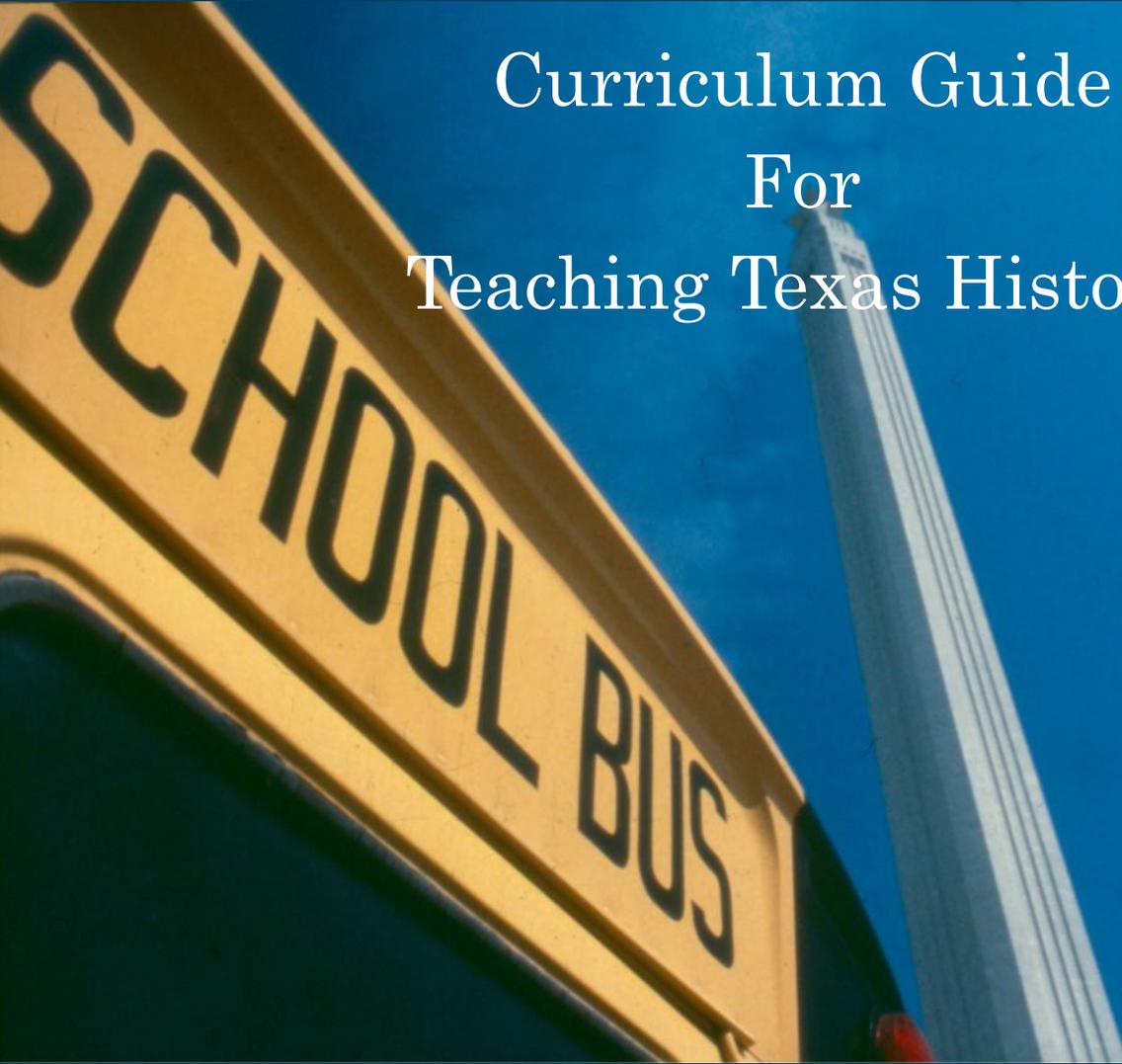




# Curriculum Guide For Teaching Texas History



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## Introduction

The goal of this curriculum guide is to enhance your Texas History course with activities that feature both primary and secondary documents from the vast collections of the San Jacinto Museum of History. In addition, many artifacts have been included to pique visual interest. All lessons are aligned to the Texas objectives known as Texas Essential Knowledge and Skills (TEKS) which were revised in 2010 by the State Board of Education.

The guide provides the following:

- **Lesson Plans** identified by both a subject title and the TEKS reference.
- Museum documents are referenced or linked inside each lesson and also found in the searchable **Image Gallery**.
- An **Essential Question** is a big picture question to help guide your instruction.
- **Critical Vocabulary** is a list of words vital to in-depth understanding.
- The **Hook** is a question or strategy to pique interest and prepare for new learning.
- The **Activity** is the cooperative learning or independent practice needed to process new ideas and understand concepts.
- **Be a Star Bonus** is for students who need enrichment or additional challenges.
- **Strategy Descriptions** and **Graphic Organizers** section contains print-ready research based tools, strategies and reoccurring lesson ideas.

Lessons were generally designed to be completed within one or two class periods. However, teachers are encouraged to modify lessons to meet the needs of the students in their unique classroom situations. Use documents and artifacts interchangeably from lesson to lesson, use *Be a Star Bonus* activities to expand lessons for all learners, or combine multiple lessons into one. Lesson documents are in PDF format for ease of downloading, but Word versions are available to teachers on request to insure modifications are simple for classroom use.

It is critical in the teaching of history to provide students with many opportunities for analysis and evaluation. We hope our efforts in producing this curriculum document give you additional resources, strategies, and lessons to both improve instruction and inspire young historians.

Yvonne Pittman  
Educational Consultant  
San Jacinto Museum of History  
December, 2012

## Historical Evidence Lesson

### Hook

Ask students the following questions:

- a. Did anyone take any pictures of you on your birthday with your cake?
- b. Do you keep a journal? Why?
- c. Did you bring something back from vacation? A rock, a shell, a t-shirt?
- d. Do artists sometimes paint self portraits?
- e. When we die there will be a headstone for us. What is the information usually on a grave marker? Why?
- f. Would any of these items alone give someone an accurate description of you or your life? Why or why not?

*(Teacher Instructions-Prepare a backpack or small suitcase with some random evidence of summer or a vacation...a photograph of a beach, a calendar with three days circled in July, ticket stubs from some event or movie, a large straw hat, and an empty water bottle, etc. Remove the items for students to view on a table or desk.)*

Ask student the following questions about the items.....

- √ Like a novelist could you make up a story that includes all these items?
- √ How would a detective view the same items?
- √ How would an historian view these items?

Given this collection of items as evidence:

1. How could we figure out what happened?
2. What additional information or evidence would we need?
3. From where might additional information be obtained?
4. Are there plausible explanations for someone keeping this particular set of items?
5. What remains unknown?

***Historians look at the world with their own bias/perspective, as do we all!***

***Evidence is generally open to interpretation and often imprecise.***

***Do you want to learn more? Complete the activity below for homework!***

# Making History with Historical Evidence



1. Make a list of activities you were involved in yesterday.
  
2. For each activity on your list, write down what evidence, if any, your activities might have left behind.
  
3. Answer the following:
  - a. Which activities were most likely to leave behind evidence?
  - b. What, if any, of that evidence might be preserved for the future? Why?
  - c. What might be left out of an historical record of your day? Why?
  - d. What would a future historian be able to tell about your life and society based on evidence of your daily activities?

## Lesson Plan: Historical Eras and Chronology

### TEKS Objective

#### Social Studies Texas History

1A - Identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

1B - Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

#### Rationale

Students need both content knowledge and highly developed social studies skills to be successful in both classroom activities and end-of-course state assessments. The following activity could be used in the beginning of the semester to prepare students for the individual topics of study of the course and to pique student interest, or used at the conclusion of the course as an end-of-school-year review.

#### Essential Question

Why do historians use eras to divide the past into categories?

#### Prior Knowledge

Teachers should lead a class discuss explaining the use of eras by historians. An era is a period of time that provides a basis for a chronological system. Historical eras are characterized by events, people, and conditions that mark a period of time or the beginning of a period of change. Typical characteristics include categories of economic, social, cultural, intellectual, political, military, and diplomatic change or influence.

#### Hook

1. Ask students if they can list major events occurring the year they were born. Record responses on the board.
2. Ask students to work with a partner to write a one sentence summary describing the year they were born. Record responses on the board or ask several students to read their response.

#### Activity

1. Divide the class into teams or assign partners.
2. Ask students to create a poster, slide show, Edmodo or other computer generated presentation for one of the assigned eras from TEKS 1A.
3. Project must include a timeline of the major events of the era.
4. Project must include a list and detailed explanation of the defining characteristics of the era.
5. A minimum of five (5) illustrations of people or events must be included.

6. Project must include a creative sub-title for the era that denotes impact of the defining characteristics of the era. (Example: 1960s- The Turbulent Years)
7. The end of the presentation must include a one sentence summary to explain why historians would include this era as one of twelve eras significant to the study of Texas history.

## Lesson Plan: Chronology Practice Strategy - Ongoing

### TEKS Objective

#### Social Studies Texas History

1B - Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

21B - Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

#### Rationale

Students need both content knowledge and highly developed social studies skills to be successful in both classroom activities and future end-of-course state assessments. The following activity could be used in the beginning of the semester to prepare students for the topics of study during the course and to pique student interest, or at the conclusion of the course as an end-of-school-year review. Use chronology strategies often and include additional practice on classroom assessments.

#### Activity

Ongoing objective that is covered in many different units.

1. Teacher or students create a list of significant events.
2. Print events on large index cards or cardstock paper cards with one event on each card.
3. Each student receives one card.
4. Ask students to form a line with the events in correct chronological order.
5. Students may NOT TALK as they get in the correct order! This is a lively activity for a review prior to a chapter, unit, or semester test.
6. Once in order each student must defend their location in line with facts and evidence.
7. Students will likely correct each other and argue their facts.

## Lesson Plan: Significant Dates in Texas History

### TEKS Objective

#### Social Studies Texas History

1C - Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.

#### Rationale

Students need both content knowledge and highly developed social studies skills to be successful in both classroom activities and future end-of-course state assessments. The following activity could be used in the beginning of the semester to prepare students for the individual topics of study during the course and to pique student interest, or at the conclusion of the course as an end-of-school-year review.

#### Essential Question

Why are some historical dates worth remembering?

#### Hook

1. Are there certain days or dates you remember? What are those dates and why do you remember them? (family birthdays, anniversaries or special events.)
2. Are there certain days or dates we recognize as citizens of the United States, Texas, or our communities? (July 4, MLK Day, Go Western Day, etc.)

#### Activity

1. Create an illustrated and annotated timeline to be displayed in the classroom using the events in the TEKS 1C above.
2. Students need to identify the date, label the event with a caption, and include a visual representation illustrating the significance of the event.
3. There are many free online timeline makers for students to use.  
[http://www.teach-nology.com/web\\_tools/materials/timelines/](http://www.teach-nology.com/web_tools/materials/timelines/)

## Lesson Plan: Early American Indians in Texas

### TEKS Objective

#### Social Studies Texas History

2A - The student is expected to compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.

#### Essential Question

How did Native American cultures in Texas develop in response to the geography of their region?

#### Critical Vocabulary

Prehistory  
Anthropologists  
Archaeologists  
Artifacts  
Precontact  
Paleo-Indians  
Mesoamerica

#### Prior Knowledge

1. Hand out the critical vocabulary list or view the list on the board, overhead projector, or Smart board. The teacher should provide a definition of each critical vocabulary word, possibly in a mini-lecture, or textbook reading activity.

#### Hook

1. Students will complete a Think-Pair-Share. Invite the students to make a list in their notebooks of all the Indian tribe names they know.
2. Share with a partner those tribes.
3. Ask students to call out the names of tribes they listed and with the class locate the tribes on a map of the United States. Students will probably name both western and eastern tribes.
4. End the class discussion with the following question: Why do we refer to Native American people as Indians? Is there a more appropriate name?

#### Activity

Teacher introduction: Have any of you lived in a northern state like Michigan or maybe New York? How was your home different from those here in Texas? (A basement or tri-level in the side of a hill.) Why can't we have basements here? (Geography) So, do geographic features of an area change the way people live? How they work? What they eat? (Regional specialties like seafood along the Gulf Coast or buffalo steaks in Colorado.)

1. Divide Texas into regions and ask students to gather information about the lives of different tribes.
2. On a map of Texas, color or shade the regions and list the tribes in each region. This item might be completed with the class together on the board, overhead, or Smart

board.

3. Students may work with partners, in teams or individually to complete the content frame assignment.

OR

Each team could create a graphic organizer for one tribe and the content frame could be used to compile the information of all tribes as a culminating activity.

### **Be a Star Bonus**

With a partner create a visual representation for your assigned Native American tribe. Your work should represent a significant characteristic of the tribe and their culture. The visual you select to create might be cave art, a specific type of basket, a rug design, weapons, battle dress, etc.

### **Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/2A-Early-Tribes/25370230\\_Fj2DcT](http://sanjacinto-museum.smugmug.com/CurriculumGuide/2A-Early-Tribes/25370230_Fj2DcT)

## Which native tribes were in Texas prior to European contact?

Region	Tribe	Food	Clothing	Housing	Transportation	Unique Customs	Enemies
Gulf	Karankawa						
	Coahuiltecan						
Southeastern	Caddo						
	Wichita						
	Atakapa						
Puebloan	Jumano						
Plains	Apache						
	Tonkawa						
	Comanche						
	Kiowa						

## Lesson Plan: European Exploration of Texas

### TEKS Objective

#### Social Studies Texas History

2B - Identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain.

#### Essential Question

What events and issues caused multiple claims for Texas by European nations?

#### Critical Vocabulary

Hawkbells

Halberd

Cross-bow

Empire

#### Prior Knowledge

Using a map of North America, students should discuss claims to the New World by various European nations. The conversation should include the longstanding competition between England, France, and Spain. (For context, students may want to explore the Library of Congress Parallel Histories Website, “Exploration and Early Settlement” at <http://memory.loc.gov/intldl/eshtml/es-1/es-1.html#track1> for information written in Spanish and English on early Gulf Explorers, including Pineda, de Vaca, de Soto and de Avilés. Maps, documents and a timeline are included.)

#### Hook

1. Tell students there is a new program at NASA preparing for a manned trip to Mars. Ask students to write their reasons for volunteering to go or refusing to participate. Ask students to share with the class their reasons.
2. Ask students what reasons the United States might have in such an expedition. Write their responses on the board.
3. Ask students for a written explanation of what is meant by the expression “God, glory, and gold.”
4. Discuss student responses.

#### Activity

1. Use print copies of the following artifacts for students to view and analyze. Use the SDA Document Analysis strategy or use the printable worksheets for each type of primary source document available at the National Archives website: <http://www.archives.gov/education/lessons/worksheets/>
2. Students will complete a Free-Form Mapping activity using the writing of Cabeza de Vaca below. Instructions and a teacher script can be found in the Strategy Descriptions section.

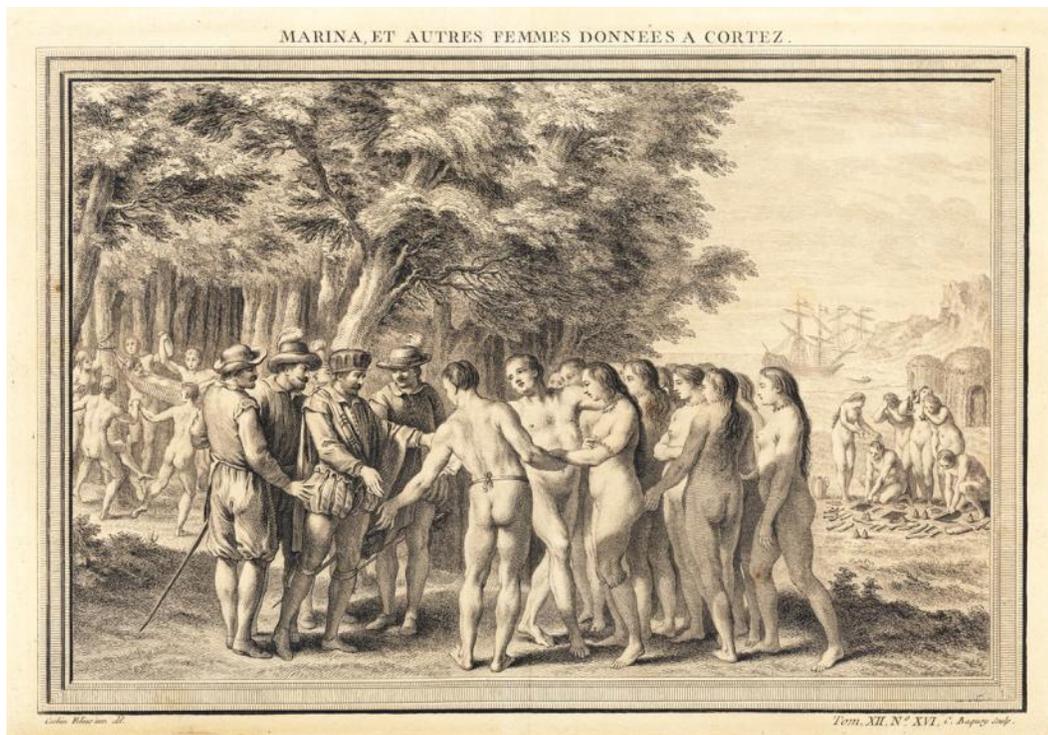
3. Class should be divided into teams with each team responsible for a section of the reading. Each team will create a visual interpretation of their section of the reading. The visual will be used to teach the other groups about the events in the reading.
4. In addition to the visual, ask each team to write a summary of their assigned section on the form below.
5. LaSalle's mission might be referred to as a successful failure. Write an explanation as to how and why this statement is true.

### **Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/2B-European-Exploration/25371741\\_82gCjq](http://sanjacinto-museum.smugmug.com/CurriculumGuide/2B-European-Exploration/25371741_82gCjq)



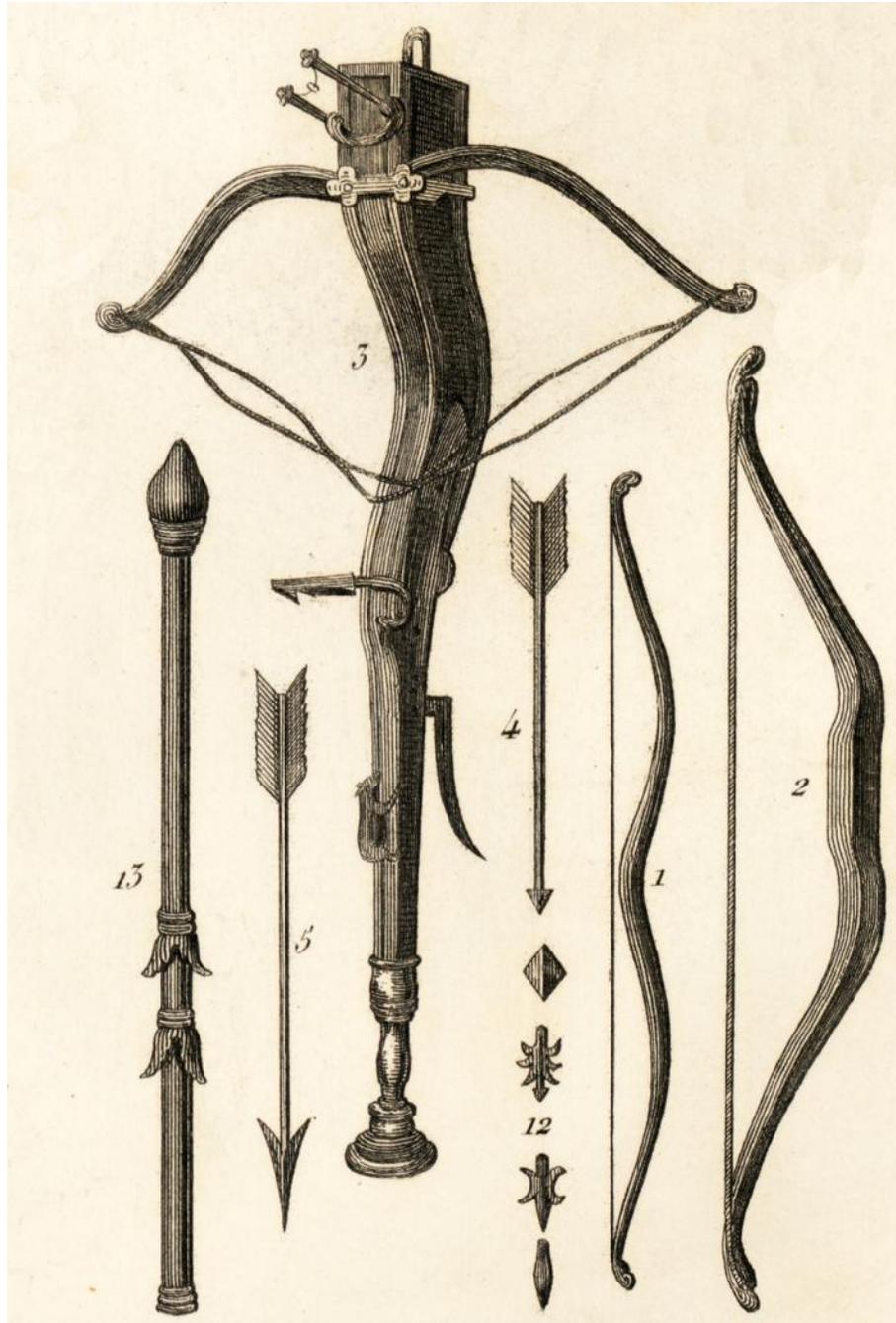
Detail of Bell Collar. Brass, leather and wool. Mid-19<sup>th</sup> century. Gift of the Daughters of the Republic of Texas, Sidney Sherman Chapter. The bell collar was worn by the lead camel when camels were brought into Texas by the United States Army in 1856 in an attempt to provide transportation between frontier posts.



Baquoy, Jean Charles. "Marina, et Autres Femmes Données a Cortez." Engraving. In *Histoire Generale des Voyages*, by Prévost. Paris: [s.n., ca. 1754].

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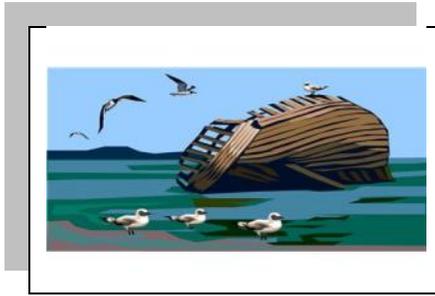
Crossbow. In *Iconographic Encyclopaedia of Science, Literature and Art*, by J. G. Heck, plate V-15. New York: R. Garrigue, 1851.

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Halberd. Iron. French, 17<sup>th</sup> century. Gift of Ernest Coker. Believed to have been left by the expedition of Rene Robert Cavelier, Sieur de La Salle (1643-1687).

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## Shipwrecked on the Texas Coast, 1528

Team 1 Members-

Team 2 Members-

Team 3 Members-

Team 4 Members-

Team 5 Members-

*The Journey of Alvar Nuñez Cabeza de Vaca and His Companions from Florida to the Pacific 1528-1536*” translated by Fanny Bandelier. New York: A. S. Barnes & Co., 1905.

**All Students read:**

...Close to shore a wave took us and hurled the barge a horse’s length out of water. With the violent shock nearly all the people who lay in the boat like dead came to themselves, and, seeing we were close to land, began to crawl out on all fours. As they took to some rocks, we build a fire and toasted some of our maize. We found rain water, and with the warmth of the fire people revived and began to cheer up. The day we arrived there was the sixth of the month of November.

**Team # 1**

After the people had eaten I sent Lope de Oviedo, who was the strongest and heartiest of all, to go to some trees nearby and climb to the top of one, examine the surroundings and the country in which we were. He did so and found we were on an island, and that the ground was hollowed out, as if cattle had gone over it, from which it seemed to him that the land belonged to Christians, and so he told us. I sent him again to look and examine more closely if there were any worn trails, and not to go too far so as not to run into danger. He went, found a footpath, followed it for about one-half league, and saw several Indian huts which stood empty because the Indians had gone out into the field.

He took away a cooking pot, a little dag and a few ruffs and turned back, but as he seemed to delay I sent two other Christians to look for him and find out what had happened.

They met him nearby and saw that three Indians, with bows and arrows, were following and calling to him, while he did the same to them by signs. So he came to where we were, the Indians remaining behind, seated on the beach. Half an hour after a hundred Indian archers joined them, and our fright was such that, whether tall or little, it made them appear giants to us. The stood still close to the first ones, near where we were.

We could not defend ourselves, as there were scarcely three of us who could stand on their feet. The inspector and I stepped forward and called them. They came, and we tried to quiet them the best we could and save ourselves, giving them beads and bells. Each one of them gave me an arrow in token of friendship, and by signs they gave us to understand that on the following morning they would come back with food, as then they had none.

*The Journey of Alvar Nuñez Cabeza de Vaca and His Companions from Florida to the Pacific 1528-1536* translated by Fanny Bandelier. New York: A. S. Barnes & Co., 1905.

**All Students read:**

...Close to shore a wave took us and hurled the barge a horse's length out of water. With the violent shock nearly all the people who lay in the boat like dead came to themselves, and, seeing we were close to land, began to crawl out on all fours. As they took to some rocks, we build a fire and toasted some of our maize. We found rain water, and with the warmth of the fire people revived and began to cheer up. The day we arrived there was the sixth of the month of November.

**Team # 2**

The next day, at sunrise, which was the hour the Indians had given us to understand, they came as promised and brought us plenty of fish and some roots which they eat that taste like nuts, some bigger, some smaller, most of which are taken out of the water with much trouble.

In the evening they returned and brought us more fish and some of the same roots, and they brought their women and children to look at us. They thought themselves very rich with the little bells and beads we gave them, and thereafter visited us daily with the same things as before. As we saw ourselves provided with fish, roots, water and the other things we had asked for, we concluded to embark again and continue our voyage.

We lifted the barge out of the sand into which it had sunk (for which purpose we all had to take off our clothes) and had great work to set her afloat, as our condition was such that much lighter things would have given us trouble.

The wen embarked. Two crossbow shots from shor a wave swept over us, we all got wet, and being naked and the cold very great, the oars dropped out of our hands. The next wave overturned the barge. The inspector and two others clung to her to save themselves, but the contrary happened: they got underneath the barge and were drowned.

The shore being very rough, the sea took the others and thrust them, half dead, on the beach of the same island again, less the three that had perished underneath the barge.

The rest of us, as naked as we had been born, had lost everything, and while it was not worth much, to us it meant a great deal. It was November, bitterly cold, and we in such a state that every bone could easily be counted, and we looked like death itself. Of myself I can say that since the month of May I had not tasted anything but toasted maize, and even sometimes had been obliged to eat it raw. Although the horses were killed during the time the barges were built, I never could eat of them, and not ten times did I taste fish. This I say in order to explain and that any one might guess how we were off. On top of all this, a north wind arose, so that we were nearer death than life. It pleased Our Lord that, searching for the remnants of our former fire, we found wood with which we guilt big fires and then with many tears begged Our Lord for mercy and forgiveness of our sins. Every one of us pitied not only himself, but all the others whom he saw in the same condition.

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**All Students read:**

...Close to shore a wave took us and hurled the barge a horse’s length out of water. With the violent shock nearly all the people who lay in the boat like dead came to themselves, and, seeing we were close to land, began to crawl out on all fours. As they took to some rocks, we build a fire and toasted some of our maize. We found rain water, and with the warmth of the fire people revived and began to cheer up. The day we arrived there was the sixth of the month of November.

**Team # 3**

At sunset the Indians, thinking we had not left, came to bring us food, but when they saw us in such a different attire from before and so strange-looking, they were so frightened as to turn back. I went to call them, and in great fear they came. I then gave them to understand by signs how we had lost a barge and three of our men had been drowned, while before them there lay tow of our men dead, with the others about to go the same way.

Upon seeing the disaster we had suffered, our misery and distress, the Indians sat down with us and all began to weep out of compassion for our misfortune, and for more than half an hour they wept so loud and so sincerely that it could be heard far away.

Verily, to see beings so devoid of reason, untutored, so like unto brutes, yet so deeply moved by pity for us, it increase my feelings and those of others in my company for our own misfortune. When the lament was over, I spoke to the Christians and asked them if they would like me to beg the Indians to take us to their homes. Some of the men, who had been to New Spain, answered that it would be unwise, as, once at their abode, they might sacrifice us to their idols.

Still, seeing there was no remedy and that in any other way death was surer and nearer, I did not mind what they said, but begged the Indians to take us to their dwellings, at which they showed great pleasure, telling us to tarry yet a little, but that they would do what we wished. Soon thirty of them loaded themselves with firewood and went to their lodges, which were far away, while we stayed with the others until it was almost dark. Then they took hold of us and carried us along hurriedly to where they lived.

Against the cold, and lest on the way some one of us might faint or die, they had provided four or five big fires on the road, at each one of which they warmed us. As soon as they saw we had regained a little warmth and strength they would carry us to the next fire with such haste that our feet barely touched the ground.

So we got to their dwellings, where we saw they had built a hut for us with many fires in it. About one hour after our arrival they began to dance and to make a great celebration (which lasted the whole night), although there was neither pleasure, feast nor sleep in it for us, since we expected to be sacrificed. In the morning they again gave us fish and roots, and treated us so well that we became reassured, losing somewhat our apprehension of being butchered.

*The Journey of Alvar Nuñez Cabeza de Vaca and His Companions from Florida to the Pacific 1528-1536*” translated by Fanny Bandelier. New York: A. S. Barnes & Co., 1905.

**All Students read:**

...Close to shore a wave took us and hurled the barge a horse’s length out of water. With the violent shock nearly all the people who lay in the boat like dead came to themselves, and, seeing we were close to land, began to crawl out on all fours. As they took to some rocks, we build a fire and toasted some of our maize. We found rain water, and with the warmth of the fire people revived and began to cheer up. The day we arrived there was the sixth of the month of November.

**Team # 4**

That same day I saw on one of the Indians a trinket he had not gotten from us, and asking from where they had obtained it they answered, by signs, that other men like ourselves and who were still in our rear, had given it to them. Hearing this, I sent two Christians with two Indians to guide them to those people. Very near by they met them, and they also were looking for us, as the Indians had told them of our presence in the neighborhood. These were the Captains Andrés Dorantes and Alonso del Castillo, with all of their crew. When they came near us they were much frightened at our appearance and grieved at being unable to give us anything, since they had nothing but their clothes. And they stayed with us there, telling how, on the fifth of that same month, their barge stranded a league and a half from there, and they escaped without anything being lost.

All together, we agreed upon repairing their barge, and that those who had strength and inclination should proceed in it, while the others should remain until completely restored and then go as best they could along the coast, following it till God would be pleased to get us all together to a land of Christians.

So we set to work, but ere the barge was afloat Tavera, a gentleman in our company, died, while the barge proved not to be seaworthy and soon sank. Now, being in the condition which I have stated – that is, most of us naked and the weather so unfavorable for walking and for swimming across rivers and coves, and we had neither food nor any way to carry it, we determined upon submitting to necessity and upon wintering there, and we also agreed that four men, who were the most able-bodied, should go to Pánuco, which we believed to be nearby, and that, if it was God, Our Lord’s will to take them there, they should tell of our remaining on the island and of our distress. One of them was a Portuguese, called Alvaro Fernandez, a carpenter and sailor; the second was Mendez; the third, Figueroa, a native of Toledo; the fourth, Astudillo, from Zafra. They were all good swimmers and took with them an Indian from the island.

*The Journey of Alvar Nuñez Cabeza de Vaca and His Companions from Florida to the Pacific 1528-1536* translated by Fanny Bandelier. New York: A. S. Barnes & Co., 1905.

**All Students read:**

...Close to shore a wave took us and hurled the barge a horse's length out of water. With the violent shock nearly all the people who lay in the boat like dead came to themselves, and, seeing we were close to land, began to crawl out on all fours. As they took to some rocks, we build a fire and toasted some of our maize. We found rain water, and with the warmth of the fire people revived and began to cheer up. The day we arrived there was the sixth of the month of November.

**Team # 5**

A few days after these four Christians had left, the weather became so cold and tempestuous that the Indians could no longer pull roots, and the canebrake in which they used to fish yielded nothing more. As the lodges afforded so little shelter, people began to die, and five Christians, quartered on the coast, were driven to such an extremity that they ate each other up until but one remained, who being left alone, there was nobody to eat him. Their names are: Sierra, Diego, Lopez, Corral, Palacios and Gonzalo Ruiz. At this the Indians were so startled, and there was such an uproar among them, that I verily believe if they had seen this at the beginning they would have killed them, and we all would have been in great danger. After a very short time, out of eighty men who had come there in our two parties only fifteen remained alive.

Then the natives fell sick from the stomach, so that one-half of them died also, and they, believing we had killed them, and holding it to be certain, they agreed among themselves to kill those of us who survived.

But when they came to execut it an Indian who kept me told them not to believe we were the cause of their dying, for if we had so much power we would not have suffered so many of our own people to perish without being able to remedy it ourselves. He also told them there remained but very few of us, and none of them did any harm or injury, so that the best was to let us alone. It please Our Lord they should listen to his advice and counsel and give up their idea.

To this island we gave the name of the *Island of Ill Fate*. The people on it are tall and well formed; they have no other weapons than bows and arrows with which they are most dexterous. The men have one of their nipples perforated from side to side and sometimes both; through this hole is thrust a reed as long as two and a half hands and as thick as two fingers; they also have the under lip perforated and a piece of cane in it as thin as the half of a finger. The women do the hard work. People stay on this island form October till the end of February, feeding on the roots I have mentioned, taken from under the water in November and December. They have channels made of reeds and get fish only during that time; afterwards they subsist on roots. At the end of February they remove to other parts in search of food, because the roots begin to sprout and are not good any more.



## Exploration Timeline

For each date on the timeline write the explorer and nation for which he explored. Extra points will be awarded for a symbol or graphic to represent the explorer.

1519-----1540-----1598-----1682-----1690-----

1716-----1721-----

## Lesson Plan: Catholic Missions in Texas

### TEKS Objective

#### Social Studies Texas History

2C - Identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo.

#### Essential Question

What lasting impact did the establishment of Catholic missions have on Texas?

#### Critical Vocabulary

Missionary	Convert
Franciscans	Expedition
Mission	Presidios
Ranchos	Viceroy

#### Hook

1. Ask students to pick a partner for a mind-streaming activity. A mind-streaming instruction sheet is in the Strategy Descriptions section.
2. Tell students they must share with their partner all they know about different types of missions. Give each student 30-45 seconds to talk then thank their partner and return to their desks. (Examples: A business mission statement, space mission, military mission, foreign mission, religious missionary, even the movie *Mission Impossible!*)
3. Make a list on the board of the various types of missions they spoke about with their partners.

#### Activity

1. Ask students to answer the following questions about missions in the New World using their textbook or other resources.
2. Discuss student answers to the mission questions worksheet below.
3. The majority of the native population did not speak or write European languages and many of the missionaries could not speak the native languages. In order to convert the population to Catholicism, they frequently used art to explain concepts. Analyze the burlap painting *Virgin and Child Adored by Five Angels* below. (Use SDA Document Analysis from the Strategy Descriptions section.)
4. Ask students to select a modern concept, such as Thanksgiving, Quinceañera/Sweet Sixteen Celebrations, Juneteenth Celebrations, San Jacinto Day, July 4<sup>th</sup> Celebrations, etc., and create a piece of art to convey the who/what/where/how and why of these celebrations.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/2C-Catholic-Missions/25421278\\_G4dxvT](http://sanjacinto-museum.smugmug.com/CurriculumGuide/2C-Catholic-Missions/25421278_G4dxvT)



# Spanish Missions in Texas

1. Why did the Spanish government set up missions in Texas?
2. What functions did the missionaries have at the mission?
3. How many missions were in Texas?
4. Why was it difficult to keep the native Indians at the mission?
5. What were the typical living conditions at a mission?
6. What lasting impact did missions have on the culture of Texas?



*Virgin and Child Adored by Five Angels.* Oil on burlap. 18<sup>th</sup> century. Gift of Mr. and Mrs. George A. Hill, Jr.

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## Lesson Plan: Mexican Independence from Spain

### TEKS Objective

#### Social Studies Texas History

2D - Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.

#### Essential Question

What led Mexico to fight for independence from Spain and what were the effects on Texas?

#### Critical Vocabulary

Cede  
Empire  
Republic  
Filibusters

#### Prior Knowledge

Students should have a basic understanding of English colonies in North America and America's independence from Great Britain. (Document links can be found on the next page.)

#### Hook

1. Define the word "independence" using the Mind-streaming strategy.
2. Debrief the mind-streaming with a class discussion of independence.

#### Activity

1. Discuss reasons the English colonies wanted independence from England.
2. Read the Declaration of Independence and make a listing of the colonist's complaints.
3. Compare those problems to the problems Mexico had with Spain and the problems Texians later had with Mexico. The Triangle Comparison chart could be used, or the foldable activity below.
4. Identify and explain how each of the following were significant in Mexican independence from Spain:
  - José Gutiérrez de Lara
  - Battle of Medina
  - Mexican federal Constitution of 1824
  - Merger of Texas and Coahuila as a state
  - State Colonization Law of 1825
  - Slavery in Texas

### Be a Star Bonus:

Write a newspaper editorial stating your opinion on why Mexico should be independent. Include at least FOUR of the six items in number 4 above.

### Links to important documents

U.S. Declaration of Independence <http://www.archives.gov/exhibits/charters/declaration.html>

Texas Declaration: <https://www.tsl.state.tx.us/treasures/republic/declaration.html>

Texas Declaration of Independence Original Document: <https://www.tsl.state.tx.us/treasures/republic/odeclar-01.html>

Mexican Declaration of Independence Original Document: <http://www.agn.gob.mx/independencia/Imagenes/index1.php?CodigoReferencia=MX09017AGNCL02SB05FO131AICMUS001>

English version of Mexican Declaration of Independence: [http://en.wikipedia.org/wiki/Declaration\\_of\\_Independence\\_of\\_the\\_Mexican\\_Empire#Text\\_of\\_the\\_Declaration](http://en.wikipedia.org/wiki/Declaration_of_Independence_of_the_Mexican_Empire#Text_of_the_Declaration)

### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/2D-Mexican-Independence/25422146\\_Cq39kB](http://sanjacinto-museum.smugmug.com/CurriculumGuide/2D-Mexican-Independence/25422146_Cq39kB)

Students will create a foldable with three sheets of different colored paper. Stack the three sheets of paper with an approximate ¼ line overlap. Hold the three pieces together and create a hot dog fold and staple twice at the top to hold the three sheets together. Cut through the top two pages to create flaps.

<p style="text-align: center;"><b>England</b></p> <p>Date United States were independent from England</p>	<p style="text-align: center;"><b>Spain</b></p> <p>Date Mexico was independent from Spain</p>	<p style="text-align: center;"><b>Mexico</b></p> <p>Date Texas was independent from Mexico</p>
<p>Document name giving independence</p>	<p>Document name giving independence</p>	<p>Document name giving independence</p>
<p>Under this flap add reasons independence was sought.</p>	<p>Under this flap add reasons independence was sought.</p>	<p>Under this flap add reasons independence was sought.</p>

## Lesson Plan: Individuals Important to Mexican Settlement

### TEKS Objective

#### Social Studies Texas History

2E - Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas.

#### Essential Question

What lasting impact did early settlement have on Texas?

#### Critical Vocabulary

Empresario  
Immigrant  
Push and pull factors  
Land grants  
Imperial Colonization Law  
Old Three Hundred

#### Hook

1. Ask students what factors could make them move to another city or state.
2. List the reasons on the board or overhead and discuss whether the factors are pushing them out or pulling them to a new location.

#### Activity

1. Remind students that Mexico fought and won independence from Spanish rule in 1821. Mexico quickly realized that to maintain control over Texas required a larger population. As a class complete a Problem Solution Chart prior to the assignment. (Example on the page below)
2. Ask students to work with a partner and analyze print copies of the documents, photographs and artifacts. Documents are included below. Printable worksheets for each type of document are available at the National Archives website: <http://www.archives.gov/education/lessons/worksheets/>
3. Complete Texas Open for Business activity (explained below)

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/2E-Mexican-Settlement/25422435\\_J4j9d5](http://sanjacinto-museum.smugmug.com/CurriculumGuide/2E-Mexican-Settlement/25422435_J4j9d5)

## Problem Solution Chart for Settlement of Texas

Problem or Issue	Mexican government needed a new policy for settling and governing Texas
Effects	Mexico feared they could not protect Texas
Causes	Few Tejanos wanted to live in the harsh Texas frontier New governments are generally weak
Solutions	Texas is opened for Anglo settlement Free land is offered



# Texas Open for Business

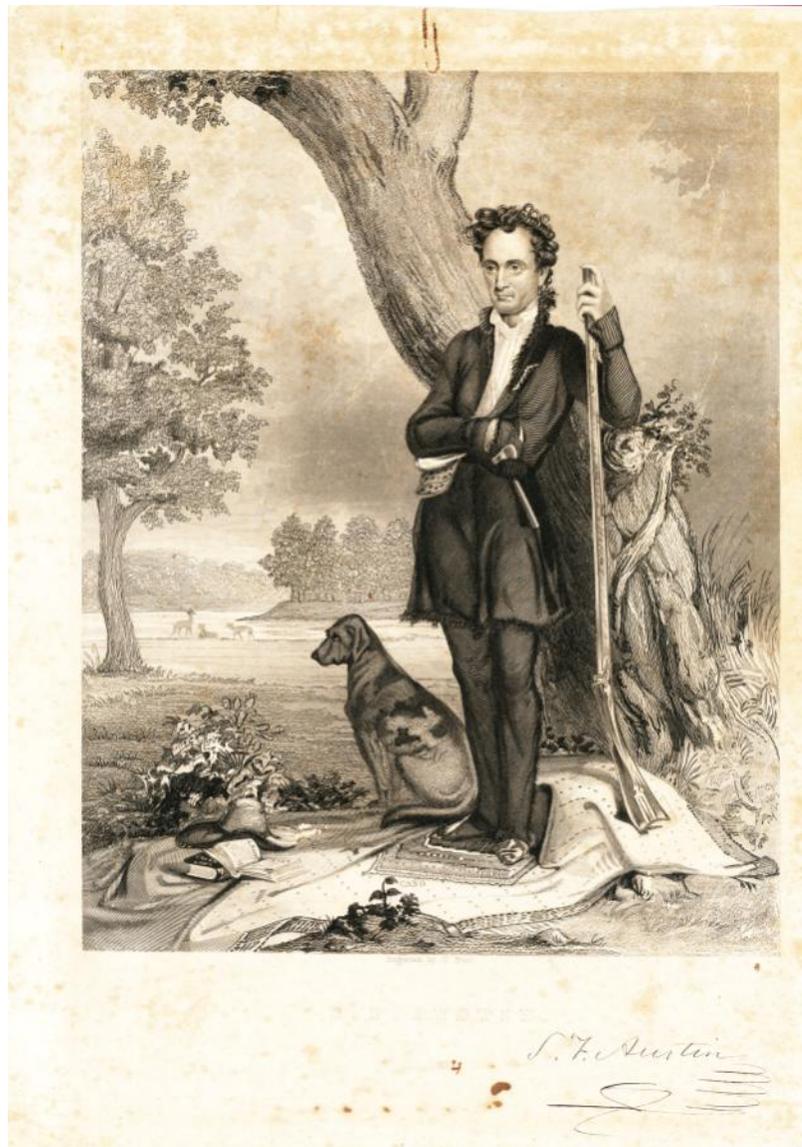
Students will be divided into teams and research the settlement efforts of each of the following individuals:

**Moses and Stephen Austin**  
**Erasmus Seguín,**  
**Martín De León**  
**Green DeWitt**

**Each team will do the following:**

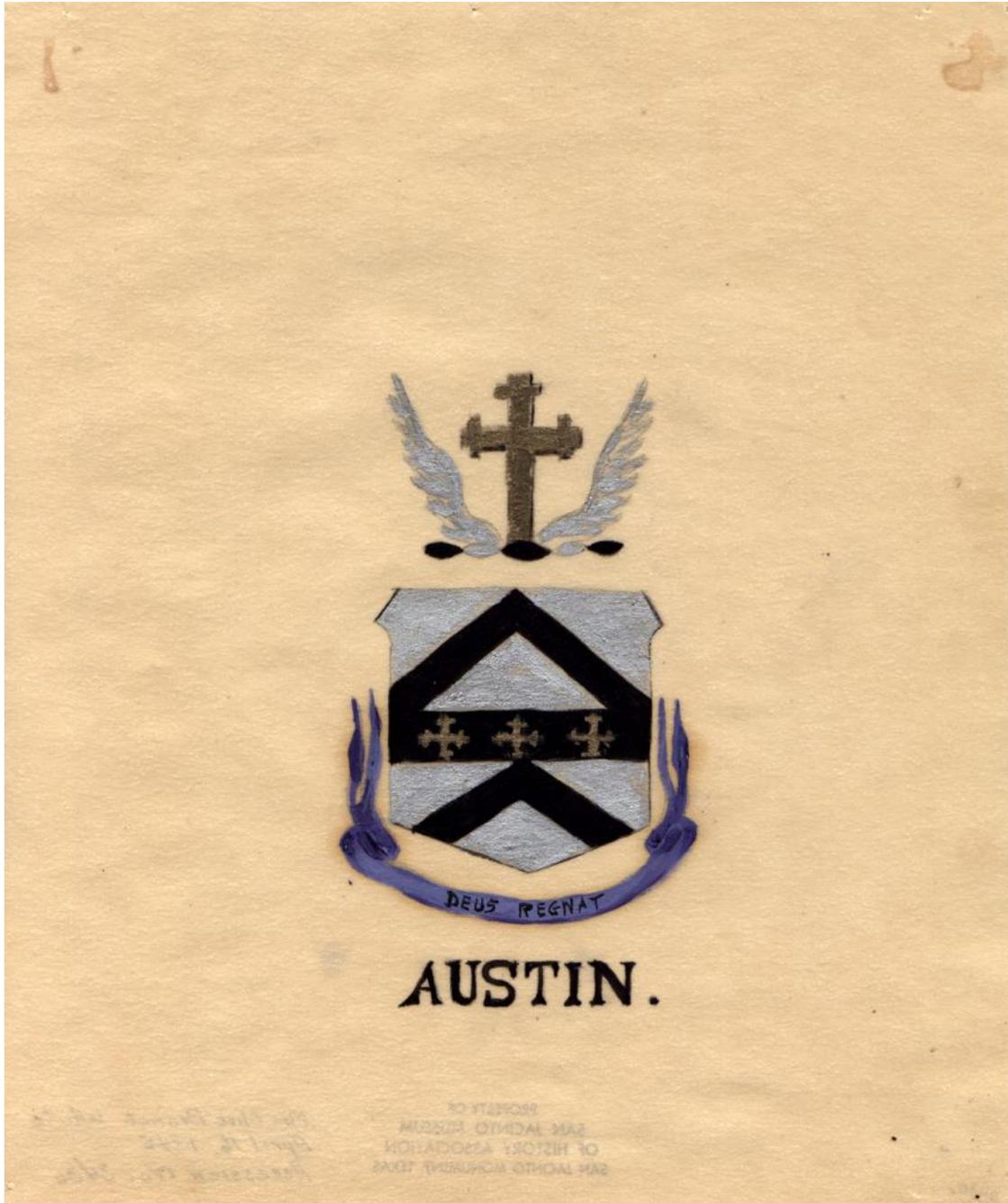
- ◆ **Locate and label the settlement on a blank map of Texas**
- ◆ **Create a brief biography of the individual leading the settlement**
- ◆ **Explain when and why this person wanted a settlement in Texas**
- ◆ **Identify any problems with:**
  - the Mexican government**
  - economic conditions**
  - settlers in the settlement**
  - completion of their settlement plan**
- ◆ **Evaluate the success or failure of the settlement**
- ◆ **Identify geographic considerations with the location of each settlement that were problematic for the settlers or their leaders**
- ◆ **Provide one eyewitness account from the settlement or write an original story about life in the early settlement**

**After all teams have reported on their settlement, have students complete either a Key Phrase Journal or End of Class Reflection sheet.**



Burt, Charles Kennedy. *S. F. Austin in 1824*. Engraving. Accession number 14883.15.

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Olive Branch White, Coat of Arms of the Austin Family. Painting on parchment.  
Gift of the artist.

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Charles Shaw. *Austin Presents his Petition*. Oil on canvas, ca. 1986. Museum purchase.

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\$20 note, Green Dewitt's Colony, October 15, 1825. Accession number 20336.



Musket. English, pre-1830. Gift of Narcille White Murray. Belonged to William White, member of the Old Three Hundred.

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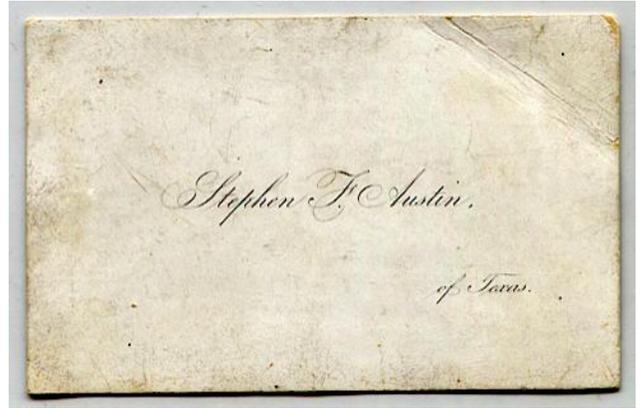


I. Valt Funk & Son, Kentucky Plainsmen-style Rifle. German, early 19<sup>th</sup> century. Gift of the descendants of Charles K. Reece. Owned by Charles K. Reece. He was born in Tennessee November 13, 1810, and came to Texas in February 1830 as a member of Austin's colony. A veteran of San Jacinto, he was later the captain commanding Company E on the Mier expedition. He escaped Perote Castle July 2, 1843.

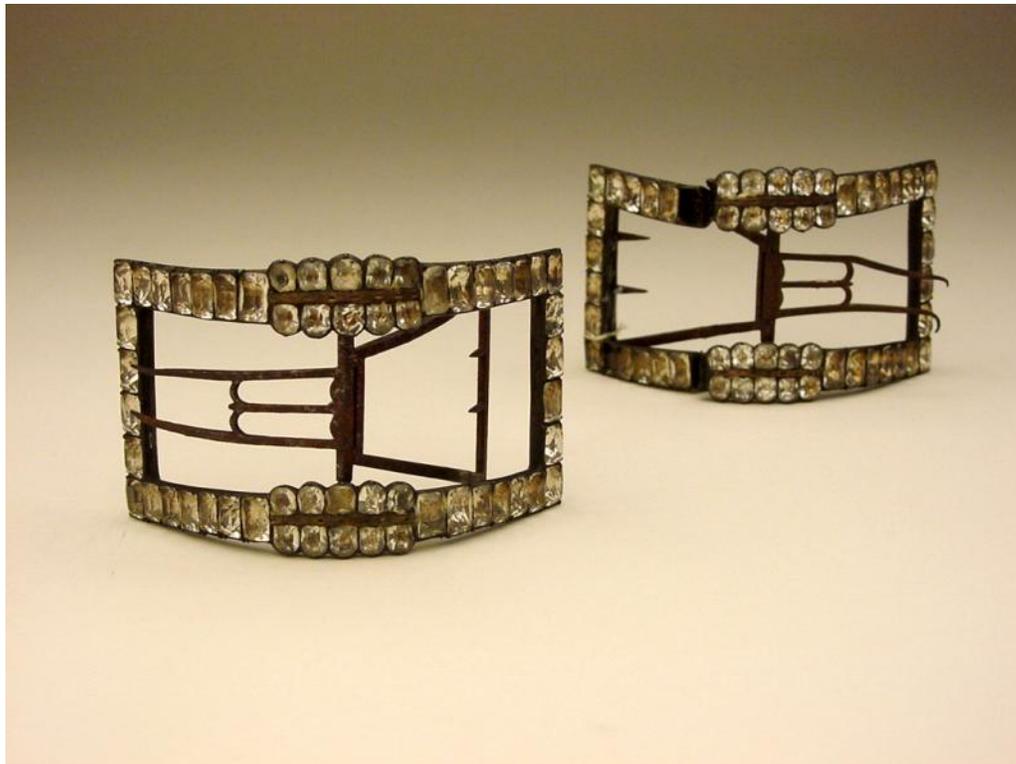


Powder Measure. Bone (string not original), early 19<sup>th</sup> century. Gift of Narcille White Murray. Belonged to William White, member of the Old Three Hundred.

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Copper plate for calling card. Accession number 19915. Calling card, Stephen F. Austin.  
Accession number 19914.



Pair of Knee Buckles. Brass and brilliants, early 19<sup>th</sup> century. Gift of Mrs. Stuart Sherar, Arthur A. Moore, Jr. and J. Perry Moore in memory of their mother, Mrs. Arthur A. Moore, Sr. Belonged to Moses Austin.

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## Lesson Plan: Early Settlements in Texas

### TEKS Objective

#### Social Studies Texas History

2F - Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas

#### Essential Question

What impact did early settlements have on the modern culture of Texas?

#### Critical Vocabulary

Land titles  
Financial panic  
Militia  
Empresarios  
Tejano

#### Hook

1. Raise your hand if you were born in another state. Why did you and your family come here? (Answers will vary – for a job, to be with other family already here, better life, tired of the snow, etc.)
2. Would early settlers have similar reasons for leaving their homes and risking a new life in Texas?

#### Activity

1. Read the Diary of R. H. Hunter from a class set of copies. Ask students to take turns to read aloud.
2. Ask students to make a list of hardships experienced by Hunter and his family as they listen to the story.
3. Complete the content frame below based on the diary of R. H. Hunter.
4. Ask students to use their textbooks or the internet to complete the comparison chart of early settlements. Use the Settling Texas graphic organizer below.
5. Write a one page narrative story of life in Stephen F. Austin's colony. Include who you are, why you came with Austin, where you are from, and what everyday life is like in the colony.

#### Be a Star Bonus

Research the families on the Old Three Hundred. Identify one family still prominent in Texas. Complete a brief family history in a graphic organizer you design.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/2F-Early-Settlements/25427745\\_tG6X5K](http://sanjacinto-museum.smugmug.com/CurriculumGuide/2F-Early-Settlements/25427745_tG6X5K)

# Diary of My Life by R. H. Hunter

Who?	
When?	
From Where?	
Arrived Where?	
Method of Travel?	
Hardships?	
Assistance or Help?	
Successes?	

Write a one sentence summary of Mr. Hunter's early experiences in Texas.

## DIARY OF MY LIFE

By

R. H. Hunter

I, R. H. Hunter, was born May 1, 1813, in Ohio, in a little town Circleville in Pickaway Plains. I was about 4 years old when Father moved to Missouri, and in April, 1822, came to Texas.

On April 7 we landed in San Jacinto Bay; we came around by water in a small boat and a scow. As we were sailing along the coast we spied a small boat on the beach and went in shore at the mouth of the Mamantough. There we stayed 5 or 6 days and fixed up the little schooner and we corked her up tight, put in the old mast that was broke down, and put in something to eat that day and tied our little scow behind and set sail for Galveston with all of our goods and chattels in the scow.

While out a piece, a southeast gale blowed up & we come on untill about 8 or 9 o'clock, when our scow broke loose and went ashore and we come on to the mouth of what is now called Taylors bayou. There we campt. Father and Jack, our sailor, went back to git the scow.

When they got there, old Yokham and about 30 men was there and no scow, and all the men were drunk on Pa's rum; he had a barrel of rum on the scow and he had to come away the best he could and got nothing; he lost everything we had. Pa got back the next evening; he was gone two days and we had nothing to eat. Jack killed an aligator & rosted the tail and we eat it & not a drop of water to drink. Pa saved 4 trunks out of the scow and in one of them was a bolt of domestic. Pa took it & spread it out on the grass and got it wet with dew and rung it in a bucket and that saved us until we got to Galveston that evening.

When we got to Galveston we found 5 large emigrant ships laying at anchor in the harbor, Capt. John Rock and his big black ship laying at ancor. He fiard a cannon to bring us too. When Pa came to Texas in 1821 he got acquainted with old man Anson Taylor on Trinity and old man Taylor was on Capt. Rocks ship and knew Pa, and with his speaking trumpet called us along side and Capt. Rock let down a chair and took us aboard.

Us little ones was hungry; we had not eat anything for 3 days but the aligator tail. The cook was at the Caboos a-cooking; he had a pot of rice setting by; the old Irishman ast us if we were not hungry & we, the children, told him yesser. He gave us some spoons and we pitched in to the rice. Pa came around and seen us. "Children, children, what are you doing there?" The old Irishman hollowed out, "Let them alone; I put them there. They are hungry, let them eat." That rice et good.

We stayed with Capt Rock that night. Next morning Capt. Rock gave Pa a half barrel of pork and a sack of rice, half a barrel of flower and a sack of French brown sea bread. When we left, we took two families aboard with us and sailed up to San Jacinto bay, landed at what is now called New Washington [Morgan's Point], the 7th day of April, 1822. Pa put us up a big sail tent and he left us there and went back to Galveston & brought all of them families to shore; he made about a hundred dollars a trip.

The Tankaway Indians and the Cronks [Karankawas] were hostile and troubled the whites. They learnt how to give a signal by putting up a white flag. There was two families come up from Galveston in two small boats; the Cronks put a white flag on the Beach at little Cedar Bayou and the boats went ashore. The Cronks run on them and killed them; there were 3 men and 2 wimmen and 4 or 5 children. One man got away by jumping out into the bay, swimming and wading 4 or 5 miles across to the point about, and came around to Pa's. Pa and a man by the name of Fowler got in their boats and collected some 10 or 15 men and went down to Little Cedar Bayou that night and found the Indians a-cooking the people's hands and feet and eating and dancing. The white lay close in the grass by them untill daylight & fired into them and killed 15 or 20 of them and the balance left. They never bothered us any more.

Pa before this went over to the Trinity and bought 2 cows & calves from old man Anson Taylor; he gave \$100 for them and brought them home and it was prairie across from our house south to Galveston-bay, one mile and a quarter, and I would have to go over there and drive the cows home. Sometimes I would stay late and Pa would git his old gun and go after men, thinking the Indians had me. Where we lived we could see the Indians' fires over on the beach at Little Cedar Bayou.

We had a little field of 8 or 10 acres and Pa got some sugar cane from Attakapas and we planted it and raised fine cane. We would ship the cane up to Harrisburg and exchange to old man Stafford for corn. Mr. Stafford would bring his corn from the Brassos where he lived to Harrisburg. We had a big canoe that we shipt our cane up in and we would exchange cane for corn. One time Brother John and myself tuck up a boat load of cane to Harrisburg and got our corn and come down to the Bay and a September gale set it; the wind was very high & the waves was running high. Pa was on the bank at home with a white sheet a-waveing it to us to turn up the bay. I steered to the nearest land, about 2 miles above home, and we got about 20 feet of the shore and we went under, but our boat was under such headway that we run her on the bank. We got our corn all wet and had to shuck it all out upon the beach, every other year we could make corn on the bay.

Pa sent me up to Harrisburg with a shovel or a renter plow to have sharpened; while up there a cold norther come. I went down to Uncle Billy Vince's; I stayed there 2 days. The norther broke off a little the second day. In the mean time my horses got away from me. Mr. Vince let me have a horse & I started home. Mr. Vince rapt me up in a blanket & an over coat. It was 25 miles home; I got about half way home when the norther sprung up afresh, rained & sleeted and my lazy horse I would get him along and I got so cold that I had no feeling; the icicles hung to my hat brim so that I could hardly see my way.

I finely got home; I rode up to the gate & pa come out to get some wood and saw me. He called me to git down. I heard him but I could not speak. He came to me and took me off the horse and stood me on the ground and I fell over. He took me up and carried me in to the house. Mr. Lynch was in, they told to bring him to the fire. Pa told them to bring in a tub of water that was out under the eaves. They done so and broke the ice, and Pa put me down in the water and thawed the ice before he could get my clothes off; my moccasins was froze to my feet. Pa gave me some alcohol & put me to bed. That was in the evening, and I knowed nothing untill next day 12 o'clock. When I woke up I was all wright.

Pa used to trade up the San Jacinto river with the Coshatta Indians; would buy deer skins, bear skins, coon skins and all kinds of bear oil. I always went with him; we went in a boat. The old chief, Francisco, treated us fine. When would leave them, Francisco would give us as much bear meat as we wanted to take home with us. He would say to Pa, "You scaw [squaw] and Poppas [papoose]."

Pa would buy his bear skins and oil to Attakapas and sell them for sugar molasses rum, red flannel brod [broad] cloth, for the Indians. Pa done right smart trading with the Indians (Cashatta) I think in August of the year.

Pa went out to San Antonio; he hired a Coshatta Indian to guide him out there. He got his money & medicine that he left there in 1821 and brought a drove of horses & mules. He came home by the way of Labadie [La Bahial]; there he was robbed of his money, \$1300 all in gold. He brought his horses, 50 head, home.

