

# Unit 6: The Republic of Texas

## 7<sup>th</sup> Grade Lesson Plan:

### The Council House Fight Extension

(45 – 60 minutes)

<b>Objective</b>	<p>In this optional, one-day extension lesson, students will learn about the causes, key events, outcome and significance of the Council House Fight through an introductory reading passage and primary source excerpts from the memoirs of a young San Antonio woman named Mary Maverick.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine the causes, key events, outcome and significance of the Council House Fight.</li> <li>2. <b><u>I will</u></b> read a passage explaining key information about the Council House Fight. Then I will use primary source excerpts about the Council House Fight to create a storyboard of this fight from a young San Antonio woman's point of view.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The Comanche tribe dominated the Great Plains region of Texas as skilled warriors and hunters for more than 100 years before the Republic of Texas.</li> <li>• Growing challenges to the Comanche led them to make an offer of peace to the Republic of Texas in March 1840 at the San Antonio Council House.</li> <li>• A fight broke out between the Anglos and Comanches at the meeting over the return of Anglo captives.</li> <li>• Almost all of the Comanches were either killed or captured.</li> <li>• The Council House Fight increased tension between the Comanches and Anglos, and led to the largest Comanche raid in the history of the southwest in the Texan towns of Victoria and Linnville.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for comprehension, main ideas, and supporting evidence.</li> <li>• Identifying cause and effect for a specific historical event.</li> <li>• Identifying the significance of a historical event.</li> <li>• Creating visual representations of historical events based on primary source excerpts.</li> </ul>
<b>Essential Question</b>	<p>What was the Council House Fight? What were the causes and events of the Council House Fight, and why was it significant?</p>

<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students make observations and inferences about the territory known as <i>Comanchería</i> and the effects of its proximity to the nearby Texas towns of San Antonio and Austin based on a map of the Republic of Texas and its surrounding areas.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read a one-page passage on the Council House Fight including its causes, key events, outcome and significance. Students answer questions about the Council House Fight based on the reading.</li> <li>Students then use 6 primary source excerpts from the Memoirs of Mary Maverick about her experience in San Antonio during the Council House Fight. Students create visual representations of each excerpt in a storyboard.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students read a list of seven statements about the Council House Fight to identify which statements are true. (There are four true statements about the event.)</li> </ul>
<b>Materials</b>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>)       <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> <li>Primary Source Excerpt cards (<i>Suggested printing: 1 per student, partner group, posted in stations around the classroom, or uploaded to a learning management site like Google Classroom.</i>)</li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including readings and classwork at three different levels of academic ability</li> <li>Visual representations of directions</li> </ol>

	<ol style="list-style-type: none"> <li>3. Chunking text information</li> <li>4. Significant information from the reading presented in bold lettering.</li> <li>5. Sentence Stems and response options for short, constructed response questions.</li> <li>6. Creating visuals to demonstrate understanding of significant information from the lesson.</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.04(A)</b> Identify individuals, events, and issues during the administrations of Republic of Texas presidents Houston, Lamar, and Jones such as the Texas navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups.</li> <li>• <b>7.10(B)</b> Describe how immigration and migration to Texas have influenced Texas.</li> <li>• <b>7.20(A)</b> Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</li> <li>• <b>7.20(B)</b>: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li> <li>• <b>7.20(F)</b> Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</li> <li>• <b>7.21(A)</b> Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.</li> <li>• <b>7.21(B)</b> 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.</li> <li>• <b>7.22(C)</b> Create written, oral, and visual presentations of social studies information.</li> </ul>

