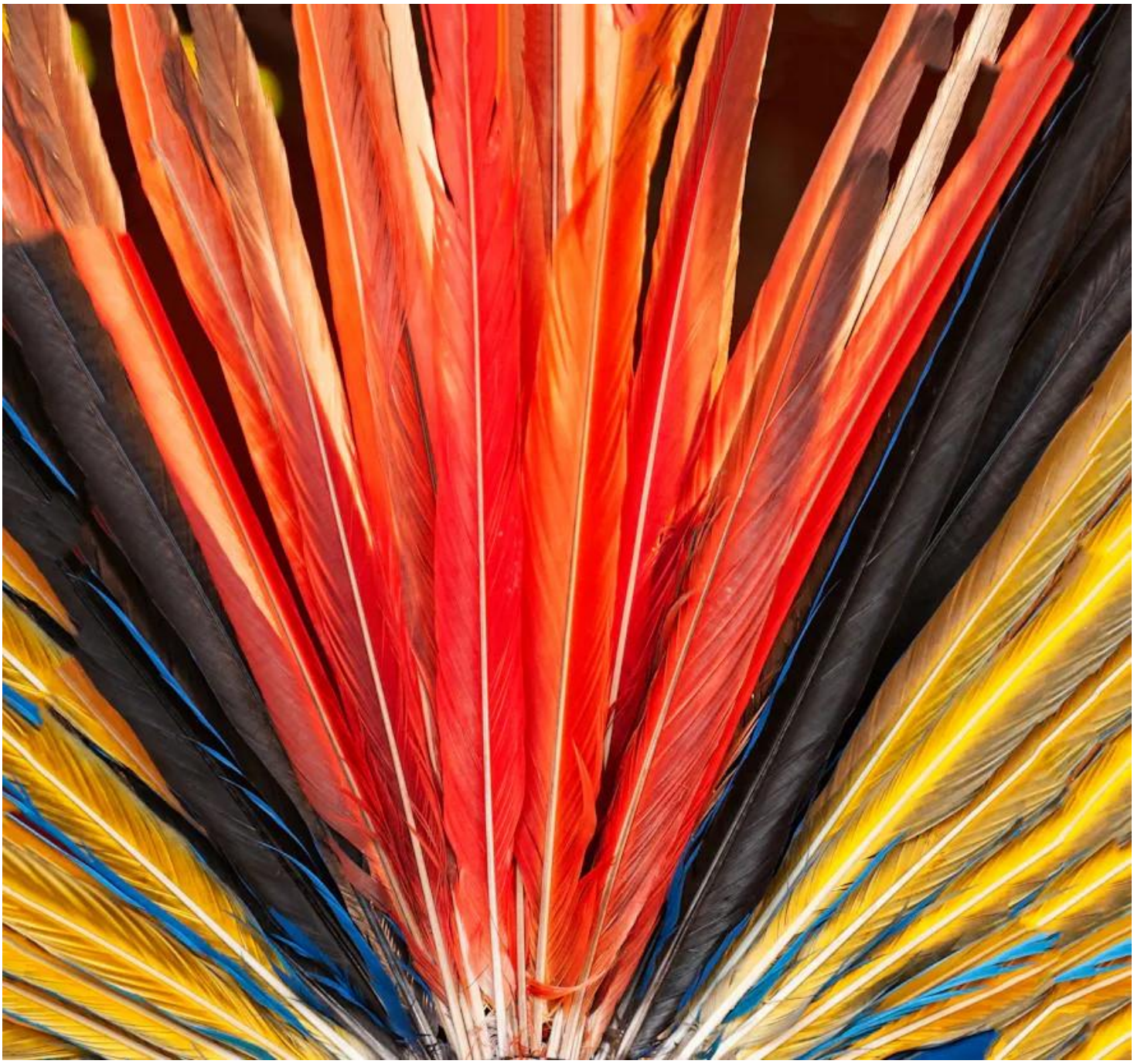
Day 1 eLearning: "America, I Sing Back": A poem by Allison Adelle Hedge Coke

By Allison Adelle Hedge Coke, PBS NewsHour on 11.18.20

Word Count **336**

Level **MAX**



This article is available at 5 reading levels at https://newsela.com.

Photo: James Keith/Getty Images

Editor's Note: Allison Adelle Hedge Coke is a poet, writer and educator. She was born in Amarillo, Texas and grew up in North Carolina, Canada and on the Great Plains. She is of mixed Southeastern Native heritage. for Phil Young, my father, Robert Hedge Coke, Whitman, and Hughes

America, I sing back. Sing back what sung you in. Sing back the moment you cherished breath. Sing you home into yourself and back to reason.

Oh, before America began to sing, I sung her to sleep, held her cradleboard, wept her into day. My song gave her creation, prepared her delivery, held her severed cord beautifully beaded. My song helped her stand, held her hand for first steps,

nourished her very being, fed her, placed her three sisters strong. My song comforted her as she battled my reason broke my long held footing sure, as any child might do.

Lo, as she pushed herself away, forced me to remove myself, as I cried this country, my song grew roses in each tear's fall.

My blood veined rivers, painted pipestone quarries circled canyons, while she made herself maiden fine.

Oh, but here I am, here I am, here, I remain high on each and every peak, carefully rumbling her great underbelly, prepared to pour forth singing— and sing again I will, as I have always done.

Never silenced unless in the company of strangers, singing

the stoic face, polite repose, polite, while dancing deep inside, polite Mother of her world. Sister of myself.

