

DO Texas!

by Amy Headley
and Victoria Smith



On behalf of Splash! Publications, we would like to welcome you to *Do Texas!* Since the curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever used to teach students about Texas. We would like to take a few moments to familiarize you with the program.

THE FORMAT

Do Texas! is a two-book set consisting of a Teacher's Edition and a Teacher's Resource. The Teacher's Edition contains all of the student information pages. The Teacher's Resource includes all of the activities for the curriculum. Our goal is a curriculum that you can use the very first day you receive our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Do Texas! is divided into four sections. The first section covers United States and Texas Geography, followed by Texas's Animals, Texas's History, and Texas's Government and Economy. Each of the 20 lessons requires students to complete vocabulary cards, read about a Texas topic, and complete a comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, mapping, graphing, puzzles, research, writing, time lines, and following directions are the types of activities that will help students learn more about Texas. Whether they're designing a travel brochure, constructing a Native American dwelling, graphing the egg laying habits of Texas's birds, or writing about their adventures as a soldier in the Mexican War, your students will marvel at the rich heritage, beauty, and constant activity that Texas has to offer them.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for the entire curriculum. When you need to make copies of the student information pages, we have listed the page numbers and the initials T.E. for Teacher's Edition. Likewise, when you need to make copies of the activities, we have listed the page numbers and initials T.R. for Teacher's Resource. The answers to all activities, quizzes, and comprehension questions are located on pages 169-190 of the Teacher's Resource Book.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS IN SOCIAL STUDIES

Do Texas! was designed in alignment with the Texas Essential Knowledge and Skill in Social Studies. These standards serve as a framework for Texas's Social Studies curricula by providing student performance expectations in the areas of History; Geography; Economics; Government; Citizenship; Culture; Science, Technology and Society; and Social Studies Skills. The lesson plans on the following pages clearly list the TEKS standards and how they correlate with each lesson and activity.

OTHER CONTENT AREAS

Do Texas! integrates Social Studies content and other areas of the elementary curriculum. You will find that most of the activities in the Teacher's Resource focus not only on Social Studies content, but on Reading, Math, Language, and Art as well.

THE LITERATURE STUDY

In an effort to integrate Social Studies with the rest of the curriculum, we have included a complete Literature Study on pages 82-102 of your Teacher's Edition. Like the rest of *Do Texas!*, the Literature Study is aligned with the Texas Essential Knowledge and Skills in Social Studies. The TEKS are clearly marked on the Annotated Bibliography of 65 books found on pages 85-91. The Literature Study begins with a Teacher Letter outlining the features of this unit which includes Discussion Cards for use in Discussion Groups, Comprehension and Vocabulary activities, Writing activities, Book Talks, and a Record Sheet.

THE VOCABULARY

Many of the student information pages in the Teacher's Edition feature words in bold type. We have included a Glossary on pages 75-81 of your Teacher's Edition to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context at a fourth grade level. Remember, we're teachers! Students will be exposed to these vocabulary words in the Comprehension activities. They will also be tested on the vocabulary words during each of the four sections.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading, Language, and Spelling programs will save time and make the words more meaningful for students.

AKNOWLEDGEMENTS

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THE COPYRIGHT

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STATEHOOD

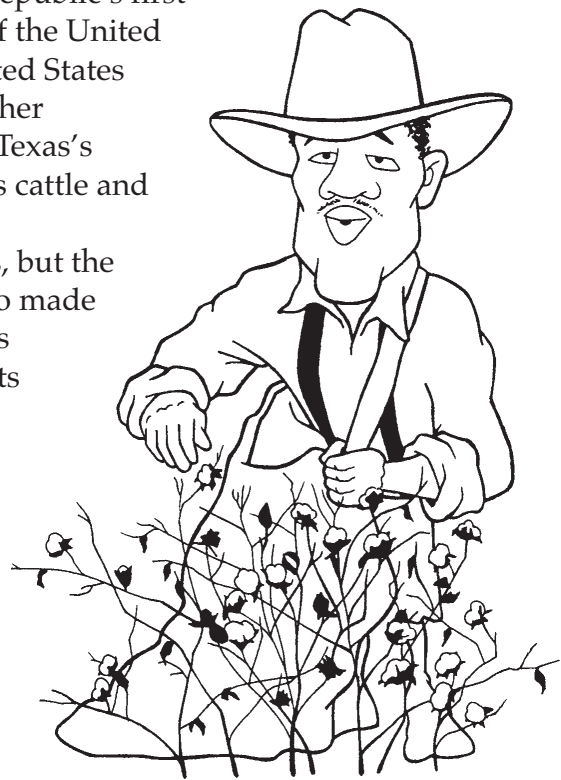


The Republic of Texas lasted nine years, from 1836 to 1845. During that time, it was an independent nation with an organized government, a constitution, and all of the problems that came with defending itself against Native American attacks and outside enemies like Mexico.

From the very beginning, Sam Houston, the republic's first and third president, wanted Texas to become part of the United States. President Houston pointed out that the United States had an army to protect Texas against Mexico and other countries that might want to take control of Texas. Texas's economy would be helped by selling and trading its cattle and farm crops with other states and countries.

The United States considered **annexing** Texas, but the republic's financial **debts** and struggles with Mexico made the United States government uncomfortable. Texas allowed slavery, and there were many disagreements in the United States over the issue of slavery.