When he left for San Antonio he hired his little schooner to a Mr. Scott on the bay to go to New Orleans, and Scott lost the schooner and Pa never got anything for her.

He took his horses and mules to Attakapas and bought a sloop with them. He took a sloop load of corn from old man George Orrs on the Trinity river, where Liberty now is, and took it to Attakapas, La., and brought back sugar and Molases and rum. Now all this time Mother and us children remained on San Jacinto Bay, what is now called New Washington, surrounded by the Tonks and Tonkaway Indians, Mother and 5 children; I was the oldest.

We could see 25 or 30 Indians over on the beach south of us on Little Cedar Bayou, 7 or 8 miles from us, and could see them for weeks at a time. I would go out in the evening to drive up the cows (we had 2 cows); sometimes I would stay late and Ma would go out in the edge of the prairie and call me, and when Pa was at home he would go out on the prairie with his gun to look for me.

Father shipped the first cotton that we ever shipped from Texas to Attakapas, La. He shipped it from the Brassos River in the seed; I think that was in 1824. The next trip he got cast away on the west end of Galveston island, on an island on the mainland. He lay there for 21 days and had nothing to eat but fish and oysters.

Capt. Decrow was running a little sloop from the Brassos to San Jacinto Bay. Pa seen him twice pass and raised a white flag, but Mr. Decrow thought it was Indians and would not go in. The third time he passed Pa and his man Fowler got some drift logs and tied them together and started to cut Mr. Decrow off and went out and past the point of Galveston, and was going out into the breakers in the gulf. Mr. Decrow seen they were white men, and put out for them and took them off the raft and brought them up to San Jacinto home.

Father was the doctor on the Bay at that time, and done a good deal of the surveying at that time on the Bay. When father went to San Antonio for his money and medicines and brought his horses in, he got a young Mexican boy with him. He learnt to talk Mexican, and in a very short time I could talk as good as he could. The Mexican would bring in horses and mares to sell and I would have to interpret for them. They gave choice of mares for a cow & calf. Pa has bought good horses for 3 and 4 dollars apiece.

We lived 7 years on the Bay. Father sold his land there to two men, one by the name of Cloper [Clopper], and the other by the name of Louis; he got 25 cents per acre. Pa got about 30 head of cows & calves from them and then we moved to the Brassos in Fort Bend county. Pa bought 200 acres of land from a Mr. Alex McCoy. I believe Pa paid 4 cows and calves for the land. We drove 40 head of cattle to the Brassos.

Pa cut a big pole 20 feet long and put it up against 2 trees and cut some long poles and put one end on the ridge pole and the other end on the ground and split out lathing and put on the poles, and split out 3-foot boards and covered it. It made a good house; we lived in it 3 or 4 years. We then went into the cane brake and cut cane, cleared us up a field. We planted our corn with hand spikes and axes for 3 years before we could plow it for the cane roots. We made from 40 to 60 bushels of corn per acre and good big corn. After we got to plowing, we planted cotton; we made a bale and a half of cotton to the acre. Pa sold his cotton 5 or 6 cents a lb.

Pa bought a negro woman, Ana, from old man Brown in Sanphilop [San Felipe], and the next year he bought another woman of Brown, Ana's daughter Harriet. I believe it was three years he bought 2 negroes, Freeman and Seger, and the next year he bought a woman, Mary, a African.

Father shipped 59 bales of cotton down the Brassos river on 2 large canoes made out of 2 large cotton wood trees with a platform on them. James McCoy, a Dutchman, Pa and myself we started on Christmas morning 1834; got down the river by McHenry Jones, and our boat run on a snag and turned over. We got wet and cold and we had no way to git off. We hoop and hollowed, and one of Mr. Jones' men came to the bank. He got a skift and came to us and took us off and we cut the cotton loose and floated it ashore. The river had been very high that summer and the banks was muddy. We got a yoke of oxen from Mr. Jones and chains and ropes and hauled the cotton up on the bank, and the next spring, I believe it was the last week in March, James McCoy and myself took a conoe and went down to the cotton, rolled it in to the river and floated it down to Columbia and hauled it out, and father sold it to Night & White for 3 dollars a bale.

# Settling Texas



Who	When	Where	Why	How
Spanish Settlements				
Mexican Settlements				
Anglo Settlements				

For each group of settlers write a one sentence summary to explain how the group's settlement had a permanent impact or influence on Texas. Write on the reverse side of this content frame.

## Lesson Plan: Land Grants in Texas

### TEKS Objective

#### Social Studies Texas History

2F - Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas

#### Essential Question

How did land grants influence the early settlement of Texas?

#### Critical Vocabulary

Land grant	Land deed	Imperial Colonization Law
Land title	Acre	Legal property descriptions
Field notes	Vara	Pole
Surveyor's sketch	League	
Plat/Plot	Labor	

#### Hook

1. Ask students what methods they might use to locate a famous building. (Longitude and latitude, road map, Google maps, etc.)
2. Using a map of the United States locate the following place, 30° 16' 29" N, 97° 44' 26" W. Show students the photograph of the Texas State Capitol Building after they have found the requested location.
3. Ask students if they could find the correct location with only the following information: Lots 1 thru 12, Block 148. What other information might they need? A city? A street address? (Example: Harris County Public Library, 500 McKinney Street, Houston, Texas; Lots 1 thru 12, Block 148.) Technically, you also need to know which plat map this refers to since some areas were laid out more than once.
4. Does having a legal description and a legal deed help protect your property rights?

#### Activity

1. Review the attached land grant documents with students. Discuss what you can learn about the land, its owner and the government that issued the document from reading the grant. Focus on the way they measured the property and the use of alternative measurement methods.
2. Divide students into two or more teams.
3. Assign students the task of locating, measuring and describing a lesser-known physical place at school or in the community. Examples might include the circulation desk in the school library/media center, the teacher's lounge or an administration area. For an out of school assignment a local public space could be used, such as a library reading room or a portion of a public park. Teachers can select the locations or allow student groups to determine the location.
4. Teams will write a detailed narrative description, or field notes, of the property using standard measurements of feet and inches. The goal is for each team to create field notes of their location that can be used by other teams to draw a surveyor's sketch with major interior landmarks noted.

5. Teams must create two copies of the field notes. One will be exchanged with another team and should contain only the written description. The second copy should include the name of the location, street address, and the legal description. Legal descriptions may be found online at the County Clerk's website for your county.
6. Each team will take the field notes supplied by another team and use it to draw a surveyor's sketch of the property. When each team has completed the sketch, discuss the success and failure of their efforts:
  - a. What could be improved on each team's description and plan?
  - b. What was the most difficult part of the task?
  - c. What potential problems might Texas settlers have encountered using land grants to determine property boundaries?

### **Be a Star Bonus**

Research and report on the tools used by professional surveyors in the past and today. The report should include illustrations or photographs of some of the instruments used.

### **Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/2F-Land-Grants/25445617\\_pXBVTn](http://sanjacinto-museum.smugmug.com/CurriculumGuide/2F-Land-Grants/25445617_pXBVTn)

State of Texas  
 County of Milam  
 State of 1508 acres of land out of a survey in the name of Lewis Hickey being the amount found to be clear of conflict with the Sea Lead survey

Beginning at the SE corner of the original survey for the SE corner of this survey and running thence N 71° W 2649 meters to the SW corner in the east line of Sea Lead survey

thence with our line N 19° W 3680 meters to the NW corner

thence S 71° E 2414 meters to another

corner thence S 19° W 980 meters to the SW

corner of league No 4

thence S 71° E 2500 meters to the SE

corner of league No 4

thence S 19° W 1920 meters to the beginning

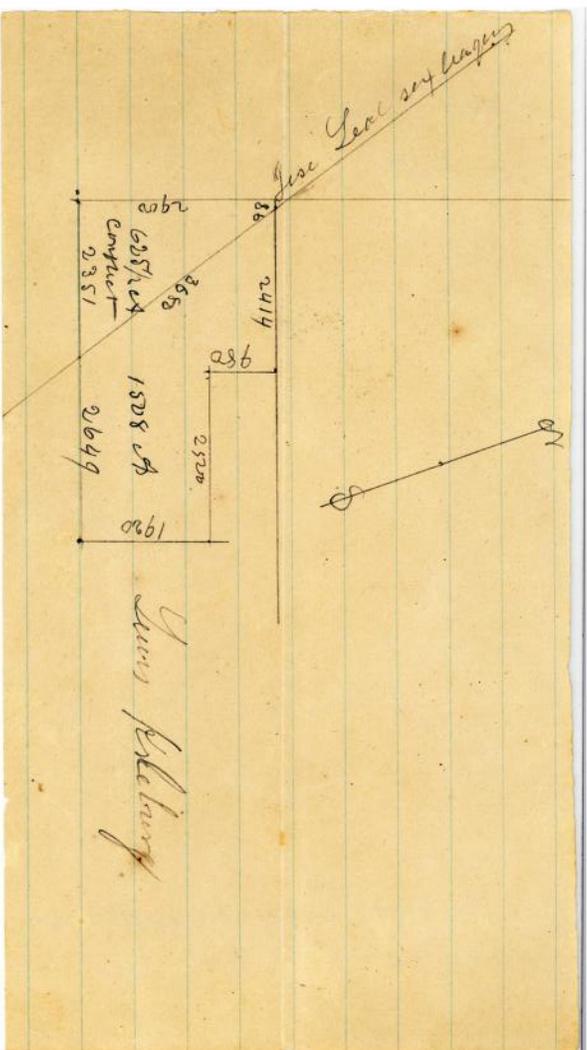
Survey Sept 15<sup>th</sup> 1873

George Green

Surveyor

Field notes and surveyor's sketch, for land in Milam County, Texas, made for Lewis Kleberg by George Green, 15, September 1873.

Images copyright 2012 San Jacinto Museum of History. Possession of a San Jacinto Museum of History image does not constitute permission to publish or reproduce that image.









ARKANSAS AND TEXAS LAND COMPANY.

No.                     

This Certifies, that *John Enrico* of *New York* is entitled to the right and benefit of One Sitio of Land, more or less, being one fifty-sixth hundredth part of one-half of two grants of land, situate in Texas, and included within the following boundaries:—**Beginning** at a land-mark, where the thirty-second degree of north latitude intersects the meridian of the one hundred and second degree of west longitude from London, that point being the south-west corner of the grant prayed for by Colonel Keuben Bofs, from thence to the west, following the parallel of the thirty-second degree of latitude, as far as the eastern boundary of New-Mexico; from thence to the north following the division line between the states of Coahuila and Texas and New-Mexico, till it intersects the right bank of the River Arkansas; from thence extending down the river, till it strikes a point which is intersected by the one hundred and second line of longitude west from London; from thence south, following said line of longitude, to the place of the beginning: as said moieties of the said grants are now held by Thomas Ludlow Ogden, Daniel Jackson, and Edward Curtis, Esquires, trustees, by virtue of a certain deed of trust, and articles of agreement, made and entered into by the said Trustees and others interested in the said lands, and each bearing date the 27th day of April, 1831.

**To Hold** said proportion or share to the said *John Enrico*, his heirs, executors, administrators, and assigns; subject to the terms, conditions, covenants, exceptions, rights, and powers, contained in the said deed of trust, and articles of agreement— which said share is transferable by indorsement.

NEW-YORK, APRIL 27, 1831.

*T. L. Ogden*

*Daniel Jackson* Trustees.

*Edward Curtis.*

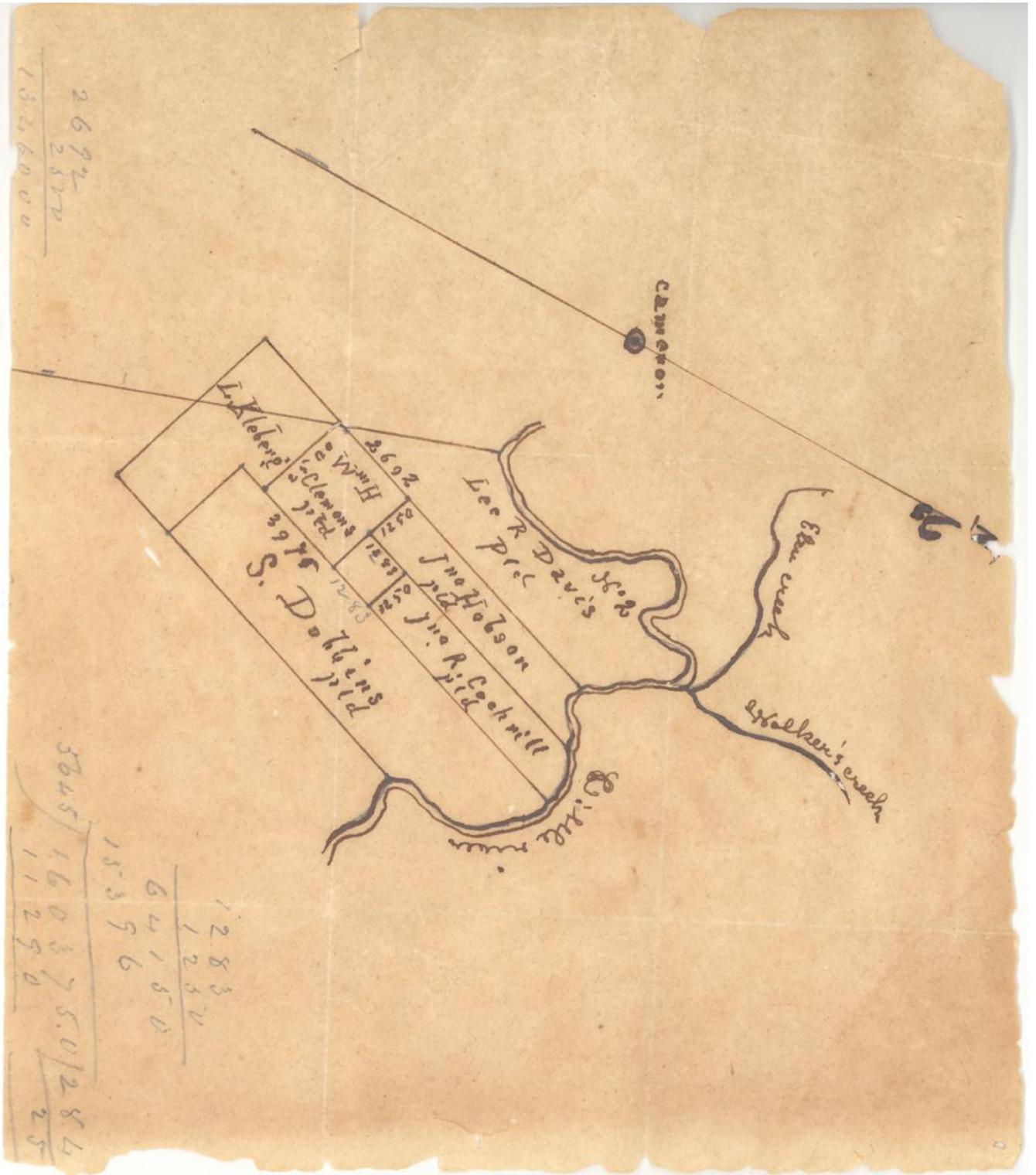
*James P. McGinnis*

Clerk.

One Sitio is equal to  $4428\frac{420}{1000}$  Acres, English.

Land grant, Arkansas and Texas Land Company to John Enrico, 27 April 1831. Image copyright 2012 San Jacinto Museum of History. Possession of a San Jacinto Museum of History image does not constitute permission to publish or reproduce that image.





Surveyor's sketch, near Cameron, Texas, by George Green.

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Plat map, near San Felipe de Austin.

*Image copyright 2012 San Jacinto Museum of History. Possession of a San Jacinto Museum of History image does not constitute permission to publish or reproduce that image.*



Capitol at Austin, 1949. Photograph by Cecil Thomson, 1949. Cecil Thomson Collection, MC097. Accession number 14885c0280.

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## Lesson Plan: Events Leading to Texas Revolution

### TEKS Objective

#### Social Studies Texas History

3A - Trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.

#### Essential Question

What major events lead to the revolution against Mexican control of Texas?

#### Critical Vocabulary

Reform  
Decree  
Customs duties  
Resolutions  
Convention  
Factions

#### Hook

1. Is there anything in your life that you would be willing to fight to protect? What? Why?
2. There were many different types of settlers in Texas prior to independence from Mexico: Anglos, Tejanos, etc. On a blank map of Texas shade the areas being settled prior to Texas independence. Identify each land grant settlement by name and group. Shade each with a different color. (This is information found in most Texas History textbooks.)
3. What events and actions by Mexico might prompt these settlers to fight for their property and way of life? (Taxes, new restrictive trade and immigration laws, conflicts over disputed land claims, etc.)

#### Activity

Use the following photographs to pique student interest before completing the following compare/contrast activity content frame.

#### Be a Star Bonus

In the opinion of most Americans the United States entrance into World War II began with the Japanese attack on Pearl Harbor. In your opinion, what was the defining event to solidify the willingness of settlers to fight for independence from Mexico? Your response must be in a well-developed one page essay.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/3A-Road-to-Revolution/25499621\\_6PgVKw](http://sanjacinto-museum.smugmug.com/CurriculumGuide/3A-Road-to-Revolution/25499621_6PgVKw)



Abril

El Com. Sr. Sr. de Estado y de Relaciones con el Ex. del actual, me ha comunicado el Decreto siguiente.

El Com. Sr. Vice Presidente de los Estados Unidos Mexicanos, en ejercicio del Supremo poder ejecutivo, se ha servido dirigirme el Decreto que sigue. El Vice Presidente de los Estados Unidos Mexicanos a los habitantes de la Republica, sabe: Que el Congreso Genl. ha decretado lo siguiente.

1.<sup>o</sup> Se permite la entrada en los puertos de la Republica de los generos de algodón prohibidos en la ley de 22 de mayo del año anterior, hasta el día 1.<sup>o</sup> de Enero de 1833, y por los puertos del mar del sur hasta fin de Junio del mismo año.

2.<sup>o</sup> Los derechos que adeuden dichos efectos se invertirán en sostener la integridad del territorio mexicano, formar el fondo de reserva, para el caso de una invasión extranjera y fomentar la industria nacional en el ramo de tejidos de algodón.

3.<sup>o</sup> El Gobierno podrá nombrar uno o mas comisionados que visiten las colonias de los estados fronterizos, que contraten con sus legislaturas la compra a favor de la federacion de los terrenos que sean oportunos y suficientes para establecer colonias de mexicanos y de otras naciones que accedan con las colonias establecidas y por lo que sean convenientes para la seguridad de la Republica; que vigilen a la entrada de nuevos colonos del exacto cumplimiento de las contratadas, y se terminen hasta que punto se han cumplido ya las celebradas.

4.<sup>o</sup> El Ejecutivo podrá tomar los terrenos que considere oportuno para fortificaciones, arsenales, y para las nuevas colonias, indemnizando a los estados su valor por cuenta de sus adiciones a la Federacion.

5.<sup>o</sup> De los presidarios destinados a Veracruz y otros puntos, podrá el Gobierno hacer conducir a las colonias que establezca los que creyere utiles, conitendo el viaje de las familias que quisieren ir con ellos.

6.<sup>o</sup> Los presidarios se ocuparán en las construcciones de las fortificaciones, poblaciones y caminos que creyere necesarios el comisionado, y concluido el tiempo de su condena si quisieren continuar como colonos, se les darán tierras e instrumentos de labranza, continuando sus alimentos el primer año.

7.<sup>o</sup> Las familias mexicanas que voluntariamente quisieran colonizar, serán auxiliadas para el viaje, mantenidas por un año, dándoles tierras y demás utiles de labor.

Viesca, José Maria. 19 April 1830. Transmittal of decree of April 6, 1830, to the alcalde of Cienegas, by the governor of Coahuila y Tejas. Houston Endowment Texana Collection, MC042. Page 1 of 3.

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8.º Los individuos de que hablan los artículos anteriores, se sujetarán a las leyes de colonización de la federación y estados respectivos.

9.º Se prohibe en la frontera del Norte la entrada a los extranjeros bajo cualquier pretexto sin estar provistos de un pasaporte expedido por los agentes de la República, en el punto de su procedencia.

10.º No se hará variación respecto de las colonias ya establecidas, ni respecto de los esclavos que haya en ellas; pero el Gobierno federal, o el particular de cada estado, cuidará bajo su más estrecha responsabilidad del cumplimiento de las leyes de colonización, y de que no se introduzcan de nuevo esclavos.

11.º En uso de la facultad que se renovó el Congreso federal en el art.º 11.º de la ley de 18 de Agosto de 1824, se prohibe colonizar a los extranjeros límites en aquellos Estados y territorios de la Federación que colindan con sus naciones. En consecuencia se suspenden los contratos que no hallen tenido su cumplimiento, y sean opuestos a esta ley.

12.º Sea libre por el término de cuatro años para los extranjeros el comercio de cabotaje con el objeto de conducir los efectos de las colonias a los puertos de Matamoros, Tampico y Veracruz.

13.º Se permite la introducción libre de todo derecho a los casales de madera, y toda clase de víveres, estamperas, en los puertos de Cuahutlán y Matagorda por el término de dos años.

14.º Se autoriza al gobierno para que pueda gastar en la construcción de fortificaciones y poblaciones en las fronteras, conducción a ellas de provisiones y familias mexicanas, su mantención por un año, útiles de labranza, gastos de comición, conducción de tropas, y premios a los agricultores que se distinguen entre los colonos, y todos los demás ~~recursos~~ recursos de fomento y seguridad que comprenden los artículos anteriores, hasta la cantidad de quinientos mil pesos.

15.º Para preparatoria de pronto la mitad de la suma anterior, podrá el Gobierno negociar sobre los derechos que causen los generos ordinarios de algodón, un préstamo con el premio de un tres por ciento mensual, reintegrable al vencimiento de los plazos que fija el arancel.

16.º La vigésima parte de los mencionados derechos, se empleará en el fomento de los tejidos de algodón, comprando máquinas y telares, asignando pequeños fondos de habilitación, y todo lo demás que crea oportuno el gobierno, quien repartirá estos auxilios a los Estados que contengan esta clase de industria, quedando dicha cantidad a disposición

Viesca, José Maria. 19 April 1830. Transmittal of decree of April 6, 1830, to the alcalde of Cienegas, by the governor of Coahuila y Tejas. Houston Endowment Texana Collection, MC042. Page 2 of 3.

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del ministerio de relaciones, para dar cumplimiento á tan interesante objeto.

17. Igualmente del producto de los referidos derechos se destinaron trescientos mil pesos para la formación de un fondo que se depositará en la casa de moneda, bajo la más estrecha responsabilidad del gobierno, quien solo podrá usar de él en caso de una invasión epandela.

18. El Gobierno reemplazará el plan de las nuevas colonias, presentará á la Cámara dentro de un año la cuenta de los ingresos y egresos que se establecen por esta ley, y les manifestará los aumentos y estados de las nuevas poblaciones de las fronteras. = José Domínguez, presidente de la Cámara de Diputados. = Miguel Duque de Estrada, presidente del Senado. = Juan Vicente Campos, Diputado Sr. Rafael Delgado, senador secretario. = Por tanto, mando se imprima, publique, circule, y se le dé el debido cumplimiento. = Palacio del gobierno federal en México á 6 de Abril de 1830. = Anastasio Bustamante. = A D. Lucas Alamán. = No comunico á V. para su inteligencia y efectos correspondientes."

No traslado á V. para su inteligencia y fines consiguientes.

Libertad, Leon Vicesid 19 de Abril de 1830.

Vicesid

Santiago del Valle

Sr.

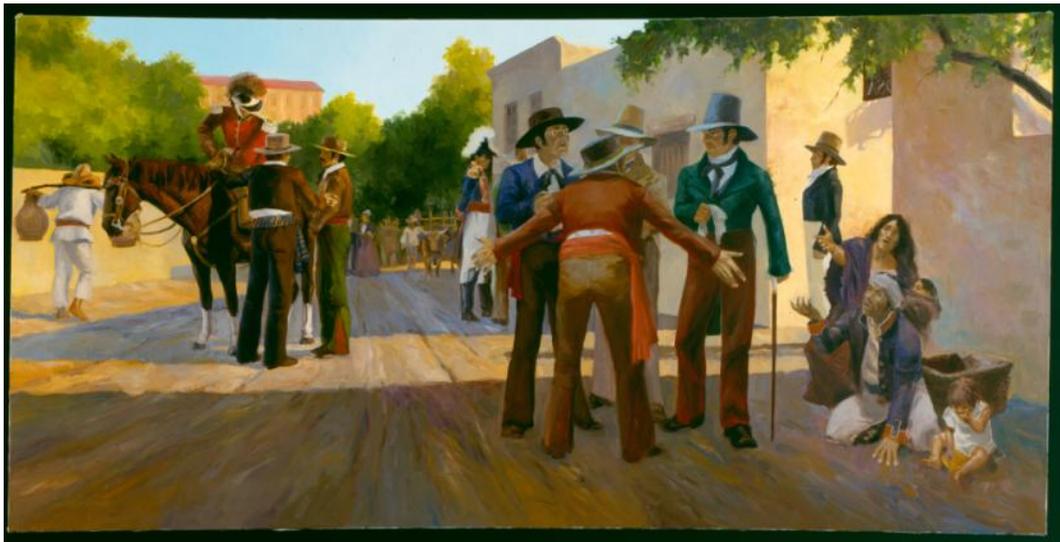
A. Alcalde de Cienegas

Viesca, José Maria. 19 April 1830. Transmittal of decree of April 6, 1830, to the alcalde of Cienegas, by the governor of Coahuila y Tejas. Houston Endowment Texana Collection, MC042. Page 3 of 3.

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“Old Stone Fort, Nacogdoches, Texas.” Photograph, [ca. 1900?] Accession number 3114.



Charles Shaw, *Travis Arrested at Anahuac Customs House*. Oil on canvas, ca. 1986. Museum Purchase. The painting depicts the scene at Anahuac in 1832 when William Barrett Travis and Patrick Jack were arrested after a dispute with the commander of the Mexican garrison in Anahuac.

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This piece of wood was taken from the Old Stone Fort/La Casa Piedra in Nacogdoches where empresario Haden Edwards headquartered for his grant and later for his abortive Fredonia Republic. Gift of Carrie Franklin Kemp.

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# Actions Lead to Rebellion

Event	Significant Individuals	Goal of Action	Complaints or Problems	Impact on Revolution
Fredonian Rebellion				
Mier y Terán Report				
Law of April 6, 1830				
Turtle Bayou Resolutions				
Arrest of Stephen F. Austin				
Travis Arrested at Anahuac Customs House				

**In a one sentence summary explain why you believe the rebellion against Mexican rule took so long to begin.**

## Lesson Plan: Texas Revolution and Significant Individuals

### TEKS Objective

#### Social Studies Texas History

3B - Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis.

#### Essential Question

How did the events and individuals of the Texas Revolution lead to the formation of the Republic of Texas?

#### Critical Vocabulary

Infantry  
Cavalry  
Provisional government  
Ad interim  
Noncombatants  
Siege  
Casualties

#### Hook

1. Ask students to use their textbooks and read the Texas Declaration of Independence.
2. With a partner make a list of the reasons Texans list for declaring independence.
3. What comparisons with the United States Declaration can be found?

#### Activity

1. A PBS production for their series *The American Experience*, “Remember the Alamo,” provides an excellent resource on the Texas Revolution. <http://www.pbs.org/wgbh/amex/alamo/index.html>
2. Ask students to review and discuss the images of George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, Sidney Sherman, Erastus “Deaf” Smith or William Travis below.
3. Ask students to explain the roles played by significant individuals during the Texas Revolution by completing the social networking activity on the following page.

#### Be a Star Bonus

1. Research some of the families who were part of the Runaway Scrape. The Dilue Rose Harris account is below.
2. Pretend you were part of the panic to get away from the marching Mexican Army and Santa Anna. Write an original story from your perspective.
3. Be prepared to share your writing with the class.

#### Image Gallery

Related images may viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/3B-Revolutionary-Heroes/25500757\\_C3kgt2](http://sanjacinto-museum.smugmug.com/CurriculumGuide/3B-Revolutionary-Heroes/25500757_C3kgt2)



### **Social Networking Activity**

**Create a “Facebook type” page for one of the individuals listed below. Inside the box you must include a photo or drawing of the person.**

Select from the following: George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, or William Travis.

**Profile:**

**Status Update:**

**Friends (a minimum of 4):**

**What’s on your mind? (You are required to write at least one post):**



George Childress.  
“Childress.” Photograph of statue. Accession number 12119.

*Image copyright 2012 San Jacinto Museum of History. Possession of a San Jacinto Museum of History image does not constitute permission to publish or reproduce that image.*



“William B. Travis.” Photograph of statue by Popeo Coppini. Accession number 12117.

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“Lieut. James Walker Fannin.” Photograph of portrait by Samuel F. B. Morse.  
Accession number 16140.

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Stephen Seymour Thomas, *General Sam Houston*. Oil on canvas, 1893. Gift of the City of Houston. Depicts Houston's April 16, 1836 decision to march toward Harrisburg rather than continuing the army's eastward retreat.

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Wheeler, Larry. *Lorenzo de Zavala*. Oil on canvas, 1980. Accession number 18308.

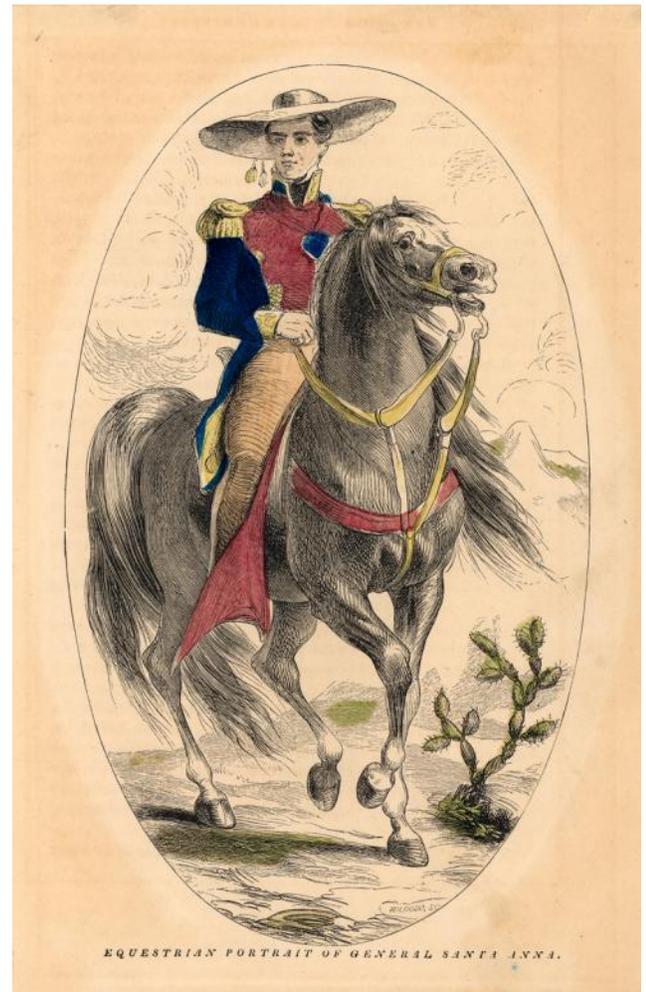
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Top: "Antonio López de Santa Anna." Daguerreotype, no date. Accession number 1768.

Bottom: "Equestrian Portrait of General Santa Anna." Engraving by W. H. Dood, hand colored. Accession number 12182.

*Images copyright 2012 San Jacinto Museum of History. Possession of a San Jacinto Museum of History image does not constitute permission to publish or reproduce that image.*





T. Jefferson Wright, *Erastus "Deaf" Smith*. Oil on canvas, ca. 1836. Gift of the Daughters of the Republic of Texas, San Jacinto Chapter.

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For an image of Juan Seguin, follow the link below.  
Texas State Library and Archives Commission. "Juan Seguin." <https://www.tsl.state.tx.us/treasures/giants/seguin/seguin-01.html>; accessed November 2012.



*Sidney Sherman.* Oil on canvas, ca. 1835. Gift of Lucy Brady Hunt.

*Image copyright 2012 San Jacinto Museum of History. Possession of a San Jacinto Museum of History image does not constitute permission to publish or reproduce that image.*

*Dilue Rose Harris' reminiscences of the Runaway Scrape*

March, 1836,—The Runaway Scrape

We camped the first night near Harrisburg, about where the railroad depot now stands. Next day we crossed Vince's Bridge and arrived at San Jacinto by night. There were fully five thousand people at the ferry. The planters from Brazoria and Columbia with their slaves crossing. We waited three days before we crossed. Our party consisted of five white families: father's, Mr. Dyer's, Mr. Bell's, Mr. Neal's and Mr. Bundick's. Father and Mr. Bundick were the only white men in the party, the others being in the army. There were twenty or thirty negroes from Stafford's plantation. They had a large wagon with five yoke of oxen, and horses, and mules, and they were in charge of an old negro man named Uncle Ned. Altogether, black and white, there were about fifty of us. Every one was trying to cross first, and it was almost a riot.

We got over the third day, and after traveling a few miles came to a big prairie. It was about twelve miles further to the next timber and water, and some of our party wanted to camp; but others said that the Trinity river was rising, and if we delayed we might not get across. So we hurried on.

When we got about half across the prairie Uncle Ned's wagon bogged. The negro men driving the carts tried to go around the big wagon one at a time until the four carts were fast in the mud. Mother was the only white woman that rode in the cart; the others traveled on horseback. Mrs. Bell's four children, Mrs. Dyer's three, and mother's four rode in the carts. All that were on horseback had gone on to the timber to let their horses feed and get water. They supposed their families would get there by dark. The negro put all the oxen to the wagon, but could not move it; so they had to stay there until morning without wood or water. Mother gathered the white children into our cart. They behaved very well and went to sleep except one little boy, Eli Dyer, who kicked and cried for Uncle Ned and Aunt Dilue until Uncle Ned came and carried him to the wagon. He slept that night in Uncle Ned's arms.

Mother with all the negro women and children walked six miles to the timber and found our friends in trouble. Father and Mr. Bundick had gone to the river and helped with the ferry boat, but late in the evening the boat grounded on the east bank of the Trinity and did not get back until morning. While they were gone the horses had strayed off and they had to find them before they could go to the wagons. Those that traveled on horseback were supplied with provisions by other campers. We that stayed in the prairie had to eat cold corn bread and cold boiled beef. The wagons and carts didn't get to the timber until night. They had to be unloaded and pulled out.

March, 1836—Crossing the Trinity River

At the Trinity river men from the army began to join their families. I know they have been blamed for this, but what else can they have done? The Texas army was retreating and the Mexicans were crossing the Colorado, Col. Fannin and his men were prisoners, there were more negroes than whites among us and many of them were wild Africans, there was a large tribe of Indians on the Trinity as well as the Cherokee Indians in Eastern Texas at Nacogdoches, and there were Tories, both Mexicans and Americans, in the country. It was the intention of our men to see their families across the Sabine river and then return and fight the Mexicans. I must say for the negroes that there was no insubordination among them; they were loyal to their owners.

Our hardships began at the Trinity. The river was rising and there was a struggle to see who should cross first. Measles, sore eyes, whooping cough, and about every other disease that man, woman and child is heir to, broke out among us. Our party now consisted of the five white families I mentioned, and Mr. Adam Stafford's negroes. We had separated from Mrs. M---, and other friend's at Vince's bridge. The horrors of crossing the Trinity are beyond my power to describe. One of my little sister's was very sick, and they ferryman said that those families that had sick children should cross first. When our party got to the boat the water broke the banks above where we were and ran around us. We were several hours surrounded by water. Our family was the last to get to the boat. We left more than five hundred people on the west bank. Drift wood covered the water as far as we could see. The sick child was in convulsions. It required eight men to manage the boat.

March 1836,—Crossing the Trinity

When we landed the lowlands were under water, and everybody was rushing for the prairie. Father had a good horse, and Mrs. Dyer let mother have her horse and saddle. Father carried the sick child, and sister and I rode behind mother. She carried father's gun and the little babe. All that we carried with us was the clothes we were wearing at that time. The night was very dark. We crossed a bridge that was under water. As soon as we crossed, a man with a cart and oxen drove on the bridge, and it broke down, drowning the oxen. That prevented the people from crossing, as the bridge was over a slough that looked like a river.

Father and mother hurried on, and we got to the prairie and found a great many families camped there. A Mrs. Foster invited mother to her camp, and furnished us with supper, a bed and dry clothes.

The other families stayed all night in the bottom without fire or anything to eat, and the water up in the carts. The men drove the horses and oxen to the prairies, and the women, sick children and the negroes were left in the bottom. The old negro man, Uncle Ned, was left in charge. He put the white women and children in his wagon. It was large and had a canvas cover. The negro women and children he put in the carts. Then he guided the whole party until morning.

It was impossible for the men to return to their families. They spent the night making a raft by torch light. As the camps were near a grove of pine timber, there was no problem with torch light. It was a night of terror. Father and the men worked some distance for the camp cutting down timber to make a raft. We were in great anxiety about the people that were left in the bottoms; we didn't know but they would be drowned, or killed by panthers, alligators or bears.

As soon as it was daylight, the men went to the relief of their families and found them cold, wet and hungry. Many of the families that were water bound I didn't know; but there were among them Mrs.'s Bells three children. Mr. Bundick's wife had given out the first day that we arrived at the river. Her health was delicate, and as she and her husband had friends living near Liberty they went to their house. When the men on the raft got close to those who stayed out all night in the Trinity bottom they found the negroes were scared and wanted to get on the raft; but Uncle Ned told them that the young mistress and children should go first. It was very dangerous crossing the slough. The men would bring one woman and her children on the raft out of deep water, and men on horseback would meet them. It took all day to get the party out to the prairies. The men had to carry cooked provisions to them.

The second day they brought out the bedding and clothes. Everything was soaked with water. They had to take the wagon and carts apart. The Stafford wagon was the last to be brought out Uncle Ned stayed in the wagon until everything was landed on the prairie. It took four days to get everything out of the water.

The man whose oxen were drowned sold his cart to father for ten dollars. He said that he had seen enough of Mexico and would go back to old Ireland.

It was been five days since we crossed the Trinity, and we has heard no news from the army. The town of Liberty was three miles from where we camped. The people there had not left their homes, and they gave us all the help in their power. My little sister that had been sick dies and was buried in the cemetery at Liberty. After resting a few days our party continued their journey, but we remained in the town. Mother was not able to travel; she had nursed the infant and the sick child until she was compelled to rest.

A few days after our friends had crossed a man crossed the Trinity in a skiff bringing bad news. The Mexican army had crossed the Brazos and was between the Texas army and Harrisburg. Fannin and his men were massacred. President Burnet and his cabinet had left Harrisburg and gone to Washington on the bay and were going to Galveston Island. The people at Liberty had left. There were many families west of the Trinity, among them our nearest neighbors, Mrs. Roark and Mrs. M----.

## Lesson Plan: The Battle of San Jacinto

### TEKS Objective

#### Social Studies Texas History

3B - Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis.

#### Essential Question

How did the events and individuals of the Texas Revolution lead to the Republic of Texas?

#### Critical Vocabulary

Infantry	Noncombatants
Cavalry	Siege
Provisional government	Casualties
Ad interim	

#### Hook

1. Watch the following video clip from You Tube:  
[http://www.youtube.com/watch?v=F\\_d1VFQOzCA](http://www.youtube.com/watch?v=F_d1VFQOzCA)
2. Ask students the following questions: Is this a historically accurate description of the battle? Is the topography of the region correct? What does the battlefield look like today? What information do we need to be able to answer these questions?

#### Activity

1. Read Pathways to Disaster for the Mexican Army below and discuss the answer to the questions.
2. Review the actual events of the battle with students. Ask students to read the firsthand account by W. C. Swearingen. Students could also reference the battle timeline to create an illustrated map and chronology of the battle. The firsthand account and timeline are included below.
3. For lesson conclusion put up butcher paper on a wall and ask students to add words to reflect what they know about the Battle of San Jacinto.....Where? Who? When? Why? Student may include words of emotion, drawings and so forth.
4. Discuss what the students have written and the significance of the battle.
5. Ask students to make a listing in their notes of what they believe to be the greatest significance of this battle.

#### Be a Star Bonus

Analyze the following political cartoon: *Houston, Santa Anna and Cos* <http://www.loc.gov/pictures/item/2008661295>

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/3B-Battle-of-San-Jacinto/25512701\\_mVHx84](http://sanjacinto-museum.smugmug.com/CurriculumGuide/3B-Battle-of-San-Jacinto/25512701_mVHx84)



## *Pathways to Disaster for the Mexican Army*

After the Alamo, General Santa Anna devised a three-pronged strategy designed to overwhelm what remained of the Texian forces. General José Cosme de Urrea would advance from the south with 1,400 men; General Antonio Gaona would sweep across the north with a column of 700 men; and Santa Anna and General Joaquin Ramirez y Sesma would lead 1,200 men through the center of Texas.

José Urrea's southern pincer swiftly destroyed a contingent of 400 Texians under the leadership of Colonel James Fannin at Goliad. General Sam Houston made a successful retreat from Gonzales, crossing the Colorado River to San Felipe de Austin and finally arriving at the Brazos River opposite Groce's plantation with a force that eventually increased to 900 men.

At this point, Santa Anna might have waited for his three heavily armed columns to concentrate at Old Fort (Fort Bend) before taking on Houston's forces. As he brought his army across the country, he learned that the Texian Government had fled to Harrisburg on Buffalo Bayou. Perceiving a chance for a masterstroke, Santa Anna impatiently set out ahead with only 750 men in an attempt to capture the Texian leaders.

As it turned out, the attempt was futile. The Texian cabinet evacuated Harrisburg on a steamboat headed to Galveston only hours before Santa Anna's arrival. Worse yet, when Sam Houston marched south to intercept him and do battle at San Jacinto, Santa Anna had lost his great numerical superiority. Although he received last-minute reinforcements of 500 men under the command of General Cos, bringing his strength up to 1,250 men, they were no match for Houston's 900 enraged Texians.

1. Why was Santa Anna impatient?
2. Was Santa Anna's original plan a sound one?
3. Why were the Texians enraged?

## Timeline

April 18: Captain Henry W. Karnes and a small patrol capture a Mexican courier. The letters and dispatches he carried told General Sam Houston that the Mexican Army was divided with only about 600 men with Santa Anna, who was near New Washington (now Morgan's Point).

April 19: General Houston's army, camped the night before across Buffalo Bayou from a burned Harrisburg, move along the flooded Buffalo Bayou looking for a safe place to cross. When one is found, the army takes all day to cross the bayou and then at dark marches toward Lynchburg, stopping sometime between midnight and 2:00 a.m. a few miles short of the ferry.

Receiving news that General Houston is marching towards Lynchburg, General Santa Anna's column prepares to set off in an attempt to capture the ferry first.

April 20:

6:00 a.m.: At dawn General Houston resumes his march to Lynchburg, takes control of the ferry, and then countermarches. Mexican scouts begin appearing.

8:00 a.m.: General Santa Anna leaves New Washington.

10:00: Houston has his men move into a small grove of trees on the banks of Buffalo Bayou near its confluence with the San Jacinto River, about half a mile from the ferry, and set up camp.

11:30 a.m.- 3 p.m.: Mexican cavalry approach the Texan camp; the Texan army fires the "Twin Sisters", two cannon posted at the edge of the trees, and the Mexican cavalry retreats. The Mexican army brings up its cannon, and the two sides exchange artillery fire. Sidney Sherman leads a cavalry charge toward a group of trees. The trees were held by Mexican infantry, and Sherman retreats. The "Twin Sisters" fire at the Mexican infantry, and the Mexican cannon and soldiers retreat. The clash was indecisive.

5:00 p.m.: A cavalry sortie led by Sherman (supported with a few companies of infantry) attempts to take the Mexican cannon, and is met by return fire from cavalry, artillery, and a few companies of infantry. Mirabeau B. Lamar acts heroically, saving two downed Texian soldiers. Four Texians are wounded.

April 21:

9:00 a.m.: General Cos arrives with 500 recruits, bringing General Santa Anna's troop strength to 1,250. The Mexican army settles in behind a barricade of baggage, saddle bags, and brush.

12:00 noon: General Houston calls a council of war. Erastus "Deaf" Smith leads six men to destroy Vince's Bridge, and remove an escape route for the coming battle.

3:30: The Texas troops parade for battle, with the cavalry (Col. Lamar) on the right, the regulars (Col. Millard) next, followed by the artillery (Col. Hockley), the First regiment of volunteers (Col. Burleson) on the left flanked by the second regiment of volunteers (Col. Sherman) on the far left. The Texas army marches toward the Mexican camp, where many of the troops are sleeping.

4:00 to 4:30: The opening shots. Sherman's men engage with the Mexican troops first, then the other regiments reach and pass the barricades. Cannon on both sides play a role, but then the Mexican cannon is taken by the Texans. In about eighteen minutes, the Mexican camp is overrun and the soldiers flee. Many are hindered by swamps near Peggy's Lake and are killed. Mexican cavalry and officers attempt to flee back across Vince's Bayou; most are unable to cross and are captured or killed. The slaughter continued for two more hours; 630 Mexican troops are killed, more than 700 captured. Eight Texans are killed.

Dusk: The Mexican prisoners begin to be brought into camp.

April 22: Mexican soldiers continue to be rounded up along Buffalo Bayou, Vince's Bayou, and Sims' Bayou, including General Santa Anna.

Texas Bufaloe Bieau April 23rd 1836.

Dear Brother:

In my last letter I informed you that I should start the next day for Genl. Huston's camp, and joined him on the Colorado River. The Mexican army was then encaped [encamped] on the oposite side of the river 3000 strong. Huston's Army was including our 2 companies 1372 men. The next day after we joined him, he comenced a retreat, back on the River Brasas 15 miles above the town of San Philip de Austin [San Felipe de Austin] (which Genl. Huston had burnt). The 2nd day after the site of San Philip was ocupied by the Mexican Army Genl. Huston stationed 3 companies on the River oposite town to prevent their crossing. Santa Anna sent a detachment of 500 men to a ferry below San Philip called Fort Bend and crossed them over and then sent the Remainder down to the same place and crossed his whole force. Santa Anna stationed 2500 men at Fort Bend, and took 500 of his veterans, and one Heavy Brass nine Pounder and pushed on to Harrisburg on Bufalo Bieau 35 miles from Fort Bend on his way to Galveston Island the only port the Texians now have in their posession. Huston imediately crossed the Brasas and took up his march for Harrisburg distant 57 miles. We got to the bieau oposite Harrisburg in the evening and Santa Anna had left it that morning for Linches Fery [Lynch's Ferry] on the road to Galveston. Next morning, our spies brought in the Mexican Mail Rider and the mail From which we learned, that Santa Ana was with the army in person. Genl. Huston had been compelled to give furlows to upwards of 200 men to go and cary their families beyond the Trinity River for Security and one entire company that was left oposite San Philip went home instead of joining us on our march, and when we reach Bufalo Bieau we had 810 men, and before we got through examining the letters, our spis that crossed the Bieau, brought in the Col. comanding the Mexican Cavelry [cavalry], with a letter from Genl. Coss, to Santa Anna, stating he would start the next morning from Fort Bend, with 650 men to join him at Linches Fery on Bufalo Bieau. Genl. Huston then knew that Santa Anna had gone by way of New Washington on the bay to destroy that place, and then to march up the Bieau to Linches Fery and join Coss and march on to Galveston and take it before Houston could find where he was, leaving the main body at Fort Bend to amuse Huston.

Genl. Huston crossed the Bieau next day with 520 men & the 2 4 pounders that reached us on our march from the Brasas, and he left the balance to take care of our baggage, and guard the camp. We lay in the bushes on the road to watch Coss and the 650 men, which was expected to pass that day but did not, as soon it became dark, we commenced [commenced] a rapid march for Linches Fery, calculating that Santa Anna would not cross the Bieau until the arival of Genl. Coss, at 2 o'clk [o'clock] a. m. we halted within 2 1/2 miles of Linches Fery, at sun rise on the 20th ultimo, we formed our line of Battle and proceded to the fery, when we reached the fery, we found Santa Ana had not yet reached there, but was on his way up from Washington. Huston picked his ground, placed his men, gave them his orders, then made them stack their arms in their places, and told them to eat their breakfast and be ready to receive them about 11 o'clk a. m. They come in sight drawn up in line, 400 infantry & 100 horse with their 9 pounder in the center of their infantry, at about 350 yds distance they opened on what few they could see of us with their canon [cannon], charged with grape and canister shot, but the men they saw was protected by the timber and sustained no injury except 1 man slightly wounded. They did not no [know] we had got a canon, and their fire was not returned until their infantry had comenced their fire with musquetry [musketry]. We then comenced with our canon, hopeing they would charge with their infantry to take them, and by that means we could cut them off and if possible take Santa Anna prisoner, or kill him. They retreated from our 4th fire of the canon, to a small wood in our front, where their canon was planted and kept up a fire with their canon until 1 o'ck p.m. when they fell back to a piece of high pararie [prairie] on the edge of the mash [marsh], their wright [right] & from their wright to a little past their centre was covered by a thick wood & pon [pond], & their left by an almost impasible bieau, with a level open pararie in front, and imediately comenced fortifying with brush, baggage, etc. Huston then determind to come out in the plain and engage

them. The cavelry was sent out to draw the enemy from their cover, but we could not get them to attack us. It being late in the afternoon, Huston defered attacking him until morning and march into camp. That knight [night] Coss arived with 650 men and joined Santa Anna making his force 1150. Santa Ana then considered Huston & Texas then in his power, with no chance of escape, and that he would let Cosses men rest one day, and on the morning of the 22nd seal the death warrant of Texas, by the destruction of Huston & the only men Texas has in the field. At half past 12 o'clk of the 21st ultimo we left our camp to attack him, leaving 1 company of 38 men in camp. Our cavelry about 110 strong, was posted on the wright, the 2 companies of Regulars next to the cavelry, the 2 companies of Volunteers during the on our left & the militia [militia] on the left oposite the woods about 300 yds in their front, was a lo hollow that protected us from their canon in that Hollow we formed our line with our 2 4lb canon (presented to Texas by the ladies of Cincinati [Cincinnati], Ohio) in the rear of the regulars with orders as soon as they asertained [ascertained] whare their canon was planted to open their fire on it and to keep up on the advance with the infantry. The infantry was ordered to trail arms, and advance until within 50 yds of the enemy before we fired. As soon as we gained the level they comenced on our company with grape and canister shot. We rushed on it quick to within 50 yards a heavy fire of grape canister and musqetry, our riflemen having nearly one hundred yards less to go than [then] we had comenced the action with small arms a little before we did with our musquets. The musqetry and riflemen kept advancing as they fired when within about 20 steps of the enemy's line we were ordered to charge with bayonet as soon as we was ordered to the charge & brought our guns to the proper position the enemy gave way except about 60 men round the canon & protected by breast work of corn sacks, salt, barells [barrels] of meal & boxes of canister shot. They fell by the bayonet & sword in one mangled heap from that time untill they reached the Bieau it was nothing but a slaughter. They at first attempted to swim the Bieau, but they [were] surrounded by our men, and they shot every one that attempted to swim the Bieau as soon as he took [to] the water, and them that remained they killed as fast as they could load & shoot them, until they surrendered. The enemy lost between 620 and 700 killed dead on the field & and in the Bieau, 410 prisoners among whom is Genl. Santa Anna H.I.M.S.E.L.F, his private secretary & the next in comand to Santa Anna, Gel. Savala. 10 of his field officers was killed deat at the head of them is Gel. Coss. There is more than half our prisoners wounded. Our loss was 4 men killed dead & 23 wounded 3 have since died and there is 1 more that will die in 2 days at most. The balance will all get well. Genl. Houston when he ordered the charge, went in front of his men he was shot through the ancle between the bone & the heel string & his horse killed. To see the number, the position and the termination and the time in which it is was don [done] (the in 18 minutes) it at once shows that the hand of Providence was with us. I shall be in Kentucky early in the fall. Kiss William for me and tell him his papy [pappy] will be thare in the fall and stay with him always and that he must be a good boy. Santa Anna promises if they will spare his life and his men he will guarantee Texas free as far as they claim in the Declaration of Independence. Couriers start in the morning to order all the Mexican troops in Texas to fall back on St. Antonio & Gonzalas until preliminaries are settled & one after the president of Texas to come to our camp and treat with the tyrant & his fate and that of Texas sealed. Huston says that every man that was in the battle shall have 2 leagues of land. The boat is gowing tostart and I must stop. I will write again in a few days. I remain your afectionat brother

W. C. Swearingen

Mr. L. Swearingen

## Lesson Plan: Amazing Chase Texas

### TEKS Objective

#### Social Studies Texas History

3C - Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto.

8A - Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.

8B - Analyze and interpret geographic distributions and patterns in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.

9A - Locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest.

9B - Compare places and regions of Texas in terms of physical and human characteristics.

#### Essential Question

How did the events and individuals of the Texas Revolution lead to the creation of the Republic of Texas?

#### Critical Vocabulary

Siege of the Alamo  
Battle of Gonzales  
Constitutional Convention  
Surrender at Goliad  
Battle of San Jacinto  
Runaway Scrape

#### Hook

1. Many families along the American Gulf Coast have left their homes in recent years to evacuate prior to a major hurricane. If you were ordered to pack up quickly and leave your home, what few items would you take in your suitcase? Why?
2. What items did families of Texas take with them on the Runaway Scrape?
3. View the attached photograph. Why would a family discard this along the trail?

#### Activity

Students will complete the Amazing Chase Texas activity below.

### Be a Star Bonus

Research the Gettysburg National Military Park: <http://www.nps.gov/gett/index.htm>

Write a paragraph to compare the preservation of the battlefield at Gettysburg and the San Jacinto Battlefield. How does the preservation of this Civil War battlefield differ from the Battle of San Jacinto? Why? Be prepared to share your writing with the class.

### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/3C-Amazing-Race-Texas/25514199\\_spJVVh](http://sanjacinto-museum.smugmug.com/CurriculumGuide/3C-Amazing-Race-Texas/25514199_spJVVh)



*Table.* ca. 1830s. Gift of Annie Hume. This table was discarded by an unknown family during the Runaway Scrape in 1836. It was picked up by a member of the Harris family, for whom Harrisburg was named.

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# Amazing Chase Texas

Your television production team is in charge of planning the next season of The Amazing Chase. This year's television series will be unique because the race is restricted solely to Texas and is a spinoff series similar to the Amazing Race on CBS. Your crew is to develop the most challenging and unique expedition of Texas to highlight the state's large variety of geographic regions and historical locations. The team that comes up with the best "draft" for the upcoming season may have the honor of watching your team's plan televised and also get the opportunity to star in 3 episodes. *(In a perfect world that would really happen.*

*Sorry this is only pretend!)*

Use your textbook, San Jacinto Museum Image Gallery and the internet as a reference source to help your team create the "Amazing Chase Texas" trip proposal.

## Requirements:

1. Narrative journal format, paragraphs and complete sentences. You may use bullets within paragraphs.
2. Your plan must have the Amazing Chase teams travel to at least **SEVEN** separate locations important to the Texas Revolution in Texas.
3. Identify at least **ONE** landform at each location and at least **ONE** historical event that took place there. You must also include information about one individual at each location.
4. Names of towns and landforms encountered should be underlined in the journal entry.
5. On the map provided, label each landform and each town or significant historical site.
6. On the map provided, plot your course with a red line.
7. Your competition may begin at any location your team selects, but you must end the journey at the San Jacinto Battlefield.
8. Use symbols for mountains, plains, towns, troop camps, battles, etc., and identify each location in the legend.
9. Be descriptive about your trip plans. Include details about the activities you plan for the teams to complete at each location. (Make certain the task you design relates to both the physical geography of an area and the historical events that took place there... (Don't plan mountain climbing to the top of a desert, etc.) Explain why each location is significant to Texas' Independence from Mexico.
10. Any of the bodies of water, landforms, places, events, and people listed below may be chosen for your race. There are other events and locations you may select. Remember at each location you must include a landform, person, and event that took place there + as part of the game plan an amazing activity or task appropriate for that location.
11. The following list is only to help get your team started:

Rio Grande River	Battle of Concepcion	Jim Bowie	San Felipe
Brazos River	Beason's Ferry	James Fannin	Fort Lipantitlán
Marsh lands	Refugio	Susanna Dickinson	Siege of Bexar
Harrisburg	Grass Fight	Lorenzo de Zavala	Vince's Bridge
Goliad	Nacogdoches	Santa Anna	San Patricio
Washington on the Brazos	Henry Smith	Agua Dulce	Groce's Landing
Anahuac	William Travis	Buffalo Bayou	Runaway Scrape
Mexico City	Galveston Bay	Colorado River	Alamo
Saltillo	Prairie	Fort Tenoxtitlán	Gonzales
Battle of San Jacinto	South Texas Plains	Coletto Creek	Velasco
Lynch's Ferry	Piney Woods	Matamoros	Gulf Coast

## **Lesson Plan: Visit to the San Jacinto Battleground State Historic Site**

### **Pre-Visit Activity**

Complete Lesson 3C “Amazing Chase Texas.”

### **Activity at the Museum**

Complete the San Jacinto Orientation Project On-Site.

### **Post-Visit Activity**

When the San Jacinto Monument was built, the friezes on the exterior of the building near the base of the shaft included four large and four smaller panoramic artworks, commemorating both key moments in the Texas Revolution and later accomplishments, such as Lamar’s work as “the Father of Texas Education.” Since the 1930s, when the artwork was conceived, Texas has had many new accomplishments mark its progress through the 20<sup>th</sup> and into the 21<sup>st</sup> century. Have the students select eight new events, dating from 1936 to today that exemplify our state’s most recent accomplishments. Have students compose captions for their eight new frieze topics and include a drawing or create collages for a minimum of four friezes.

# SAN JACINTO ORIENTATION PROJECT

As you and your class visit the San Jacinto Museum of History, divide into two groups, sending one inside to complete the “INSIDE” section and the other group begin work on the “OUTSIDE.” Have them switch locations when they have completed their section.

## *OUTSIDE OF THE BUILDING*

To the North of the Monument, you will see a large, black ship.

It is the Battleship \_\_\_\_\_.

This battleship was launched in May of 1912 and served in World War I and World War II. As you walk up the steps of the Monument on either the North or East sides, look for a small bronze plaque. This plaque tells you that the building was constructed by the

\_\_\_\_\_ ,

a National agency that employed millions of unemployed and often unskilled workers between 1935 and 1943 to carry out public works projects including the construction of public buildings and roads, and operated large arts projects. Funding from this organization helped build the Monument. Walking around the building, you will note that the

\_\_\_\_\_ (number) sides of the shaft of the Monument have artwork on them. One depicts Texas Lt. Col. William B. Travis sending a letter from the

\_\_\_\_\_, (place)

to “the People of Texas & all Americans in the world” sharing news of his dire situation. Another, the “San Jacinto Advance,” illustrates the Texian troops at the battle and the

\_\_\_\_\_ (number) cannon that were donated by the people of Cincinnati to aid the cause of the Texas Revolution. The text at the base of the Monument outlines the key people, places and events of the Texas Revolution. The North side details the arrest of

\_\_\_\_\_ (name)

in January of 1834 and explains that he was held without trial until July of 1835. On the East side, you learn that the first shots of the Revolution were fired in

\_\_\_\_\_ (place)

on October of 1835 and that Fannin and his army were put to death near

\_\_\_\_\_ (place)

in March of 1836. On the South side, you discover that Santa Anna was called the

“ \_\_\_\_\_ ”

due to his style of leadership. Walking from the South to the West Side, if you look at eye-level, you will see the corner stone that was laid here during a ceremony in

\_\_\_\_\_ (date)

to mark the start of construction. On the West side,

\_\_\_\_\_ (number—don't forget the natives!) states and \_\_\_\_\_ (number) countries are listed as places of origin for the troops who fought in the Texian Army at San Jacinto.

### ***INSIDE THE BUILDING***

The bronze doors to the museum depict the

\_\_\_\_\_ (number)

national flags that have flown over Texas since the first European exploration of the region by Cortez in 1519. In the Lobby, a wood and Plexiglass sign explains about the construction of the Monument. It informs you that ground was broken on the project in

\_\_\_\_\_, (date)

100 years after the Battle of San Jacinto. It was designed by architect

\_\_\_\_\_ (name)

and is \_\_\_\_\_ (number) feet tall and weighs \_\_\_\_\_ (number) pounds.

It is \_\_\_\_\_ feet taller than the Washington Monument.

The building is constructed of fossilized Cordova

\_\_\_\_\_.

This material is native to Texas—you can see the some of the centuries-old shells that make up this stone if you look closely at the walls of the building. As you walk towards the elevator, you will notice a number of dioramas along the edges of the room, depicting key locations and events in early Texas History. One depicts the second capitol building in Austin that was used from

\_\_\_\_\_.(date range)

Another diorama depicts the building in \_\_\_\_\_ (place)

where the Texas Declaration of Independence was signed on March 2, 1836.

