

**Chapter Skills****Activity 3**

Identifying Primary and Secondary Sources

Historical information comes from primary and secondary sources. Primary sources, such as letters, speeches, and newspaper articles, are created at the time the event occurred. Secondary sources are created after the event occurred. They often combine information from several sources. Analyzing primary and secondary sources will contribute to your understanding of history.

DIRECTIONS: The following account about the coastal Native Americans of Texas is translated from the journal of Henri Joutel. Joutel was a historian with the exploring party of René Robert Cavelier, Sieur de La Salle. La Salle explored the Mississippi River in the late 1600s and tried to establish a foothold for the French in Texas. Read the passage, and then answer the questions on a separate sheet of paper.

We saw the Indians coming directly at us. When they saw that we were advancing toward them fully armed, to the drumbeat, they turned around as if to flee, believing we were going to attack them. But, as the Sieur de La Salle knew the way of the Indians, he made six or seven of us lay down our arms, except for some pistols which we kept under our jerkins. La Salle set his weapon down likewise. We approached the natives in that way, and we signaled them to come. When they saw that we had laid down our weapons, a number of them laid their arms down. They came straight to us, our men with them.

SOURCE: William C. Foster, ed., *The La Salle Expedition to Texas: The Journal of Henri Joutel, 1684–1687*

United with us, the Indians made friendly gestures in their own way; that is, they rubbed their hands on their chests and then rubbed them over our chests and arms. They demonstrated friendship by putting their hands over their hearts which meant that they were glad to see us. We returned their greeting in as nearly like manner as we could. All was by signs, for we could not understand each other otherwise. They made a certain throat or guttural cry when we said something to them. They also made a sound with the tongue like a hen when she calls her chicks, or, better said, as we make to a horse when we want it to move or to do something else.

CHAPTER 3

1. Is this a primary or secondary source? How can you tell?
2. Who is the author?
3. What is the passage about?
4. How do the Native Americans and the exploring party communicate with each other?

CRITICAL THINKING

5. What problems could result from using this form of communication?

★ Activity ★

DIRECTIONS: Write a journal entry about the encounter that Joutel discusses above. This time, write it from the point of view of one of the Native Americans.



Geography and History



Activity 3

DIRECTIONS: Using your textbook and the maps on page 82, answer the following questions. Write your answers to questions 1–3 on the map of Texas below.

1. Draw a compass rose to show north, south, east, and west.
2. Locate and label the areas inhabited by the Caddos, Wichitas, Karankawas, Jumanos, Mescalero Apaches, Comanches, Coahuiltecans, and Kiowas.
3. Depending on the characteristics of their territory, Native Americans obtained their food through hunting, fishing, foraging (gathering), or farming, or through a combination of these methods. Using symbols of your own design, indicate the method(s) used by each of the groups you have labeled on the map. At the bottom of the map or on a separate sheet of paper, create a legend, or key, that includes each symbol and a label that explains its meaning (for example, an outline of a fish labeled "Fishing").

4. Around what rivers did the Wichitas occupy territory?

5. Why did the Karankawas' way of life change with the seasons?
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6. How do you think the different groups of Native Americans determined boundaries?
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