The settlers who lived in the Southern part of the United States argued that they needed slaves to work on their cotton plantations. The settlers who lived in the Northern states felt it was wrong to own other human beings and force them to work without pay. The Northern states wanted to put an end to slavery.



PRESIDENT ANSON JONES

In 1844, **former** Texas Revolution soldier and doctor Anson Jones was elected president of the Republic of Texas. By 1845, the population of Texas had grown to more than 200,000 people. While waiting for the United States to offer annexation to Texas, President Jones made plans to sign another peace treaty with Mexico and become allies with Britain and France so Texas could finally become an independent nation.

On February 27, 1845, The United States Congress approved Texas's annexation to the Union. At the same time, Mexico agreed to a peace treaty, paving the way for Texas to become an independent nation. Texans did not want to become an independent nation. They wanted to become part of the United States.

STATEHOOD

On December 29, 1845, Texas became the 28th state to join the Union. Against the wishes of the Northern states, slavery was permitted in the new state of Texas. Before being removed from office, President Anson Jones lowered the flag of the Republic of Texas and raised the flag of the United States.

TEXAS'S SYMBOLS

A new state is responsible for designing a flag and choosing symbols to represent itself.



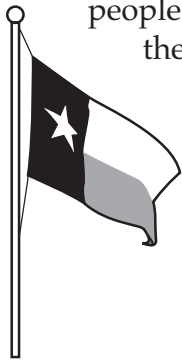
Because Texas was once controlled by Spain and Mexico before becoming an independent nation, many different seals had already been designed for Texas. Texas's current seal pictures a five-pointed star surrounded by an olive branch and a live oak branch. The olive branch symbolizes peace while the live oak branch represents strength. The state seal is stamped on all government papers to make them **official**.

In addition to a state seal, Texans chose the mockingbird as their state bird, the bluebonnet as their state flower, and the pecan



BLUEBONNET

tree as their state tree. The name Texas came from the Caddo (KAH•doe) people. They were Native American farmers in Texas who called their groups of tribes the Tejas (TAY•has) which means "those who are friends." As a result, Texas's **motto** is "Friendship."



Like the state seal, Texas has been represented by many different flags. As an independent nation, the Texas Republic's flag had only one "lone" star. This same flag represents Texas today and is the reason Texas has been nicknamed the Lone Star State. The blue stripe on the flag stands for **loyalty**, the red stripe for bravery, and the white stripe for purity. Texans are proud of their state and pledge **allegiance** to their flag by saying, "Honor the Texas flag; I pledge allegiance to thee, Texas, one and **indivisible**."

FAST FACTS:



- The state flag is the fourth of six national flags to represent Texas. The Spanish flag, French flag, Mexican flag, Republic of Texas flag, United States flag, and Confederate flag have also flown over Texas.
- The bluebonnet was chosen as Texas's state flower in 1901. They are also known as buffalo clovers or wolf flowers. Bluebonnets have blue and white flowers and each petal of the flower looks like a little bonnet. In Texas, bluebonnets grow wild, but in the rest of the United States, they must be planted.

CONFLICTS WITH MEXICO

Shortly after Texas joined the Union, Mexico and the United States began arguing over boundaries, money, and land. The United States claimed that the border of Texas extended to the Rio Grande River. Mexico argued that the boundary was actually 100 miles northeast, at the Nueces (noo•AY•sis) River.

The United States government also wanted Mexico to pay for the damage in Texas from the Texas Revolution. In addition, the United States wanted more land. The United States offered to purchase that land, but Mexico refused to sell. It seemed that the only way to gain more land and settle the boundary **dispute** was to go to war.

THE MEXICAN WAR

In 1846, the United States declared war on Mexico. Though Mexico was stronger and better prepared to fight the war, the United States had powerful leaders and better equipment.

From 1846 to 1847, the United States won almost every battle fought. American armies, led by famous men like Colonel Stephen Kearney, Kit Carson, John C. Frémont, Captain Philip Cooke, and Pauline Weaver marched in and easily took over Santa Fe, California, Tucson, and other Mexican territories.

A PLAN FOR PEACE

Within a short time, Mexico had lost four times as many men in battle as the United States. In the spring of 1847, President James Polk sent Nicholas P. Trist to discuss a peace treaty with Mexico. President Polk hoped that this would end the war.

The president of Mexico refused to talk about peace with the United States. The Mexican War continued. In August, the United States Army marched into Mexico City and captured Mexico's capital. Mexico's president stepped down from power and a new government took control in Mexico. The new leaders feared that if they didn't sign the peace treaty with the United States, the war would continue and more Mexican land and lives would be lost.

