

**Western Literature Association and Charles Redd Center  
Teaching Western American Literature K-12 Educator Award  
Instructional Plan Format**

Instructional plan title: \_The Forgotten Role of Native Americans in the Texas Revolution

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Duration, Grade Level, Number of Students	5 Days, 7 <sup>th</sup> Grade Texas History, 12 students
Instructional Materials	Projector. 1 copy of <i>No Resting Place</i> by William Humphrey. There are other required readings, but links are provided to all of them in the ‘Suggested Procedures’ section below.
Key Vocabulary and Concepts	Cherokee, Sam Houston, Mirabeau Lamar, Chief Bowles/Diwali, Trail of Tears, Manifest Destiny, The Battle of San Jacinto.
Enduring Understanding	Students will learn about the heavily underrepresented topic of Native American activity during and after the Texas Revolution through analysis of primary sources and historical fiction, and will learn to pay attention to underrepresented and marginalized stories in history and literature.
Essential Question(s)	What were the effects of the Texas Revolution for Native Americans, and why have many Texas History classrooms not paid attention to the important lives of Native Peoples during the Revolution?
Learning Objectives	SWBAT describe the impact of the Texas Revolution on Native Americans.
Standards	TEKS(Texas Essential Knowledge and Skills Standards): 3.a, 3.b, 3.d, 19.b
Background	This lesson is intended to be placed near the end of a unit on the Texas Revolution; as such, students should already be familiar with major events during the conflict. Teachers should be familiar with the broad ideas associated with Manifest Destiny, Indian Removal policies, and Native Groups in the early 1800s.
Suggested Procedure	<b>Day 1:</b> <b>Hook:</b> Begin by asking students to write down the first three words that come to mind when thinking of the Texas Revolution. As they finish, ask students to come to the chalkboard and share their words. Once all students have shared, the teacher should lead a discussion about the words which are on the board. The teacher will highlight traditional words about the Revolution (“The Alamo,” “Goliad,” “Sam Houston,” “San Jacinto,” etc.), and ask students to evaluate whether anything is missing.

**Direct Instruction:**

As a class, read the first chapter of *No Resting Place* by William Humphrey. This chapter describes a young Texas student's excitement about participating in a Texas History pageant to commemorate San Jacinto Day. The excitement ultimately turns sour when his grandpa reveals that the Revolution had terrible effects for Native Americans. Have students take notes while they read. After reading, the teacher should lead a guided discussion focusing on if students think the treatment of Texas History was fair, and introducing the idea of forced Native American migration from East to West.

**Independent Practice:**

Students should write a paragraph explaining the ways in which they felt similar to or different from the narrator, and if this chapter has changed their opinion of Texas History at all.

**Day 2:****Hook:**

Students should read pg. 58 of *No Resting Place*, which describes the Cherokee's victory in the Supreme Court and ultimate defeat through Jackson's refusal to enforce the decision. Students should discuss the obstacles that the Cherokee were likely to face on their move West.

**Direct Instruction:**

As a class, students will read pgs. 125-132 of *No Resting Place*, which describe the beginning of the Trail of Tears. Students should take notes while reading. After reading, students should turn and talk to a partner to discuss how the government could have carried out an act that led to such death. The teacher should lead a discussion about the reading selection and this topic, and provide more background information about the Trail of Tears.

**Independent Practice:**

Students should write a letter to President Jackson describing the Trail of Tears and telling him their opinion of this act.

**Day 3:****Hook:**

When students enter the room, a picture of Sam Houston in a Native American cloak. Students will write down ideas for why he might be wearing such an outfit. The teacher will lead a discussion about the students' ideas before revealing that Sam Houston was taken in by a Cherokee group, received a Cherokee name, and was considered Cherokee.

**Direct Instruction:**

As a class, read a description of Sam Houston's time with the Cherokee (<https://tshaonline.org/handbook/online/articles/fho73>). Ask students to describe how they think Houston will treat Native Americans to a partner.

**Independent Practice:**

Students should work with a partner to read a description of Houston's assault on another congressperson after a dispute involving Native American affairs (<http://www.examiner.com/article/sam-houston-assaults-congressman-stanbery-over-defamatory-remarks>). We will then gather together as a class once again to read excerpts from the treaty found here

([http://education.texashistory.unt.edu/lessons/primary%20source%20sets/Sam%20Houston/docs/PSS\\_SamHouston\\_Cherokees.pdf](http://education.texashistory.unt.edu/lessons/primary%20source%20sets/Sam%20Houston/docs/PSS_SamHouston_Cherokees.pdf)) which established that Cherokee lands should be free from settlement. The teacher should briefly lecture about how the Cherokee got such a deal (agreeing to stay neutral in the fight with Mexico) and lead a discussion about whether or not students think the deal is viable.

