

Sam Houston in Antebellum Texas - Grade 7

Objectives

The student will apply absolute and relative chronology through the sequencing of events in the life of Sam Houston, as it relates to the history of Texas. **TEKS §113.23. Social Studies, Grade 7. (b)(1)(B)**

The student will identify individuals, events, and issues during the Republic of Texas and early Texas statehood by examining several portraits of Sam Houston. **TEKS §113.23. Social Studies, Grade 7. (b)(4)(A)**

The student will identify the leadership qualities of past elected leaders of Texas, such as Sam Houston. **TEKS §113.23. Social Studies, Grade 7. (b)(18)(A,B)**

The student will differentiate between, locate, and use primary and secondary sources such as biographies from the Handbook of Texas, and visual material, such as portraits, to acquire information about Houston's life in antebellum Texas. **TEKS §113.23. Social Studies, Grade 7. (b)(21)(A)**

The student will analyze information from these sources by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions. **TEKS §113.23. Social Studies, Grade 7. (b)(21)(B)**

The student will identify points of view from the historical context surrounding an event, and the frame of reference that influenced Sam Houston, using biographies, textbook information, and visual material. **TEKS §113.23. Social Studies, Grade 7. (b)(21)(D)**

The student will create a chart which compares the similarities and differences between different portraits, as well as written sources on this topic, based on research and experiences incorporating main and supporting ideas, using social studies terminology correctly, and using standard grammar, spelling, sentence structure, and punctuation. **TEKS §113.23. Social Studies, Grade 7. (b)(22)(A,D)**

Teaching Activities

This lesson is to be used as an extension of the material that has already been taught about Sam Houston.

Focus Activity

Ask students to identify Sam Houston, and write a 1-paragraph description in their journals of Sam Houston's role in Texas history. Discuss their answers

Portrait Analysis Activity

Pass out the Portrait Analysis Sheet.

Pull up the first portrait of Sam Houston on the computer projector or transparency overhead projector. Ask students to complete the questions. Check and discuss answers.

Repeat this procedure for the second and third portraits. This activity must be done as a whole class unless you can make clear copies of the portraits, in which case you can divide the class up and allow them to work in small groups

Assessment Activity

Many portraits have been done of Sam Houston, and all present him in a slightly different way. In fact, most textbooks contain at least one portrait of Houston. These three photographic portraits were done over a span of only ten years, but Houston looks very different in each of them. Ask students to create a chart which shows similarities and differences between the three portraits. Discuss with students the possible reasons for the differences, including politics or artistic decision.

Materials:

Portrait of Sam Houston, 1850

Portrait of Sam Houston, 1856

Portrait of Sam Houston, 1860

Portrait Analysis Sheet

Samuel Houston in *The Handbook of Texas*

Textbook