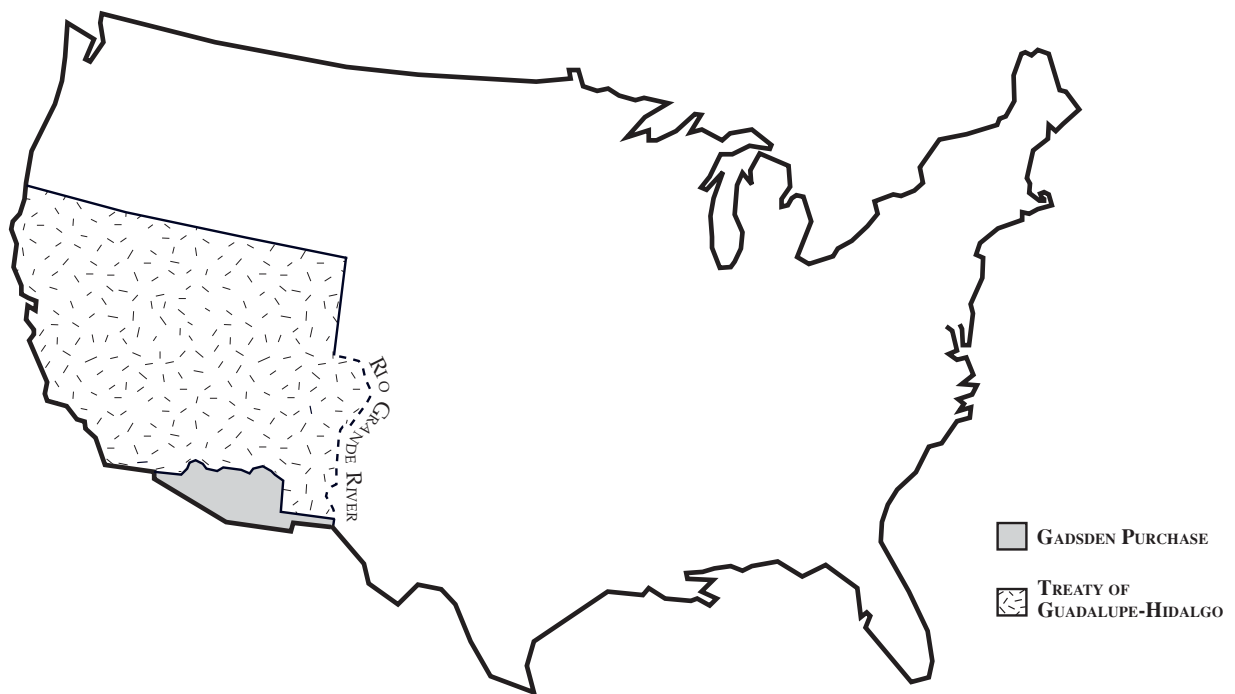


KIT CARSON AND JOHN C. FRÉMONT

THE TREATY OF GUADALUPE-HIDALGO

On February 2, 1848, a peace treaty was signed between Mexico and the United States in the Mexican village of Guadalupe-Hidalgo. In this agreement, Mexico accepted the Rio Grande River as the southwestern boundary of Texas. Mexico also gave the United States its entire region of New Mexico. This included the western half of Colorado, northern half of Arizona, and the land that one day became the states of California, Nevada, Utah, New Mexico, and Wyoming. In return, the United States paid Mexico 15 million dollars and agreed to settle all disagreements between the two countries. Mexicans who were already living in this area were permitted to remain and become United States citizens.

After the Mexican War, Texas agreed to **reduce** its size. It sold some of its land in the present-day states of New Mexico, Colorado, Wyoming, Oklahoma, and Kansas. The United States paid 10 million dollars to Texas for this land. Texas used some of this money to repay the United States for its financial help during the Texas Revolution.



THE GADSDEN PURCHASE

In 1853, Mexico sold more land to the United States. This was known as the Gadsden Purchase. The United States paid 10 million dollars for 29,000 square miles of land. It included the southern half of Arizona and part of the present-day state of New Mexico. The boundaries of the United States were complete.

THE CIVIL WAR

Texas was still **recovering** from the Mexican War when the Civil War broke out. Unlike the Mexican War, which was fought over boundaries, the Civil War was fought over the issue of slavery. Remember, when the first

Americans arrived in Texas with Stephen F. Austin, they brought their black slaves with them to work on their cotton plantations.

In 1860, Abraham Lincoln was elected president of the United States. Like many Americans, President Lincoln believed that it was wrong to own slaves. He promised to **abolish** slavery.

People in the Southern states disagreed with President Lincoln. They argued that without slaves to work on their plantations, their large farms would fall apart and they would go broke. Farming was not as important in the Northern states where factories supported the economy. Northerners agreed with President Lincoln and wanted to see slavery end.

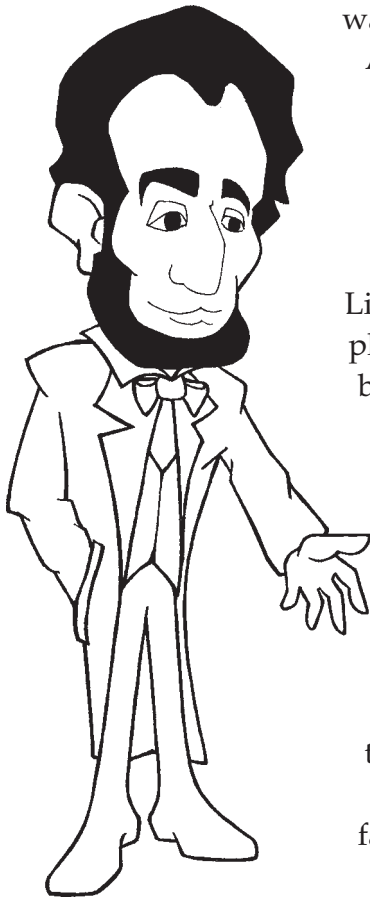
The Southern states refused to be told what to do by President Lincoln. They separated from the United States and formed a new nation.

