

# Two Ways of Life



**Subject and Grade** Social Studies, 4th Grade

**Author** Dr. Mary S. Black, revised by Jason Terry (2023)

**Time duration** One or two 50-minute class periods

**Objective** Students will compare the ways of life of Indians on the western Texas frontier and U.S. military men at the Texas forts. These two ways of life came into conflict in Texas, ending with the removal and virtual destruction of most Native Americans from the state. This conflict is a classic example of a culture with more advanced technology overcoming a less technologically advanced group, a pattern of human affairs often repeated throughout history.

**TEKS** *Social Studies, Grade 4*

(1C), describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern

(4D), explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo

(6A), identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their

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characteristics such as landforms, climate, vegetation, and economic activities

(6B), compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains)

(8A), describe ways people have adapted to and modified their environment in Texas, past and present

(19B), analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

(19C), organize and interpret information in outlines, reports, databases, and visuals

(19D), identify different points of view about an issue, topic, historical event, or current event

### **Materials**

- [www.texasbeyondhistory.net/forts/military.html](http://www.texasbeyondhistory.net/forts/military.html)
- [www.texasbeyondhistory.net/forts/indians.html](http://www.texasbeyondhistory.net/forts/indians.html)
- Student note-taking handouts (included)
- Illustrations/pictures of Plains Tribes and U.S. Army soldiers on the Texas Frontier (included)
- Pens, pencils, colored pencils, or markers
- Magazines (optional)

### **Activities and procedures**

**Step 1:** Teacher goes through the illustrations of Plains Indians with students one at a time or allows students to do so at their own pace, individually or in groups.

**Step 2:** Students examine illustrations for details about Indian clothing, transportation, weapons, or shelter. Students may also make inferences about these topics.

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Students write/illustrate their observations in the boxes on their graphic organizer.

**Step 3:** Students write a one-sentence caption, summary, or inference for each block on the student handout on the lines provided.

**Step 4:** Students repeat the process for the Frontier Soldiers.

**Step 5:** Students choose one of the following:

- a. Complete the Venn Diagram comparing Plains Tribes and U.S. Army soldiers on the frontier. The amount of information in the diagram is up to the teacher.
- b. Use the stick figure diagram to compare/contrast Plains Tribes and U.S. Army soldiers on the frontier. One side of the stick figure represents a Plains Native, while the other side represents a U.S. soldier. Students may use a combination of illustrations, words, and pictures from magazines or other sources. Add pictures and text to the stick figure to show the differences between the two groups.
- c. Instead of using the stick figure to represent differences between the two groups, have students (using words, illustrations, cutouts from magazines, etc.) combine characteristics of each group to create their idea of the ultimate Great Plains warrior.

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**Closure:** Discuss the following question: Why do you think the U.S. soldiers were able to defeat the Indians and their way of life? Please give specific examples based on your evidence.

**Student Product** Completed handout and Venn Diagram

# Plains Tribes

Shelter

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Transportation

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Clothing

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Weapons

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# U.S. Army Frontier Soldiers

