

Making a Caddo Circle Book



Subject and Grade Mathematics, Social Studies, and English Language Arts and Reading, Art, 5th and 7th grades

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Time duration One or two 45-minute class periods

Overview Students will write, draw, and use mathematical skills as they visit each of five short sections to learn about the Caddo Indians of Texas.

TEKS *Mathematics, Grade 5*
(1A), apply mathematics to problems arising in everyday life, society, and the workplace
(3D), represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models
(4H), represent and solve problems related to perimeter and/or area and related to volume
(3C), solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm

Mathematics, Grade 7

(1A), apply mathematics to problems arising in everyday life, society, and the workplace

(1C), select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(5B), describe π (pi) as the ratio of the circumference of a circle to its diameter; and

(5C), solve mathematical and real-world problems involving similar shape and scale drawings

Social Studies, Grade 5

25(A), use social studies terminology correctly

21(A), describe customs and traditions of various racial, ethnic, and religious groups in the United States

25(D), create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

Social Studies, Grade 7

2(A), compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern

9(A), identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications

22(A), use social studies terminology correctly

22(C), create written, oral, and visual presentations of social studies information

English Language Arts and Reading, Grade 5

6(D), create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

6(B), generate questions about text before, during, and after reading to deepen understanding and gain information

6(E), make connections to personal experiences, ideas in other texts, and society

12(A), compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

12(B), compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft

English Language Arts and Reading, Grade 7

5(A), establish purpose for reading assigned and self-selected texts;

5(B), generate questions about text before, during, and after reading to deepen understanding and gain information

5(E), make connections to personal experiences, ideas in other texts, and society

5(H), synthesize information to create new understanding

6(C), use text evidence to support an appropriate response

Art, Grade 5

2(C), produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.

Art, Middle School 2

1(A), identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;

2(A), create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;

Materials

- Computer access for:
www.texasbeyondhistory.net/kids/caddo
- Student Handout sheet (included)
- Circle handouts (included) or plain paper
- Pens or pencils
- Colored markers
- Scissors
- Stapler
- Ruler (optional)

Activities and procedures

Step 1: Students work individually or in pairs. Each student or pair draws a circle approximately eight inches in diameter on each of six sheets of plain paper or teacher can print circle handout provided

below. 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.

Extension Activities Students can create more pages for the book by reading the full Caddo exhibit on *Texas Beyond History* (www.texasbeyondhistory.net/tejas/index.html), adding more drawings, poems, stories, and other products for each section as they wish.

Assessment Completed circle book with proper use of vocabulary, grammar, and correct mathematics.

Caddo Circle Book Student Handout

Let's make a book about the Caddo Indians! You will need six pieces of plain paper, scissors, ruler, 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. 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. Draw a picture to illustrate Caddo life, and write your name, as the author of the book.

Go to this web site: <https://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?	<p>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?</p> <p>Write out the problem and your answer on a paper circle.</p> <p>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.</p> <p>On this page, you should have a math problem and a drawing.</p>
Traces of the Past	<p>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:</p> <p>10.2 inches; 2.52 inches; 4 inches; 3.21 inches</p> <p>Diameter is the length across the middle of a circle, or in this case, the mouth of the pot. Circumference is the length around the outside of a circle, like the length all the way around the mouth of the pot.</p> <p>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.</p>
Mounds of Mystery	<p>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.</p>
Village Life	<p>Draw a Caddo village, including houses, gardens, mounds, and temples.</p>
Building Grass Houses	<p>Click on Step inside a Caddo House"</p> <p>Write a six-line poem describing life in a Caddo House.</p>