They called themselves the Confederate States of America. The **Confederacy** chose Jefferson Davis from Mississippi to be its president.

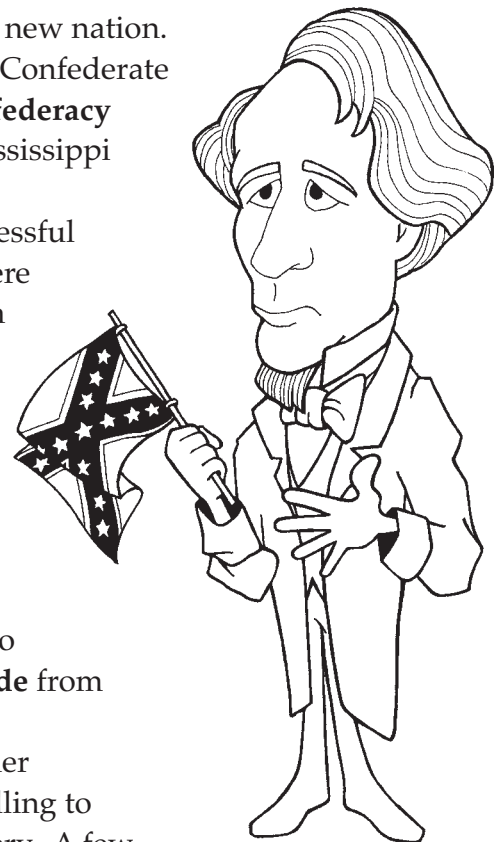
Many of the most successful farmers and ranchers in Texas were slave owners. Like the Southern states, they did not agree with President Lincoln's views on slavery.

Delegates from Texas met to discuss how Texas would handle the slavery issue. Governor Sam Houston was against breaking away from the United States. He believed that leaving the United States and setting up a new government would cause war. The delegates did not listen to Governor Houston. On February 1, 1861, they voted to **secede** from the Union and join the Confederacy.

President Lincoln was outraged that Texas and the other Southern states had split from the United States. He was willing to fight to put the United States back together and outlaw slavery. A few months after Texas seceded from the Union, the first shots of the Civil War were fired.



ABRAHAM LINCOLN

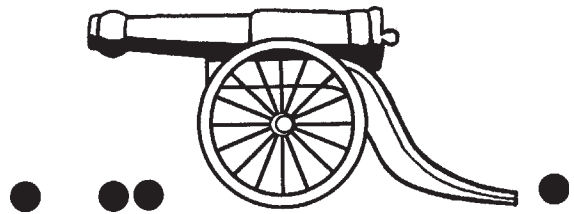


JEFFERSON DAVIS

TEXAS'S PART IN THE CIVIL WAR

Few battles were fought in Texas during the Civil War, but more than 70,000 of Texas's men joined the Confederate Army. They left their families at home to struggle with hostile Mexicans and Native Americans who raided farms and towns while the men were off fighting the war.

Texas also supplied the Confederate Army with beef, farm crops, cotton, and other valuable supplies. Not everyone in Texas was in favor of slavery. About 2,000 men joined the Union Army and fought to abolish slavery.



CIVIL WAR CANNON

RECONSTRUCTION

In 1865, the Civil War ended. Slavery was abolished and the United States began picking up the pieces from the war. This period in history is known as Reconstruction because it involved reconstructing, or putting the United States back together. During Reconstruction, Texas and the other Southern states had to make changes before they could rejoin the Union. To begin with, they had to free their slaves. On June 19, 1865, the black slaves in Texas received news that they were finally free.

Texas was also required to grant blacks the same freedoms and protections as whites. Texas wanted to be part of the United States again, but it was not willing to allow its black citizens complete freedom. Union troops were sent to Texas to keep peace. Leaders from the Union took control of the state government in Texas.

By 1868, all of the Confederate states except Texas, Mississippi, and Virginia had made the changes required to rejoin the United States. These last three states had waited so long to follow the rules that they were also required to give blacks the right to vote in their states before they could become part of the United States again. It took five long years, but Texas finally agreed to free its slaves, grant black citizens the same freedoms and protections as white citizens, and give blacks the right to vote. In 1870, Texas was readmitted to the Union.

FAST FACTS:



- On June 19, 1865, slaves all over the United States were told of their freedom. That day, which became known as Juneteenth, is a celebration of freedom. Although Juneteenth started in Galveston, the celebration has spread to many other states around the country. In Texas, Juneteenth is a state holiday.



TEXAS: THE 28TH STATE



Directions: Read each question carefully. Darken the circle for the correct answer.

