Parton

Sulphur River

Sabine

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Name: _____

Date: _____



A Caddo Story



Writing to Summarize

Directions

1. Choose an exhibit panel theme to help you write a story about the Caddo.
2. Choose words from the Caddo terms below to help you write.

Exhibit Panel Themes

-  Gathering to Trade and Celebrate
-  War and Diplomacy

-  Health and Disease
-  Collaboration and Community

Roles:

Xinesi—The head of the larger alliance of family groups was born into his job, lived at the mound center and served as an intermediary with God (Caddi Ayo).

Caddi—Each village had a head man called a caddi who was also born into his job.

Canahas—These village elders advised the caddi.

Tammas—Tammas were enforcers who made sure people obeyed the caddi and behaved properly.

Connas—As village priests, connas cured the sick and performed daily rituals.

Common People—Commoners were farmers, made crafts and also provided the labor to build the sacred mounds.

Words:

Beans = dabas

Bread = dush kut

Corn = kisi

Grapes = kee-swee

Meat Dish = ha-bush-coo

Onion = dahaw

Pumpkin = ka-kee-kus-nee

Yes = ah-hay

No = hunnah

Wait (up) = cha-tee

Pay attention =
da-wee-cha-sun

Come here = da-yah

You are crazy! =
Coo-sah-oh-na-ah-nit

You smell bad =
ha-bah-ha-ca-yah-ha-sah

I don't know = nukkah

Dog = deet see

Hound dog (long ears) =
bish-wah-she

Raccoon = ut

Skunk = wehit

Worm = koo-oooh

Living on the Land

Outdoor Activity

Goal

This activity invites students to explore the land around them through the eyes of someone who has to use the land for survival.

Objectives

Students will:

- 👤 Locate and label the region where they live in Texas.
- 👤 List natural resources found in their region as well as neighboring regions.
- 👤 Complete *Living on the Land Field Guide (SH-9)*.

TEKS

Social Studies:

- 👤 (6)(A)
- 👤 (7)(A)(B)

Materials

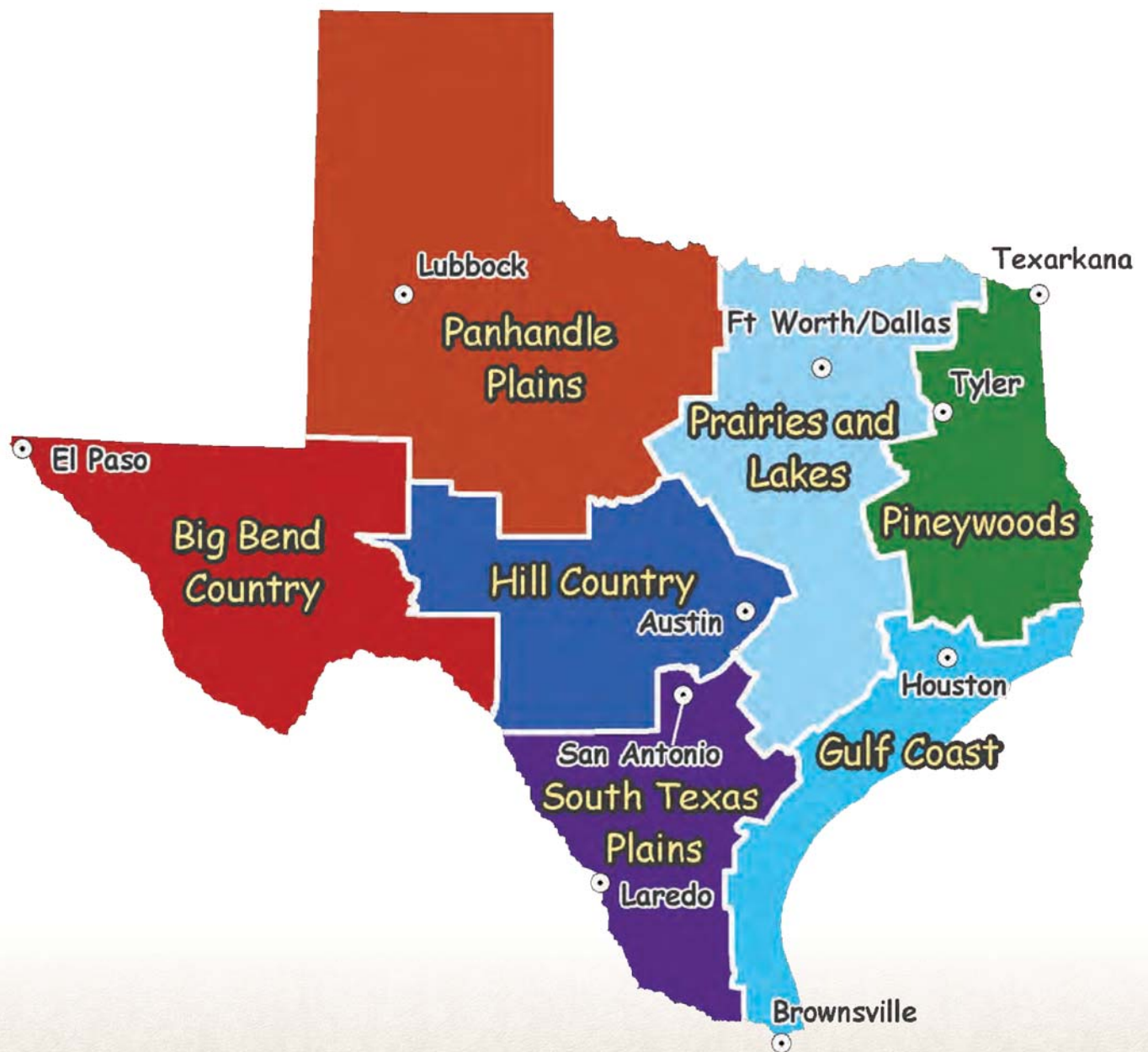
- 👤 *Living on the Land Field Guide (SH-9)*
- 👤 *Texas Regional Map (SH-8)*