When my song sings aloud again. When I call her back to cradle. Call her to peer into waters, to behold herself in dark and light, day and night, call her to sing along, call her to mature, to envision— Then, she will make herself over. My song will make it so

When she grows far past her self-considered purpose, I will sing her back, sing her back. I will sing. Oh, I will—I do.

America, I sing back. Sing back what sung you in.

Write Prompt

What message or theme does this poem convey to you? Cite textual evidence to support your analysis.

This article is available at 5 reading levels at https://newsela.com.

This article is available at 5 reading levels at https://newsela.com.

Quiz

1 Read the following phrases from the poem.

Oh, before America began to sing, I sung her to sleep,
nourished her very being, fed her, placed her three sisters strong.
My blood veined rivers, painted pipestone quarries

How do these phrases develop the tone of the poem?

(A) They develop a nostalgic tone by describing the artwork the author's people made throughout their history in America.

(B) They develop a reverent tone by explaining how the author's people flourished throughout the history of America.

(C) They develop a cynical tone by stressing that the author's people were forced to leave their homeland in America.

(D) They develop a reflective tone by emphasizing the sacrifice the author's people made in the creation of America.

2 Read the following selection from the poem.

My song gave her creation, prepared her delivery, / held her severed cord beautifully beaded.

What is the BEST definition of the word "delivery" as it is used above?

(A) birth

(B) emphasis

(C) pardon

(D) transfer

3 Which is an example of the author slowing the pacing of the poem?

(A) Sing you home into yourself and back to reason.

(B) My song comforted her as she battled my reason

(C) Oh, but here I am, here I am, here, I remain high on each and every peak,

(D) When she grows far past her self-considered purpose,

4 Why does the author MOST LIKELY choose to order the events the way in which they are ordered?

(A) to explain when Indigenous people first settled in what eventually became the United States

(B) to show that Indigenous people have been an essential part of the United States since its founding

(C) to reveal how the author first became involved with Indigenous people in the United States

(D) to stress that Indigenous people have matured as a society as the United States expanded

Day 2 eLearning: 1954 Geneva Accords end fighting between France and Vietnam

By ThoughtCo., adapted by Newsela staff on 11.21.19

Word Count **594**

Level **1130L**



The last plenary session on Vietnam at the United Nations Office in Geneva, Switzerland, July 21, 1954. European diplomats are seated at the table to the right while the North Vietnamese delegation sits in the foreground. Photo from public domain

The Geneva Accords of 1954 were an attempt to end eight years of fighting between France and Vietnam. They did that, but they also set the stage for the American military intervention in Southeast Asia that would extend the conflict into the mid-1970s.

Background

World War II ended on September 2, 1945, and Vietnamese nationalist and communist revolutionary Ho Chi Minh believed it meant the end of colonialism and imperialism in Vietnam. France had officially colonized the country since 1887. Japan had occupied Vietnam since 1940, but now had been defeated.

Because of Ho's communist leanings, however, the United States, which had become the leader of the Western world after World War II, did not want to see Ho and his followers, the Vietminh, take over the country. Instead, the U.S. approved France's return to the region. In short, France would fight on behalf of the United States against communism in Southeast Asia.

The Vietminh waged an insurgency against French forces that culminated in the siege of the French base at Dien Bien Phu in northern Vietnam. The French were defeated in early May 1954, which led to the peace conference in Geneva, Switzerland, that sought to remove France from Vietnam. The goal of the peace conference was to leave Vietnam with a government everyone in conference approved of.

Geneva Conference

On May 8, 1954, representatives of multiple countries got together in Geneva. They included the Democratic Republic of Vietnam (communist Vietminh), France, China, the Soviet Union, Laos, Cambodia, the U.S.-recognized State of Vietnam and the United States. Besides planning the French exit from Vietnam, they wanted to stabilize the former French colonies of Laos and Cambodia.

The United States entered the negotiations with a great deal of doubt. After World War II, it had committed itself to a foreign policy of containment of communism. It was determined not to let any part of Indochina become communist. It also did not want to sign any agreements with the communist nations.

Personal tensions were also present, as shown by U.S. Secretary of State John Foster Dulles reported refusal to shake the hand of Chinese Foreign Minister Chou En-Lai.

Main Elements Of The Agreement

By July 20, the contentious meeting had agreed to the following:

Vietnam would be divided in half along the 17th Parallel — across the thin "neck" of the country.
The Vietminh would control the northern section, the State of Vietnam would control the south. General elections would occur in both north and south on July 20, 1956, to decide which government would govern the whole country. The agreement meant the Vietminh, who occupied significant territory south of the 17th Parallel, would have to withdraw to the north. Nevertheless, Ho Chi Minh and other Vietnamese communist officials were confident that the 1956 elections would give them control of all Vietnam.

A Real Agreement?

Any use of the term "agreement" with respect to the Geneva Accords must be done loosely. The United States and the State of Vietnam never signed it; they simply acknowledged that an agreement had been made between other nations.

This article is available at 5 reading levels at https://newsela.com.

The United States doubted that, without United Nations supervision, any election in Vietnam would be democratic. From the outset, it had no intention of letting Ngo Dinh Diem, president in the south, call the election.

The Geneva Accords got France out of Vietnam, certainly. The negotiations did nothing to prevent an escalation of discord between free and communist spheres, though. In fact, they hastened American involvement in the country, resulting in nearly 20 more years of war.

This article is available at 5 reading levels at https://newsela.com.

Write Prompt

Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

Write Prompt

What question might this article answer about global interdependence? Support your answer with information from the article.