Shelter

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Transportation

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Clothing

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Weapons

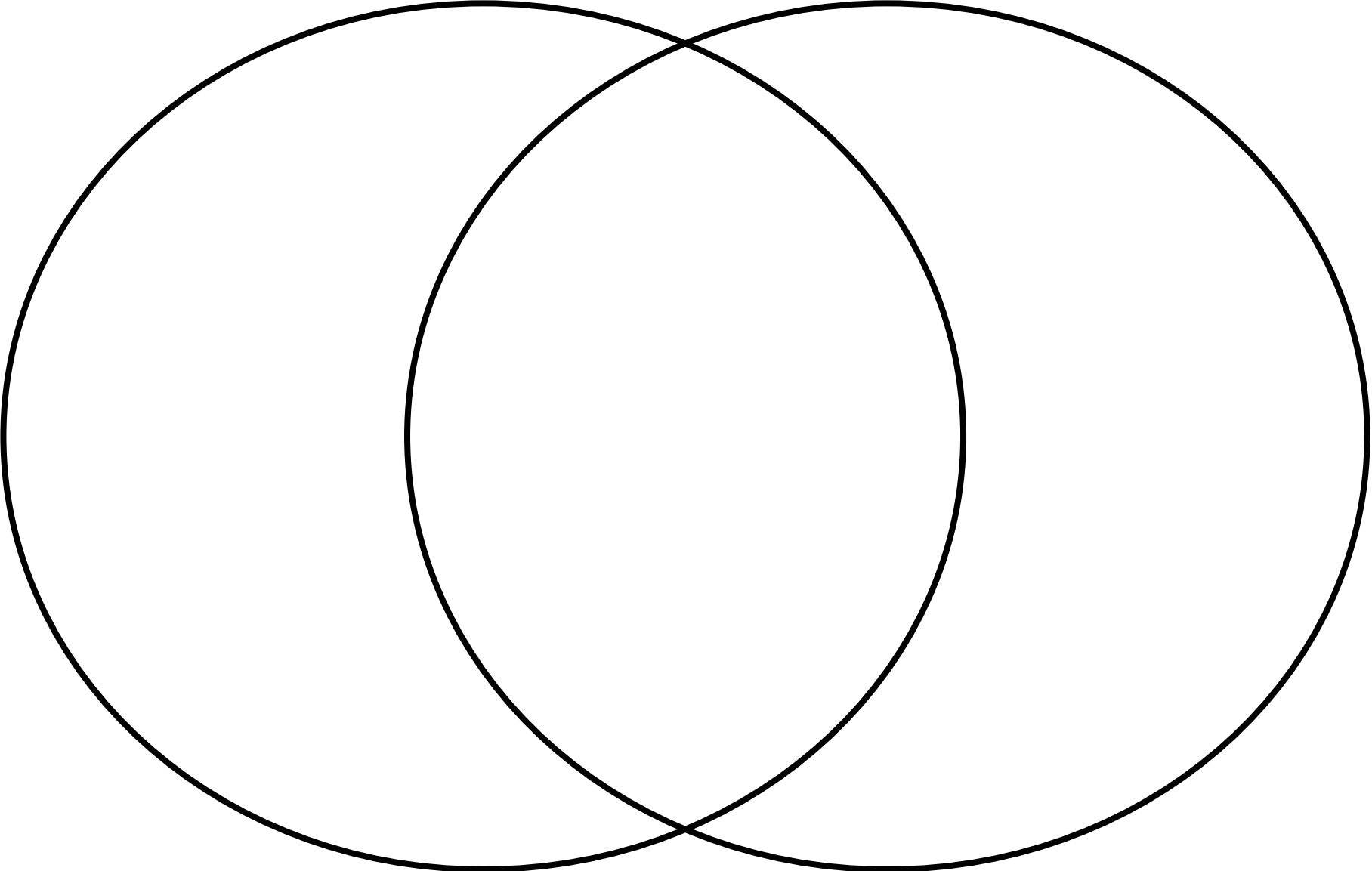
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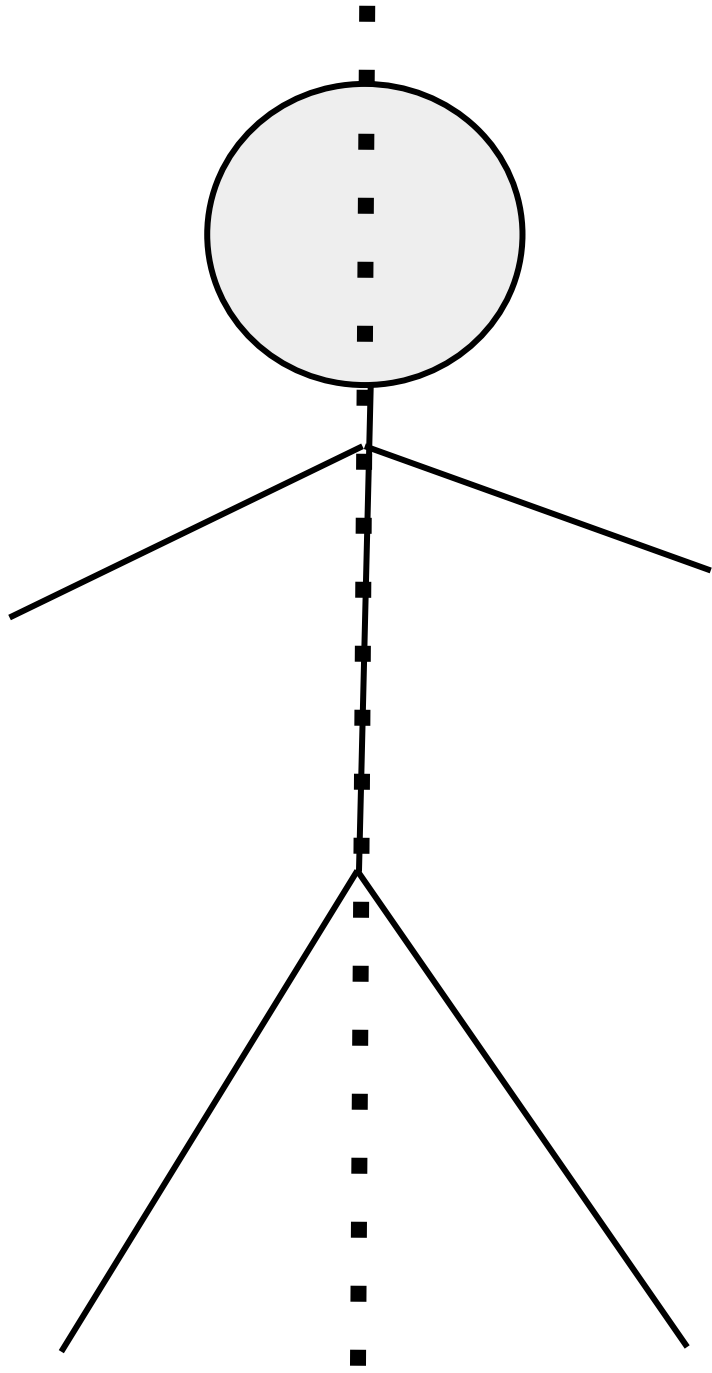
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Plains Tribes