- | | |
|--|---|
| <p>1 At one point, the United States considered annexing Texas. <u>Annexing</u> means –</p> <p>A excluding
B leaving
C adding
D selling</p> <p>2 Which of the following is <u>not</u> a state symbol of Texas?</p> <p>F the mockingbird
G pecan tree
H olive branch
J daisy</p> <p>3 After reading about conflicts with Mexico and the Mexican War, you get the idea that –</p> <p>A Mexico and the United States disagreed about many things
B both sides wanted to settle things peacefully
C The United States wanted to give land to Mexico
D Mexico won all of the battles it fought with the United States</p> <p>4 Why did Mexico’s leaders finally decide to sign a peace treaty with the United States?</p> <p>F Mexico’s leaders felt the United States deserved to win the war.
G Mexico’s leaders wanted to continue fighting the United States.
H Mexico’s leaders didn’t want to lose any more land or lives.
J Mexico believed that it was stronger than the United States.</p> | <p>5 Why was the peace treaty named the Treaty of Guadalupe-Hidalgo?</p> <p>A It was signed in the Mexican village of Guadalupe-Hidalgo.
B It was named after Mexican soldiers Guadalupe and Hidalgo.
C It was named after Mexican President Guadalupe-Hidalgo.
D It was signed on the Mexican holiday Guadalupe-Hidalgo Day.</p> <p>6 Which of these statements about the Gadsden Purchase is <u>true</u>?</p> <p>F It added 29,000 square miles of land to the United States.
G The United States bought the land from France.
H The Gadsden Purchase included all of Kansas.
J Northern Arizona was part of the Gadsden Purchase.</p> <p>7 During the Civil War, Texas <u>seceded</u> from the Union. <u>Seceded</u> means –</p> <p>A joined together
B took orders from
C withdrew; separated
D agreed</p> |
|--|---|

READING

Answers

- | | |
|-------------------|-------------------|
| 1 (A) (B) (C) (D) | 5 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 6 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 7 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | |



TEXAS: THE 28TH STATE



Directions: Darken the circle for the set of words with correct punctuation and capitalization.

- 1 The settlers in the northern part of the United States were't interested in statehood for Texas because Texas allowed slavery.
 - A were'nt interested
 - B weren't interested
 - C wern't interested
 - D No mistake
- 2 On december 29 1845 Texas entered the Union as the 28th state.
 - F December 29, 1845.
 - G December, 29 1845
 - H December 29, 1845,
 - J No mistake
- 3 After becoming a state, Texas chose a State Flower State Bird and State Tree.
 - A state flower, state bird, and state tree.
 - B State flower State bird, and State tree.
 - C state, Flower state, Bird and, state, Tree.
 - D No mistake
- 4 Mrs Wilson asked who was Texas's first governor?
 - F Mrs. Wilson asked? "who
 - G Mrs. Wilson asked, "Who
 - H Mrs Wilson, "asked who?"
 - J No mistake

Directions: Darken the circle for the word or words that correctly completes each sentence.

- 5 Texas had been an independent nation for nine years before it _____ a state.
 - A becomes
 - B will become
 - C becomed
 - D became
- 6 We _____ a constitution for our school last year.
 - F wrote
 - G are writing
 - H will write
 - J writed
- 7 The blue bonnet is the _____ flower I've ever seen.
 - A beautifullest
 - B beautifully
 - C most beautiful
 - D more beautiful
- 8 The president is _____ to make laws for the United States.
 - F choice
 - G choosed
 - H chose
 - J chosen

LANGUAGE

Answers

- | | | | |
|---|-----------------|---|-----------------|
| 1 | (A) (B) (C) (D) | 5 | (A) (B) (C) (D) |
| 2 | (F) (G) (H) (J) | 6 | (F) (G) (H) (J) |
| 3 | (A) (B) (C) (D) | 7 | (A) (B) (C) (D) |
| 4 | (F) (G) (H) (J) | 8 | (F) (G) (H) (J) |

FAMOUS SYMBOLS: STATE SONG

In 1929, the Texas Legislature adopted “Texas, Our Texas” written by William J. Marsh and Gladys Yoakum Wright as the state song. The words to the song are:

Texas, our Texas! All hail the mighty State!
Texas, our Texas! So wonderful so great!
Boldest and grandest, Withstanding ev’ry test;
O Empire wide and glorious, You stand supremely blest

[Refrain] God bless you Texas! And keep you brave and strong,
That you may grow in power and worth, Thro’out the ages long.

Texas, O Texas! Your freeborn single star,
Sends out its **radiance** to nations near and far.
Emblem of freedom! It sets our hearts aglow,
With thoughts of San Jacinto and glorious Alamo.

[Refrain]

Texas, dear Texas! From **tyrant** grip now free,
Shines forth in splendor your star of **destiny**!
Mother of heroes! We come your children true,
Proclaiming our **allegiance**, our faith, our love for you.

[Refrain]

Since the song was adopted in 1929, it has been changed once. In 1959, Alaska joined the Union as the 49th state. Before Alaska’s statehood, Texas was the largest state in the nation. With Alaska’s adoption, Texas became the second largest state. As a result, the word “Largest” in the third line was changed by William J. Marsh to “Boldest.”

Certain guidelines must be followed when “Texas, Our Texas” is performed. If the state flag is displayed during the performance, everyone present, except those in military uniforms, should remove their hats and stand facing the flag with their right hands over their hearts. Those in military uniforms should **salute** the flag during the entire song. Individuals who are not citizens of Texas should simply stand at attention during the song.

If the state flag is not displayed during a performance of the song, those present should face toward the music and act as if the flag is being displayed. In addition, if the national anthem and the state song are both performed, the state song should come after the national anthem.



FAMOUS SYMBOLS: STATE SONG



Directions: Use the selection about “Texas, Our Texas” to answer these questions. Circle the answers to questions 1 and 2. Write your answers on the lines provided for questions 3-6.