## Teacher Guide: The Council House Fight Extension

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students observe a map of the Republic of Texas that includes information about borders, significant towns from the time of the Republic of Texas, and displays the area dominated by the Comanche often referred to as Comanchería.</li> <li>Students use their prior knowledge to answer questions about what Comanchería was and how it likely affected Texas towns that bordered the territory like San Antonio and Austin.</li> <li>Slide 2 restates the directions for the warm-up and presents a larger view of the map from the warm-up.</li> <li>Slide 3 provides sentence stems to guide student responses when sharing with the class.</li> <li>Slides 4 and 5 provide the essential questions and the “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>The Council House Fight</u></p> <ul style="list-style-type: none"> <li>In the first part of this lesson, students read a one-page passage presenting key information about the Council House Fight including its causes, events, and outcome.</li> <li>Students answer the questions that follow the reading to demonstrate their understanding of the main idea and supporting evidence from the reading.</li> <li>Slide 6 provides a drawing of the Council House to accompany the reading.</li> </ul> <p><u>Mary Maverick and the Council House Fight</u></p> <ul style="list-style-type: none"> <li>In this portion of the lesson, students use six primary source excerpts from the Memoirs of Mary Maverick about her experience during the Council House Fight. They create a storyboard of six images about the events of the Council House Fight as reported by Mary Maverick.</li> <li>Slides 6 (the Council House) and 7 (images of a Comanche warrior and some Texas Rangers) can provide references for students to guide their images.</li> <li>The primary source excerpts are not included with the student worksheets. The excerpts can be found under the Student Activities materials for this lesson.</li> </ul>

- There are several ways students can interact with the excerpt cards.
  - One set of the excerpts can be printed for the teacher to read to the class, giving students time at the end of each excerpt to create their storyboard drawing.
  - One set of the excerpts can be printed, cut out, and hung around the classroom. Students can be assigned in groups of 2 or 3. One student is the scribe, and the other student or students go to each excerpt, read it, remember it as best they can, and then return to their scribe to explain the excerpt so the scribe can write it down. This helps with memory, recall, and requires students to be able to retell the event in a way that makes sense to them. The Teacher can place a limit on how many times a student group can visit each card (for example: Your group can visit each card no more than 3 times.) The teacher can also have the partner roles switch after the group has completed 2 or 3 cards.
  - One set of excerpts can be printed for partner groups for students to complete at their own pace.
- Advanced: Students read a passage at an advanced Lexile level and answer short, constructed response questions analyzing the main idea, supporting evidence, and significance of the Council House Fight. Students then use six primary source excerpts to create a storyboard of one San Antonio woman's experience during the Council House Fight and provide a title and description of each image.
- Grade Level: Students read a grade level reading passage and answer a multiple-choice, multi-select, and short constructed response question with sentence stems to guide student responses. Students then use six primary source excerpts to create a storyboard of one San Antonio woman's experience during the Council House Fight. Titles are provided for each image.
- Foundations: Students read a grade level reading passage with significant information presented in bold text and answer a multiple-choice question with one answer choice eliminated, a multi-select question with one answer choice eliminated, and short constructed response question with sentence stems and response options provided to guide student responses. Students then use six primary source excerpts to create a storyboard of one San Antonio woman's experience during the Council House Fight. Titles are provided for each image.

### Exit Ticket

- Students read a list of seven statements about the day's lesson. They place a checkmark next to each statement that is TRUE about the Council House Fight.
- Slides 8 and 9 restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class.

## Primary Sources and Other Resources Used

- Maverick, Mary A. *Memoirs of Mary A. Maverick*. Gardners Books, 2007
- Catlin, George. *Comanche War Party on the March, Fully Equipped*. ca. 1846-1848. Oil on canvas, 20 x 27 3/8 in. (50.8 x 69.4 cm). Smithsonian American Art Museum, Gift of Mrs. Joseph Harrison, Jr., 1985.66.596.  
<https://americanart.si.edu/artwork/comanche-war-party-march-fully-equipped-4014>
- Texas Blank Map. Edited to include significant towns, countries, and geographic landmarks from the Republic of Texas era.  
[https://commons.wikimedia.org/wiki/File:Texas\\_blank\\_map.svg](https://commons.wikimedia.org/wiki/File:Texas_blank_map.svg)
- Thrall, Homer S., 1819-1894. A Pictorial History of Texas, From the Earliest Visits of European Adventurers, to A.D. 1879., book, 1879; St. Louis, Missouri.  
(<https://texashistory.unt.edu/ark:/67531/metapth5828/>: accessed April 18, 2025), University of North Texas Libraries, The Portal to Texas History,  
<https://texashistory.unt.edu>; His-oo-sán-chees, Little Spaniard, a Warrior by George Catlin. 1835. Smithsonian American Art Museum, Gift of Mrs. Joseph Harrison, Jr.  
[Smithsonian American Art Museum and its Renwick Gallery](#) [His-oo-sán-chees, Little Spaniard, a Warrior | Smithsonian Institution](#)
- Texas Rangers, photograph, Date  
Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth43196/>: accessed May 22, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Cattle Raisers Museum.