

**Caddo Indians- Grade 7**  
Created by Rhonda Williams, 2004

**Objectives:**

The student will apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods related to the history of the Caddo in Texas. **TEKS §113.23. Social Studies, Grade 7. (b)(1)(B)**

The student will examine the Caddo culture in Texas prior to European colonization. **TEKS §113.23. Social Studies, Grade 7. (b)(2)(A)**

The student will pose and answer questions about geographic distribution of the Caddo in Texas during the 19th century. **TEKS §113.23. Social Studies, Grade 7. (b)(8)(B)**

The student will locate the Caddo territory in Texas during the 19th century. **TEKS §113.23. Social Studies, Grade 7. (b)(9)(A)**

The student will analyze how immigration and migration to Texas in the 19th century influenced the Caddo in Texas. **TEKS §113.23. Social Studies, Grade 7. (b)(11)(B).**

The student will describe how the Caddo attempted to maintain their cultural heritage while adapting to the larger Texas culture. **TEKS §113.23. Social Studies, Grade 7. (b)(19)(B).**

The student will differentiate between, locate, and use primary and secondary sources, such as biographies from the Handbook of Texas, and written documents, such as contemporary letters, contemporary maps, and artifacts to acquire information about the Caddo in 19th century Texas. **TEKS §113.23. Social Studies, Grade 7. (b)(21)(A)**

The student will analyze information from these sources by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions. **TEKS §113.23. Social Studies, Grade 7. (b)(21)(B)**

The student will identify points of view from the historical context surrounding an event, and the frame of reference that influenced the participants using biographies, textbook information, and their own words from primary documents. **TEKS §113.23. Social Studies, Grade 7. (b)(21)(D)**

The student will search for bias in the contemporary letters and examine the validity of the source based on language, corroboration with other sources, and

information about the authors and subjects. **TEKS §113.23. Social Studies, Grade 7. (b)(21)(F,G)**

The student will produce a written presentation of social studies material by writing a letter describing Caddo life in Texas in the 19th century, based on research and experiences, incorporating main and supporting ideas, using social studies terminology correctly, and using standard grammar, spelling, sentence structure, and punctuation. **TEKS §113.23. Social Studies, Grade 7. (b)(22)(A,D)**

**Teaching Activities:**

Read information about the Caddo from the textbook together or read selected passages from [Caddo Indians](#) in The Handbook of Texas.

**Focus Activity:**

Have students use their textbooks to define "artifact."

**Artifact Activity:**

Print copies of photographs of Caddo pipes [[SFM137.1](#) and [SFM3.2](#)], photograph of Caddo tomahawk [[SMMAntiquities/057\\_0089](#)].

Divide class into 6 groups; give each group a copy of the photograph of an artifact and a copy of the Artifact Analysis Sheet - Caddo Culture.

Ask students to work together to answer the questions on the worksheet.

Have each group present information on its artifact to the class. If possible, allow students to place their image on the computer screen and projector or overhead projector.

**Mapping Activity:**

Place the Map of Texas Forts & Indians 1846-1850 on the computer screen and projector.

Pass out the Map Analysis Sheet - Caddo Culture.

This activity needs to be completed as a group because each area of the map will need to be enlarged to answer the questions on the Map Worksheet.

Have students examine each area of the map, find the correct answer to the questions, and then volunteer to provide their answers to the class.

To end activity, ask students if the map needed to include any additional information.

**Document Activity:**

Have students brainstorm methods of communication that existed in Texas in the 1830's, leading them to understand that handwritten letters were the major means of communication.

Using biographies available from the Handbook of Texas or your textbook, introduce Thomas J. Rusk and K.H. Douglass to the students.

Place the Thomas J. Rusk and K.H. Douglass letter to Jesse Watkins of September 14th, 1837 on the computer screen and projector.

Pass out Document Analysis Sheet # 1. Read the transcript of the letter of Rusk and Douglass aloud with students.

Have students complete Document Analysis Sheet # 1.

Discuss answers with students. Ask students if the authors of the document seem to want to honestly work out a permanent peace with the Caddo.

Place Charles A. Sewell's letter to George Aldrich, of February 22nd, 1839, on the computer screen and projector.

Pass out Document Analysis Sheet # 2. Read the transcript of Charles A. Sewell's letter to George Aldrich, of February 22nd, 1839, aloud with students.

Have students complete Document Analysis Sheet # 2.

Discuss answers with students. Ask students if the author of the letter seems concerned that other Texans will feel that he is too close to the Caddo. Does this worry show that attitudes towards the Caddo have changed in the eighteen months that have passed between the writing of the first letter and the second?

**Closing Activity:**

Assign the following to your students: Choose the artifact or document that you feel has been the most interesting. Write a paragraph in your journal in which you describe two things that you learned by using this resource that you might not have learned by only using the material in your textbook

**Assessment Activity:**

Write the following assignment on a PowerPoint slide [overhead transparency, chalkboard, etc.]

Based on the knowledge that you have gained about the Caddo, write a letter to a friend or family member in which you are an Anglo settler in East Texas. Describe what you know about the Caddo, possibly including their culture, lifestyle, and problems with the Anglo population. The letter should contain accurate historical information, so use your textbook and your Document Analysis Sheet for background. This assignment must be in letter form. It should be approximately 1 to 1 ½ pages long. Remember, in addition to the subject information, you can ask questions, give advice or instruction, and provide local or family news if appropriate. You should also respond to the questions asked in the original letter. Your grade will be based both on accurate content and on the use of standard English grammar. Be as neat as possible.

**Extension activity:**

Have students research the present day Caddo. Ask them to discover the answer to the following questions: Where do the majority of Caddo live today? What sort of work do they do? How has their culture changed? How has it remained the same?

**Materials:**

Photographs of Caddo pipes

[SFM137.1](#)

[SFM3.2](#)

Photograph of Caddo tomahawk

[SMMAntiquities/057\\_0089](#)

[Caddo Artifact Analysis Sheet](#)

[Map of Texas Forts and Indians 1846-1850](#)

[Caddo Map Analysis Sheet](#)

Thomas J. Rusk and K.H. Douglass' letter to Jesse Watkins of September 14th, 1837  
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[Caddo Document Analysis Sheet # 1](#)

Charles A. Sewell's letter to George Aldrich of [February 22nd, 1839](#).

[Caddo Document Analysis Sheet # 2](#)

[Republic of Texas](#) in The Handbook of Texas [Jesse Watkins](#) in The Handbook of Texas  
[Thomas Jefferson Rusk](#) in The Handbook of Texas [Kelsey Harris Douglass](#) in The  
Handbook of Texas [Caddo Indians](#) in The Handbook of Texas Textbook