

THE PORTAL TO TEXAS HISTORY

Embark on a Voyage of Discovery

<http://texashistory.unt.edu>

Teacher Guide Primary Source Set :: Sam Houston

Activity Ideas ...

Beginning

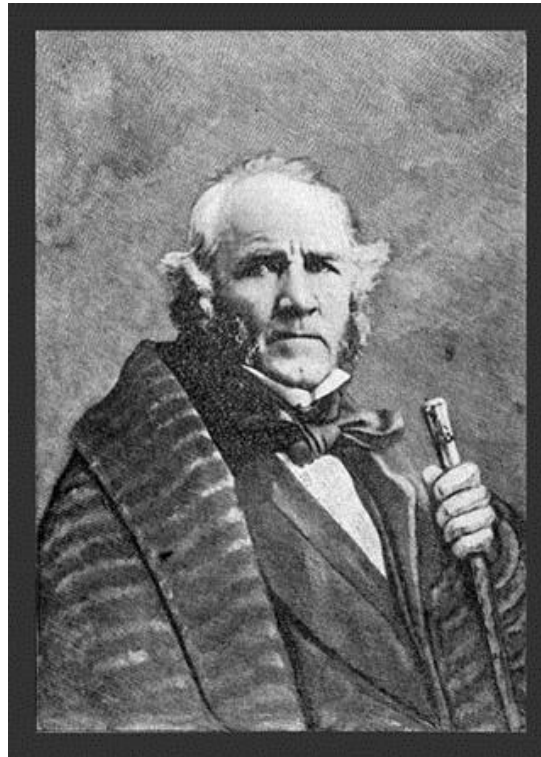
- *Have students compare two related primary source items.*

Intermediate

- *Have students expand or alter textbook explanations of history based on primary sources they study.*

Advanced

- *Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.*



Sam Houston

<http://texashistory.unt.edu/ark:/67531/metapht14382/m1/6/>

Discussion Starters : Sam Houston...

- **ran away from home to live with the Cherokees, at age 13, when his father died.**
- **was named Colonneh, or “the Raven” by Chief Oolooteka, his “Indian Father.”**
- **escorted Oolooteka and his clan west of the Mississippi River in response to the Treaty of 1816.**
- **became a leader in national and state politics by the age of 34, but decided to leave because of a broken heart. During this time he became a Cherokee citizen.**

ANALYZING PRIMARY SOURCES – TEACHER’S GUIDE

OBSERVE

Have students identify and note details.

What do you notice first?

Find something small but interesting.

What do you notice that you didn’t expect?

What do you notice that you can’t explain?

What do you notice now that you didn’t earlier?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...

**who?
what?
when?
where?
why?
how?**

REFLECT

Encourage students to generate and test hypotheses about the source.

What do you think was happening when this was made?

What tool was used to create this?

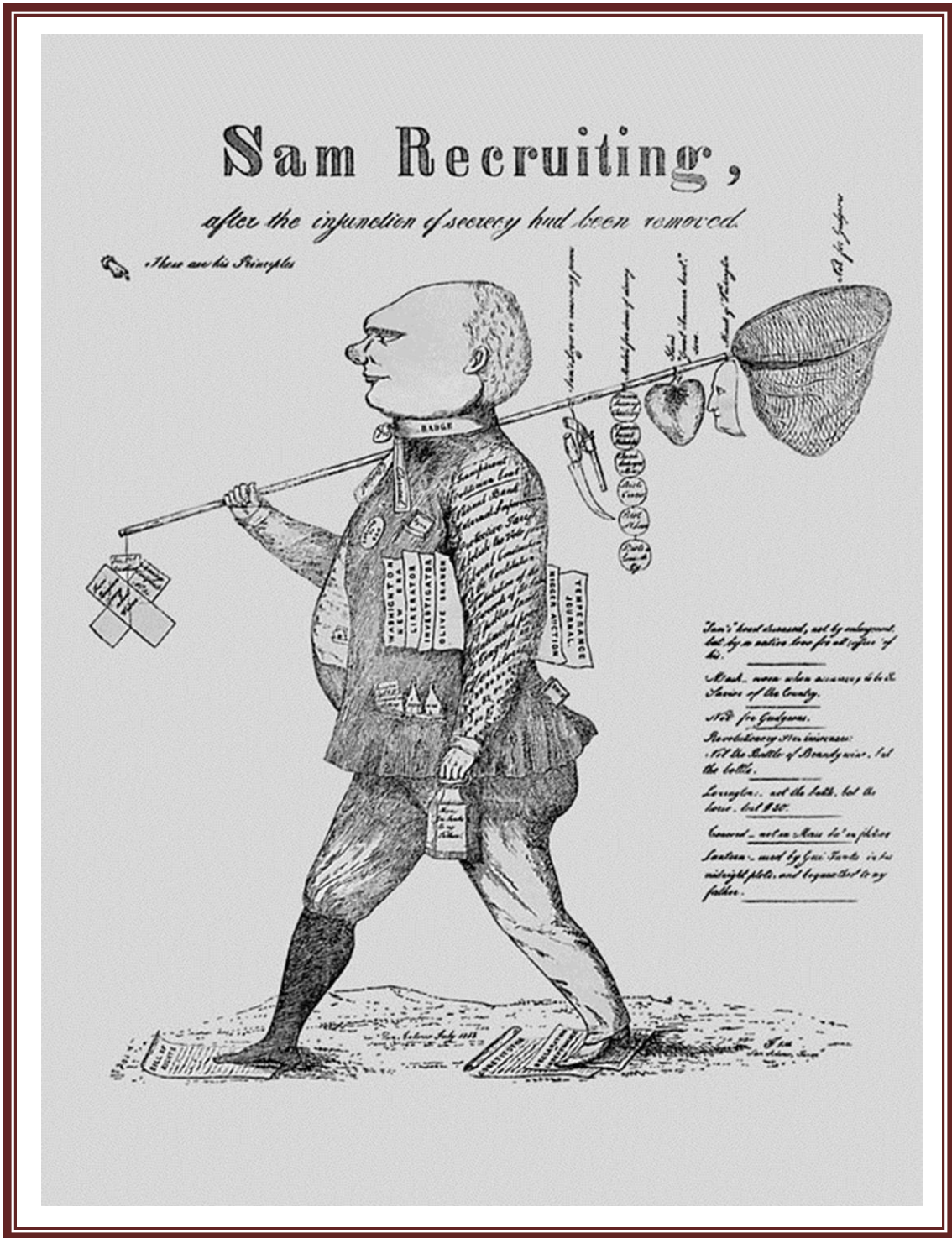
Why do you think this item is important?

