

Captain Jack

Lesson Plans

4th Grade Lessons:

Create a City

The Importance of Jack C. Hays

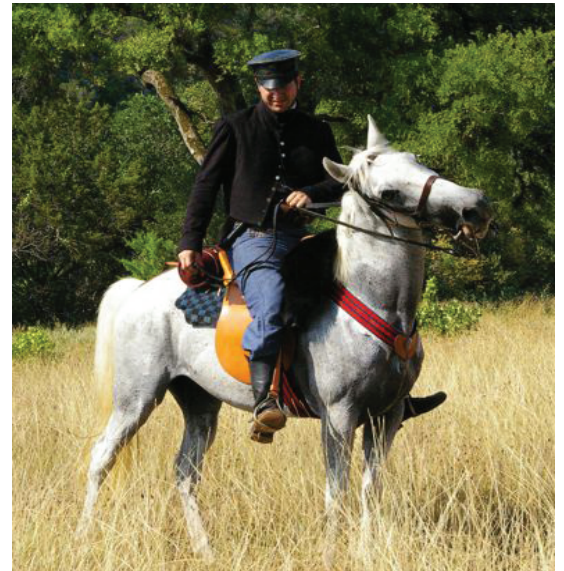
Texas Trading Cards

Travel Across Texas

Fact or Fiction

Jack C. Hays and Texas

Traits of a Texas Ranger



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on behalf of the Hays County Historical Commission

Create a City

4th Grade

TEKS:

- | | |
|-------------|----------------|
| 113.4.4C | 113.4.5A, B |
| 113.4.6A, C | 113.4.8A, B, C |
| 113.4.18B | 113.4.19A, B |

Brief Description

Students apply geography skills to create a map of an imaginary city. Students understand and research about Jack C. Hays and his contributions as an important city surveyor.

Objectives

Students will:

- work in small groups to list features and elements found on a variety of grade-appropriate maps.
- develop a class list of map features and elements to draw from as they create a map of an imaginary city.
- include all the required elements in their maps.

Lesson Plan

In this lesson, students use the geography skills they have developed to create a map and related materials for an imaginary city. This lesson might be done in a couple of class sessions or it can extend for weeks by incorporating many areas of the curriculum, including:

- math -- students include a distance measurement key on their maps or create a currency for their city.
- language arts -- students create a brochure or a TV commercial to promote travel to their imaginary city.

Depending on the grade and skill level of your students, the lesson might also incorporate different types of maps, including:

- physical maps -- showing the wide range of landforms in the city.
- color key maps -- showing average temperature, population density, elevations...
- natural resource maps -- showing locations of centers of agriculture, manufacturing, education...

This lesson has unlimited possibilities. Decide in advance how you plan to proceed. The lesson below offers a basic framework that is easy to adapt.

Before you begin the lesson, collect a variety of maps that students will be familiar with. (The maps will vary according to your grade level and curriculum.) Arrange students into small groups. Challenge each group to look over a variety of maps and make a list of the elements that comprise those maps. Students' lists will begin with elements such as countries, capitals, boundaries... Give students 10 minutes to complete this part of the activity. Then gather as a class to share lists and make a class list of map elements.

Materials:

- Poster board for each group
- Art Supplies
- A variety of maps from textbooks
- Picture cutouts: map key, houses, libraries, hospitals, barns, airports, police stations, etc.

Create a City

4th Grade

TEKS:

113.4.4C 113.4.5A, B
113.4.6A, C 113.4.8A, B, C
113.4.18B 113.4.19A, B

Procedure Continued...

If students did not include landforms on their lists, direct them to think in those terms. Ask: What different types of landforms do you see on the maps? Add landforms -- such as rivers, mountains, deserts, and islands to the list.

You might also talk about other elements that appear on maps if students have not already mentioned them and if they are appropriate for your grade level. Those elements might include a compass rose, map keys, and a scale of miles.

1. For younger children, read "Mapping Penny's World"
2. Talk about the different kinds of maps that were in the book and what elements they saw
3. For older students, give them a variety of maps and list their observations of map elements, landforms, etc.
4. Discuss: suburban, rural, and urban maps of cities and surrounding areas
5. For younger students, have them draw on an index cards each vocabulary word with it labeled
6. The class sorts the pictures into rural, suburban, urban
7. Discuss how mapping and planning a city is relevant to Jack C. Hays and his accomplishments with the city of Oakland. Jack C. Hays needed to survey the land (landforms) in order to plan the city of Oakland.
8. Split the class into groups (needs to be more than 2)
9. Each group needs to brainstorm what kinds of things are needed in a city (for younger students give them cutouts of different landmarks), where should they be located?
10. Students plan their city with a pencil first. Project should include: title, map key, symbols, map scale, labels, landforms, landmarks
11. Share: students then discuss to the class why they decided to put certain landmarks, landforms in certain areas of the city.

Assessment

Students will include all the required elements in their maps of imaginary cities.

