

Captain Jack

Lesson Plans

7th Grade Lessons:

Agree or Disagree

Extra! Extra!

Letter to Sam Houston

Jack C. Hays Timeline

Artifact

Interview

Jack C. Hays Photo Analysis



Written By Ellen Prince and Compiled by Lucy Johnson,
on behalf of the Hays County Historical Commission

Agree or Disagree

7th Grade

TEKS:

113.23.2C 113.23.3A
113.23.17C 113.23.20A
113.23.21A, B, C, D, E, F
113.23.22B 113.23.23A

Subject

Texas History

Objectives

Students will:

- write a persuasive paragraph with correct grammar, punctuation, diction, etc.
- brainstorm facts about Jack C. Hays
- select important facts about Jack C. Hays that supports a particular statement

Materials:

Computer with internet access

Writing Paper

Procedure

1. Class will review facts about Jack C. Hays (ex. accomplishments, characteristics, etc.)
2. Sort these facts into headings (ex. accomplishments, characteristics, background, etc.)
3. Read excerpt from The Official Texas Ranger Hall of Fame website
4. Highlight with different colored highlighters what are Jack C. Hays' accomplishments, characteristics, details with Texas battles, etc.
5. Write prompt on board: "Jack C. Hays was a fearless fighter and a good leader of men."
6. Have the students pick out details from the Hall of Fame paragraph that would agree or disagree with this statement.
7. After students choose which perspective they will argue have the students write a well-prepared persuasive paragraph.

Hall of Fame Paragraph

"In 1840, Hays was appointed a captain of the Rangers. He proved himself to be a fearless fighter and a good leader of men. His Ranger companies, often mixed groups of Anglos, Hispanics and Indians, engaged in battles and skirmishes with the Comanches and other hostile Indian tribes, as well as Mexican troops, throughout the early years of the 1840s. Hays and his Rangers were involved in important actions at Plum Creek, Cañon de Ugalde, Bandera Pass, Painted Rock, Salado, and Walker's Creek. The battle at Walker's Creek marked a turning point in Indian warfare with the first effective use of repeating firearms in close combat with the Comanche. Hays gained further respect as a fighter during the Mexican War. The First Regiment, Texas Mounted Riflemen, under the command of Colonel Jack Hays, served with the army of Zachary Taylor. Hays' men scouted for the army and took part in the Battle of Monterrey, Nuevo Leon, Mexico in 1846." http://www.texasranger.org/halloffame/Hays_John.htm

Agree or Disagree

7th Grade

TEKS:

113.23.2C

113.23.3A

113.23.17C

113.23.20A

113.23.21A, B, C, D, E, F

113.23.22B

113.23.23A

Assessment

The teacher will check persuasive paragraph for correct punctuation, grammar, diction and format. The teacher will observe the students' brainstorming ideas about choosing important facts.

TEKS:

113.23.1A, B 113.23.4A
113.23.21A, B, C, F 113.23.22B, C, D

Subject

Texas History, Language Arts, Technology

Objectives

Students will:

- list and analyze features of Texas Ranger artifacts
- apply critical thinking skills to organize and use information from a variety of sources including electronic technology
- communicate in written, oral and visual form

Procedure

1. Introduce 3-column notes for analyzing artifacts: What I see/What it is/What does it show about Texas Rangers.
2. Emphasize that in most non-fiction sources, captions can help students determine the objects function.
3. Students upload an image of the artifact into a PowerPoint presentation, then type in their analysis of the artifact and how it reflects that aspect of Texas History.
4. Then groups share their presentations to other students who studied other artifacts of Texas Ranger history.
5. Have students discuss the importance of each artifact to that time period.

Assessment

Observe students creativity and look at how the students' artifact relates to the Texas Rangers. Check the students' thought process and if they chose an artifact relevant to this time period, look at importance of artifact and if the student wrote accurate facts about artifact.

Materials:

Microsoft PowerPoint
Paper for brainstorming
3-column notes

Extra! Extra!

7th Grade

TEKS:

113.23.1A, B 113.23.4A
113.23.21B, F 113.23.22A,B,C,D,E,F

Subject

Texas History, Language Arts, Technology

Objectives

Students will:

- list advantages and disadvantages of revolver warfare
- apply critical thinking skills to organize and use information from a variety of sources including electronic technology
- communicate in written, oral, and visual form

Materials:

Large Posters for murals
Microsoft Publisher (for mock newspaper headings)
Paper for brainstorming webs

Procedure

1. In cooperative learning groups, students research different types of weapons that were used in the 1840's (around the time that Captain Jack became part of the Texas Rangers). Students construct a web to map their findings.
2. Students should also be able to discuss what the advantages and disadvantages of each weapon were to the ranging company.
3. Have students create a mural depicting what the Texas frontier would look like with these weapons. Ex. A Native American killing a deer, turkey or buffalo.
4. Then introduce the Colt Revolver to the students and discuss how the natives had the upper hand in battle until the Colt Revolver. The natives had to stop and reload. How do they think it helped warfare for the ranging company?
5. Have students brainstorm newspaper headlines which might have appeared during the introduction of the Colt Revolver.
6. Have students share their newspaper heading ideas with the class and discuss.

