

## **Two Leaders in History - Sam Houston and Santa Anna - Grade 7**

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### **Lesson Plan Summary:**

In this lesson plan, students will identify the leadership qualities of Sam Houston and Santa Anna, and compare and contrast photographs of the two men. Students will then fold a piece of paper to create a jacket shape and decorate the jacket with images that symbolize either Sam Houston or Santa Anna. Students will use the inside of the jacket to write a summary of which ever person they have chosen to illustrate.

### **Objectives**

The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

- explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis;
- explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.

**TEKS §113.23. History, 7. 3(A) (B)**

The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo. **TEKS §113.23. History, 7.4(A)**

The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas. **TEKS §113.23. Social studies skills, 7.21 (A)**

The student communicates in written, oral, and visual forms. The student is expected to:

- use social studies terminology correctly;
- use standard grammar, spelling, sentence structure, and punctuation;
- transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;
- create written, oral, and visual presentations of social studies information.

**TEKS §113.23. Social studies skills, 7.21 (A, B, C, D)**

### **Engage:**

The teacher will ask the students to brainstorm and record in their journal what valuable qualities they believe an effective leader should have. Ask students to name effective

leaders in our society, past or present, and then discuss the qualities these individuals may have.

Project the pictures of Sam Houston and Santa Anna, found on the TIDES site.

[Painting of Sam Houston on Horseback](#)  
[Equestrian Portrait of General Santa Anna](#)

The teacher will ask the students what they know about Sam Houston and Santa Anna. The teacher will ask the students to identify and describe the physical appearances of Sam Houston and Santa Anna. Next, the students will compare and contrast both pictures.

### **Explore:**

Each student will use [The Handbook of Texas Online](#), their textbook, TIDES, or other resources to find additional pictures of Sam Houston and Santa Anna. Students will use the same resources to read and research about Sam Houston and Santa Anna. Students will take notes to use for their summary.

### **Activity:**

Students will need two pieces of white copy paper. The teacher will model how to fold, cut, and glue the papers to create a jacket. Each student will decide how to design and color a jacket for Sam Houston or Santa Anna. Students should include at least 5 drawings, symbols, or events that represent their chosen person on the jacket. Example for Sam Houston; a Raven (his Cherokee name), the scales of law (he was a lawyer), the constitution, route to San Jacinto etc.

After the students have completed their designs they will write a summary about their person inside the jacket. Students will share their product with the class.

### **Assessment:**

Teacher observation, completed jacket design and summary.  
Jackets will be displayed in the room.

### **Materials:**

[Painting of Sam Houston on Horseback](#)  
[Equestrian Portrait of General Santa Anna](#)  
[The Handbook of Texas Online](#)

Computers, textbooks

White copy paper, notebook paper

Pencils, map colors

Glue, and scissors.

## **Folding Instructions for a Paper Jacket**

- 1. Fold an 8 1/2 x 11in paper as a shutter-fold book to create the jacket.**
- 2. Fold two corners to create a lapel or collar.**
- 3. Fold and cut the second 8 1/2 x 11in paper it in half – (Hamburger fold).**
- 4. Fold each piece again to create the sleeves for the jacket (Hotdog fold) and glue the seams together.**
- 5. Glue each sleeve behind the jacket.**