

WHO IS IT FOR?

- ◆ Young Scientists . . .
- ◆ Evolving Mathematicians . . .
- ◆ Emerging Linguists . . .
- ◆ Sprouting Historians . . .
- ◆ Budding Artists . . .

TARGETED LEVEL:
(Fifth Grade)

THE CHALLENGE:

The students will . . .

- ⇒ begin to develop an understanding of the cultures that helped to create the state of Texas.
- ⇒ begin to become aware of the variety of Texas Indian cultures.
- ⇒ recognize key factors, elements, and/or implements that differentiate periods of time as they relate to the pre-history of Texas Indians.

SAFETY ISSUES & CONCERNS:

- * Students need to demonstrate care with sharp objects (scissors, etc).

WHAT'CHA NEED?

1. Butcher paper
2. Glue
3. Markers (paints?)
4. Pictures from books or from the internet

TIME NEEDED FOR the pre-visit activity:

Minimum of 2 to 3 class periods.

Bones & Stones

Pre-Visit Activity



The first humans to inhabit North America came across the Bering Land Bridge around 11,000 years ago, and their descendants reached the land that eventually became Texas not long after that. These first inhabitants are known as Paleo-Indians and lived during the Paleo-Indian period (16,000-6,000 BC). Their main subsistence was based on hunting large game and the use of various lanceolate unnotched projectile points. The Clovis, Folsom, Plainview, Midland, and Firstview dart points are some of the best-known types of projectile points associated with the Paleo-Indian period. Structural remains from this period are very scarce, which leads archaeologists to believe that this was a highly mobile group. Many of the sites that have been located are primarily considered kill and butchering sites for they contain remains of large animals such as mammoth, mastodon, bison, caribou, deer, camel, and horse,

A number of climatic changes began to occur around 7,500 years ago and this marked the transition between the Paleo-Indian period and the Archaic period (6,000-200 BC and later). The people of this period were faced with changes in the climate, flora and fauna, and it is these environmental changes, which resulted in modifications of their subsistence patterns. In the Paleo-Indian period the primary economic focus was on large mammals. During the Archaic period, the people focused on both plants and animals, and would shift their primary dependence between the two as the climate and supply of food fluctuated. Ultimately, the people would learn a balance between hunting and gathering.

As a result of this dual focus, archaeologists have found a larger variety of site types. These types include open camps, rock shelters, bison kills, flint quarries, flint caches, and burial sites.

It is during this Archaic period that small, stemmed dart points were first evident, as well as gouges, grinding implements, hearths, ovens, mortars, and wells. The artifacts from this time period point to a more patterned and seasonal way of life.

The appearance of the bow and arrow is one marker of the beginning of the Prehistoric period (150-1550 AD). In addition, a growing dependence on plants eventually led to the use of ceramics and later the development of agriculture and a relatively sedentary way of life.

The period immediately following the Prehistoric and preceding the Historic period is referred to the Protohistoric period. This is a time when Europeans were making their first forays into Texas, yet their impact was minimal and their contact with the indigenous people of the area was limited.

WORDS TO KNOW?

1. Archaic
2. Artifacts
3. Paleo-Indian
4. Prehistoric
5. Protohistoric
6. Projectile points

DID YOU KNOW . . .

The Paleo-Indian period, in Texas can be divided into three horizons – Clovis Horizon (9500-9000 BC); Folsom Horizon (9000-8300 BC); Plano Horizon (8500-6000 BC)?

The Archaic period is often divided into the Early Archaic (6000-4000 BC), Middle (4000-2000 BC), and the Late Archaic (2000-200 BC) periods?

Some archaeologists divide the Prehistoric period into Early Ceramic (200 B.C.-800 AD), and Late Ceramic (800-1600 AD) periods?

EXTRA STUFF?

Related books/stories and on-line sources:

Smith, S., Moe, J., Letts, K., & Paterson, D., 1993, *Intrigue of the Past*. Bureau of Land Management, Utah.

Wheat, Pam and Whorton, Brenda, *Clues From The Past*. Hendrick-Long Publishing CO, Dallas, TX.

Gramly, R.M., 1992, *Guide to the Paleo-Indian Artifacts of North America*. Persimmon Press, Buffalo, NY.

Turner, E.S., and Hester, T.R., 1993, *A Field Guide to Stone Artifacts of Texas Indians*. Gulf Publishing, Houston, TX.

TEKS

CONNECTIONS:

Science TEKS - Fifth Grade:

4.1 (A) - Students will demonstrate safe practices during field and laboratory investigations.

Denton ISD Science S.P.O. Fifth Grade:

S2.2 - The student will demonstrate safe practices during lab and field investigations by following written or oral directions when using science equipment, pushing up sleeves and protecting hear and clothing during lab activities, and choosing appropriate safety rules to implement and appropriate equipment to use.

PROCEDURES:

Ready, Set, Go . . .

1. Using the background information from page one, library and internet resources, and your own knowledge, discuss, with the students, the Pre-history of Texas Indians.
2. Tell the students that they will soon be coming to the Elm Fork Education Center (EFEC) and that they will be excavating an Indian “site.”
3. Their job, while at the EFEC, will be to uncover the site, quantify the site (#’s and types of artifacts), and to analyze the site to determine the period of time, which the Indians utilized the site.
4. In order for the students to be successful in this endeavor, they will need a deeper understanding of the pre-history of Texas Indians and how their lives changed through the Paleo-Indian, Archaic, Prehistoric, and the Protohistoric periods.
5. A creative and entertaining way for the students to make discoveries about Texas Indians and the various time periods in which they lived is through the creation of a mural.
6. Brainstorm with the students, a number of ways to create the mural. Will they create one mural as a class? Or will they create four separate murals that can be located side by side to demonstrate the change of Texas Indian cultures over time?
7. Once the decisions about number of murals, size of murals, team dynamics etc. has been determined, allow the students the opportunity to go to the library and/or the computer lab to research Texas Indians.
8. When the research (or time) has been exhausted, provide the students with the appropriate materials to create their mural(s).
9. Hang the mural(s) in the classroom and discuss with the students, some of the key aspects or attributes they discovered in their research.
10. Are there defining characteristics between the periods?
11. When the students come to the EFEC what, from their research, will aid them in determining the age or period of the site?

Assessment:

Teacher observation
Murals



The Bottom Line: The term “Indians” is broad and one that incorporates a variety of cultures that inhabited early Texas.