Fact or Fiction

4th Grade

TEKS:

113.6.2B, C 113.6.22C, B
113.6.23C, E 113.6.24A, B

Brief Description

Students learn about the history of a famous Texas Ranger while incorporating computer skills, reading skills, and writing abilities.

Objectives

Students will:

- compare prior knowledge of a Texas Ranger to knowledge after research.
- improve research skills.
- compare fact or fiction statements.

Materials:

Computers with internet access
Paper for recording prior knowledge
Visual for class brainstorming

Procedure

1. Ask students to write down what are some facts that they know about Texas Rangers.
2. Share with the class their brainstorming ideas (record ideas on visual).
3. Then have students record some ideas that they think are fiction about Texas Rangers.
4. Share with the class their brainstorming ideas (record ideas on visual).
5. Separate what students think is fact or fiction about the Texas Rangers.
6. Students watch Jack. C. Hays documentary.
7. Students circle what is a fact from the documentary on their brainstorming chart.
8. Class discusses the difference between their ideas about the Texas Rangers and Jack C. Hays.
9. Where there any statements others made about Jack C. Hays that was fiction?
10. What were come statements others made about Jack C. Hays that were facts?
11. Discuss class visual and what ideas are fact or fiction.
12. Students then use internet sites to discover other facts or fiction stories about Jack C. Hays and the Texas Rangers.

Assessment

1. Observe how students participate in class during class discussion.
2. Check students' work to determine if they understand the difference between fact or fiction.

Importance of Jack C. Hays

4th Grade

TEKS:

113.6.3E 113.6.5B
113.6.23A, B, C, D, E 113.6.24A
113.6.26C, D, E

Brief Description

Students will understand the importance of Jack C. Hays to the U.S Army during the 19th Century

Objectives

Students will:

- design a powerpoint slide.
- research and decide how Jack C. Hays was important to the U.S. Army.

Procedure

1. Students watch documentary about Jack C. Hays while taking notes .
2. Class discusses and documents Jack C. Hays' accomplishments to the U.S. Army on visual for the class.
3. Students design their power point slide on rough draft.
4. Students make a power point slide with picture, facts and contributions that Jack C. Hays had with the U.S. Army.
5. Students put slides together and a power point presentation.
6. Students can also narrate their slides and make a pod cast.

Assessment

1. Observe how students participate in class during class discussion.
2. Check students' work for facts, neatness, grammar, punctuation, diction, etc.

Materials:

Computers with Power Point application

References about Jack C. Hays (ex. Captain Jack documentary)

Jack C. Hays and Texas

4th Grade

TEKS:

113.6.1A	113.6.2D
113.6.3B, E	113.6.5B
113.6.6A	113.6.7B

Subject

Texas History, Map Skills

Objectives

Students will:

- review the regions of Texas on a map template
- write why Jack C. Hays was important to the overall history of Texas
- compare Jack C. Hays to other Texas historical figures

Procedure

1. Review Texas Regions and their sub regions using maps.
2. Label where Jack Hays entered Texas to join the Texas troops (Nacogdoches).
3. Brainstorm ways Jack Hays was important to the foundation of the Republic of Texas.
<http://www.texasbeyondhistory.net/>
4. Choose one other early Texas historical figure to compare to Jack Hays (ex. Sam Houston, Stephen F. Austin).
5. Brainstorm ideas of how that historical figure helped establish the Republic of Texas.
6. Compare these ideas in a Venn Diagram.
6. Write 5 sentences describing the importance of Jack Hays.

Assessment

1. Check the student's maps for the proper labeling of the Texas regions.
2. Evaluate the path that Jack Hays traveled during 1840-1846.
3. Check the student's maps for neatness.

Materials:

Map template
Venn Diagram

TEKS:

113.6.23C

113.6.24A

113.6.26C, D, E

Brief Description

Students will understand and be able to identify non-fiction in the form of a biography. They will create their own personal non-fiction/biography in the form of a “Student Trading Card”.

Objectives

Students will:

- design a small graphic information organizer.
- feature a Texas Ranger with biographic information along with a picture of their Texas Ranger.
- research different Texas Rangers and gather information.

Materials:

Examples of trading cards for reference

Card stock

Art Supplies

Why

- A trading card is helpful to learn information about a person, such as finding out what their interests or accomplishments are, and providing a basic summary of the person.
- Commonly we may find cards that are about people that play sports; most frequently baseball or football. Trading cards can be created by anyone for any occasion. Some examples are: children in sports or cheerleading, adults with birth or wedding announcements, people that serve in the military or even pets, all which can be represented with a trading card with information.
- The reason we will be making Student Trading Cards is to model that biographies, in this case auto-biographies, can take many shapes and sizes. Students should understand that biographies can be and are usually presented in the form of a book.
- With these Student Trading Cards, the students will engage in the process of personal information gathering, and take part in (depending on the age of the student) the physical layout of the information. At the same time they will be building a conceptual understanding about what constitutes a biography and the varied forms a biography can take.