1 After reading the words to Texas, Our Texas, you get the idea that –

- A Texans don’t like their state very much
- B Texans think their state is weak
- C Texans want to celebrate their state
- D Most Texans wished they lived in another state

2 “Texas, Our Texas” was adopted in 1929 and changed in 1959. How many years passed between its adoption and the time it was changed?

- A 40
- B 60
- C 20
- D 30

3 Describe how the words in the first verse of “Texas, Our Texas” makes you feel.

4 The first line of the last verse of the song says, “From tyrant grip now free.” What tyrant do you think the song is talking about?

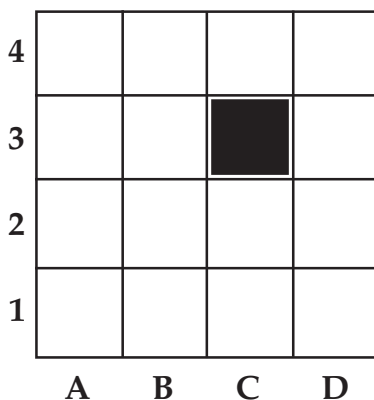
5 Read the words to the song again. Do you think that the authors of the song are writing about Texas as male, female, or neither? Give a reason for your answer.

6 Have you ever been present at a performance of “Texas, Our Texas?” If so, did you notice people following the correct guidelines? The next time you are at a performance of “Texas, Our Texas,” what kinds of things will you be looking for?

Grid MATH

Grid Math is a fun way to learn an important skill. Grids are used to find places on maps, to track weather patterns, and in space exploration.

For Example: If you want to draw a box where C meets 3 (C,3), you would go over to C and up to 3, and draw the box in that space. On a map or an atlas, (C,3) may be the place where you would find the name of a city.



In this activity you will use a grid system to put together a puzzle that should remind you of a Texas state symbol. You will need the 48 puzzle pieces (some of the puzzle pieces are below and the rest of them are on the next page), and the blank grid.

Directions:

1. Cut out the puzzle pieces **one at a time** (cut around the thick black line of the square). Glue **that** piece in its proper place on the empty grid before cutting out the next piece. Make sure that you do not turn the puzzle piece upside down or turn it on its side before gluing it; the way it looks before you cut it out is the way it should be glued onto the grid.
2. Follow the example above: If the puzzle piece is labeled (D,1), glue that piece in the space where D meets 1 on the grid by going over to D and up to 1.
3. The first one has been done for you as an example.



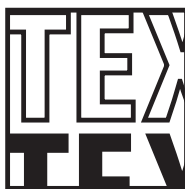
(D,1)



(F,2)



(B,4)



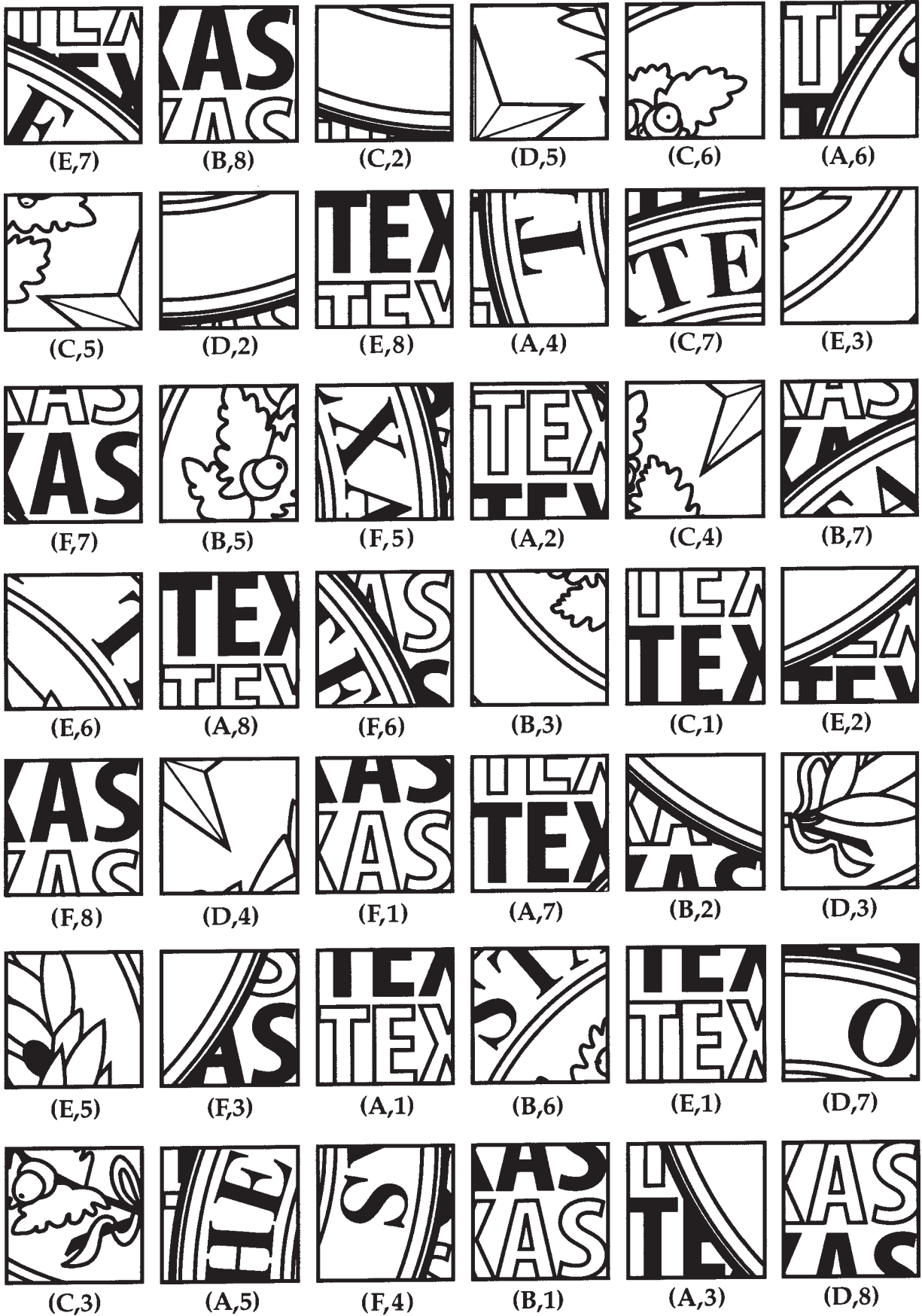
(C,8)