Quiz

1 Read the last paragraph of the article.

> *The Geneva Accords got France out of Vietnam, certainly. The negotiations did nothing to prevent an escalation of discord between free and communist spheres, though. In fact, they hastened American involvement in the country, resulting in nearly 20 more years of war.*

How does this paragraph support the author's position?

(A) by suggesting that the Geneva Accords provided a short-term solution that did not solve the larger issues

(B) by implying that the Geneva Accords would eventually succeed in helping Vietnam become a free country

(C) by demonstrating that the Geneva Accords were ineffective at ending French or American fighting in Vietnam

(D) by demonstrating that the Geneva Accords were insufficient because they benefited only the communist countries

2 How was the Democratic Republic of Vietnam different from the State of Vietnam?

(A) The Democratic Republic of Vietnam was supported by the United States and the State of Vietnam was not.

(B) The Democratic Republic of Vietnam was the communist part of Vietnam and the State of Vietnam was not.

(C) The Democratic Republic of Vietnam was one of the French colonies and the State of Vietnam was not.

(D) The Democratic Republic of Vietnam did not agree with the Geneva Accords and the State of Vietnam did.

3 Which answer choice would MOST accurately describe the United States' reaction to the Geneva Accords?

(A) The United States agreed with the Geneva Accords but did not sign them because the State of Vietnam did not sign them.

(B) The United States agreed with the Geneva Accords but did not sign them because the communist countries were planning a counterattack.

(C) The United States refused to sign the Geneva Accords because it was skeptical about agreements with communist countries.

(D) The United States refused to sign the Geneva Accords because it did not want Vietnam to remain under the influence of France.

4 Which section introduces a point of view that opposes the United States' perspective?

(A) "Background"

(B) "Geneva Conference"

(C) "Main Elements Of The Agreement"

D). "A Real Agreement?

Day 3 eLearning: Playwrights: August Wilson

By ThoughtCo., adapted by Newsela staff on 02.20.19
Word Count **1,120**
Level **1130L**



Pulitzer Prize winning playwright August Wilson, photographed in New Haven, Conn. on March 16, 2005. Photo by: Essdras M Suarez/The Boston Globe via Getty Images Photo: Essdras M Suarez/The Boston Globe via Getty Images

Award-winning playwright August Wilson had no shortage of fans during his life. But his writing enjoyed renewed interest after a film adaptation of his play "Fences" opened in theaters in 2016. The critically acclaimed film earned praise for stars Viola Davis and Denzel Washington, who also directed the film. It likewise exposed new audiences to Wilson's work. In each of his plays, Wilson shined a spotlight on the lives of working-class African-Americans overlooked in society.

Pittsburgh Beginnings

August Wilson was born April 27, 1945, in Pittsburgh's Hill District, Pennsylvania a low-income black neighborhood. At birth, he had his baker father's name, Frederick August Kittel. His father was a German immigrant, and his mother, Daisy Wilson, was African-American. She taught her son to stand up to injustice. His parents divorced, however, and the playwright would later change his surname to his mother's since she was his primary caregiver. His father did not play a consistent role in his life and died in 1965.

Wilson experienced intense racism while attending a series of nearly all-white schools. The isolation he felt as a result led him to drop out of high school at age 15. Leaving school did not mean Wilson had given up on his education, he decided to educate himself by regularly visiting his local library and eagerly reading the offerings there. A self-taught education proved fruitful for Wilson, who would earn a high school diploma due to his efforts. Alternatively, he learned important life lessons by listening to the stories of the mostly AfricanAmerican retirees and blue-collar workers in the Hill District.

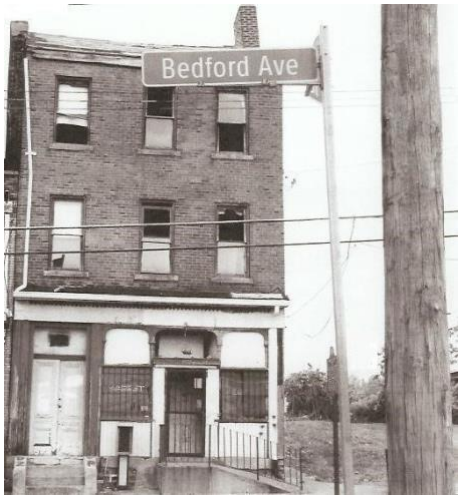


Image 1. August Wilson's childhood home in Pittsburgh, Pennsylvania. Photo: Wikimedia [click to expand]

The Theater Bug Bites

By the age of 20, Wilson decided that he would be a poet, but three years later he developed an interest in theater. In 1968, he and his friend Rob Penny started the Black Horizons on the Hill Theater. Lacking a place to perform, the theater company staged its productions at elementary schools and sold tickets for just 50 cents by herding in passersby outside just before the shows started.

Wilson's interest in theater waned until he moved to St. Paul, Minnesota, in 1978. There he began adapting Native American folktales into children's plays and this renewed his interest in theater. In his new city, he began to recall his old life in the Hill District. He narrated the experiences of the residents there in a play, which developed into "Jitney." Wilson's first professionally staged play was "Black Bart and the Sacred Hills," which he wrote by piecing together several of his old poems.

Lloyd Richards, the first black Broadway director and dean of the Yale School of Drama, helped Wilson refine his plays, and directed six of them. "Ma Rainey's Black Bottom" was the play that made Wilson a star. Richards gave Wilson guidance on the play and it opened at Yale in 1984. The New York Times described the play as "a searing inside account of what white racism does to its victims." Set in 1927, the play details the rocky relationship between a blues singer and a trumpet player.

