



# TEXAS INDEPENDENCE

## The Star of the Republic Museum

**Title: The Ordinary or Extraordinary Men of the Convention of 1836**

### Lesson Synopsis

Students will examine the background of men who participated in the Convention of 1836 and explain how they impacted Texas' declaring independence from Mexico.

### Texas Essential Knowledge and Skills

**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:*

(A) analyze the causes, major events, and effects of the Texas Revolution

**4. (16) Government.** *The student understands important ideas in historic documents of Texas. The student is expected to:*

(A) identify the purposes and explain the importance of the Texas Declaration of Independence

**4. (18) Citizenship.** *The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:*

(C) identify the importance of historical figures such as Sam Houston and Lorenzo de Zavala who modeled active participation in the democratic process

**4. (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:*

(D) identify different points of view about an issue or topic;

**7.(3) History.** *The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:*

(A) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, Sam Houston

**7.(21) 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, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;

(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants

### Preparing For Instruction

#### Performance Indicator

- Funeral Notice

#### Key Understandings

- A person does not have to be extraordinary to make a difference.

#### Guiding Questions

- Who were the men at the Convention of 1836?
- Why was declaring independence important to the men at the Convention of 1836?

#### Academic Vocabulary

- Convention
- Delegate

#### Materials

- Print Delegate Roll Call for each student
- Primary Source: Sam Houston's Funeral Notice

#### Resources

- **Texas Independence Website: [www.txindependence.org](http://www.txindependence.org)**
- Printing these documents is optional - Delegate Connection: Sam Houston, George Childress, Lorenzo de Zavala, and others
- Primary Source: Sam Houston's Funeral Notice

#### Background Information

Students should already be familiar with the earlier events and people leading to the Texas Declaration of Independence.

### Instructional Procedures

5-E Model	Instructions	Teacher Notes
<b>ENGAGE</b>	<p><b>Objective:</b> The student will define how an ordinary person can be extraordinary.</p> <ul style="list-style-type: none"> <li>• Have students respond to the scenario below.</li> </ul> <p><i>A student is walking home from school. Two other students walk up behind this student and begin making fun grabbing their book bag and throwing it around. You walk around the corner and see this happening to the student. What do you do? Something ordinary or extraordinary? Why?</i></p>	<b>Timeframe:</b> 15 minutes



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<b>EXPLORE</b>	<p><b>Objective:</b> <i>The student will gather information about delegates at the Convention of 1836. Refer to <b>Texas Independence Website: Delegate Connection</b></i></p> <ul style="list-style-type: none"> <li>Organize students into small groups of 2-3 students</li> <li>Model how and what extraordinary deeds the ordinary men at the Convention of 1836 did using Sam Houston (TEKS) as the example</li> <li>Have them record this information on the Delegate Roll Call (Attachment)</li> <li>Then in their small groups have them gather the same information for             <ul style="list-style-type: none"> <li>George Childress (TEKS)</li> <li>Lorenzo de Zavala (TEKS)</li> <li>Their choice of one or two more delegates from the Convention of 1836</li> </ul> </li> </ul>	<p><b>Timeframe:</b></p> <p>20-30 minutes</p>
<b>EXPLAIN</b>	<p><b>Objective:</b> <i>The student will explain how ordinary men in history impacted the history of Texas.</i></p> <ul style="list-style-type: none"> <li>Students will move around the room sharing the information they learned about the delegates.</li> <li>On the back of their Delegate Roll Call, students will explain by writing and drawing how these ordinary men were extraordinary men at the Convention of 1836.</li> </ul>	<p><b>Timeframe:</b></p> <p>10-15 minutes</p>
<b>ELABORATE</b>	<p><b>Objective:</b> <i>The student will identify point of view from the historical context surrounding an event and the frame of reference that influenced the participants.</i></p> <ul style="list-style-type: none"> <li>Organize students into small groups of 2-3 students.</li> <li>Provide each student a Travis to Grimes Reflective Journal (Attached) to complete</li> </ul> <p><b>Texas Independence Website: Primary Sources: Documents: Travis letter; William Barret Travis to Jesse Grimes in Telegraph &amp; Texas Register</b>          In this letter, Travis declared, "Let the Convention go on and make a declaration of independence, and we will then understand, and the world will understand, what we are fighting for. If independence is not declared, I shall lay down my arms, and so will the men under my command."</p>	<p><b>Timeframe:</b></p> <p>15-20 minutes</p>
<b>EVLAUATE</b>	<p><b>Objective:</b> <i>The student will write a funeral notice for either George Childress or Lorenzo de Zavala</i></p> <ul style="list-style-type: none"> <li>Begin by showing the student the funeral notice for Sam Houston Go to <b>Texas Independence Website: Primary Sources: Signers</b></li> <li>Prewrite: Have student underline three most important pieces of information in Sam Houston's funeral notice. They will use this information in the funeral notice of George Childress's or Lorenzo de Zavala's (Use <b>Texas Independence Website: Delegate Connection.</b>)</li> </ul> <p>Example of information</p> <ul style="list-style-type: none"> <li>Name</li> <li>Length of years lived</li> <li>An accomplishment</li> <li>How he died</li> </ul>	<p><b>Timeframe:</b></p> <p>20-30 minutes</p>

**Attachments:**

Delegate Roll Call

Travis to Grimes Letter Reflective Journal

## Delegate Roll Call

### **Sam Houston**

Birthplace

Past Experiences

Experience at the Convention of 1836

Experience During and After Texas Revolution

### **George Childress**

Birthplace

Past Experiences

Experience at the Convention of 1836

Experience During and After Texas Revolution

### **Lorenzo de Zavala**

Birthplace

Past Experiences

Experience at the Convention of 1836

Experience During and After Texas Revolution

**Name:**

Birthplace

Past Experiences

Experience at the Convention of 1836

Experience During and After Texas Revolution

**SAM HOUSTON** was extraordinary at the Convention of 1836 because...

**GEORGE CHILDRESS** was extraordinary at the Convention of 1836 because...

**LORENZO DE ZAVALA** was extraordinary at the Convention of 1836 because...

\_\_\_\_\_ was extraordinary at the Convention of 1836 because...



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## Reflective Journal

A letter to Jesse Grimes from William Barret Travis printed in the *Telegraph & Texas Register*

*After reading an excerpt from the letter, write your thoughts about what you have read.*

<b>Letter to Grimes</b>	<b>My Thoughts...</b>
<p>Dear Sir – I am still here, in fine spirits and well to do. With 140 men I have held this place, 10 days against a force...estimated from 1500 to 6000, and I shall continue to hold it till I get relief from my countrymen, or I will perish in its defense.</p>	<p><i>How is W. Barret Travis feeling when he wrote this letter?</i></p>
<p>We have a shower of bombs and cannon balls continually falling among us the whole time, yet none of us have fallen. We have miraculously preserved....</p>	<p><i>What is going on at the Alamo?</i></p>
<p>Let the Convention go on and make a declaration of independence; and we will then understand, and the world will understand what we are fighting for. If independence is not declared, I shall lay down my arms and so will the men under my command.</p>	<p><i>What does W. Barret Travis want the Convention of 1836 to decide? Why?</i></p>
<p>All the citizens that have not joined us, are with the enemy fighting against us. Let the government declare them public enemies, otherwise she is acting a suicidal part....My respects to all friends, and confusion to all enemies.</p> <p>God bless you. Your friend, W. Barret Travis</p>	<p><i>How does W. Barret Travis feel about declaring independence when he closes his letter?</i></p>