

Unit 6: The Republic of Texas

7th Grade Lesson Plan:

Who's Who of the Republic of Texas

(45 – 60 minutes: Reduced Lesson)

(135 - 180 minutes: Full Lesson)

(90 – 120 minutes: Additional Extension Activities)

Objective	<p>Students will read passages about key people of the Republic of Texas to identify and summarize their significance to the era.</p> <ol style="list-style-type: none"> 1. <u>We will</u> study key people who took part in the Republic of Texas, identifying important information about their lives and their significance to the Republic of Texas era. 2. <u>I will</u> use the reading or readings provided to record significant information about people from the Republic of Texas.
Key Concepts	<ul style="list-style-type: none"> • There were many people from different backgrounds who played a significant role in the Republic of Texas including Sam Houston, Mirabeau Lamar, Anson Jones, Chief Bowles, John Coffee Hays, William Goyens, Mary Maverick, and José Antonio Navarro. • There were additional people not designated in the TEKS but still relevant to key events of the Republic of Texas including Vicente Córdova, Alexander Somervell, Adrián Woll, and Stephen Pearl Andrews. • The people above played roles in significant events of the Republic of Texas including the Córdova Rebellion, Council House Fight, Santa Fe Expedition, abolition, annexation, and Lamar's Indian Wars.
Skills	<ul style="list-style-type: none"> • Reading for context, main ideas, and key information. • Summarizing and paraphrasing significant information from a passage
Essential Question	<p>Who were some of the key people of the Republic of Texas and why were they significant?</p>

<p>Assignment</p>	<p>Warm-up</p> <ul style="list-style-type: none"> Students observe a primary source photograph of Sam Houston's kitchen at his Huntsville home and make inferences about life in Texas during the 1800s based on their observations. <p>Lesson</p> <ul style="list-style-type: none"> Students read passages about key people of the Republic of Texas and take notes on important information about each person on their worksheet. Additional extension activities to enhance learning include: <ul style="list-style-type: none"> <u>Dinner Party</u>: Students choose 4 people from the lesson to invite to dinner, making inferences about what they might talk about, what their points of view would be on topics significant to the era, and who might agree or disagree. <u>I have / Who has?</u>: A class activity presenting clues about each person from the lesson. <u>Biographical Fact Sheet</u>: A one-page worksheet for students to record significant information about only one person from the readings. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students choose two people from the day's lesson and determine if they would have been friends or opponents. Students justify their claim based on information from the readings.
<p>Materials</p>	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work Readings (<i>Suggested use: Teachers can assign individual students or groups one or more readings to complete; Teacher can select 4 – 6 readings to complete as a class or for students to do individually.</i>)

	<ul style="list-style-type: none"> a. Advanced Readings b. Grade Level Readings c. Foundations Readings <ol style="list-style-type: none"> 5. Dinner Party Activity: Students choose four people from the lesson to invite to dinner. Students explain their choices, who they believe would have held similar or different opinions of various topics, and answer questions from each of the guest's points of view. It is appropriate for all levels and can be shortened if necessary. 6. I have / Who has? A class activity in which students use clues to determine who each person from the lesson is. It is appropriate for all levels. 7. Biographical Fact Sheet: This is a one-page worksheet that students can use to examine one specific person from the Who's Who readings. It is appropriate for all levels.
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Significant information presented in bold in readings 5. Reduction in writing
TEKS	<ul style="list-style-type: none"> • 7.01(B) Explain the significance of the following dates: 1845, annexation. • 7.04(A) Identify individuals, events, and issues during the administrations 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. • 7.04(B) Analyze the causes of and events leading to Texas annexation such as security and public debt. • 7.10(A) Identify why immigrant groups came to Texas and where they settled. • 7.10(B) Describe how immigration and migration to Texas have influenced Texas. • 7.16(A) Identify different points of view of political parties and interest groups on important Texas issues, past and present. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing

	<p>relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</p> <ul style="list-style-type: none">• 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.
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Teacher Guide: Who's Who of the Republic of Texas

Warm-up	<ul style="list-style-type: none"> • Students view a primary source photograph of Sam Houston's kitchen from his Huntsville home where he lived after the Republic of Texas era. • Students make observations about the image and use their observations to make inferences about life in Texas in the 1800s. • Slide 2 provides a larger view of the image on the warm-up. • Slide 3 provides sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and the "We will / I will" Statements for the lesson.
Lesson	<p>Readings</p> <ul style="list-style-type: none"> • There are readings passages at 3 levels of academic ability for 14 people from the Republic of Texas era. • Suggestions for use: <ul style="list-style-type: none"> - Teacher can choose 2 – 4 readings to complete together as a class for one lesson - Teachers can assign each student one person to read and record their information on the student worksheet. Then students can teach the class about their person or share their information with other students in a timed partner activity. - This can be an ongoing lesson. Teachers can choose one person to accompany a related lesson and continue doing this throughout the course of the unit. • Slides 6 – 19 provide images that accompany each reading. <p>Worksheets</p> <ul style="list-style-type: none"> • <u>Advanced</u>: Students use the readings to record important information about each person including where they were from, interesting or significant background information, their role in the Republic of Texas, and 3 significant facts or achievements. • <u>Grade Level</u>: Students use the readings to record important information about each person including where they were from, their role in the Republic of Texas, and one to three significant facts or achievements.

