

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **[www.tcmpub.com](http://www.tcmpub.com)**.

For correlations to state standards, please visit  
**[www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations)**

## Primary Sources— Texas

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Card Lesson Plan** (2 pages)
- Card** (2 pages)
- Document Lesson Plan** (3 pages)
- Document** (1 page)

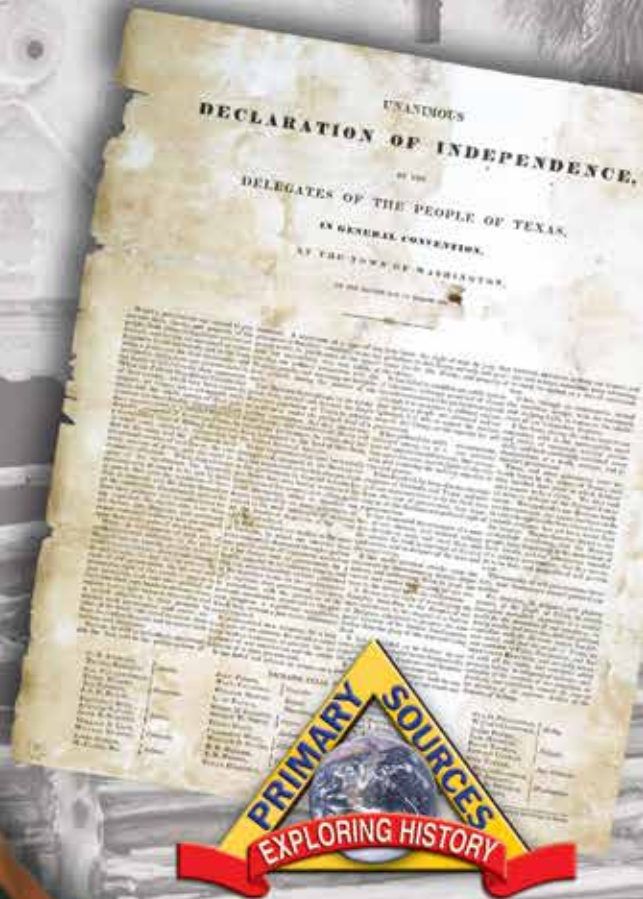
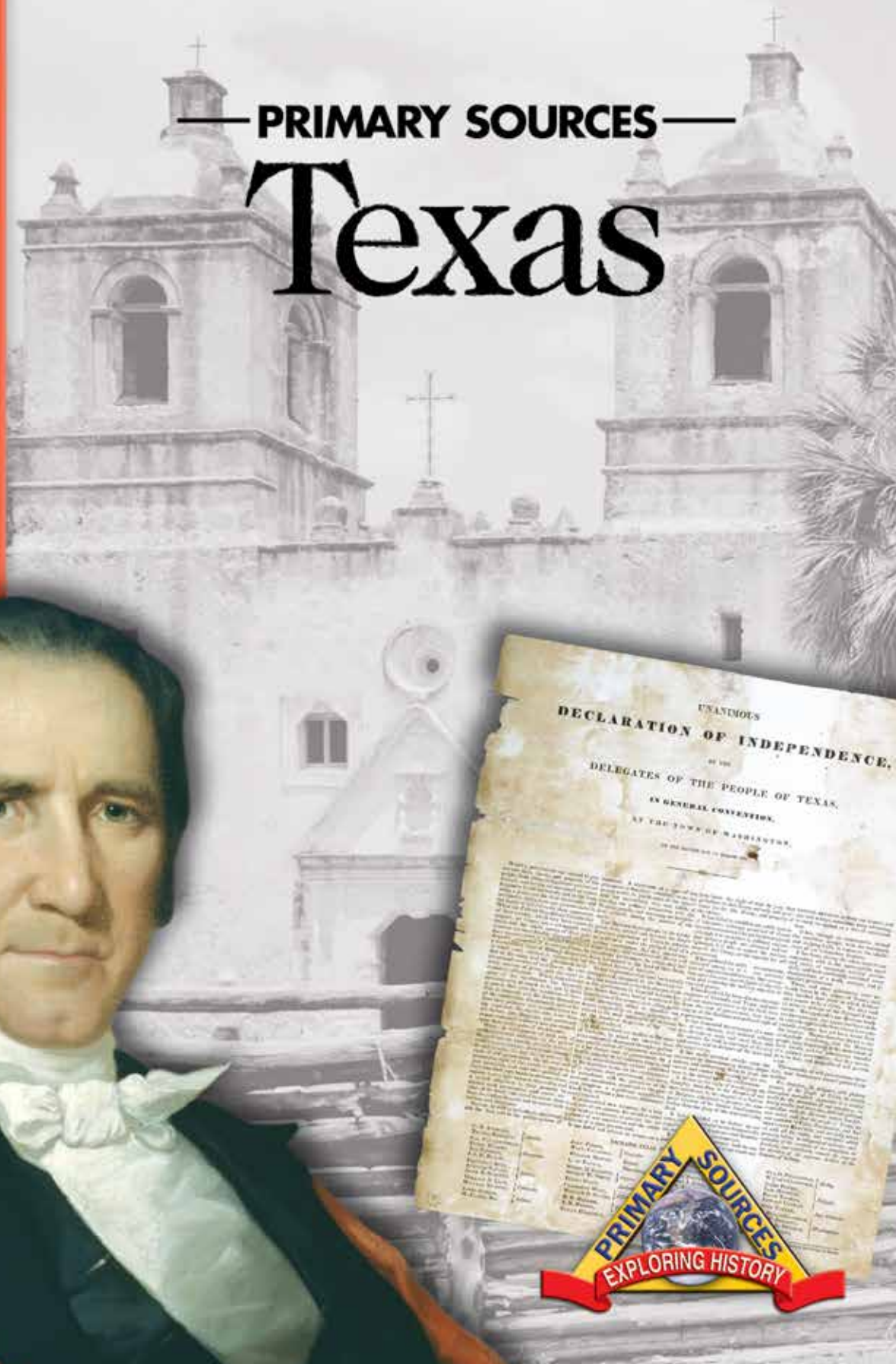
To Create a World <sup>in</sup> which  
Children **LOVE** to Learn!

