Caddo Circle Book

Overview: Texas history

Grade level: 4 and 7

Rationale: Students write, draw, and use mathematics as they visit each of five short sections to learn about the Caddo Indians of Texas.

Texas Essential Knowledge and Skills (TEKS)

Social Studies, Grade 4
- Social Studies 114.6 (1A), identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived
- Social Studies 114.6 (1B), compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration
- Social Studies 114.6 (7B), describe a variety of regions in Texas Social Studies 114.6 (8A), identify clusters of settlement in Texas and explain their distribution
- Social Studies 114.6 (8D), explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present
- Social Studies 114.6 (9A), describe ways people have adapted to and modified their environment
- Social Studies 114.6 (9B), identify reasons why people have adapted to and modified their environment
- Social Studies 114.6 (9C), analyze the consequences of human modification of the environment
- Social Studies 114.6 (10A), explain the economic patterns of various early Native-American groups
- Social Studies 114.6 (20A), identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas
- Social Studies 114.6 (20B), identify customs, celebrations, and traditions of various culture groups in Texas
- Social Studies 114.6 (23A), use social studies terminology correctly
- Social Studies 114.6 (23B), incorporate main and supporting ideas in verbal and written communication
- Social Studies 114.6 (23D), create written and visual material
- Social Studies 114.6 (23E), use standard grammar, spelling, sentence structure, and punctuation

Social Studies, Grade 7
- Social Studies 113.23 (2A), compare the cultures of Native Americans in Texas prior to European colonization
- Social Studies 113.23 (9A), locate places and regions of importance in Texas during the 19th and 20th centuries
- Social Studies 113.23 (9B), compare places and regions of Texas
- Social Studies 113.23 (10A), identify ways in which Texans have adapted to and modified the environment
- Social Studies 113.23 (19A), explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances
• Social Studies 113.23 (19B), describe how people from selected ethnic groups attempt to maintain their cultural heritage
• Social Studies 113.23 (21A), use primary sources to acquire information
• Social Studies 113.23 (22B), use standard grammar, spelling, sentence structure and punctuation

**English, Language Arts, and Reading, Grade 4**
• English, Language Arts, and Reading 110.6 (6A), apply knowledge of letter-sound correspondences, language structure, and context to recognize words
• English, Language Arts, and Reading 110.6 (8B), select varied sources when reading for information
• English, Language Arts, and Reading 110.6 (8C), read for varied purposes
• English, Language Arts, and Reading 110.6 (10B), establish and adjust purposes for reading
• English, Language Arts, and Reading 110.6 (11B), interpret text ideas
• English, Language Arts, and Reading 110.6 (14B), determine distinctive and common characteristics of cultures
• English, Language Arts, and Reading 110.6 (15A), write to express, discover, record, develop, reflect on ideas
• English, Language Arts, and Reading 110.6 (16), compose original text
• English, Language Arts, and Reading 110.6 (17), spell proficiently
• English, Language Arts, and Reading 110.6 (18), apply standard grammar and usage to communicate clearly and effectively in writing.
• English, Language Arts, and Reading 110.6 (25A), produce visuals to complement and extend meanings

**Mathematics, Grade 4**
• Mathematics 111.16 (3A), use addition and subtraction to solve problems involving whole numbers
• Mathematics 111.16 (4B), represent multiplication and division situations in picture, word, and number form
• Mathematics 111.16 (4C), recall and apply multiplication facts
• Mathematics 111.16 (4E), use division to solve problems
• Mathematics 111.16 (12), The student applies measurement concepts

**Mathematics, Grade 7**
• Mathematics 111.23 (4A), generate formulas involving perimeter, area, circumference
• Mathematics 111.23 (9), solve application problems involving estimation and measurement
• Mathematics 111.23 (13A), identify and apply mathematics to everyday experiences

**Science, Grade 4**
• Science 112.6 (4A), collect and analyze information using tools including compasses

**Science, Grade 7**
• Science 112.23(14C), make inferences and draw conclusions about effects of human activity on Earth’s resources.

**Materials:** computer access to [http:www.texasbeyondhistory.net/kids/caddo](http:www.texasbeyondhistory.net/kids/caddo), Student Handout sheet, pens, pencils, ruler, colored markers, paper, scissors, stapler
**Activity:** Students work individually or in pairs

**Step 1:** Each student uses a compass to draw a circle approximately eight inches in diameter on each of six sheets of plain paper. Students cut out all the circles to use for the book.

**Step 2:** Students read one section about the Caddo at a time and perform the appropriate task from the Student Handout Sheet on one circle of paper. Use one circle for each task. Repeat until all five sections are complete. The tasks can be done in any order.

**Step 3:** Students make a cover sheet on a separate paper circle with their name, the title “Caddo Indians,” and a drawing to illustrate Caddo life.

**Step 4:** Students staple all six completed pages together to form a book.

**Closure:** Students share their writing and drawings with the class, then take the book home to share with family.

**Modification:** Fewer vocabulary words can be required; the writing assignment can be shortened; fewer math problems can be required, or they can be omitted.

**Student Product:** circle book

**Assessment or evaluation:** completion of the book, proper use of vocabulary and grammar, correct mathematics

**Extension:** Students can create more pages for the book by reading the full Caddo exhibit on Texas Beyond History ([http://www.texasbeyondhistory.net/tejas/index.html](http://www.texasbeyondhistory.net/tejas/index.html)), adding more drawings, poems, stories, and other products for each section as they wish.
Let’s make a book about the Caddo Indians! You will need six pieces of plain paper, scissors, ruler, compass, pencil, pen, colored markers, and a stapler.

First, cut out six circles, each one approximately eight inches in diameter. Use one sheet of paper for each circle. Use your compass to draw a circle first with a pencil, then cut around the outline.

Make a cover for your book by writing the title “Caddo Circle Book,” on one paper circle. Also draw a picture to illustrate the cover, and write your name, as the author of the book.

Go to this web site: http:www.texasbeyondhistory.net/kids/caddo

Click on any picture to start.

Complete the following activities in any order you wish. Use one circle for each activity.

When you finish all the activities, staple all the pages together to make a book shaped like a circle.

Activities:

**Who Are the Caddo?**
The Caddo have lived in what is today called Texas for over 1000 years. At least 50 generations of Caddo people have lived here. How many years is a generation?

Write out the problem and your answer on a paper circle.

Next, make a drawing to define the word “generation.” A generation is the length of time it takes for a child to become an adult. For instance, there is your grandmother’s generation, or people all about her age; your mother’s generation, or people about her age; and your generation, or those people about your age. This equals three generations, or age groups.

On this page, you should have a math problem and a drawing.

**Traces of the Past**
Draw four ceramic Caddo pots of different sizes on a paper circle, but leave some room at the bottom for math problems. Pretend that the diameter of each pot is as follows:

- 10 inches;
- 2.5 inches;
- 4 inches;
- 3.2 inches

You know that diameter is the length across the middle of a circle, or in this case, the mouth of the pot. You know that circumference is the length around the outside of a circle, like the length all the way around the mouth of the pot.
You know that if you multiply the diameter of each pot by 3, you can get a good estimate of the circumference of the entire opening of the pot. What is the approximate circumference for each pot? Write the problems and your answers on the page.

**Mounds of Mystery**

Write a five-sentence paragraph explaining how the Caddo used soil as a resource for building. Use each of these vocabulary words at least once: mound, tomb, ritual, basketful, labor

**Village Life**

Draw a Caddo village, including houses, gardens, mounds, and temples.

**Building Grass Houses**

Click on “Step inside a Caddo House.”

Write a six-line poem describing life in a Caddo House.