Both

U.S. Army









Apache Encampment in the Texas Hill Country by George Nelson. The Lipan Apache were among several Plains tribes pushed southward as pressure for land and resources mounted across the western frontier. Image courtesy of the artist and the Institute of Texan Cultures, University of Texas at San Antonio.

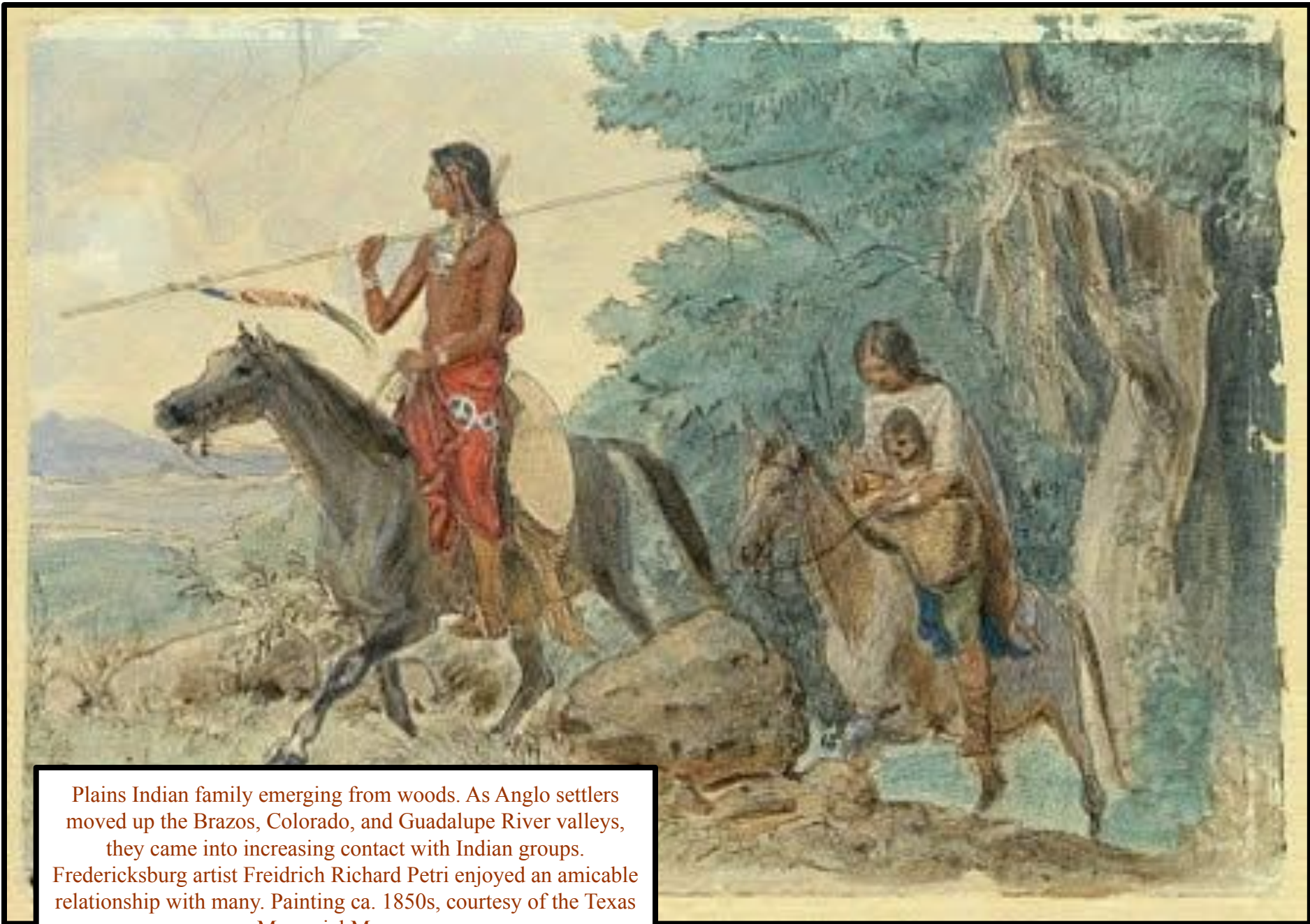


*Comanches.*

*Les Comanches y Capitán  
d'après le Capit. de la  
Berlandier*

*Comanches du Texas Occidental: vêtus lorsqu'ils vont à la  
guerre.*

Comanches of West Texas in war regalia. The Comanches are a Shoshonean people who, in the 1700s, migrated to Texas from the area that is now Colorado. Painting by Lino Sánchez y Tapia, circa 1830s. Courtesy of the Gilcrease Museum, Tulsa.



Plains Indian family emerging from woods. As Anglo settlers moved up the Brazos, Colorado, and Guadalupe River valleys, they came into increasing contact with Indian groups. Fredericksburg artist Freidrich Richard Petri enjoyed an amicable relationship with many. Painting ca. 1850s, courtesy of the Texas Memorial Museum.



Indians at Fort Marion. Indians of various tribes who were captured in the Texas Red River Wars and other Indian battles of the late 19th century were imprisoned at this Florida military fort. Photo ca. 1860s-1930s, courtesy the National Anthropological Archives, Smithsonian Institution (Lot 90-1 INV 09854500).



Comanche encampment. A lone woman sits in her tipi (left) with hide coverings rolled up to let in breezes. Note the faint imprint of name of frontier photographer, W.S. Soule, across top of photo. The circa 1867-1874 photo is identified as Quah-ah-da Comanche camp, possibly that of famed Comanche chief, Quanah Parker. Courtesy of the Center for American History, Caldwell Collection (00478), The University of Texas at Austin.



Kiowa painting of Koba (Wild Horse) wearing feathered headdress on horseback with group of men including Etahdeleh (Boy Hunting), carrying lances. Watercolor, 1875, Fort Marion Prison. Image courtesy National Anthropological Archives, Smithsonian Institution (INV 08547626 NAA MS 39C).



Lipan Apache warrior,  
drawn ca. 1858 during a  
U.S. Mexican border  
survey.



*Troopers leaving Fort Mason,  
Texas. Painting by Melvin  
Warren; image courtesy of Mrs.  
Lucille Warren.*





*Tracking the enemy on the frontier. In reality, Texas forts were too far apart and garrisons too small to adequately patrol the vast Lone Star state. Painting by Nola Davis, courtesy Texas Parks and Wildlife Department.*



Cavalry Charge on the Plains. In Texas, most of the successful large-scale expeditions came after 1865. Painting by Frederick Remington, courtesy Amon Carter Museum.



Drill on parade ground, Fort Davis. Tasks of the soldiers ranged from tedious routine—guard duty, fatigue duty, and drills—to the sometimes less monotonous field assignments—patrolling, escorting settler caravans and mail coaches, and the infrequent but more dangerous major expeditions against the Indians. Detail of photograph, courtesy Fort Davis NHS. [Click to see full image.](#)



*An army encampment near Santa Rosa Springs, circa 1884. Courtesy Fort Concho NHL*