Procedure

1. Distribute copies of the *Texas Regional Map (SH-8)*.
2. Discuss the diverse regions and landforms represented in Texas.
3. Instruct students to label the region where their community is located.
4. Brainstorm the following lists as a class:
 - a. Words and phrases that describe the land in your region
 - b. Natural resources in your region
 - c. Natural resources in neighboring regions
- Use www.tpwd.state.tx.us/kids/about_texas/regions/index.phtml to aid your discussion.
5. Distribute copies of the *Living on the Land Field Guide (SH-9)* to each student.
6. Review the directions and allow time for students to explore the outdoors at school and/or at their home or a local park.
7. Complete the *Living on the Land Field Guide* and allow time for students to share their findings.



Texas Regional Map



Researched by _____ Texas Region _____

Living on the Land

Field Guide

Directions

Find an outdoor place to conduct your research and complete your field study.

Describe with words and drawings what you see in your region:

Name: _____

Date: _____

Living on the Land

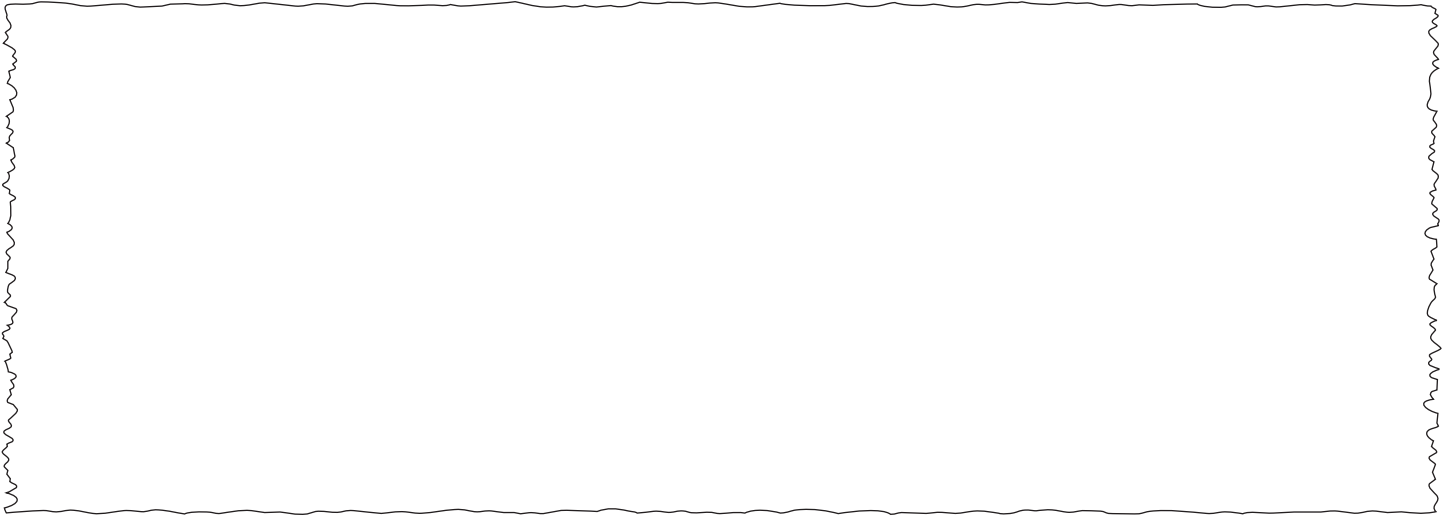
Field Guide

Pretend you are a member of the Caddo living in Texas hundreds of years ago and you must survive on the land represented in your community. Answer the following:

1. List natural resources that are available on your land:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Sketch a structure that you could build for shelter with the materials available on your land.



3. List food sources available to you on this land:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: _____

Date: _____

Living on the Land

Field Guide

4. How will you capture or harvest this food?

5. How will you clothe yourself?

6. Do you have everything you need? What is missing?

Name: _____

Date: _____

Living on the Land

Field Guide

Look at your regional map. What could other regions offer you through trading that your region does not provide? Go to www.tpwd.state.tx.us/kids/about_texas/regions/index.phtml to discover more about each Texas region.

Want to trade?	
Items from my region	Items from neighboring regions

1. What items would you like to trade with your neighbors?
2. Why do you need these items?
3. How could your items help your neighbors?

Bibliography

The following resources were consulted in the development of this guide and are valuable to educators.

Exhibit:

The Caddo Exhibit, Texas Parks and Wildlife Department

www.tpwd.state.tx.us/caddo

Web Sites:

The Official Caddo Nation Web site

www.caddonation-nsn.gov

Texas Beyond History, The University of Texas at Austin

www.texasbeyondhistory.net

Texas Parks and Wildlife Department

www.tpwd.state.tx.us

www.tpwd.state.tx.us/kids/about_texas/regions/index.phtml

The Handbook of Texas Online, Texas State Historical Association

www.tshaonline.org/handbook/online

