

Voices: American Indians in the Texas Revolution

Accommodated Lesson Plan for 7th Grade Texas History (60-90 minutes)

This is the accommodated version of American Indians in the Texas Revolution. Changes include modified student documents and activities. Modifications include sentence stems and summaries of primary source documents. Sentence stems direct students in the right direction and scaffold instructional content making it more accessible to more students. Many Primary Source documents lack accessibility to all students due to the language used. Summaries provide the student better access to the content provided and can answer questions pertaining to the primary sources. You could use these accommodated resources in addition to the original version or completely separate.

Students will know the following information based on previous TEKS standards:

The student understands traditional historical points of reference to the Texas Revolution era and the impact on American Indians that shaped the development of Texas.

Students will develop the following skills during this unit based on the TEKS standards:

Analyzing and interpreting primary source documents related to American Indians and how they shaped the development of Texas. Applies critical-thinking skills to organize and use information acquired from the primary source material while responding using effective communication skills.

Essential Questions

1. How did the Revolution and emergence of the Republic change the power dynamic for American Indians in Texas?

Table 1. Lesson Materials, Descriptions, and TEKS for Lesson Content

| Printable Lesson Materials | Material Description | Lesson Specific TEKS |
|-----------------------------------|---|---|
| Hook Exercise | <p>An examination of Anglo-American relations with American Indians in Texas from the perspective of a 12-year-old girl leading up to the Texas Revolution.</p> <p>This printable activity provides graphic details about how American Indians defended their territory and the growing hostility between them and Anglo-Americans. Students will analyze the newspaper report and answer the analysis questions that follow.</p> | <p>7.4(A)(B)(C) 7.20(A)(B)(C) 7.22 7.23 7.6(A)(C) ELA</p> |

| Printable Lesson Materials | Material Description | Lesson Specific TEKS |
|---|--|--|
| | <p>The Primary source can be a printable activity, or it can be used as an online analysis tool.</p> <p><i>Suggested printing: One document per student</i></p> | |
| <p>A Tejano Living among the Comanches</p> | <p>This printable activity contains a historical account of a young Tejano boy, Macario Leal, who was captured by a Comanche raiding party and lived with the Comanche for almost a decade. This account gives us a unique look at Comanche culture and gives a glimpse into the power shift away from American Indians towards the influx of Anglo-Americans into the new Republic and later into Statehood.</p> <p>The Primary source can be a printable activity, or it can be used as an online analysis tool.</p> <p><i>Suggested printing: One per student</i></p> | <p>7.4(A)(B)(C) 7.20(A)(B)(C) 7.22 7.23 7.6(A)(C) ELA</p> |
| <p>Dilue Rose: Accounts of American Indians in Texas</p> | <p>This printable activity contains a historical account of Dilue Rose, who was a 10-year-old girl at the outbreak of the Revolution. Excerpts from “The Reminiscences of Mrs. Dilue Harris” document settlers’ views of American Indians.</p> <p>The Primary source can be a printable activity, or it can be used as an online analysis tool.</p> <p><i>Suggested printing: One per student</i></p> | <p>7.4(A)(B)(C) 7.20(A)(B)(C) 7.22 7.23 7.6(A)(C) ELA</p> |

| Printable Lesson Materials | Material Description | Lesson Specific TEKS |
|----------------------------|---|--|
| <p>Exit Ticket</p> | <p>This activity examines Sam Houston's initial response to his position on relations with the American Indians of Texas during his first inaugural address in 1836. This activity is a good connection to the Republic of Texas unit.</p> <p>This printable exit ticket contains a primary source excerpt of Sam Houston's first inaugural address regarding the Republic of Texas' relations with American Indians. Students will answer two document analysis questions; then, they will make a prediction about Sam Houston's follow-through with the claim of fair treatment for the American Indians of Texas.</p> <p><i>Suggested printing: One document per student</i></p> | <p>7.3(A)(C) 7.16(A) 7.20(B)(C) 7.6(A)(C) ELA</p> |

Primary Source Materials:

Rivaya-Martínez, J. (2014). The Captivity of Macario Leal: A Tejano among the Comanches, 1847–1854. *Southwestern Historical Quarterly* 117(4), pp. 372-402.

G.& T.H. Borden. *Telegraph and Texas Register* (Columbia, Tex.), Vol. 1, No. 37, Ed. 1, Wednesday, November 9, 1836, newspaper, November 9, 1836; Columbia, Texas. (<https://texashistory.unt.edu/ark:/67531/metapht47901/>; accessed October 1, 2021), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.

Additional Resources:

[National Archives - Document Analysis Worksheets: How to teach primary source documents](#)

“Nativeland.ca.” *Native*. Accessed October 1, 2021. <https://native-land.ca/>.