Looking up, you will see a series of paintings that illustrate key events of the Texas Revolution. One depicts the victorious Texans at the Battle of Gonzales where the Mexicans failed to seize a cannon during the skirmish. As a symbol of defiance, the Texans had fashioned a flag containing the phrase

“ \_\_\_\_\_ ”

along with a black star and an image of the cannon which they had received six years earlier from Mexican officials. In one corner, a map of the interior of the Monument indicates that on the second floor of the building, there is a

\_\_\_\_\_

where you can make appointment to do research on Texas history. Moving into the main gallery of the museum, one of the first things you may notice is the largest artifact in the collection, a painting of

\_\_\_\_\_, (name)

the leader of the Texian Army and the first President of the Republic of Texas. As you walk through the gallery, you will see a large bronze plaque listing troops who

were asked by the Texian General (whose portrait you just saw) to remain in

\_\_\_\_\_ (place)

and guard the luggage and tend to the sick on April 21, 1836, just prior to the Battle of San Jacinto. Looking closely at the plaque, you will note two last names that are the only ones listed beginning with that letter of the alphabet. They are

\_\_\_\_\_ and \_\_\_\_\_.

Moving through the gallery into the store lobby, you will find two plaques. One indicates that in 1992, the museum was designated as a

\_\_\_\_\_.

This award was given to the Monument along with 254 other buildings, bridges and construction projects across the country to recognize the importance of the building's design and construction. The second plaque indicates that San Jacinto was project

\_\_\_\_\_ for the Federal Emergency Administration of Public Works. This agency began in 1933 during the Great Depression to fund large-scale projects like bridges, roads and buildings.

## Lesson Plan: Republic of Texas Freedoms

### TEKS Objective

#### Social Studies Texas History

3D - Explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.

#### Essential Question

How did becoming an independent nation impact the rights and freedoms of citizens in Texas?

#### Critical Vocabulary

Civil rights

Civil liberties

Suffrage

Property rights

Due process

#### Hook

1. Ask students to make a list of protections they have as citizens of the United States. (Answers should include voting, can live where you decide, can pick your job, can travel from state to state without asking permission, etc.)
2. Ask students to discuss how they think their lives would be different if we lived in a nation with a dictatorship. (Examples: no freedom of speech, no way to protect your family, always afraid, etc.)

#### Activity

1. Complete the content frame comparing freedoms and rights in Mexico and the Lone Star Republic.
2. For research use the Constitutions of 1824, 1827 and 1836. All three documents may be located at the following website: <http://tarlton.law.utexas.edu/constitutions/constitutions.html>
3. Ask students to design a t-shirt stating their opinion about freedoms in the Lone Star Republic. The t-shirt should have both a slogan and a visual. The basic t-shirt pattern is located in the Strategy Descriptions section.

#### Be a Star Bonus

1. Ask students to conduct research on the rights of women in modern Mexico and compare those rights to women today in the United States.
2. Students should write either a brief report to share with the class or create a graphic organizer.



Most Americans settling in Texas came for new opportunities and the ability to make decisions for their futures. What rights for citizens existed under Mexican rule prior to the creation of the Republic of Texas? What rights changed for citizens with the establishment of the Republic of Texas? Complete the following content frame to compare the rights during each period of time.

	<i>Mexican Citizens</i>	<i>Republic of Texas</i>	<i>Evaluate the change with a one sentence summary</i>
<i>Civil Rights</i>			
<i>Political Rights</i>			
<i>Religious Rights</i>			

## Lesson Plan: Presidents of the Republic of Texas

### TEKS Objective

#### Social Studies Texas History

4A - Identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups.

#### Essential Question

How have the events of the years as an independent republic influenced the culture of Texas?

#### Critical Vocabulary

Republic  
Executive Branch  
Legislative Branch  
Judicial Branch  
Constitution of 1836

#### Prior Knowledge

Students should have basic working knowledge of the formation of the Texas government following independence from Mexico.

#### Hook

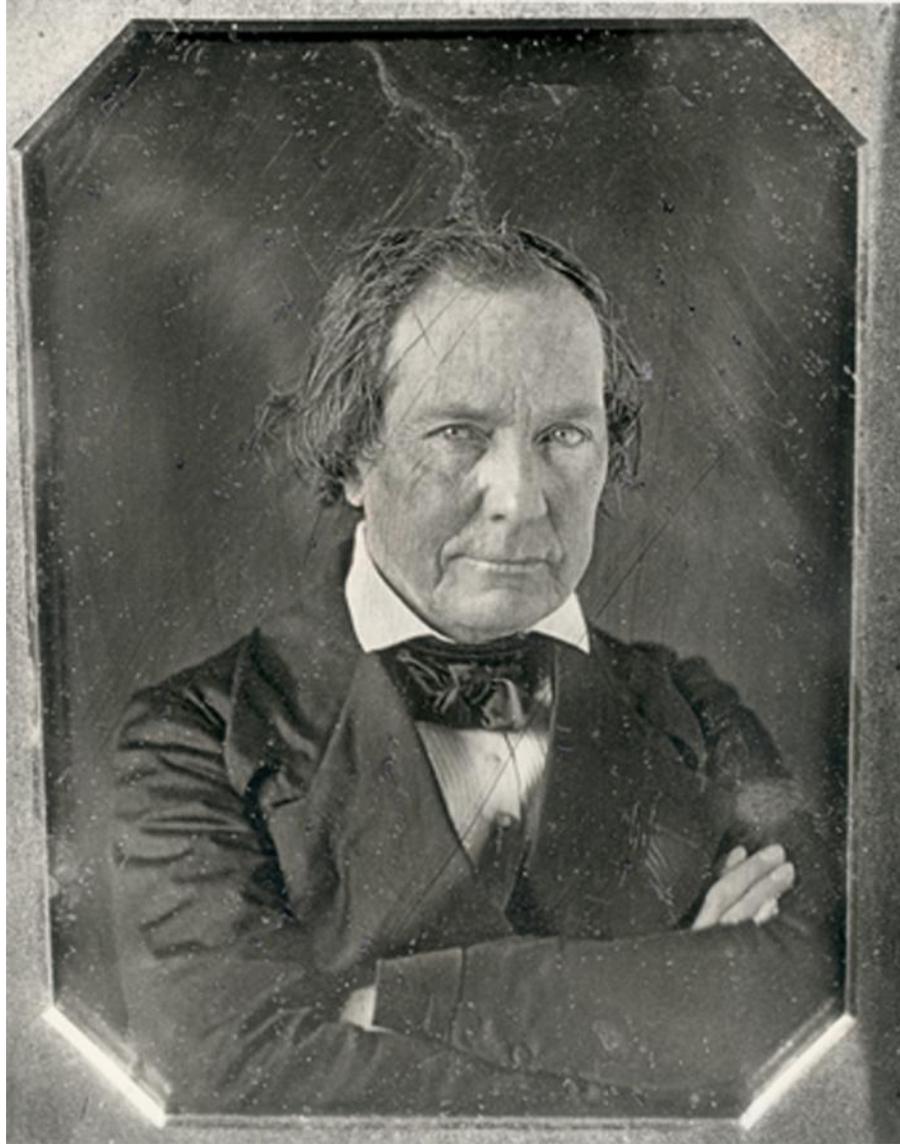
1. Ask students to watch a short video about leadership. There are many on youtube.com. Example listed is 3:14- <http://www.youtube.com/watch?v=UhxINyIZ454>
2. Ask students to find a partner and make a list of 5 characteristics of a good leader.
3. Ask students to add their list of characteristics on the board for all students to review and discuss.
4. Ask students to compare the class created list with the characteristics/qualities held by the most highly respected former Presidents of the United States. Example: George Washington was an amazing leader for the young United States. Did the new Republic of Texas have the same good fortune with the individuals serving as President? Let's see!

#### Activity

1. Complete the content frame detailing the three Lone Star Republic presidents.
2. View and evaluate the attached photographs of Presidents Houston, Lamar, and Jones.
3. Complete the concept definition maps comparing the characteristics of Houston, Lamar, and Jones.

#### Image Gallery

Related Images may be found at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/4A-Lone-Star-Presidents/25514682\\_vXQMGH](http://sanjacinto-museum.smugmug.com/CurriculumGuide/4A-Lone-Star-Presidents/25514682_vXQMGH)



“Mirabeau B. Lamar.” Daguerreotype, no date. Accession number 20168c.

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“Genl. Sam Houston.” Photograph. New York: Fredricks, 1857. Accession number 1768.

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“Anson Jones.” Engraving. In *Memoranda and Official Correspondence Relating to the Republic of Texas, its History and Annexation*, by Anson Jones. New York: D. Appleton and Co., 1859.

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# The Lone Star Republic

Complete the content frame below detailing the service of the Presidents of the Lone Star Republic.

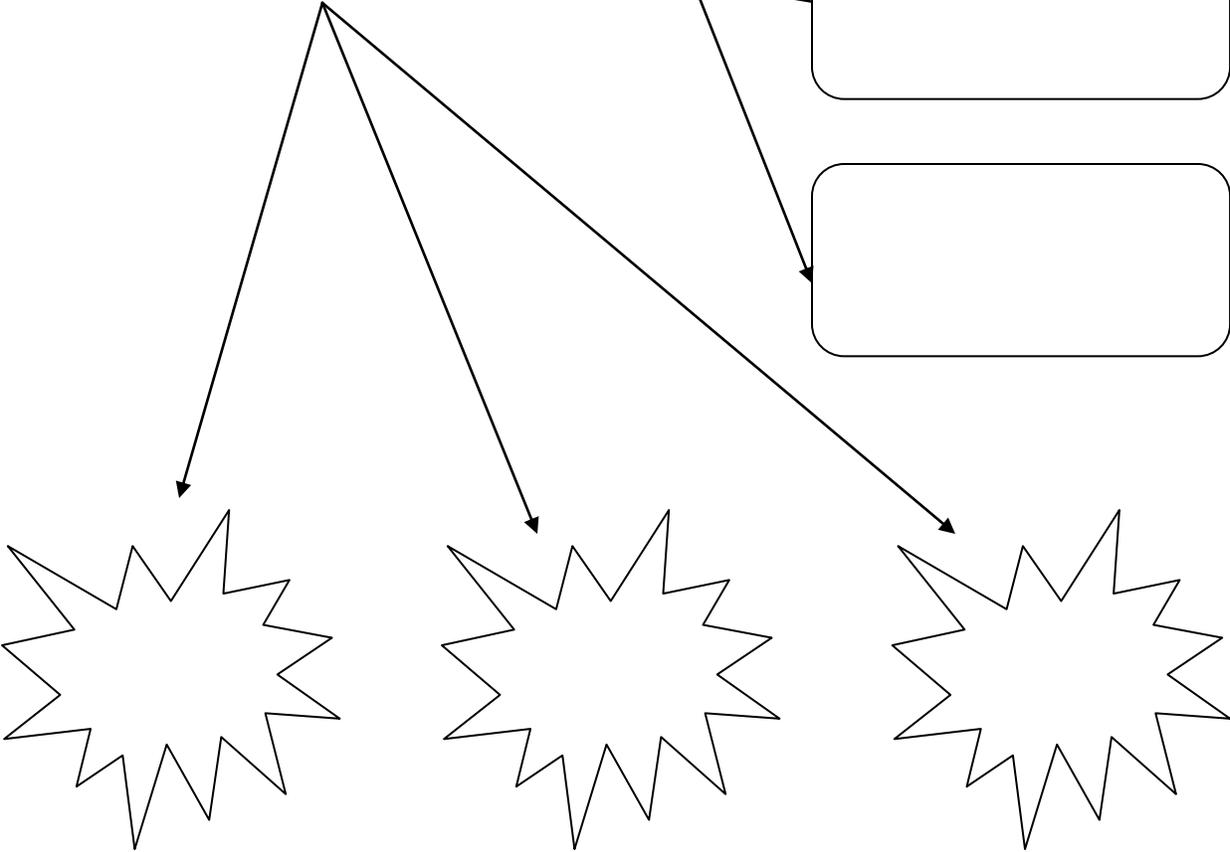
President	Date of Service	Duties and Responsibilities of Office	Major Issues or Significant Events	Quote From His Time as President
Sam Houston				
Mirabeau Lamar				
Anson Jones				

# CONCEPT DEFINITION MAP

Description of best personal qualities

Significant Contributions to Texas a President

## Sam Houston



Major issues or problems during his time as President

# CONCEPT DEFINITION MAP

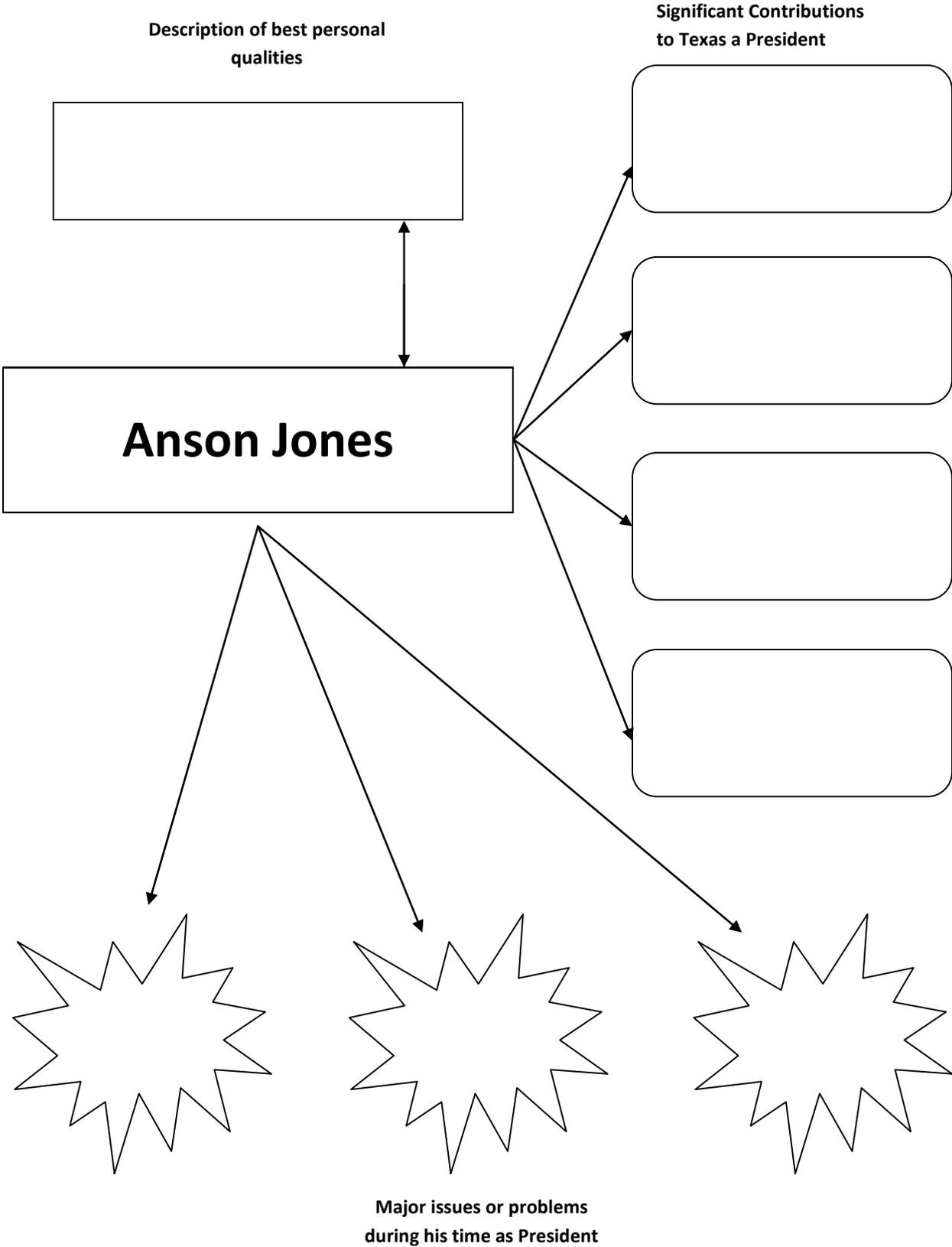
Description of best personal qualities

Significant Contributions to Texas a President

## Mirabeau Lamar

Major issues or problems during his time as President

# CONCEPT DEFINITION MAP



**Of the three men you researched, which was the best President for Texas? Write a one sentence summary explaining the basis for your opinion.**

## Lesson Plan: The Texas Navy

### TEKS Objective

#### Social Studies Texas History

4A - Identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy and the Texas Rangers.

#### Essential Question

What was the significance of the Texas Navy on the success of Texas Independence from Mexico?

#### Prior Knowledge

Students need a basic understanding of the long Texas coastline on the Gulf of Mexico. The majority of early settlers arrived in Texas on ships sailing from New Orleans. It was easier to arrive in Texas by ship due to the dense forest area known as the Big Thicket which borders Louisiana and southeast Texas. The Big Thicket was a nearly impassable forest.

#### Critical Vocabulary

Port city  
Schooner  
Ironclad  
Yucatan  
Merchant ships  
Privateers

#### Hook

1. Begin the Puzzle Pieces strategy by dividing students into teams of two or three.
2. Give each team a plastic storage bag with the Port of Galveston reading pieces.
3. Ask students to read the strips of paper and then reconstruct the entire paragraph.
4. When all teams have the correct order, ask a student to read the paragraph aloud.

#### Activity

1. Read the article from the Texas Historical Association linked below.
2. Ask students to answer the twelve questions in complete sentences.
3. Discuss student answers to the questions.
4. Complete the class discussion by comparing the actions and battles of the Texas Army to those of the Texas Navy.
5. Assess the lesson by asking students to write a response to the following quotation about the Texas Navy. Do you agree or disagree with the Teddy Roosevelt quote? "It is no exaggeration to say that without the Texas navy there would probably have been no Lone Star State, and possibly the state of Texas would still be a part of Mexico." T. Roosevelt

**Be a Star Bonus**

Research Sam Houston and his dislike of the Texas Navy and write a report explaining why Sam Houston relieved Captain E. W. Moore of his command of the Texas Navy.

<http://www.texasnavy.com/#>

**Image Gallery**

Related images may be found at [http://sanjacinto-museum.smugmug.com/](http://sanjacinto-museum.smugmug.com/CurriculumGuide/4A-Texas-Navy/25514969_M2xFzX)

[CurriculumGuide/4A-Texas-Navy/25514969 M2xFzX](http://sanjacinto-museum.smugmug.com/CurriculumGuide/4A-Texas-Navy/25514969_M2xFzX)

*(A Brief Introduction to the Port of Galveston for Puzzle Pieces Activity. Don't recopy this title, only the statements below! Cut the statements into strips and place a complete set of strips into individual plastic storage bags. One bag for each team of students is needed.)*

Modern Galveston Island is considered to be a relatively slow paced seaside town for family vacations, water activities, fishing, and tourist attractions.

However, this was not always the case with Galveston. The history of the island is much more exciting than might be expected at first glance! In fact, the first inhabitants were Native American tribes.

In the year 1528, the famous Spanish explorer, Cabeza de Vaca and his crew were shipwrecked there. The Spaniards referred to the island as the "Isle of Doom".

By the early 1800s, Galveston had become the home of pirates, including the famous, Jean Lafitte. The pirates abandoned the island only after the United States Navy forced them off.

Galveston has a natural bay which makes an ideal harbor for a seaport and center for trade. By 1825, Mexico had determined Galveston would be made into a leading port city and the locations for a new customs house for collecting taxes.

These actions by Mexico were met with resistance by the Texans. The Texans and their navy had different plans for Galveston Island. Thanks to the first Texas Navy those plans were realized!

# THE TEXAS NAVY



USING THE TEXAS STATE HISTORICAL ASSOCIATION WEBSITE, READ THE ARTICLE AND ANSWER THE FOLLOWING QUESTIONS ABOUT THE TEXAS NAVY.

<http://www.tshaonline.org/handbook/online/articles/qjt02>

1. How did the majority of early settlers arrive in Texas?
2. Why and when was the first Texas Navy formed?
3. Who was the commander of the first Texas Navy?
4. Name the vessels of the first Texas Navy.
5. What were the greatest achievements of the First Texas Navy?
6. What happened to end the first Texas Navy?
7. Why was the second Texas Navy formed?

- 8. Who was the commander of the second Texas Navy?**
  
  
  
  
  
  
  
  
  
  
- 9. Name the vessels of the second Texas Navy.**
  
  
  
  
  
  
  
  
  
  
- 10. What were the greatest achievements of the second Texas Navy?**
  
  
  
  
  
  
  
  
  
  
- 11. Why was Sam Houston unsupportive of the Texas Navy?**
  
  
  
  
  
  
  
  
  
  
- 12. Write a one sentence summary stating your opinion of the success of the Texas Navy in the fight for Texas independence.**

## Lesson Plan: The Texas Rangers

### TEKS Objective

#### Social Studies Texas History

4A - Identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy and the Texas Rangers.

#### Essential Question

What was the significance of the Texas Rangers from their early years of the Republic of Texas to present day?

#### Critical Vocabulary

Militia

Outlaws

Jurisdiction

Texas Department of Public Safety

Sheriff

#### Hook

1. Ask students the following: Who are the Texas Rangers? (There will most likely be a discussion of the professional baseball team and/or stadium!)
2. Explain that the students are correct, however, you are thinking of another group.
3. Ask students if they have ever heard of Bonnie and Clyde or Sam Bass? Yes, bank robbers and the Texas Rangers are law enforcement!
4. Students will complete a KEL chart. (What do I know about the Texas Rangers? What do I expect to learn? What did I learn about the Texas Rangers?)
5. Discuss the items written in the What I Know and What I Expect to Learn columns of the students' charts.

#### Activity

1. Divide class into teams of 3-4 students.
2. Have each team read the excerpts below about the lives of Texas Rangers.
3. Take students to the computer lab to research the Texas Rangers and complete one of the following activities. (Hardcopies of documents could be used in class instead of using computers.)

<https://www.tsl.state.tx.us/treasures/law/index.html>

**Team #1** – create a visual biography of Ranger William Rozier. Use one sheet of computer paper divided into 6 frames for your drawings.

**Team # 2** – Create a wanted poster for the capture of John Wesley Hardin.

**Team # 3** – Write a letter of commendation from the Governor of Texas to John Barclay Armstrong for the capture of John Wesley Hardin and his gang.

**Team # 4** – Write an obituary for Sam Bass.

**Team # 5** – Write a newspaper story about the 1919 Massacre at Porvenir, Texas.

**Team # 6** – Create an interview of Frank Hamer about his pursuit of Bonnie and Clyde. Include a minimum of 6 questions and answers from Hamer.

4. Using team products from each class period create a series of classroom bulletin boards.

OR

5. Ask each team to produce one of the following:
  - A CD cover with a minimum of 10 songs (Instructions in Strategy Descriptions section)
  - A Eulogy of a Texas Ranger, minimum of one page with an illustration
  - A Life Size Paper Doll of a Texas Ranger, showing what he might wear, carry, etc.
  - An Historical Marker (Instructions in Strategy Descriptions section)

### **Image Gallery**

Related images may be found at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/4A-Texas-Rangers/25516997\\_ChH8G2](http://sanjacinto-museum.smugmug.com/CurriculumGuide/4A-Texas-Rangers/25516997_ChH8G2)

[Seal of Texas] Executive Office, State of Texas  
Austin, July 9<sup>th</sup>, 1875

Capt. L. H. McNelly,  
Commanding Rangers on Rio Grande

Capt.:

The conduct of yourself and the officers and men under your command in discharge of the arduous duty of defending the Rio Grande border, and especially the skill and gallantry displayed by all in the signal blow struck the freebooters on the 12<sup>th</sup> day of June last merit and receive the highest praise from the authorities and people of the State.

The pride of true Texans in the historic fame of the Texas ranger, is fully gratified in the record your command is making, and the people of the State are confidently expecting that your continued efforts will contribute greatly toward the restoration of peace, and a sense of security to our long suffering border.

Much was, and is expected of your command; our highest anticipations have to this time been realized – you have done well. Continue the good work

Richd Coke  
Governor of Texas

Clinton Jany 15, 1875 [note – this is the date  
and location of the Sutton-Taylor feud]

To His Excellency,  
Richard Coke

Governor of the State of Texas

Sir: The undersigned resident citizens of the County of De Witt, having learned that the State troops now on duty in this County would probably be removed hence in a short time, desire respectfully to suggest to your Excellency – the necessity of continuing these troops for several months at least, in their present position. That the presence of Capt. McNalley and his men, has contributed greatly to the pacification of this County, with not we think be questioned by any one conversant with its present and past condition.

Previous to their arrival here, murder and general lawlessness stalked over the County bidding defiance to the civil authorities while the peaceable and law abiding citizens were awed into a cowardly and disgraceful submission. Now there is perfect tranquility through out the County and its citizens are in the enjoyment of both persons and property, so indispensable to the peace and happiness of every community. We cannot too highly commend the official conduct of the commandant of these troops, vigilant prompt and resolute in his efforts to preserve the public peace, he seems never to be unmindful of the great truth that military must be ever in subordination to the civil authority.

To remove Capt. McNalley and his men from duty here within the present year would in our judgment be hazardous to the peace and happiness of this community. The people are now beginning to realize that there only protection against crime, is a prompt and fearless enforcement of the law, but as yet they are not sufficiently recoverd from the moral stupor which has of late overtaken them, to be left to themselves. If legislation be necessary for the continuance of this wise policy pursued by Your Excellency in regard to the unhappy condition of this County we trust that the legislation will loose no time in the enactment of such statutes as the necessity of the case may demand. Our representatives in that body and especially our Senator the Hon. Wm. R. Freind, must we are sure concur in the opinions expressed in this communication.

With high esteem and admiration for Your Excellency, we are sir  
Fellow Citizens

Excerpts from *A Texas Ranger* by N. A. Jennings

“I was standing on a corner [in Laredo] one morning, trying to make up my mind to start on my perilous and lonely journey, when, looking up the street, I saw a troop of horsemen coming toward me. As they approached, I saw that they were Americans, and for a moment I thought they were cow-boys. But what, I asked myself, were so many cow-boys doing together? I counted them as they rode by; there were forty-two of them.

“And at their head rode a man who was surely not a cow-boy, whatever the others might be. This leader was rather under the average height and slimly built, but he sat so erect in the saddle and had such an air of command that he seemed like a cavalry officer at the head of a company of soldiers.

“But it was easy to see these men were not soldiers. They were heavily armed, to be sure, but they wore no uniforms, and were nearly all beardless youths. The leader himself seemed not more than thirty years of age, although he wore a heavy dark brown mustache and ‘goatee,’ which, at a first glance, made him look slightly older.

“I was still wondering what manner of men these were, when I saw the leader suddenly hold up his hand and, at the signal, the troop halted. The leader spoke a few words to one who rode directly behind him; then he turned down a side street and galloped away. The one to whom he had spoken gave the order, ‘Forward, march!’ and in another minute the troop had trotted far down the street and out of the town. Then I asked a Mexican who was standing near me if he knew what horsemen those were. He answered in English:

“‘Why, those are McNelly’s Rangers. They’re on their way down the river.’

“I needed no further explanation. Many times had I heard of the Texas Rangers since I had been in the State, and marvelous were the tales which had come to my ears concerning their reckless courage and wonderful riding. They were the mounted frontier police force of Texas and were noted for their deeds of daring all over the West. I had pictured them as bearded ruffians (going about with bowie-knives in their teeth, I half believed), but here they were, a lot of boys of my own age, and led by a captain not much older.” p. 88-90

“...I pitched in and helped to prepare breakfast. It was like any other camp breakfast in that country: bread, cooked in a skillet, or Dutch oven; beefsteak, fried; and coffee. The last was so strong that it was quite black. It was made by putting a pint cupful of ground coffee-beans into a two-quart coffee-pot, and boiling for half an hour. That coffee would have eaten a hole in a piece of plate glass if it had been given time, but everyone drank a big cupful of it, without milk, and enjoyed it hugely.

“It used to be said in Texas that the only way to find out whether coffee was strong enough to drink was to put an iron wedge into the coffee-pot. If the wedge floated, the coffee was sufficiently strong.

“We didn’t try the test that morning – it wasn’t necessary.” p. 104

“Nearly everyone has heard of the Texas Rangers at some time in his life, but how many know what the Rangers really are, or what are their duties? In a general way, everyone knows they are men who ride around on the Texas border, do a good deal of shooting, and now and then get killed or kill someone. But why they ride around, or why they do the shooting, is a question which might go begging for an answer for a long time without getting a

correct one.

“At the period of which I write, there were six Ranger troops in Texas. Five of these went to form what was known as the Frontier Battalion, which, at that time, was commanded by Major Jones, a very efficient and brave officer. Jones’s battalion was mainly engaged on the upper frontier – near the New Mexico line – against Indian invasion. One or two of the troops in the battalion ranged over the southern edge of the Staked Plains, in the ‘Pan Handle’ of Texas; the others did most of their work along the Rio Grande, in the neighborhood of El Paso del Norte.

“In addition to the battalion, Captain L. H. McNelly had organized an independent troop of Rangers. They were known officially as ‘Company A., Frontiersmen.’

“This was the troop I joined.

“The duties of McNelly’s troop were very different from those of the other Rangers. To McNelly’s men was assigned the work of protecting the Texas side of the lower Rio Grande from the invasion of Mexican cattle-thieves and horse-thieves, but these Rangers also had roving commissions which gave them power to make arrests in any part of the State west of the Colorado River. Each man had virtually the authority of a sheriff, and even more, for the Rangers were not hampered by county boundaries.

“At that time, the Texas desperado was in the height of his glory. Large bands of these outlaws were organized all through Western Texas, and the honest, hard-working frontiersmen were completely under their rule. The sheriffs were wholly unable to cope with them. Indeed, in a number of counties the desperadoes were in such numbers and held such power that they were able to elect one of their own number to the office of sheriff. In one county they not only elected the sheriff, but also put in their own men as county judge, justices of the peace, and minor county officials.

“The United States troops were on the frontier in large numbers, but they were unable to subdue the Mexican and white desperadoes. This was not the fault so much of the soldiers as it was of the military red tape by which they were bound. The cavalrymen had to be careful not to ride their horses to death in pursuit, and that alone was a sufficient reason for the ease with which the desperadoes eluded them.

“Along the lower Rio Grande much cattle and horse stealing was continually going on. Bands of Mexicans, often under the leadership of some white outlaw, made frequent raids from Mexico into Texas and, gathering together all the cattle and horses they could handle, drove them back into Mexico. These men worked so systematically and were so perfectly organized that they successfully defied or eluded all attempts to bring them to justice. They laughed at the abortive attempts of the United States cavalry to catch them. They could not only outride the cavalry – for the reason I have stated – but they could always escape across the Rio Grande when they were close pressed, for beyond that barrier the soldiers of Uncle Sam could not follow them for fear of international complications.” p. 105-108

“There was one practice of the Rangers which undoubtedly added much to their success in ridding the community of evil-doers – they almost invariably arrested men without warrants. The Rangers had no legal right to do this, but the condition of the country made it a sensible thing to do. Of course, if warrants were given to the men to execute, they did so, but even in such cases they usually had the papers tucked away in an inside pocket and did

not display them in making the arrests.

“When a Ranger wanted to arrest a man his first action was to draw his six-shooter and ‘get the drop’ on his prospective prisoner. It was a simple matter to take him into custody after that, for no matter how desperate a man might be, he would not take the chances of resisting arrest when he was looking into the muzzle of a loaded revolver with a Ranger’s finger playing nervously around the trigger thereof. ...

“The Rangers (privates), received \$40 a month and rations. The State supplied carbines and ammunition, but the men could choose any style of arms they preferred. Winchesters or Sharp’s carbines were the favorite guns, and Colt’s, or Smith & Wesson’s large-calibre six-shooters were used exclusively for small-arms. The Rangers supplied their own six-shooters as a matter of course; for each man who joined the command owned and carried a revolver just as everyone did in Texas in the ‘70’s. Two or three of the men had fine breech-loading shotguns – very effective weapons at close quarters with nine buckshot to the barrel. Nearly every man carried a bowie-knife, but that was more for use in and about camp than for offensive or defensive purposes.

“The men had to supply their own horses and saddles, but if a horse was killed or used up in the service of the State, the State paid for it – and paid a rattling good price, too.” p. 110-112

“Colonel Roosevelt has written in his story of ‘The Rough Riders’ the following:

“We drew a great many recruits from Texas; and from nowhere did we get a higher average, for many of them had served in that famous body of frontier fighters, the Texas Rangers. Of course, these Rangers needed no teaching. They were already trained to obey and to take responsibility. They were splendid shots, horsemen and trailers. They were accustomed to living in the open, to enduring great fatigue and hardship, and to encountering all kinds of danger.” p 128

“We found the frontier in a state of great excitement. Reports of a dozen different raiding parties would be brought in daily and the scouting parties had no rest. I was in the saddle almost continually. At night we would either camp where we happened to be, or continue riding, in the attempt to head off some party of raiders of whom we had heard. Many of the reports of raiders brought to us were groundless, but the greater number were true. Through fear of the robbers, the law-abiding citizens withheld information which would have insured the capture of the marauders.

“The people said that large droves of cattle and horses were stolen and driven across the Rio Grande into Mexico almost nightly. This, we found, had been going on for years. The United States military authorities had never made a determined effort to put a stop to the wholesale stealing, although the raiders at times would pass close to the frontier posts.

“McNelly continued to keep out scouting parties of Rangers, and this course had the effect of lessening the number of raids, but not of wholly putting an end to them.

“While we were encamped at a place called Las [C]Rucias, which we reached on June 5<sup>th</sup>, a Mexican brought the information to Captain McNelly that a party of raiders was crossing into Texas, below Brownsville, and going in the direction of La Para. Our camp was about twenty-five miles from Brownsville. Many Rangers were out on scouts at the time we received the information and but seventeen of the boys were in camp. This was on June 11<sup>th</sup>.

McNelly at once ordered us to saddle up, and within fifteen minutes we were trotting after him and a Mexican guide over the prairie. Lieutenant Wright was in the party. So was Lieutenant Robinson.

“We camped that night by a little, half-dried-up creek, and early the next morning a Mexican scout came in and said he had discovered the trail of the raiders. We ate a hurried breakfast and started out after the Mexican. In a short time we captured an advance scout of the raiders – one Rafael Salinas – and, by threatening him with instant death if he did not divulge what he knew of the robbers, we obtained much valuable information from him.

“A little later we managed to catch another of the raiders and his story agreed with the one the first man had told us. This second scout said that the raiders had turned the cattle loose, as the men had become frightened when the first scout failed to return.

“It was three days after that before we managed to head off the raiders. They had fourteen men and we had eighteen, including Captain McNelly. We found them with the cattle on a little bit of wooded rising ground surrounded by a swamp called Laguna Madre. The water was eighteen or twenty inches deep in it.

“They were drawn up in line and were evidently expecting us. When they saw us, they drew off behind the rising ground and fired at a range of about one hundred and fifty yards with carbines.

“‘Boys,’ said Captain McNelly, ‘the only way we can get at those thieves is to cross through the mud of the swamp and ride them down. I don’t think they can shoot well enough to hit any of us, but we’ll have to risk that. Don’t fire at them until you’re sure of killing every time.’

“Following the Captain, we started across the swamp for the little hill, the Mexican marauders continually firing at us. When we got near the hill, the Captain put spurs to his horse and we followed him with a yell as we flew through the mud and up the hill. The Mexicans answered our yell with one of defiance and a volley. ...

“The leader of the raiders, Espiñoso, was thrown from his horse early in the fight. ... Espiñoso was the most famous of the raiders on the Rio Grande and one of the head men under the Mexican guerilla chief, Cortina. Cortina was a Mexican general, and at the head of all the cattle raiding. He had a contract to deliver in Cuba six hundred head of Texas cattle every week. About three thousand robbers were under him, and he was virtually the ruler of the Mexican border.” p. 133-138



## Lesson Plan: Texas Annexation

### TEKS Objective

#### Social Studies Texas History

4B - Analyze the causes of and events leading to Texas annexation.

21B - Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

21D - Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

#### Rationale

A skill needed to be successful in social studies is reading comprehension. Social studies students are also expected to use both primary and secondary sources to draw conclusions and make inferences.

#### Essential Question

Why did many settlers in Texas expect to become part of the United States?

#### Critical Vocabulary

Annexation

State Constitution

Enabling Act

Annexation Treaty

#### Hook

Ask students the following questions:

1. Are any of you members of clubs or other organizations (Girl Scouts, Boy Scouts, the school band, or a club on campus)?
2. Why did you join? Answers will vary-to be with friends, the activities are fun, don't want to be bored after school, to gain experience for a future job, etc.
3. If you value the benefits of joining an organization, how would Texas benefit by becoming a member of the United States of America?

#### Activity

1. Explain the process of becoming a state. (U. S. Constitution outlines the process, Article IV, Section 3)
2. List three (3) individuals who supported annexation and explain their pro-annexation arguments.
3. List three (3) individuals who opposed annexation and explain their anti-annexation arguments.
4. What connection did Oregon have to Texas annexation?
5. Why would the Lone Star Republic want or need to become part of the United States? Discuss or write an essay to answer this question.

**Be a Star Bonus**

Create a political cartoon to support or oppose annexation. Examples: <http://www.loc.gov/pictures/search/?q=Texas%20Annexation%20Cartoon>

**Image Gallery**

Related images may be found at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/4B-Texas-Annexation/25577755\\_NhgNdD](http://sanjacinto-museum.smugmug.com/CurriculumGuide/4B-Texas-Annexation/25577755_NhgNdD)

# TEXAS ANNEXATION



## Pro-Annexation Arguments

Individual	Argument
1.	
2.	
3.	

## Anti-Annexation Arguments

Individual	Argument
1.	
2.	
3.	

## Annexation Quotes

### Anson Jones:

“We are Americans, it is true, and attached to our republican institutions, but your statesmen are wise and above the little prejudices which spring from a difference in forms of government; we have an almost unlimited extent of country, abounding in the richest lands; you have a surplus and half starving population; send a portion of them to Texas, here we will give them an asylum and all the rights of citizenship;—Texas cannot be a manufacturing country, she will offer your mechanics and manufacturers a market for their fabrics, and give profitable employment to your commerce. We will produce the great staples of the world, including cotton, and pay you.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 13, 1847.

“On my induction to the Presidential office in December, 1844, I made no allusion to the subject of annexation either in my inaugural address or annual message, for I believed it was in the most favorable possible attitude before the Congress of the United States...If my silence on the subject induced the belief that I was opposed to the measure, and any new jealousies or apprehensions were awakened in the bosom of members of that Congress, it did no harm either to the cause of annexation or independence or to the interest of the country, but on the contrary tended most emphatically to promote all these objects.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“Had I said at any time that I was decidedly in favor of annexation, whatever the terms and conditions offered might be, I should at once have lost the good offices of England and France in favor of the other mode. Or had I expressed to the American Charge a strong preference for annexation as finally offered, over the alternative of independence, I should have lost some of the advantages for my country which were gained, and more which I hoped to gain from the United States government, by keeping their agents and emissaries in doubt on the subject.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“If jealousy of European powers had been the efficient cause of the immense change of sentiment in the United States which had taken place in less than two years in its favor, it might be well to keep this jealousy alive a little longer.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“From this time I had no further material control over the question of annexation, and my duties in connection with it became merely ministerial. I had placed it in the hands of the whole people, where it of right belonged, and they, true to the land of their birth and their American feelings, resolved to make a sacrifice of their independence and their nationality, and enter the great confederacy of kindred states.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“The question, ‘How were the independence and annexation of Texas accomplished?’ is, I think, answered. Nothing was to be gained either of Mexico or the United States by begging or remaining a supplicant. Texas assumed an erect posture. *She placed herself in a proper attitude before the world* – she cultivated the friendship of the most influential nations – she took care to impress them with correct sentiments in regard to her vast undeveloped resources and her ultimate importance in an agricultural and commercial point of view – she enlisted their interests in her behalf. The interests of these great powers happened to be adverse and different. She took a proper advantage [sic] of that circumstance. She took especial care to soothe and never to wound the pride and vanity of Mexico. She pursued annexation and independence at the same time, openly and fairly. Europe wished the one to result because she thought it would be favorable to her commercial, maritime and manufacturing interests. America wished the other because [sic] she deemed it more consonant to her peculiar interests; and an intense rivalry and jealousy being awakened, the action and reaction of these nations upon each other reciprocally, and of all upon Mexico, was of magnitude and efficiency proportionate to their greatness, power and influence. Texas was satisfied to obtain the offer of independence or annexation, or both together, and have the privilege of choosing which she would take and which she would reject.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“I have never sought to be popular by making a stalking horse of Annexation and riding on it into popular favor. I was contented to be denounced by my enemies and even suspected by my friends, as opposed to it when the interests of the country and the position Texas occupied towards the United States, England, France and Mexico required a discreet silence on my part; but if ever Annexation should go out of favor in Texas (which I hope may never be the case) by enemies, I fear, will be then able to prove that but for me it would never have taken place, and that I was always its devoted friend. All I claim for myself is having accomplished, in spite of every difficulty and every obstacle, the great objects I sought, and uninfluenced by clamor, or abuse, or threats, of having pursued one uniform and consistent course on the subject of Annexation from 1836 to 1846, that is, from the birth to the death of the Republic.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“I have considered annexation on favorable terms as the most secure and advantageous measure for Texas, and as affording the best prospect for the attainment of the object I had in view, and have, accordingly, in different capacities labored most assiduously to open the door in the United States to its accomplishment.” President Jones’ Vaedictory Address

## **Andrew Jackson**

“You might as well, it appears to me, attempt to turn the current of the Mississippi as to turn the democracy from the annexation of Texas to the United States. Had Mr. V. B. & Benton taken a view of the population of Texas, where from, and the places of the birth of the Texan prisoner[s] at perote in Mexico, the[y] might have judged of the feelings of the south & west. If they had taken into view the exposed situation of New Orleans, with Texas in the hands of Great Britain, added to the danger of British influence upon our Western Indians, on the event of war, & the dreadful scenes apprehended from a servile war, with the Indians combined upon our south & west, the feelings of the west might have been well judged upon this subject.” Andrew Jackson to B. F. Butler, May 14, 1844.

## **Henry Clay**

“I consider the annexation of Texas, at this time, without the assent of Mexico, as a measure compromising the national character; involving us certainly in war with Mexico, probably with other foreign Powers; dangerous to the integrity of the Union; inexpedient in the present financial condition of the country; and not called for by any general expression of public opinion.” Letter published in the *National Intelligencer*, April 27, 1844.

## **Mirabeau B. Lamar**

“I was, in the early stages of our Revolution, opposed to the Annexation of Texas to the United States. My course was undisguised, and my reasons for it, have been given to the public. I desired to see Texas become, what her internal resources required – a great agricultural community, with an open commerce with all the world. To insure this result and to maintain the intelligence and energy of its people, Slavery, as it exists in the Southern portion of the United States, was indispensable. Without that institution, even though undisturbed by the direct aggression of England, we should have dwindled into pastoral ignorance and inefficiency; and would have sunk back under Mexican despotism without the necessity of an “Armistice,” surrendering our nationality, under the auspices of her Britannic Majesty. But when I saw our government in collusion with England, to overthrow that Institution – when the confidence of the Southern people in our integrity and the disposition to maintain it, was destroyed – and the tide of emigration actually changed from Texas back to the United States, I paused in my opinions, and turned to seek for my country a shelter from the grasp of British cupidity beneath the only flag under which her institutions could be saved from the storms that threatened her.” M. B. Lamar to T. P. Anderson Nov. 18, 1845.

## Sam Houston

“So far as I am concerned, or my hearty cooperation required, I am determined upon immediate annexation to the United States. It is not the result of feeling, nor can I believe that the measure would be as advantageous to Texas if she had permanent peace, as it is indispensably necessary to the United States. Texas, with peace, could exist without the United States, but the United States cannot, without great hazard to the security of their institutions, exist without Texas. The United States are one of the rival powers of the earth, and from their importance, as well as the peculiarity of their institutions and the extent of their commercial relations, they may expect, at no distant day, wars, the object of which will be to prevent their continuance, if possible, as a nation. Situated as Texas is, in point of locality, with peace she would have nothing to apprehend for years to come. Other nations would not dread her rivalry, but rather count her friendship for commercial advantage. Her people would have nothing to divert them from their agricultural pursuits. ... With a government requiring trifling expenditures, and a tariff much lower than that of the United States, she would invite the commerce of all nations to her ports, as is already, to some extent, the case; ... In a few years the loss to the American manufacturer would not be a small amount. But, on the other hand, by annexation these advantages would be secured to the American merchant, to the exclusion of the European, for we should then be but one Government, and, consequently, in the markets of Texas, no duties could be levied upon home manufactures. ... Mexico might make annexation a cause of war, and inflict annoyance upon us. It might be some time before the proper aid from the United States would be available for our defense against incursion; such incursion would seriously interrupt our citizens in their peaceful avocations. ... There is a sameness or unity in our national interests and institutions in Texas which does not exist in the United States. All our population is agricultural, and we have no sectional institutions or diversified interests. ... Texas, independent, would be free from the agitations arising from this condition of things. The interests of the North and the South render it almost two distinct nations. The question of slavery can not arise in Texas. One portion of the Republic cannot, on this subject, be arrayed against another. By annexation we should subject ourselves to the hazard of tranquility and peace on this subject, which as a separate power would not exist. ... I have no desire to see war renewed again in Texas. It is not the apprehension of personal danger that would alarm me, but rather the deleterious influence which it has upon our population. The revolution has already introduced into Texas more wicked and ambitious men than could be desired in our present condition. ... Unwilling to embark in the useful avocations of life, in many instances they become restless demagogues or useless loafers. They are either ready to consume the substance which they have not earned, or to form combinations unfavorable to good order and the administration of the laws. Peace in Texas would relieve us from such people, and in the absence of their baleful influence give to society a vigorous constitution and healthy complexion.”

Letter from Sam Houston to Andrew Jackson, Feb. 16, 1844.

“Texas is free from all involvements and pledges; and her future course, I trust, will be marked by a proper regard for her true interests. My decided opinion is that she should maintain her present position, and act aside from every consideration but that of her own nationality.

“It is now the duty of the United States to make an advance that shall not be equivocal in its character; and when she opens the door, and removes all impediments, it might be well for Texas to accept the invitation.” ca. July 1, 1844. Quoted in Brown’s *History of Texas*.

## John Calhoun

“My own opinion is that honor, as well as expediency demands that we should repel any invasion that Mexico may make during the pendency of the question of annexation. It is true, the treaty was rejected by the Senate, but it is equally so, that the proposition for annexing is still undisposed of. ... It is also true that Texas has not signified any intention of withdrawing her consent to be annexed. To attack her, under such circumstances because she chanced to accept our invitation to be admitted into the Union, is in my opinion an insult, which we would be in honor bound to repel. ... I am happy to say that our intelligence from France is good. She is unfavorable to the annexation of Texas, on commercial grounds, but has given strong assurances that she will not take grounds hostile to us, and that she has not agreed to united with England in a joint protest against it, as has been reported.” J. C. Calhoun to H. Baily, Aug. 24, 1844 – original in SJMH archives.

“You were right in making the distinction between the interest of France and England in reference to Texas – or rather, I would say, the apparent interests of the two countries. France cannot possibly have any other than commercial interest in desiring to see her preserve her separate independence; while it is certain that England looks beyond, to political interests, to which she apparently attaches much importance. But, in our opinion, the interest of both against the measure is more apparent than real; and that neither France, England, nor even Mexico herself, has any in opposition to it, when the subject is fairly viewed and considered in its whole extent and in all its bearings. Thus viewed and considered, and assuming that peace, the extension of commerce, and security, are objects of primary policy with them, it may, as it seems to me, be readily shewn, that the policy on the part of those powers which would acquiesce in a measure so strongly desired by annexation of the latter to the former, would be far more promotive of those great objects than that which would attempt to resist it.” J. C.. Calhoun to W. R. King, Aug. 12, 1844 (publicly printed)

“it is impossible to cast a look at the map of the United States and Texas..and then to take into consideration the extraordinary increase of population and growth of the former, and the source from which the latter must derive its inhabitants, institutions and laws, without coming to the conclusion that it is their destiny to be united, and, of course, that annexation is merely a question of time and mode. Thus regarded, the question to be decided would seem to be, whether it would not be better to permit it to be done now, with the mutual consent of both parties, and the acquiescence of these powers, than to attempt to resist and defeat it. If the former course be adopted, the certain fruits would be the preservation of peace, great extension of commerce by the rapid settlement and improvement of Texas, and increased security, especially to Mexico.” J. C.. Calhoun to W. R. King, Aug. 12, 1844 (publicly printed)

“It is our destiny to occupy that vast region; to intersect it with roads and canals; to fill it with cities, towns, villages, and farms; to extend over it our religion, customs, constitution and laws; and to present it as a peaceful and splendid addition to the domains of commerce and civilization. It is our policy to increase, by growing and spreading out into unoccupied regions, assimilating all we incorporate; in a word, to increase by accretion, and not, through conquest, by the addition of masses held together by the cohesion of force.” J. C.. Calhoun to W. R. King, Aug. 12, 1844 (publicly printed)

“In order to regain her superiority she [Great Britain] not only seeks to revive and increase her own capacity to produce tropical productions, but to diminish and destroy the capacity of those who have so far outstripped her...Her main reliance is on the other alternative – to cripple or destroy the productions of her successful rivals. There is but one way by which it can be done, and that is by abolishing African slavery throughout this continent; and that she openly avows to be the constant object of her policy and exertions. It matters not how, or from what motive, it may be done – whether it be by diplomacy, influence, or force; by secret or open means; and whether the motive be humane or selfish, without regard to manner, means or motive. The thing itself, should it be accomplished, would put down all rivalry, and give her tue undisputed supremacy in supplying her own wants and those of the rest of the world. ... It is unquestionable that she regards the abolition of slavery in Texas as a most important step toward this great object of policy, so much the aim of her solicitude and exertions; and the defeat of the annexation of Texas to our Union as indispensable to the abolition of slavery there.” J. C.. Calhoun to W. R. King, Aug. 12, 1844 (publicly printed)

### **Central Clay Club of Northampton County [Pennsylvania]**

“[Pennsylvania] has to fight against the dishonest annexation of Texas, the extension of Negro Representation to a foreign people brought into our Union to weight down the free votes of the North, the payment of the untold debt of a foreign nation while our own States are loaded down with debt and their own territory wigheld from them, and to assert the validity of American treaties and the sanctity of American faith.” electioneering broadside on behalf of Henry Clay, Oct. 18, 1844.

### **George Allen (a Massachusetts clergyman)**

“It is now clear that the only design of the measure – the *avowed* design, too – is, to fortify, extend, and perpetuate the slave-holding power; to insure to the Slave-holding States the control of the General Government for all domestic purposes; and to make the General Government, in their hands, instrumental in effecting a foreign policy which shall place this country in immediate and constant hostility to England upon the great question of universal emancipation, and in reference to all measures and interests connected therewith.”

## Stephen A. Douglass

“Inasmuch, then, as the Rio del Norte was the western boundary of Louisiana, and Texas was included in the cession of 1803, all the inhabitants of that country were, by the terms of the treaty, naturalized and adopted as citizens of the United States; and all who migrated there between 1803 and 1819 went under the shield of the constitution and laws of the United States, and with the guaranty that they should be forever protected by them. ...Texas, including all of its territory and inhabitants, was, by the treaty of 1819, ceded to Spain...The American republic was severed, and a part of its territory joined to a foreign kingdom. American citizens were transformed into the subjects of a foreign despotism....Texas did not voluntarily assent to the separation; nay, she protested against it, promptly, solemnly, and in a spirit that becomes men who, knowing their rights, were determined to maintain them. ... We have no right to claim Texas, but Texas has a right to claim – to demand admission into the Union in pursuance of the treaty of 1803.” Speech of Stephen A. Douglass in the House of Representatives, Jan. 6, 1845.

“Without dwelling upon the numerous advantages that would attend the annexation of Texas, in stimulating the industry of the whole country; in opening new markets for the manufactures of the North and East; in brining the waters of Red river, the Arkansas and other streams flowing into the Mississippi, entirely within our territorial limits; in the augmentation of political power; in securing safer and more natural boundaries, and avoiding the danger of collisions with foreign power – without dwelling upon these and other considerations, appealing to our interests and pride as a people and a nation, it is sufficient argument with me that our honor and violated faith require the immediate reannexation of Texas to the Union.” Speech of Stephen A. Douglass in the House of Representatives, Jan. 6, 1845.

“The only pretext seized upon by the enemies of Texas for denying her independence is, that Mexico refuses to acknowledge it. They do not deny but what Texas is, in fact, independent; but they insist that she is not legally so, because Mexico has not honor enough to acknowledge the truth. ...If the consent of Mexico is essential to the independence of Texas, then it follows that Mexico never had any legal claim to Texas, for the reason that Spain never acknowledged the independence of Mexico until after Texas had separated from Mexico, and achieved her own independence.” Speech of Stephen A. Douglass in the House of Representatives, Jan. 6, 1845.

## Lesson Plan: Mexican War and Early Statehood

### TEKS Objective

#### Social Studies Texas History

4C - Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.

#### Essential Question

How did Texas statehood affect Texas and the United States?

#### Critical Vocabulary

Migration

Emigration

Ethnicity

Manifest Destiny

#### Building Background Knowledge

1. For homework: ask students to locate a newspaper, magazine, or internet article relating to current problems along the United States – Mexican border. The articles could relate to border crossing issues, the U. S. Border Patrol, drug traffic issues, immigration, etc.
2. Have students answer the following questions about their article:
  - a. What is the main idea of the article? Locate the thesis statement in the article.
  - b. What facts did the author use to support the thesis or main idea? Use specific quotes from the text to support your evidence. (Minimum of 3 facts)
  - c. Do you agree or disagree with the author’s point of view? Use specific quotes from the text to explain your position. (Minimum of 3)
  - d. Was the author objective in his views or was there bias present? Cite at least one example.
  - e. How does this article relate to our studies in Texas History? Why is the topic significant?

#### Hook

1. With the class analyze the attached political cartoons. (Use the SDA Document Analysis strategy.)

#### Activity

1. Divide the class into teams of four.
2. Have each team research one of the following events of early Texas statehood: The Constitution of 1845, border disputes, Mexican War, Treaty of Guadalupe Hidalgo, migration to Texas, Indian Reservation Policy and western frontier forts, Compromise of 1850.
3. Ask teams to capture their information in the content frame provided below.
4. Have students create a visual representation of their research, such as a political cartoon, illustrated timeline, free form map or webbing illustration, poster, etc.

5. Students should complete a Walk-About Review to collect information from other teams.

### **Be a Star Bonus**

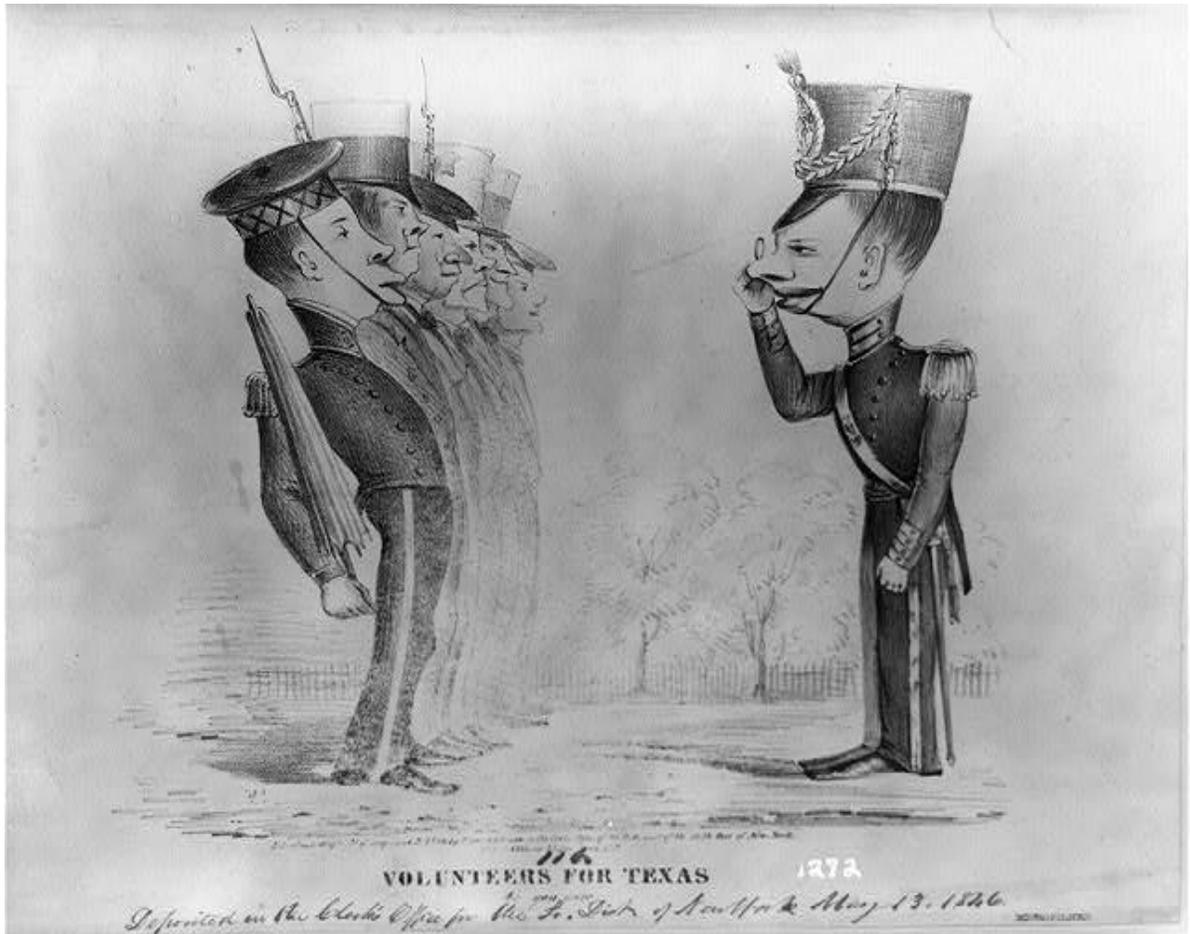
Texas as a republic had continuing conflicts with Mexico, economic issues, and an ever increasing population. Predict the consequences of remaining an independent nation. What are the benefits of joining the United States? Write an opinion paper to state your opinion and provide supporting evidence. Present your paper to the class.

### **Image Gallery**

Related images may be found at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/4C-Statehood/25578027\\_WJwNhF](http://sanjacinto-museum.smugmug.com/CurriculumGuide/4C-Statehood/25578027_WJwNhF)

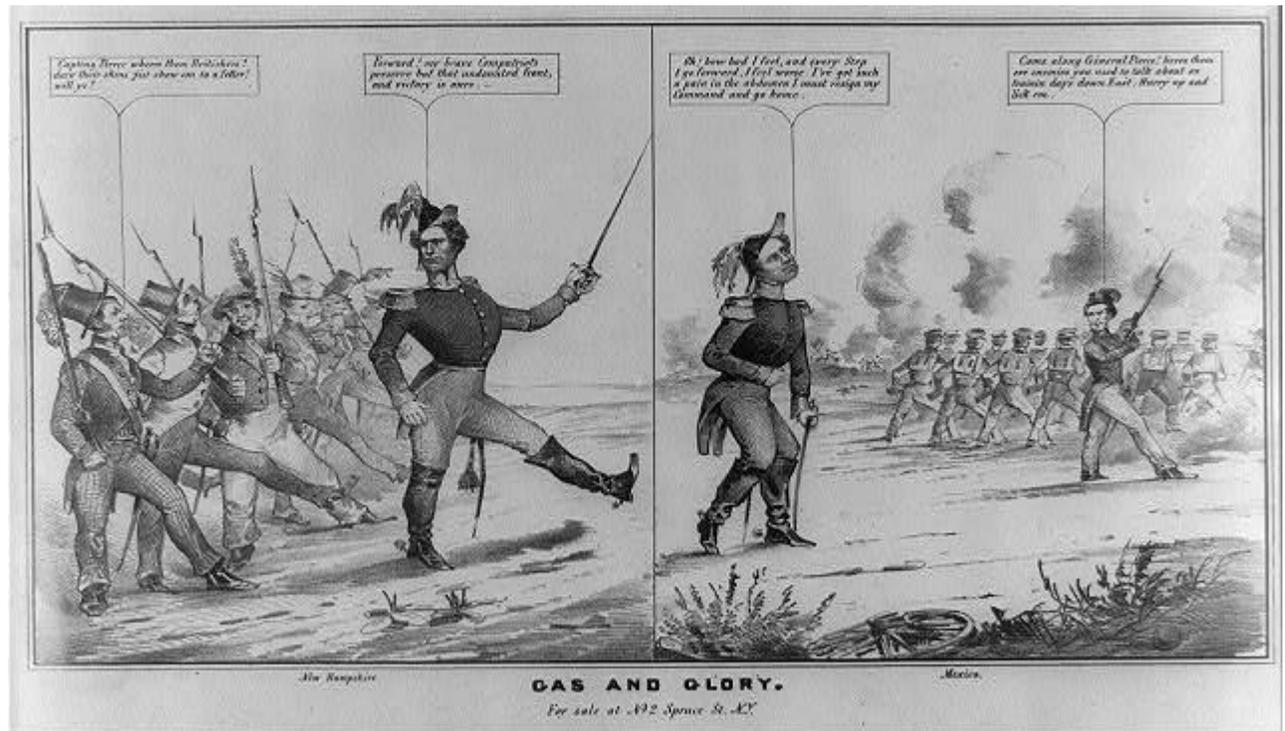
For use with the lesson Hook:

“Volunteers for Texas. As you were” by Thomas Odham <http://www.loc.gov/pictures/item/2008661464/>



Date Created/Published: 1846. Summary: A scornful portrayal of the poor caliber of American volunteers for the Mexican War. The print evidently appeared at the outset of the conflict, as the Library's impression was deposited for copyright on May 13, the day on which President Polk signed the proclamation of war. News of Gen. Zachary Taylor's initial engagement with enemy troops near the Rio Grande River first reached Washington on Saturday, May 9, prompting mass enlistments for the popular cause of protecting the newly annexed Texas territory. A large percentage of the enlistees were Irish immigrants, most of them inexperienced militarily. The artist shows an awkward group of volunteers standing at attention before a young, chinless, and obviously untested officer who regards them through a monocle. The officer is dressed in a neat uniform, while all but one of the volunteers wear civilian clothes. The sole enlistee in uniform holds a parasol instead of a musket.