In 1984, "Fences" premiered. It takes place in the 1950s and recounts the tensions between a former Negro-leagues baseball player working as a garbage man and his son who also dreams of an athletic career.

The Negro leagues were professional baseball leagues for primarily African-American teams. There were also some Latin American teams in the league. The term negro is offensive. It is considered derogatory toward African-Americans and is historically linked with slavery in the United States.

For that play, Wilson received the Tony Award for Best Play and the Pulitzer Prize. The playwright followed up "Fences" with "Joe Turner's Come and Gone," which takes place in a boardinghouse in 1911.

This article is available at 5 reading levels at https://newsela.com.

Among Wilson's other key works is "The Piano Lesson," the story of siblings fighting over a family piano in 1936. He received his second Pulitzer for that 1990 play. Wilson also wrote "Two Trains Running," "Seven Guitars," "King Hedley II," "Gem of the Ocean" and "Radio Golf," his last play. Most of his plays opened on Broadway and many were commercial successes. "Fences," for example, boasted earnings of $11 million in one year, a record at that time for a nonmusical Broadway production.

In total, Wilson received seven New York Drama Critics' Circle awards for his plays.



Image 2. The August Wilson Theatre in New York, New York Photo: Wikimedia [click to expand]

The Voiceless Have A Voice

Each of Wilson's works describes the struggles of low-income blacks, be they sanitation workers, domestic workers, drivers or criminals. Through his dramas, which span the 20th century, the voiceless have a voice. These people are often marginalized, or treated as if they are outsiders and do not have a place in society. And Wilson's plays expose the personal anxiety they suffer. Their humanity all too often goes unrecognized by their employers, by strangers, by family members and America overall.

While Wilson's plays tell the stories of an impoverished black community, there's a universal appeal to them and people can relate to his characters. However, his plays stand out for their emotional earnestness and artistic expression. The playwright didn't want to gloss over the consequences of slavery and Jim Crow and their impact on his character's lives. Jim Crow refers to laws that allowed people to be segregated because of their race until 1965. Wilson believed that art was political but didn't consider his own plays to be specifically political.

"I think my plays offer (white Americans) a different way to look at black Americans," he told The Paris Review in 1999. "For instance, in 'Fences' they see a garbage man, a person they don't really look at, although they see a garbage man every day. By looking at Troy's life, white people find out that the content of this black garbage man's life is affected by the same things — love, honor, beauty, betrayal, duty. Recognizing that these things are as much part of his life as theirs can affect how they think about and deal with black people in their lives."

Early Passing

Wilson died of liver cancer on October 2, 2005, at the age of 60 in a Seattle, Washington hospital. He had not announced that he was suffering from the disease until a month before his death. His third wife, costume designer Constanza Romero, three daughters (one with Romero and two with his first wife) and several siblings survived him.

After his death, the playwright continued to receive honors. The Virginia Theater on Broadway announced that it would carry Wilson's name, and its new marquee went up two weeks after his death.

Write Prompt

What types of sources would be helpful in learning more about the effect of racism on AfricanAmerican playwrights? Use information from the article to support your answer.

This article is available at 5 reading levels at https://newsela.com.

This article is available at 5 reading levels at https://newsela.com.

Write Prompt

Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

Quiz

1 What is the relationship between the following text selections from the article?

In each of his plays, Wilson shined a spotlight on the lives of working-class African-Americans overlooked in society.

It takes place in the 1950s and recounts the tensions between a former Negro-leagues baseball player working as a garbage man and his son who also dreams of an athletic career.

(A) They are two main ideas of the entire article.

(B) They are two supporting details of the main idea presented in the article.

(C) The first selection is a main idea and the second selection is a supporting detail.

(D) The first selection is a supporting detail and the second selection is a main idea.

2 Which of these statements would be MOST important to include in an objective summary?

(A) August Wilson wanted people to understand that the daily lives of African-Americans were unfair.

(B) August Wilson faced difficult challenges growing up before deservedly winning awards for his plays.

(C) August Wilson was a respected playwright who received many accolades.

(D) August Wilson believed that art should be political but most people think this is a ridiculous idea.

3 A reader of the article suggested that the author included the section “The Voiceless Have A Voice” in order to explain that Wilson wrote “Fences” in hopes it would become a critically acclaimed film. Is this a reasonable claim? Which line from the text supports your answer?

(A) No; "I think my plays offer (white Americans) a different way to look at black Americans," he told The Paris Review in 1999.

(B) No; "for instance, in 'Fences' they see a garbage man, a person they don't really look at, although they see a garbage man every day."

(C) Yes; by looking at Troy's life, white people find out that the content of this black garbage man's life is affected by the same things — love, honor, beauty, betrayal, duty.

(D) Yes; recognizing that these things are as much part of his life as theirs can affect how they think about and deal with black people in their lives."

4 Read the section "Pittsburgh Beginnings." What is the MOST LIKELY reason for including information about the all-white schools Wilson attended?