800-858-7339 • [www.tcmpub.com](http://www.tcmpub.com)



— PRIMARY SOURCES —

# Texas



# Table of Contents

<b>How to Use This Product</b> . . . . .	3	<i>Ordinance of Secession</i> . . . . .	47–50
<b>Introduction to Primary Sources</b> . . . . .	5	Texas Tug of War . . . . .	47
<b>Activities Using Primary Sources</b> . . . . .	15	Persuasive Cartoons . . . . .	49
<b>Photographs</b>		Text of the Texas Ordinance of Secession . . . . .	50
<i>The Bison Hunt</i> . . . . .	15–16	<i>Texas Ranger Oath</i> . . . . .	51–54
Bison Hunting—The Only Way to Live? . . . . .	15	Protecting Texas . . . . .	51
<i>Mission Nuestra Senora de la         Purissima Concepción</i> . . . . .	17–18	Filling the Boots of a Texas Ranger . . . . .	53
A Day in the Life of a Mission . . . . .	17	Text of the Ranger Oath . . . . .	54
<i>Portrait of Juan Seguín</i> . . . . .	19–20	<i>Western Union Telegram about the Oil         Situation</i> . . . . .	55–58
The Texas Hall of Fame . . . . .	19	To the Governor . . . . .	55
<i>Sam Houston: A True Texan?</i> . . . . .	21–22	Responding with a Telegram . . . . .	57
Legendary and Notorious . . . . .	21	Telegram Template . . . . .	58
<i>Texas Ranchers</i> . . . . .	23–24	<i>Money from the Republic Texas</i> . . . . .	59–62
Where’s the Beef? . . . . .	23	Worthless Money . . . . .	59
<i>Miriam Ferguson</i> . . . . .	25–26	Currency Designers . . . . .	61
Two Governors for the Price of One . . . . .	25	Texas Currency . . . . .	62
<i>The Lone Star Flag</i> . . . . .	27–28	<b>Document Based Assessment</b> . . . . .	63
What Makes a Symbol? . . . . .	27	Translating History . . . . .	63
<i>Civil Rights in Texas</i> . . . . .	29–30	Famous Texas Battles . . . . .	64
LBJ Promotes Change in Texas . . . . .	29	The Runaway Scrape . . . . .	65
<b>Using Primary Sources</b>		The Day Of Annexation . . . . .	66
<i>Texas Declaration of Independence</i> . . . . .	31–34	Let Us Vote! . . . . .	67
To Be Free . . . . .	31	All Aboard! . . . . .	68
Investigating the Convention . . . . .	33	Land of Plenty . . . . .	69
Excerpt of the Texas Declaration of Independence . . . . .	34	What Made Us Texans . . . . .	70
<i>William Travis’ Letter from         the Alamo</i> . . . . .	35–38	Come Get Me, Please! . . . . .	71
Cry for Help . . . . .	35	Traveling Man . . . . .	72
War Correspondents at the Alamo . . . . .	37	Santa Anna Surrenders . . . . .	73
Text of Travis’ Letter . . . . .	38	Remember the Alamo . . . . .	74
<i>Santa Anna’s Letter to McArdle</i> . . . . .	39–42	<b>Appendix</b> . . . . .	75
Do You Remember? . . . . .	39	About Your CD-ROM . . . . .	75
Asking Santa Anna a Favor . . . . .	41	Suggested Young-Adult Literature and Websites . . . . .	77
Text of Santa Anna’s Letter in English . . . . .	42	Document Based Assessment Rubric Example . . . . .	78
<i>Texas Annexation Vote Totals</i> . . . . .	43–46	Answer Key . . . . .	79
Are We In? . . . . .	43		
Debating Annexation . . . . .	45		
Excerpt of the Annexation Vote Totals . . . . .	46		

# How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

## The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

## **The Photographs**

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

## **The Primary Sources**

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

## **The CD**

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

## **Objectives of This Unit**

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.



# LBJ Promotes Change in Texas

## Standards/Objective

- Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives. (NCSS)
- Students understand the importance of effective leadership in a democratic society. (TEKS 4.19 and 7.18)
- Students understand how individuals, events, and issues shaped the history of Texas during the 20th century. (TEKS 7.7)
- Students will conduct interviews with people who have been discriminated against at some point in their lives.

## Materials

Copies of both sides of the *Civil Rights in Texas* photo card; Copies of the historical background information (page 30); For optional use: *Text of the Civil Rights Act of 1964* available on the CD-ROM (filename: civil.pdf)

## Discussion Questions

- Describe in detail the people in the photograph.
- For what reasons are there so many people present at the signing of the act?
- Explain the difference between discrimination and prejudice.
- Explain in detail how the Civil Rights Act of 1964 affected the people of Texas and the nation.

## Using the Primary Source

Have students study the photograph looking for clues as to what is taking place. Use the discussion questions to engage students. Provide students with copies of the historical background information (page 30). Discuss with students why it was necessary for President Lyndon Johnson to sign the Civil Rights Act of 1964. You can use the *Text of the Civil Rights Act of 1964* available on the CD-ROM (filename: civil.pdf) to further discuss the meaning of the act. What was happening in American society that made this act necessary? What is unjust discrimination? Have students complete the activities on the back of the photo card.

Have the students choose a person to interview. They should ask the chosen person questions about unfair discrimination and if it has ever happened to them. The students don't have to interview someone who was alive during the Civil Rights Movement. There are many different forms of unjust discrimination that people can experience.

Then, students can share their interviews with the class. After everyone has shared their interviews, discuss the types of discrimination that the people interviewed had experienced. Were there any similarities in the stories told? What were some of the differences?