- Foundations: Students use the readings to record important information about each person including their role in the Republic of Texas and one or two significant facts or achievements.

Extension Activities

- I have / Who has:
 - Teacher prints, cuts out, and hands out all the clue cards except the first one.
 - The teacher begins the activity by following the instructions on the first clue card, reading clues about one person from the Who's Who lesson. Students must determine who the clue is referring to.
 - One student's card will have the name of the important person on it under "I have." That student will say "I have (the significant person's name)" and then read their "Who has" Clue. The class will continue until everyone has read their clues.
 - There are only 14 clue cards. To include all students in large classes, you can print multiples of some of the cards or partner students up and have those students work together.
- Dinner Party
 - Invite your guests: Students choose 4 people we learned about to invite to a dinner party. They complete their seating chart with information about each person and what they would serve at the meal.
 - Your Guests: Students explain why they chose each guest.
 - Opinions: Students write which guests they think would have similar or opposing opinions on a topic or topics of their choosing.
 - Asking Questions: Students will answer a series of questions from the point of view of each of their guests. Then they will create their own question for their guests to answer.
 - Eavesdropping: Students will "overhear" a part of their guest's conversation and create a graphic using word bubbles to show what is said.
 - Teachers can assign one or more of the above activities for the dinner party assignment.

- Biographical Fact Sheet:
 - This is a one-page worksheet in which students can record information about ONE significant person from the Who's Who readings. The student worksheets provided in the lesson allow students to research and record information about multiple people, while this worksheet allows students to focus on only one person. It is appropriate for all levels as students can write as much or as little as they are capable of.

Notes:

You can adapt and shorten the lesson by focusing only on the individuals listed in the TEKS: Sam Houston, Mirabeau Lamar, Anson Jones, John Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, and José Antonio Navarro.

If you choose to select specific readings for this current lesson, you can incorporate any remaining "Who's Who" readings you did not use into the next lesson, "Events of the Republic."

Sam Houston's Administration

- Sam Houston
- Vicente Córdova (Córdova Rebellion)*
- Chief Bowles (Córdova Rebellion)*
- Thomas J. Rusk (Córdova Rebellion)*

Mirabeau Lamar's Administration

- Mirabeau Lamar
- Chief Bowles (Battle of the Neches)
- Mary Maverick (Council House Fight)*
- José Antonio Navarro (Santa Fe Expedition)*

Sam Houston's Second Administration

- Adrián Woll (Mexico's Invasions & Battle of Salado Creek)
- Alexander Somervell (Somervell Expedition)*
- Stephen Pearl Andrews (Annexation and Slavery)

Anson Jones' Administration

- Anson Jones

***Additional Note:** There are also Extension lessons on the Córdova Rebellion, the Council House Fight, The Santa Fe Expedition and the Somervell Expedition and Mier Fight. The Who's Who readings with * next to them can also be combined with these lessons.

Exit Ticket

- Students choose TWO significant people they learned about in the day's lesson. They determine if their chosen people would have been friends or opponents and provide justification to support their claim.
- Slides 20 and 21 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

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- The grave of Cherokee Chief Bowles. On this site the Cherokee Chief Bowles was killed on July 16, 1839 while leading 800 Indians of various tribes in battle against 500 Texans. The last engagement between Cherokees and whites in Texas. Erected by the State of Texas 1936. This file is licensed under the [Creative Commons Attribution-Share Alike 2.0 Generic](#) license.
[https://commons.wikimedia.org/wiki/File:Cherokee_Chief_Bowles_\(41052530354\).jpg](https://commons.wikimedia.org/wiki/File:Cherokee_Chief_Bowles_(41052530354).jpg)
- Memorial Marker information for William “Bill” Goyens. Birth 1794 Moore County, North Carolina, USA, Death 1856 (aged 61–62) Nacogdoches, Nacogdoches County, Texas, USA. Cenotaph Read More [Old Spanish Cemetery](#) Nacogdoches County, Texas, USA [Show Map](#) GPS-Latitude: 31.6035107, Longitude: -94.6562298. Memorial ID 259785139 · [View Source](#) [William “Bill” Goyens \(1794-1856\) - Find a Grave Memorial](#)
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- Blank Map of Texas edited to show historical and contemporary boundaries of Texas, key human geographic features including cities and rivers, and the countries and bodies of water bordering Texas. Permission is granted to copy, distribute and/or modify this document under the terms of the [GNU Free Documentation](#)

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