

Notable “Texans” of the Texas Revolution - Grade 7

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Lesson Overview

Students will research the people who were involved in the Texas Revolution.

The student understands traditional historical points of reference in Texas history. The student is expected to explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861. **TEKS §113.23 History7.1 (C)**

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 History7.3(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 History7.4 (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; analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps; evaluate the validity of a source based on language, corroboration with other sources, and information about the author. **TEKS §113.23 Social Studies skills7. 21 (A, B, C, G)**

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 when appropriate; and create written, oral, and visual presentations of social studies information. **TEKS §113.23 Social Studies skills7.22 (A, B, C, D)**

Engage

Ask students to brainstorm how or why a person may become famous or is noted as a hero. Ask students to record and share their answers with the class.

Explore

Project images from Texas Tides:

- Brooch containing Sam Houston's hair, exterior.
(http://tides.sfasu.edu:2006/cdm4/item_viewer.php?CISOROOT=/SamHouston&CISOPTR=157)
Ask students to describe the object and see if they can guess what the object is.
- Brooch with Sam Houston's hair, interior.
(http://tides.sfasu.edu:2006/cdm4/item_viewer.php?CISOROOT=/SamHouston&CISOPTR=162)
Ask students why someone would have saved somebody's hair. Ask students if they can guess whose hair is inside the brooch.
- Leopard/Jaguar Skin Vest
(http://tides.sfasu.edu:2006/cdm4/item_viewer.php?CISOROOT=/SamHouston&CISOPTR=530)
Ask volunteers to describe the object. Ask students if they can guess who may have been the owner of the leopard skin vest.
- Portrait of Sam Houston.
(http://tides.sfasu.edu:2006/cdm4/item_viewer.php?CISOROOT=/SamHouston&CISOPTR=221)
Tell students that the hair and the vest both belonged to Sam Houston. Ask students to write what they know about Sam Houston. Students will share their responses with the class.

Activity

Divide the class into groups. Students will use the Texas Revolution chapter of their textbooks to find and record the names of individuals who were involved in the Texas Revolution. Each student will research one person to learn about the individuals involved in the Texas Revolution.

To conduct their research, students will use primary and secondary sources such as biographies and artifacts. Students will assemble their research materials on a poster board. Students will present their final project to the class. Poster boards will be displayed.

Assessment

Teacher observation, student participation, rubric for poster board, and student presentation.

Extension

Students will sketch and illustrate a monument honoring their hero.

Materials:

[Brooch, exterior](#)

[Brooch, interior](#)

[Leopard/Jaguar Skin Vest](#)

[Portrait of Sam Houston](#)

[Texas Almanac](#)

[Lone Star Junction](#)

[Handbook of Texas Online](#)

Textbooks

Poster board, writing utensils, glue, and computers.

Rubric

Be sure your project has...

- 1) A biography at least 1 page in length, typed in 14 point font. An explanation for why this person was significant in Texas history (40 points)**
- 2) Pictures of your person, including family members and artifacts. A drawing of an important event if you can not find any pictures (10 points)**
- 3) A timeline including birth, other important dates with information, and death (20 points)**
- 4) Is turned in on time (10 points)**
- 5) An organized presentation of your work (10 points)**
- 6) Extra effort / pizzazz (5 points)**
- 7) Work cited (5 points)**