Nathaniel Currier, "Gas and Glory" <http://www.loc.gov/pictures/item/2008661552/>



Summary: A satire on Franklin Pierce's alleged ineptness as an officer during the Mexican War. There are two scenes. In the left frame, in "New Hampshire," Pierce trains a band of volunteer militia, exhorting them, "Forward! my brave Compatriots preserve but that undaunted front, and victory is ours." A soldier on the far left asks, "Capting Pierce wheres them Britishers! darn their skins just show em to a feller! will ye?" In contrast, in "Mexico" at right, Pierce lags behind his troops, holding his stomach and complaining, "Oh! how bad I feel, and every Step I go forward, I feel worse. I got such a pain in the abdomen I must resign my Command and go home." A soldier with the group looks back, saying, "Come along Ginerall Pierce! heres them ere enemies you used to talk about on trainin down East: Hurry up and lick em." The print was no doubt issued during the 1852 presidential campaign when Pierce was the Democratic candidate.



## Early Statehood for Texas!

Texas is unique among all the states! Texas is the only one of the fifty U. S. states to have been an independent republic prior to becoming a state. Annexation had been controversial, Mexico was a continuing problem, a state government had to be created, maps changed, Indians controlled and people were coming to Texas in large numbers from the United States and foreign nations.

In the content frame below collect information about the events in Texas between becoming a state and the Civil War.

Event	Main Idea	Important details	Significance
1845 Constitution			
Border disputes			
Mexican War			

Indian Reservation Policy			
Treaty of Guadalupe Hidalgo			
Migration to Texas			
Frontier Forts			
Compromise of 1850			

## Lesson Plan: Slavery in Texas

### TEKS Objective

#### Social Studies Texas History

5A - Explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs.

#### Essential Question

How did slavery develop in Texas?

#### Critical Vocabulary

Guerrero Decree of 1830  
Three-Fifths Compromise  
Slave trade

#### Prior Knowledge

For homework: Ask students to read about slave trade and the Three-Fifths Compromise in their textbooks and the United States Constitution.

#### Hook

1. On a Smart board or in the computer lab ask students to collect information about the total number of slaves and slave owners in Texas prior to the Civil War. <http://www.texasslaveryproject.org/maps/hb/>
2. On a map of Texas shade the areas with high slave populations.
3. List the number of slave owners and the average number of slaves per owner.
4. Explain laws governing slaves in Texas. <http://www.texasslaveryproject.org/sources/LawsOfTexas/index.php>

#### Activity

1. Using the Library of Congress website, select several slave narratives for students to read. <http://www.loc.gov/teachers/classroommaterials/connections/narratives-slavery/history3.html>
2. Ask student to answer the following questions found in the Born in Slavery Project section:
  - a. Why might former slaves have spoken nostalgically about slavery?
  - b. Why might so many of the former slaves interviewed have reported that their own life was relatively easy but conditions on nearby plantations were harsh?
3. Write three journal entries using the Key Phrase Journal strategy in the Strategy Descriptions section. Write one entry for each of the following topics: the work life of slaves, religious life of slaves, and the social life of slaves in Texas. (Suggested vocabulary for the writing assignment: cotton gin, overseer, beatings or whippings, jumping the broom, missionary, medical care, Negro spirituals, vegetable gardens, reading and writing ability)

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/4A-Slavery-in-Texas/25606947\\_SWSWv3](http://sanjacinto-museum.smugmug.com/CurriculumGuide/4A-Slavery-in-Texas/25606947_SWSWv3)

## Lesson Plan: Texas Joins the Confederacy

### TEKS Objective

#### Social Studies Texas History

5A - Explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs.

#### Essential Question

What positive and negative impact did the Civil War have on Texas?

#### Critical Vocabulary

States' rights

Unionists

Secede

Confederation

Sovereignty

Cash crop

Protective tariff

#### Prior Knowledge

Students should have a basic understanding of the development of slavery in Texas. Although the Spanish and Mexicans had been generally opposed to slavery, it flourished in Texas due to the increased population and agricultural interests.

#### Hook

Ask students to list reasons for Texas support for the Civil War and Secession:

- Majority of Texans from other southern states and had southern attitudes toward the issue of slavery.
- Texas delegates to the 1860 Democratic National Nominating Convention in Charleston, South Carolina, supported the Deep South Democratic candidate, John C. Breckinridge for president.
- Failure of the northern states to comply with the Fugitive Slave laws.
- Perceived failure of the United States to protect the frontier from Indian raids.
- High tariffs to protect manufacturing in the north had often been harmful to Texas and threatened the entire southern economy. Texas realized that becoming part of the Confederacy would improve their chances to maintain a stable economy with continued free trade.

#### Activity

1. Together with students review Texas Secession documents from the following website. <https://www.tsl.state.tx.us/ref/abouttx/secession/index.html>
2. Complete the Sectionalism Content Frames.
3. Read about Sam Houston and complete Sam Houston Interview activity.

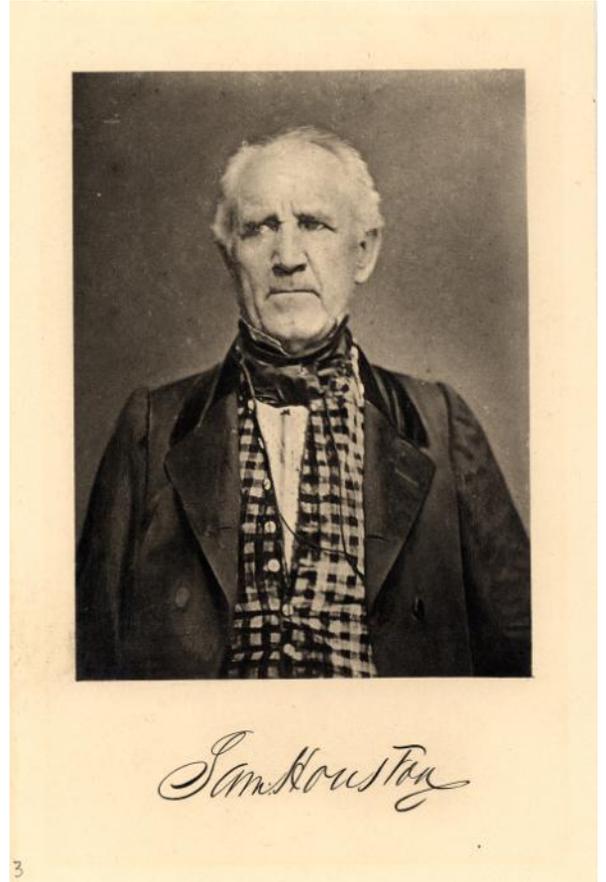
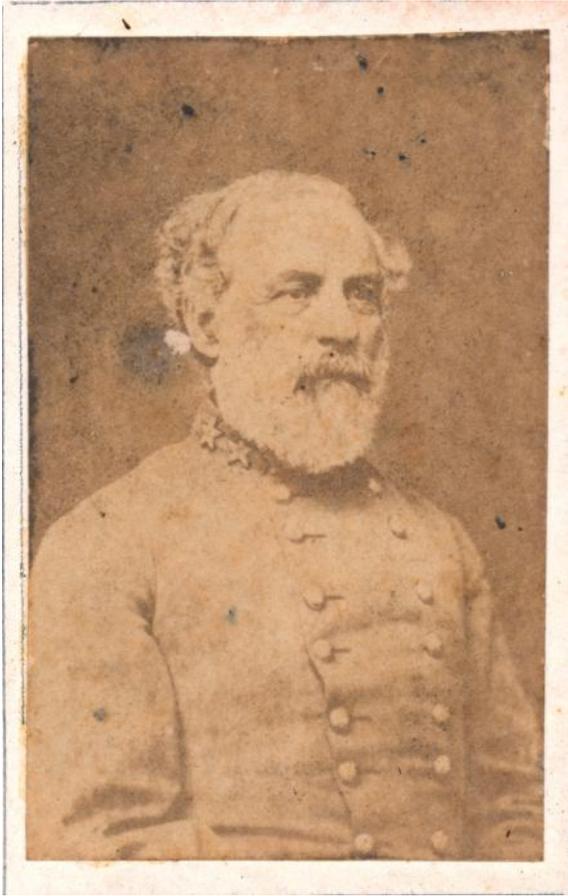
#### Be a Star Bonus

Create a bumper sticker to show support for the Southern States and Secession.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/5A-Texas-Joins-Confederacy/25626961\\_SwjvkH](http://sanjacinto-museum.smugmug.com/CurriculumGuide/5A-Texas-Joins-Confederacy/25626961_SwjvkH)

<b>Problems leading to the Civil War</b>	<b>Definition</b>	<b>Point of View of the United States</b>	<b>Point of View of the Texans</b>
<b>States' Rights</b>			
<b>Slavery</b>			
<b>Sectionalism</b>			
<b>Tariffs</b>			



Left: "General Robert E. Lee." Photograph, 1863. Accession number 13520.

Right: "Sam Houston." Engraving. Accession number 12172.

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General Robert E. Lee of Virginia and General Sam Houston of Texas were both men devoted to their states. General Lee would not fight against his beloved Virginia and agreed to lead the Confederate troops during the Civil War. General Houston opposed the war and did not want Texas to leave the United States. A convention met in Austin, Texas to vote on secession on March 2, 1861. Everyone wondered if Sam Houston would swear an oath of loyalty to the new Confederate state of Texas. General Sam Houston did not proclaim his support for the Confederate States of America and remained seated in his rocking chair. The convention removed him as governor and administered the oath of office to Lt. Governor Edward Clark. Governor Sam Houston settled in Huntsville, Texas and died on July 23, 1863, prior to the end of the Civil War.

Your assignment:

You are to take on the role of a newspaper reporter in Austin, Texas, on March 2, 1861. You have been given the opportunity to interview General Houston about his feelings on Texas secession.

Write a minimum of five (5) questions for General Houston to answer.  
Answer all five questions pretending you are General Houston.



## Create a Bumper Sticker

Create an original bumper sticker to reflect your support of Texas joining the Confederate States of America.

### REQUIREMENTS:

- |  |           |
|--|-----------|
| 1. Clever/Creative/"Catchy" <b>SLOGAN</b>  | 40 points |
| 2. Color   | 10 points |
| 3. Illustration, symbol, design & one fact or reason to support your point of view. (Anyone seeing it should be able to determine the point you are trying to convey!) | 20 points |
|  | 20 points |
| 4. Neatness  | 10 points |

**QUIZ GRADE**

## Lesson Plan: Effects of Civil War and Reconstruction

### TEKS Objective

#### Social Studies Texas History

5B - Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.

#### Essential Question

Why are the years of the Civil War often called *Terrible Years* by historians?

#### Critical Vocabulary

Radical Republicans	Freedmen	13 <sup>th</sup> Amendment
Reconstruction	Constitution of 1876	14 <sup>th</sup> Amendment
Military districts	The Grange	15 <sup>th</sup> Amendment
Impeachment	Black Codes	Carpetbaggers
Scalawags	Ku Klux Klan	

#### Hook

1. Ask students to complete a Mind-streaming activity on the topic of President Lincoln's assassination.
2. At the conclusion of the mind-stream view a video clip from the movie *The Conspirator*, The History Channel video listed here: <http://www.history.com/topics/reconstruction/videos#the-failure-of-reconstruction>, or a similar film to pique the interest of students.
3. Read Lincoln's plan for reconstruction for the Union and ask the students how the southern states would have been treated if Lincoln had lived.

#### Activity

1. Compare Lincoln's Plan for Reconstruction to the plan of the Radical Republicans in the United States Congress using the Compare Contrast sheet from the Strategy Descriptions section.
2. Using the Two Column Notes format ask students to make notes as they read the Mrs. Pringle interview below:  
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/recontwo/pringle.html>
3. With a partner or small team ask students to create an original protest poster expressing their views of the harshness of life in Texas caused by Reconstruction. Posters must include a visual, a slogan, and a minimum of two facts of evidence as proof of their stated point of view. (Poster questions and form attached below.)
4. For homework, test review or class discussion purposes have students write an answer to the essential question: Why are the years of the Civil War often called *Terrible Years* by historians?

#### Be a Star Bonus

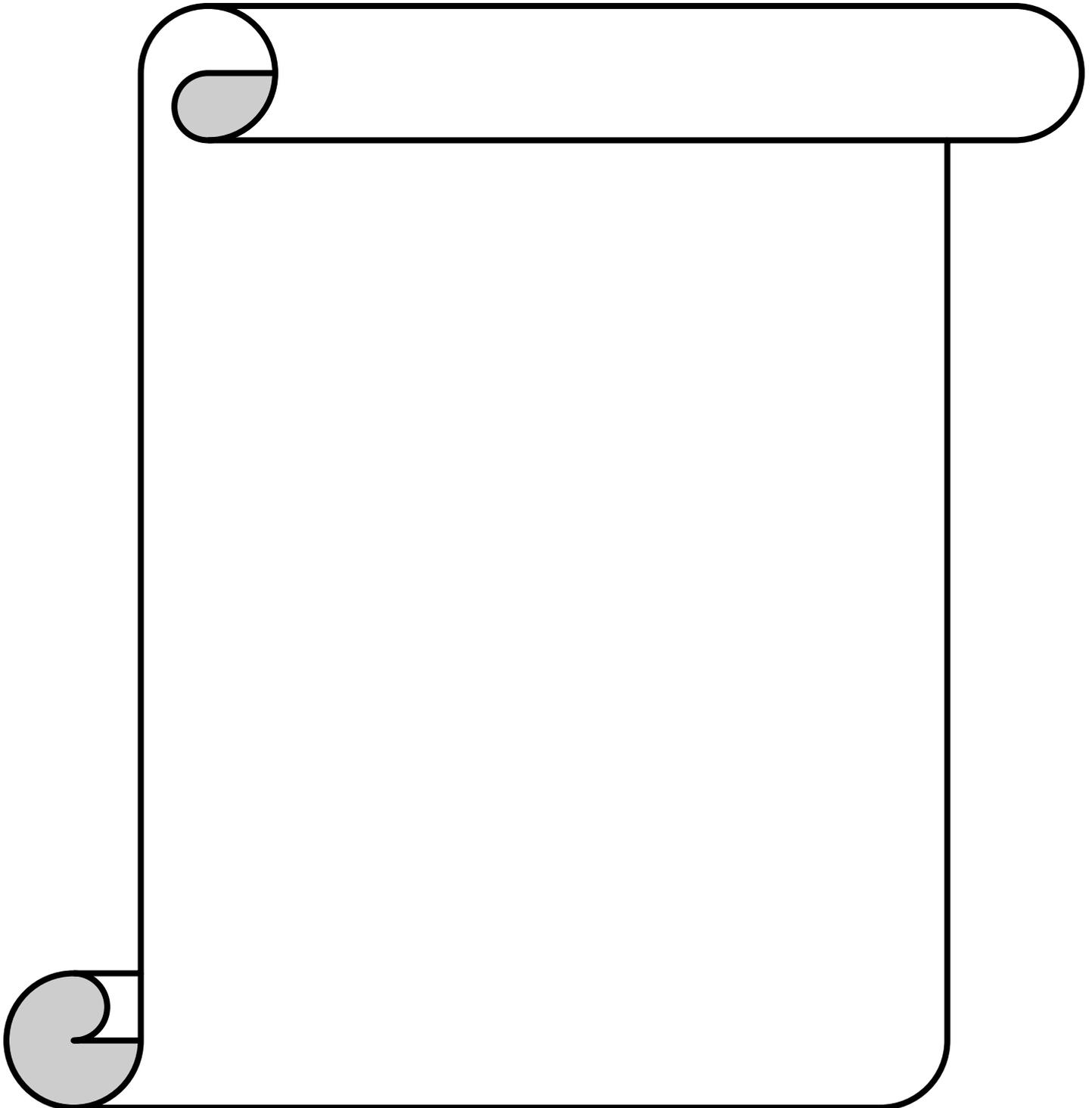
Research Juneteenth celebrations in Texas. What is the significance of these celebrations today?

# Reconstruction in Texas 1865-1877

What is meant by Radical Reconstruction?

What problems did all members of society face during Reconstruction?

Create a protest poster below (slogan, illustration and factual evidence are required)



## Lesson Plan: A Civil War Soldier's Story

### TEKS Objective

#### Social Studies Texas History

5B - Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.

#### Essential Question

Why are the years of the Civil War often called *Terrible Years* by historians?

#### Critical Vocabulary

Volunteers	Federals
Gun boats	Yanks
Government stores	Cumberland Gap
Blockade	Southern chivalry
Typhoid Fever	Hardtack
Pickets	

#### Hook

1. Find an appropriate video clip of Civil War action, such as Audie Murphy in the *Red Badge of Courage*, *Glory*, etc. <http://www.youtube.com>.
2. Ask students if there is anything they would be willing to fight or die to protect.

#### Activity

1. Ask students to work with a partner to read the following letters from Jimmie Boon to Miss Mollie Cook, 1861-1863.
2. Instruct students to complete the content frame as they follow along with Jimmie's journey.

#### Be a Star Bonus

Pretend you are Miss Mollie Cook and write a response letter to Jimmie about the hardships of the war on life at home in Texas.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/5B-Civil-War-Soldiers-Story/25685924\\_9ZDbqm](http://sanjacinto-museum.smugmug.com/CurriculumGuide/5B-Civil-War-Soldiers-Story/25685924_9ZDbqm)



McKinney Texas

June the 19<sup>th</sup> /61

Miss Mollie J. Cook

Dear friend

...There is a company of volunteers (cavelry) that will leave in a few days for the field of action, that I expect to go with if I can get off with them. There is also a company of Infantry in camp waiting for further orders, both companies were raised in this county. The cavelry company will be led by Captain James Throckmorton, their point of destiny is not yet ascertained for certain never before in the history of our county has such commotion and excitement prevailed all seem to be of the same mind and the cry comes from all, my Country and our liberties shall be maintained. ...

J. S. Boon

Dispose of this as your better judgment may dictate. Jimmie

Iuka, Miss. Febr the 27<sup>th</sup> /62

Miss Mollie Cook

Kind Friend

... the prospects before us are not very flattering, for our safety in these parts, for our numbers are few comparatively here, although we are in the heart of the Confederacy, yet we are in a few miles of the enemies lines, and they have been farther into our country here than we are now, they have been to Florance [Florence] Alabama, and they passed unmolested too, and from that place (Florance) they taken a large amount of government stores. They were in gun boats, which were gun proof even against cannon balls. We are stationed here as a guard to protect the railroad and bridge. The bridge is about five miles from us, we have to take it in turns in guarding the bridge each company stands for three days at a time. We cook our provision and camp with no from our camps we have a hard time of it, and have had ever since we left Texas. I suppose it is fair, for such is the life of a soldier or at least I find it is such since I left my adopted state (Texas) for I have left behind me there all that is near and dear to me, save my Father and his family which are in Tennessee, ... It is about eight miles to the Tennessee river, and if we do have to fight here it will be a hard fight. They say they will have this road at all hazards and if they do attempt to take possession of it, it will be no childs play, and a many poor boy will bite the ground, and who of us will escape I cannot tell. We are determined to give them the best fight we can. We number at this post about two thousand men, though we can in a few hours warning concentrate ten thousand men here.

Jimmie Boon

Camp near Corinth, Miss. April the 2<sup>nd</sup> /62

Miss Mollie Cook,

Kind Friend

...Mollie, in camp is a hard place to be sick, you have no idea how a poor soldier suffers while sick in camp. It is no use to undertake to tell how much a sick man wishes to be where some kind hand can administer to his wants, and wipe and cool his scorching fevered face and especially to prepare something that would be palatable for him to eat. Its no use in talking nor writing about such things, when a man can't help himself, but there is one thing certain there is one man that I know of who will know better how to appreciate Female association, if ever he lives to get back to his beloved and adopted state, ("I guess thine is") Texas. I shall not write his name just now but a hit to the wise is sufficient – for I know you are easy of perception (so that's all).

... It seems if a man gets sick and goes to the Hospital he is certain to die, our company loses every one that goes there, we have lost eighteen men that we know of. ... We have another colonel now. Maj. Stanley [Wright A. Stanley] of your town is our leader now. Col. Maxey [Samuel Bell Maxey] has been promoted to a Brig Generalship, he is at Chat[t]anooga Tennessee, he wanted us to go with him, but Gen. Johnson [Joseph E. Johnston] said he wanted us here at Corinth. Maxey appointed his entire staff most from this regiment. We are in the grand army of the Mississippi valley [Army of the Mississippi] now, which numbers many thousands, and in the face of us but a few miles (twenty at most) off are our enemies encamped in equal numbers as near as we can find out. They are well disciplined and much better armed we are and have been for two weeks expecting every day a fight – our pickets bring in some of the Federals most every day in my opinion there will be a general move made soon, and when the fight commences it will be no child's play, but it will be a struggle for life, and many a poor soldier will bite the dust, and who will escape, we cannot tell, God alone can tell, he alone can tell when the end of this war will be. ...

Jimmie Boon

Worsham Hotel, Memphis Tenn

April 28<sup>th</sup> 1862

Miss Mollie Cook

My kind friend do not think me impertinent in writing to you so often I have not waited for you to answer my last letter but I do hope you will excuse me for troubling you this time. Mollie, I write this from the fact that it is the last chance I fore see for I have no doubt but the feds will have [e]ntire control of the Mississippi River ere this reaches you & so we will be cut of from Texas [e]ntirely and then you see that will stop all communication between our army and Texas. This looks some what discouraging but I will not dispare. I still have strong hope in our success. ...

...I will return in a few days as my crippled leg is about well and my health sufficient to stand. Another Bartle will be fought I have no doubt in less than ten days and it will be an awful Battle as there is the largest Army that has ever been at any place in the history of this war, it is supposed that there will be in the two armies together three hundred thousand men. I expect to

go into it and risk my life once more in the glorious cause of my Country if I am so fortunate as to survive the dre[a]dful conflict I will be very thankful and if it should be my fate to fall on the Battle field I shall have done nothing but my duty if I could no in my dying moments that it would cause the shed[d]ing of one single tear from my best and most cared for friend it would be enough for me it would it would make me breathe my last breath more freely and easy but enough of this. I hope for better things.

Chatanooga, Tenn Augt 15<sup>th</sup> /62

Miss Mollie J. Cook

Kind friend

Your kind favour of the 20<sup>th</sup> of May came to hand yesterday, rest assured it was a welcome messenger to me, it being the only intelligence I had received from you for more than four months. I supposed it was owing to the blockade of the river. It found me in better health than I have been since I have been on this side of the Mississippi river, for I have been sick nearly all of the time since I left Little Rock Ark, and I have just returned from the Hospital after an absence of more than two months. I have had a severe spell of Typhoid fever. I came very near peging out twice as I thought. I suffered very much especially for the want of attention. I pity any person that is forced to the necessity of going into a Hospital. For during my confinement I did not get anything fit to eat that was prepared there, and Oh! The suffering of the poor soldiers that are in the hospital.

Mollie, I often thought of those I knew in Texas, that would have administered to my sufferings, for I could not keep from thinking of them far away (and to me most dear!) I had no kind hand to give me a drink of water to cool my parched lips, or ease my aching head, or prepare anything that was fit to eat.

...

We are stationed for the present twenty five miles west of Chat[t]anooga, on the railroad heading to Nashville Ten. We are Gen. Maxey's Brigade the advance guard of the army of this place. The Tennessee river only sep[a]rates our Pickets from the Federals. We are not allowed to shoot at each other here. The Federal Pickets and ours meet in the river and exchange papers in a friendly like manner, and some of them even venture to cross over even against orders all such and to be taken prisoner (after being assured that they will be permitted to return, unharmed) and spend an hour with the pickets and return again. The Federals are deserting daily and coming in to our lines. The Tennesseans have been treated most shameful by the Yankies, their property destroyed, Negroes stolen and in many instances killing some and brutally treating women and children.

...

Bridgeport, Alabama [undated letter, ca. Nov. 1 1862]

Miss Mollie Cook,

Kind Friend

As I have a few minutes time I will devote it to you in writing you one more letter. After a long and tedious march, over Hills, Rocks, Mountains, and some fine rich country, we have had a hard time of it, marching at times both day and night, and part of the time on half rations. I wrote to you from Sparta, Tenn. about the first of September, from there we crossed into Ky. at Tompkinsville from there to Glasgow, Munfordville. There we captured forty three hundred Yanks, guns, ammuniton, seven cannon, from there we moved toward Louisville. We did not proceed far before we left the road and turned toward Lexington by way of Bardstown Springfield, Perryville, Danville, Harrodsburg. From Harrodsburg we turned back to Perryville, where we met the Yanks and had a fight with them, drove them back for several miles with heavy loss on both sides. The Yankies lost about three to our one. Our Brigade under Gen. Smith [Edmund Kirby Smith] was not in much of the fight, did not fire a gun only a few shots with the cannon, we were exposed for a few minutes to a severe cannonade, in which we lost Capt. John. Lane of your town, he was struck on the left hip mutilating of his body in an awful manner he lived but a few hours. I did not see him, but was told he died happy. Some few others of the boys were slightly wound[ed]. I presume you have seen the particulars of the fight ere this in the public papers. From this place we began the retreat crossing at Cumberland Gap from there to Knoxville, Chat[t]anooga and to this place, which is where the railroad crosses the Tennessee river leading to Nashville, we leave here for Murfre[e]sboro Tenn. We expect to have a fight near Nashville. The health of our regiment and the army is good, better than has been for some time; our retreat from Kentucky has disheartened us very much, we did not want to leave there, but our Generals ought to know what is best for us.

I have not heard from Capt. Wise [Harvey Wise] since he got back to Bonham, what has become of him? has he joined the army again? Mollie, we do not hear from home but seldom, and when one of us gets a letter all wants to hear the news, such as who is gone to the wars, who is left at home, how is all, especially the Girls...If I was with you I could tell you many strange and hard things, such as hardships privations and almost starvations. Give my respects to your Mother and all of my friends who may enquire after me, and accept the best wishes and respects of your friend and Lover

Jimmie

PS Write soon and often to your friend kind Mollie.

Jenken [James H. Jenkins] of our company who was taken prisoner a Chila [Shiloh] has been exchanged and is with us again, he had a hard time was badly treated by the Yankies.

Your Jimmie

Camp near Shelbyville, Tenn. Feb 22<sup>nd</sup> 1863

Miss Mollie Cook,

My Friend:

... Although everything has been resting here quietly to outward appearances, for some time, but the weather has been so bad and raining most of the time for the last two months, that it is now almost impossible to move an army, we have some very disagreeable weather but we have good tents with nice chimneys to them and plenty bed clothing to keep us warm and we enjoy ourselves very well considering. And as it is no better we are thankful that it is no worse. We pass of the time in part very pleasantly this bad weather, and time seems to pass off very fast. We meet in our tents, around our comfortable firesides, play our pranks, run our jokes, rehearse the scenes of the battle field, though awful and solemn, yet sublime and grand. This may seem strange to you, yet often while exposed to a severe fire both of cannon and small arms, I could not help but admire its grandure. (But I always admired it most when it was in the distance and I was out of danger.) yet never forgetting loved ones in Texas, and especially our Lady friends. These we love, yet we fear that there will not be many of them single or rather enjoying single blessedness, when we return to the land of flowers and beauty and for whom we are now on the tented field and for whom we are both willing to suffer and die, as many a noble heart has already done, for their protection, in this unholy war, which seems to be waged more for spoils than anything else now. God send that it may soon end.

We are now in a Texas brigade composed of the 10<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, dismounted cavalry and ours the 9<sup>th</sup> infantry commanded by Gen. Ector.

It seems from northern reports that we get that the war will not last no great while. The indications seem to point to a better day and that not far off. There seems to be a general dissatisfaction both in the army and in the states especially the states of Illinois, Indiana, Ohio, and Newyork, and portion of other states. It is caused by Abe's emancipation proclamation. They say that they will not lend a helping hand to wage a war to take the negro from his rightful owner. Already has Illinois made steps towards seceding from the Federal government and asking the middle and western states to meet her in convention at Louisville Kentucky, and there consider the best steps to take for the future and appoint delegates to send to Richmond, to ask admittance into the Southern Confederacy. So great is the dissatisfaction in the federal ranks that the government seems to be tottering and crumbling to fall... such are the gleanings of northern papers. I would be glad you all had the papers to read that I have had for this last ten days, you would hold up your heads and look cheerful again, but it won't do to become too sanguine and bouyant [buoyant] with hope and loose [lose] sight of our position and condition, if in the event all of this proves to be false. But I do verily believe if we do our duty to our God and our country, both as soldiers and citizens, we will hold the yankies in check this winter and next spring. So badly will they be whip[p]led by their own failures, that by the first of August they will acknowledge our independence, and liberty will perch upon our banners, and peace will once more shine abroad over our lovely country the Southern Confederacy (so mote it be) the dissatisfaction is much greater in the yankie army than in the states, we often hear of mutiny and rebellion in their ranks, such is the report given by deserters from their ranks, as almost dayly [daily] occurences. Abraham is beginning to fear the honesty of his best generals, he is removing them from office and placing in their stead men of his own stripe, less competent to fill their places as Generals, but all of this is so much in our favour and proves that we have friends in the north who sympathises with us, and will lend us a helping hand if they could. We have one

deserter from their ranks in our regiment, he joined us at Murfreesboro, he makes us a good soldier, but desertions from the federal army is such a common occurrence of late there is not much notice made of it. ...With this you have the friendship and love of a Texas soldier. I remain as ever, your Jimmie.

Mollie: write to your friend soon and often, give me all the news and oblige your friend,

Jimmie

Shelbyville, Tenn., March the 22<sup>nd</sup> /63

Miss Mollie Cook,

Kind and True Friend

... I am truly glad to hear and know that the good Ladies of Texas are doing such a noble part for her soldiers, for without their aid and especially their good admonitions and prayers, how hardly could we keep up or do anything to prosper in these times of great troubles. ... O! how we poor soldiers desire to return home to the fond embraces of those we left behind. But yet I am not cast down, or low spirited "nay verily" but I feel proud of my station "as a Texas soldier this morning" and why should I be otherwise, when everything around me looks so cheerful "its true there are some sad hearts" but nature seems all smiles, just bursting forth in her green verdure, and the birds sing, so sweetly all around the sun shines so beautiful and nature seems to be all love. And from the front all is quiet, and of late cheering news come from almost every quarter, whether true or not, the general dissatisfaction that prevails in the Yankie army and especially the fighting within their own ranks, which accounts we hear almost every day. A few days ago they had a general battle in Rosencrans [Gen. William S. Rosecrans'] army at Murfreesboro some four hundred were killed, frequently hear heavy firing in their own lines, and on yesterday we heard that all of the Illinois, Indiana, and Ohio troops were leaving, and falling back to Nashville and from there to Bowlinggreen [Bowling Green] Kentucky. This is glorious news if it only be true.

I thought a few days ago we were going to have a fight here, a courier of Rosencrans [Rosecrans] was intercepted with orders to Gen. McCook [Gen. Alexander McDowell McCook] to strengthen his pickets and bring on a fight at this place, but we were prepared for them and lay in line of battle for several days and nights, but the bravos of Lincoln never made their appearances, and I guess that it was well enough for them, if they had I guess they would have rued the day they left their homes to try to subjugate a free people. We are quite sanguine of our ability to hold the vandals in check here, and I do verily believe, that if we do our duty, both as Soldiers and Citizens, to our God and our Country, that ere the Summer months pass we will gain our independence, and we poor Soldiers be set at liberty and be permit[t]ed to return to our homes, to enjoy the boon of peace. That has caused the life blood of so many good men to flow almost like rivers through our sunny south. Oh how cheering this would be, may God speed the time. I am truly sor[r]ly to hear that there is some dissatisfaction in our western army, and that some of our Texas boys have deserted, This is very grating to every true Texian. But I think that Gen's Price [Sterling Price] and Kirby Smith will restore confidence to the people & in the Soldiers, and that they will soon rally around them, and the army will be reorganized and the

Yankee army be driven far back north. I think that it was a good selection in sending Gens. Price and Kerby Smith, they are good men, especially Gen. Smith, he is a Christian soldier and above all others. Give me a praying man for an officer, under such an officer as Smith, Jackson & Stuart I would not dread to go into a fight. I wish we had more of them than we have. We have some cavalry and picket fighting with the Yankees most every day, but this is so common we take but little notice to it. It seems that the Yankees are bent on destruction, say that they can't whip us (they tell the citizens so) but will starve us out, tell the farmers that they shall not raise any crops, they take their stock and drive it off, gather up the plows and burn them, and destroy every vestige [vestige] of property that they can that belongs to strong southern men, such is the fiendish and brutal disposition of Lincoln's band of hirelings that he is trying to subjugate us with, but he will never succeed, so long as there is a woman left to use a broom stick even. I think this is the exclamation that comes from every southern heart.

...With this you have my kindest regards and the love of your absent friend,

Jimmie

(Write to your friend often)

Yazoo City, Miss. June 8<sup>th</sup> /63

Miss Mollie Cook,

Much esteemed Friend, I write this short note and cast it to the winds hoping that it may reach your hands, that you may know that you still have a place in my memory and a share of my kindest regards, and that you may know something of my whereabouts.

This eving [evening] find me in good health, and about four miles east of Yazoo City, and in hearing of the roar of the cannon at Vicksburg, and expecting to have a fight with the Yankees every day. Gen. Grant has a very strong force between us and Vicksburg. Gen. Johnston is uniting a very heavy force in their rear, and I think there will be a generally [e]ngagement soon, if so it will be a most dreadful fight. There has been already severally hard fights the Yankees have burnt Jackson loss estimated at five millions dollars, and all the public property at Yazoo City and the navy yard, both places were burnt a few days before we arrived there. We left in Shelbyville about a month ago. We have been here for more than a week, we came down by cars and steam boat, to Jackson [Mississippi], and walked from there to this place, a distance of fifty miles. I dislike being transferred from the Tenn. Army to this, our fare is very poor beef and coarse corn meal and occasional some bacon, and sugar, besides having bad water to drink and Swamps and musquitoes to contend with, which is not very pleasant or amusing. But we have a hope that if we can succeed in driving the Yankees from this portion of the state, we will be transferred to the west side of the Mississippi river. It is believed by some of our leaders that this will be done, if so there will be an loud and long yell given by some Texas boys, very near all the Texas boys that were in Tennesse[e] and different portions of this state are thrown in to this Army under Gen. J. Johnston. There has been several engagements here recently, and our loss has been heavy, having to fight such great odds in one engagement near Jackson. The 7<sup>th</sup> Texas lost near two hundred in killed, wounded and prisoners, there has been no fighting except cavalry since we have been here. There has been some very hard fighting at Vicksburg, and Port Hudson,

which has been very much in our favour and heavy loss to the enemy.

Much depends on our driving the Yankees from this portion of the Confederacy. If they get Vicksburg they will have the door opened to all this state and Alabama and we Texas boys will be entirely cut off from home. You must excuse me for this letter, for I am in a great hurry. You must take the will for the deed.

Mollie, I am very anxious to hear from you. I have had no news from you in a great while, though I believe you have wrote to me regularly. An interest in your prayers I ask; give my kindest regards to all and accept the best wish and love of

Your Jimmie.

Write soon and often.

From a member of Compy I, 9<sup>th</sup> Tex. Volunteers Ectors Brigade Johnson Army.

[undated paper, similar paper & ink to the June 8, 1863 letter]

P. S. Since I wrote the above letter, we have received orders for our Quartermaster to turn over all wagons except one wagon for every seventy men, one ordinance wagon for every three hundred men, one wagon for head quarters, one wagon and one ambulance for the medical department, and all baggage save what we can carry ourselves. This is indication of some kind of a move, but it is all a mystery to us. Be this as it may, I am for anything for the good of my country, so we can but gain our independence, our liberty, and release ourselves from the tyrannical rule of Abolitionism, of old Abe and his minions, or would be gods of this country, "our lovely South." We have been idle now for some time much longer than I expected, when we came here from Murfreesboro, and I think it is time we were doing something and not lie idle here, though I care not to get into another such a fight as we had in the late battle of Murfreesboro. Oh what destruction of life, and mangled bodies on that field, my heart sickens at the recollections of that scene of carnage, but anything to gain our independence. I am willing to bear as much as flesh and blood can bear so I but come out a live, and sound. Mollie, an interest in your prayers I crave. May I ever be remembered by you at a rich throne of grace. Write soon. I ever remain your true friend,

Jimmie.

Camp near Big Black river, Miss. July 4<sup>th</sup> /63

Miss Mollie J. Cook

... I look forward with anxious expectation to brighter days in the future, though the dark cloud of war and desolation is dark and lowering and very much so at this time, for it seems that Lincoln with his hordes of hired servants both white and black are moving against us at this point with a determination to take it any how, and which will or can only be excelled by the skill of southern chivalry and Generalship of the brave oppressed defenders of the South, who are willing (as many have already done) to shed the last drop of their hearts blood for their country, a country that abounds with all the natural resources of wealth and the requisites to make a great and powerful nation. I believe there is more patriotism among the Ladies than

there is among the men. I have seen enough to convince me of that fact. There has been but one known desertion in our Company, and I believe that his Sisters was the cause of it, which is a great shame and pity to the Sex, and to our cause, that there are among us such enemies. I call them enemies for I cannot give them any other name, those that should be our friends, are in many instances our most bitter enemies, but I hope such instances are few, yet in some portions of the country there are some vile and bitter enemies to our cause and to our country.

We are now encamped about thirty miles in the rear of Vicksburg, and in striking distance of Grant's Army, which is between us and that place, he has a very strong force and from reports very well fortified, besides the country is a good natural fortification. Gen. Johns[t]on has a good army here encamped, he is with us here, and from all outward appearances my impression is that we will have a general engagement here soon, probably in a few days. Gen. Grant has been trying the strength of Vicksburg for near twelve months, and more particular for the last six weeks. The roar of cannon has been almost incessant both day and night, and so far they have failed and have been forced to fall back with heavy loss and Vicksburg still stands, the Gibralt[al]r of the Confederacy, and a living monument of the goodness and mercy of God, and bids far to still remain ours. Oh! may the providence and blessings of God be with us, and may He be our strength in this time of need, that we may be able to drive a most tyrannical foe from our country, and so far beyond our lines that they may never trouble us any more. That we may be a free and independent people, instead of an oppressed and down trodden surf, which we will be if we fail to gain our independence. If we can succeed in raising the siege of Vicksburg we will have better days to dawn upon us soon, which will be hailed by many a gladden heart with joy inexpressible almost.

The health of our command is good. I am in better health now than I have been since I left Texas, and fleshier than you ever seen me. I guess you would hardly know me now, for I have been exposed so much, and so badly sun burnt, but I don't think that my morals or habits are changed any... I remain as ever

Your Jimmie

Meridian Miss. Oct 8<sup>th</sup> /63

Miss Mollie

... it seems that I never will be permit[t]ed to visit you all again, as until this wicked & unholy war is over, if it ever will end, and this seems doubtful for sometime yet to come, for me there is but little prospect of it ending soon. The future is all dark to me, but we will yet be free. Tell me not that as proud and numerous and wealthy people as those who form the Southern Confederacy will ever be enslaved! no never, though it yet may cost (as it were) rivers of blood to flow. The life blood of many of our best and bravest men, for we never have an engagement with our enemy but what we lose some of our noble soldiers, and best officers.

I suppose you have ere this seen an account of the late battle of Chicamauga river near Chattanooga Tenn. I was not in the fight, I was sick at the time and was sent off with the baggage of our regiment, but from accounts the boys give it was a hard fought battle. Our regiment came very near being taken prisoners, at one time were nearly surrounded, had to save themselves by retreating in double quick time, in fact the whole brigade came near sharing the same fate, many of the brigade were captured and among them were two of our company, John

Odell, & Jeff Day, of Farmersville Collin County. We lost two killed, James M. Burns & James M. Harris, and two wounded Sol. Dobson first joint of forefinger, right hand, J. W. Whisenant in next, slight, most all received slight bruises from balls or fragments of shell. Our regiment lost eight killed and sixty wounded in Stanley's old company, no one was killed, three wounded, Davis, John Bates, and Bush. Yates with the three wounded boys were taken prisoners. The wounded prisoners have all been exchanged for on the battle field. We lost two commissioned officers, Lieut. Fitch of Grayson Co. and Lieut. Hamilton of Hopkins Co. Col. Young was badly wounded in left breast, ball passing through and out near the shoulderblade, no bones broken. There will be a full list of the casualties of our regiment published, so I will give no more.

As to the position of Rosencrans [Rosecrans'] Army, I know nothing more than it is in possession of Chattanooga, and Bragg's line extend to the river both above and below. He has possession of Lookout Mountain, and has a full view of Rosencrans movements and works. I know nothing of Braggs forces, but I am satisfied they are sufficient for the task, and as to his movements, and plans they are secrets of his own, everything is kept in the dark from us now. It may seem strange that we are in this part of the country, but we are here, but can't tell why. I would like to give you more news, but I cannot at this time, secrecy seems to be the policy now. Dr. Trimble is in fine health, you have his kindest respects (his family especially) also William Campbell. You must remember me kindly to your Mother and relations, and all enquiring friends. I await patiently your answer to this, and others. I remain as ever your true and faithful Friend

Jimmie

## Lesson Plan: Civil War Heroes

### TEKS Objective

#### Social Studies Texas History

5C - Identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.

#### Essential Question

What impact did Texas and Texans have to the outcome of the Civil War?

#### Critical Vocabulary

Regiment

Blockade

Campaign

Terry's Texas Rangers

War Between the States

#### Hook

1. Do you know the names of any heroes from any American war?
2. Make a list of names on the board.
3. Are these individuals remembered because they were brave and distinguished themselves in battle or were they famous before or after the war for some other reason?

#### Activity

1. Students will be divided into teams or assigned partners to create a set of trading cards for famous Texans involved in the Civil War.
2. Ask students to review and evaluate the portraits below for each famous Texan.
3. Civil War Trading Cards must include the following:
  - a. Name
  - b. Illustration or representative symbol
  - c. Dates for birth and death
  - d. Significant contributions to the Civil War
  - e. Additional interesting facts either before or after the war.
4. Students should exchange sets of trading cards and fill in the attached content frame using trading cards from another student.
5. Ask students to return cards to their owner. Students should fill in any missing information from their own set of cards.
6. Trading Cards will be turned in to the teacher for a grade. Students will keep content frame in their notebooks for future study.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/5C-Civil-War-Heroes/25627993\\_zZbq43](http://sanjacinto-museum.smugmug.com/CurriculumGuide/5C-Civil-War-Heroes/25627993_zZbq43)

# Texas Heroes of the Civil War

Name	Illustration	Dates of birth and death	Battles in which he participated or became famous	Contributions to the Confederacy	Interesting additional facts
John Bell Hood					
John Reagan					
Francis Lubbock					
Thomas Green					

John Magruder					
Albert Sidney Johnston					
Henry H. Sibley					



“Tom Green.” Engraving. In *A Pictorial History of Texas*, by Homer S. Thrall. St Louis Mo.: N. D. Thompson & Co., 1879.

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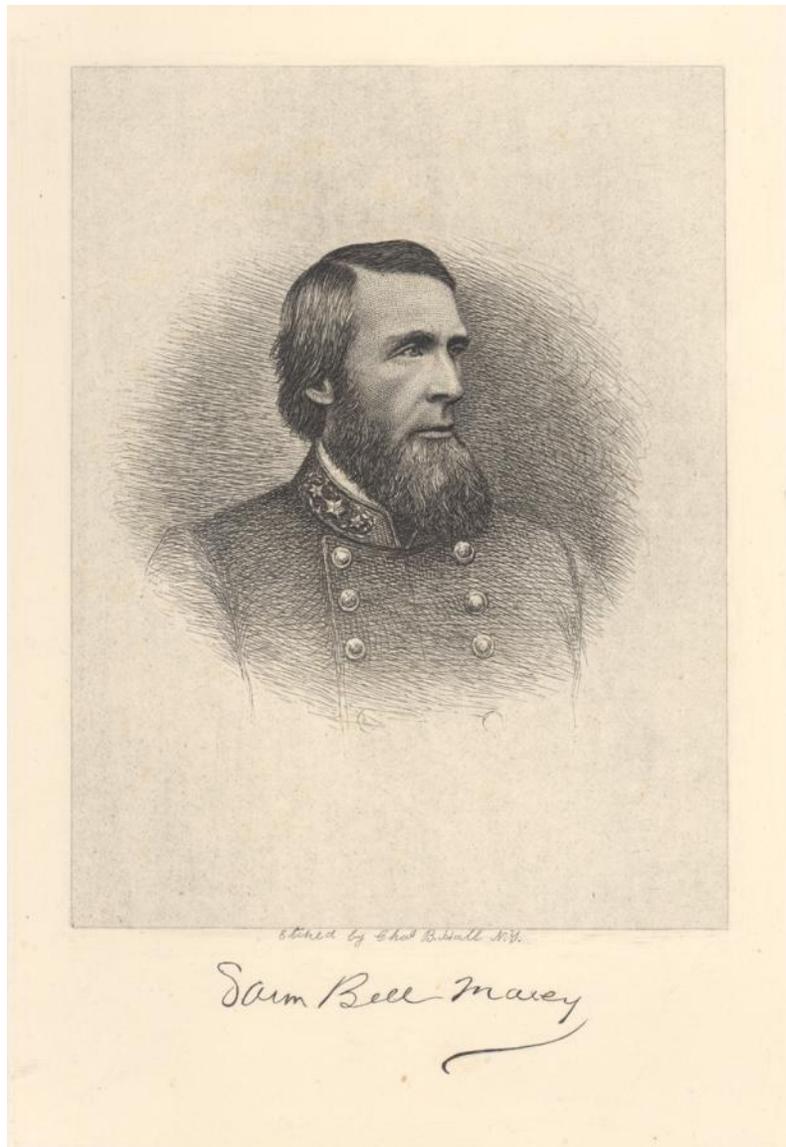
“John H. Reagan.” Card photograph. Accession number 12189.

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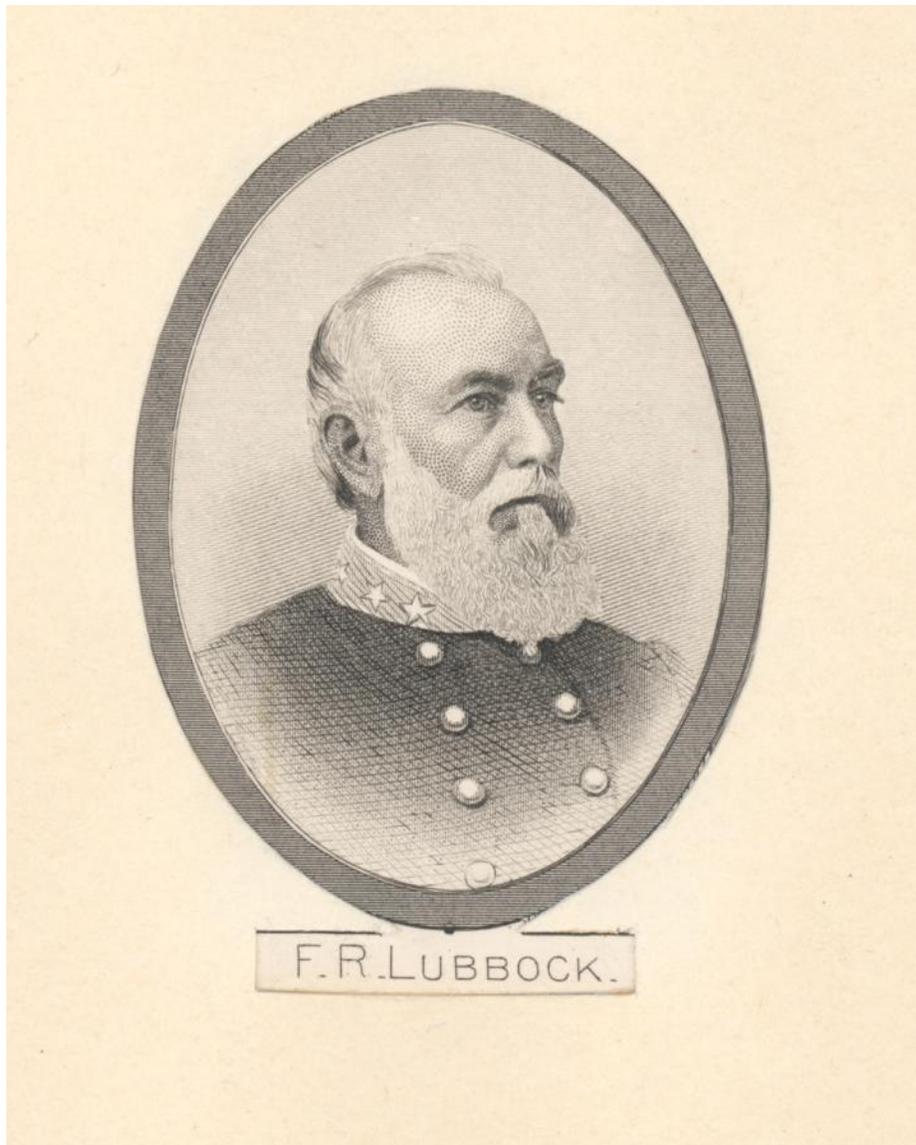
“Gen. Magruder.” Detail from “Rebel Generals,” by Henry Wright Smith. Engraving. [Boston?: s.n., ca. 1870] Accession number 6242.

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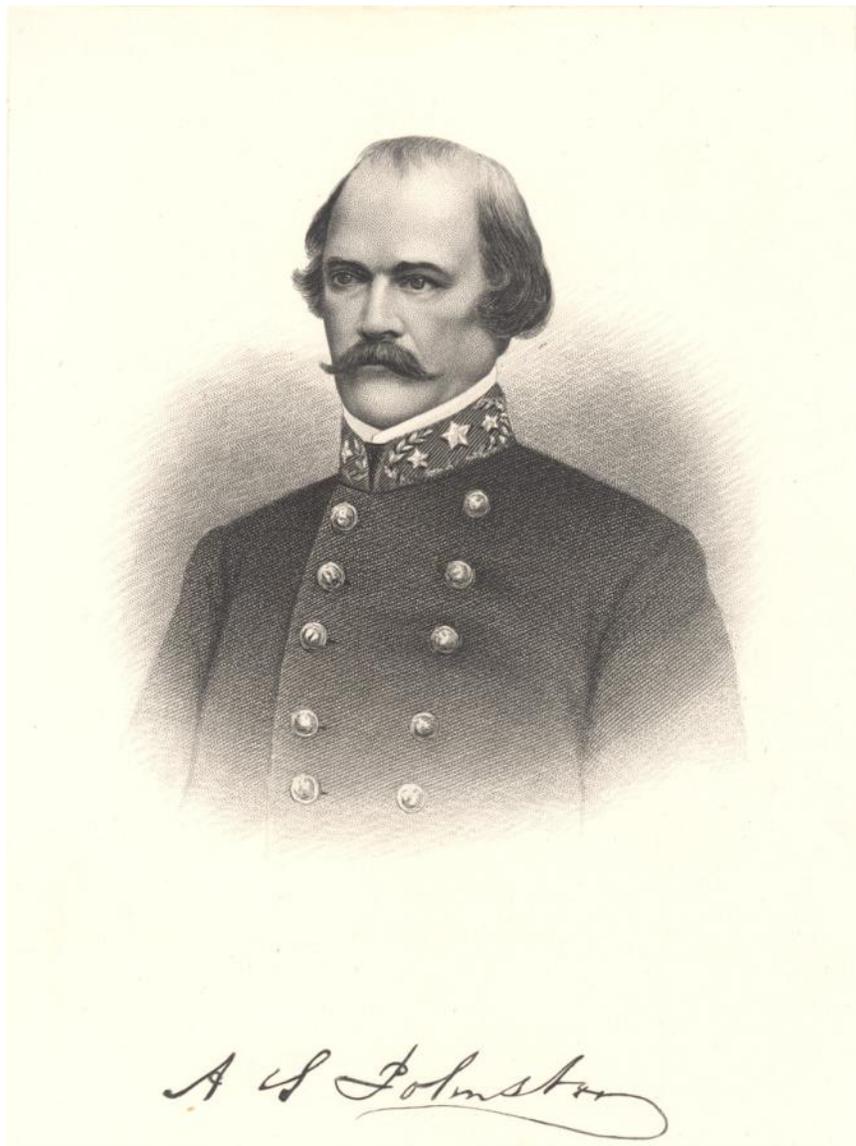
“Sam Bell Maxey.” Etching, by Charles Bryan Hall. Accession number 12180.

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“F. R. Lubbock.” Engraving. Accession number 12179.

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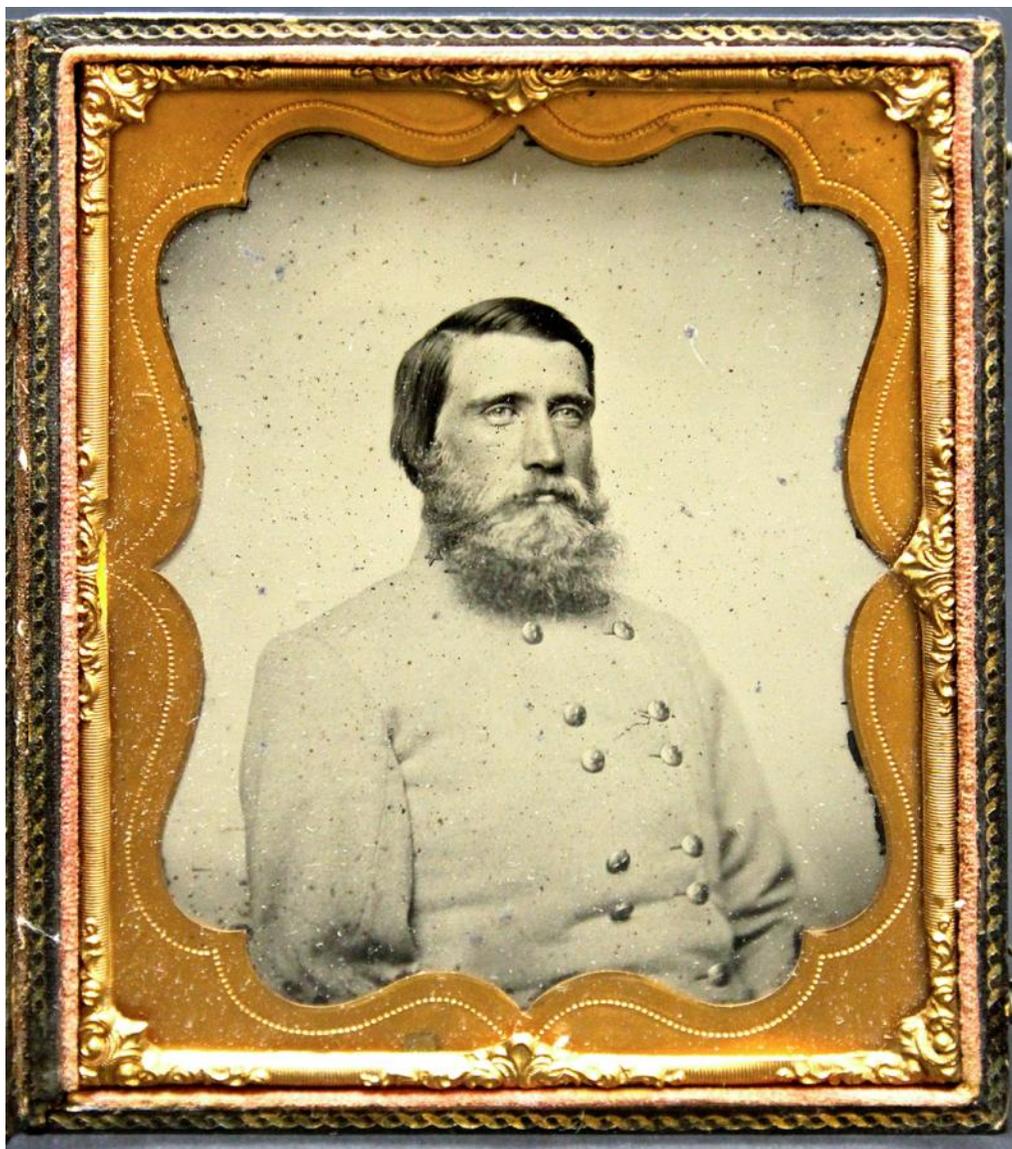
"A. S. Johnston." Engraving, ca. 1862. Accession number 12177.

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“Commodore Leon Bigelow Smith of the Navy of the Tex. Republic.” Card photograph, ca. 1861? Accession number 2956.

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“John Bell Hood.” Daguerreotype. Accession number 16281.

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“Walter Mann.” Photograph of a photograph. Accession number 14050.

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## Lesson Plan: Civil War Battles in Texas

### TEKS Objective

#### Social Studies Texas History

5C - Identify significant individuals and events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.

#### Essential Question

What was the significance of Texas and Texans to the outcomes of the Civil War?

#### Critical Vocabulary

Draft  
Ironclads  
Cottonclads  
Cotton diplomacy  
Truce

#### Hook

1. Ask students to name famous Civil War battles. (Answers will vary: Gettysburg, Shiloh, Chancellorsville, Fort Sumter, etc.)
2. Ask students if they have ever visited a battlefield from any war. Where? What did you see?
3. Ask students if they know the battles that took place in Texas. Why were there so few Civil War battles in Texas?

#### Activity

1. Review the following 1861 map by John Bachman “Panorama of the Seat of War : Bird's Eye View of Texas and Part of Mexico” <http://www.loc.gov/item/2005630920>
2. Review locations of the Texas battles [http://americancivilwar.com/statepic/texas\\_battle\\_map.html](http://americancivilwar.com/statepic/texas_battle_map.html)
3. Read about the Battle of Galveston: <http://www.tshaonline.org/handbook/online/articles/qeg01>
4. Watch a brief video of the Battle of Sabine Pass: <http://www.youtube.com/watch?v=TwxiOUrAh7Y>
5. Read about the Battle of Palmito Ranch: <http://www.tshaonline.org/handbook/online/articles/qfp01>
6. Complete the impact worksheets about the Battles of Galveston, Sabine Pass and Palmito Ranch.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/5C-Civil-War-Battles/25627245\\_DMVdpN](http://sanjacinto-museum.smugmug.com/CurriculumGuide/5C-Civil-War-Battles/25627245_DMVdpN)



# **The Battle of Galveston**

**Complete the reading assignment about the Battle of Galveston.**

**Answer the following about the battle:**

**Who-**

**When-**

**Where-**

**Why- (military objective)**

**Outcome-**

**Significance-**



# The Battle of Palmito Ranch

Complete the reading assignment about the Battle of Palmito Ranch.

Answer the following about the battle:

**Who-**

**When-**

**Where-**

**Why- (military objective)**

**Outcome-**

**Significance-**



# **The Battle of Sabine Pass**

**Complete the reading assignment about the Battle of Sabine Pass.**

**Answer the following about the battle:**

**Who-**

**When-**

**Where-**

**Why- (military objective)**

**Outcome-**

**Significance-**

## Lesson Plan: Effects of Westward Expansion on American Indians

### TEKS Objective

#### Social Studies Texas History

6A - Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20<sup>th</sup> century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker.

#### Essential Question

How did the expansion of the frontier westward impact the American Indians?

#### Critical Vocabulary

Buffalo Soldiers

Buffalo guns

Peace treaties

Mackenzie's Raids

Dawes Act

Destruction of the bison

Reservations

#### Hook

General Philip Sheridan was a close friend of Ulysses Grant and important to the Union victory in the Civil War. He became the commander of the United States Army responsible for returning the American Indians to their reservations after the Civil War ended in 1865. In September 1866, Sheridan spent several months at Fort Scott in Fredericksburg, Texas. Sheridan's role was to subdue the Indians in the Texas Hill Country.