## Extension Ideas

- Have students review and critique some of the famous civil rights cases.
- Have students create a chart that compares the civil rights legislation of 1866, 1870, 1871, 1875, 1964, 1968, and 1991.

# LBJ Promotes Change in Texas *(cont.)*

## Historical Background Information

The Civil Rights Movement occurred during the 1950s and the 1960s. People of different races worked to break down barriers that existed in American society. The movement took place at the local and national levels and focused on educational inequality, social segregation, and voting rights.

In education, African American children were not allowed to attend school with white children. This is called educational segregation. The court case *Brown v. Board of Education* declared that “separate but equal” facilities had no place in public schools. This ruling began integration of public schools in 1954.

Social segregation happened in restaurants, hotels, stores, and on buses. African Americans were not allowed to eat at all restaurants. Some places had separate entrances or pick-up windows. Hotels could deny rooms to African Americans, and stores would deny service. On public transportation there were rules that required African Americans to sit in the backs of buses. This social segregation was an important issue in the fight for equal rights.

African Americans were also restricted from voting. Rules were set up that required poll taxes and literacy tests before a person was allowed to vote. A poll tax was used to discourage a poor person from voting in an election. The poll tax required that the voter pay for the right to vote. Literacy tests were established to prevent illiterate people (some blacks and poor whites) from voting.

Through the 1960s, public pressure increased to force the government to take a stand on the civil rights issues. All over the country, people worked to show the unfairness of segregation by holding sit-ins and boycotting businesses that unjustly discriminated. Marches were organized to protest the unfair treatment of African Americans. All of these things convinced government leaders that action was required, spurring the Civil Rights Act of 1964.

We believe that all men are created equal—yet many are denied equal treatment. We believe that all men have certain inalienable rights. We believe that all men are entitled to the blessings of liberty—yet millions are being deprived of those blessings, not because of their own failures, but because of the color of their skins. The reasons are deeply embedded in history and tradition and the nature of man. We can understand without rancor or hatred how all this happens. But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it. Morality forbids it. And the law I sign tonight forbids it. . . .

President Lyndon B. Johnson

With these words, President Johnson signed the Civil Rights Act of 1964. This act addressed the areas of society where unjust discrimination was evident. The legislation blocked certain voter application requirements, it outlawed discrimination in public places, encouraged the desegregation of schools, and created the Equal Employment Opportunity Commission. This act did not fix everything that was wrong with American society, but it was a start to equality among the races.





# Civil Rights in Texas

## Historical Background Information

Great strides have been made over the years in stopping unjust discrimination of different races. Civil rights really began to change during the 1950s and 1960s. American civil rights leaders focused on three main points of unjust discrimination that existed in America: educational segregation, social segregation, and voting rights. President Lyndon B. Johnson signed the Civil Rights Act of 1964 with the hope that it would have a profound effect on the way minorities were treated. The Civil Rights Act of 1964 blocked unfair voter application requirements, outlawed discrimination in public places, encouraged the desegregation of schools, and created the Equal Employment Opportunity Commission. This act was not a comprehensive recipe for changing society, but it proved to be a good start to equality among the races.



## Analyzing History

### Knowledge

Describe the two men shaking hands in the photograph.

### Comprehension

Your principal has just decided to host a website for children who want to know more about American history. You have been picked to explain the Civil Rights Act of 1964 for this website. Create your description and include any photos and documents that might help you explain it to children your age.

### Application

Imagine you were the backpack that belonged to the first African American child to be allowed to attend your school during the 1960s. If you could talk, what would you say to your owner on that first day of school?

### Analysis

In what ways is the Civil Rights Movement of the 1960s related to the Women's Liberation Movement in the early 1900s? Draw a graphic organizer to show how they are connected.

### Synthesis

The Civil Rights Act of 1964 changed society in a dramatic way. Describe other changes in society that still need to be addressed. Interview several people of different ages asking them this question. Then compose a new civil rights act that will improve the lives of citizens today.

### Evaluation

Explain in detail the greatest contribution that the Civil Rights Act of 1964 had on Texas and American society.