Assessment

Observe students creativity and ideas for their newspaper headline. Check to see if the students accurately portrayed the surroundings of the Texas in their murals.

Interview

7th Grade

TEKS:

113.23.12C 113.23.17A
113.23.21A, B, C, E, F
113.22A, B, C, D

Subject

Texas History, Language Arts, Technology

Objectives

Students will:

- get involved and connect with people in their law enforcement community
- write interview questions for law enforcement officers in the community
- present a visual of their interview

Materials:

Computers with internet access

Poster board

Paper for visual project

Contact information of willing volunteers within the law enforcement community

Procedure

1. Ask: "Raise your hand if you personally know someone in law enforcement?" "What does law enforcement mean?" (ex. police, fire fighter, judge, military, etc.). Review that Jack C. Hays was in law enforcement for the state of Texas.
2. Review that you have talked about in class what the characteristics of being a Texas Ranger entail and what their duties were as a Texas Ranger (to defend and protect Texas citizens).
3. Have the students pick one person, that they know, in law enforcement to conduct an interview with them. If the child does not know anyone in law enforcement help them find one in the community or reach out to a community police department (etc.). Be sure to first send a letter home to the parents or have the students get the law enforcers name to send a letter to them describing the project.
4. Brainstorm questions that the student could ask the law enforcer. Help the students understand that careers in law enforcement or the military provide opportunities to serve one's country. Examples of questions: What are some job benefits of being in law enforcement? Do you feel like you are showing patriotism to our country by serving?
5. The students need to write at least 10 questions for their law enforcement interview.
6. Look and check over the questions
7. Have the students practice with a classmate about appropriate volume of voice, speak clearly, and ask questions that interest them.
8. Be sure to get in contact with the law enforcer and help students with their appointments. Idea: one of the law enforcers could talk to the rest of the class and ask them questions as a practice run.
9. Students share interview with a visual of the person to the class. Be sure to include what the law enforcer does, the questions from the interview and the students' ideas about what went well or not so well.

Interview

7th Grade

TEKS:

113.23.12C

113.23.17A

113.23.21A, B, C, E, F

113.22A, B, C, D

Assessment

Check the students' ideas about possible interview questions with correct punctuation, spelling, grammar, and sentence structure. Observe the students' discussion answers.

Letter to Sam Houston

7th Grade

TEKS:

113.23.21A, B, C, D, E 113.23.22B, C, D, E
113.23.23A, B

Subject

Texas History, Language Arts, Technology

Objectives

Students will:

- write a formatted letter to Sam Houston
- examine how Jack C. Hays might report to Sam Houston about his encounters in the Texas frontier
- apply the correct punctuation, grammar, etc. to their letters

Materials:

Computer with Internet access

Bulletin board paper to brainstorm class ideas

Paper for writing letter

Procedure

1. Watch Jack C. Hays documentary and remind the students of the conversation between Jack C. Hays and Sam Houston (Houston and Hays discussed that Texas needed help to protect their citizens in San Antonio).
2. Have the students research what were some of the conditions and what problems Jack Hays ran into on the Texas frontier (ex. had to provide own horses, firearms, choosing men for riding company, Native American battle, etc.)
3. Discuss and document situations that he encountered and discuss Jack C. Hays' feelings toward situations.
4. Students will write a letter to Sam Houston telling giving him an update of the frontier from Jack C. Hays' perspective .
5. Example of letter format from 1860's that Robert E. Lee wrote to Sam Houston. Have students discuss the format and what their letter will look like:
<http://www.tsl.state.tx.us/treasures/giants/houston-lee.html>
6. Students write a rough draft of their accomplishments and problems of the Texas Republic from Jack C. Hays' perspective.
7. Students share their writing with the class.

Assessment

Check the students' letters for correct grammar, content and letter format. Observe students ideas during class discussion.