Continue on following page...

TEKS:

113.6.23C

113.6.24A

113.6.26C, D, E

Typical Features

A trading card will often have:

- Name of person
- Affiliated organization(s)
- Height of the person
- Weight of the person
- Hometown
- Birth date
- Notable achievements
- Image of a person on front, usually full body action shot
- Image of person on back, usually a smaller close up of face
- May be any size, but standard size is 2 1/2 inches by 3 1/2 inches

Procedure

1. Show samples of trading cards (we will show several types of sports cards. We may choose to share fictional trading cards as examples of what would be a non-biographical card. Finally we would share any examples of Student Trading Cards we might already have.
2. Depending on the age of the students and or their need for scaffolding, the students will begin to write down information about themselves either free form, or with the assistance of a pre-formatted information gathering form. (Prewriting)
3. Decide what information they would like on their card.
4. Having decided what information they would like to include and approximately where, the students can begin to create mock ups of their trading cards by using a full sized piece of paper to illustrate the layout, and fill in the information.
5. Once the students have completed their mockups, we will show students how the six + 1 traits can be used to revise their trading cards. We will start with a writing demonstration, where we will demonstrate how the trait organization (visual) can be adjusted specifically to trading cards. We will “think aloud” as we brainstorm how organization can be used to present the information on the trading cards. In the process we will demonstrate how our prior knowledge of the trait of organization can facilitate our visual lay out. e.g. Organization (visual) for trading cards:
 - The location of the name
 - The location of the affiliated organization (school)
 - The location of static information like grade and teacher.
 - The typical layout of images

Texas Trading Cards

4th Grade

TEKS:

113.6.23C

113.6.24A

113.6.26C, D, E

Procedure Continued...

6. Students research various Texas Rangers
7. Brainstorm ideas of facts about one particular Texas Ranger
8. Set up another trading card about their Texas Ranger (ex. Jack C. Hays), include picture, facts, etc.
9. Students share trading cards with class

Assessment

1. Observe how students participate in class during class discussion.
2. Check students' work to determine if they understand the difference between fact or fiction.

Traits of a Texas Ranger

4th Grade

TEKS:

113.6.2B 113.6.5B
113.6.24B 113.6.23B, C, D, E
113.6.22B, C

Subject

Texas History, Language Arts

Objectives

Students will:

- list traits of Texas Rangers
- apply list of traits to develop Texas Ranger advertisement
- ID events and issues during the Republic of Texas and early statehood

Procedure

1. What reasons other than pay may exist to attract to a job?
2. Review that Texas Rangers formed volunteer companies for self-protection (Jack Hays was part of the San Antonio Company).
3. Discuss how Rangers needed to live off the land because they were not being paid. What did the government provide the Texas Rangers?
4. What kind of person do you think the Texas Rangers needed to be to endure the Texas Frontier?
5. Brainstorm ideas, as a class, of what traits a Texas Ranger needed to exhibit.
6. Students work with a partner to compile list of Texas Ranger traits.
7. Students discuss their ideas.
8. Teacher shows examples of want ads for different jobs.
9. Write a rough draft of an advertisement for a Texas Ranger.
10. Students make a visual with writing.
11. Share want ad with the class.

Assessment

1. Observe how students work with partner.
2. Check writing for proper grammar, spelling, sentence structure and punctuation.
3. Check if the Texas Ranger traits match.

Materials:

Poster board
Art Supplies
Writing Paper

TEKS:

- | | |
|----------------|-------------|
| 113.6.4.1 A | 113.6.4.4 D |
| 113.6.4.5 A, B | 113.6.4.6 A |
| 113.6.4.7 B | |

Subject

Texas History, Map Skills

Objectives

Students will:

- ID and label the regions of Texas on a map template
- track where the Texas Rangers traveled across Texas
- discuss how the climate, land and culture might have influenced the Rangers

Procedure

1. Connect prior knowledge by using questions about regions and sub regions of Texas.
 - What are the 4 regions of Texas?
 - How many sub regions are there in Texas?
 - In what ways do the climates of the regions differ?
2. Review Texas Regions and their sub regions with maps.
3. Have the students label their maps.
4. Discuss that the Texas Rangers traveled Texas in pursuit of keeping order with the Comanches (you can extend and discuss Native American Tribes as well with website)
http://tides.sfasu.edu:2009/cdm4/item_viewer.php?CISOROOT=/EastTexRC&CISOPTR=65
5. ID when Jack Hays became captain, then major of the Texas Rangers (1840-1846)
6. Track where Jack Hays started his journey.
7. Discuss the climates, landforms, and Native American tribes of different Texas regions.
8. Discuss how these attributes may have affected Jack Hays' travels.

Assessment

1. Check the student's maps for the proper labeling of the Texas regions.
2. Evaluate the path that Jack Hays traveled during 1840-1846.
3. Check the student's maps for neatness.

Materials:

Map template
Map pencils