## Historical Writing

### Fiction

Pretend you're preparing a speech for a civil rights demonstration. What would you say? How would you state your case to encourage change, but not incite violence?

### Nonfiction

What types of protest methods were used during the Civil Rights Movement? Were the methods peaceful or violent? Which seemed most beneficial to the cause?

## History Challenge

African Americans weren't the only racial group to experience discrimination in Texas. Research the effects of discrimination on Mexican Americans in Texas. Write a new civil rights act to address some of the unfair discrimination faced by Mexican Americans throughout Texas history.

# Texas Tug of War

## Standards/Objective

- Identify and describe examples of tensions between belief systems and government policies and laws. (NCSS)
- Students understand the political, economic, and social changes in Texas during the last half of the 19th century. (TEKS 4.4)
- Students understand how events and issues shaped the history of Texas during the Civil War and Reconstruction. (TEKS 7.5)
- Students will draw and present editorial cartoons on secession.

## Materials

Copy of the facsimile *Ordinance of Secession*; Copies of the historical background information (page 48); Copies of the student activity page, *Persuasive Cartoons* (page 49); Copies of the *Text of the Texas Ordinance of Secession* (page 50); Resources with information about secession

## Discussion Questions

- For what reasons was this document drafted?
- Describe in detail the various arguments unionists used to encourage Texas citizens not to vote for secession.
- How might the events of the Civil War have been affected if Texas had not seceded from the Union?

## Using the Primary Source

Show students the facsimile copy of the *Ordinance of Secession*. Since that copy is so faded and difficult to read, use the *Text of the Texas Ordinance of Secession* (page 50) to help students analyze the document. Ask students questions about the document. What was this document? What was its purpose? Who wrote this document? Why was this document written? Give students copies of the historical background information (page 48). Provide time for them to read about the background of the secession convention. Lead a discussion about the reasons for Texas joining the southern states and leaving the Union. Was this a unanimous decision or were some Texans against leaving the Union?

Explain that many people during that time were being introduced to editorial cartoons for the first time. These cartoons educated people about the events of the day, even when some people could not read. Tell students that they will be creating editorial cartoons representing their viewpoints on Texas secession. The student activity sheet will act as a guide to help students gather their ideas and explain their positions. Once they have completed their editorial cartoons, have students share their cartoons at a class-held “Secession Convention.”

## Extension Ideas

- Have students label a Texas map showing how the different areas of the state voted on the secession issue of 1861.
- Have students create political advertisements that could have been used to persuade the voters on the secession issue.

# Texas Tug of War *(cont.)*

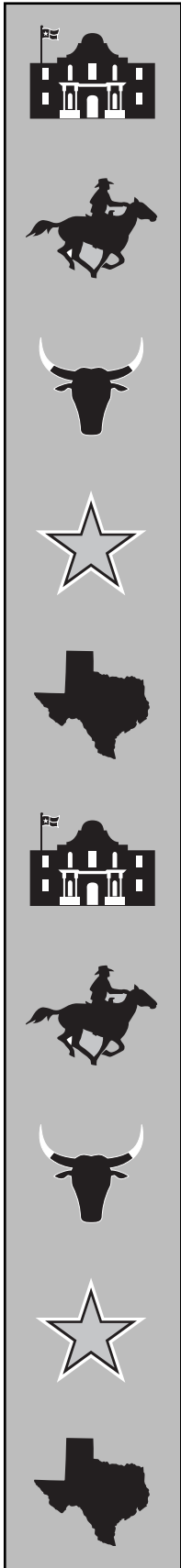
## Historical Background Information

With rising tensions between northern and southern states, many Texans believed seceding from the Union was the only way to maintain their way of life. Public opinion was split when it came to the question of secession. Fears grew when Abraham Lincoln was elected president. Those living in slave regions of Texas supported secession. The cotton farmers in these areas hailed from the South and their views influenced other groups living in the regions. These groups had become used to the idea of slavery. They believed slavery was the only way to prevent the ruin of the cotton farmers.