General Sheridan is credited with the following quote:

"The only good Indian is a dead Indian."

Sheridan denied having made the statement; however, many people agreed with the statement. Why?

*(It is believed that in 1869 Comanche Chief Tosawi said to General Philip Sheridan, "Me Tosawi. Me good Indian," to which Sheridan supposedly replied "The only good Indians I ever saw were dead." If true, the statement has been passed down in American culture as "The only good Indian is a dead Indian." General Sheridan denied he ever made either comment.)*

#### Activity

1. Use the SDA strategy questions to analyze the photographs of American Indians and bison herds. Search the Image Gallery for a variety of additional appropriate documents.
2. Analyze the photo of the Buffalo Soldiers using the SDA Document Analysis strategy.
3. Answer the questions below about the lives and duties of the Buffalo Soldiers.
4. Complete the Quanah Parker activity below.

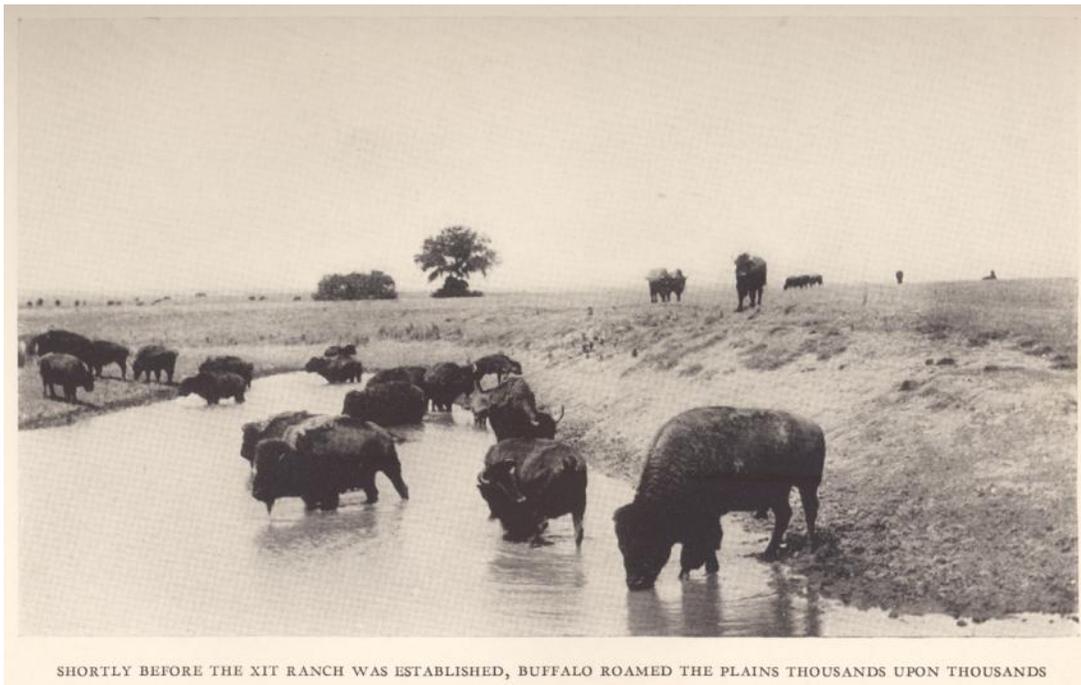
### **Be a Star Bonus**

Complete a research assignment to answer the following questions.

1. How many Native Americans currently reside on government reservations?
2. In which states are the reservations located?
3. Why do these Native Americans remain on reservations?
4. Describe living conditions on these modern day reservations.
5. Bonus points for creating a table of statistical data describing standard of living for these Americans.

### **Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/6A-Tribes-Subdued/25703482\\_HRM4sc](http://sanjacinto-museum.smugmug.com/CurriculumGuide/6A-Tribes-Subdued/25703482_HRM4sc)



“Shortly Before the XIT Ranch Was Established, Buffalo Roamed the Plains Thousands Upon Thousands.” Print from a photograph. In *The XIT Ranch of Texas and the Early Days of the Llano Estacado*, by J. Evetts Haley, Chicago: Lakeside Press, 1929.



“Two American Indian Women in Front of a Tipi with Two Children.” Photograph. Mrs. R. W. Heflin Collection, MC115. Accession number 15321c69.  
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“American Indian Camp.” Photograph. Mrs. R. W. Heflin Collection, MC115.  
Accession number 15321c68.

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Barthelmess, Chr. "Buffalo Soldiers of the 25<sup>th</sup> Infantry, Some Wearing Buffalo Robes, Ft. Keogh, Montana."  
Courtesy Library of Congress Prints & Photographs Collection.

# Buffalo Soldiers

Who were the Buffalo Soldiers?

How did these United States troops get their nickname?

In which military conflicts did they fight?

How did their service impact westward expansion?

Write a one sentence summary to explain what makes these units unique.

# Quanah Parker

Hook-Think/Pair/Share strategy:

1. Ask students to think of examples of a time when they were homesick or lonesome for friends and family, maybe summer camp or a first sleep-over when they were younger. Ask them to write down what those feelings were like or how they dealt with being lonesome. Pair up with another student to share their writings and then ask for volunteers to share with the entire class.
2. Read the short biography of Quanah Parker.

## Quanah Parker

The Comanche chief known as Quanah Parker was born in 1852 in what is today the state of Oklahoma. His father was Peta Nocona, the leader of the Wanderer band of Comanche. His mother was a white woman, Cynthia Ann Parker. Cynthia Ann Parker had been taken captive by a Comanche raiding party at Fort Parker, Texas in 1836. She was approximately 10 years old at the time of her captivity. She was adopted into the Wanderer (Nocona) band of Comanche and later married the warrior Peta Nocona. Quanah was one of three children born to Peta Nocona and Cynthia and was the only one of the three children to live to adulthood. During his childhood Quanah watched as his people were in near constant conflict with both Mexico and the United States. In 1860, Quanah's village was raided by Texas Rangers and soldiers from the United States. His father was killed and his mother, Cynthia Ann Parker was retaken and returned to her family, leaving Quanah with no family and no home. The young Quanah grew to adulthood with the Quahandi Comanche in Texas. Quanah became the leader of the Quahandi tribe and lead them into battle during the Indian Wars of the 1870s. His tribe was the last of the Comanche to surrender and move onto the reservation. While on the reservation Quanah became the leader of all the Comanche. Even though he proved to be a powerful and able leader of the Comanche, he was also respected as a member of the white culture. Quanah took Parker as his surname. He was highly respected and went on several hunting trips with President Theodore Roosevelt.

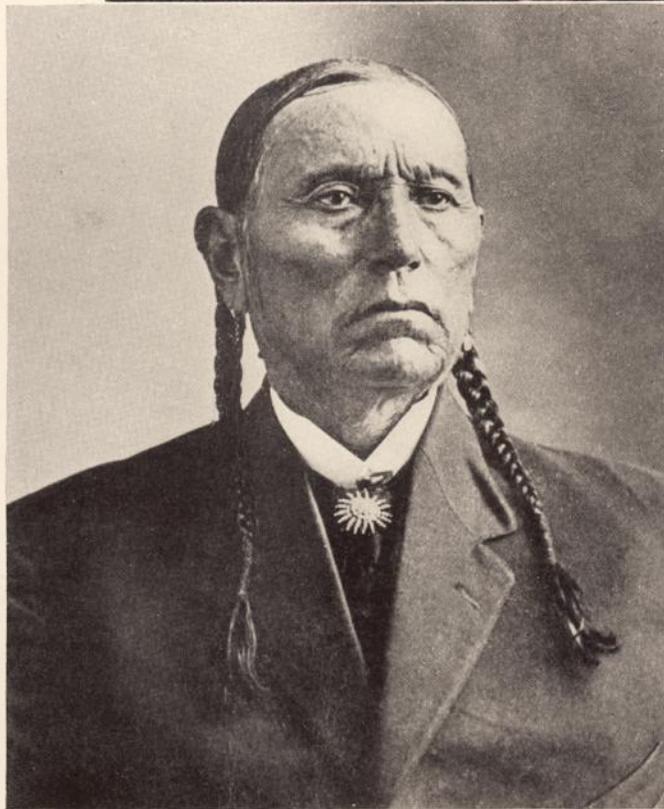
How might the events of losing his parents at an early age change his life and the actions he might take to protect the Comanche people?

3. Analyze the two photographs of Quanah Parker using the SDA Document Analysis strategy. Discussion could be concluded by asking students to use the Compare Contrast Template to record their answers.
4. Why did the American government attempt to Americanize the Indian tribes?
5. Have students write an epitaph for Chief Quanah Parker or create an illustrated timeline of the major events of his life.

Quanah Parker

Born 1852 - Died February 23, 1911

*Do not stand at my grave and weep  
I am not there, I do not sleep.  
I am a thousand winds that blow  
I am the diamond glint in snow  
I am the sunlight on ripened grain.  
I am the gentle autumn rain.  
When you wake in the morning hush  
I am the swift uplifting rush  
of quiet birds in circling flight.  
I am the starlight at night.  
Do not stand at my grave and weep.  
I am not there, I do not sleep*



AMONG THE FINE COMANCHE HORSEMEN AND FEARLESS RAIDERS, QUANAH PARKER, CHIEF AND LATER A MASTER MASON, WAS PARTICULARLY NOTED

“Among the Fine Comanche Horsemen and Fearless Raiders, Quanah Parker, Chief and Later a Master Mason, Was Particularly Noted.” Print. In *The XIT Ranch of Texas and the Early Days of the Llano Estacado*, by J. Evetts Haley. Chicago: Lakeside Press, 1929.

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QUANAH PARKER.

“Quanah Parker.” Engraving. In *Cynthia Ann Parker: The Story of Her Capture*, by James T. Deshields. St. Louis: Printed for the Author, 1886.

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“Cynthia Ann Parker.” Engraving. In *Cynthia Ann Parker: The Story of Her Capture*, by James T. Deshields. St. Louis: Printed for the Author, 1886.

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## Lesson Plan: Cowboys and the Open Range

### TEKS Objective

#### Social Studies Texas History

6B - Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20<sup>th</sup> century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life.

#### Essential Question

What were the realities of life for the cowboys on the Texas range?

#### Critical Vocabulary

Cattle kingdom	King Ranch	Rustlers
Vaqueros	Cattle drives	Chisholm Trail
Longhorn	Open range	

#### Prior Knowledge

[http://www.youtube.com/watch?v=GKeDcF1v\\_Y4](http://www.youtube.com/watch?v=GKeDcF1v_Y4) The Last Cowboy with great photos  
<http://www.youtube.com/watch?v=ArgMK2kAjzw> Home on the Range, excellent photos  
<http://www.youtube.com/watch?v=tS4f2d3o0Bg&feature=related> Rawhide (cattle drive)

#### Hook

1. Ask students to complete a think/pair/share to interpret the following “Texas Proverb.”  
*“God made some men big and some men small, but Sam Colt made them all equal.”*

#### Activity

1. Identify and analyze the uses for the artifacts included below.
2. Read excerpts below from *Sketches from Texas Siftings* (1882) by Sweet & Knox.
3. Complete the activity “Cowboys: Fact or Fiction?”
4. Divide students into teams to create a skit. Each skit must center around an evening meal around the campfire on a long drive from Texas to the railroad in Kansas. Skits must include the typical activities taking place around the fire (cooking, singing, seeking warmth, telling stories, sharing events of the day, etc). Each person must speak a minimum of three (3) times. The skit dialogue must also include at least 5 of the Critical Vocabulary words.

Or

Ask students to complete the CD cover activity found in the Strategy Descriptions section.

#### Be a Star Bonus

Ask students to research why cattle brands were needed, the significance of individual brands, and create an original cattle brand of their own.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/6B-Cowboys-and-the-Open-Range/25704326\\_jsqWpf](http://sanjacinto-museum.smugmug.com/CurriculumGuide/6B-Cowboys-and-the-Open-Range/25704326_jsqWpf)

“The Cow-boy”

Have you seen the prairie Centaur,  
Of the “Kavey-yard” the center,  
Of his horse and cows the mentor—  
As it were?

With a firm seat in the saddle,  
He will ride what he can straddle,  
And drink whiskey like his dad will—  
On a “tare.”

A sombrero wide his hat is,  
The crown open like a lattice,  
A coat he’ll hardly ev—that is—  
Seldom wear.

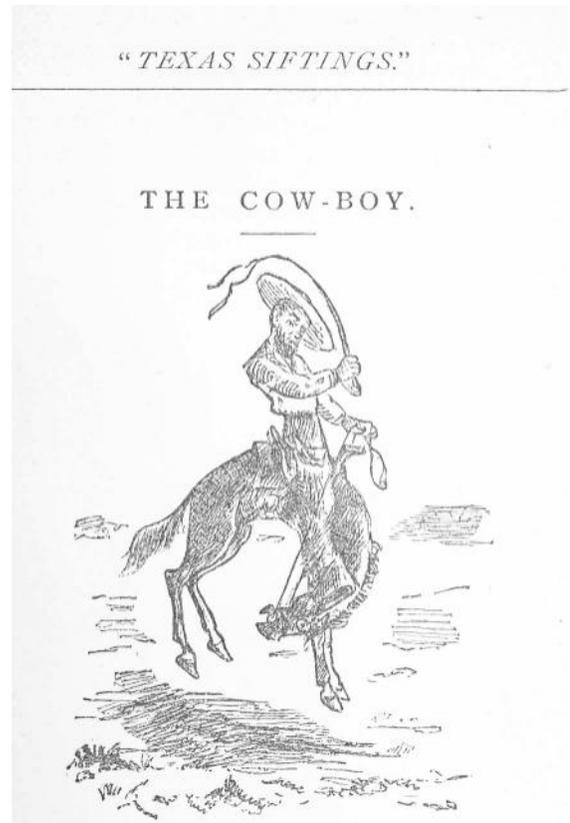
And his blonde-mustache he dyes it,  
‘Till you could not recognize it,  
And he’d varnish it and size it—  
If he dare.

And this burly-headed gent, he,  
Just now aetat one and twenty,  
Spends his money free and plenty—  
And he’ll swear.

Then ten dollars, he will lay it,  
On the cards, and beat your lay-out,  
If you merely try to play it—  
On the square.

When sometimes he is defiant,  
And his will it is not pliant,  
If your pistol ain’t reliant—  
Have a care.

When the cow-boy’s life is ended,  
‘Cross the Styx his soul they’ll send it,  
For he never has depended—  
On a prayer.



Although the cow-boy is undoubtedly a cow-catcher, he does not travel on a railroad train when catches cows, but on the back of a pony. The cow-catcher on the locomotive is an entirely different sort of institution, but it is just as careless about whose cattle it picks up as the cow-catcher on the pony is said to be. When the cow-catcher on wheels picks up a cow or a yearling, the railroad company has to pay three or four times its value; but when the cow-boy comes across a stray maverick, it is very difficult to persuade him that it did not belong to him in the first place.

The cow-boy can always be found hid under a large hat, as pictured in the portrait at the head of this article. The reason he wears a hat of this size, is because no larger ones are made. The same remark applies to his spurs, which are large enough to be mistaken for the spurs of a mountain. We do not know why the cow-boy always leaves his swallow-tail coat, black stove-pipe hat and kid gloves at home when he goes out on the trail, but, perhaps, he is afraid he might stampede the herd if he undertook to head them off in that garb. There is one toy, however, which the cow-boy never leaves at home when he goes to Kansas, and that is his pistol. He uses it to celebrate the Fourth of July with, and he always celebrates the great National holiday whenever he can procure the materials to celebrate with, and he is very apt to procure them if they are on the place. The reason the cow-boy celebrates the great natal day of American independence so much, is because he is overloaded with patriotism. Traveling on the road, without an almanac, the cow-boy manages to forget what the day of the month is, so, to be sure, he celebrates the day whenever he gets to a town. If the cow-boy were provided with almanacs, so that he could tell when to celebrate the Fourth, it would be a good idea, and perhaps assist in removing the impression that the cow-boy drinks whiskey and shoots of his pistol from other than patriotic motives. If the cow-bow were to cease celebrating so much, his breath would not be as strong as it is. It is so strong, occasionally, that if he would only tie a slip knot in the end of it, he could rope and hold a steer with it. He often celebrates the glorious Fourth in a Kansas town and in the middle of winter. At least he makes it so hot for everybody in the town that the citizens think, from the sultriness, that July cannot be very far off.



# Cowboys

## Fact ? or Fiction?

**Think/pair/share- Write 5 words or examples for the words – HERO and VILLAIN**

**In this activity, students compare the cowboy myth as it is portrayed in films and on television with the reality of this lifestyle. How do the media portray cowboys? How close is this portrayal to reality? Many video clips can be found to show a few minutes to students. After students watch the video, divide them into groups to answer the following questions:**

**What did the cowboy wear?**

**What color was his clothing?**

**What were his values?**

**Is the cowboy's life portrayed as exciting or dull?**

**What role do women play in the cowboy's life?**

**Was the typical cowboy white or black?**

### *The Hollywood Myth*

- *Cowboys wore light clothing*
- *Pants-fashionably tailored*
- *Shirt-open collar, buttoned cuffs*
- *Stetson hat-worn on head, used to swat flies*
- *Handkerchief around neck*
- *Gun in holster*
  
- *Ornate saddle*
  
- *Main activities-chase outlaws, fight Native Americans, round-up and break in horses*
  
- *Rode one favorite horse*
  
- *Amusements -gambling, drinking, seeing women at the saloon*
- *Fearless of personal danger*
- *Strong respect for all women*
  
- *Honorable, responsible man*
  
- *Led an exciting and inspiring life*
  
- *Cowboys were white*

### **The Reality**

- ⇒ **Light clothing would be impractical with no way to wash**
- ⇒ **Pants were loose for comfort with chaps for protection**
- ⇒ **Shirts were open collar, garters on sleeves to keep hands free**
- ⇒ **Stetson hat used for protection against weather, as a pillow, and yes, to swat flies!**
- ⇒ **Handkerchief-protection against rain and blowing sand**
- ⇒ **Gun worn in town or on trail, not on the ranch; lasso and whip always at hand for working with animals**
- ⇒ **Horned saddle designed for long rides, not for speed or decoration**
  
- ⇒ **Main activities were to ride the range, care for animals, hunt wolves, mend fences, repair harnesses, round-up and break in horses, and working the “Long Drive” north.**
  
- ⇒ **Rode a string of horses, not just one!**
  
- ⇒ **Amusements were horse races, roping contests, cards**
  
- ⇒ **Always aware of the dangers of their work.**
  
- ⇒ **Women were either good or bad; respected good women; however, many cowboys were uncomfortable around all women**
  
- ⇒ **Cowboys received low wages for long hours of dull work. Skills were fairly easy to learn. Therefore, many were men who could not get other jobs-often petty criminals or loners who did not fit in anywhere else.**
- ⇒ **Led a rather dull life, spent in the company of other men**
  
- ⇒ **One-third were Mexican or African-American**

Conclude this activity with a discussion of modern day heroes. Who is your hero and why?



Bridle. Gift of Mrs. Ralph E. Cloud and Mrs. R. R. Lee. This bridle was taken off of a Mexican horse shot at the Battle of San Jacinto. It was later given to Ann Randle Jones, wife of Captain Augustus H. Jones of Gonzales. In 1835 he was one of the armed volunteers who took control of Goliad soon after the confrontation at Gonzales on October 1. He was a lieutenant in the Matagorda Volunteers under the command of Capt. George Collinsworth and officially appointed 1st Artillery Lieutenant in the Army of Texas by the provisional government in March of 1836. He served under Captain Phillip Dimmit's command in the Goliad garrison in fall 1835 and he took part in the Siege and Battle of San Antonio de Bexar in December 1835.



J. F. Glidden. Barbed wire. Gift of the Texas Barbed Wire Collectors Association. Used by the Union Pacific Railroad along their right-of-way.

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Handkerchief. Gift of Alexander Horton. This handkerchief belonged to Colonel Alexander Horton, a veteran of the Battle of San Jacinto. The handkerchief was made by the Clyde Bleachery and Print Works; the company was founded in 1825 by Simon H. Greene (1799-1885) and his partner Edward Pike. The plant was built on Greene family land in Warwick, Rhode Island. It became one of the preeminent textile print works in the state. The company remained in operation through 1925. The neighborhood of the mill, now in West Warwick, is still known as Clyde.

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Side saddle. Gift of S. S. Weems.

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Riding saddle. Gift of John Lopez.

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Horseshoe. Gift of J. R. Polasek, Sr. An iron horseshoe with two nails still attached.

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Stirrups. Gift of Mr. and Mrs. George A. Hill, Jr. This pair of late 18th or early 19th century Mexican or Spanish stirrups is made of hand-crafted copper and wood.

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Stirrup. Gift of Hiram G. Craig. Used by Hiram G. Craig, a Pony Express rider.

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Lariat. Gift of Mrs. Thomas S. Caton. This is an eight-plait rawhide Mexican lariat that was found on the San Jacinto Battlefield by the Canton family between 1870 and 1875. A lariat is a length of braided leather rope used to wrangle or capture livestock, generally by forming a loop with the cord and throwing the length to snare the animal's legs or head.



Bridle. Gift of Mr. and Mrs. George A. Hill, Jr. Mexican-made iron bridle bit with a port mouth and a double curb chain with a fastening hook.

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Branding iron. Gift of Mr. and Mrs. George A. Hill, Jr. 19th century Mexican branding iron.

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Branding iron. Gift of Joel Burditt Crain. Registered as Tumbling Horseshoe in Waco in 1858 by Joel B. Crain.

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Revolver. Gift of Mrs. F. G. McKinney. .45 caliber six-shot revolver manufactured by Samuel L. Colt in Hartford, Connecticut. It displays two patent dates: September 19, 1871 and July 2 1872. It was owned in the 19th century by the McKinney family. Colin McKinney was a signer of the Texas Declaration of Independence.



Revolver. Gift of Erna E. Giesecke. This nickel plated .38 caliber 5 shot American Bull Dog revolver was manufactured by the Iver Johnson Company of Massachusetts circa 1882 - 1900. It has a hard rubber grip with a relief design of an eagle grasping an olive branch and arrows.

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## Lesson Plan: Growth of Texas Railroads

### TEKS Objective

#### Social Studies Texas History

6C - Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20<sup>th</sup> century, including the effects of the growth of railroads and the contributions of James Hogg.

#### Essential Question

How did the rapid building of new railroads after the Civil War impact Texas?

#### Critical Vocabulary

Transcontinental Rail

Rail boom

Junction

Government bonds and land grants

Harrisburg Railroad

#### Prior Knowledge

Life on the Farm in the 1870s

- No gasoline powered machinery
- No electricity
- No running water – pumped by hand
- Wood stove or fireplace for cooking
- No mail service
- Families were self-reliant and worked from dawn to dusk
- Large families and hopefully lots of sons to help work the farm
- Social life: church, school, Saturday trips to the nearest town for supplies at the one general store

#### Hook

1. Ask students how many different forms of transportation they can name.
2. Write the list on the board. (Answers may include everything from walking to space travel.)
3. Ask the students to raise their hand if they have ever travelled by train. Why or why not?
4. Discuss with the class how transportation changes over time as technology changes.
5. Use the *Railroad System of Texas* map from the Image Gallery to analyze rail construction and travel in Texas. Answer the following questions:
  - What conclusions can be drawn from the map regarding travel in Texas?
  - What conclusions can be drawn from the map regarding the growth of settlements?
  - Describe what train travel was like in the late 1800s.

#### Activity

1. Print copies of the following three political cartoons below for students to have on their

desks.

2. Ask students to work with a partner and analyze the meaning of one of the three cartoons below.

<http://www.loc.gov/pictures/item/2012645451>

<http://www.loc.gov/pictures/item/2002711751/>

<http://www.loc.gov/pictures/item/2011647591/>

3. Using the SDA Document Analysis strategy, compare and contrast the three cartoons in a classroom discussion.
4. Review the railroad artifacts included below.
5. Explain the long haul/short haul problems farmers had to confront with the railroads.
6. Complete two Problem Solution Charts (below) as a review activity with the class. One chart should be devoted to negative and one to positive effects of the growth of railroads.

### **Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/6C-Growth-of-Texas-Railroads/25723290\\_5QfkZ8](http://sanjacinto-museum.smugmug.com/CurriculumGuide/6C-Growth-of-Texas-Railroads/25723290_5QfkZ8)

## Railroad Artifacts and Documents

on the Texan prairies. The flood of emigration from South Carolina, Alabama and Georgia is formidable, and turned the tide of politics in Texas, in a single



Going to Texas.

year, from Republican flood to Democratic ebb. Old men and little children, youths and maidens, clad in homespun, crowd the railway cars, looking forward eagerly to the land of promise. The ignorance of these poor people with regard to the geography of the country in general, is dense. "I never traveled so much befo'," is a common phrase; "is Texas a mighty long ways off yet?" The old men, if one enters into conversation with them, will regale

"Going to Texas." Print. In *Southern States of North America*, by Edward King. London: Blackie & Son, 1875.

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DESTROY ALL PREVIOUS TIME-TABLES.

# Galveston, Harrisburg and San Antonio Railway.

## TIME-TABLE No. 12.

TAKES EFFECT SUNDAY, FEBRUARY 14, 1875, AT 12:30 P. M.

For the Use and Government of Employees Only.

TRAINS GOING WEST.				No. of Stations.	STATIONS	Dist. bet. Stations	DISTANCE FROM HARRISBURG	TRAINS GOING EAST.			
FREIGHT.	FREIGHT.	MAIL.	S. A. EXP.					S. A. EXP.	MAIL.	FREIGHT.	FREIGHT.
7	5	3	1					2	4	6	8
	Lv. 2.30 A.M.	Lv. 8.35 A.M.	Lv. 5.50 P.M.	2	HARRISBURG..	0	0	AR. 8.00 A.M.	AR. 7.30 P.M.	AR. 11.30 P.M.	
	AR. 3.18 "	AR. 9.26 "	AR. <b>6.30</b> "	4	JUNCTION....	8	8	" 7.28 "	" <b>6.30</b> "	" 10.42 "	
	" 4.33 "	" 10.42 "	" 7.22 "	6	STAFFORD....	12	20	" 6.41 "	" 5.11 "	" 9.31 "	
	" 5.11 "	" 11.23 "	" 7.47 "	8	WALKERS....	6	26	" 6.18 "	" 4.32 "	" 8.56 "	
				10	QUIGGS....	3	29				
	" 5.45 "	" 12.00 M.	" 8.10 "	12	MANCHESTER..	24	31½	" 5.55 "	" 3.55 "	" 8.22 "	
	" <b>5.30</b> "	" 12.05 P.M.	" <b>8.15</b> "	14	Richmond....	4	32	" <b>5.50</b> "	" 3.50 "	" <b>8.15</b> "	
	" 6.54 "	" 1.03 "	" 9.07 "	16	RANDON....	10	42	" 5.05 "	" 2.45 "	" 7.10 "	
	" 7.45 "	" <b>1.55</b> "	" 9.46 "	18	East Bernard	8	50	" 4.30 "	" <b>1.55</b> "	" 6.19 "	
	" 8.49 "	Ar. 2.55 P.M. Lv. 3.15 "	" 10.35 "	20	*WST BERNARD	10	60	" 3.47 "	Lv. 12.35 Ar. 12.40 P.M.	" 5.14 "	
	" 9.52 "	AR. <b>4.10</b> "	" 11.25 "	22	Eagle Lake..	10	70	" 3.03 "	" 11.46 A.M.	" <b>4.10</b> "	
	" <b>10.55</b> "	" 5.10 "	" 12.15 A.M.	24	Alleyton....	10	80	" 2.18 "	" <b>10.55</b> "	" 3.03 "	
Lv. 5.00 A.M.	" 11.22 "	" 5.35 "	" 12.36 "	26	COLUMBUS....	4	84	" 2.00 "	" 10.33 "	" 2.37 "	AR. 1.30 P
AR. 6.01 "	" <b>12.20</b> PM	" 6.26 "	" <b>1.20</b> "	28	Borden.....	9	93	" <b>1.20</b> "	" 9.45 "	" 1.40 "	{Lv. 12.20 Ar. 12.15
Ar. 6.45 A.M. Lv. 7.00 "	" <b>12.58</b> "	" 7.02 "	" 1.46 "	30	Weimar.....	7	100	" 12.49 "	" 9.10 "	" <b>12.58</b> "	" 11.30 A
Ar. 8.15 A.M. Lv. 8.20 "	" 1.55 "	" 7.55 "	" 2.27 "	32	Schulenburg..	9	109	" 12.03 "	" <b>8.20</b> "	" 12.01 "	" 10.21
Ar. 10.30 A.M. Lv. 10.50 "	" 3.05 "	" 9.00 "	" 3.16 "	34	Flatonia....	12	121	" 11.04 P.M.	" 7.17 "	" <b>10.50</b> AM	{Lv. 8.55 Ar. 8.35
AR. 12.30 P.M.	" 4.17 "	" <b>10.06</b> "	" 4.07 "	36	Waelder....	12	133	" <b>10.06</b> "	" 6.14 "	" 9.41 "	{Lv. 6.55 Ar. 6.40
" 2.15 "	" 5.36 "	" 11.14 "	" <b>5.05</b> "	38	Harwood....	13	146	" 9.03 "	" <b>5.05</b> "	" 8.25 "	{Lv. 5.05 Ar. 4.55
" 3.30 "	" 6.30 "	" 12.00 "	" 5.50 "	40	LULING.....	9	155	Lv. 8.20 "	Lv. 4.15 "	Lv. 7.30 "	Lv. 4.00

The Clock in the Superintendent's Office at Harrisburg is the Standard Time.

Numbers 3 & 4 will have the right of track indefinitely against numbers 5, 6, 7 & 8, but will keep entirely out of the way of numbers 1 & 2.

Numbers 1 and 2 will run Daily.

Numbers 3, 4, 5 and 6 will run Daily, Sundays excepted.

Number 7 will run Mondays, Wednesdays and Fridays.

Number 8 will run Tuesdays, Thursdays and Saturdays.

Harrisburg and Luling are Terminal Stations for numbers 1, 2, 3, 4, 5 and 6.

Columbus and Luling are Terminal Stations for numbers 7 and 8.

\* Meal Stations.

HARDY EDDINS, Superintendent.

H. B. ANDREWS, General Manager.

Galveston, Harrisburg and San Antonio Railway. Time-Table No. 12. February 14, 1875.

Michael Looscan Papers, MC054.

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Railroad pocket watch. Gift of LaUna De Cordova Skinner.

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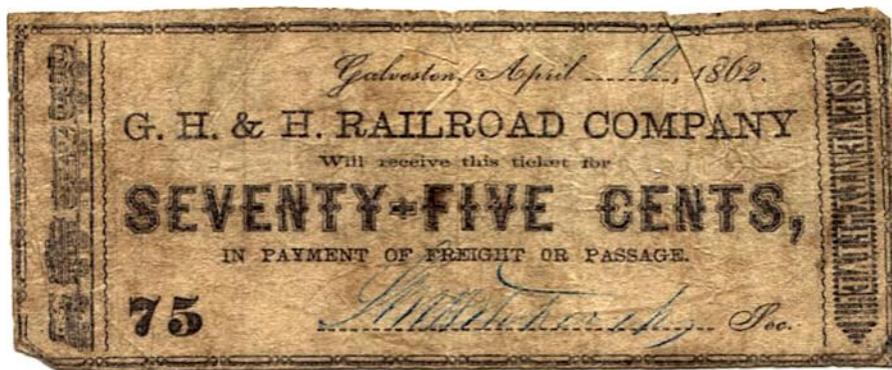


Railroad track section, a souvenir from a line to Liberty, Texas. Gift of the Houston Public Library.

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Mississippi and Tennessee Rail Road Company \$2.50 promissory note. During the Civil War, private issuers such as state chartered banks, insurance, mining companies and railroads issued their own bank notes. Railroads issued notes like this as well as stocks and bonds for their construction needs. Usually these notes were backed by the railroads real-estate or other assets. In 1866, Congress passed laws against this practice, placing a heavy taxation on private issued currency. Gift of Mrs. W. J. Werner.



75 cent railroad coupon issued by the Galveston, Houston and Henderson Railroad Company on April 10, 1862. Gift of Wilma Gene Tanner.

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Railroad lantern, used on one of the branches of the St. Louis and San Francisco Railroad Company in Texas. Gift of L. H. Gomer.

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Red glass lantern, used to signal stops on the White Star Line. Gift of Mary Van den Berge Hill.

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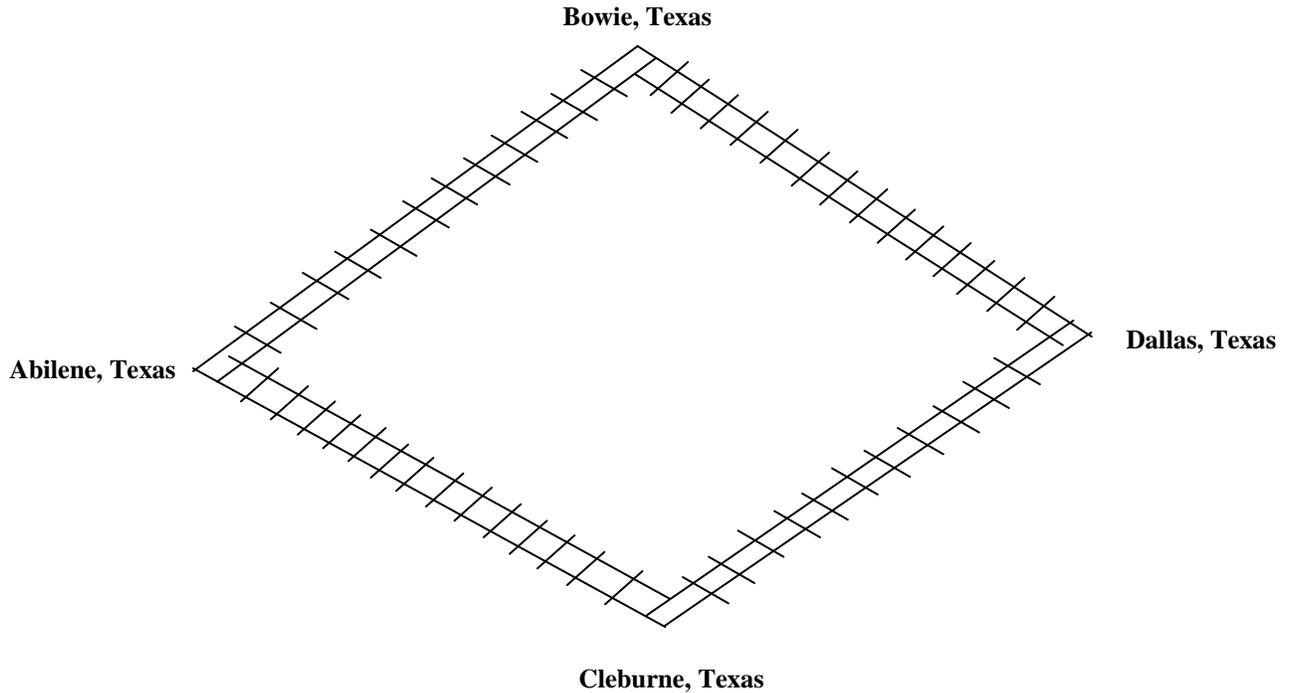
Railroad emergency flare. These flares were and are still used to perform hand signals in rail transport applications. In the days before radio communications, these flares were used to keep trains apart on un-signaled lines. They were timed to burn for ten minutes and quantities were dropped behind a train to ensure a safe spacing. If a following train encountered a burning flare, it was not to pass until the flare burned out.

Gift of Mr. and Mrs. John H. Lewter.

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# Long Haul/Short Haul Railroad Game



Abilene Railroad Rates:

Abilene to Dallas  
Cleburne to Dallas

Dallas Railroad Rates:

Dallas to Abilene  
Dallas to Bowie

**There are two railroad companies providing service to these Texas towns. Northern Dallas Railroad Company provides service from Dallas to Abilene with a stop at Bowie. The Abilene Railroad Company also provides service from Abilene to Dallas with a stop at Cleburne. Both companies carry freight shipments to and from market for the farmers in the area.**

# Railroad Game Rules

**(These rules are for you, the teacher. Not handing out the rules to students leaves you free to improvise as the game proceeds.)**

1. You will need the map of the two imaginary railroads on the board or overhead for students to view.
2. You will need student volunteers:
  - One student to ship from Abilene to Dallas
  - One student to ship from Bowie to Dallas
  - One student to ship from Cleburne to Dallas
  - One student to be the President of the Dallas Railroad
  - One Student to be the President of the Abilene Railroad
3. Ask each Railroad President to announce his or her line's freight rate for the long haul from Abilene to Dallas and Dallas to Abilene, and note the rate on the board or overhead.
4. Have each president announce his or her line's freight rate for the short haul from Bowie to Dallas or Cleburne to Dallas.
5. Ask the long-haul shipper which line he or she will ship on.
6. Ask the short-haul shipper which line he or she will use.
7. Repeat steps 3, 4, 5, and 6 as often as needed. Try to get the two companies to compete. You should get an auction going on long-haul rates, while short-haul rates skyrocket!

## Optional Debrief Questions:

- Do the railroads have a monopoly? Explain.
- What criteria were used by the railroads to set rates?
- Rates for shipping your crops can vary greatly depending on where you live! Rates that make a profit for the railroad may put you out of business if you are the farmer. Explain why that might be true.
- Are manufactured goods (tools, clothing, household items) available for purchase more expensive because of high freight costs?



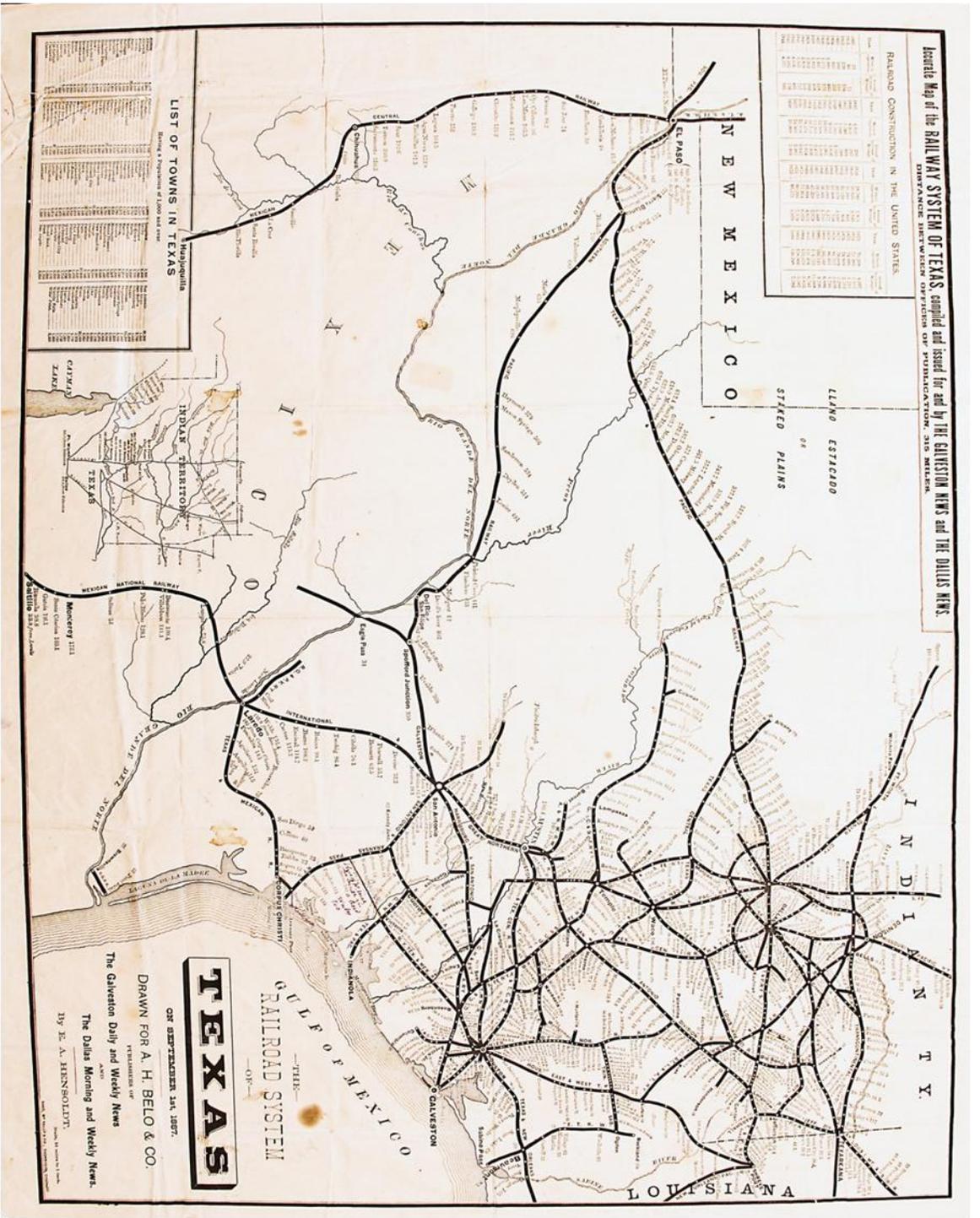
Problem Solution Chart for \_\_\_\_\_

Problem or Issue	Railroad Monopolies and unfair railroad practices
Effects	
Causes	
Solutions	



Problem Solution Chart for \_\_\_\_\_

Problem or Issue	Positive impact of railroads on the families of the American frontier
Effects	
Causes	
Solutions	



"The Railroad System of Texas on September 1st, 1887" by E. A. Hensoldt  
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## Lesson Plan: Governor Hogg

### TEKS Objective

#### Social Studies Texas History

6C - Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20<sup>th</sup> century, including the effects of the growth of railroads and the contributions of James Hogg.

#### Essential Question

How did Governor James Hogg impact Texas and Texas Railroads?

#### Critical Vocabulary

Progressivism

Reformer

Coalition

Populist

Party platform

#### Hook

1. Ask students: Has anyone ever heard of a famous Houstonian by the name of Ima Hogg? Has anyone heard of her home, Bayou Bend? <http://www.mfah.org/visit/bayou-bend-collection-and-gardens/>
2. Analyze the photographs below of the Hogg family. What inferences can be drawn from the family photographs? Use the SDA Document Analysis strategy for your analysis. (Ima Hogg had three brothers all pictured in the family photo.)

#### Activity

1. Divide class into teams. Give each team a body size piece of white butcher/bulletin board paper.
2. Ask each team to use one of the boy members of the team as a model and trace his life-size torso onto the paper (waist to head). Teams are creating a bust of Governor Hogg. Ask students to draw a single line to divide the bust into two halves from the top of his head to his waist. Label one side "Texas Hero" and label the other "I am a Hogg because I Consume Monopolies."
3. Students will research and compare Governor Hogg as a state Attorney General and as Texas Governor.
4. Students will use the space inside the paper governor to add information about Governor Hogg that compares his two halves. Use words and visuals are appropriate to make the comparison.
5. Students will complete a Walk-About Review to view the information collected by the other teams. Students may use any graphic organizer to collect information, such as a content frame, two-column notes, etc. Debrief the information in a classroom discussion.
6. To end the lesson ask each individual student to write an answer to the following:  
How would you rate James Hogg and his impact on Texas? Was he a hero or a villain? Justify your response.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/6C-Governor-Hogg/25738861\\_4MmCSB](http://sanjacinto-museum.smugmug.com/CurriculumGuide/6C-Governor-Hogg/25738861_4MmCSB)



“Governor James S. Hogg as a Young Man, Working on the Rusk Observer, Rusk, Texas.”  
Photograph of a tintype, ca. 1866. Accession number 14439. Hogg worked as a typesetter  
for the newspaper.

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“Gov. James S. Hogg.” Photograph of a card photograph, 1876. Accession number 14441.

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“Gov. James S. Hogg Seated, Members of his Family Standing.” Photograph of a photograph, 1891. Accession number 14444.

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## Lesson Plan: Close of the American Frontier

### TEKS Objective

#### Social Studies Texas History

6D - Explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.

#### Essential Question

What significance did the close of the frontier have on the development of Texas?

#### Critical Vocabulary

Buffalo guns	Jesse Chisholm	Cattle Kingdom
Battle of Adobe Falls	Transcontinental Railroad	King Ranch
Dawes Act	Vaqueros	
Joseph Glidden	Self-governing windmill	

#### Prior Knowledge

The English colonists of the 1760s discovered having their movement westward restricted by the British was not a pleasant option. With each new wave of immigrants to North America from Europe, the frontier line moved farther and farther westward in the quest for land and opportunity. Originally, the Great Plains had been called the Great American Desert. Barren of trees, the scarcity of water and hostile Indians made the vast plains undesirable for settlement. Wagon trains of settlers would cross the plains on their way to settle along the west coast of North America. However, eventually the Great Plains became filled with rugged settlers, farms and sod houses. The ever shifting line of settlements and the rugged individualism required to thrive on the frontier became part of the unique culture of being American. The U. S. Census Bureau proclaimed in 1880 that so many citizens lived in previously unsettled areas that no actual frontier line remained. To this startling news a young American historian, Frederick Jackson Turner, published an essay with a theory to explain the impact that the frontier had in developing the national character of the United States. Turner believed that the ever moving frontier had given hope for a better life, provided upward mobility, promoted innovation to improve the standard of living, gave equality of opportunity and allowed the survival of democracy.

#### Hook

1. Ask students to write a definition of the word “frontier” and share their answer with another student.
2. Ask students to imagine they are part of a wagon train of hopeful settlers moving west.
3. Ask students to make a list of why they might have been willing to risk their lives to come west. (Answers will vary, but should include cheap land, start over, opportunity for success, etc.)

#### Activity

1. Ask students to work with a partner to review the photographs of farming implements and barbed wire prior to completion of the information sheet below. What were these implements and how were they used to survive on the frontier?

2. After analyzing the photographs ask students to complete the worksheet about settlers and the harsh environment of the Great Plains. This worksheet will provide helpful background knowledge prior to the Think-Tac-Toe assignment.
3. Ask students to work alone and complete the Think-Tac-Toe page. This will be an activity completed over multiple class periods.

### **Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/6D-End-of-Frontier/25742251\\_tLHdzG](http://sanjacinto-museum.smugmug.com/CurriculumGuide/6D-End-of-Frontier/25742251_tLHdzG)



Listed below are technological breakthroughs and government policies that aided the settlement of the West. For each, on the left note what geographic disadvantage the settler must overcome. On the right side of the key word explain how this item actually helped the settlers overcome the struggles of frontier life.

<u>Geographic problem</u>	<u>Technology/Policy</u>	<u>Help to Settlers</u>
_____	<b>A. Sod House</b>	_____
_____		_____
_____	<b>B. Barbed Wire</b>	_____
_____		_____
_____	<b>C. Windmills</b>	_____
_____		_____
_____	<b>D. Irrigation</b>	_____
_____		_____
_____	<b>E. Buffalo Chips</b>	_____
_____		_____
_____	<b>F. Homestead Act</b>	_____
_____		_____
_____	<b>G. Transcontinental Railroad</b>	_____
_____		_____
_____	<b>H. Indian Policy</b>	_____
_____		_____
_____	<b>I. Elimination of the buffalo</b>	_____
_____		_____

Select one activity in each column to complete:

<input type="checkbox"/> <u>What happened to the buffalo?</u>  Research how the destruction of the buffalo made the west easier to settle. Write a letter to Congress from the perspective of an American Indian chief describing the problems for your tribe created by the buffalo population decreasing.	<input type="checkbox"/> <u>What is the impact of geography on the development of West Texas?</u>  Complete a Geo Focus worksheet for a minimum of 5 West Texas locations.	<input type="checkbox"/> <u>Is there oil in West Texas?</u>  When was oil discovered in West Texas? Where? Explain the impact of the oil industry on the growth and development of West Texas. Compare the standard of living in 1900 to the present. You will need statistical data for your written comparison. Create a graphic organizer to present your findings.
<input type="checkbox"/> <u>Barbed wire fencing and Windmills</u>  Pretend you have recently arrived with your family. You traveled by covered wagon from Tennessee for a new life in Texas. Write a one page story describing your farm, your home, and your hopes for a better life. You must include information on the significance of barbed wire and windmills in making your new home a success. How large was the typical farm? What crops might you grow? Are you self-sufficient on your farm? Is your life exciting or boring? Include one illustration.	<input type="checkbox"/> <i>Free Choice</i>    You decide on your own activity for this column about the geographic impact on the settlement of West Texas.	<input type="checkbox"/> <u>Texas Welcomes Immigrants!</u>  The first Chinese arrived in Texas in 1870. Investigate the Chinese and at least 3 other immigrant groups coming to Texas. Who came? Why? Where did they primarily settle? How did they contribute to the settlement of Texas after 1870? Do we see the impact of their contributions today? Collect your data in a two column note format and create an original advertisement on a half sheet of poster board to encourage immigrants to Texas. An illustration is required on the poster.
<input type="checkbox"/> <u>What was the Open Range?</u>  Research the famous King Ranch. Create a poster display to present your research of the ranch from founding to present day. How did it begin? Who was the founder? How did the open range play a part in the success of the ranch? How successful were they? How is the land used today, etc?	<input type="checkbox"/> <u>Towns and Cities</u>  On a map of Texas locate the 6 largest towns of West Texas. List when the town was founded, the population in 1900 and the population today. On the map include a symbol to represent the leading industry in each town. Please include a legend with your map.	<input type="checkbox"/> <u>Farmers and Railroads</u>  Is the following statement true or false? The settlement of West Texas was only possible because of new technology. Create a tri-fold pamphlet to report on at least 5 new technologies from 1860 to 1920 that helped West Texas develop.

## GEO FOCUS: Texas

What effect does physical geography have on the lives of the many diverse peoples of West Texas?

<b>Landforms</b>	
<b>Resources</b>	
<b>Climate and Vegetation</b>	
<b>Human- Environment Interaction</b>	



Buhr mill. Gift of Mrs. George Willrich.

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Cotton scale. Gift of Mr. and Mrs. George A. Hill, Jr.

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Grain binder. Gift of J. R. Polasek, Jr.

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Plow. Gift of Joe Bianchi.

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Froe. Gift of Sam N. Horne.

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Mallet. Gift of J. L. Nycum.



Reaping hook. Museum purchase.

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Sickle. Gift of Marvin O. Bell.



Cotton Bale Tier. Gift of Mr. and Mrs. George A. Hill, Jr.

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Cotton Hand Card. Gift of Mrs. James F. Allen.

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Post hole digger. Gift of J. R. Polasek, Jr.



Hand corn husker. Gift of Sanford K. Meek.

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Branding iron. Gift of G. G. Gray and W. P. Gray.



Hand-made holster. Gift of Mrs. Charles E. Van Ness.

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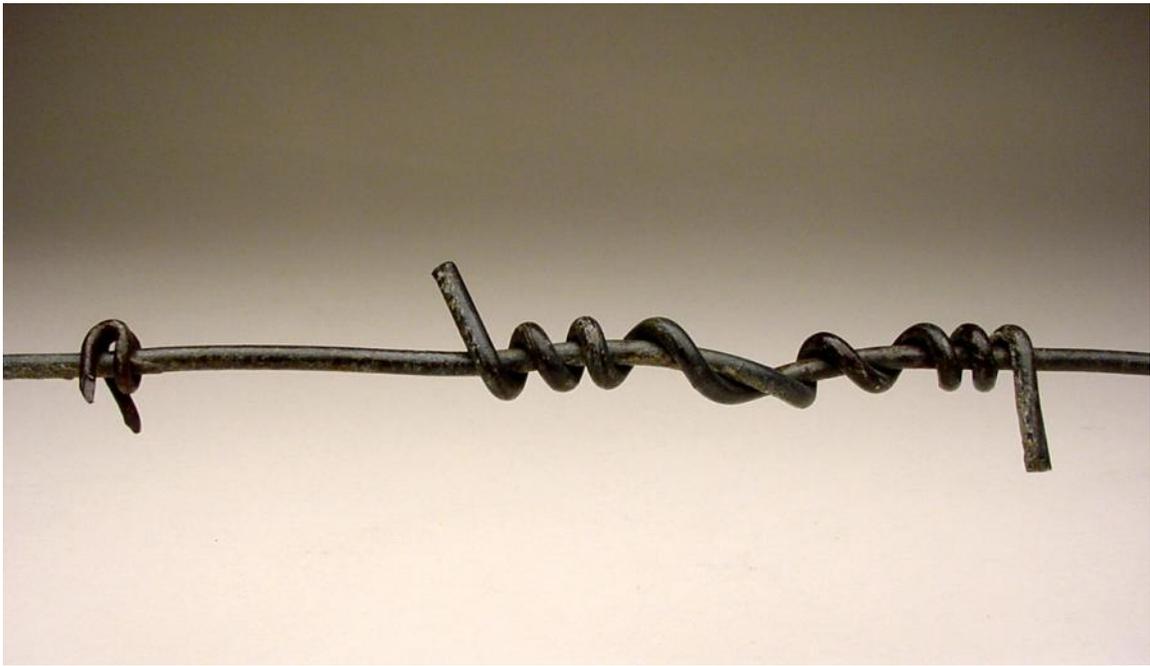
Bullet mold. Gift of Mrs. Charles E. Van Ness.

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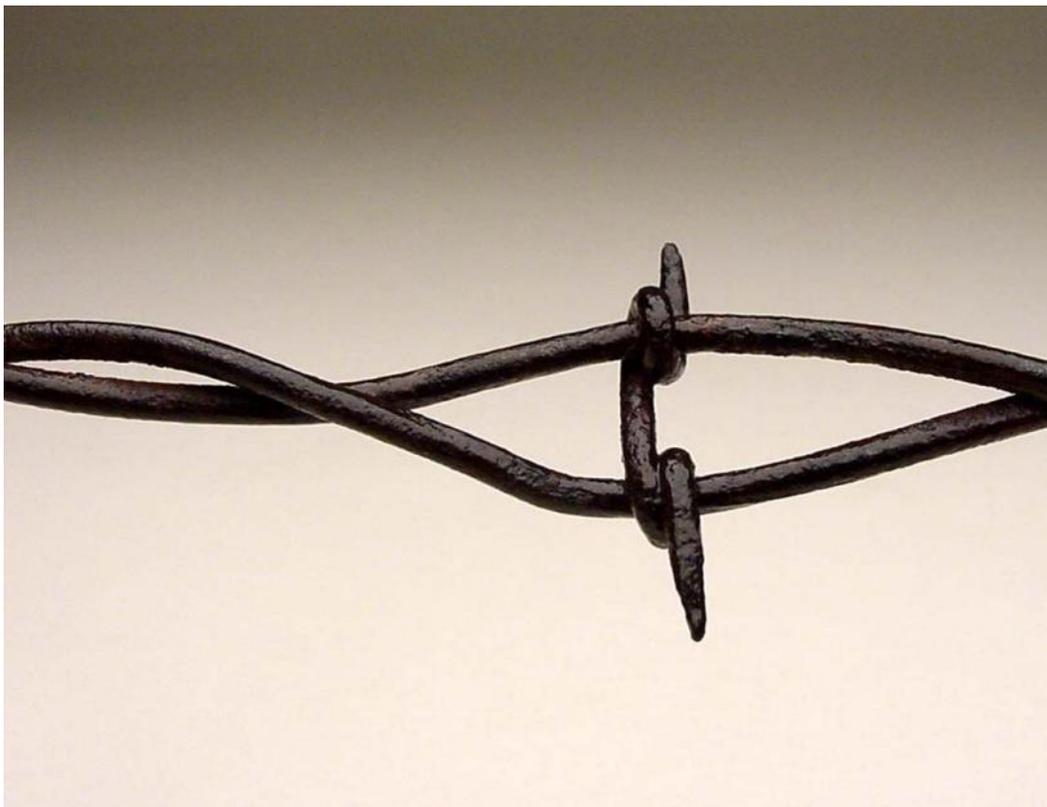


Plow. Gift of Hallie Stewart.

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Barbed wire. Gift of John Crane McVea.



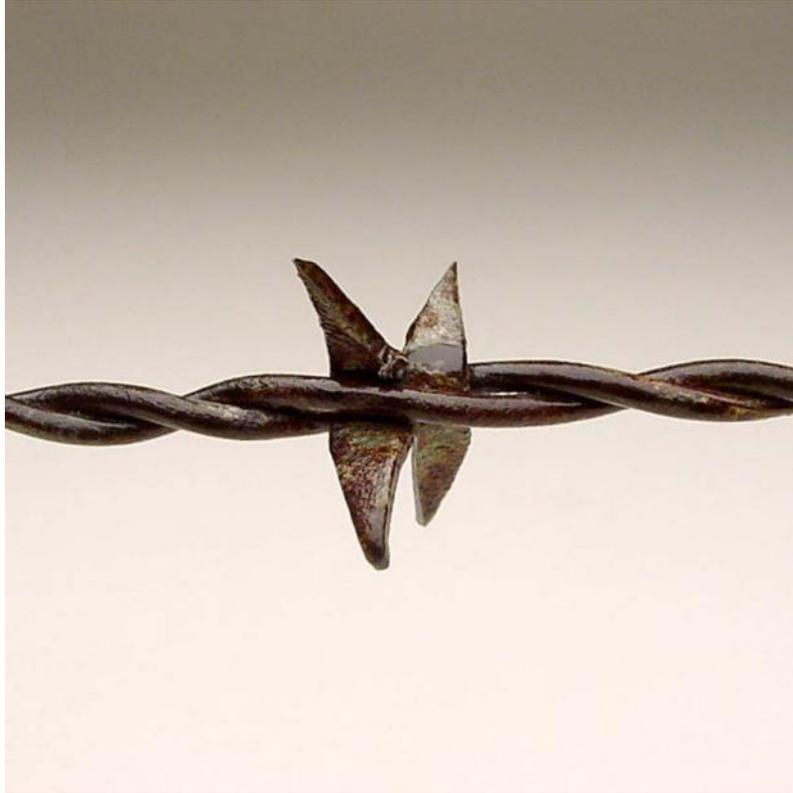
Barbed wire. Gift of Henry D. McCallum.

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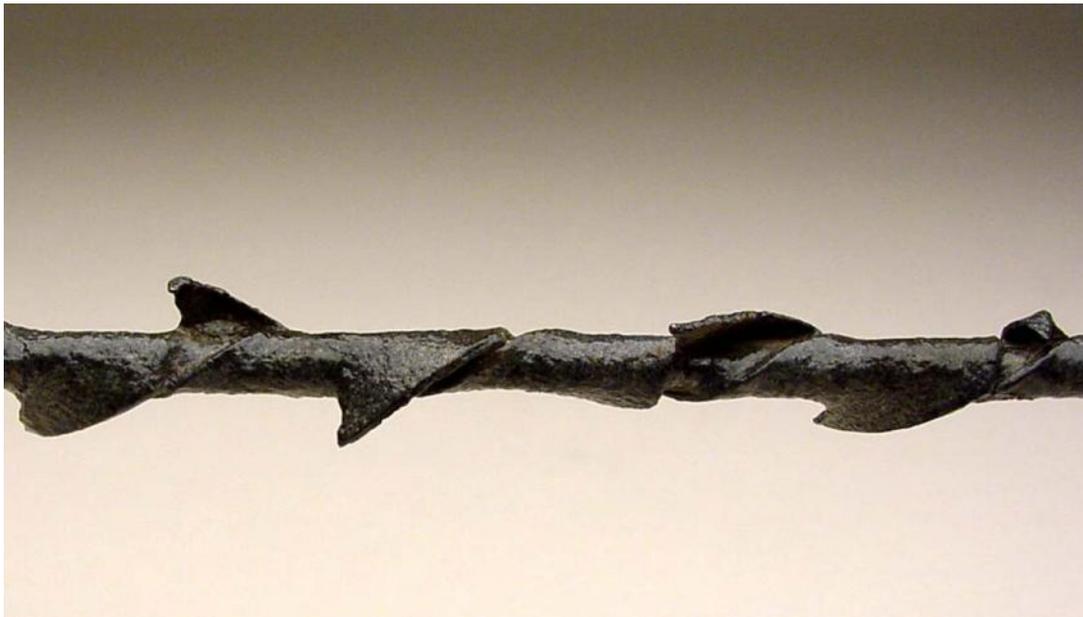


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## Lesson Plan: Oil Discovered at Spindletop

### TEKS Objective

#### Social Studies Texas History

7A - Explain the political, economic, and social impact of the oil industry on the industrialization of Texas.

1C - Explain the significance of the date of the discovery Spindletop.

### Essential Question

How was Texas different after the discovery of large quantities of oil?

### Critical Vocabulary

Fossil fuel

Internal combustion engine

Petroleum

Natural gas

Gusher

Derrick

Derrick

Drilling rig

Boom

Spindletop

Wildcatter

### Building Background Knowledge:

On a world map ask students to label oil producing nations around the world. Students might also research the top oil producers and discuss the areas of the world with the largest reserves.

