Learning Target:

- I can compare the cultures of Native Americans in Texas.
- I can identify ways in which geography has affected the way Native Americans live and how they adapted to their environment.

1. Use the Cultural Adaptation PowerPoint to label the map of Native American groups of Texas. Complete the chart with the information from the Native Americans of Texas videos.
<table>
<thead>
<tr>
<th>Culture Group</th>
<th>Food</th>
<th>Housing</th>
<th>Clothing and Appearance</th>
<th>Government, Beliefs, and Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southeastern</td>
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</table>
| Caddo               | Corn, Beans, Squash, Deer, Berries, Fishing, Buffalo | Wickiups made of sticks and grass (willow poles with grass, basket weave pattern, beehived shaped, fire pit in the center) | • Ioin cloth with animal skins  
• Tatooing | - Trotline for fishing  
- Tried to scare off Spanish by laughing and yelling  
- Villages-organized, confederacy, councils, women in charge  
- Class system  
- Burial mounds  
- Farming tools  
- Trading  
- Cried when greeting or parting |
| Pueblo              |                               |                                                |                                              |                                       |
| Jumano              | Corn, beans, native desert plants, and squash | Pueblo houses made of adobe (single story, partly underground) | • Ioin cloth and leggings  
• Sandals made of yucca  
• Mud “hats” to keep cool | Irrigation  
Pottery  
Trading  
Friendly-welcomed strangers  
Villages |
| Gulf Coast          |                               |                                                |                                              |                                       |
| Karankawa           | Fish and shellfish, wild rice, followed game, plants, and sea life in season | Wickiups (small poles with palm leaves tied over them, mobile houses folded up like an umbrella) | • Ioin cloth and animal hides-half dressed  
• Moss clothes for cooler weather  
• Cane piercing  
• Red clay body paint  
• Tall-6 feet | Dugout canoes  
-Mitotes-dance ceremonies  
-Used oil to waterproof pots  
-Alligator grease that acts as an insect repellant  
-(Cabeza de Vaca-cannibals-eat enemies kids after battle, others sold)  
Loved kids-if child died mourned for a year |
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<th>Plains</th>
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<td><strong>Bear</strong></td>
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<td><strong>Coahuiltecan</strong></td>
<td><strong>Gulf Coast</strong></td>
<td><strong>Worms, lizards, ants, snakes, plants, cactus Deer, bison, javelina Second Harvest Spider and termites Mesquite and agave</strong></td>
<td><strong>Temporary dwellings made of sticks and grass</strong></td>
<td><strong>Loin cloth and animal hides or no clothes rabbit shawls</strong></td>
<td><strong>- Small bands or groups - Shaman's led religious ceremonies and care of sick - Endurance - could run and run - equal status for men and women - Dirt Soap</strong></td>
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3. In the space below, draw four squares, one square for each culture group. In each square, write examples of how the group adapted to or used the environment to help them survive. List all adaptations for each cultural tribe group.