# Voices: American Indians in the Texas Revolution

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

**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** | 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.  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.  The Primary source can be a printable activity, or it can be used as an online analysis tool.  *Suggested printing: One document per student* | 7.4(A)(B)(C)  7.20(A)(B)(C)  7.22  7.23  7.6(A)(C) ELA |
| **A Tejano Living among the Comanches** | 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.  The Primary source can be a printable activity, or it can be used as an online analysis tool.  *Suggested printing: One per student* | 7.4(A)(B)(C)  7.20(A)(B)(C)  7.22  7.23  7.6(A)(C) ELA |
| **Dilue Rose: Accounts of American Indians in Texas** | 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.  The Primary source can be a printable activity, or it can be used as an online analysis tool.  *Suggested printing: One per student* | 7.4(A)(B)(C)  7.20(A)(B)(C)  7.22  7.23  7.6(A)(C) ELA |
| **Exit Ticket** | 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.  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.  *Suggested printing: One document per student* | 7.3(A)(C)  7.16(A)  7.20(B)(C)  7.6(A)(C) ELA |

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### 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/metapth47901/>: 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](https://www.archives.gov/education/lessons/worksheets)

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