Governor Sam Houston was a unionist who was against the secession movement. He tried to prevent a secession convention by refusing to call a special session of the Texas legislature. The legislature was the only body that could call the secession convention. Secessionist Oran Roberts and other prominent Texas figures printed calls for delegates to attend a secession convention. Most of the men elected to attend the convention were secessionists. Unionists were discouraged from attending the elections of delegates for the convention. In hopes of stopping the convention, Houston called a special meeting of the legislature. He wanted the legislature to declare the convention illegal. Instead, the legislature approved the convention that was set for January 28, 1861.

The delegates quickly passed a motion in favor of secession. The Ordinance of Secession was written and the people of Texas had the opportunity to vote on it. By holding a popular vote, the legality of the convention would no longer be questioned by Houston and his followers. The issue of secession was put to Texas voters on February 23, 1861. The results were overwhelmingly in favor of secession. Texas had joined the Confederate States of America, making it the seventh state to secede from the Union. The secession convention was reassembled to put together the Texas Constitution of 1861, which specifically stated slavery as a right that could not be taken away. Current state officials were required to pledge loyalty to the Confederacy. Houston refused to take the oath. He was removed from office, thus ending his political career. Acting Lieutenant Governor Edward Clark replaced Houston in the governor's office.

Shortly after Texas joined the Confederacy the country was at war. The majority of Texans involved in the war served in the Southwest protecting the borders from northern invasion. Life in Texas would change over the course of the war. Blockades prevented Texas from receiving many goods such as coffee, medicine, shoes, clothes, and farming tools. Texas was able to trade cotton with Mexico for some of these commodities. Farmers had to alter their crops to meet the needs of the army. Instead of cotton, they found themselves planting more corn. Women and children were working in the fields due to the number of men sent to join the Confederate Army. Cattle were being driven east to Louisiana to help feed Confederate soldiers. Taxes were raised to help the Confederacy pay for the army. Shortly after the war, during the Reconstruction era, life in Texas began to return to normal.