(A) to demonstrate the places where Wilson began to write his first plays

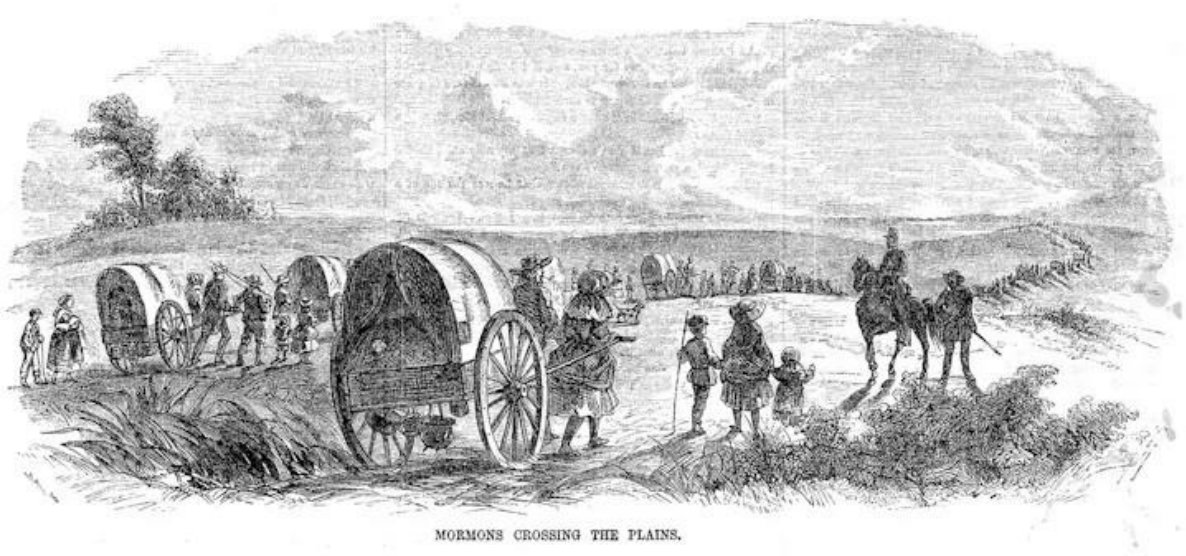
(B) to highlight a difficult point in Wilson’s life that he would later overcome

(C) to explain where Wilson got the idea to write his famous play "Fences"

(D) to show that it is not necessary to attend school to become successful

Day 4 eLearning: The Mormon exodus: The difficult trek from Illinois to Nebraska in 1846

By National Parks Service, adapted by Newsela staff on 09.06.19
Word Count **579**
Level **1070L**



A wood engraving depicting the Mormon exodus from Illinois on the grueling winter trek across the great plains between the Missouri and the Rockies to found Salt Lake City, Utah, USA, 1846.Photo by: Universal History Archive/UIG/Shutterstock

A punishing trek west for 1,600 Mormons began in February 1846. This advance party would lead the way for more Mormons to follow. Eventually they would found the Mormon settlement in Salt Lake City, Utah.

Mistreated for their religious beliefs, the Mormons left their home in Nauvoo, Illinois. In the previous two years angry mobs had threatened them, burned some of their homes and killed their founder, Joseph Smith. For these reasons, they left earlier than planned.

Brigham Young Leads Exodus

Brigham Young, the new leader of the Mormons, had a plan. The emigrants would leave Illinois, stop at planned places, spend the next winter in the Rocky Mountains and continue west to territories outside the U.S. in spring 1847. However, the difficulty of the journey, fatigue, and starvation changed the plan. The 1846 trek ended up stopping along the Missouri River at what is now Omaha, Nebraska.

The first months tested the Mormons most severely. Unorganized leadership and groups of people strung out along the trail caused chaos. Men forayed into settlements along the route to barter or labor for food and hay. Freezing nights, steady rain, axle-deep mud, and flooding streams slowed the company's progress and caused much suffering among the emigrants. The first casualty along the trail occurred on March 18 when a man died of illness and exposure.

Established Farm Settlement Along The Way

At the end of March, Young reorganized the camp, dividing the Mormons into smaller groups with captains for each unit. The new discipline helped, but weeks of slogging had exhausted the emigrants and their provisions.

On April 24, the wagons stopped on the prairie about halfway across Iowa, 144 miles west of Nauvoo. Here the Mormons established a farm settlement called Garden Grove. The weakest travelers stayed to plant crops for the second wave of emigrants who were on their way.

The Mormons started another farm settlement near today's town of Murray, Iowa. Meanwhile, Young sent wagons back to Illinois to carry out the emigrants who were too poor or ill to start west on their own.

Long, Difficult Journey

On May 14, advance riders from a group of Mormons leaving Nauvoo in April caught up with Young's wagons. Improved road conditions and plenty of supplies allowed the new travelers in just three weeks to catch up with Young's weather-beaten, starving pioneers. They had been trudging across Iowa for two and a half months.

On June 14 Young's group reached the Missouri River at Council Bluffs, Iowa. The trip from Sugar Grove, Iowa, had taken 105 days, covering approximately 260 miles at an average of two and a half miles per day. They could go no farther.

Some of the company stayed on the Iowa side of the river and formed a settlement they named Kanesville. Scattering to isolated family camps, they found places with wood for their fires and grass for their cattle. Other Mormons crossed the Missouri and dug in at the main settlement named Winter Quarters, which is present-day North Omaha, Nebraska. Oncoming emigrants from the east joined them throughout the summer. By the fall of 1846, 12,000 Mormons called Winter Quarters home.

Mormons Continued On To Utah In 1847

In 1847, the Mormon journey across the country would continue. The emigrants traveled from the Missouri River to the Great Salt Lake Valley in Utah. More than 700 Mormons died from exposure, starvation and illness during the journey of winter 1846 and spring 1847.

Write Prompt

Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

This article is available at 5 reading levels at https://newsela.com.

Write Prompt

In today's society, it is not uncommon for people to connect to information in the form of charts, pictures, or videos. How would you adapt an argument or an explanation presented in this article to use outside of the classroom to reach an audience? Use information from the article to support your answer.

