

SAM HOUSTON FOR PRESIDENT...AGAIN!

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SOCIAL STUDIES TEKS:113.6, Grade 4

(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to: (B) describe the successes and problems of the Republic of Texas; (E) identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps;

(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to: (A) explain how individuals can participate voluntarily in civic affairs at state and local levels; (B) explain the role of the individual in state and local elections; (C) identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; and

(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to: (B) identify leadership qualities of state and local leaders, past and present.

(22) Social studies skills. 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: (A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas; (B) 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; (C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps; (D) identify different points of view about an issue or topic; (E) identify the elements of frame of reference that influenced the participants in an event; and

(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences; (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and (E) use standard grammar, spelling, sentence structure, and punctuation.

(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Learning Objective: Students will understand Sam Houston's intentions for running for a second presidential term and create a modern-day presidential campaign for him.

Focus: Activate students' prior knowledge of Sam Houston's political career. Sources for use may include your textbook, *Make Way for Sam Houston* by Jean Fritz, and the Handbook of Texas Online. Compile a class timeline together.

Using Primary Source: Distribute Written Document Analysis Worksheets to students http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf. Using a computer or projector, show the original letter announcing Sam Houston's nomination for second term as the President of the Republic of Texas, April 8, 1841 http://tides.sfasu.edu/AN18/SHHI_21.php?culture=2&chrono=5&index=0. Allow students to work in groups or partners to analyze document and complete worksheet using the document transcript. Discuss each group's findings.

Research: Students must familiarize themselves with the condition of the Republic before Sam Houston came into his second term. Read about Mirabeau B. Lamar and the Republic of Texas in your textbook, *Make Way for Sam Houston* by Jean Fritz, and/or on the Handbook of Texas Online. This knowledge will allow students to determine important aspects of Sam Houston's presidential campaign.

Enrichment Project: Students will create a modern-day version of Sam Houston's second presidential campaign. Emphasis should be placed on using factual information in creative ways to promote Sam Houston as the best candidate. The final product will be a variety of campaign materials either hand-created or computer-generated presented on a tri-fold display board. See CAMPAIGN CRITERIA HANDOUT with rubric link.
Note: Teachers may choose to use all or parts of this project for use with their students.