

**Indian Women in Texas History:
Fourth Grade Lesson Plan**

Introduction: The history of Indian women in Texas goes back to the archeological record of the American Southwest. Their roles in their individual tribes touched every aspect of life, from the home to the larger community.

Objectives: In this three-day lesson plan students will be introduced to Indian women in Texas. At the end of this plan, students will have gained a greater understanding of Indian women and their contributions to their people and to the land that became Texas.

TEKS

(b) Knowledge and skills.

(B) Identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;

(C) Describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo; and

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(22) Social studies skills. The student communicates in written, oral, and visual forms.

The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

Teacher's Preparatory Materials

1. Texas State Library and Archives Commission Online Exhibit on Indians in Texas:
<http://www.tsl.state.tx.us/exhibits/indian/index.html>

Teacher's and Student's Materials

1. Map of Major Indian Groups in Texas:
<http://www.texasindians.com/map2.htm>

2. Indian Groups in Texas—Languages:
<http://www.native-languages.org/texas.htm>

3. Timeline of Texas Indian Women's Roles

4. Caddo Women's Pottery: <http://www.texasbeyondhistory.net/tejas/clay/tradition.html>

5. *Learn About Texas Indians*. Courtesy of Texas Parks and Wildlife Department (PDF):
http://www.womenintexashistory.org/lesson-plans/pwd_bk_p4000_0016.pdf

6. Jereldine Redcorn, A 21st Century Caddo Pottery Artist:
<http://www.redcornpottery.com/>

Procedures

Day One: Teacher's Introduction to Texas Indians

1. The teacher reviews and summarizes information about Indians in Texas, including major groups of Indians in Texas, based on the Texas State Library's information on Indians found at: <http://www.tsl.state.tx.us/exhibits/indian/index.html>

2. The teacher reviews with students the geographic distribution of major groups of Indians in Texas. See:
<http://www.texasindians.com/map2.htm>

3. Students complete one of the activities found in "Teaching and learning activities about Texas Native Americans" described at bottom of the following web site:
<http://www.native-languages.org/texas.htm>

Day Two: The teacher and students discuss the Indian Women in Texas Timeline on page 3, and students complete the activity on page 4.

Indian Women in Texas Timeline: ca. 12,000-1870	
Year	Role
ca. 12,000 BCE – ca. 8,000 BCE	Paleoindian women are important to the survival of their bands, helping men hunt, butcher animals, and dress the hides; they also gather seeds, nuts, and berries for sustaining their families.
ca. 700	Women of the Caddo tribe become priest-chiefs (<i>xinesî</i>), possessing religious and political authority.
ca. 800	Caddo women begin to make some of the most renowned ceramic pottery east of the Rocky Mountains.
1600s	Reports by Spanish explorer Cabeza de Vaca reveal that Indian women serve as mediators and emissaries, helping to establish diplomatic relations with other Indian peoples.
ca. 1600s	During annual planting seasons, females of all ages in Hasinai societies (in present-day east Texas) weave cane mats and give them to the <i>caddî</i> (governor) or <i>xinesî</i> (priest-chief) for presentation at the temple fire as a sign of the women's sacred roles in maintaining the community's economic well being.
ca. 1686	The Caddo tribal group of northeastern Texas has a woman chief.
1680-1700	Caddo people dictate terms of interaction with European explorers in establishing diplomatic exchanges, using their customs of hospitality; women join in welcoming the Europeans.
1738	Apache women move back and forth between their settlements and those of the Spanish, attempting to negotiate the release of Apache captives.
1800-1870	Indian women farm, butcher buffalo, make their own tools, and trade with other tribes and ethnic groups.
3	

Students use the Indian Women's Timeline on page 3 to complete the table below. In each of the columns, use a few words to describe one or two roles of Indian women.

Indian Women's Roles Between ca. 12,000 BCE and 1870

Family	Leadership	Peace-Making	Religion	Work

Day Three: The teacher and students review Caddo Women’s pottery tradition, and students complete an essay on Caddo pottery.

Starting in ca. 800, Caddo women, whose people lived in present-day East Texas, began to make pottery. Pottery was used for cooking and serving food and also for special ceremonies. The teacher and students should explore Beyond Texas History’s Caddo pottery-making site below to learn about the wide variety of pottery that women created:

<http://www.texasbeyondhistory.net/tejas/clay/tradition.html>

Jereldine Redcorn, a 21st Century Caddo Potter

Jereldine Redcorn has revived the great artistic tradition of Caddo pottery. Her accomplishments have earned her the title of “Caddo Queen of Clay.”

Redcorn grew up on her family’s cotton farm in Colony, Oklahoma. She worked on the land with her seven brothers and sisters, developing a strong closeness to the earth.

As an adult, Redcorn saw Caddo vessels in a museum and decided that she needed to “reclaim” her Caddo heritage, including the pottery-making tradition. Because there were no potters to teach Redcorn how to create Caddo pottery, she taught herself.

Redcorn has found the clay around the Red River is the best for making pottery. She has said, “Digging and making the clay body requires a closeness to E-nah wah-dut [mother earth], that body we all come from.” Her tribal name, Tse Bi Quah, means River Woman, appropriately related to her practice of gathering clay at the river for making pottery.

Redcorn produces her pottery by hand coiling and burnishing it. She then engraves and wood fires the pottery.

(Source for biographical sketch: <http://www.redcornpottery.com/>) You can learn more about Redcorn by visiting this Web site.

You can also learn about the four steps Redcorn uses to make her pottery by going to the following Web site. (You will need Quick Time to view the videos.)

<http://www.snomnh.ou.edu/collections-research/cr-sub/archaeology/caddopottery/movieclips/Redcornpage.htm>

Intertwining Scrolls is on display in the Oval Office, the White House.



Intertwining Scrolls
Artist: Jereldine Redcorn
Photo by Ernest Amoroso
Courtesy, National Museum
of the American Indian
Smithsonian Institution, D265160

On page seven write an essay on Caddo women's pottery. Use an additional page, if necessary.

In writing your essay, you can refer to the following sources:

1. Beyond Texas History Web site on Caddo pottery:
<http://www.texasbeyondhistory.net/tejas/clay/tradition.html>.
2. Indian women's timeline: See page 3 of lesson plan.
3. Jereldine Redcorn's Web site: <http://www.redcornpottery.com/>.

Respond to the following in writing your essay:

1. Approximately when did Caddo women begin to make pottery?
2. What were the women's purposes in making pottery?
3. Give one or two examples of the kinds of pottery made by Caddo women.
4. Why did Jereldine Redcorn begin to make Caddo pottery?

Creating Beauty: Caddo Women's Pottery Tradition



Courtesy, National Museum
of the American Indian
Smithsonian Institution, D265160

*Teresa Palomo Acosta created this lesson plan for the Ruthe Winegarten Foundation.
The lesson plan is free to users for educational purposes.*