



## SAM HOUSTON: GOVERNOR, SENATOR, PRESIDENT

**Learning Objectives:** The students will...

1. Understand the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.
2. Summarize the significant contributions of Sam Houston to the history of Texas.
3. Apply critical thinking skills to find and organize information.
4. Create a visual to incorporate main ideas.
5. Organize and present information.
6. Work productively in teams.

**TEKS:** SS 4.3C, 4.17D, 4.21, 4.22D; LA 4.24, 4.26, 4.29

**Materials Needed:** I was the First. Vote for Me! animation of Sam Houston ([www.texasbar.com/iwasthefirst/fourthgrade.html](http://www.texasbar.com/iwasthefirst/fourthgrade.html)), research materials, notebook paper for taking notes, poster board, markers.

**Teaching Strategy:**

1. View I was the First. Vote for Me! introduction ([www.texasbar.com/iwasthefirst](http://www.texasbar.com/iwasthefirst)), then the Sam Houston video (located under Fourth Grade).
2. Review the important facts about Sam Houston from the video: First President of the Republic of Texas, defeated Santa Anna in the Battle of San Jacinto, U.S. Senator from Texas, Governor of Texas, City of Houston named for him.
3. Divide the class into several groups to find out more information about Sam Houston. Possible groups include:
  - a. Family
  - b. Time with the Cherokee Nation as “The Raven”
  - c. Battle of San Jacinto
  - d. President of the Republic of Texas
  - e. U.S. Senator from Texas
  - f. Governor of Texas
  - g. “Houston”—many things named after Sam Houston
4. Students will discover information online or in print concerning the assigned topic. Students should determine most important facts about each topic and record on paper. Encourage several facts in each topic.
5. Prepare a poster board sized puzzle by cutting a full sheet of poster board into the number of pieces as groups assigned. Give each group one puzzle piece.
6. Each group will create several graphics on their puzzle piece, representing the important facts from the portion of Houston’s life that students studied.
7. When all puzzle pieces are completed, they will be put together to complete a comprehensive picture of Sam Houston. Each group may tell the others about the aspect of Houston’s life that they researched.

**Extension for Gifted/Talented:**

Students will discover the inscription on Houston’s tombstone and evaluate each of the descriptors, to determine what happened during his life that led to the inclusion of that portrayal on his tombstone.