

# Sam the Man (Part 1) - Grade 7

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## Objectives:

1. Students will use inference skills to infer what Sam Houston may have looked like and what qualities and characteristics he may have possessed based on limited facts and information. (S.S. 22C)
2. Students will use art to express their image of Sam Houston. (S.S. 22D F.A. 2A)
3. Students will write an explanatory paragraph using inference, deductive reasoning and cause and effect about Sam Houston. (L.A. 15C S.S. 22D)
4. Students will use brainstorming skills to help create ideas and make decisions. (S.S. 23A L.A. 15C)

## Procedure:

1. Find out how much students know about Sam Houston by completing the KWL chart. A KWL chart is an 8"x11" paper divided into three sections. The **K** section is what I Already **KNOW** about the topic, the **W** section is What I **WANT** to know about the topic, and the **L** section is completed after the lesson and stands for What I **LEARNED** about the topic.
2. To make the chart, hang three differently colored pieces of paper on the wall. Have students write what they **KNOW** and what they **WANT** to know prior to the lesson on index cards and hang on the appropriate color. After the completion of the lesson have students write what they **LEARNED** on cards and finish the chart. This is only one way of completing a KWL. Another option is letting each student complete one individually.
3. Share the facts, images and quotes with students. Do not elaborate much on each fact. Students should think for themselves and make their own decisions.
4. Brainstorm with students on qualities and character traits they think Sam Houston may have possessed based on their previous knowledge and the information just shared.
5. Students will make a collage of what they think Sam Houston looked like based on the character traits they believe Sam Houston possessed.
  - a. For example, a long, broad nose may symbolize strength to one student and therefore they choose to use that kind of nose on their face to represent that they believe Sam Houston possessed strength.
6. After completing their "Sam" face students will write a paragraph explaining their "face." They will give examples of the qualities they think Sam Houston possessed and the facial features they chose to represent those qualities.

## Evaluation:

This is an introductory lesson into the man Sam Houston. No evaluation is needed.

## Materials:

KWL Chart  
6 Facts about Sam Houston  
TIDES Images  
Quotes from Sam Houston  
Old Magazines  
Art supplies

## Sam Houston Facts, Quotes and Images

1. Texas Leader for 25 years.
2. Grew up in Tennessee.
3. Loved Indians – especially the Cherokee
4. Was removed from office
5. Fought in Texas Revolution
6. Legend tells him to be 6’6” tall

### **Quotes**

“Texas will again lift its head and stand among the nations. It ought to do so, for no country upon the globe can compare with its natural advantages.”

“In the name of the constitution of Texas, which has been trampled upon, I refuse to take this oath. I love Texas too well to bring civil strife and bloodshed upon her.”

### **Images**

Letter from Nancy Houston to her father, Sam Houston, April 6, 1858

[http://tides.sfasu.edu/AN18/SMM0008\\_227.php?culture=2&chrono=5&index=0](http://tides.sfasu.edu/AN18/SMM0008_227.php?culture=2&chrono=5&index=0)

1844 Letter from Fannin County

[http://tides.sfasu.edu/NA18/SHHII\\_A\\_2L.php?culture=4&chrono=5&index=0](http://tides.sfasu.edu/NA18/SHHII_A_2L.php?culture=4&chrono=5&index=0)

Sam Houston’s Last Will and Testament

[http://tides.sfasu.edu/AN18/SMM0127\\_69.php?culture=2&chrono=5&index=0](http://tides.sfasu.edu/AN18/SMM0127_69.php?culture=2&chrono=5&index=0)

Sam’s button locket with hair

[http://tides.sfasu.edu:2009/cdm4/item\\_viewer.php?CISOROOT=/SamHouston&CISOPTR=162&CISOBOX=1&REC=2](http://tides.sfasu.edu:2009/cdm4/item_viewer.php?CISOROOT=/SamHouston&CISOPTR=162&CISOBOX=1&REC=2)