Quiz

1 Which piece of evidence from the article BEST explains why Brigham Young's group did not make expected progress?

(A) The emigrants would leave Illinois, stop at planned places, spend the next winter in the Rocky Mountains and continue west to territories outside the U.S. in spring 1847.

(B) Unorganized leadership and groups of people strung out along the trail caused chaos.

(C) The weakest travelers stayed to plant crops for the second wave of emigrants who were on their way.

(D) The trip from Sugar Grove, Iowa, had taken 105 days, covering approximately 260 miles at an average of two and a half miles per day.

2 Which answer choice describes two central ideas of the article?

(A) Brigham Young became the leader of the Mormons after Joseph Smith was killed. He helped the Mormons develop several thriving communities.

(B) Brigham Young became the leader of the Mormons after Joseph Smith was killed. He led the Mormons west on a risky journey across several states.

(C) The Mormons made a difficult journey west to escape religious persecution. They experienced bad weather, food shortages and overall exhaustion.

(D) The Mormons made a difficult journey west to escape religious persecution. They built many settlements in different states along the way.

3 Which statement would be MOST important to include in a summary of the article?

(A) The first group of Mormons to travel west had to leave earlier than expected and was unprepared for the journey.

(B) The first casualty among the group of Mormons traveling west happened on March 18, 1846 because of illness and exposure.

(C) The first group of Mormons covered an average of only two and a half miles per day as they traveled across Iowa.

(D) The first settlement developed by the Mormons traveling west was used to plant crops for the next group of emigrants.

4 Which section of the article BEST explains why the Mormons traveled west to set up new communities?

(A) introduction [paragraphs 1-2]

(B) "Brigham Young Leads Exodus"

(C) "Established Farm Settlement Along The Way"

(D) "Long, Difficult Journey"

Day 5 eLearning: The Caddo people created a sacred landscape centered around East Texas

By National Park Service, adapted by Newsela staff on 08.22.19
Word Count **2,059**
Level **1120L**



Painting by George Catlin of Caddo Native Americans chasing buffalo in Cross Timbers, Texas, painted in 1846-1848, oil on canvas. Painting owned by the Smithsonian American Art Museum Art: Smithsonian American Art Museum

Long before Europeans came to explore Texas, the people now known as Caddo had a welldeveloped trail system across their territory in East Texas. Major east-west and north-south trails led to and from important mound centers and established communities. These were sites of significant social, political and religious rituals and traditions, as well as daily domestic activities. Caddo mound centers and their interconnecting trails across East Texas represent the sacred Caddo landscape.

European exploration and colonization in East Texas began after 1690. Travelers naturally followed the Caddo east-west and north-south trail corridors. These routes were later named El Camino Real de los Tejas and Trammel's Trace, respectively. However, the connection of these trails to the Caddo sacred landscape and the thriving communities in the area had mostly been forgotten until recent years. New recognition of the Caddo cultural landscape from the Red River on the east to the Trinity River on the west is one important step in reclaiming the heritage of the Caddo people. It is a heritage that reaches from ancient times until their removal from East Texas beginning in the 1830s.

The early trade routes established by the Caddo later supported European settlement. They also contributed to economic and political growth in Texas and Louisiana for over 300 years. When Europeans arrived in Caddo territory, they found welltraversed trails connecting native cultural settlements. The Spanish built missions and posts along the main thoroughfares. These routes collectively became known as El Camino Real de los Tejas (The Royal Road of the Tejas).

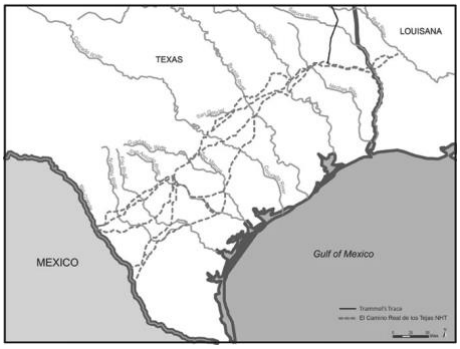


Image 1. This map shows that historic Caddo homelands extended from the Red River in Louisiana to the Trinity River in Texas. Map: National Park Service

El Camino Real de los Tejas National Historic Trail was added to the National Trails System by Congress in 2004. This nationally significant trail crosses Texas into northwest
Louisiana. It is a portion of the historic trail that linked Mexico City with the Spanish colonial capital at Los Adaes, now in Louisiana.

Today the Caddo Nation of Oklahoma is a single, federally recognized tribe with its capital in Binger, Oklahoma. As of 2013, the tribe had close to 5,800 enrolled members. They maintain their tribal traditions in dance, song, story and art.

Early Caddo History

The Caddo originated in the lower Mississippi Valley and spread west along the river systems. Sometime between 700 and 800 they settled the area between the Arkansas River and the middle reaches of the Red, Sabine, Angelina and Neches rivers. They proceeded to adopt agriculture, growing corn and pumpkins as primary crops. Later, these foods were combined with beans and squash, which spurred population growth.

The name Caddo derives from a French abbreviation of Kadohadachho ("real chief"). The Caddo people after 1535 comprised at least 25 distinct but closely affiliated groups. They were centered at the Great Bend of the Red River and extended into the Piney Woods region. The Piney Woods is a temperate coniferous forest ecoregion. It covers area in present-day East Texas, southern Arkansas, western Louisiana, and southeastern Oklahoma.