### Hook

1. What were the main sources of fuel prior to mass production of petroleum?
2. What uses were made of petroleum prior to the creation of the internal combustion engine?

### Activity

1. Watch video clips about the history of oil production in the United States.  
History of Oil-Part 1 <http://www.youtube.com/watch?v=D4sykoUWZ8g&feature=related>  
History of Oil –Part 3-5 begin at 4:20 minutes  
<http://www.youtube.com/watch?v=nil52OqvwQs&feature=related>  
History Channel re-enactment of Spindletop <http://www.history.com/topics/spindletop/videos#black-gold>
2. Create an original advertisement or tri-fold brochure to encourage people to seek out jobs in the Texas oil business

Or

Write a newspaper article detailing the events from the Spindletop gusher.

3. Compare the oil industry of the early 1900s to the complex industry we have today in Texas. Create a graphic organizer to include the following information
  - a. Number of companies searching, producing, refining or selling oil.
  - b. List the most important locations in the United States for oil production today.
  - c. Explain some of the major changes in drilling methods.
  - d. How many individuals currently work in the oil industry compared to the early years after Spindletop?
  - e. How many refineries are located in Texas compared to the other American states?

### **Be a Star Bonus**

Research the U. S. Department of Energy to determine how federal government policies impact the Texas energy business today. Write a memo to the President of the United States making a recommendation for either continuing or changing current energy policy.

**Role** Governor of the State of Texas

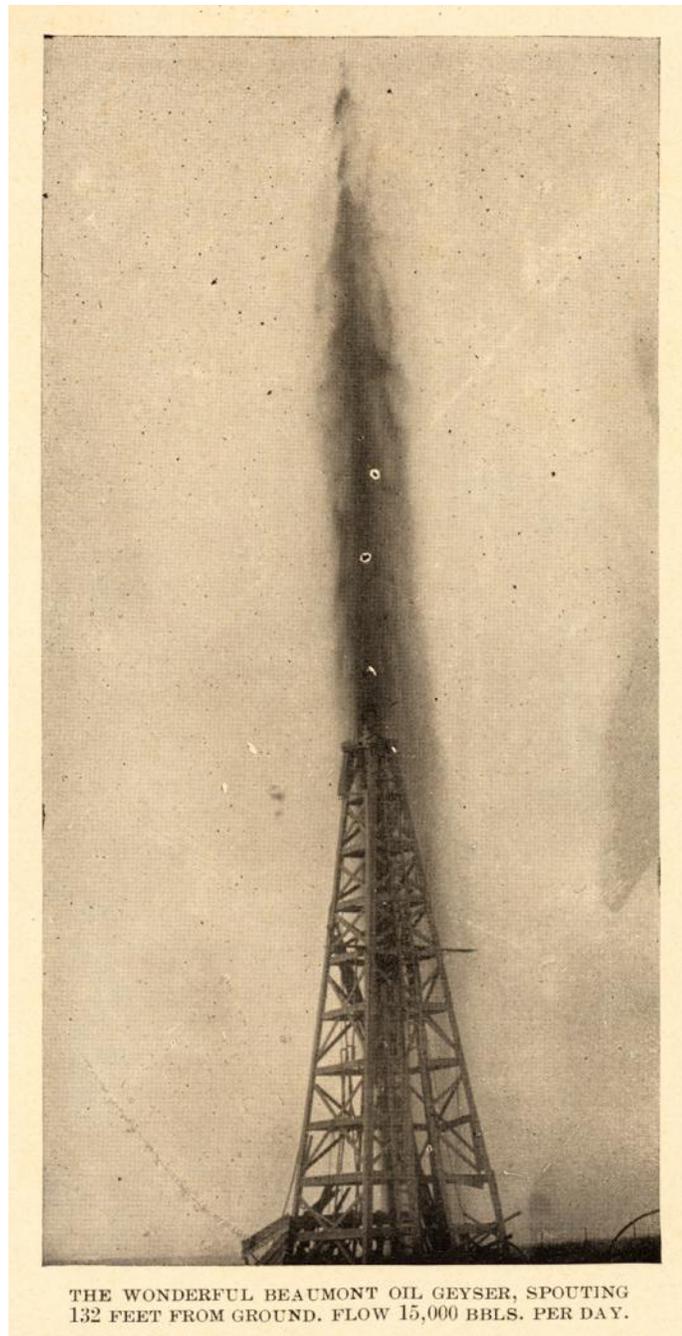
**Audience** President of the United States

**Format** Letter

**Topic** Convince the President that your analysis of current energy policy is either harmful to the oil industry in Texas and in need of change or current policy is helpful and should be continued.

### **Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7A-Oil-at-Spindletop/26093698\\_pHrB2s](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7A-Oil-at-Spindletop/26093698_pHrB2s)



“The Wonderful Beaumont Oil Geyser.” In *Galveston: The Day Before and Day After the Great Storm*, by W. W. Dexter. 2nd ed. Houston, Tex.: W. W. Dexter, 1901.

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## Lesson Plan: Oil Industry Impact on Industrialization

### TEKS Objective

#### Social Studies Texas History

7A - Explain the political, economic, and social impact of the oil industry on the industrialization of Texas.

11C - Analyze the effects of the changing population distribution and growth in Texas during the 20<sup>th</sup> and 21<sup>st</sup> centuries and the additional need for education, health care, and transportation.

#### Essential Question

How has the oil industry had a lasting impact on the industrialization of Texas?

#### Critical Vocabulary

Boomtown

Philanthropy

Texas Railroad Commission

Permanent University Fund

Petrochemicals

#### Prior Knowledge

Students need a basic understanding of the events of Spindletop and the oil industry boom that followed the gusher. The SDA Document Analysis strategy should be used to analyze the Beaumont, Texas, photo below.

#### Hook

1. Ask students to discuss how their lives growing up are different from their parents' early years because of computers and cell phones.
2. Ask them how new businesses change a town or city. Make a list on the board of the answers.  
(Answers will vary: more traffic, new services available, easy to shop, etc.)

#### Activity

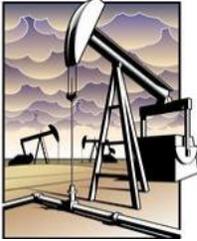
1. Assign students to teams.
2. Give each team a blank map of modern Texas and several sheets of computer paper.
3. Each team is responsible for the planning the design of a new oil boomtown in Texas. The year is 1915.
4. Each plan must include the following:
  - Location - geography is important. You need a place with room to expand, water supply, etc. Label your map with your city name.
  - Draw your city plan on the computer paper. Label locations for housing, water source, etc.
  - Workers need city services - stores, schools, doctors, etc. Label locations.
5. Complete both content frames below as part of your preparation for planning.

**Be a Star Bonus**

Using United States Census data, chart the growth of Texas from 1865-1940 for each of the following: population, schools, churches, increased agricultural production and tax revenues.

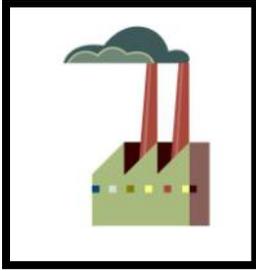
**Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7A-Oil-Industry-Impact/26108707\\_w2kMGw](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7A-Oil-Industry-Impact/26108707_w2kMGw)



# The Impact of Oil on Industrialization

<b>Topic</b>	<b>Impact</b>
<b>Manufacturing</b>	
<b>Home Building</b>	
<b>Railroads and Shipping</b>	
<b>Banking Industry</b>	
<b>Schools and Universities</b>	
<b>Healthcare</b>	
<b>Religion</b>	
<b>The Arts (museums, galleries, theatre, etc.)</b>	
<b>Population Distribution</b>	
<b>Texas State Government</b>	



# IMPACT OF INDUSTRIALISM

## ADVANTAGES

## DISADVANTAGES

MIDDLE CLASS

ENVIRONMENT

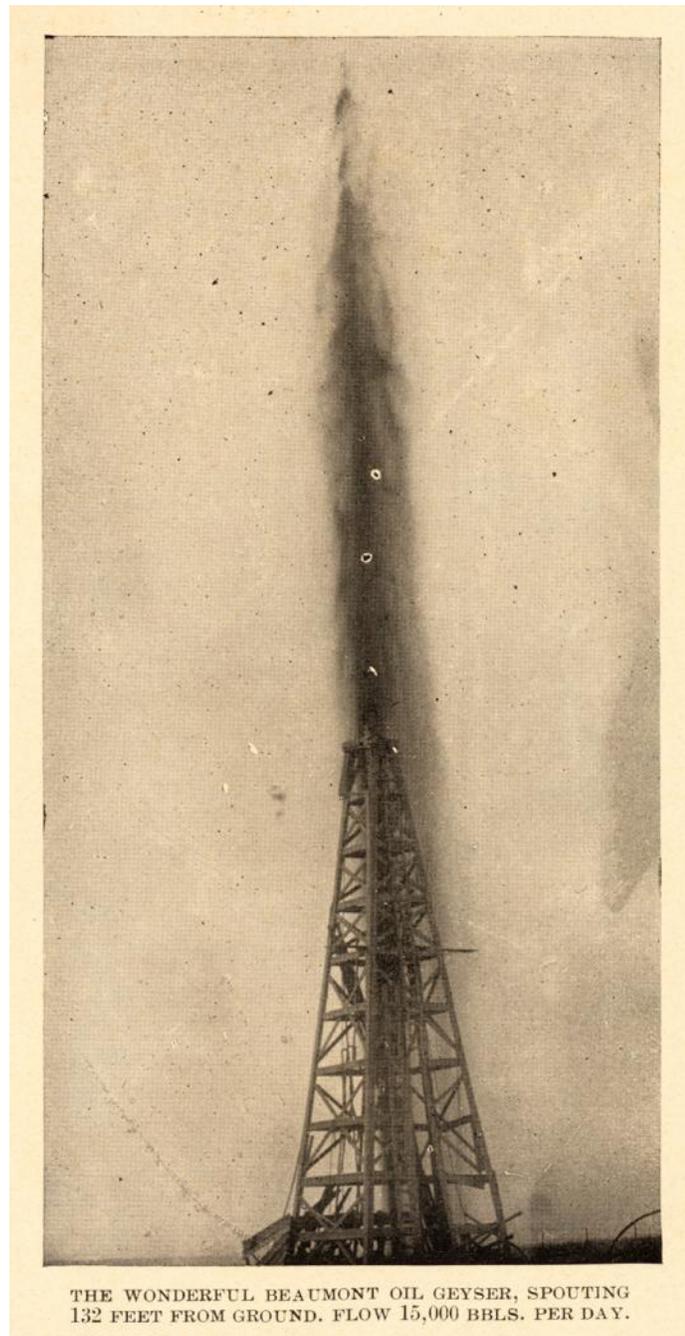
WOMEN

CHILDREN

NEW IMMIGRANTS

TEXAS ECONOMY

TEXAS POLITICS



“The Wonderful Beaumont Oil Geyser.” In *Galveston: The Day Before and Day After the Great Storm*, by W. W. Dexter. 2nd ed. Houston, Tex.: W. W. Dexter, 1901.

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Excellent photographs of the oil industry can be found in the Image Gallery.  
[http://sanjacinto-museum.smugmug.com/CurriculumGuide/7A-Oil-at-Spindletop/26093698\\_pHrB2s#!i=2169022683&k=d7gjDCG](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7A-Oil-at-Spindletop/26093698_pHrB2s#!i=2169022683&k=d7gjDCG)

And [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7A-Oil-at-Spindletop/26093698\\_pHrB2s#!i=2169022705&k=bbzS5Hs](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7A-Oil-at-Spindletop/26093698_pHrB2s#!i=2169022705&k=bbzS5Hs) )

## Lesson Plan: Boom and Bust Cycles

### TEKS Objective

#### Social Studies Texas History

7B - Define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20<sup>th</sup> and early 21<sup>st</sup> centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology.

#### Essential Question

How has Texas changed because of "boom-and-bust" cycles of business and industry?

#### Critical Vocabulary

Supply and Demand

Business cycles

Boom

Bust

Recession

#### Hook

1. Ask students to complete a Think-Pair-Share for the following question.  
An early boom industry in North America was by French traders in what is now Wisconsin—a beaver fur boom for hats and coats in Paris! The year was 1643.  
Name four to five additional early American boom industries.
2. Discuss with the students what happens in an area when there is a boom: towns grow, support industries are created, transportation to needed markets increase, etc.
3. Explain boom and bust to students as a type of cycle experienced by an economy, characterized by alternating periods of economic growth and contraction. During booms an economy will see an increase in its production and the Gross Domestic Product. During busts an economy will see a drop in production and an increase in unemployment.

#### Activity

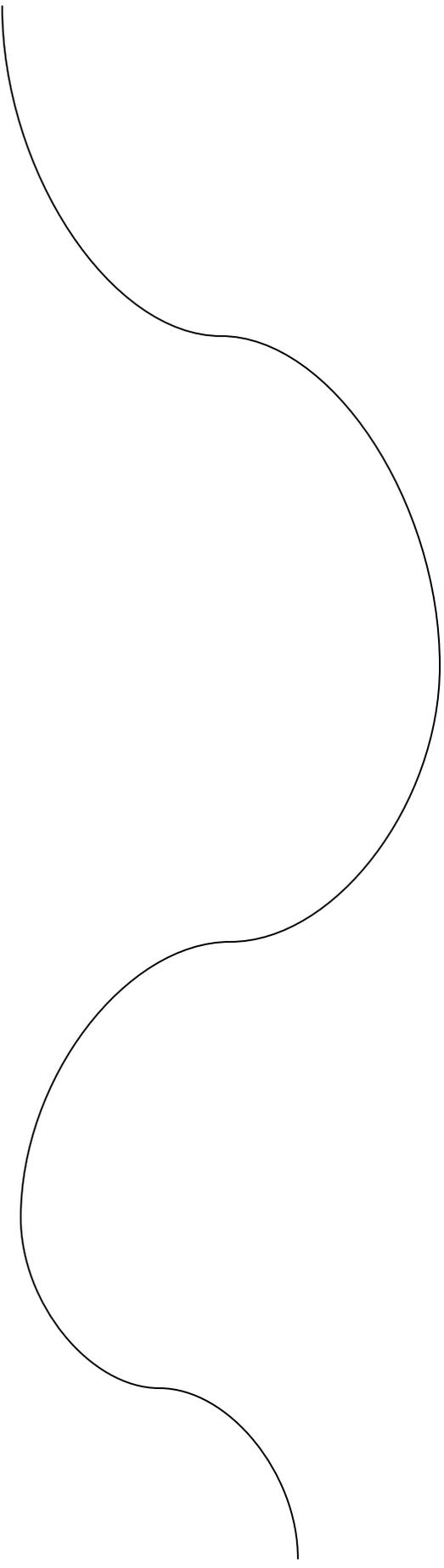
1. Label the Business Cycle chart below, or create a line diagram or circle flow chart of business cycles demonstrating the ups and downs in the business cycle.
2. Research boom and bust cycles in the Texas economy from 1900-2012 in one of the selected industries: farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology.
3. Use SDA Document Analysis strategy to review the photographs below as a way to pique student interest.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7B-Boom-and-Bust-Cycles/26110127\\_bSjGKp](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7B-Boom-and-Bust-Cycles/26110127_bSjGKp)

## Business Cycle Flow Chart

Label the line below in the appropriate locations to demonstrate the following business cycle events: expansion, peak, contraction, recession, depression, recovery and a second expansion period.





“Castoro.” Engraving. In *Il Gazzettiere Americano Contenente un Distinto Raggiaglio di tutte le Parti del Nuovo Mondo*. Livorno : M. Coltellini, 1763.

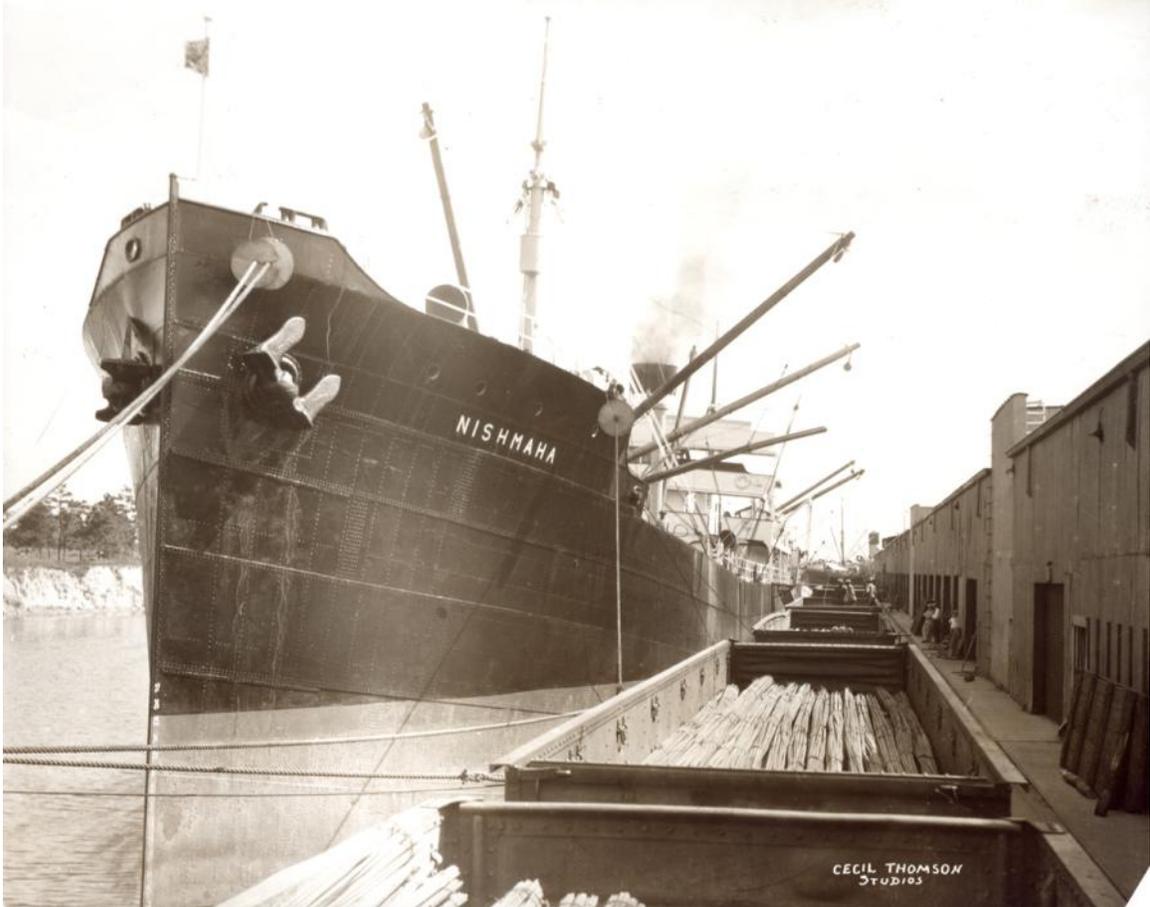


“An Early Fur-Trading Station: Fort Astoria Near the Mouth of the Columbia River in 1813.”  
 By Avery. In *A Century of Hats and the Hats of the Century*, by Edward Mott Woolley.  
 Danbury, Conn.: Mallory Hat Co., 1923.  
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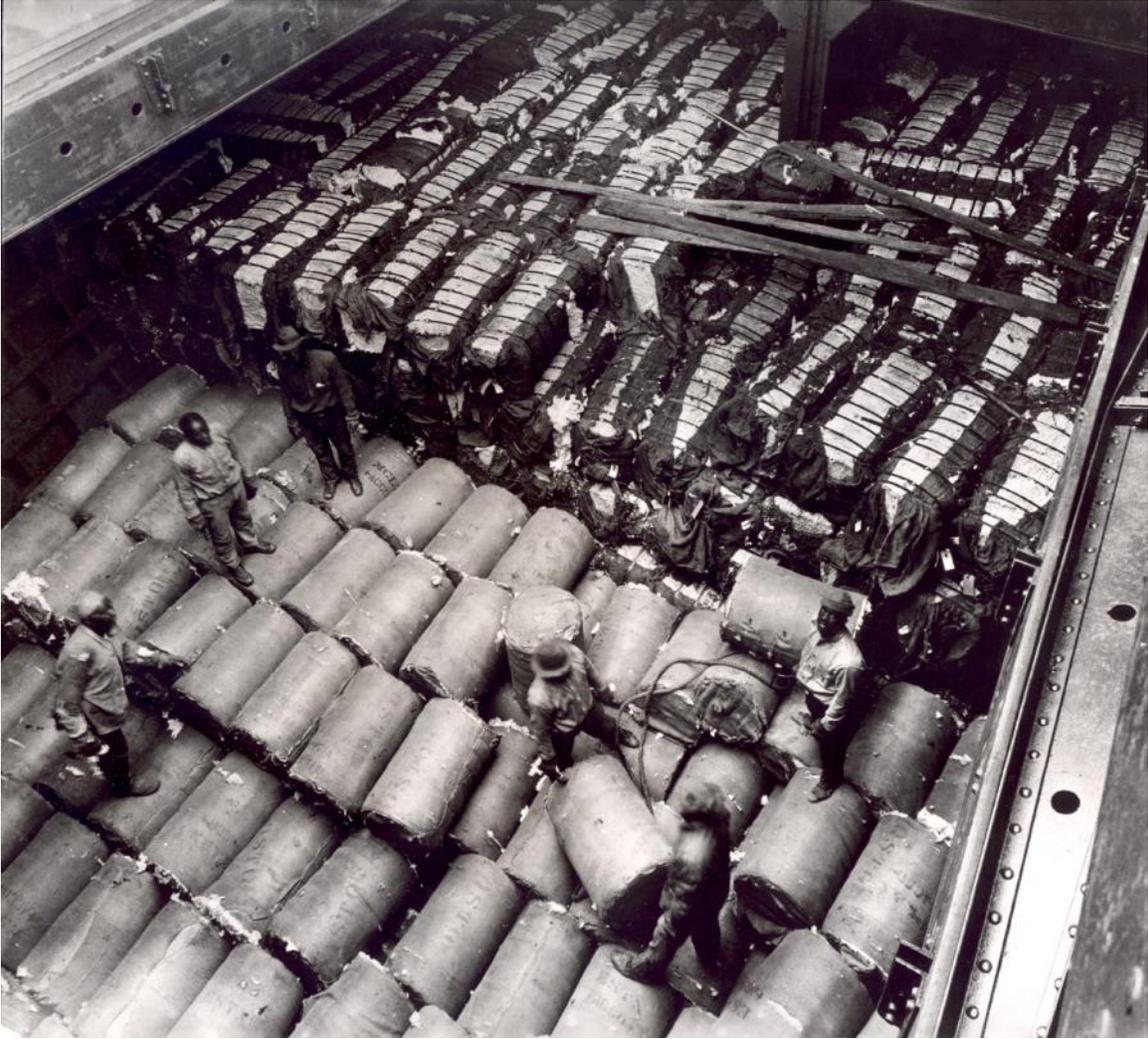
“Rice Harvesting, Houston, Texas.” Photograph by Cecil Thomson, no date. Cecil Thomson Collection, MC097. Accession number 14885c0337.

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“Loading Sugar Cane at Port of Houston.” Photograph by Cecil Thomson Studios, between 1920 and 1947. Cecil Thomson Collection, MC097. Accession number 14885c0970.

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“Aerial View, Cotton, Port of Houston.” Photograph by Cecil Thomson, no date.  
Cecil Thomson Collection, MC097. Accession number 14885c0944.

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“Cotton – Port of Houston.” Photograph by Cecil Thomson, no date. Cecil Thomson Collection, MC097. Accession number 14885c0939.

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“Sweet Potatoes, Sugarland.” Photograph by Cecil Thomson Studios, no date. Cecil Thomson Collection, MC097. Accession number 14885c0373.

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“Sweet Potatoes, Sugarland.” Photograph by Cecil Thomson Studios, no date. Cecil Thomson Collection, MC097. Accession number 14885c0372.

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“Rice Harvesting, Houston, Texas.” Photograph by Cecil Thomson, no date. Cecil Thomson Collection, MC097. Accession number 14885c0340.

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## Lesson Plan: 19<sup>th</sup> and 20<sup>th</sup> Century Reform Movements

### TEKS Objective

#### Social Studies Texas History

7C - Describe and compare the impact of the Progressive and other reform movements in Texas in the 19<sup>th</sup> and 20<sup>th</sup> centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20<sup>th</sup> century.

#### Essential Question

How is life better in Texas today as a result of Progressive reform movements?

#### Critical Vocabulary

Reform	Evangelical
Suffrage	Agrarian
Temperance	Muckraker
Populist	

#### Hook

1. Ask students to name a national problem we have today.
2. Chart answers on the board for discussion.
3. Ask students who or what could be done to fix the listed problems.  
Is this a problem for individuals, communities, states, or the national government to solve?  
Would you be willing to become personally involved to help resolve the issue? Why or why not?
4. When was the Progressive Era? What were the problems the nation faced at that time?

#### Activity

1. Assign students to teams of four or five members.
2. Ask each team to read the attached article from Rufus Cage in 1873.
3. Teams must research the Progressive Era and complete the Progressive Content Frame below.
4. Each team must create a children's alphabet book to explain the Progressive Era in Texas.
5. The pages of the book may represent groups, individuals, or events in Texas during this time of reform.
6. Each page must include the letter of the alphabet, an illustration, and a brief statement of explanation.
7. Each book must include a minimum of 12 pages, a title with decorated cover, and a list of team members.

**Be a Star Bonus**

Research problems in the nation today that you believe need reform. Use an empty coffee can to create a time capsule. Include items you believe represent the problems or issues to be reformed and a written statement of how you believe these problems could or should be solved. You will present your time capsule to the class.

**Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7C-Reform-Movements/26378918\\_SStDDC](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7C-Reform-Movements/26378918_SStDDC)

<i>Progressive Era</i>	Problems?	Who or What caused these problems?	Individuals significant to the reform efforts	What techniques were used by this group for reform?	Results of reform efforts
Workers					
Small Business Owners					
Farmers					
Women					
City Government					
Muckrakers/ Liberal reformers					

*Teacher Instructions for Cage Reading:*

- 1. Make classroom set of reading or one for each student.*
- 2. Ask students to read and make notes or highlight as they read.*
- 3. When all students have completed the reading ask student groups to match the summary statements below to the appropriate paragraphs.*
- 4. The statements below are in order.*

- There are many types of slavery and being subjected to monopolies is the same loss of will as being chattel.
- Although Texas has fertile soil and an ever increasing population of eager immigrants, prosperity is out of reach because of greedy railroads.
- The hardworking farmer has been burdened by oppressive government and monopolies, even though advancements in farming should have provided us with some measure of success.
- Corrupt political machines have given out jobs and contracts to protect their positions and the only way to fight back is to form a union.
- Railroads must be controlled by the government and those officials not willing to do so must be voted out of office.
- All levels of government — city, county, state and federal — are to blame for our problems, not just railroads.
- Public officials who accept free rides from the railroads cannot be trusted to cast votes for the good of the people.
- Texas farmers want to be left alone with freedom to make their way and prosper without government intrusion.
- Government officials are corrupted at every level and must be stopped by farmers organizing publicly to stop the abuse.

## *Thoughts on the Anti-Monopoly Movement of the Farmers of the North West*

(excerpts; written by Rufus K. Cage. Houston, Texas, May 31<sup>st</sup> 1873)

But in the meantime the people of the North and especially of the Northwest, have been gradually emerging from the delusions that had been imposed upon their understandings. They begin to see that there are other slaveries than chattel slavery, and that while they were removing the negro from a condition of servitude, they were inviting a master over themselves. Within the last twelve months a progress has been made in enlightened views, in Iowa, Illinois and other Western States, unparall[el]ed in the history of the world. Every just and honorable man is an enemy to monopoly and the legislative grant of special privileges. It is for the destruction of these that the citizens of those States are organizing in such numbers, and with such force of will as must prove irresistible.

In nearly all the older States agricultural lands remote from thriving cities are decreasing in value, in spite of railroads, or rather on account of the artificial and mischievous legislation projected while the insane passion for public improvements at any cost, dominated the public mind. In Texas we still hear a clamor for bounties and subsidies from those who would impress us with the belief, *post hoc propter hoc* – that the mere succession of events presents the relation of cause and effect. Our State is new, blessed with a genial clime and fertile soil, that invite immigration, and that our wealth should increase under such circumstances is almost inevitable; and yet with a want of candor that is almost impudent, we are told that such measure of prosperity as we enjoy is wholly attributable to railroads. Our natural advantages, the steady flow of population to the State, the energy of our citizens, all count for nothing in the estimation of those whose craft is sharpened by self-interest; and ‘every blessing under the sun,’ according to their creed has its source in the deified railway. But the farmers of the West are learning from the teachings of hard and inexorable experience a different lesson. The logic of events is dispelling the clouds thrown over truth by vapid rhetoricians who wrote and spoke in the interest of monopoly. They see that a railroad that their wealth has subsidized, may, by its exactions upon the public purse, and high freight and passenger charges diminish instead of enhancing the price of their lands. The laboring classes see in their aggravated struggles against poverty, that their families must be reared without grace or culture, and in ignorance that must forever condemn them to an inferior condition in society.

Agricultural knowledge and the arts that facilitate agriculture, have advanced with great strides within the last fifty years, but the advantages from none of them have accrued to those who hold the plow and scatter the seed. Consolidated capital and grasping monopoly, aided by paternal practices in government, have reaped all the advantages....

All political parties, at least all party managers, are interested in keeping up high salaries, and in multiplying offices. They are interested in promoting jobs and contracts, and generally in the protective and paternal idea of government, for this is the medium through which they lure the venal and self-seeking to their standards. The men who manage political committees and conventions, secure the allegiance of corrupt men by the promise of office or patronage. An aspirant for Congress or Governor can spend fifty thousand dollars to secure the position when he calculates the value of his vote or influence to capitalists at that sum or more, and expects to sell the one or the other for what he can get when in office. The patriot would willingly serve his country, often without pay, and always for merely a comfortable subsistence, while he would not give a cent either directly or indirectly for office. This places all conscientious men at a disadvantage in presence of those adventurers, who are engrossing all the honors and offices of

the country by a shameless traffic with editors, lobbyists, and capitalists, upon the industry and production of the country. It seems to me that [our] only salvation is by a union of all the industries of the country, of which that of agriculture is the greatest, with a fixed purpose to diminish salaries, to reduce the number of office-holders, and to drive all protective and monopolizing legislation from every body of men exercising the functions of legislation.

There can be no question in the minds of intelligent observing men, that it is the purpose of the railroad interest to centralize and imperialize this government through the instrumentality of capital. It is the duty of the people to resist this purpose by the only means in their hands, and that is by asserting their omnipotence over corporations as creatures that exist at their sovereign will. Every politician that is unwilling to subject corporations to the same legislative control, as exists over individuals, should be deemed a public enemy. Above all and beyond all, railroads should be domesticated, as it were – brought to the neighborhood and social influences of other institutions, in their relations, dependencies and ownership.. ...

Agitation in the Western States was first commenced upon the railway question, but every day it becomes more comprehensive. The railroad interest is blended with all the mischiefs of a splendid and paternal government – diffusing its virus into every character of administration – state, city, county and federal.

By subsidies and contributions we have given wealth and power to railroads until they arrogantly dictate public opinion and defy counter associations. As long as editors, judges, members of Congress and legislators accept free passes from railroads there will be a false color given to public opinion and an improper bias to legislation and judicial decisions in favor or railroads. As long as special trains are furnished gratuitously to presidents and cabinet ministers on their junketing tours, the public should look with jealousy and distrust upon such officials. Both the bestowal and reception of such favors have a significance that cannot with safety be disregarded by the public. The bounties to the rich, influential and powerful, are a forced subsidy upon labor and production; for, abolish or discontinue them and railroads could and would be managed more simply and more economically, and freights and fare would be cheaper. Infamy should attach to a member of Congress or the Legislature who would accept a free pass and then vote in the railroad interest. The delicacy and justice of the courts is soiled by judges who will travel at the expense of great corporations that expect favors in return.

...What the agriculturist needs is to be let alone – left to achieve his own comfort and independence without being forced to pay tribute at every step to delusive schemes for individual aggrandizement. If government were confined to its legitimate sphere – simply preserving public security and peace, and securing rights of property – then indeed would the land bloom with happy rural homes, while a contented, thrifty and hopeful population would make glad all the borders of our country.

It would be well for farmers to organize publicly and openly throughout the land not for aggression upon the rights of others, but for resistance to the general tendency now-a-days to spoliation of every character of industry. Every species of government known to us – city, county, State, and national – has its speculations on hand for robbing the people. Municipal and county authorities, State Legislatures and national Congresses have their ever present lobbies, buying and selling legislators as they were cattle in the market. They are bought outright with money, or seduced with flattery, or awed by fears of a subsidized press.

## Lesson Plan: Civil Rights and Equal Rights

### TEKS Objective

#### Social Studies Texas History

7D - Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20<sup>th</sup> century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White.

17C - Express and defend a point of view on an issue of historical or contemporary interest in Texas.

#### Rationale

This objective and the following activity give students the opportunity to have a choice of topics for their independent research. When students have completed their research and cubing project, a comparing activity of the various individuals and movements would be appropriate.

#### Essential Question

How have leaders in Texas affected change for the betterment of the state and the nation?

#### Critical Vocabulary

Non-violent protest  
Sit-in  
Chicano Movement  
The Women's Movement  
The Civil Rights Movement

#### Prior Knowledge

Students should have a basic knowledge of the rights of United States' citizens to petition the government for a solution to grievances. Students might be reminded of the Declaration of Independence as a list of complaints by the colonists against King George in England.

#### Hook

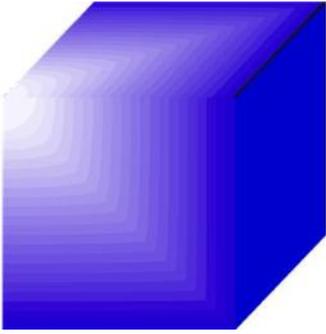
1. Ask students to complete a silent debate with a partner.
2. Ask each student to spend 5 minutes writing about problems or complaints they have about their school and what solutions they have for solving the problems.
3. Students exchange papers and respond to the complaints and solutions. Ask students to make certain their response includes reasons why the suggested problems or solutions will or will not be effective.

### **Activity**

1. Students should be allowed to select the event or individual from the list on a first-come basis until all the items on the list have been selected.
2. Explain Cubing to students and give them a teacher made example. There is also an example in the Strategy Descriptions section.
3. Students may or may not be required to actually construct the cube. A cubing pattern can be located in the Strategy Descriptions section.
4. Students research and complete the cubing process.
5. Students might complete a Walk-About Review, give oral reports where classmates take notes or complete a content frame or venn diagram.

### **Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7C-Civil-Rights-Equal-Rights/26111497\\_zzC7by](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7C-Civil-Rights-Equal-Rights/26111497_zzC7by)



## **Cubing: Civil Rights to the *Power***

**Cubing** is one way to explore every side of a topic. You hear people say all the time, “There is more than one side to an issue.” Cubing is a way to visually see an issue’s different sides.

**Pick a topic.....**

**Montgomery Bus Boycott**  
**Dr. Martin Luther King**  
**Jim Crow Laws**  
**Brown vs. Board of Education, Topeka**  
**Freedom Summer**  
**March on Washington**  
**Equal Rights Movement**  
**James L. Farmer, Jr.**  
**Hector P. Garcia**  
**Oveta Culp Hobby**  
**Lyndon B. Johnson**  
**League of United Latin American Citizens (LULAC)**  
**Jane McCallum**  
**Lulu Belle Madison White**

**Explore the topic from the following six sides of the cube:**

**Describe it** (What color is it? What shape or size?)  
**Compare it** (What is it similar to or different from?)  
**Associate it** (What does it make you think of?)  
**Analyze it** (How is it made? What is it composed of?)  
**Apply it** (What can you do with it? How is it used?)  
**Argue for or against it** (Why should I support it? Why should I take a stand?)

## Lesson Plan: World War I

### TEKS Objective

#### Social Studies Texas History

7E - Analyze the political, economic, and social impact of major events of World War I on the history of Texas.

#### Essential Question

How did Texans support the war efforts during World War I?

#### Critical Vocabulary

Central Powers	Trench warfare
Allied Powers	Home front
AEF	Liberty bonds
Doughboys	Victory gardens

#### Hook

1. How have the recent wars in Iraq and Afghanistan impacted your daily life? What kind of sacrifice are you personally willing to make in support a war effort by the United States?

(Teacher notes: For most Americans the recent wars have caused little disruption in their day-to-day actions. During World War I average citizens were asked to contribute to the war efforts. Use the World War I fact sheet to help students understand the home front efforts made by Texans.)

#### Activity

1. A fun beginning to World War I lesson would be playing some of the patriotic music and soldier songs from this era. Online songs can be found:  
<http://www.youtube.com/watch?v=wbggEGUaE28> (You Tube music with video)  
<http://www.youtube.com/watch?v=sH4-fYIfC-E> (You Tube music with propaganda posters)
2. Assign students a partner for this activity.
3. Ask teams to analyze the World War I documents and the soldier letter and answer the questions below.
4. Discuss the answers with the class.
5. Each student will write a letter to their partner. One student will be at home on the farm in Texas. One student will be fighting in the trenches of France. Each letter must have at least 3 paragraphs.
6. Ask some students to volunteer to read their letters to the class.
7. Conclude lesson with World War I Home Front Concept Definition Map.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-World-War-I/26113494\\_pmMvvV](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-World-War-I/26113494_pmMvvV)

*(The letter you will read below is from a young soldier, Frank Lawson Cade. Frank's father was dead. Frank, his mother and four younger brothers live on a small 80 acre farm. Tending the farm is difficult for a woman and her sons with only a mule and a plow. This letter is to his brother, Kirby, back home on the farm. The letter has been transcribed exactly as it was written and a copy of the original is also below for you to see.)*

**October 24, 1918  
Somewhere in France**

**Dear Kirby:**

**I received your letter today sure was glad to hear from you. Yes, darn you, you should be ashamed for not writing me sooner. Now I am laying flat on my stomach so you mustn't look for any fancy stuff. Well, I am doing pretty well getting lots of experience once in a while. Will tell you all if I ever get back home which I hope won't be long. I can tell you things that will make you glad that you are what you are today. The Bosch say that the American infantry is crazy and the artillery drunk, but you know what it is, they believe in fighting like they live and that is hard. On one occasion a prisoner saw some soldiers duck from a high explosion shell he spoke English so he said, boys you haven't got anything to hide from over here. You should be behind our lines then you would be busy.**

**I guess the censor won't tear this up. I got a letter from mama today. Write me and tell me all the news.**

**Your Bro Pvt. Frank L. Cade  
Co. B. 304  
American E. F.**

Oct 24 1918  
Smetham on Thomas

Dear Kirby

I received your letter today and was glad to hear from you. You seem you are at home. It seems for not visiting me. Now I am buying flat on my stomach so you must look for my money still. Well I am doing pretty well getting lots of response from in a while. Well see you see if I can get back home which I hope won't be long I can see you things that will make you glad that you are, what you are today. The Board say that the American infantry is doing

and the military branch, but you know what it is, they believe in fighting like they live and that is hard. On one occasion a person saw some German duck from a high explosion that he felt might be you, boy's you don't get any thing to live from our side, you should be behind our line than you would be doing.

I guess the error was that this up. I get a letter from my home today. Write me and let me see the news.

Yours  
John P. A. Frank & Reed  
Co. B. 304  
American Exp

Letter from Frank to Kirby, October 24, 1918. Frank Cade Papers. Courtesy Yvonne Pitman.





WINDSOR CASTLE.

Soldiers of the United States, the  
people of the British Isles welcome  
you on your way to take your  
stand beside the armies of  
many Nations now fighting in  
the Old World the great battle  
for human freedom.

The Allies will gain new heart  
in spirit in your company.

I wish that I could shake  
the hand of each one of you  
and bid you God-speed on your  
mission.

George R. I.

April 1918.

Note from King of England to American troops, April, 1918. Frank Cade Papers.  
Courtesy Yvonne Pittman.

G. H. Q.  
AMERICAN EXPEDITIONARY FORCES.

GENERAL ORDERS  
No. 58-A. 5

FRANK, February 28, 1919.

MY WITLOW SOLDIERS,

Now that your service with the American Expeditionary Forces is about to terminate, I can not let you go without a personal word. At the call to arms, the patriotic young manhood of America eagerly responded and hence the formidable army whose decisive victories testify to its efficiency and its valor. With the support of the nation's sturdy united to defend the cause of liberty, our army has executed the will of the people with resolute purpose. Our democracy has been tested, and the forces of autocracy have been defeated. To the glory of the citizen-soldier, our troops have faithfully fulfilled their trust, and in a succession of brilliant offensives have overcome the menace to our civilization.

As an individual, your part in the world war has been an important one in the sum total of our achievements. Whether keeping tenaciously vigil in the trenches, or gallantly storming the enemy's stronghold; whether enduring monotonous drudgery at the rear, or sustaining the fighting line at the front, each has bravely and efficiently played his part. By willing sacrifice of personal rights; by cheerful endurance of hardship and privation; by vigor, strength and indomitable will, made effective by thorough organization and cordial co-operation, you inspired the war-worn Allies with new life and turned the tide of threatened defeat into overwhelming victory.

With a concentrated decision to duty and a will to conquer, you have loyally served your country. By your exemplary conduct a standard has been established and maintained never before attained by any army. With mind and body as clean and strong as the daisies below you delivered against the foe, you are soon to return to the pursuits of peace. In leaving the scenes of your victories, may I ask that you carry home your high ideals and continue to live as you have served—an honor to the principles for which you have fought and to the fallen comrades you leave behind.

It is with pride in our success that I extend to you my sincere thanks for your splendid service to the army and to the nation.

Faithfully,

*John J. Pershing*

Commander in Chief.

OFFICIAL:  
ROBERT G. DAVIS,  
Adjutant General.

Copy furnished to:

*Reg. Frank S. Wade*

*W. L. White*

*Capt. C. H. ...*

Commanding.

Letter from John J. Pershing, February 28, 1919. Frank Cade Papers.  
Courtesy Yvonne Pittman.

## World War I Documents

### Soldier Letter

1. Why is Frank on his stomach writing the letter?
2. Why did Frank list his location as somewhere in France?
3. What is meant by the word Bosch?
4. Why would the American infantry be described as crazy?
5. Why would the American artillery be characterized as drunk?

### Soldier's Pay Record Book

1. How old was Frank during WWI?
2. What was his occupation before enlisting in the Army?
3. How much did he receive each month in total pay?
4. What was Frank's job in the Army?

### Windsor Castle Card

*(Upon arriving in England from the United States each soldier received a sweet treat, a cookie, and a fancy engraved card. Read the card and answer the questions.)*

1. Where and what is Windsor Castle?
2. Who signed the note on the card?
3. What does the note state as the mission of the military forces?
4. What does the writer say will be the importance of the arrival of these American Soldiers?

### G.H.Q. Letter

1. What is your guess for the meaning of G.H.Q.?
2. Who is John J. Pershing?
3. Why is he writing this letter?
4. What is meant by citizen-soldier?
5. What is the tone of the letter? Find a line or two from the letter to use as evidence of the feelings being expressed by Pershing.

# World War I Fact Sheet

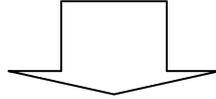
## Causes

Hostile alliances form among nations

Nationalism increases

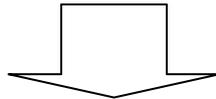
European powers jealous as they compete for colonies

Fears bring about an arms race



World War I

1914-1918



## Effects

Central Powers defeated by Allies

European empires are dissolved

Europe's economy destroyed

U. S. dominates economically

Germany is punished harshly which helps lead to WWII

Alliances:

Triple Alliance: Germany, Austria and Italy

Triple Entente: Britain, France and Russia

## New Weapons of War

### World War I

Submarine

Airplane

Machine Guns

Tanks

Barbed Wire

Poison Gas

# **The Home Front Fact Sheet**

## **Congress enacted a draft**

**The Selective Service Act—3 million men were selected by a lottery system-370,000 African Americans & women signed up as clerks, secretaries, cooks, and radio operators**

## **Organizing Industry**

**Slogan- “Labor Will Win the War”**

**War Industries Board regulated supply of raw materials and manufacturing:**

**Labor unions willingly allowed regulation of wages, work hours, etc.**

**Industrial capacity grew by 20%**

**Factories worked 24 hours a day**

**Women and African Americans began filling jobs once thought only for men**

## **Conservation:**

**Established the Food Administration**

**Set prices and regulated what was grown-needed to feed troops and people of Europe**

**Citizens agreed to voluntary conservation:**

**Wheatless – Mondays and Wednesdays**

**Meatless – Tuesdays, Thursdays and Saturdays**

**Gasless – Sundays**

**Families planted gardens known as Victory Gardens**

**Daylight Savings Time was enacted**

**Government bonds sold to finance the war efforts**

**Propaganda used to increase support for the war—posters, slogans, and patriotic songs**

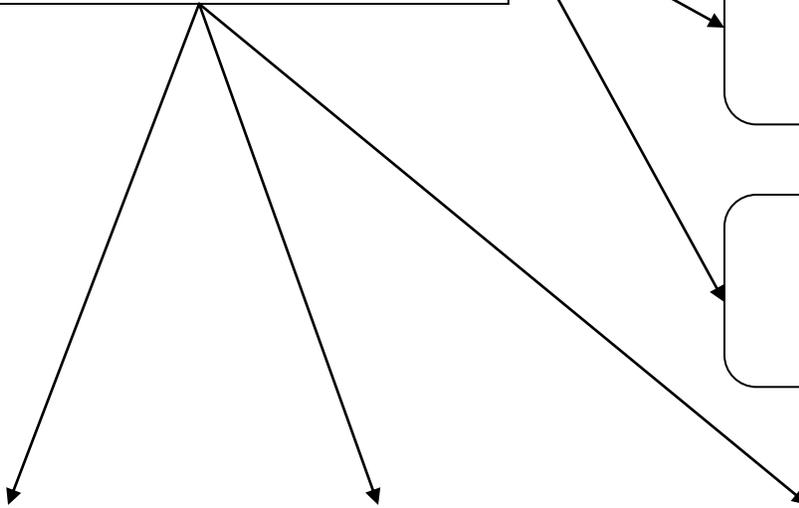
# CONCEPT DEFINITION MAP

Description or definition

Major Changes to American Lifestyle

Concept or Individual

## Home Front



**Examples of People or Important Legislation with an Impact on the Citizens of Texas**

## Lesson Plan: The Great Depression

### TEKS Objective

#### Social Studies Texas History

7E - Analyze the political, economic, and social impact of major events, including Great Depression on the history of Texas.

#### Essential Question

How did the Great Depression impact the lives of Texans?

#### Critical Vocabulary

Economic depression  
The Great American Desert  
Dust Bowl  
Stock market  
Soup kitchens and breadlines  
Scrip  
The New Deal

#### Prior Knowledge

Students should have an understanding of the causes of the Great Depression and Dust Bowl. Use the Great Depression fact sheet for a quick overview of the causes and major events.

#### Hook

1. Ask students the following questions:  
What has been the impact of the recent drought on Texas? Did your family do anything differently during the summer to protect your home's foundation, shrubs, flowers, etc? What was the impact of the drought on Texas wildfires? What was the impact on Texas farmers and ranchers? What is the economic impact? Student answers will vary.

#### Activity

1. Use the Great Depression Fact Sheet to discuss the causes of the economic collapse.
2. View the video clip below.  
*Surviving the Dust Bowl* is a free PBS movie available online at the following link <http://www.pbs.org/wgbh/americanexperience/films/dustbowl/player/>
3. Write an original story about life in Texas during the Great Depression. The story must be a personal narrative of the struggles during the Depression years. You must write from the perspective of an individual on a farm or ranch. You must include a minimum of three of the following people or things. Use descriptive details regarding how the person or thing had an impact on life during the Depression.

President Hoover  
J. Frank Dobie literature  
Dallas World's Fair 1936  
Woody Guthrie  
Texas Cowboys western swing music  
Writings of Lorena Hickok  
Dust storms  
Oil industry  
New Deal – LBJ, Jesse Jones, Sam Rayburn  
Civilian Conservation Corps  
Rural Electrification Administration  
Governors – Sterling Ross, James V. Allred, W. Lee O'Daniel  
Impact of radio on elections

### **Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-Great-Depression/26147609\\_HCHb7J](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-Great-Depression/26147609_HCHb7J)

## Lesson Plan: New Deal Impact

### TEKS Objective

#### Social Studies Texas History

7E - Analyze the political, economic, and social impact of major events, including Great Depression on the history of Texas.

#### Essential Question

How did Roosevelt's New Deal impact Texas?

#### Critical Vocabulary

New Deal

Alphabet Agencies

Civilian Conservation Corps (CCC)

Rural Electrification Administration (REA)

Works Progress Administration (WPA)

#### Hook

1. Ask students to answer the following questions and share answers with a neighbor in the classroom.
2. If you needed or wanted to make some money this summer what could you do? Could you find a job? What kind of skills do you have? Would you be willing to pick up trash along a highway? Work in someone's garden in the sun all day? Why or why not?
3. What could families in the Great Depression do to find work? Is it the responsibility of the government to help? Why or why not?

#### Activity

Ask students to share their answers to the following questions:

1. How many Americans are currently unemployed? (12.7 million of 356 million)
2. How many Americans were unemployed during the Great Depression? (13 million of 123 million)
3. If you were currently an unemployed adult what kind of job would you want?
4. Would you be willing to take any job offered? Why or why not?
5. Read the WPA Fact Sheet with students.
6. Ask students to research construction of the San Jacinto Monument and Museum.
7. Answer the questions on the San Jacinto Monument and Museum Construction page.

#### Be a Star Bonus

Research additional WPA projects in Texas and answer the following question:

How does the project you researched compare to the San Jacinto Monument in terms of cost, size, number of workers and lasting benefit to the community?

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-New-Deal-Impact/26147978\\_3svmtr](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-New-Deal-Impact/26147978_3svmtr)

# W.P.A. Fact Sheet

## Works Progress Administration

- National organization established in 1935.
- Purpose was relief from the Great Depression.
- WPA created work projects in every state depending on the needs and work force in each state.
- WPA employed 600,000 Texans.
- Men, women and all races employed.
- Pay ranged from \$45 -\$95 per month depending on the job.
- Projects included:
  - ✓ Construction of parks, swimming pools, highways, bridges, stadiums, public buildings, playgrounds, etc.
  - ✓ Murals, music, mapping Indian villages, archeological surveys.
  - ✓ Adult education in languages, home economics, literacy, vocational training.
- Program phased out in 1943 – *Why do you think the jobs program was no longer needed?*



## SAN JACINTO MONUMENT AND MUSEUM CONSTRUCTION

1. How much did the monument cost to build?
2. Who paid for the construction?
3. How long did it take to complete construction? Start date and completion date.
4. How many workmen did it take to complete the construction?
5. Was the monument difficult to build? Why?
6. What materials were used in construction?
7. How tall is the monument?
8. How large is the base of the monument?
9. How large is the star? Why is the star significant to Texas and the monument?
10. Do you believe the heroes of the Battle of San Jacinto would think this monument is the best way to commemorate the battle? Why or why not? Write your answer on the reverse side of this page. Your answer should be a minimum of 8 sentences.



“Jesse H. Jones and Andrew Jackson Houston.” Photographic slide, 1936. SJM(H)67.

*Image copyright 2012 San Jacinto Museum of History. Possession of a San Jacinto Museum of History image does not constitute permission to publish or reproduce that image.*



“W. Lee O’Daniel and Family.” Photograph, 21 April 1939. Accession number 10259c31

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## Lesson Plan: Jesse Holman Jones – The Case Study of an Extraordinary Man

### TEKS Objective

#### Social Studies Texas History

7E - Analyze the political, economic, and social impact of major events, including Great Depression on the history of Texas.

#### Essential Question

How did the life of Jesse H. Jones impact the lives of Texans?

#### Critical Vocabulary

Thesaurus  
Synonyms  
Philanthropy

#### Hook

1. Ask students to define the word “extraordinary” and write suggested answers on the board. (Beyond the usual or ordinary)
2. Ask students to name individuals they believe might be described by the word extraordinary and explain why that word is appropriate. (Albert Einstein, Olympic winners, etc.)
3. Ask students if they have ever heard of Jesse Holman Jones.
4. Explain to students they will be watching a brief video clip about Jesse Holman Jones, (segment one is 9 minutes).

*Brother, Can You Spare a Billion* video from You Tube

<http://www.youtube.com/watch?v=60i9NiZZLnM>

#### Activity

1. Research the life of Jesse Holman Jones using the content frame below to capture your research.
2. Create a timeline of his major life events from birth to death.
3. A Thesaurus is a reference book of synonyms. There are many synonyms for the word extraordinary. Jesse H. Jones has often been referred to by the word extraordinary. In the content frame below there are twelve synonyms for extraordinary that could easily be used to describe Jesse H. Jones. For each word write a minimum of two sentences explaining why that word is an accurate description of Jones.

#### Be a Star Bonus

Many buildings and landmarks are named after Jesse H. Jones. Research several of these places. They are not all in the state of Texas. Use the Historical Markers lesson and create an original marker for Jones and select the location for your marker. Explain why you selected this location.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7EJesseHJones/25228693\\_vLjffP](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7EJesseHJones/25228693_vLjffP)

# Jesse Holman Jones Fact Sheet

<b>Timeline Dates</b>	<b>Events and description</b>	<b>Significance of Event</b>
Early Years		
Building Houston		
World War I		
Great Depression		
World War II		

# A Case Study of **EXTRAORDINARY**

Give examples from the life of Jesse Jones to explain how each of the following words is an accurate description of him.

<b>Ambitious</b>	
<b>Brave</b>	
<b>Catalyst</b>	
<b>Contributor</b>	
<b>Determined</b>	
<b>Icon</b>	
<b>Leader</b>	
<b>Powerful</b>	
<b>Rare</b>	
<b>Risk taker</b>	
<b>Successful</b>	
<b>Unique</b>	
<b>Add your own word here</b>	



“Mr. Jesse H. Jones, Houston, Texas, Late 1920s, Planting Tree in Front of Houston Public Library, 500 McKinney Street.” Photograph by Cecil Thomson. Cecil Thomson Collection, MC097. Accession number 14885c0388.

*Image copyright 2012 San Jacinto Museum of History. Possession of a San Jacinto Museum of History image does not constitute permission to publish or reproduce that image.*



Mr. Jesse H. Jones and Mr. Albert Finn, architect, looking at plans for Sam Houston Hall, and fire station #2. Photograph by Cecil Thomson, 1928. Cecil Thomson Collection, MC097. Accession number 14885c0386.

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## Lesson Plan: World War II

### TEKS Objective

#### Social Studies Texas History

7E - Analyze the political, economic, and social impact of major events, including World War II on the history of Texas.

#### Essential Question

What was the impact of World War II on Texas?

#### Prior Knowledge

Students need a working knowledge of when the United States entered World War II and why and who we were fighting.

#### Critical Vocabulary

Home front

Internment

Executive orders

#### Hook

1. Ask students to make a list of what the nation, the state of Texas, and your town have done to help support the wars in both Iraq and Afghanistan.
2. Ask student to share their answers with a partner.
3. Discuss the lists made by the students with the entire class.
4. Ask students if efforts by citizens were different for earlier wars. Why?

#### Activity

1. Ask students to research how Texans supported World War II for each of the following topics:
  - Military bases and training installations
  - Men and women in the military
  - Industry-oil, shipbuilding, manufacturing, farming
  - Women
  - Internment and prisoner of war camps
  - Ordinary citizens and everyday life
2. Students will create a set of flashcards. Each set must contain a minimum of 10 fact cards, plus a title card. The title card should have a clever title relating to the home front. The reverse of the title card should reflect the student's opinion about the efforts of Texas to do their part in the war effort. Did Texans do their share? Did they do less or more than citizens in other states?
3. Front side of each of the 10 fact cards should state the topic and include an illustration. The reverse side will contain the facts and figures from the research.
4. Students may complete as many as 15 cards in the set. For each card above the required 10, extra points will be awarded. Each card will earn 4 additional points for a total of 20 bonus points.

## Resources

Visit the Battleship Texas website and read the history of the ship.

[http://www.tpwd.state.tx.us/spdest/findadest/parks/battleship\\_texas/hist.phtml](http://www.tpwd.state.tx.us/spdest/findadest/parks/battleship_texas/hist.phtml)

Training camps: Crystal City, Texas Internment Camp for Germans, Japanese, and Latin Americans ( Follow the link and then search for internment camps.)

<http://www.tpr.org/news/2009/01/news0901141.html>

Texas Moving Image Archive Program (Follow the link and then search for internment camps.)

<http://www.texasarchive.org/library/index.php/>

[The Texas Moving Image Archive Program](#)

## Be a Star Bonus

Create a propaganda poster to support the war effort:

1. Poster must include an illustration and a slogan.
2. Label the propaganda technique on the reverse side.

OR

Complete a writing assignment

**Role** Japanese American

**Audience** Next door neighbor where you left

**Format** Letter

**Topic** Begging neighbor to take care of the lost cat

## Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-World-War-II/26151029\\_fF7kx5](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-World-War-II/26151029_fF7kx5)



# Propaganda Exercise

## Propaganda Techniques

1. Bandwagon - suggests that a person should do something because "everyone's doing it." If you don't want to be left out, you'd better join the crowd.
2. Name Calling - attacks someone's reputation. Slang terms are sometimes used.
3. Direct Order - gives a direct order to do something.
4. Transfer - uses positive or negative feelings toward something and applies them to something else.
5. Card Stacking - presents only one side of the story - your side.
6. Testimonial - shows a famous person who supports a certain position.
7. Word Magic - uses emotional words to convince people to adopt a certain position.

## Assignment:

You are a member of the Committee on Public Information. You have been assigned to draw a propaganda poster to gain support in Texas for the war effort.

Follow these guidelines....

1. Choose a specific propaganda technique.
2. Answer the key questions below before you begin to draw.
  - a. Who is the target audience?
  - b. What is the underlying message?
  - c. What patriotic symbols should be used?
  - d. What catchy slogan should be used?
3. Use your imagination and creativity but make sure your poster is historically accurate.
4. Use color to add interest to your poster.
5. Do not trace or copy your poster from another source.
6. Put your name and your answers to the questions above on the reverse side of your poster.
7. Be prepared to share your finished poster with the class.

Examples: <http://www.loc.gov/pictures/search/?st=grid&co=wwipos>  
[http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-World-War-II/26151029\\_f7kx5](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-World-War-II/26151029_f7kx5)

## Lesson Plan: Emergence of Modern Texas

### TEKS Objective

#### Social Studies Texas History

7F - Analyze the political, economic, and social impact of major events in the latter half of the 20<sup>th</sup> and early 21<sup>st</sup> centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.

#### Essential Question

How did major events since the 1950s change or help shape the Texas of today?

#### Critical Vocabulary

Cold War  
GI Bill of Rights  
Interstate Freeway System  
Tidelands  
Gilmer-Aikin Laws  
Urbanization  
The Civil Rights Movement  
NASA  
Sun Belt/Rust Belt

#### Prior Knowledge

In the second half of the 20<sup>th</sup> Century the United States moved into a period of peace and prosperity under the leadership of President Dwight Eisenhower. As young men began coming home from Europe and the Pacific, America was faced with the new challenge of the Cold War with the Soviet Union. Texas will also face changes to the political system, labor force, urbanization and the role of minorities in society.

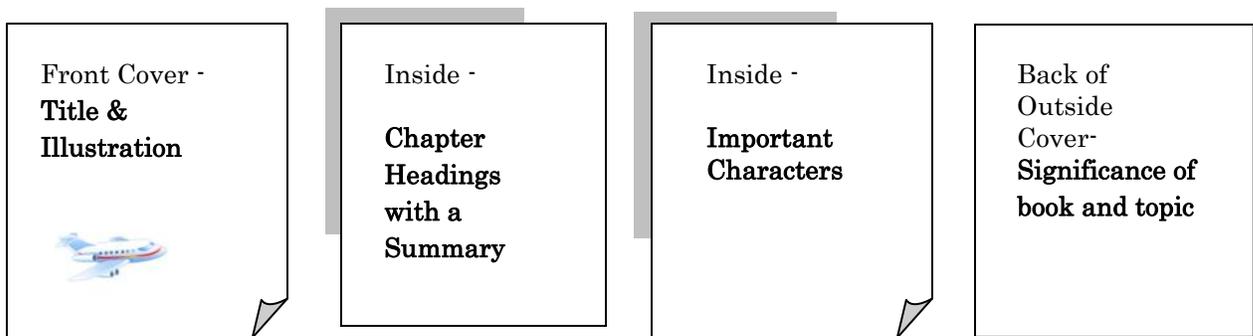
#### Hook

1. Ask students to think about a personal conflict they have experienced.
2. Ask students to spend a few moments writing about how personal conflicts often lead to some sort of change or might have lead to change (argument with sister led to a family chores chart, etc.)
3. Discuss answers together with the class.