Name \_\_\_\_\_

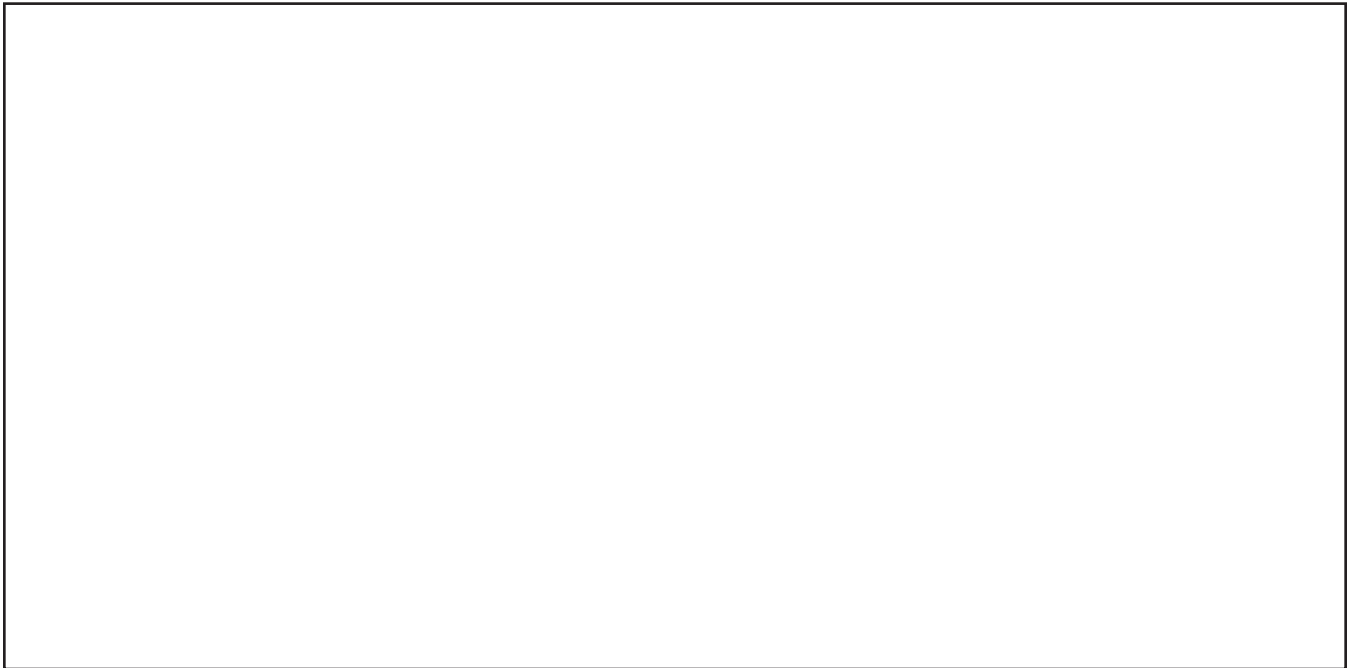
# Persuasive Cartoons

## Background Information

Just as the United States was split over the secession issue, so was Texas. In January 1861, a secession convention was called without prior approval of the Texas legislature. Governor Sam Houston attempted to stop the convention, but he was outnumbered by secessionists. The convention consisted of delegates elected from the different settlements of Texas. Their job was to decide if Texas should secede from the United States.

## Activity

**Directions:** Political cartoons, or editorial cartoons, were very popular around the time of the Civil War. Even people who were not literate could keep up with the latest political news by looking at these cartoons. These cartoons about current events had tremendous power and influenced the way people of the day thought. Pretend you are an artist for a Texas newspaper. You have an opinion about the debate over Texas seceding from the Union. In the space below, create an editorial cartoon about the secession issue. Your cartoon could try to convince unionists to vote for secession or try to convince secessionists that it would be in the best interest of the state to remain part of the United States.



## Challenge

Research the people who were opposed to secession. Choose a person who was opposed to secession and answer the following questions about him or her. What happened to him or her after Texas seceded from the Union? Did he or she stay in Texas? Did he or she fight for or against the Confederacy? If he or she left Texas, did he or she return after the war was over?

# Text of the Texas Ordinance of Secession

An Ordinance:

To dissolve the union between the State of Texas and the other States, united under the compact styled The Constitution of the United States of America.

Whereas, the Federal Government has failed to accomplish the purposes of the compact of union between these States, in giving protection either to the persons of our people upon an exposed frontier, or to the property of our citizens; and, whereas, the action of the Northern States of the Union is violative of the compact between the States and the guarantees of the Constitution; and whereas the recent developments in Federal affairs, make it evident that the power of the Federal Government is sought to be made a weapon with which to strike down the interests and prosperity of the people of Texas and her Sister slaveholding States, instead of permitting it to be, as was intended, our shield against outrage and aggression: Therefore,

**Section 1**—We, the People of the State of Texas, by Delegates in Convention assembled, do declare and ordain, that the Ordinance adopted by our Convention of Delegates, on the Fourth day of July, A.D. 1845, and afterwards ratified by us, under which the Republic of Texas was admitted into Union with other States and became a party to the compact styled “The Constitution of the United States of America” be, and is hereby repealed and annulled; That all the powers, which by said compact were delegated by Texas to the Federal Government, are revoked and resumed; That Texas is of right absolved from all restraints and obligations incurred by said compact, and is a separate Sovereign State, and that her citizens and people are absolved from all allegiance to the United States, or the Government thereof.

**Section 2**—This ordinance shall be submitted to the people of Texas for ratification or rejection by the qualified voters thereof, on the 23rd day of February 1861, and unless rejected by a majority of the votes cast, shall take effect and be in force on and after the 2nd day of March, A.D. 1861. Provided, that in the Representative District of El Paso, said election may be held on the 19th day of February, A.D. 1861.

Done by the people of the State of Texas in Convention assembled at Austin, this the First day of February A.D. 1861.