(D,6)



(E,4)



8						
7						
6						
5						
4						
3						
2						
1				VAS KAS		
	A	B	C	D	E	F

THE MEXICAN WAR



Have you ever wondered what it would have been like to be alive during the Mexican War? What part do you think you would have played in the war? Maybe you would have been a soldier, fighting on the front line. Or maybe you would have been a commander like Colonel Stephen Kearney or Kit Carson. Perhaps you would have been a doctor or nurse caring for the wounded, or a Native American fighting for your land. Imagine the stories you would have to tell your friends and family when you returned from the war.



Directions: Pretend you are part of the Mexican War. Decide what part you play in the war. Write a letter to someone back home. Tell him or her about your adventures. Make sure that your letter includes:

- HEADING:** Write your street address on the first line; your city, state, and zip code on the second line; and today's date on the third line.
- GREETING:** This is where you write the name of the person to whom you are writing. The Greeting usually starts with Dear _____ and always ends with a comma.
- BODY:** This is where you write your letter. The first sentence of the Body is always indented a few spaces.
- CLOSING:** This is where you end your letter. The Closing should match the type of letter you are writing. If the letter is to someone you don't know very well, you might use Sincerely or Best Regards. If the letter is to a friend, you might use Your Friend or Love. The Closing always ends with a comma.
- SIGNATURE:** This is the official end to your letter when you sign your name. The Signature is always in cursive.

- Before beginning your letter, organize your thoughts by answering the four questions on the next page.
- Write your rough draft on separate paper and have it edited.
- Write your final draft on the special paper provided by your teacher.
- When you are finished with your final draft, place it in the envelope that your teacher will give you. Properly address the envelope.
- Be prepared to read your letter aloud to the rest of the class!