#### Activity

1. Ask students to select one of the following topics to research/or assign topics to students.
  - Tidelands Dispute
  - End of Solid Democratic South and the emergence of Republican Party in Texas
  - NASA/Aerospace Industry
  - Migration from the Rust Belt to the Sun Belt
  - Immigration both legal and illegal
  - Desegregation in Texas/Civil Rights Movement
  - Energy Crisis 1970s

2. After completion of research students will create a Book Cover for a pretend book about their topic.
3. Book Cover should include the following:
  - a. A creative title
  - b. An illustrated and decorated cover
  - c. A brief summary of the book topic
  - d. A biographical sketch of at least two of the main characters
  - e. A recommendation for why the book would be interesting to read
4. The Book Cover can be created using one sheet of paper folded in half as follows:



### **Be a Star Bonus**

Write your predictions for what you think Texas might be like in the future. Your format should be a five senses description of what you will see, hear, taste, etc.

## Lesson Plan: Maps, Models, and Data

### TEKS Objective

#### Social Studies Texas History

8 - Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

8A - Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries; and

8B - Analyze and interpret geographic distributions and patterns in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.

#### Essential Question

How can census data be used in the study of history?

#### Hook

1. Using demographic information such as the information below, ask students to make inferences about the area or school district in which they reside.

Total Students (2010-11)	60,803
White	43.06%
Hispanic	34.26%
African-American	9.35%
Asian/Pacific Islander	10.63%
Native American	0.26%
At-Risk	33.7%
Low Income	30.11%
Limited English Proficient	13.65%

2. Answer the following question:
  - Is this likely to be a wealthy area? Yes? No? Why would you think so?
  - Are most of the students likely to be planning on going to college? Yes? No? Why would you think so?
  - Are there mostly single family homes in this area? Yes? No? Why would you think so?
  - What additional information would you need to make better decisions about the lifestyles of the families in this area?
  - Where could you get such information?

## Activity

1. Using the interactive map at the website below complete the following tasks:
  - Name the 5 most populated counties in Texas and list the population.
  - Name the 5 least populated counties in Texas and list the population.
  - Name one county with less than 50% Hispanic population and list the population.
  - Name 5 counties with more than 50% Hispanic population and list the population.
  - Name 5 counties with less than 5% Asian population and list the population.
  - Name 5 counties with less than 10% African-American population and list the population.
2. Create a bar graph or other chart to represent the information you collected from the 2010 United States Census information. Be certain you include some data to reflect some of the changes in population since the 2000 Census. In addition, please note there are additional maps in the tab pull down at the site.

Interactive Census  
<http://projects.nytimes.com/census/2010/map?nl=todaysheadlines&emc=thab1>
3. Select one Texas county from your research and answer the following question about that selected county. What inferences can you make about the economy activities, social structure, and political attitudes of the one county you selected?

## Lesson Plan: Geography Basics of Texas

### TEKS Objective

#### Social Studies Texas History

9A - Locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest.

9B - Compare places and regions of Texas in terms of physical and human characteristics.

9C - Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events Texas.

#### Rationale

Understanding the physical characteristics and regions of Texas early in the course content will improve understanding and provide a context for the events that follow in the settlement and development of the state.

#### Essential Question

How have the physical characteristics of Texas influenced the development of modern Texas?

#### Critical Vocabulary

Mountain	Canyon
Valley	Desert
Plateau	Escarpment
Plain	Bay
Gulf	

#### Hook

1. Give students a blank sheet of computer paper.
2. Ask students to draw from memory an outline of the state of Texas on their blank paper. This type of map is generally known as a mental map.
3. Ask students to locate the following places: Houston, Dallas, El Paso, Austin (or other locations selected by the teacher).
4. Ask for a student volunteer to draw their map on the board. Correctly identify the locations of the cities labeled from item three.
5. Ask students why these large Texas cities are in these locations. (Example: Houston developed along Buffalo Bayou because you could get there by boat.) In addition, discuss the importance of physical geography to the understanding of human interaction with the environment, where and how settlements are located, and the impact of geography on historical events.

# Trip to Grandmother's House



Start at your home and drive to Grandmother's House somewhere in Texas using: a U. S. highway, one Texas Farm to Market (FM) road, and one interstate highway. Grandmother's House is located (your choice) in a town/city that starts with the first letter of your first name. *Example: Merrell's grandmother's house is in Mineola, Texas; Gabrielle's grandmother lives in Grapevine; Alex's grandmother lives in Austin.*

## **Requirements for your trip:**

Bring 3 items of food that Grandmother likes to eat. You must purchase these items at three different grocery stores in three different towns along the way. You have no time frame so you can take as long as you need to get the food to Grandma. My food items examples are: Cranberry Sauce, Turkey, Sweet Potatoes (hey, that sounds like Thanksgiving!)

On the state of Texas map provided to you, plot your trip. You must identify all roads, turns and stops. Include the total number of approximate miles you traveled.

You must also take a short rest stop at one State Park along the way and describe what you see there (landforms, mountains, forests, etc.)

You must have a picnic meal at one of the many lakes in Texas. Name the lake and describe what you see there. Is the lake fed by a river? Is there a dam or waterfall there?

Stop at a minimum of two historical markers. Why is this location marked? What happened there of importance to Texas history? What town is nearest the marker?

Use as much detail as you can so that you can tell your mom or dad all about it when you get there. You are trying to prove to them that you can make the trip all by yourself without getting yourself lost. They will join you in a couple of days and you will need to give them accurate driving instructions.

On your map Texas map provided – PLOT your trip with a red colored pencil.

On the reverse side of the map answer the following questions:

1. Location of Grandmother's house.
2. Number of miles you travel.
3. List the roads and specific travel directions. Example: Beginning in Katy you take I-10 to .....turn right onto Highway.....(you are pretending to be Google Maps)
4. List the food items and the towns where they were purchased... & mark each town with a green \$ on the map.
5. Name the State Park and its location.... & mark it with an orange X on the map.
6. Name the lake and its location.... & circle the lake with yellow on the map.
7. Write a paragraph to describe your trip and evaluate how the geographic features of Texas have changed because of settlement and increased populations.

(Teachers: Texas Road Maps are great for this activity. Hunt on line for free ones for schools! Try this website, <http://traveltex.com/plan-your-trip/travel-guide/order-travel-guide>)

## Lesson Plan: Environmental Consequences

### TEKS Objective

#### Social Studies Texas History

10A - The student understands the effects of the interaction between humans and the environment in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries. The student is expected to: identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications.

#### Essential Question

Have Texans improved or harmed the environment?

#### Critical Vocabulary

Physical environment

Human interaction

#### Hook

1. Ask students to imagine that the entire class has just been marooned on a distant uninhabited island in the Pacific Ocean. The class must plan on being there for at least one year and in order to survive they must make certain preparations and plans.
2. Ask students to make a list of first 10 things they must do. (Examples: find fresh water, gather any available fruits, build structures for living/sleeping, cut down bamboo for spear fishing, etc.)
3. Write the list of items on the board as students direct. Narrow the total list down to a consensus list of 10.
4. Ask students to evaluate their environmental impact on the island. Determine negative and positive modifications.

#### Activity

1. Assign students to teams of four or five students.
2. Assign each team a period of time to research. (Suggestions: Early Settlement – Civil War, Reconstruction-1900, 1900-1950, 1950-2000, 2000 – present)
3. Ask each team to determine what physical changes happened in Texas during their assigned period of time. Use photos below to spark interest and begin team discussions.
4. For each change, ask students to decide if the change was positive or negative and explain why.
5. Each team will write a letter to the editor to explain what changes took place during their period of time and why the change was important to the success of Texas. Writing should be a minimum of two paragraphs with at least 5 sentences in each paragraph.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/10A-Environmental-Impact/26151910\\_wwjDg9](http://sanjacinto-museum.smugmug.com/CurriculumGuide/10A-Environmental-Impact/26151910_wwjDg9)



Houston, Texas, looking north on Travis Street-public transportation/street car, 1924. Photograph by Cecil Thomson. Cecil Thomson Collection, MC097. Accession number 14885c0021.



“Houston Ship Channel. Port of Houston. Seydlitz.” Photograph by Cecil Thomson, between 1921 and 1931. Cecil Thomson Collection, MC097. Accession number 14885c0926.

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Movie theater air conditioning unit, Houston, Texas. Photograph by Cecil Thomson Studios, no date, probably 1920s or 1930s. Cecil Thomson Collection, MC097. Accession number 14885c0474.

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"Steamboat Lizzie, Capt. Stennett, Foot of Main St. 1876." Photograph of an 1876 photograph. Cecil Thomson Collection, MC097. Accession number 14885c0077.



"Aerial View - Turning Basin" by Cecil Thomson. View of the Turning Basin in the Houston Ship Channel, taken April 8, 1930. Cecil Thomson Collection, MC097. Accession number 14885c0869.

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“Aerial View, Municipal Grain Elevator.” Photograph, ca. 1930? Cecil Thomson Collection, MC097. Accession number 14885c0987.



"Municipal Grain Elevator 1930 Port of Houston" by Cecil Thomson. Houston's public grain elevator, public wharves no. 1, 2, 4, 11, 12, 13, and 15, and Houston Terminal Oil Co.

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# *Environmental Changes Over Time*

Time Period	Physical Environmental Changes	Positive ✓	Negative ✓	Why Negative? or Why Positive?
Early Settlement to Civil War				
Reconstruction to 1900				
1900-1950				
1950-2000				
2000-Present				

## Lesson Plan: Environmental Human Interaction

### TEKS Objective

#### Social Studies Texas History

10B - The student understands the effects of the interaction between humans and the environment in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries. The student is expected to explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.

#### Essential Question

How did early Texans adapt to their physical environment and how have modern Texans changed the environment to meet their needs?

#### Critical Vocabulary

The Great Storm  
Sea wall  
Black blizzards  
Edward's Aquifer  
Coastal subsidence

#### Hook

Complete a mind-streaming activity using the following prompt: How did Hurricane Ike impact you and your family? (If students have no personal story about Hurricane Ike, allow them to substitute any weather related event they have personally experienced.) Mind-streaming instructions are found in the Strategy Descriptions section.

#### Activity

Have students collect information about each of the following topics and complete the related activities for each topic below.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/10B-Environmental-Interaction/26152162\\_GhCLzW](http://sanjacinto-museum.smugmug.com/CurriculumGuide/10B-Environmental-Interaction/26152162_GhCLzW)

Galveston Storm <http://www.1900storm.com/welcome.lasso>

Why did this storm have no name?	
Why were citizens not properly warned of the approaching storm?	
Wind speed....	
Height of storm surge ...	
Number of lives lost ....	
Number of buildings destroyed .....	
Type of city government resulting from the storm... & why?	

(Image Gallery has additional photographs of Galveston after the 1900 Storm)

**Answer the following questions:**

1. Galveston, Texas had been called the “Ellis Island of the West” and the “Wall Street of the Southwest” prior to the Hurricane of 1900. Explain why these titles were true.
2. What physical changes to the environment made it possible for Houston to take these titles from Galveston?
3. What did Galveston do to protect itself from future storms? Have their efforts been effective?
4. Why in 2001 did the American Society of Civil Engineers name Galveston a National Historical Civil Engineering Landmark?

## Settlement of the Great Plains

Listed below are technological breakthroughs and government policies that aided the settlement of the West. For each, on the left note what geographic disadvantage the settler must overcome. On the right side of the key word explain how this item actually helped the settlers overcome their environment.

<b><u>Geographic problem</u></b>	<b><u>Technology/Policy</u></b>	<b><u>Help to Settler</u></b>
_____	Sod House	_____
_____		_____
_____		_____
_____	Barbed Wire	_____
_____		_____
_____		_____
_____	Windmills	_____
_____		_____
_____		_____
_____	Irrigation	_____
_____		_____
_____		_____
_____	Buffalo Chips	_____
_____		_____
_____		_____
_____	Homestead Act	_____
_____		_____
_____		_____
_____	Transcontinental Railroad	_____
_____		_____
_____		_____

## The Dust Bowl and the Great Depression

The Dust Bowl and the Great Depression were documented by the United States government. The Farm Security Administration hired photographers, artists, and writers to chronicle the events. Dorothea Lange became famous for her photographs of families and individuals uprooted by this economic and environmental crisis. Novelist John Steinbeck (*The Grapes of Wrath*) and song writer/folk singer Woody Guthrie inspired Americans with their works during the 1930s. The works of these individuals captured the pain and suffering of a generation of Americans.

1. Watch a video clip from *Grapes of Wrath*. <http://www.youtube.com/watch?v=xqaTv8cCWeg>
2. Using the SDA Document Analysis questions, analyze the following photographs. [http://www.archives.gov/exhibits/picturing\\_the\\_century/portfolios/port\\_lange.html](http://www.archives.gov/exhibits/picturing_the_century/portfolios/port_lange.html)
3. Listen to several songs by Woody Guthrie. <http://www.youtube.com/watch?v=wxiMrvDbq3s> [http://www.youtube.com/watch?v=NN\\_xvE79iXE&feature=relmfu](http://www.youtube.com/watch?v=NN_xvE79iXE&feature=relmfu)
4. Collect information for the completion of the Impact Card that follows.



## **IMPACT Card**

### **Dust Bowl in Texas**

**Issue/topic (general description of the issue and the significant players or characters)**

**Identify & Describe Events (when? what?)**

**Historic Significance (economic, political, social, religious significance)**

**Impact (so what??)**

# Water

Congratulations!! You have been selected as a member for a special Congressional Committee to make recommendations for a new national water policy. Clean water is a precious commodity for every region of the United States. Imagine that your appointment to this committee will help determine which states should have first claim to funding for new water projects directed by the national government. Why should the state of Texas be among the first states to be assisted by this new policy? Explain your decision fully in a written report. When your report is complete download your document into a wordle document at [www.wordle.net](http://www.wordle.net). Your “wordle” and your written report should be stapled together and turned in.

As you write your report, remember to

- ✓ Clearly state your position.
- ✓ Give at least three points of evidence for Texas being first and explain each fully.
- ✓ Give examples to support your reasons.
- ✓ Write in complete sentences and paragraph form.
- ✓ Organize your ideas and include an introduction and a conclusion.
- ✓ Use good grammar, spelling, punctuation, and capitalization.



## Some ideas to consider:

Where does Texas get its water?

Is there a shortage of available water in Texas?  
If so, where in the state is the shortage?

What amount of water is used daily by Texas?

What current conservation initiatives are being used?

How are average citizens likely to be impacted by water shortages in the state?

What will be the impact of water shortages on the political, economic, and social development of Texas?

## Lesson Plan: Immigration

### TEKS Objective

#### Social Studies Texas History

11A - The student understands characteristics, distribution, and migration of population in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries. The student is expected to analyze why immigrant groups came to Texas and where they settled.

11B - Analyze how immigration and migration to Texas in the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries have influenced Texas

#### Essential Question

What was the impact on Texas of both immigration and migration?

#### Critical Vocabulary

Immigration

Migration

Push and pull factors

Port of entry

Steerage

The Big Thicket

#### Hook

1. How many of you were born in Texas? (Have a map of the United States and a world map available to mark home states and countries of your students.) Discuss when and how their families arrived.
2. Complete the Push and Pull Factors sheet with the class. Discuss which factors might be the strongest for an individual or family.
3. Define old and new immigrants with students. (Old prior to 1880, new after 1880.) (Check Image Gallery for appropriate photographs and artifacts.)

#### Activity

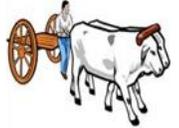
1. Visit the attached link: [http://en.wikipedia.org/wiki/File:Houton\\_Immigration\\_Poster.jpg](http://en.wikipedia.org/wiki/File:Houton_Immigration_Poster.jpg)
2. Use the SDA Document Analysis method to analyze and discuss the document.
3. Assign the Immigration Project. Approximately half the class should be assigned an immigrant coming from another country and the remaining half of the class should be assigned any state of their choosing.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/11A-B-Immigration/26280530\\_3cK2QZ](http://sanjacinto-museum.smugmug.com/CurriculumGuide/11A-B-Immigration/26280530_3cK2QZ)



# Push and Pull Factors



Explain why the following newspaper headlines would either push you to leave your home for another location or would pull you to move to another place.

**War Declared!**

**Land in Texas is Cheap and Fertile**

**New Prime Minister Elected Trouble Ahead**

**Potato Crop Fails – Many Will Die**

**Thousands Flee for Religious Freedom in US**



# Immigration Project: A Trip to the Past



Name \_\_\_\_\_

I am an immigrant from: \_\_\_\_\_

Project Due Date: \_\_\_\_\_

- I. You are an immigrant who comes to Texas in the late 1800s. You have kept a personal diary of your life in your previous homeland, your journey to Texas, and your new life here. In your diary you have the following items:
1. **Diary Entry #1:** This entry describes what your life was like in your previous home (another state or country). Things you should include: where you lived, what you did for a living, your family members, and generally how you feel about the life you left behind.
  2. **Family Tree:** You must create a simply family tree dating back to your great-grandparents.
  3. **Make a list of reasons why you decided to come to America and Texas.**
  4. **Map:** Use map pencils to locate your home country or state, trace the route you took to arrive in Texas. Where do you live once you arrive in Texas? (World and U. S. maps will be provided to you.)
  5. **Diary Entry #2:** Describe your journey to Texas. Include who came with you and how you got here.
  6. **Diary Entry #3:** Describe where you landed (port of entry) in America if you are an immigrant from another country. If you are migrating from another U. S. state, describe your entry point into Texas. Describe the conditions of your travel and what you saw upon your arrival.
  7. **Make a simple drawing of your new home in Texas with captions to explain.**
  8. **Diary Entry #4:** This is your final entry. Explain whether or not you are glad to be in Texas. How is your life different? How is your life better or worse than before you arrived?
  9. **Cover:** Your diary must be in a creative cover. Don't use a modern folder! You are from the late 1880s. To make your diary use paper, construction paper, cardboard, etc. (There is no need to spend any money on your cover! Use found objects from home or see me for some help!)
- II. Final Product
- a. All four diary entries must be  $\frac{1}{2}$  to 1 page in length, handwritten in ink or typed.
  - b. You must have a bibliography with a minimum of 3 sources, not including your textbook. You may have only one encyclopedia, only one Wikipedia, and be sure to include URL information for all your sources.

## Lesson Plan: Population Growth of Modern Texas

### TEKS Objective

#### Social Studies Texas History

11C - Analyze the effects of the changing population distribution and growth in Texas during the 20<sup>th</sup> and 21<sup>st</sup> centuries and the additional need for education, health care, and transportation.

11D - Describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.

21B - Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

21C - Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

#### Essential Question

How have changing demographics increased the need for government services in Texas?

#### Critical Vocabulary

Demographics  
Government services  
Growth rate  
Age distribution  
Life expectancy  
Ethnic groups

#### Hook

1. Ask students to write a response to the following question: Why is Texas the fastest growing state in the nation?
2. Ask students to share their answers with a partner. Discuss answers.

#### Activity

1. Print the article about demographics from the Texas website below. Ask students to read the article and with a partner write a summary about each of the following topics: total population increases, changes in various age groups and the expected growth of ethnic populations. <http://www.window.state.tx.us/specialrpt/tif/population.html>
2. Use United States Census data to collect information detailing the population growth of Texas. Complete the content frames below. (Data can be found on numerous websites.) <https://www.tsl.state.tx.us/ref/abouttx/census.html>
3. Answer the questions that follow the content frame in complete sentences.



## Population Growth of Texas 1850-2010

The United States Constitution calls for the population to be counted every ten years. The first census was taken in 1790. The most recent census was taken in 2010. The census results provide useful information for both the national government and the individual states. For example, results are used to determine the number of members in the House of Representatives from each state and provide information for the funding of programs by the national government. Complete the chart below using census data from [www.census.gov](http://www.census.gov) or your textbook.

Census Dates	Texas Population	United States Population
1850		
1860		
1870		
1880		
1890		
1900		
1910		
1920		
1930		
1940		
1950		
1960		
1970		
1980		
1990		
2000		
2010		

Answer the following questions:

1. What can the information in the chart teach you about the growth of Texas?
2. Are there particular periods of time with smaller than normal increases?
3. Are there particular periods of time with larger than normal increases?
4. Is it possible to determine causes for abnormal increases or decreases? Be specific.
5. What are the fastest growing cities in Texas according to the most recent census? Why?
6. What impact does increasing population have on education, health care, and transportation in the state?
7. Write a one sentence prediction of population growth in Texas by 2020.

## Lesson Plan: Urbanization of Texas

### TEKS Objective

#### Social Studies Texas History

12A - Explain economic factors that led to the urbanization of Texas;

12B - Trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and

12C - Explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

#### Essential Question

What factors caused Texas to change from an agrarian to an urban society?

#### Critical Vocabulary

Rural/agrarian

Urban

Census

#### Hook

1. Ask students to make a list of 5 positive things about living on a farm.
2. Ask students to make a list of 5 positive things about living in a city.
3. Make a two column chart on the board, one column for city and one column for farm. Have students randomly call out some of their answers.
4. Ask students to evaluate which life would be make them the most happy and explain why. (Optional activity might include the reading of the children's story *Country Mouse, City Mouse*.)

#### Activity

1. Divide the class into research teams. Divide the article on Urbanization linked below into reading sections. Have the students read the article using the Puzzle Pieces method (found in the Strategy Descriptions section) and take notes in a two column chart.  
Texas State Historical Society website article on Urbanization in Texas:  
<http://www.tshaonline.org/handbook/online/articles/hyunw>
2. Search U.S. Census Bureau data for the 2012 population living in rural areas compared to 1900.
3. Have each team complete the Problem Solution Chart below using the information they collected.
4. Conclude the lesson by having students write a response to the Essential Question or write their predictions for the future of their town or city.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/12A-C-Urbanization/26152276\\_k3kZZJ](http://sanjacinto-museum.smugmug.com/CurriculumGuide/12A-C-Urbanization/26152276_k3kZZJ)



## Problem Solution Chart for Urbanization

Problem or Issue	
Effects	
Causes	
Solutions	

## Lesson Plan: Texas in a Global Economy

### TEKS Objective

#### Social Studies Texas History

13A - Analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology.

13B - Analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas.

13C - Analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.

#### Essential Question

How do innovations or business expansion in Texas impact the national and international economies?

#### Critical Vocabulary

Free Enterprise System

Supply and demand

Profit margin

Franchise

Government regulation

Global markets

Multi-national corporations

**Hook** (Teacher will lead this discussion and give students the answers to each question.)

1. Which U. S. restaurant chain can be found in 123 countries with a total of 33,000 stores? (McDonald's)
2. How many countries are lucky enough to have Blue Bell ice cream? (Blue Bell is sold only in the United States! In fact, Blue Bell is only sold in 26 of our 50 states!)
3. Why is McDonald's so large and Blue Bell so small? (Blue Bell website has information relating to the history of the Blue Bell Creameries. <http://www.bluebell.com/>)

#### Activity

1. Assign students to teams of four or five.
2. Ask students to imagine they are the new board of directors of Blue Bell Ice Cream in Brenham, Texas. They have decided to expand the company and increase their markets to all fifty U. S. states and to other nations. In other words, Blue Bell is going GLOBAL!
3. Teams must create a plan and predict the impact of Blue Bell going global by answering the following questions:
  - a. What is the likely impact on the city of Brenham, Texas, if Blue Bell increases

- production?
- b. What is the likely impact on Texas' farmers if Blue Bell increases production? It takes the milk from 60,000 cows to make one day's product of Blue Bell ice cream.
  - c. Would all ice cream production continue to take place in Texas? (There are actually four factories: 2 in Brenham, 1 in Alabama, and 1 in Oklahoma.)
  - d. Will there be new flavors for new markets across the U.S. or foreign countries? Give examples.
  - e. What is the likely impact on the Texas shipping industry if Blue Bell increases production?
  - f. What is the likely impact on the Houston Ship Channel if Blue Bell increases production and transports ice cream to foreign nations?
  - g. If production increases could or would the cost of ice cream change? Why or why not?
  - h. What is the likely impact of Blue Bell going global on government regulations, the Texas banking industry, or the oil and gas business?
  - i. Would going global have a positive impact on Blue Bell Corporation, on the state of Texas, and on the city of Brenham? Why or why not?
4. A content frame is provided below to assist students in their preparation.
  5. Teams should present their predictions in a computer slide show or other media format.

**Be a Star Bonus**

1. Research the building, usage, and future of the Houston Ship Channel.
2. Create a picture collage or other visual to report to the class about the Houston Ship Channel.



# Going Global

Plan of Action	Prediction

## Lesson Plan: Texas Constitution

### TEKS Objective

#### Social Studies Texas History

14A - Identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

14 B - Compare the principles and concepts of the Texas Constitution to the U. S. Constitution, including the Texas and U. S. Bill of Rights.

#### Essential Question

How are the guiding principles of the United States reflected in the Texas Constitution?

#### Critical Vocabulary

Constitution  
Limited government  
Representative democracy  
Federalism  
Checks and balances  
Separation of powers  
Popular sovereignty  
Bill of Rights  
Civil liberties

#### Prior Knowledge

1. Use the Three Branches of Government Activity to help review the concepts of the United States Constitution.

#### Hook

1. Have students define each of the Critical Vocabulary words for homework. Ask students to create a simply visual representation of each word or use the Pre-reading Say What? Vocabulary content frame from the Strategy Descriptions section.
2. Discuss the vocabulary words and ask several students to share their visuals with the entire class.

#### Activity

1. Using class set copies of the Texas Constitution ask students to locate each vocabulary concept in the document. Students may work with partners or small groups.
2. Divide students into teams of six. Students will need copies of both the Texas Constitution and the United States Constitution to compare and contrast each of the three branches of government. Have two students from each team compare and contrast the powers, structure and responsibilities of the Executive Branches, two students should compare the two Legislative Branches, and the last pair will compare the two Judicial Branches. Allow students to be creative in their presentations: posters, venn diagrams, content frames, etc.

**Be a Star Bonus**

Research each constitution governing the territory of Texas: 1824, 1827, 1836, 1845, 1861, 1866, 1869, and 1876. Explain why each one was written and how they generally were different from the one before.

**Image Gallery**

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/14A-b-Texas-Constitution/26152488\\_6CVDj8](http://sanjacinto-museum.smugmug.com/CurriculumGuide/14A-b-Texas-Constitution/26152488_6CVDj8)

### Three Branches of Government

The Framers of the United States Constitution in 1787 wanted to safeguard our freedoms by limiting the powers of the national government. They were worried the new government and its leaders would gain too much power. By creating three distinct branches with separate powers, the Framers hoped to prevent abuse of power. Match the departments, positions, and powers to the correct branch by making a check mark in the correct box showing which branch is responsible for each item listed.

	Legislative	Executive	Judicial
President	◇	◇	◇
Makes the laws	◇	◇	◇
Interprets the laws	◇	◇	◇
Carries out the laws	◇	◇	◇
Senate	◇	◇	◇
House of Representatives	◇	◇	◇
Can remove by impeachment high government officials	◇	◇	◇
Makes agreements with leaders of foreign countries	◇	◇	◇
Can veto a law	◇	◇	◇
Controls the spending of the United States	◇	◇	◇
Commander in chief of the United States military	◇	◇	◇
Supreme Court of the United States	◇	◇	◇
Appoint judges	◇	◇	◇
Declares laws unconstitutional	◇	◇	◇
Declares war	◇	◇	◇

ANSWER KEY Three Branches of Government

The Framers of the United States Constitution in 1787 wanted to safeguard our freedoms by limiting the powers of the national government. They were worried the new government and its leaders would gain too much power. By creating three distinct branches with separate powers, the Framers hoped to prevent abuse of power. Match the departments, positions, and powers to the correct branch by making a check mark in the correct box showing which branch is responsible for each item listed.

	Legislative	Executive	Judicial
President		<input type="checkbox"/>	
Makes the laws	<input type="checkbox"/>		
Interprets the laws			<input type="checkbox"/>
Carries out the laws		<input type="checkbox"/>	
Senate	<input type="checkbox"/>		
House of Representatives	<input type="checkbox"/>		
Can remove by impeachment high government officials	<input type="checkbox"/>		
Makes agreements with leaders of foreign countries		<input type="checkbox"/>	
Can veto a law		<input type="checkbox"/>	
Controls the spending of the United States	<input type="checkbox"/>		
Commander in chief of the United States military		<input type="checkbox"/>	
Supreme Court of the United States			<input type="checkbox"/>
Appoint judges		<input type="checkbox"/>	
Declares laws unconstitutional			<input type="checkbox"/>
Declares war		<input type="checkbox"/>	

## Lesson Plan: Levels of Government in a Federal System

### TEKS Objective

#### Social Studies Texas History

15 - Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:

15A - Describe the structure and functions of government at municipal, county, and state levels.

15B - Identify major sources of revenue for state and local governments such as property tax, sales tax, and fees.

#### Essential Question

How do the various layers of government in the United States impact the amount of taxes Texans pay?

#### Critical Vocabulary

Federalism

Municipal

County

Revenue

Property tax

Sales tax

Government bonds

Federal government

#### Hook

1. Ask students to list 5 jobs or tasks completed by the government that work to help them on a personal level. Example – clean water, paved streets, police protection, fire departments, etc.
2. Ask students to call out the tasks and create a list on the board.
3. Make a three column list on the board for each of the layers: local/state/national. Ask the class to then guess which layer of government is responsible for the items on the class list, local, state, or nation.

#### Activity

1. Complete a content frame to compare city, state, and national governments.



# Federalism – Multiple Layers of Government

Level of Government	Title of the Highest Officials	Method of Selection of Officials and Term of Office	Sources of Revenue	Primary Functions	Structure of Government - How Many Branches, etc.
National/Federal					
State					
County					
Local/Municipal/City					

Example answers:

Complete a content frame to compare city, state, and national governments:

Level of Government	Title of the Highest Officials	Method of Selection of Officials and Term of Office	Sources of Revenue	Primary Functions	Structure of Government - How Many Branches, etc.
National/Federal	President  House & Senate  Federal Courts	Electoral College  Direct election  Appointed by the President	Income tax Corporate taxes Sale of bonds	Make laws Defend the nation	Three Branches: Executive Legislative Judicial
State	Governor  State Legislature	Elected  Elected	Sales Tax Property Tax (most states other than Texas have a state income tax)	Conduct elections, make laws for the state, enforce federal law	Three Branches: Executive Legislative Judicial
County	County Commissioners	Elected	Property Tax	Register voters, maintain roads and bridges, record property deeds	Act as the legal arm of the state government
Local/Municipal/City	Mayor City Council	Elected Elected	Sales tax Property tax	Pass city laws known as city ordinances, keep the peace, provide city services (water, fire, police, etc)	Depending on the city there can be executive, legislative, and judicial duties and officials

## Lesson Plan: Public Education and Funding

### TEKS Objective

#### Social Studies Texas History

15C - The student understands the structure and functions of government created by the Texas Constitution. The student is expected to describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.

#### Essential Question

How is public education funded in Texas?

#### Critical Vocabulary

Income tax  
Property tax  
School bonds  
School board

#### Hook

1. Why do you have summer vacation from school?
2. Is an education free in Texas for Kindergarten through 12<sup>th</sup> grade?
3. What does it cost the state of Texas for each pupil in all schools?
4. Where does the state get the money to pay for schools?  
(Goal of these questions is to start students thinking about how schools function in Texas.)

#### Activity

1. Research the spending of your school district using the district website or the state of Texas information online.
2. Answer the following questions:
  1. How many students in your district?
  2. How much revenue does your district take in each year from taxes?
  3. How much state funding is provided to your district?
  4. How much federal funding is provided to your district?
  5. What is the largest single cost per year for your district?

#### Be a Star Bonus

Attend a school board meeting and write a one page report of the events you observed. Be certain to include when and where the meeting took place.

## Lesson Plan: Citizen Rights

### TEKS Objective

#### Social Studies Texas History

16A - The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to identify rights of Texas citizens.

#### Essential Question

How do Constitutional principles protect the citizens of Texas?

#### Critical Vocabulary

Civil rights  
Civil liberties

#### Hook

1. Ask students to make a list of what rights they have as a member of their family.
2. Write some of their answers on the board as part of a discussion of the difference between rights and responsibilities.

#### Activity

1. Using the Texas Constitution and the United States Constitution as a guide, make a list of rights you have as citizens. (Students may need an explanation of citizenship. Who is a citizen? Answer: people born on U. S. soil, or people born by blood to parents who are American citizens regardless to the location of the birth. Example: U. S. mother giving birth in a hospital in China. The child is still an American because the mother is an American citizen living or working in China.)
2. Have students complete the collage assignment below.

## Constitutional Rights Collage



1. Using the list of rights you found in the Texas Constitution, locate pictures to illustrate those rights.
2. Attach to a poster a collection of at least 10 photos, pictures, or other visual representations of the rights you identified.
3. Words, quotations, symbols, etc., may be included but will not count in your 10 total.
4. Poster may NOT be larger than  $\frac{1}{2}$  a regular sheet of poster board.
5. Collage must include a CREATIVE TITLE.
6. Collage must be neat and COLORFUL or otherwise represent the nature of the Constitutional protections and rights.
7. On the reverse of the poster include your name, class period, and a paragraph describing the importance of the right or protection you selected to illustrate. Identify the location in the document of the rights you selected.

Due Date:

Quiz GRADE

## Lesson Plan: Civic Responsibilities

### TEKS Objective

#### Social Studies Texas History

16B - Explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.

#### Essential Question

How would Texas suffer if no citizens voluntarily participated in our civil society?

#### Critical Vocabulary

Civic responsibility

Civic participation

#### Hook

1. Name some responsibilities you have as a student, member of the class, son/daughter, etc.
2. Brainstorm a list of ways that citizens participate in civic life. (Ideas may include: obeying the laws, paying taxes, serving on a jury, attending a school board meeting, voting, helping a political party, keeping the streets clean, volunteering at a hospital or a neighborhood food bank, running for political office, etc.)

#### Activity

1. Ask students to select a partner and complete a silent debate:  
Student A - Affirmative position statement: All citizens should take an active role in civic life.  
Student B - Negative position statement: Citizens have no responsibility to participate in the civic activities.  
(Silent Debate instructions can be found in the Strategy Descriptions section.)
2. Ask several students to volunteer to read what they wrote about civic responsibility and participation. Debriefing of the debate might include a discussion of how their homes and families would suffer if none of the family members participated in the household chores, etc. Would the community, city, state, or nation suffer if citizens refused to participate in civil life?

## Lesson Plan: Interest Groups

### TEKS Objective

#### Social Studies Texas History

17A - Identify different points of view of political parties and interest groups on important Texas issues, past and present.

#### Essential Question

How do special interest groups play a significant role in Texas state government?

#### Critical Vocabulary

State legislature  
Special interest group  
Biennial legislature  
Lobbyist

#### Prior Knowledge

A basic understanding of the legislative process would be helpful in determining the impact of interest groups on Texas.

#### Hook

1. Ask students to name school organizations/clubs on campus at their school.
2. Ask students to name or count in how many of these groups they participate.
3. Ask students why they join clubs and other groups. (Answers will vary: they are fun, I get to be with my friends, keeps me from being bored, I love playing chess, I like helping people, etc. Make the point the students join organizations and get something in return.)
4. Review the definition for special interest groups and provide several examples: American Medical Association, Mothers Against Drunk Drivers, etc.

#### Activity

1. Complete the newspaper article activity below.



# Special Interest Groups and the State Legislature

Special interest groups are organizations formed around concerns for an issue they want the government to take action for or against. There are interest groups for nearly every issue concern of society. Interest groups provide average citizens a way to participate in their communities, state, or national governments without running for office.

Interest groups can be large or small, powerful or weak. In the state of Texas many interest groups play a significant role in government. They donate money to candidates running for office, provide data and research information about their issue, and keep the public informed about their concerns.

The Texas Legislature meets every other year to enact new laws and make changes in existing laws for the state. These elected state legislators are only in Austin for 140 days. They must act quickly and have limited staff to help them understand the details of the many issues of concern in Texas. Therefore, special interest groups have a significant role to play in helping these state legislators understand an issue or proposed new law. How is this task accomplished? Special interest groups hire lobbyists to go to Austin and personally meet with members of the Texas House of Representative and Texas Senate in an effort to influence the law making process.

1. Find a newspaper, magazine, or internet article dealing with a special interest group in Texas.
2. Name the group.
3. How large is their membership?
4. What are the goals of the group? (Mothers Against Drunk Drivers, for example, want strict laws and increased penalties for driving a car after drinking alcohol.)
5. What methods does the group use to get the state legislators to consider their goals?
6. How successful has the group been in getting what they wanted?
7. If you were a state legislative representative would you welcome the participation of special interest groups in helping you make decisions? Why or why not?
8. Is there a chance for corruption in this process? Explain.
9. Bring the article to class and the answers to the questions written on notebook paper. Staple the two pages together.

## Lesson Plan: Political Points of View

### TEKS Objective

#### Social Studies Texas History

17A - Identify different points of view of political parties and interest groups on important Texas issues, past and present.

#### Essential Question

Do political parties and interest groups control the state government more now than in the past?

#### Critical Vocabulary

Republican

Democrat

Two-party system

Interest groups

Party platform

#### Prior Knowledge

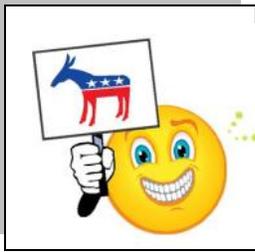
Students should have a basic understanding of a two party political system.

#### Hook

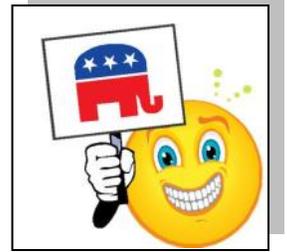
1. Ask students to make a list of 5 major problems facing the United States today.
2. Use the 1-2-4 Strategy to have student groups come to a consensus on the major problems.
3. Lead a discussion on how these problems might be solved. Who is involved in solving these problems? Who might offer solutions? Who determines which solution will be used?

#### Activity

1. Ask students to remain with their 1-2-4 strategy teams.
2. Using copies of the most recent Democratic and Republican Party platforms found online, ask students to compare the stated stand of each party on the teams' five major issues. [www.democrats.org](http://www.democrats.org) and [www.gop.com](http://www.gop.com)
3. Ask each team to research how the platform issues for each party have changed over time. Use the Change-Over-Time worksheet in the Strategies section or complete the following content frame.
4. Conclude the lesson by asking teams to create a campaign poster, campaign slogan or bumper sticker.



# DEMOCRATS + REPUBLICANS



ISSUE	DEMOCRATS	REPUBLICANS
<i>(gun control)</i>	<i>Believes the government has the right to pass laws to control where and who owns guns.</i>	<i>Believes citizens have the right to own guns and protect their property.</i>

## Lesson Plan: First Amendment Issues

### TEKS Objective

#### Social Studies Texas History

17B - Describe the importance of free speech and press in a democratic society.

17C - Express and defend a point of view on an issue of historical or contemporary interest in Texas.

#### Essential Question

How can average citizens work to preserve free speech and free press rights?

#### Critical Vocabulary

First Amendment

Free speech

Free press

Civil rights

Civil liberties

#### Prior Knowledge

Students should have knowledge of the Bill of Rights as the basic rights and freedoms of citizens found in first ten amendments to the United States Constitution.

#### Hook

1. Distribute a handout of the Bill of Rights or display the document by a projection system.
2. Read the Amendments with students.
3. Ask students to find a partner and discuss which right they might be willing to give up and explain why. (Explain to students that most of us would not want to give up any of these protections. However, if you were forced to give up one, which Constitutional right would it be?)
4. Ask students to discuss with their partner which right would be the most important to always keep and why.
5. Discuss answers with the class. Allow students to state their opinions about the importance of their choices.
6. Explain the difference between civil rights and civil liberties. (Civil rights are personal protections of due process. Civil liberties are protections against government abuse.)

#### Activity

1. Ask students to write an original obituary expressing their personal opinion on the following statement:

Freedom of Speech and Freedom of the Press are dead in America!



**Freedom of Speech and Freedom of the Press are dead in America!**

- a. When did they die?
- b. Why did they die?
- c. Could their death have been prevented?

## Lesson Plan: Leadership in a Democratic Society

### TEKS Objective

#### Social Studies Texas History

18A - Identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States.

#### Essential Question

What qualities make an effective elected official?

#### Critical Vocabulary

Election

Appointment

Formal/Constitutional qualifications

Informal qualifications

#### Hook

1. Ask students to write a definition for leadership.
2. Ask students to name people they know who are considered leaders.
3. What personal characteristics do most effective leaders share?

Discuss the personal characteristics of elected officials which improve their ability to win elections. (Note: students may need to discuss electability versus leadership qualities. Presidential hopefuls usually are good public speakers, have vibrant personalities, are good-looking, etc. These characteristics may not be the same as the students' ideas about leadership.)

#### Activity

1. Review the quotes below of the only two Presidents born in Texas: Dwight D. Eisenhower and Lyndon B. Johnson.
2. Use their own words to prove their leadership qualities and personal values by completing the Compare Contrast Diagram Template below.
3. How is each man's presidential style reflected in how they dealt with crisis?  
Eisenhower's response to either the Korean War or Civil Rights.  
Johnson's response to the events at the Gulf of Tonkin.
4. Additional Presidential research may be conducted at the following:  
LBJ Presidential Library <http://lbjlibrary.org/>  
Eisenhower Presidential Library <http://www.eisenhower.archives.gov/>.

## Lyndon B. Johnson Quotes

- A President's hardest task is not to do what is right, but to know what is right.
- Being president is like being a jerk caught in a hailstorm. There's nothing to do but to stand there and take it.
- Every President wants to do right.
- What convinces is conviction. Believe in the argument you're advancing. If you don't you're as good as dead. The other person will sense that something isn't there, and no chain of reasoning, no matter how logical or elegant or brilliant, will win your case for you.
- When I was young, poverty was so common that we didn't know it had a name.
- When the burdens of the presidency seem unusually heavy, I always remind myself it could be worse. I could be a mayor.
- Yesterday is not ours to recover, but tomorrow is ours to win or lose.
- You aren't learning anything when you're talking.
- I will do my best. That is all I can do. I ask for your help - and God's.
- I'm tired. I'm tired of feeling rejected by the American people. I'm tired of waking up in the middle of the night worrying about the war.
- It is always a strain when people are being killed. I don't think anybody has held this job who hasn't felt personally responsible for those being killed.
- Jack [John F. Kennedy] was out kissing babies while I was out passing bills. Someone had to tend the store.
- Presidents quickly realize that while a single act might destroy the world they live in, no one single decision can make life suddenly better or can turn history around for the good.
- I am a freeman, an American, a United States Senator, and a Democrat, in that order.

Read more at <http://www.brainyquote.com>.

## Dwight D. Eisenhower Quotes

- My first day at the President's Desk. Plenty of worries and difficult problems. But such has been my portion for a long time -- the result is that this just seems (today) like a continuation of all I've been doing since July '41 -- even before that!  
*Diary entry, 1/21/53 [DDE Diaries: 1935-38, 1942, 1948-53, 1966, 1968, 1969; Box 1; 1953 DDE Desk Diary]*
- I would say that the Presidency is probably the most taxing job, as far as tiring of the mind and spirit; but it also has, as I have said before, its inspirations which tend to counteract each other . . . There have been times in war where I thought nothing could be quite as wearing and tearing as that with lives directly involved. But I would say, on the whole, this is the most wearing, although not necessarily, as I say, the most tiring.  
*The President's News Conference at Key West, Florida, 1/8/56.*
- Many people are always saying the Presidency is too big a job for any one man. When I hear this assertion, I always try to point out that a single man must make the final decisions that affect the whole, but that proper organization brings to him only the questions and problems on which his decisions are needed. His own job is to be mentally prepared to make those decisions and then to be supported by an organization that will make sure they are carried out.  
*Letter, DDE to Dillon Anderson, 1/22/68 [DDE's Post-Presidential Papers, 1968 Principal File, Box 36, "An"]*
- On the other hand, I found that getting things done sometimes required other weapons from the Presidential arsenal -- persuasion, cajolery, even a little head-thumping here and there -- to say nothing of a personal streak of obstinacy which on occasion fires my boilers.  
*Some Thoughts on the Presidency, Reader's Digest, November 1968.*
- The clearest way to show what the rule of law means to us in everyday life is to recall what has happened when there is no rule of law.
- The most terrible job in warfare is to be a second lieutenant leading a platoon when you are on the battlefield.
- The older I get the more wisdom I find in the ancient rule of taking first things first. A process which often reduces the most complex human problem to a manageable proportion.
- The supreme quality for leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office.
- The world moves, and ideas that were once good are not always good.
- There are a number of things wrong with Washington. One of them is that everyone is too far from home.

- There is no glory in battle worth the blood it costs.
- There is nothing wrong with America that faith, love of freedom, intelligence, and energy of her citizens cannot cure.
- A people that values its privileges above its principles soon loses both.
- An intellectual is a man who takes more words than necessary to tell more than he knows.
- Any man who wants to be president is either an egomaniac or crazy.
- Humility must always be the portion of any man who receives acclaim earned in the blood of his followers and the sacrifices of his friends.
- I can think of nothing more boring for the American people than to have to sit in their living rooms for a whole half hour looking at my face on their television screens.

Read more at <http://www.brainyquote.com>.

# Compare and Contrast Diagram

Dwight D. Eisenhower

Lyndon B. Johnson

HOW ALIKE

Blank writing area with horizontal dashed lines for notes under the 'HOW ALIKE' section.

HOW DIFFERENT

WITH REGARD TO

Blank writing area with horizontal dashed lines for notes under the 'HOW DIFFERENT' section, featuring a central column of double-headed arrows connecting two vertical columns of text.

## Lesson Plan: Contributions of Texas Leaders

### TEKS Objective

#### Social Studies Texas History

18B - Identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

#### Essential Question

How do individuals make contributions that have a lasting impact on the world in which they live?

#### Hook

1. Ask students to name some people who are currently considered famous.
2. Create the list of names on the board.
3. Ask students to review the list created by the class and make a list of qualities all these individuals share.
4. Ask students to review the list of famous individuals created by the class and mark the names of individuals considered leaders.
5. Discuss the differences between being famous, making a contribution to society and being a leader.

#### Activity

1. Using the list of Texas leaders above ask students to complete a magnet summary card for each individual listed. Remind students to place their emphasis on significant contributions to Texas made by each person.

#### Or

1. Pass out index cards with one of the above Texan's name already printed on the card.
2. Ask each student to complete only one magnet summary card.
3. When all research has been completed have students move to expert groups; all the James Baker researchers meet together, all the Sam Rayburn researchers meet together, etc. Expert groups give students the opportunity to check their work and share their most significant facts. (Expert groups also help build student confidence.)
4. Ask each expert group to create a visual about the individual they researched and discussed. Post completed visuals on the walls around the classroom.
5. Dismiss the expert groups after their poster is on the classroom wall.
6. Give all students the content frame provided below and have the class move around the classroom in a Walk-About Review to collect the information needed for all nine famous Texas leaders. Content frame example is found on the following page.
7. Debrief the activity and review the significance of each individual.

#### Image Gallery

Related images may be viewed at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/18A-Civic-Leadership/26152538\\_ChcV8W](http://sanjacinto-museum.smugmug.com/CurriculumGuide/18A-Civic-Leadership/26152538_ChcV8W)

**Famous Texas Leaders**

<b>Name</b>	<b>Office/Leadership Position &amp; Dates of Service</b>	<b>Significant Contributions to Texas</b>	<b>Leadership Qualities</b>
Lawrence Sullivan "Sul" Ross			
John Nance Garner ("Cactus Jack")			
James A. Baker III			
Henry B. González			
Kay Bailey Hutchison			
Barbara Jordan			
Raymond L. Telles			
Sam Rayburn			
Raul A. Gonzalez Jr.			

## Lesson Plan: The Culture of Texas

### TEKS Objective

#### Social Studies Texas History

19A - Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.

19B - Describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.

19C - Identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts.

19D - Identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

#### Essential Question

Which cultural characteristics make Texas unique among the states?

#### Critical Vocabulary

Culture

Stereotype

Traditions

#### Hook

1. Teacher should define “stereotype” and lead the class in a discussion of stereotypical characteristics of all things Texan. Examples: wearing cowboy hats, everyone owns a horse, bragging about how great we are, bragging about everything being bigger, women with big hair and too much jewelry, only listening to country western music, etc.
2. Are these fair characterizations of all things related to Texas? Why or why not?
3. Do other areas of the United States have distinctive regional differences? Give some examples. Answers may reflect both positive and negative regional characteristics.

#### Activity

The assignment: with a team create a picture collage of things that make the culture of Texas unique among the states.

Posters must include:

1. A map of Texas showing large cities, major rivers, and towns named after at least 5 major immigrant groups (Spanish, French, German, Vietnamese, etc.)
2. One chart or table using statistical data to show some cultural aspect of life in Texas, businesses, immigrant groups, etc.
3. At least three (3) holiday traditions or unique celebrations.
4. At least three (3) unique food items deemed typical to Texas.
5. At least three (3) architectural styles found in Texas buildings or building

materials unique to Texas.

6. Contribution to the arts by at least one of the following well-known Texans: Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

Student Instructions:

- a. All pictures must have a caption to explain why this item represents something unique about Texas culture or characteristic of the state.
- b. Every item you add should have your name attached at the end of the caption.
- c. Poster must have photos printed in color or hand colored by the students.
- d. Extra credit will be given to groups who cut their poster board into a unique shape/shaped like boots, the Texas map, an oil derrick, etc. Be creative!

Culture Collage

4 points for each location	= 20 points
15 points for statistical data	= 15 points
5 points for each	= 15 points
5 points for each	= 15 points
5 points for each	= 15 points
20 points for contributions	= 15 points
Extra credit	= 5 points

Total \_\_\_\_\_  
105 points possible

## Lesson Plan: Technology Summit

### TEKS Objective

#### Social Studies Texas History

20 - Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

20A - Compare types and uses of technology, past and present.

20B - Identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.

20C - Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries.

20D - Evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land.

20E - Analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.

13C - Analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.

#### Rationale

Students need to be aware that change comes about often in society because of technological advances. Researching individuals, innovations or discoveries will provide students the opportunity to view technology and/or inventions as an important element for change in political, economic and social ways. Example: the automobile lead to paved roads, motels, drive-in movies and teenage independence.

#### Essential Question

How have technology advancements connected Texas to both the United States and the world?

#### Critical Vocabulary

Technology

Innovation

Interdependence

#### Hook:

What does the word progress mean? What are unintended consequences and how do they relate to progress?

## Activity

A professional summit is similar to a convention. A summit is a meeting of experts on a particular subject or members of a certain industry. In this case, the summit topic is the history, discoveries and innovations, use, and impact of technology on the state of Texas and beyond. Each student will be assigned to a team. Each team member will be responsible for participating in one of five summit panel discussions.

1. Panel Discussion 1 – One member of each team will be assigned a significant technology leader from Texas, some past and some present. Speaking from the perspective of that individual, one member of the team will represent that specific individual in a discussion about their impact on and contributions to Texas. Each participant must be prepared to answer each of the following questions from the point of view of their famous Texan (Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr. and others selected by the teacher.)
  - a. When were you born and where?
  - b. Did you receive a formal education? From where?
  - c. Why did you become interested in science and technology?
  - d. What was your most important contribution or innovation?
  - e. Explain how your ideas or inventions have had an impact on Texas, the United States or the world.
2. Panel Discussion 2 – One team member will discuss the effects of various scientific discoveries and technological innovations on the development of Texas in regards to one of the following: agricultural, energy, medical, computer, and aerospace industries.
3. Panel Discussion 3 – One team member will participate in a discussion of the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land in Texas. What has been the both positive and negative impact on natural resources in the state?
4. Panel Discussion 4 – One team member will participate in a discussion relating to how scientific discoveries and technological innovations have resulted in interdependence among Texas, the United States, and the world.
5. Panel Discussion 5 - One team member will participate in a discussion which evaluates and compares the types and uses of technology, past and present. A brief history of an early example of technology and its impact on society compared to a modern example would be appropriate for this discussion. A simple content frame could be used to compare the impact of the two selected examples.

### Instructions:

1. Students may use a maximum of 5 index cards with information during the panel discussion.
2. Each student must have at least one visual element to use during their panel discussion - charts, graphs, photos, etc.
3. A five source bibliography is required in proper format, as directed by the teacher.
4. The part you play in the summit is that of an expert. Dress the part of a professional on the day of the panel discussions. Suits and dresses are not necessary, but don't be sloppy. Five bonus points can be earned for a neat and professional look.

**Be a Star Bonus**

Ask students to prepare arguments for a debate to decide if technology improves the human condition or worsens it. Students should prepare both positive and negative arguments.

## Lesson Plan: Famous Texans Convention

### TEKS Objective

#### Social Studies Texas History

3B - Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis.

4A - Identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro.

5C - Identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder.

7D - Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20<sup>th</sup> century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White.

18B - Identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

19D - Identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

20B - Identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.

#### Essential Question

What significant contributions have been made by famous Texans?

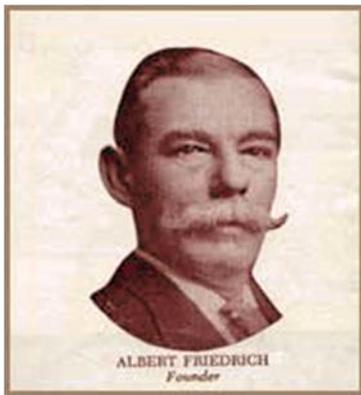
#### Hook

1. Watch a short video from the *Gunsmoke* television series, found online (youtube.com)
2. Ask students to complete a Think-Pair-Share activity to answer the following:  
Why was the saloon an important meeting place in Texas and other western states in the 1800s? (Student answers will vary.)
3. Distribute the first page of the assignment and read about the Buckhorn Saloon in San Antonio.)

#### Activity

1. Texas Hero Hall of Fame activity below.

*You are invited to a Convention of Famous Texans at the Buckhorn Saloon in San Antonio. This is no ordinary meeting, it's a party of huge Texas-sized personalities! It is a convention to determine which famous Texans will be inducted into the Texas Hero Hall of Fame. Read below about the history of the Buckhorn Saloon and the importance of saloons in the towns of the Old West. Your official convention invitation on the next page will give you all the details for attending the Hall of Fame selections at the Buckhorn! See you there partner!*



The Buckhorn Saloon and Museum has been a San Antonio tradition for over 129 years

Albert Friedrich, a young entrepreneur, started the Buckhorn Saloon in 1881. He learned that many travelers hot and dusty off the trail didn't have much money in their pockets. Albert was a clever businessman and began to accept horns and antlers in exchange for a free beer or whiskey in his saloon. From then on, the Buckhorn grew to become one of the world's most unique collections of horns and antlers. Patrons both young and old have marveled at the collection of over 520 species from all over the world.

Albert's wife, Emile, began to accept jars of rattlesnake rattles as payment. She would use these to create artwork that can be seen on display at the Buckhorn. The Buckhorn is typical of saloons across the west where business deals were concluded, dirty and exhausted cowboys could find a drink, a bath and a room to rent. Customers included fur trappers, cowboys, soldiers, gold prospectors, miners and gamblers.

The very first saloon of the west was in Brown's Hole, Wyoming, in 1822. Saloons often contained piano players, billiards, darts, dice games and theatrical skits with traveling actors. Saloon owners often had stiff competition for customers since many towns in the old west had numerous establishments available to entertain the local men. The Buckhorn and others across the west did their best to keep their customers happy.



## The Heroes of Texas Convention

We will have a convention meeting, attended by some of the most significant Texans who ever lived. On the day of the convention, each of you will act out the part of one these important Texans.

Moses Austin  
Stephen F. Austin  
Erasmó Seguíñ  
Martín De León  
Green DeWitt

George Childress  
Lorenzo de Zavala  
James Fannin  
Sam Houston  
Antonio López de Santa Anna  
Juan N. Seguin  
William B. Travis

Mirabeau Lamar  
Anson Jones  
Edwin W. Moore  
Jack Coffee Hays  
Chief Bowles  
William Goyens  
Mary Maverick  
José Antonio Navarro

John Bell Hood  
John Reagan  
Francis Lubbock  
Thomas Green  
John Magruder

James Hogg

James L. Farmer Jr.  
Hector P. Garcia  
Oveta Culp Hobby  
Lyndon B. Johnson  
Jane McCallum  
Lulu Belle Madison White

Lawrence Sullivan "Sul" Ross  
John Nance Garner ("Cactus Jack")  
James A. Baker III  
Henry B. González  
Kay Bailey Hutchinson  
Barbara Jordan  
Raymond L. Telles  
Sam Rayburn  
Raul A. Gonzalez

Roy Bedichek  
Diane Gonzales Bertrand  
J. Frank Dobie  
Scott Joplin  
Elisabet Ney  
Amado Peña Jr.  
Walter Prescott Webb  
Horton Foote

Michael DeBakey  
Denton Cooley  
Benjy Brooks  
Michael Dell  
Howard Hughes Sr

The year is 1880, individuals who have died will miraculously come back from the grave, and those who might still be alive cancel all their other engagements to participate with us in our Texas Hero Hall of Fame selections.

### **To prepare for our discussion and selection process**

Take one to two pages of notes pertaining to your person's life and his/her contributions to Texas government, economics, religion, culture, etc. You should also investigate his/her biographical details that could influence selection and any other pertinent information of significance. Use your notes to show me you ***understand*** your figure's contributions to Texas. In other words, don't just repeat word for word what the sources stated, put it in your own words. If there is an idea or a phrase that you don't understand, don't just copy it down; think about it until you understand it, and if necessary, ask me about it. Be sure to see me if you come across ideas that you don't quite know how to use or interpret. I'll be happy to help you figure things out, determine significance, or link your person to important events.

You will turn in the notes on the day of the conference, as well as a bibliography (in proper Works Cited format). You should use AT LEAST two sources in addition to the textbook. There are some books in the library/media center to assist you, as well as several biographical encyclopedias. You may use information that you find on the internet, but make sure you use a reliable site that can be properly cited in your bibliography.

### **The Conference**

On the day of the conference, bring a placard with your person's name on it to place on your desk. **PLEASE** dress up, bring props, etc. (**bonus points will be awarded!!**) Your props may be hand drawn on paper, etc. You are not required to purchase expensive items for this activity. Use your creativity! During the activity we will discuss a number of significant events in Texas history, including (but not necessarily limited to) government, religion, education, male-female roles in society, and social groups. To participate effectively in this discussion you should understand your figure's positions on these issues and be able to speak about them **AS IF** you were that person. Know what your person did and why, and be able to respond to questions from the point of view of your famous Texan. Make notes from your completed research. From your notes transfer information you might need to a 5X7 note card to use during the discussion. Your bibliography should be written on a separate sheet of paper and ready to be turned in on the day of the convention. The note card, your bibliography and a content frame (provided by the teacher on the day of the conference) should all be stapled together and given to the teacher at the end of the Heroes of Texas Convention.

In class, consider it a conversation. You should speak with the other participants, just as if you were talking with people around the dinner table, or at the saloon counter, ordering ice cream or a glass of water, of course! The best performances will show a combination of naturalness in presentation and good knowledge of the person's views. **Points will be deducted for discussing things not related to the assignment!!!**

### **Grading (2 quiz Grades)**

Discussion: 40 points  
Written notes: 40 points  
Bibliography: 20 points  
Bonus Points: 10 points possible



## The Heroes of Texas Convention

*You must speak with a minimum of eight (8) people and collect information about their lives and contributions to Texas. At the end of convention you will be given the opportunity to vote on selection of five (5) Heroes for induction into the Texas Hero Hall of Fame!*

Name	Dates of Life	Occupation or Reason for Fame	Significant Contributions

## Who Would You Carve into Mt. Rushmore?



Imagine that it has been announced by the “Mt. Rushmore Society” that the face of a famous Texan will be added to the faces already carved into the cliffs of this world famous mountain in South Dakota. It will be the task of your team to write a persuasive essay to be presented to the “Society’s” selection committee. Your team must explain why your choice should be approved. (A well-written paragraph explaining the characteristics of the Texan you selected is required. As evidence of his or her accomplishments, be sure to include specific examples of the political, economic, governmental or social contributions your nominee has made to Texas or the nation.)

# Texas Trivia

See how much you know about Modern Texas and her citizens! Place an X beside each item you believe to be true about Texas or a Texan.