Jack C. Hays Photo Analysis

7th Grade

TEKS:

113.23.20A 113.23.21A, B, C
113.23.22B

Subject

Texas History

Objectives

Students will:

- analyze and discuss photos
- look at two pictures of Jack C. Hays while comparing both photos
- gain a better understanding of how pictures helped tell about what type of person Jack C. Hays was in the 19th century

Materials:

Two photos of Jack C. Hays
Photo analysis worksheet
Optional: internet to show both photos together or separately

Procedure

1. Prepare the two images of Jack C. Hays separately on a Power Point slide or on the internet.
2. Tap prior knowledge, from showing documentary, about Jack C. Hays and facts that they have learned about him.
3. Hand out worksheet of analyzing one still picture of Jack C. Hays.
4. Discuss the items that they see in the picture.
5. The students will compare one of the photos with another photo of Jack C. Hays. Read over the comparing questions with the class.
6. Discuss the differences and similarities of what they see in the photo.

Assessment

Assess student responses and adjust questions and activities as needed. Students can be graded on completion of work and participation in class. Check how well students completely answer the questions of analysis.

TEKS:

113.23.20A 113.23.21A, B, C
113.23.22B

Photo Analysis Questions

Study the photo carefully for a few minutes and complete the questions listed below. After analyzing the photo(s), you may be asked to compare and contrast photos. Make sure you use evidence from the photo to support your answers when needed! Be sure to use specific details. For example, don't just say "a tree." Be descriptive and say "a coconut palm tree."

1. List the objects you see in the photo such as chairs, pieces of clothing, hats, etc..
2. Describe any human activities or evidence of human activities you see going on in the photo?
3. How do you think the Jack C. Hays used some of the objects in the photo?
4. Look at the clothing that Jack C. Hays is wearing in this picture. What purpose are certain items of clothing in the frontier?
5. Imagine you are in the photo. What sounds and smells would you possibly hear and smell?
6. If you could visit where this photo was taken, what would you explore further in the photo? What questions would you ask the person in the photograph?
7. Look at Jack C. Hays pictured in one of the photos. If you could interview that person in the photo, what questions would you ask them?
8. What may be advantages or disadvantages to taking pictures during that time period?

Photo Analysis: Comparison Questions

After completing the photo analysis questions for the Captain Jack photos, complete the questions below. Use evidence from the photos as well as your previous answers to help you.

1. What similarities do you see in the photos? Give specific examples.
2. What are differences you see between the photos? Remember to look for the not-so obvious differences as well.
3. Do you think it would be more or less difficult in one area photographed than the other? Why? Explain your answer. (Ex. sitting down or standing up)
4. What similarities did you see in the photos with your own life?
5. What things in the photo(s) surprised you? Why?

Jack C. Hays Photo Analysis

7th Grade

Captain Jack

Lesson Plans

TEKS:

113.23.20A 113.23.21A, B, C

113.23.22B

Photos



Jack C. Hays Timeline

7th Grade

TEKS:

126.5.1B, C 113.5.2A
113.5.3A, B, C 126.3.1D, E
126.3.2A, B, C, D, E 126.3.4B
126.3.5A, B 126.3.7C
126.3.8B

Subject

Texas History, Language Arts, Technology

Objectives

Students will:

- sequence the historical events of Jack C. Hays in chronological order
- demonstrate research skills using the Jack C. Hays Documentary and/or library resources
- sort events that are important in Jack C. Hays' life

Materials:

Teacher-selected examples of timelines

Computers with internet access or student-researched library materials about Jack C. Hays

Paper

Microsoft PowerPoint (optional)

Procedure

1. Briefly brainstorm historical Texas figures and their role in Texas history. Ex. Sam Houston.
2. Tell students that they are about to watch and learn about another Texas historical figure.
3. Watch the Jack C. Hays documentary.
4. Make web of important events that occurred in Jack C. Hays' life.
5. Ask the students how they would put these events in order, so all of us could see what happened first, next, finally, etc.
6. Show examples of other timelines. <http://invention.smithsonian.org/centerpieces/edison/default.asp>
7. Students make a T-chart of their events (in order) and the date of the event. Each event should match up with the date.
8. The paper should be horizontal and draw a line with a ruler.
9. Place the earliest date on the left and the latest event date on the right of the line.
10. Help the students figure out what year/or date should be in the middle of the timeline (Timeliner Software can also be used for this project).
11. Students take each event and make on their timeline where it should be placed. Write the year about the date mark.
12. Underneath the date mark write a brief description about that specific event.
13. Find pictures of Jack C. Hays.
14. Print pictures and paste on timeline (if you are using PowerPoint or Timeliner insert pictures from file).
15. Share timeline with class and discuss Jack C. Hays' importance to Texas history.

Jack C. Hays Timeline

7th Grade

TEKS:

126.5.1B, C	113.5.2A
113.5.3A, B, C	126.3.1D, E
126.3.2A, B, C, D, E	126.3.4B
126.3.5A, B	126.3.7C
126.3.8B	

Assessment

Evaluate students's timelines and presentations.