

Book: *A Proud and Isolated Nation*

Chapter One: Texas: The Past

Subject area(s): Social Studies, English Language Arts, Art

Amount of time needed: Three 40-minute periods

Objectives:

- 1) Students will be exposed to folktales of different cultures.
- 2) Students will use books or Internet sites to find folktales of Texas Native Americans.
- 3) Students will illustrate the folktale.
- 4) Students will read the folktale aloud to an audience.

Materials needed:

- ✓ Computers with Internet access or library
- ✓ Art materials
- ✓ Markers
- ✓ Toothpicks
- ✓ Paper
- ✓ Pens

Activities:

- 1) Draw students' attention to page 13 of the text. Have each student choose one tribe from which to share a folktale.
- 2) After finding the folktale either online or in the library, have students illustrate the folktale.
- 3) When finished, have a "reading day" for students to share the stories.

Assessment:

- ✓ Do the students understand the importance of folktales in American Indian culture?
- ✓ Do the illustrations reflect the selected folktale?
- ✓ Do the illustrations demonstrate research and effort?

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Chapter Two: The USA in the 1830s

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives:

- 1) Students will use research books to find out about the Trail of Tears.
- 2) Students will find maps of the United States in the 1830s.
- 3) Students will trace Trail of Tears on a map.

Materials needed:

- ✓ Maps
- ✓ Markers

Activities:

- 1) The teacher will review chapter 2 with the class and hold a discussion about the Trail of Tears.
- 2) Then students should color “Indian Territory” green on a map of the United States in the 1830s. They should then trace the Trail of Tears in red.
- 3) The students should then use map skills to measure the length of the trail.

Assessment:

- ✓ Is the map correctly highlighted?
- ✓ Did the students measure the Trail of Tears correctly?

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Chapter Three: Texas Under Mexican Rule

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One week as homework

Objectives:

- 1) Students will read biographical material about Davy Crockett.
- 2) Students will read tall tales about Davy Crockett.
- 3) Students will contrast fact with fiction.
- 4) Students will explore a culture's need for heroes.

Materials needed:

- ✓ Paper
- ✓ Pen
- ✓ Computers with Internet access

Activities:

- 1) Review chapter 3.
- 2) Supply information on Davy Crockett and tall tales for students to read.
- 3) Have them summarize an event in his life and show connections to a tall tale. Have students use the material to write a one-page paper, ending with an explanation of the culture's need for heroes.

Assessment:

- ✓ Is the information regarding Davy Crockett historically accurate?
- ✓ Does the paper provide a reasoned explanation of the culture's need for heroes?
- ✓ Is the material well organized, coherent, and follow the conventions of good writing?

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Chapter Four: Texas Fights for Independence

Subject area(s): Social Studies, Art

Amount of time needed: Two 40-minute periods

Objectives:

- 1) Students will observe flags and understand the importance of the symbols on these flags.
- 2) Students will create a flag for an organization.
- 3) Students will explain the importance of colors and symbols used in the flag.

Materials needed:

- ✓ Writing paper
- ✓ Pens
- ✓ Paints or markers

Activities:

- 1) Review chapter 4 with the class. Have students observe the flags on pages 58, 60, 62, 69, and 71. Discuss the importance of the symbols on these flags. Talk about why they think the symbols were chosen.
- 2) Have students create a flag to represent a family, school, team, etc.
- 3) Have them write a one-paragraph explanation of the symbols and colors used in the flag.

Assessment:

- ✓ Did the students participate in the class discussion regarding the importance of flags?
- ✓ Is the flag done neatly?
- ✓ Is the explanation of the flag clearly written with conventions of good writing followed?

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Chapter Five: The Texas Republic and the U.S. Annexation

Subject area(s): Social Studies, English Language Arts

Amount of time needed: Two 40-minute periods

Objectives:

- 1) Students will read with understanding.
- 2) Students will highlight major pieces of information about the Texas Republic and the annexation to the United States and use the information in writing a compare/contrast essay.

Materials needed:

- ✓ Writing paper
- ✓ Pen, pencil

Activities:

- 1) Read chapter 5 to students. Have students go back over the text and find differences between Sam Houston's approach to the Cherokee Indians and the approach of Mirabeau Lamar, preparing notes on these differences.
- 2) Students should then use these notes to write a 3–4 paragraph compare/contrast essay.

Assessment:

- ✓ Do the notes contain differences between Sam Houston's approach and Mirabeau Lamar's approach?
- ✓ Does the essay clearly contrast these two men's attitudes toward the Cherokee Indians?
- ✓ Are conventions of good writing followed?