- \_\_\_\_\_ 1. Sandra Day O'Connor, first women on the United States Supreme Court.
- \_\_\_\_\_ 2. Texas is the largest of the 50 states in the United States.
- \_\_\_\_\_ 3. There have been eight Miss USAs, three Miss Americas and one Miss Universe from Texas.
- \_\_\_\_\_ 4. Tommy Lee Jones, Renee Zellweger, Carol Burnett, and Debbie Reynolds are all from Texas.
- \_\_\_\_\_ 5. Farah Fawcett, Joan Crawford, Billy Bob Thornton, and Dennis Quaid are all from Texas.
- \_\_\_\_\_ 6. Gene Autry, Sissy Spacek, Gary Busey, and Kate Capshaw are all from Texas.
- \_\_\_\_\_ 7. J. R. Ewing was a character on the 1980s television series *Dallas*.
- \_\_\_\_\_ 8. Jennifer Garner, Woody Harrrelson, Ethan Hawke, Jennifer Love Hewitt, and Eva Longoria are all from Texas.
- \_\_\_\_\_ 9. Matthew McConaughey, Patrick Swayze, Owen Wilson, Steve Martin, and Aaron Spelling are all from Texas.
- \_\_\_\_\_ 10. Tom Landry, Nolan Ryan, Earl Campbell, Babe Zaharias, George Foreman and Lance Armstrong are all from Texas.
- \_\_\_\_\_ 11. Famous gangsters Bonnie and Clyde were from Texas.
- \_\_\_\_\_ 12. M. D. Anderson Hospital is an internationally recognized hospital in the Dallas Medical Center.

- \_\_\_\_\_ 13. Buddy Holly, Roy Orbison and The Big Bopper are early rock 'n' roll stars from Texas.
- \_\_\_\_\_ 14. Blue Bell Ice Cream is produced in Bandera, Texas.
- \_\_\_\_\_ 15. The National Space and Aeronautical Administration is run from Houston.
- \_\_\_\_\_ 16. There are more men than women living in Texas today.
- \_\_\_\_\_ 17. President Kennedy was killed in San Antonio.
- \_\_\_\_\_ 18. The first NFL team was the Dallas Texans in 1952.
- \_\_\_\_\_ 19. Houston's Astrodome was the world's first modern domed stadium.
- \_\_\_\_\_ 20. Three U.S. Presidents were born in Texas: Dwight Eisenhower, Lyndon Johnson and George W. Bush

# TRIVIA KEY

## Texas Trivia

See how much you know about Modern Texas and her citizens! Place an X beside each item you believe to be true about Texas or a Texan.

1. Sandra Day O'Connor, first women on the United States Supreme Court.
2. Texas is the largest of the 50 states in the United States. **(Alaska)**
3. There have been eight Miss USAs, three Miss Americas and one Miss Universe from Texas.
4. Tommy Lee Jones, Renee Zellweger, Carol Burnett, and Debbie Reynolds are all from Texas.
5. Farah Fawcett, Joan Crawford, Billy Bob Thornton, and Dennis Quaid are all from Texas.
6. Gene Autry, Sissy Spacek, Gary Busey, and Kate Capshaw are all from Texas.
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12. M. D. Anderson hospital is an internationally recognized hospital in the Dallas Medical Center. **(Houston)**

13. Buddy Holly, Roy Orbison and The Big Bopper are early rock 'n' roll stars from Texas.
14. Blue Bell Ice Cream is produced in Bandera, Texas. (**Brenham**)
15. The National Space and Aeronautical Administration is run from Houston. (**National Aeronautics and Space Administration**)
16. There are more men than women living in Texas today. (**women outnumber men**)
17. President Kennedy was killed in San Antonio. (**Dallas**)
18. The first NFL team was the Dallas Texans in 1952.
19. Houston's Astrodome was the world's first modern domed stadium.
20. Three U.S. Presidents were born in Texas: Eisenhower, Lyndon Johnson and George W. Bush (**Bush was born in Connecticut**)

# Chalk Talk



1. Select a topic for discussion or a series of questions.
2. Write each question or statement on individual pieces of poster board or butcher paper.
3. Place the posters around the classroom.
4. Students are instructed to move from poster to poster, answering, commenting, stating their opinion, etc.
5. Students may not speak during the process.

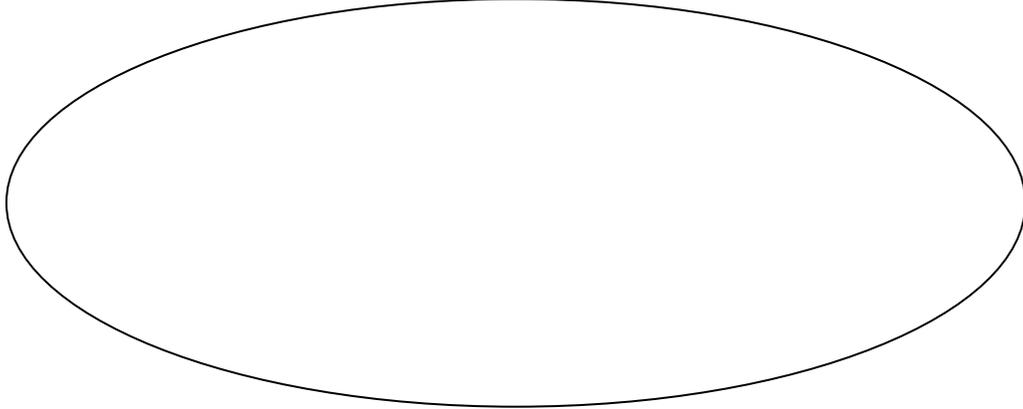
They must think and **write!**

6. When all students have commented on all the posters the teacher should lead a class discussion or compile the responses to share with students at a later time.

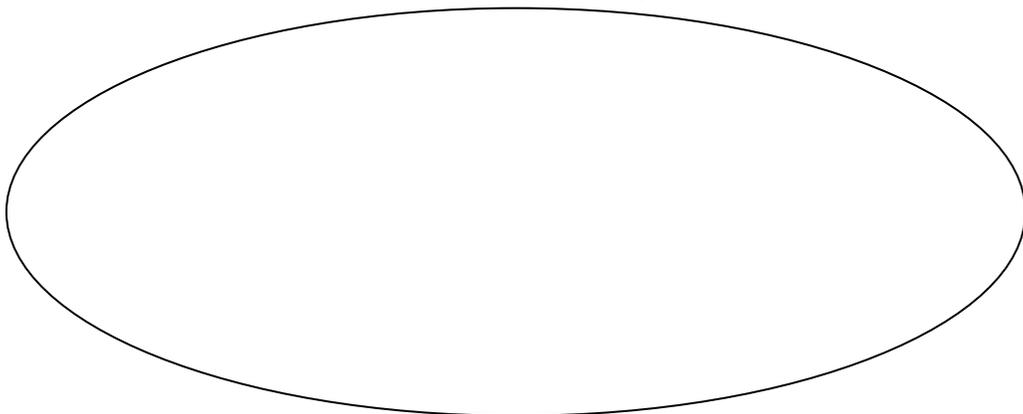
# *Change Over Time Flow Chart*

Today's TOPIC: \_\_\_\_\_

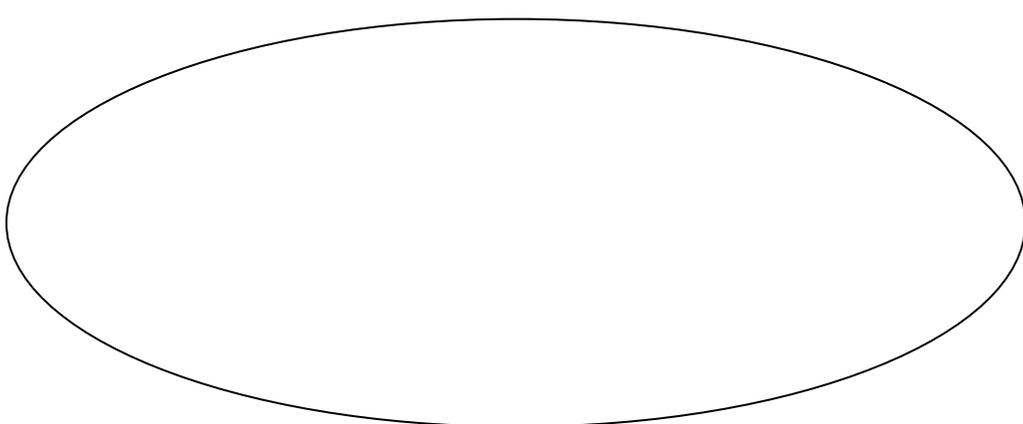
Original Position or Policy and Why



Causes of Change

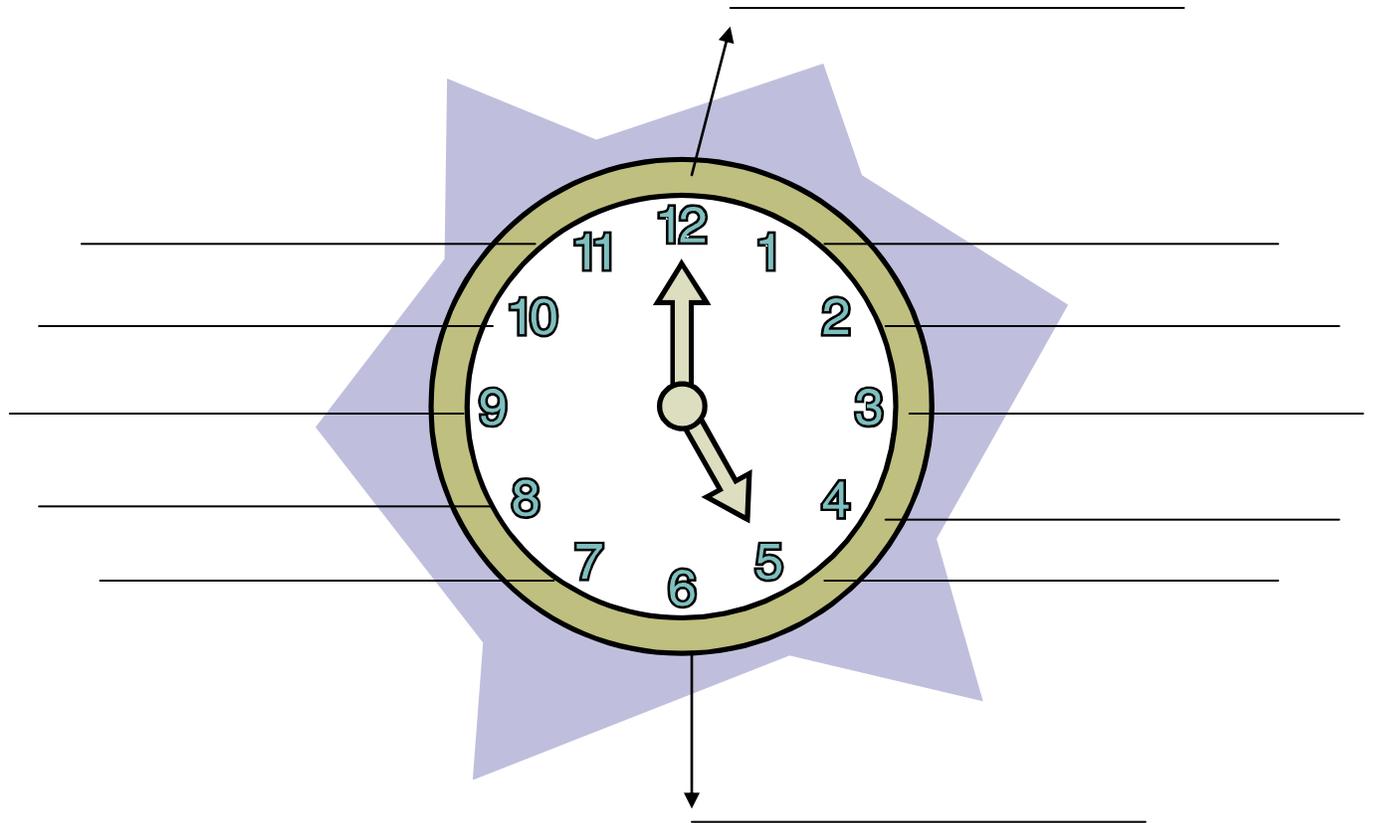


New Position or Policy



# CLOCK PARTNERS

Move around the room with your clock and make appointments with twelve classmates. Their names should be on your clock and your name should appear on the lines of their clock. You may not repeat partners-12 different partners are required. Your name should be on the line at the bottom of the page.



Thank you for agreeing to partner with \_\_\_\_\_

## **Compact Disc Assignment Modify for a Specific Topic of Study!**

Students will explain the significance of \_(topic here)\_\_\_ by creating a Compact Disc using the information found in the textbook, media center, or online. The Compact Disc Cover can be decorated in any manner that you wish as long as it represents information pertaining to the assigned topic.

You must follow the subsequent guidelines:

- The Front Cover should include: The topic name and an illustration representing the significance of the topic to our study and the topic.
- The Back Cover should include: a background illustration relating to the topic and 10 song titles that include factual information relating to the assigned topic.
- On the inside of the compact disc, please include the typed lyrics to a song that you choose to actually write. The song should include a chorus and 2 verses. Be sure your song relates significant historical data relating to your assigned topic.
- You must present your Compact Disc to the class\*
- You may NOT use computer generated images.

\*If you actually sing your song to the class you will receive 10 extra points on your final grade (it does not matter if you are talented at singing, you will receive the 10 points for trying).

### **Grading Rubric Double Minor Grade**

_____	15 points - CD Front Cover - Title and Cover Art
_____	25 points - CD Back Cover - 10 Song Titles (Facts about Person)
_____	30 points - Song Lyrics (2 Verses and 1 Chorus)
_____	15 points - CD Circle - Artwork, Picture of Person or Combination
_____	5 points - Grammar
_____	10 points - Presentation to Class - (Read Song or Sing for extra points 10 pts)
_____	Total Points

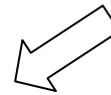
# Compare and Contrast Diagram

Concept 1 \_\_\_\_\_

Concept 2 \_\_\_\_\_



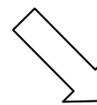
**HOW ALIKE**



Blank writing area with horizontal dashed lines for notes under the 'HOW ALIKE' section.

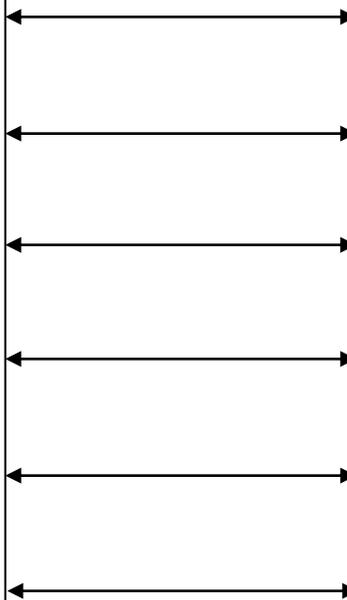


**HOW DIFFERENT**



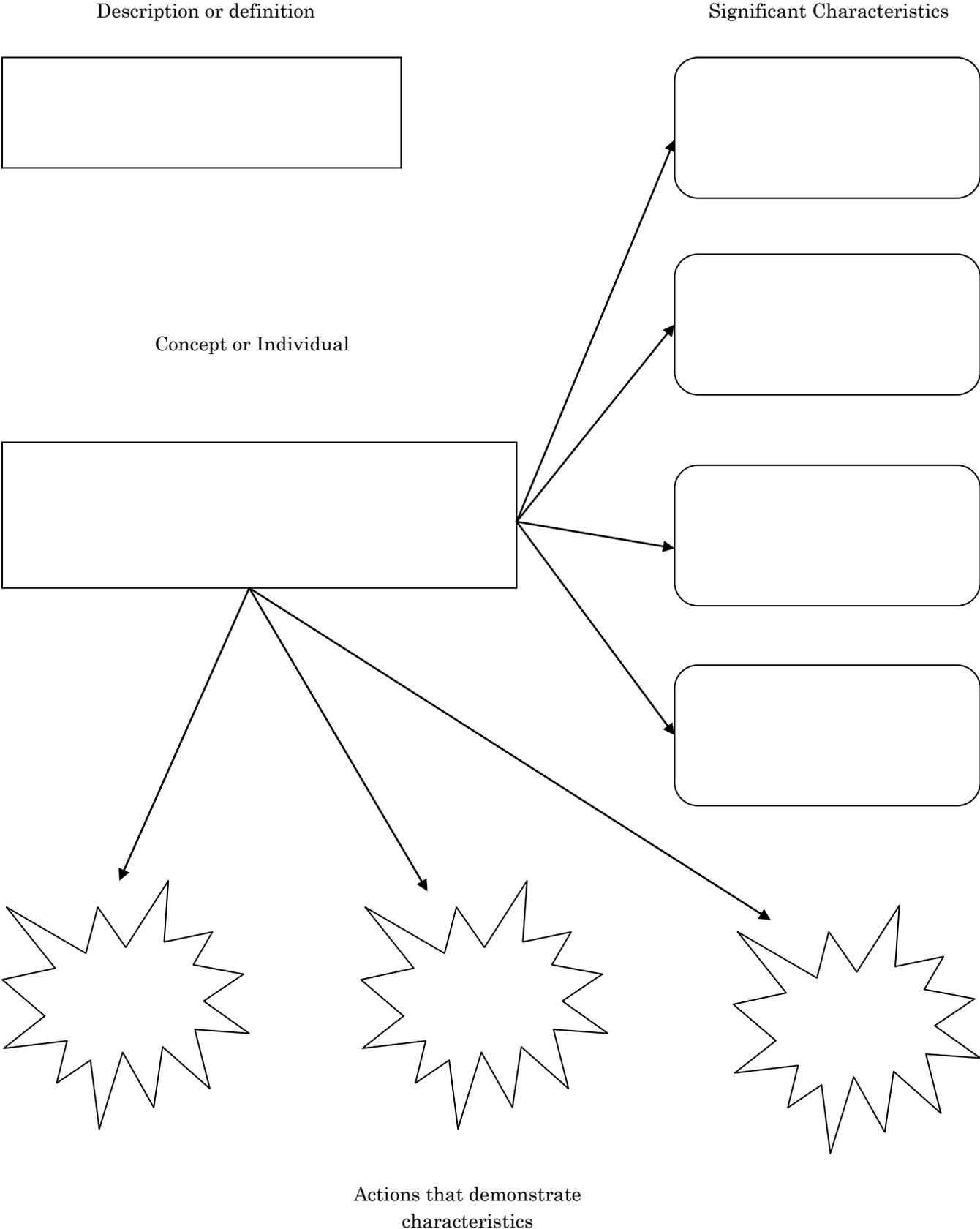
**WITH REGARD TO**

Blank writing area with horizontal dashed lines for notes on the left side of the 'WITH REGARD TO' section.

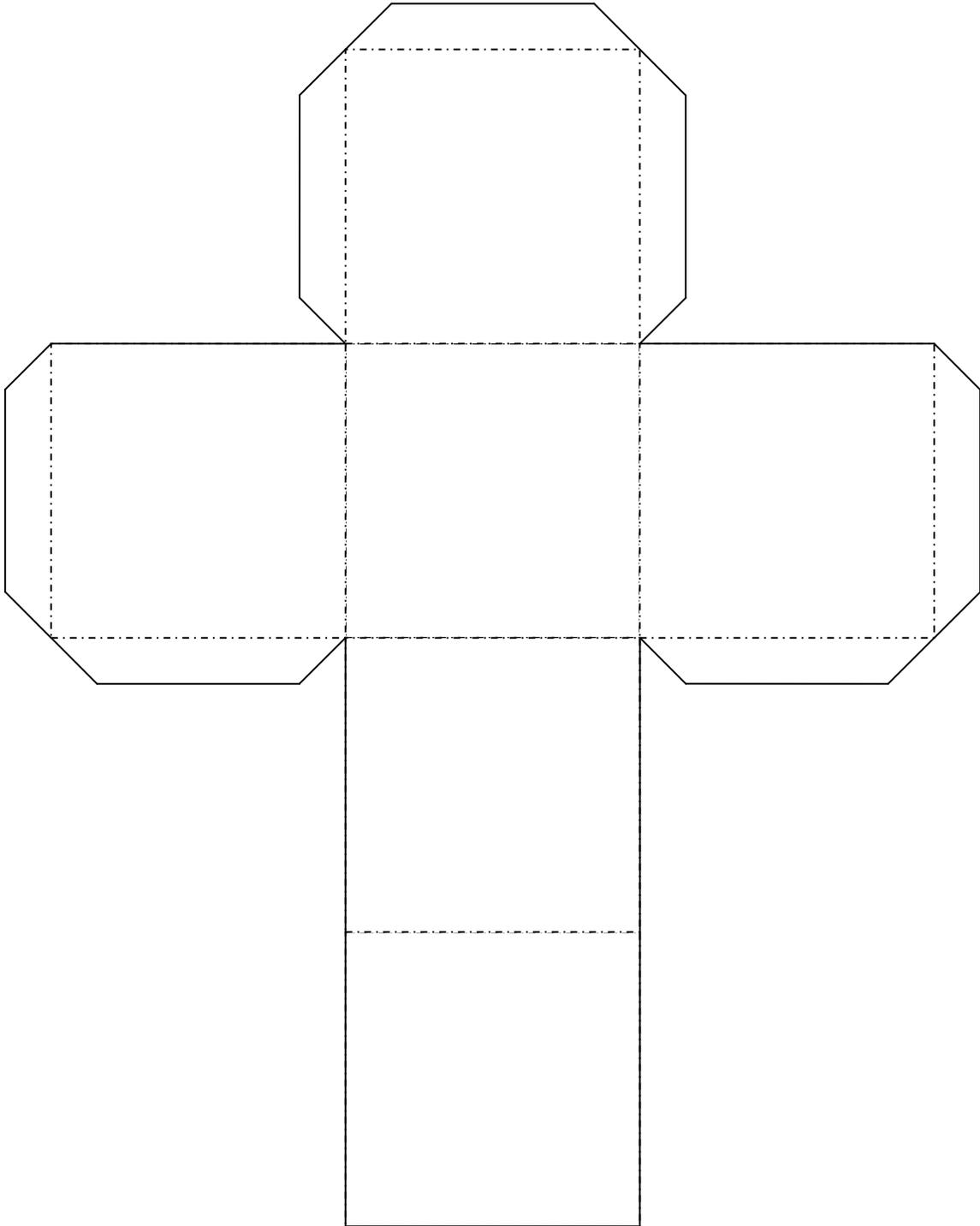


Blank writing area with horizontal dashed lines for notes on the right side of the 'WITH REGARD TO' section.

# Concept Definition Map



# Model for a Paper Cube



Ask students to add their text or pictures before folding and constructing the cube! Pattern may be used to cut out the shape, tuck tabs inside the cube and glue or tape together. Pattern may be enlarged on the copy machine for larger cubes with more space for writing information.

## Cube Assignment

The more creative elaboration and polished the appearance, the higher the grade you will earn.

### Step One:

Cut out three strips of construction paper measuring three inches by fifteen inches. (Lighter colored paper allows handwriting to show up better.)

Every three inches draw a line across each strip of paper. Thus, you have five sections on each strip. Each strip is 15 inches in length. Each of the five sections on a strip is three inches by three inches.

You will write in the second and fourth section of each strip of paper. This equals six squares for composing the story cube. (Or use the story cube pattern provided)

### Step Two:

Create a story cube about one of the \_\_\_\_ topics \_\_\_\_\_ discussed in the handout. (*You can use this for anything from reading assignments to breaking down sections in a chapter.*)

Place one of the following on each of the six squares.

1. Title of your \_\_\_\_\_. (You may add designs and color to enhance your cube's appearance.) Also, the students' names should be clearly printed on this square. (*Title of whatever you are covering*)
2. Pretend you are living at that time. What job position and role would you want to play in your life? (*Come up with questions that are relevant to that section of your reading.*)
3. Draw a symbol that represents the \_\_\_\_\_.
4. Write about an experience you have had in life that reminds you of something about your empire? Explain that connection. (*Needs to be personal to your students.*)
5. How is this \_\_\_\_\_ culture similar or different to the culture of the United States? (*Needs to be something they are familiar with.*)
6. Write a metaphor that represents the \_\_\_\_\_. Explain your metaphor in that same square.

### Step Three:

Solve the puzzle of how the three strips of paper can be interwoven to create a square cube.

Weave the three strips of paper together. The writing on each square should be visible while the blank squares will be hidden.

As the cube is turned, the story reader will be able to learn about \_\_\_\_\_.

Present your cube to the class.



## Cubing-Writing Assignment

### A six-sided view of elaboration

Describe:

Compare:

Associate:

Analyze:

Apply:

Argue For:

Argue Against:

## Let's Cube *FIRE*



**DESCRIBE:** Fire is orange, red, blue, and yellow. It has peaks, valleys and is broad in some places and narrow in others. Pieces of it split off from the main portion. Its flames tend to vary in size - some or a few of them are high and pointed and others are low with scoops and dips out of the middle of them. Fire crackles and breathes as it burns and throws off sparks.

**COMPARE:** Fire is similar to the sun. Fire has a center and its heat goes out into the surrounding space. Fire also provides light. Fire is like a stove generating a great deal of heat in localized area.

**ASSOCIATE:** Fire is associated with Robby burning the back of a chair and smoking my mother's cigarettes. The fire Robby set in the garage and the fake fire place at my grandparent's house make me think of fire. I also associate fire with cooking marshmallows, roasting acorns, and Christmas-time.

**ANALYZE:** Fire is made of energy released from the impact of many atoms traveling at tremendous speed with each other. Fire needs oxygen to exist and survive. For instance, grease fires burn only where the grease is and will continue to burn if not smothered. Wood fires burn all over the wood and jump from place to place when the wind blows.

**APPLY:** Fire can be used to make jewelry, cut metal, sterilize equipment, light cigarettes....Fire can be used as a light in a cave or to light a candle where there are no lights; fire from the spark of a sparkplug causes the energy necessary to drive the engine of a car and in turn make the care move: the same for trains, lawn mowers.

**ARGUE FOR:** Fire is a great tool and should always be available to man. Man can clean his instruments, cook his food heat his home and many other things. Fire has given humans many things that were not possible before its presence.

**ARGUE AGAINST:** Fire also destroys the creations of humans and takes life. Fire can be used to harm people and to perform criminal acts, such as cutting through the metal of a safe to steal the money or jewels within; or lighting fuses of dynamite which blow things up. Fire is too potentially destructive to be taken lightly.

*(These are actual student responses to use as examples. For practice prior to assigning cubing for content writing, ask students to cube a Hershey's Kiss candy.)*

# End-of-Class Reflection



## Activity

At the end of a given social studies lesson, instruct students to write down three key things they learned during the lesson and three questions they still have about the topic. This activity can be completed in a student journal, a 3 X 5 index card, a teacher prepared handout, or plain notebook paper.

### Part 1 –What I learned today-

Teacher can use this to determine what the student learned from the lesson and then adjust for re-teaching and clarification of concepts.

Hopefully the students' three most important concepts match the objectives intended by the teacher.

Takes 10 minutes or less of class time and does not need to be graded.

### Part 2 – Questions I still have –

From this section teachers should determine how often they need this type of feedback, what should happen if the learning is not the same for all students, and what needs to be taught again.

## End-of-Class Reflection

**What I learned today:**

- 1.
- 2.
- 3.

**Questions I still have:**

- 1.
- 2.
- 3.



# Free-Form Mapping

Free-Form Mapping is a strategy where students create a visual representation of the main facts or concepts from an assigned reading. Students share their drawings as a way to teach other students. Long reading passages can be divided into sections in a jigsaw fashion.

## Rationale:

- ❖ Division of reading passages into smaller sections allows longer and more complex content to be covered quickly.
- ❖ Information retention is enhanced by visual representation of concepts.
- ❖ Instructor controls pace of activity.
- ❖ Student engagement and personal responsibility for learning is increased.

For best results use the script included below for planning a free-form mapping lesson.

**Script**  
**Free-Form Mapping**

**Mind-streaming:** (if you have not taught mind-streaming previously)

Model for your students then say:

In just a minute, I am going to ask you and your partner to mind-stream using a different topic. Here are your guidelines as you mind-stream.....

1. During your turn, do not stop speaking, even if you have to repeat information over and over.
2. You may not speak when it's not your turn.
3. If you can't think of something, say "I don't know anything about \_\_\_\_ or I can't remember much about \_\_\_\_", but you must keep talking.
4. You might listen in to what is being said by another team but you must keep talking.

Please stand and decide who is A and who is B.

When I show you the topic, A's begin talking for 30 seconds. I'll tell you when to stop and the B's to begin.

Your topic is \_\_\_\_\_ Begin!

Thank your partner and the two of you return to your team (tables of 4).

**Think-Pair-Share**

With your learning team, share what you know or think you now know about your topic \_\_\_\_\_. You will have 2 minutes for your discussion. Students use this time to share what they heard during the mind-stream activity with their entire learning team and decide what was true/not true/most interesting, etc!

Select a spokesperson to share ONE piece of information with the whole class. Your spokesperson should stand when you are ready to report. I will know you are ready when you are standing.

*(after group sharing you say)*

Are you interested in learning more about \_\_\_\_\_?

### Free-Form Mapping

- Now we are going to read a piece of text about \_\_\_\_\_
- To prepare for this reading, you're going to work in your 4 person learning team.
- To read this article, we're going to use the jigsaw strategy.

*(If you have a team of three, have them number 1, 2, 3, and they all work on section 4 together. If there's a group of five, have them number 1, 2, 3, 4, and 4.)*

- After you read the selection you will create a free-form map on the paper provided. A free-form map is a visual representation of your ideas. Yes, that means you will draw.
- Your pictures and symbols do not have to be sophisticated at all, just clear enough for you to teach your team about your assigned section of the text.
- You will use only the drawing to teach the text to your classmates. Only a few words are allowed! Pictures only!
- First, let me tell you which part of the text you will read: \_\_\_\_\_
- Before we begin to read, take 30 seconds to scan the entire text for structure and content.
- What do you notice about the structure of the text? Are there headings or subheadings to direct us? Are the sentences long or short? Scan for complex or unfamiliar words. Are there any pictures to help with understanding? Will this be an easy read? Should you take notes as you read?
- What do you think you'll learn if you read this text?

*(Take a few responses and discuss how the text is organized. This look at text structure improves the chances of success for all your readers, especially your struggling ones!)*

- You'll have \_\_\_\_\_ minutes to read your section AND create your free-form map. Begin!
- Please give me your attention. (Use of noise makers is effective for bringing the group back together.)
- I am going to divide you into **EXPERT GROUPS**. All the number ones will meet together, all the twos, all the threes and all the fours. *(Designate where in the room each group will meet.)*
- In these expert groups share what you think is important from the section you read and briefly share your drawings. Quickly select a leader to facilitate the discussion. You now have \_\_\_\_\_ minutes for your discussions.
- Thank the other experts and please quickly return to your seats. You now have 2 minutes to make any adjustments, corrections or additions to your free form map.
- Each of you will now have 2 minutes to share the information on your map.
- Remember: you're responsible for teaching the content of what you read by using only your map.
- As listeners, each of you has a responsibility, as well. You must learn the material and be able to explain all sections to others. In a few minutes, I'll ask one of you to teach the entire reading selection, and I get to select the person who will teach ALL of the information.
- If you finish teaching your section before I call time, please do not move to the next person. Instead, your team should use the time to ask questions and better understand the section.
- Person 1: please begin teaching.
- Person 2: please begin teaching.
- Person 3: please begin teaching.
- Person 4: please begin teaching.

*(Wait two minutes for each to teach their section until all sections have been covered.)*

- Using the chart paper and tape, create a collage of your work. Do not redraw ANYTHING. Attach each of your maps to the paper to make a collage.
- Make certain that each person on your team can teach all the parts of the collage to a completely new group of learners. You will have 3 minutes to make your collage and review the information.
- I'll know your team is ready when you are all standing beside your poster, that's hung somewhere on the wall.

## Gallery Tour

- We are now ready to go on a GALLERY TOUR, where you'll visit different locations to learn about \_\_\_\_\_.
- In a minute, I'll ask you to move clockwise to the next collage. One person will stay with your poster as the docent (tour guide) to explain your team's drawings to the visiting team. I get to decide who will be the docent.
- When you move, you have a task as listeners. Listen to the docent tell the story. Listen for any information that is different from the information you heard in your team. Also listen for information that confirms what your team learned.

*(Once you select the docent for each group all listening stops, relief sets in for the non-docent students and they stop listening. Therefore, give all your instructions before you name the docents. Select your docents carefully. I generally use a number system of some sort. As the groups work on the collage, decide which students you want to serve as docents. I use a system for re-numbering the students in each group making certain the students I want are selected for the docent responsibility. I do this by walking to each group and pointing to each student to give them their new number. The students I have selected will all have the same number. However, it then looks to students that the selection was random. Students won't know that you pre-selected the docent and secretly assigned those students the number you also pre-selected.)*

- You will have 3 minutes to tell your story.
- Thank your docent and return to your original team. *You may have them rotate to a second poster, if you believe they need more content information.*
- In your original team, take 2 minutes to discuss similarities and any differences that you heard from the docents.

*(It is always recommended that you take the time to debrief both the strategy and content with your students! It might be as simple as what did you learn today and how did you learn it?)*

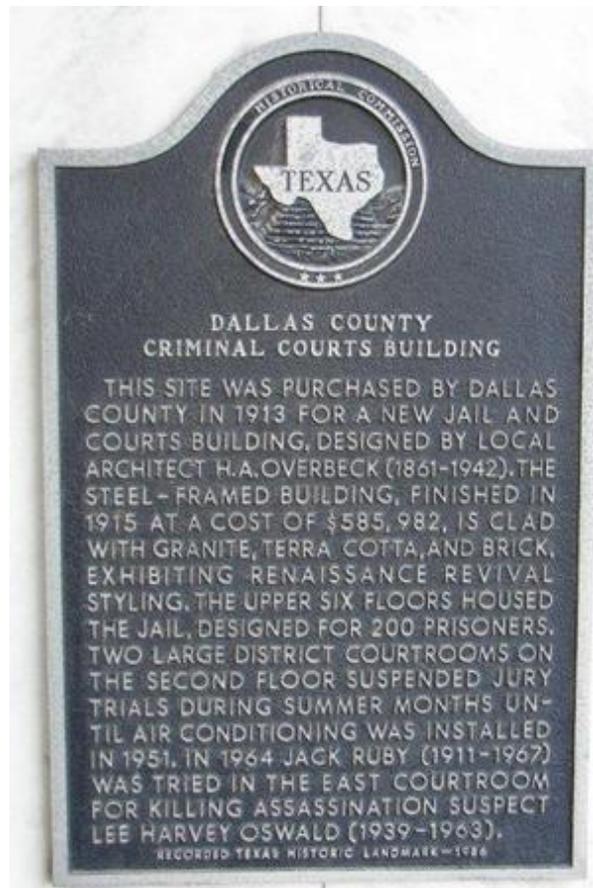


## **GEO FOCUS: Texas**

What effect does physical geography have on the lives of the many diverse peoples of Texas?

<b>Landforms</b>	
<b>Resources</b>	
<b>Climate and Vegetation</b>	
<b>Human-Environment Interaction</b>	

# Historical Markers



## Criteria for Selection

You are requested to submit a proposal for a new historical marker in Texas. You will also be part of the final Selection Committee. Your proposal must meet all the criteria for selection of an event, person, or place to be honored by a marker. Your nominee must be worthy of selection for influencing social, political, economic, or artistic achievement in the state of Texas.

1. Select your person, place, or event.
2. Respond in writing to each question in the criteria list below. (Product page 1)
3. Create the marker with the inscription in 90 words or less. (Product page 2)

Criteria considered by the committee in selecting historical markers include:

- Did the subject change Texas? Explain how.
- Has the subject added significant value to society and/or profoundly impacted the people of Texas?
- How does the subject differ from other historical subjects during the same historical era?
- Has the subject inspired others in some way?
- Where should the marker be located and why?

After all proposals are submitted, the entire class will act as the official Selection Committee. Selections will be determined by the greatest long lasting impact on Texas. The top ten (10) markers will be displayed on a bulletin board showing where in Texas they will be located. (Teachers: This last paragraph may be deleted or changed to fit your classroom situation.)



## **IMPACT Card**

On an index card complete the following assignment for the topic .....

### **Annexation of Texas**

**Issue/topic (Who? Significant characters or players?)**

**Identify & Describe Events (When? What?)**

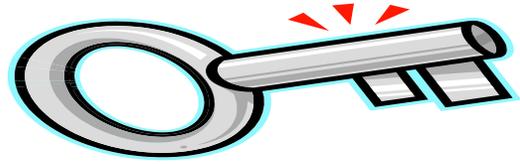
**Historic Significance (Economic, political, social, religious)**

**Impact (So what??)**



K	E	L
What I Know or Think I Know	What I Expect to Learn or Questions I Have	What I Learned

# Key Phrase Journal



The Key Phrase Journal is a strategy that assists students in regularly incorporating new social studies vocabulary and phrases into their writing. During a social studies class, the teacher selects a list of social studies terms students are to use in a journal entry. This strategy is most commonly used with a reading selection.

The Key Phrase Journal strategy would be a great way to use critical vocabulary and encourage students to write with purpose and appropriate social studies words.

## Texas History

### Key Words:

Juneteenth, Reconstruction, Scalawags, Carpetbaggers

**Journal Entry:** On June 19, 1865 the Union Army arrived in Galveston and proclaimed the authority of the United States once again over Texas and all slaves were freed. A painful era had begun for Texas, Reconstruction. Northerners, known as carpetbaggers, flocked to Texas to take advantage of Radical Republican control over the state. Native Texans called Scalawags were also willing to assist in political and social changes to remake Texas by supporting the voting of the former slaves.



**Magnet Summary Card**

<b>Fact about topic</b> <b>Fact about topic</b>	<b>Fact about topic</b> <b>Fact about topic</b>
<b>Discussion Topic/vocabulary word</b> <b>Major Concept from the lesson</b>	
<b>Fact about topic</b> <b>Fact about topic</b>	<b>Fact about topic</b> <b>Fact about topic</b>

**Summary of the assigned topic using the facts from the front of the card. The goal is to write in a clear concise manner to include all the important information from the front of the card.**

# Mind-streaming



- Learners work in pairs.
- Each pair determines a listener and a speaker (who is # 1 and # 2 or which student is A and which is B).
- The teacher asks a question or tells the students the topic about which they must speak.
- For one minute, the speaker talks about the topic saying whatever comes to mind, even repeating information if necessary, until the teacher calls time. The listener is silent.
- The teacher announces it is time to reverse the roles and the listener now becomes the speaker.
- The teacher determines if each student only speaks once or if a second “round” will take place.
- Mind-streaming is a tool that is used to get students to think about a topic in order to build background knowledge, review for a quiz or simply process learning by speaking. The strategy can only be used when the teacher is relatively sure that students know something about a topic.
- Each student generally speaks for one minute each time.
- Mind-streaming is a great strategy for a quick review prior to a quiz or timed writing.

## Who Would You Carve into Mt. Rushmore?



Imagine that it has been announced by the “Mt. Rushmore Society” that the face of a famous Texan will be added to the faces already carved into the cliffs of this world-famous mountain in South Dakota. It will be the task of your team to write a persuasive essay to be presented to the “Society’s” selection committee. Your team must explain why your choice should be approved. (A well-written paragraph explaining the characteristics of the Texan you selected is required. As evidence of his or her accomplishments, be sure to include specific examples of the political, economic, governmental or social contributions your nominee has made to Texas or the nation.)

# 1-2-4



- ❖ Teacher begins by asking a question or assigning a topic.
- ❖ Individually, students think about and/or jot down ideas about the topic.
- ❖ Each student pairs with one other student to share ideas and come up with one main “big” idea.
- ❖ Each pair meets with another pair to share ideas and come to a consensus about the “big” concept or idea.



## Problem Solution Chart for \_\_\_\_\_

Problem or Issue	
Effects	
Causes	
Solutions	



# Propaganda Exercise

## Propaganda Techniques

1. Bandwagon - suggests that a person should do something because "everyone's doing it." If you don't want to be left out, you'd better join the crowd.
2. Name Calling - attacks someone's reputation. Slang terms are sometimes used.
3. Direct Order - gives a direct order to do something.
4. Transfer - uses positive or negative feelings toward something and applies them to something else.
5. Card Stacking - presents only one side of the story - your side.
6. Testimonial - shows a famous person who supports a certain position.
7. Word Magic - uses emotional words to convince people to adopt a certain position.

## Assignment:

You are a member of the Committee on Public Information. You have been assigned to draw a propaganda poster to gain support in Texas for the war effort.

Follow these guidelines....

1. Choose a specific propaganda technique.
2. Answer the key questions below before you begin to draw.
  - a. Who is the target audience?
  - b. What is the underlying message?
  - c. What patriotic symbols should be used?
  - d. What catchy slogan should be used?
3. Use your imagination and creativity but make sure your poster is historically accurate.
4. Use color to add interest to your poster.
5. Do not trace or copy your poster from another source.
6. Put your name and your answers to the questions above on the reverse side of your poster.
7. Be prepared to share your finished poster with the class.

Examples: <http://www.loc.gov/pictures/search/?st=grid&co=wwipos>  
[http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-World-War-II/26151029\\_f7kx5](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-World-War-II/26151029_f7kx5)

# Puzzle Pieces



Puzzle Pieces is a simple reading strategy to pique student interest to learn or read more about a topic. Select a short reading to meet your learning goals. Print the text and cut strips of paper with each strip containing a brief portion of the text. Place the strips in plastic bags. Students will be asked to remove the passages, read the text, and place the strips in the correct sequence.

*(Copy the complete text on different colored paper before cutting into strips to make it simple to sort the strips back into the appropriate bags. Team one has strips that are all green, team two's entire reading is yellow strips, etc.)*

**Puzzle Pieces Example for a simple sequence activity of the following events:**

*Texas Indians as only inhabitants*

*Spanish seeking gold*

*Americans receive land grant for Texas territory*

*Mexico is independent from Spain*

*Texas is independent from Mexico*

*Texas becomes a state in the United States*

*Texas joins the Confederate States of America*

*Texas rejoins the United States*

*Indian Wars are over*

*Oil gushes out of the ground near Beaumont*

*Texas suffers from the Great Depression*

*Texas becomes urbanized and industrialized*

**Make your list, make copies, cut list into strips, place strips into re-sealable plastic bags, and give each team a bag. Ask students to put the strips in the correct chronological order.**

**The Puzzle Pieces Strategy is often used to practice a procedure, such as how a bill becomes a law.**

*Idea for a new law is introduced by a member of the Texas state legislature*

*Bill is assigned to a committee for review*

*Committee rewrites or revises*

*Committee sends the proposal to the legislators to debate and vote*

*If no, the bill dies. If yes, the bill begins again in the other house of the legislature*

*Once approved by the second house of the legislature the lieutenant governor and Speaker of the House sign the bill*

*The completed and approved bill is sent to the governor for his signature before becoming a law for the state of Texas*

# Raft Writing Worksheet

Roles/Audiences	Ad Agencies Athletes Cartoonist Characters in story Ecologists Editors Historian Lawyer Movie Star Student	TV or Radio personality Historic figure Author Politicians: Congressman, Senator, Bureaucrat, Cabinet Secretary, White House Staffer, Supreme Court Justice, Candidate Citizen		
Formats	Advertisement Apology Application Commercial Complaint Confession Conversation Editorial Epitaph Eulogy Graffiti Interview Invitation	Diary Legal brief Letter to editor News story Petition Rap Resume Sermon Script for broadcast Sympathy note Telegram Warning Will		
Strong Verbs	Admonish Accuse Advise Apologize Attack Beg Blame Boast Clarify Complain Condemn Confide Congratulate Convince Defend Define	Demand Deny Disagree Discourage Emphasize Evaluate Encourage Excite Excuse Explain Flatter Flaunt Flatter Flaunt Forbid Foretell	Formulate Give Grumble Guide Harass Honor Identify Inquire Insult Interpret Justify Laud Notify Pacify Proclaim Plea	Protest Question Resign Reward Satirize Scare Sell Shock Taunt Teach Tease Testify Urge Warn Yield



Writing assignment that is specific and focused. The letters of the acronym stand for:

**R** - role of the writer

**A** - audience to whom the paper is written

**F** - format for the writing assignment

**T** - topic plus a strong verb to give emphasis to the goal of the assignment

Example:

**R** - oil worker at Spindletop the day after the oil strike

**A** - his family back home on a farm in East Texas

**F** - a handwritten letter

**T** - the excitement of participating in drilling the oil well in order to encourage his brothers to join him and leave the farm for a better life



# Web Tips

The internet is a great resource for daily news, information you need in a hurry, and research. Not everything you find there is honest and factual. You should always be very careful to use reliable sources, especially for school work. Your internet location may purposely be false to persuade you or attempt to change your attitude about a particular issue.

Recognize domain types:

.gov is U.S. government

.mil is U.S. military

.edu is an accredited post-secondary educational institution

.com is a commercial, for-profit entity

.org is a non-commercial, not-for-profit entity

.net is a computer network

.int is an international organization

.jp, .ru, ca, au, etc. are country identifiers

When you need information for class, don't immediately rush to your computer! First, stop to reflect on which organizations or groups might have the information you need. Before you rush to do a Google search, check to see if those organizations have their own websites. Also remember to scroll to the bottom of the page and open the "About Us" link. You may be surprised to see who is promoting the information you have collected.

**Review Collection Template** — students move around the classroom collecting additional information from classmates

**Sam  
Houston**

**William  
Travis**

**Goliad**

**San Jacinto**

## Say, What? Before Reading Activity

For each word below, fill in the column that best first what you know about the word.

Vocabulary Word	“Piece of Cake” I know this word. It means.....	“Oh, Yeah” I recognize this word. I think it means.....	“A Stab At It” I think I’ve heard this word. Maybe it means.....	Say, What? I have no clue.....
(EXAMPLE -Manifest Destiny)				

# SDA Discussion Strategy for Document Analysis

**S** - The “S” stands for structure of the document. This is what you can tell about the document before you ever get into the detail content of the document. The first thing to determine is the **type of document**. Some documents are inherently biased (editorials, editorial cartoons). Others may or may not be biased. It’s important that students immediately understand if a document is inherently biased because it is a certain type of document. Ask..... **Is this document biased?**

The next question to ask is **who created the document, when and for whom? What do you know about the creator of this document?** You can’t always determine who created a document, when and for whom but if you can, that is a powerful clue to the bias of the document. Then ask the question **what do you know about the time during which the document was created?** If the time was 1863, it has to be analyzed in light of the Civil War.

**D** - The “D” stands for details. Now you are going to look very closely at the document. At this stage you are not drawing any conclusions. Ask students to only **Look at the title and/or caption** of the document. **Look at the details that you see, read or hear in the document.** It is very difficult for students not to make inferences as they look at the details. If they draw conclusions too soon, they often misinterpret the document. As a rule of thumb, tell students that if they can’t put their finger on it, they can’t mention it in this phase of the discussion.

**A** - The “A” stands for analysis. Finally, the students can begin drawing conclusions. To prompt them you can ask questions like:

**What is the subject of the document?**

**What is the main idea of the document?**

**What inferences can you make?**

**Can you trust this document to be accurate?**

*Use the one page handout below until you are comfortable with the process and questions.*

# Oral Discussion Method for Document Analysis



**Structure**

What type of document is this?  
Who created the document? When? For whom?  
What, if anything, do you know about the author?  
Is this document biased?  
What do you know about the time period during  
which this document was created?



**Details**

What is the title and/or caption of the  
document?  
What details do you see/read/hear/in the  
document?



**Analysis**

What is the subject of the document?  
What is the main idea of the document?  
What inferences can you make?  
Can you trust this document to be factually  
accurate?

# Selective Underlining/Highlighting



- ✓ Read through the selection **FIRST**
- ✓ Reread and begin underlining or highlighting as you read
- ✓ Do **NOT** underline whole sentences!
- ✓ Choose key ideas from the sentences
- ✓ Note main ideas with numbers or notes in margin



## Silent Debate

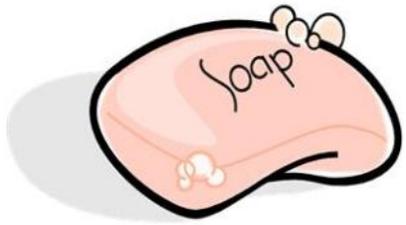
Silent Debate is a strategy to assist students in clarifying their ideas and opinions.

Instead of the usual teacher lead discussion “Silent Debates” are written. The “debate” may be between two or more students.

Students may be asked to respond to a teacher-selected question about a topic of study, a short reading, political cartoon, or other document.

Students respond in clear concise sentences, giving evidence or opinion supported by evidence. Students exchange papers with another student and write a rebuttal to the other’s remarks.

Teachers control the length of the writing by limiting the time for writing, the number of sentences or even the number of words. Like the one sentence summary, Silent Debates require students to carefully select words and phrasing.



# SOAPS

Subject-

Occasion-

Audience-

Purpose-

Speaker-

Use the above format to analyze a reading passage.



# THINK MARK READING STRATEGY

A Think Mark is an active reading strategy to help students make the most of their reading time and improve reading comprehension.

## Think Mark

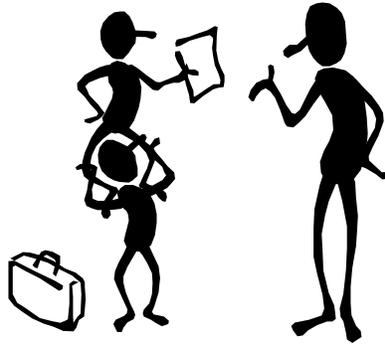
As you read write down three questions you still have about what you read.

1.

2.

3.

# Think - Pair -Share



- + Individually, think about what you know about the assigned topic
- + Pair with a partner to gain more information
- + Share with your team or whole group

*Transition to new activity, pre-reading, problem-solving, follow up activity, brainstorming*

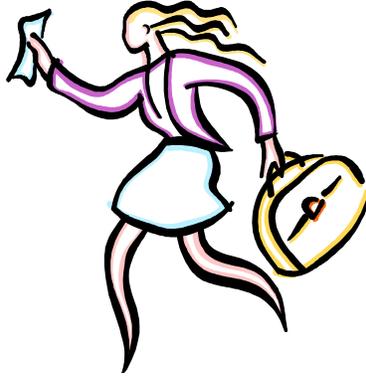
Name \_\_\_\_\_

### Your Selected Title

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> <i>Free Choice</i> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____



# Ticket Out

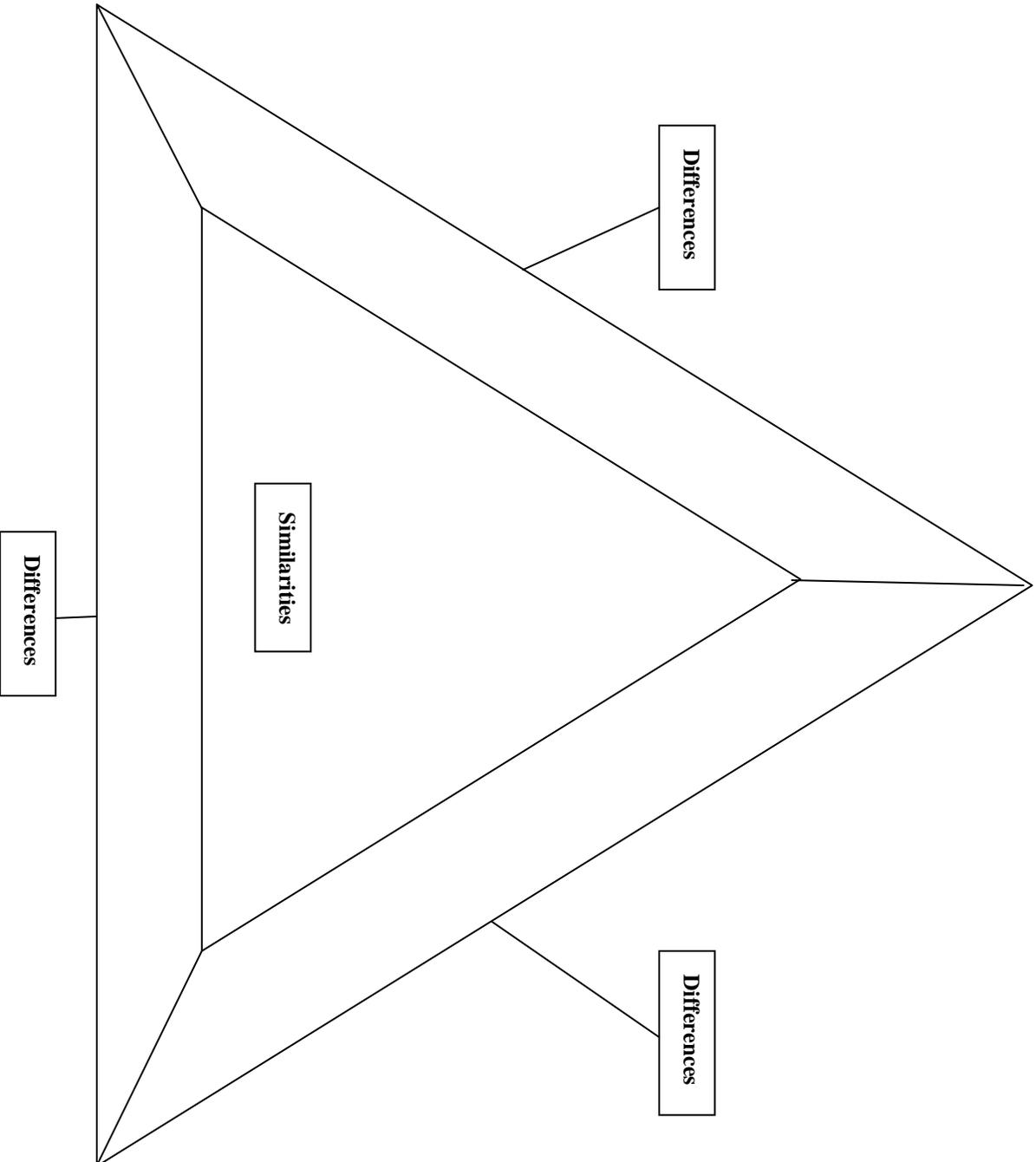


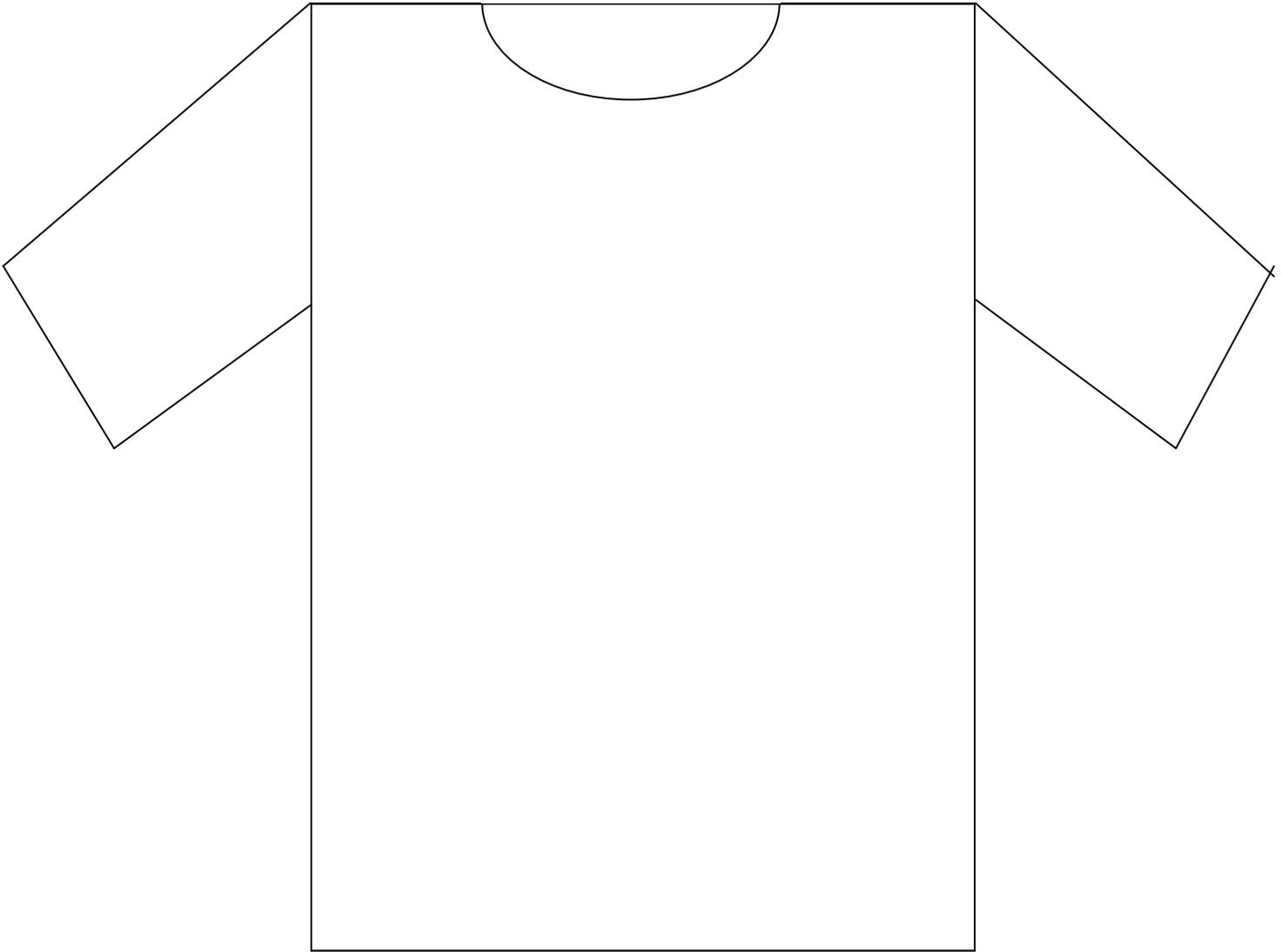
- ✓ A quick reflection of key points from the lesson of the day that helps students sort through all they learned and cements learning from the class period.
- ✓ “Tickets” – index cards or slips of paper, handed in to the teacher as students leave class.
- ✓ A quick way to provide formative assessment data to the teacher - helps to determine if the students “got it”

## *Example:*

*“Your ticket out today is to jot down (1) the thing you liked best about our work together today on the front and (2) on the back of your ticket, write down any questions you have or things you don’t understand.*”

# Triangular Comparison Diagram





<b>Main Ideas</b>	<b>Evidence or Supporting Details</b>

# Expanded Vocabulary Format

<p><u>Term/Concept Background:</u></p> <hr/> <hr/> <hr/> <hr/>	<p><u>In Your OWN Words:</u></p> <hr/> <hr/> <hr/> <hr/>
<p><u>Definition:</u></p> <hr/> <hr/> <hr/> <hr/>	<p><u>Picture or Visual Representation:</u></p>

# Walk-About Review



- Students walk around the room, gather information from others at random, and jot down new information to add to their own notes or graphic organizer.
- Teacher can direct the activity, requiring a time limit, a specified number of new ideas, or a specific number of people the students must speak with to complete the activity.
- This activity works well with some type of graphic organizer (venn diagram or content frame)

## Example:

“Jot down as many new ideas as you can in the next 3 minutes about \_\_\_\_\_. You will then walk around to other students and collect 5 additional pieces of information.”

## **Chapter 113. Texas Essential Knowledge and Skills for Social Studies**

### **Subchapter B. Middle School**

#### **§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.**

---

(a) Introduction.

(1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and

social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

(B) apply absolute and relative chronology through the sequencing of significant

individuals, events, and time periods; and

(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.

(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:

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

(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain;

(C) identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo;

(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;

(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and

(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.

(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

(A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;

(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis;

(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All

Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto; and

(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.

(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups;

(B) analyze the causes of and events leading to Texas annexation; and

(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.

(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:

(A) explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;

(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; and

(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.

(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:

(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;

(B) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life;

(C) identify significant individuals, events, and issues from Reconstruction through the

beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg; and

(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:

(A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas;

(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;

(C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century;

(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White;

(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas; and

(F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.

(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and

(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.

(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;

(B) compare places and regions of Texas in terms of physical and human characteristics; and

(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:

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

(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.

(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:

(A) analyze why immigrant groups came to Texas and where they settled;

(B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;

(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation; and

(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.

(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

(A) explain economic factors that led to the urbanization of Texas;

(B) trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and

(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(A) analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology;

(B) analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the

economy of Texas; and

(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.

(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:

(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and

(B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.

(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:

(A) describe the structure and functions of government at municipal, county, and state levels;

(B) identify major sources of revenue for state and local governments such as property tax, sales tax, and fees; and

(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.

(16) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:

(A) identify rights of Texas citizens; and

(B) explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.

(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(A) identify different points of view of political parties and interest groups on important Texas issues, past and present;

(B) describe the importance of free speech and press in a democratic society; and

(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.

(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leaders of Texas, past and

present, including Texans who have been president of the United States; and

(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;

(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;

(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and

(D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(A) compare types and uses of technology, past and present;

(B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;

(C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;

(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and

(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;

- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;
- (E) support a point of view on a social studies issue or event;
- (F) identify bias in written, oral, and visual material;
- (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and
- (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

*Source: The provisions of this §113.19 adopted to be effective August 23, 2010, 35 TexReg 7232.*

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