The Caddo people differ from most other indigenous groups that lived in Texas because of their territorial stability. The Caddo lived and supported themselves in the same forested and wellwatered landscape for more than 1,000 years.

By the time of contact with Europeans, the Caddo were organized into three kin-based groups. The
Hasinai confederacy were called Cenis by the French and Teyas by the Spanish. They occupied between nine and 12 communities in the Neches and Angelina river valley region of East Texas. The Kadohadacho and Natchitoches confederacies lived in the area of the Red River to the north and east. This area corresponds with today's border regions of Texas, Oklahoma, Arkansas, and Louisiana.

This article is available at 5 reading levels at https://newsela.com.

Caddo Social Structure

The Caddo people trace their descent through the maternal line. They recognized and ranked clans, with marriage typically occurring between members of different clans. Religious and political authority in historic Caddo communities rested in a hierarchy of key positions shared between the various communities.

The xinesi (pronounced _chenesi_, meaning Mr. Moon) inherited the position of spiritual leadership. The Caddo people looked to the xinesi for mediation and communication with their supreme god — known as Caddi Ayo — in regard to prosperity and major events. They also provided religious leadership and decision-making influence, and led special rites such as the first-fruits harvest and naming ceremonies. Upon dying, they were buried in temples or in burial mounds,



Image 2. A photograph of a Caddo girl named Kaw-u-tz taken in 1906. Photo courtesy of Southern Methodist University, Central University Libraries, DeGolyer Library.

surrounded by lavish grave goods.

The xinesi did not rule alone. They consulted with other highranking men and sought consensus, leading by example rather than by coercion. They developed their authority based on generosity. By redistributing wealth, tributes and food among their people, they created obligations and built loyalty.

The caddi served as principal headman of a community, a position that was passed from father to son. The caddi made the important political decisions for the community and sponsored major diplomatic ceremonies. They led councils for war and raiding expeditions, as well as conducted the calumet (peace pipe) ceremony with distinguished visitors. Caddi sought the advice and assistance of a council of high-ranking elders, called canahas.

In pre-Columbian times, Caddo settlements boasted mounds for the burial of the elite in elaborate mortuary rituals. The mounds also served as platforms for public buildings and structures used by the elite. The development of these well-planned mound centers went hand-in-hand with the socially ranked positions within powerful Caddo communities. These larger communities spread along the Red, Arkansas, Little, Ouachita and Sabine rivers.

Divided by rank and status, Caddo society shared subsistence responsibilities and practices. Men broke the soil, but women planted the crops. Elder women controlled the dome-shaped lodges where members of several related families lived, and also controlled the fields. In the fall, Caddo men went to the prairies on foot to hunt bison while the women dressed the meat and hides.

Caddo Trade

Located where the southeastern woodlands meet the western prairies, the Caddo produced bountiful crops and were well placed to participate in exchange networks. Key trails fanning out as far afield as Florida; Casas Grandes, Arizona; Cahokia, Illinois; and the Rio Grande pueblos of New Mexico crossed Caddo country. These routes linked the Caddo to distant indigenous societies and positioned them at a crossroads of trade. The Caddo probably traded corn, beans and squash with the Wichita and other Plains people in exchange for bison meat. They traded salt, which they obtained from saline springs near the Red and Ouachita rivers, with southeastern Indians. They earned a reputation as bow makers and traded bows made of Osage orange wood. The trade network furnished the Caddo with many exotic status-

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enhancing ceremonial goods: seashells from the Florida Gulf Coast, copper from the Great Lakes, mica and marble from the Appalachians, galena and flint from the Ozarks, and ceramics from local clays.

Caddo chiefs controlled trade, redistributing some of the imported goods and further bolstering the chiefdoms they headed. They acquired the goods needed to perform the religious rituals associated with good harvests that fed the people and fueled the trade that brought the goods. The exchange networks also spread ideas and influences. At the westernmost edge of the Mississippian cultural tradition, the Caddo appear to have helped spread ceremonial customs that dominated the Southeast between 1250 and 1450.

Caddo Population Decline

Over the course of more than 500 years, the Caddo developed powerful political chiefdoms and organized complex ranked societies. At their height, around 1300, they may have numbered more than 200,000 people.

However, by 1350 they had experienced a series of setbacks. Decreased rainfall made corn production precarious, and without large amounts of corn, the Caddo population could not be sustained. Chiefs whose power rested on their demonstrated ability to intercede with the gods and ensure good crops lost prestige and authority. The Caddo stopped building earthen temples and burial mounds. Burial practices became less elaborate. Chiefdoms and hierarchical societies survived, but the great chiefdom at Spiro (located in present-day eastern Oklahoma) broke apart. Many inhabitants dispersed into smaller villages, while others moved south to join Caddos living along the Red River and in East Texas.

To adjust to their new conditions, the Caddo turned their attention to the west. During the first half of the 15th century they traded extensively with the Wichita, who lived along the upper Brazos, upper Red, and upper Canadian rivers. The Wichita had established trade with the Pueblo people, exchanging bison meat for corn. The Caddo began to tap into this trade system by carrying pottery, salt and wooden bows to the Wichita to swap for bison meat and corn.

The Red River offered a natural avenue to the Rio Grande pueblo villages. This water route allowed the Caddo to establish direct trade, but the opportunity didn't last long. Incoming Navaho and Apache hunter-gatherers formed trade alliances with pueblo farmers in the Pecos Valley and Galisteo Basin. They squeezed out the Wichitas and Caddos as the major suppliers of bison meat to the pueblos.