**Day 4:**

**Hook:**

Begin by asking students to write down reasons why the treaty with the Cherokee may not last forever.

**Direct Instruction:**

The teacher should lecture about Texas’s failure to ever ratify the treaty, and explain that once Mirabeau Lamar took over as President, the Texans ultimately forced a variety of Native American groups to leave. When they refused, the result was a bloody fight which the Natives lost. The teacher should then transition to reading pgs. 236-249 of *No Resting Place*. This is the final section of the book, and it describes the massacre of Native Americans at the Battle of the Neches. When finished, the teacher should lead a guided discussion to answer questions about the reading. The teacher should also ask students if they believe there was any chance for peace between the Native Americans and the Texans.

**Independent Practice:**

Students will work in groups to create the script for a skit that would serve as an alternative to the Texas History pageant described in the beginning of *No Resting Place* by describing both the traditionally emphasized events of the Texas Revolution and the activities of Native Americans during and after the conflict. Skits should be short (3-5 minutes), and should describe both the conflict between Mexico and Texas and (at least) 2 out of 3 of the following:

1. The Trail of Tears and previous forced Native American migrations
2. The Cherokee’s decision to stay neutral during the War
3. The Battle of the Neches

**Day 5:**

Students should complete scripts for skits.

Evaluations (Assessment )	Category	Exceptional (4)	Good (3)	Acceptable (2)	Unacceptable (1)
	<b>Texas Revolution</b>	The skit fully and vividly describes the major ‘traditional’ events of the Revolution.	The skit describes the major ‘traditional’ events of the Revolution.	The skit somewhat describes the major ‘traditional’ events of the Revolution.	The skit does not describe the major ‘traditional’ events of the Revolution.
	<b>Portrayal of Events involving Native Americans (x2)</b>	The skit accurately and powerfully describes two or more events involving Native Americans during the Revolution.	The skit accurately describes two events involving Native Americans during the Revolution.	The skit somewhat accurately describes one or two events involving Native Americans during the Revolution.	The skit does not accurately describe events involving Native Americans during the Revolution.