1. Describe who you were and what part you played in the Mexican War. _____

2. List two historical facts about the Mexican War that you will include in your letter.

a. _____

Where did you find this fact? _____

b. _____

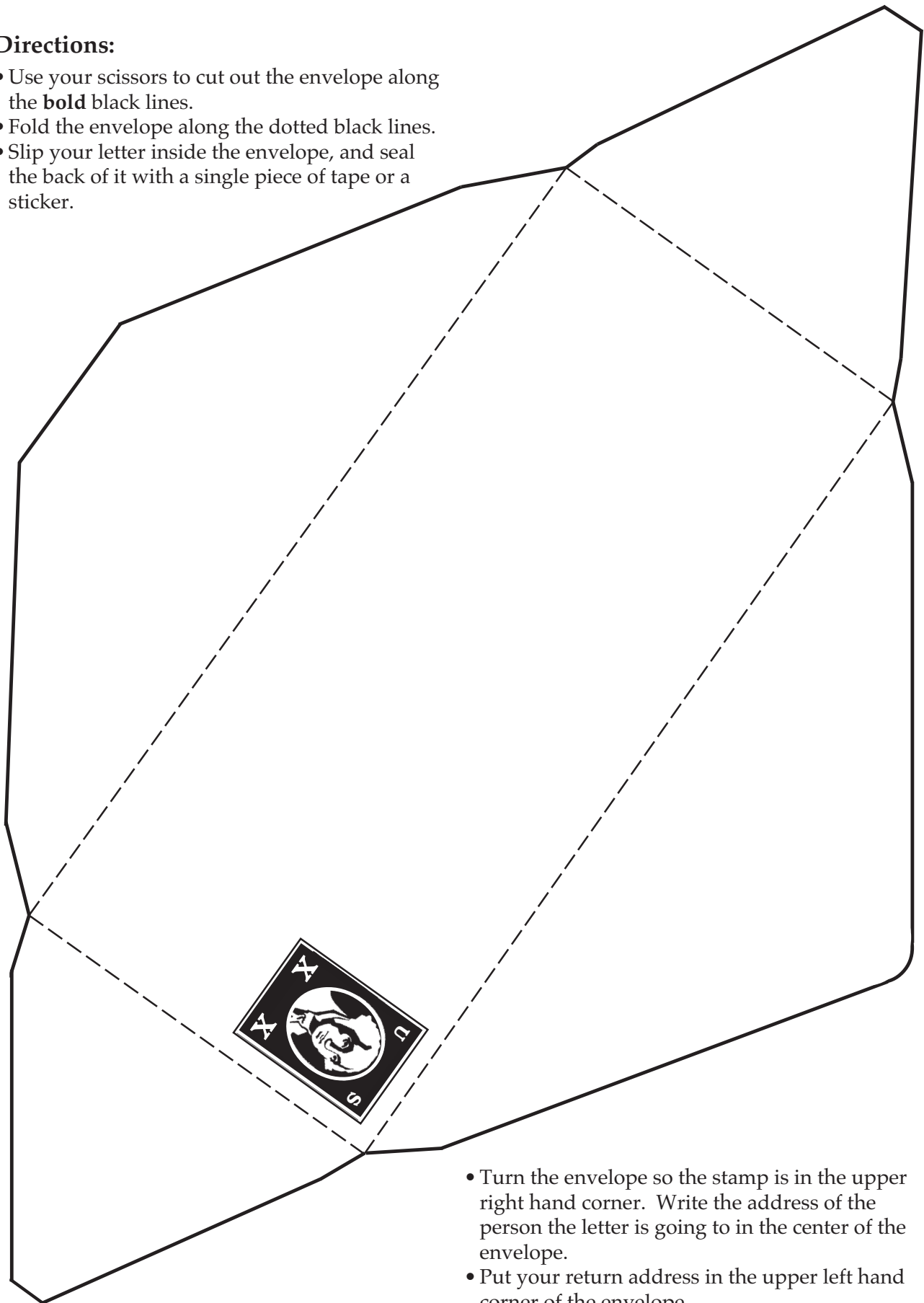
Where did you find this fact? _____

3. Describe an exciting or dangerous event that you will include in your letter. _____

4. Who will you send your letter to? Explain why you have chosen this person.

Directions:

- Use your scissors to cut out the envelope along the **bold** black lines.
- Fold the envelope along the dotted black lines.
- Slip your letter inside the envelope, and seal the back of it with a single piece of tape or a sticker.



- Turn the envelope so the stamp is in the upper right hand corner. Write the address of the person the letter is going to in the center of the envelope.
- Put your return address in the upper left hand corner of the envelope.

consider the source

Think about the resources we use to learn about history. Reading books, seeing movies, looking at photographs, studying maps, searching the Internet, digging for bones, and holding pieces of pottery are some of the ways that we learn about the past.

There are two types of sources to help us learn about what happened in the past. Primary sources are recorded by people who were there at the time. If you have ever read a diary or an **autobiography**, then you were reading something that was written by the person who was actually recording the events and experiences as they were happening. Diaries and autobiographies are primary sources. Letters, interviews, photographs, maps, bones, and pieces of pottery are other examples of primary sources because they give us “first-hand” knowledge of an event that took place in history.

Secondary sources are recorded by people after an event took place. Many books have been written about important historical events and people. A book written in 2005 about the Mexican War is a secondary source because the author wasn’t actually involved in the Mexican War and can’t give any “first-hand” knowledge. Movies, **biographies**, newspaper stories, and encyclopedias are other examples of secondary sources because they give us “second-hand” knowledge of events that took place in history.



You have just finished studying about Texas’s history. These historical events helped shape Texas as we know it today.

In this activity, you will decide whether a source of information is a primary source or a secondary source. On the lines provided, put a “P” next to the primary sources and an “S” next to the secondary sources.

1. _____ The original map of the United States drawn in 1803.
2. _____ The bible carried by a priest at one of Texas’s Spanish missions.
3. _____ A display at a Texas museum showing the type of horse ridden and rifle carried by a Texas Ranger.
4. _____ The original journal from a pioneer family traveling with Stephen Austin.
5. _____ A piece of the Confederate flag once held by President Jefferson Davis.
6. _____ An encyclopedia article written about President Abraham Lincoln.
7. _____ A drawing of the type of cannon used during the Civil War.

ANSWERS TO SAMPLE ACTIVITIES

TEXAS: THE 28TH STATE

Reading

1. C
2. J
3. A
4. H
5. A
6. F
7. C

Language

1. B
2. H
3. A
4. G
5. D
6. F
7. C
8. J

FAMOUS SYMBOLS: STATE SONG

1. C
2. D
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6.
 - If the state flag is displayed, those not in the military should remove their hats and stand facing the flag with their right hands over their hearts.
 - Those in military uniforms should salute the flag during the entire song.
 - Those who are not citizens of Texas should simply stand at attention during the song.
 - If the state flag is not displayed, those present should face the music and act as if the flag was displayed.
 - If the national anthem and state song are both performed, the state song should come after the national anthem.

STATEHOOD GRID MATH



CONSIDER THE SOURCE

1. P
2. P
3. S
4. P
5. P
6. S
7. S

MEXICAN WAR GRADING CHART

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Neatness	10	
Contains at least 2 facts about Mexican War	20	
Descriptions of Events	30	
Development of Character	30	
Orally Reading Letter	10	
TOTAL	100	

WRITING MECHANICS RUBRIC

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Spelling	12	
Punctuation	12	
Grammar	12	
Capitalization	12	
Sentence Structure	12	
Heading	5	
Greeting	5	
Body (indent)	5	
Closing	5	
Signature	5	
Addressing Envelope	15	
TOTAL	100	