The Spanish arrived (1542-1543) in the wake of climate change, migrations, and shifts in population and power. They introduced additional forces of change that impacted the Caddo.

Timeline Of European And Anglo Interaction With Caddo

1542-1543: The Spanish entrada of Hernando de Soto passed through Caddo lands in present-day Arkansas and Texas. Once the Spaniards entered Texas, they traveled along an indigenous trail that extended from the Red River southwest into the heart of East Texas. They also connected to other trails within the Angelina and Neches river basins.

Late 1600s: Exposure to European epidemic diseases led to a Caddo population collapse of 75 to 90 percent. The Caddo Nation fell from 200,000 to 10,000 people.

1686: The Caddo people lived primarily in small groups on the Red River and in East Texas. Through missions, presidios, ranches and trading posts, France and Spain laid claim to Caddo land and courted Caddo allegiance. In turn, the Caddo participated in the French fur trade, and they exchanged guns, horses and other items with indigenous groups and Europeans. The resulting economic collaboration between the Caddo groups and Europeans, as well as the continued political stability of Caddo communities, was key to the political success and strength of Caddo tribes.

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1690-1720s: The Spanish conducted a strong, unsuccessful effort to Christianize the Caddo. As a self-sufficient nation with their own religion, the Caddo resisted these conversion attempts.

Beginning in the early 1820s: Migration into Caddo territory by Anglos —mostly English-speaking Americans — increased. Their colonization impacted the sacred Caddo landscape.

1820s-1830s: Caddo groups were widely scattered across the land in East Texas. Alabama and Coushatta Indians immigrated to Texas and Caddo territory from lands east of the Mississippi River. Caddo settlements now lay well away from El Camino Real de los Tejas.

1835: Caddo chiefs surrendered their lands within the United States territory in a forced land cession, giving up present-day Caddo Parish, Louisiana, and Miller County, Arkansas. The Caddo people retreated to Texas and Mexico. Texas never recognized any Caddo claims to land.

1840s-1850s: Caddo groups were forcibly pushed out of East Texas by Anglo settlers. Some moved into Indian Territory, while others traveled west into the upper Brazos River drainage. This was the final and bitter end to Caddo presence in their traditional homelands. Texas allowed the U.S. government to set up a reservation for the tribes near present-day Graham, Texas. However, it came with the precondition that once the land was no longer needed, it was to revert back to the state of Texas.

1859: Though the Caddo groups made a successful agricultural living for a few short years in the Brazos River valley, they were never secure from Anglo encroachments. In 1859 they were again forced to abandon their homes, their communities, and the graves of their kindred. Major Robert S. Neighbors, the U.S. Indian agent in Texas, led the tribes to the area of present-day Anadarko, Oklahoma, along the Washita River valley in Indian Territory. On his return to Fort Belknap, he was shot in the back, brutally murdered because he had helped the indigenous tribes. The Caddo today commemorate his dedication to them by visiting and cleaning his gravesite.

Write Prompt

Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

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Write Prompt

In today's society, it is not uncommon for people to connect to information in the form of charts, pictures, or videos. How would you adapt an argument or an explanation presented in this article to use outside of the classroom to reach an audience? Use information from the article to support your answer.

Quiz

1 Read the following paragraph from the introduction [paragraphs 1-5].

Long before Europeans came to explore Texas, the people now known as Caddo had a welldeveloped trail system across their territory in East Texas. Major east-west and north-south trails led to and from important mound centers and established communities. These were sites of significant social, political and religious rituals and traditions, as well as daily domestic activities. Caddo mound centers and their interconnecting trails across East Texas represent the sacred Caddo landscape.

Which of the following words from the paragraph provides context clues to the meaning of the word "sacred"?

(A) well-developed

(B) religious

(C) domestic

(D) interconnecting

2 Read the selection from the section "Early Caddo History."

The Caddo people differ from most other indigenous groups that lived in Texas because of their territorial stability. The Caddo lived and supported themselves in the same forested and wellwatered landscape for more than 1,000 years.

The author uses the word "stability" to mean:

(A) safety

(B) rationality

(C) durability

(D) balance

3 Read the two sentences from the section "Timeline Of European And Anglo Interaction With Caddo."

Migration into Caddo territory by Anglos — mostly English-speaking Americans — increased. This was the final and bitter end to Caddo presence in their traditional homelands.

The two sentences develop the idea of Anglo colonization in Caddo land in the article by ____.

(A) contrasting negative and positive aspects of Anglo colonization in Caddo land

(B) comparing Caddo culture before and after Anglo colonization in Caddo land

(C) illustrating a cause and effect of the Anglo colonization in Caddo land

(D) showing a problem and solution to the Anglo colonization in Caddo land

4 A reader of the article suggested that the author included the section "Caddo Population Decline" in order to explain the problems that the Caddo faced and how the European settlers caused those problems. Is this a reasonable claim? Which selection from the article BEST supports your answer?

(A) No. "Over the course of more than 500 years, the Caddo developed powerful political chiefdoms and organized complex ranked societies. At their height, around 1300, they may have numbered more than 200,000 people."

(B) No. "However, by 1350 they had experienced a series of setbacks. Decreased rainfall made corn production precarious, and without large amounts of corn, the Caddo population could not be sustained."

(C) Yes. "The Caddo began to tap into this trade system by carrying pottery, salt and wooden bows to the Wichita to swap for bison meat and corn."

(D) Yes. "The Spanish arrived (1542-1543) in the wake of climate change, migrations, and shifts in population and power. They introduced additional forces of change that impacted the Caddo."