	<b>Depiction of Multiple Perspectives</b>	Both Texans and Native Americans are depicted realistically and in a respectful fashion. Full attention is given to both sides.	Texans and Native Americans are depicted in a mostly realistic and respectful way. One side may receive slightly more attention than the other.	Texans and Native Americans are depicted in a somewhat realistic and respectful way. One side may receive more attention than the other.	Texans and Native Americans are not depicted in a realistic and respectful way. The two sides do not receive equal attention.
	<b>Creativity, clarity, and professionalism</b>	The skit is engaging, creative, and is clearly the product of hard work and effort. The script itself contains few/no errors.	The skit is mostly engaging and creative, and reflects hard work. The script itself contains few errors.	The skit is somewhat engaging and creative, and reflects work. The script itself contains some errors.	The skit is not engaging and creative, and does not reflect much hard work. The script itself contains many errors.
Extension	Additional selections from <i>No Resting Place</i> could be used to emphasize the role of Sam Houston (pgs. 111-120, for instance, describe Houston’s time with the Native Americans and their role in helping him defeat Santa Anna) Additional primary source materials describing Texan relations with Native Americans could be used to supplement this lesson. For examples, view the bibliography below.				
Resources	<p>Humphrey, William. <i>No Resting Place</i>. New York, NY: Delacorte/Seymour Lawrence, 1989. Print.</p> <p>Websites used in this lesson plan:</p> <ul style="list-style-type: none"> <li>• Texas State Historical Association, “Houston, Samuel” <a href="https://tshaonline.org/handbook/online/articles/fho73">https://tshaonline.org/handbook/online/articles/fho73</a></li> <li>• Examiner.com, “Sam Houston assaults Congressman Stanbery Over Defamatory Remarks” <a href="http://www.examiner.com/article/sam-houston-assaults-congressman-stanbery-over-defamatory-remarks">http://www.examiner.com/article/sam-houston-assaults-congressman-stanbery-over-defamatory-remarks</a></li> <li>• The Portal To Texas History: Treaty Between Sam Houston and the Cherokee <a href="http://education.texashistory.unt.edu/lessons/primary%20source%20sets/Sam%20Houston/docs/PSS_SamHouston_Cherokees.pdf">http://education.texashistory.unt.edu/lessons/primary%20source%20sets/Sam%20Houston/docs/PSS_SamHouston_Cherokees.pdf</a></li> </ul> <p>Primary Sources Describing Texan Relations with Native Americans:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.tamu.edu/faculty/ccbn/dewitt/augustusjones.htm#dimmitaustin">http://www.tamu.edu/faculty/ccbn/dewitt/augustusjones.htm#dimmitaustin</a></li> <li>• <a href="http://www.tamu.edu/faculty/ccbn/dewitt/beancorres.htm#nixonaustin">http://www.tamu.edu/faculty/ccbn/dewitt/beancorres.htm#nixonaustin</a></li> <li>• <a href="http://www.tamu.edu/faculty/ccbn/dewitt/beancorres.htm#beanjackson">http://www.tamu.edu/faculty/ccbn/dewitt/beancorres.htm#beanjackson</a></li> </ul> <p>Other Resources:</p> <ul style="list-style-type: none"> <li>• Texas State Historical Association, “Bowl” <a href="https://tshaonline.org/handbook/online/articles/fbo47">https://tshaonline.org/handbook/online/articles/fbo47</a></li> <li>• The Portal To Texas History, “Sam Houston Primary Source Set” <a href="http://education.texashistory.unt.edu/lessons/primary%20source%20sets/Sam%20Houston/docs/PSS_TeacherGuide_SamHouston.pdf">http://education.texashistory.unt.edu/lessons/primary%20source%20sets/Sam%20Houston/docs/PSS_TeacherGuide_SamHouston.pdf</a></li> <li>• Nashville Public Television, “Sam Houston The Volunteer Exile: Chief Oolooteka and The Cherokees” <a href="http://www.nptinternal.org/productions/samhouston/people/cherokees.html">http://www.nptinternal.org/productions/samhouston/people/cherokees.html</a></li> </ul>				

## A Better Texas History Skit

In the beginning of No Resting Place, we watched a Texas History pageant that greatly upset one of the characters. What if there was a better skit available?

Your task: You will work with a group to create a script for a better skit that describes both the major events of the Texas Revolution and its effects on Native American groups.

### Requirements:

Skits should be short (3-5 minutes), and should describe both the conflict between Mexico and Texas and (at least) 2 out of 3 of the following:

1. The Trail of Tears and previous forced Native American migrations
2. The Cherokee's decision to stay neutral during the War
3. The Battle of the Neches and its impact on the Cherokee in Texas

<b>Category</b>	<b>Exceptional (4)</b>	<b>Good (3)</b>	<b>Acceptable (2)</b>	<b>Unacceptable (1)</b>
<b>Texas Revolution</b>	The skit fully and vividly describes the major 'traditional' events of the Revolution.	The skit describes the major 'traditional' events of the Revolution.	The skit somewhat describes the major 'traditional' events of the Revolution.	The skit does not describe the major 'traditional' events of the Revolution.
<b>Portrayal of Events involving Native Americans (x2)</b>	The skit accurately and powerfully describes two or more events involving Native Americans during the Revolution.	The skit accurately describes two events involving Native Americans during the Revolution.	The skit somewhat accurately describes one or two events involving Native Americans during the Revolution.	The skit does not accurately describe events involving Native Americans during the Revolution.
<b>Depiction of Multiple Perspectives</b>	Both Texans and Native Americans are depicted realistically and in a respectful fashion. One side may receive slightly more attention than the other.	Full attention is given to both sides. Texans and Native Americans are depicted in a mostly realistic and respectful way. One side may receive slightly more attention than the other.	Texans and Native Americans are depicted in a somewhat realistic and respectful way. One side may receive more attention than the other.	Texans and Native Americans are not depicted in a realistic and respectful way. The two sides do not receive equal attention.
<b>Creativity, clarity, and professionalism</b>	The skit is engaging, creative, and is clearly the product of hard work and effort. The script itself contains few/no errors.	The skit is mostly engaging and creative, and reflects hard work. The script itself contains few errors.	The skit is somewhat engaging and creative, and reflects work. The script itself contains some errors.	The skit is not engaging and creative, and does not reflect much hard work. The script itself contains many errors.