If someone made this today, what would be different?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

What more do you want to know, and how can you find out?



Sam Recruiting, after the injunction of secrecy had been removed, 1855. Lithograph by Wilhelm C. A. Thielepape. Broadside Collection, The Center for American History, The University of Texas at Austin; CN 00694.

In 1854 the American (Know-Nothing) party became active in Texas, and Houston adopted some of its tenets. The reference to secrecy in this cartoon alludes to Sam Houston's connection with the party, which was in many ways a secret society (Hanbook of Texas Online).

TEACHER ANSWER KEY : Advanced Student Worksheet

The Senate having under consideration the bill to organize the Territories of Nebraska and Kansas—

Mr. HOUSTON said: Mr. President, this unusual night sitting is without precedent in the history of any previous Congress at this stage of the session. The extraordinary circumstances in which we find ourselves placed would seem to indicate a crisis in the affairs of the country of no ordinary importance; a crisis that portends either good or evil to our institutions.

the prominent points of opposition were such as related to the Indian tribes.

How long ago did Sam Houston give this speech?

Its presentation has been as sudden as the measure itself is bold; and the excitement of the public mind is of corresponding intensity. We are told, to be sure, that there is no necessity for agitation, and that soon the public mind will be tranquil, and the country will be in a state of repose and quiet—

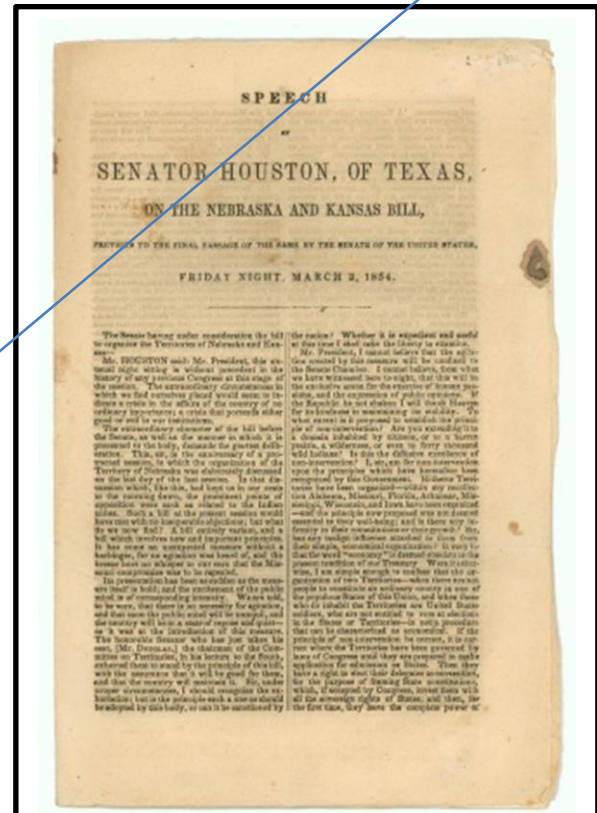
According to Sam Houston, how does the country feel about the bill proposed?

Excited. Intense. Agitated. Upset.

What words does he use that allude to this?

“excitement of the public mind” ... “intensity” ... “soon the public mind will be tranquil”

FRIDAY NIGHT, MARCH 3, 1854.



Speech of Senator Houston, of Texas, on the Nebraska and Kansas Bill, Previous to the Final Passage of the Same by the Senate of the United States, March 3, 1854, University of North Texas Libraries The Portal to Texas History <http://texashistory.unt.edu/ark:/67531/metaph31692>

1. Read the passage below aloud.

While leading a charge on the Indians' breastworks, Houston was struck by a barbed arrow, which sank deep into his thigh. He tried to pull it out and failed. He then called upon his lieutenant to pull it out; but after two trials he, too, failed, so deeply was the arrow embedded in the flesh. "Try again," said Houston,

raising his sword, "and if you fail again I will smite you to the earth." This time the arrow came out, followed by a stream of blood, tearing the flesh and leaving an ugly wound, that never got entirely well.

Littlejohn, E. G.. Sam Houston ; David Crockett., Book, 1901;
(<http://texashistory.unt.edu/ark:/67531/metaph14382>)

2. Using a dictionary, define the word "smite."

What does it mean? *_to strike sharply or heavily especially with the hand or an implement held in the hand_*

3. What did Sam Houston imply when he said this to his lieutenant?

He wanted his lieutenant to know that it was not an option to leave the barbed arrow in his leg. No matter the pain, he wanted it removed and his lieutenant was his only hope.

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“IF YOU FAIL I WILL SMITE YOU TO THE EARTH”

2. Describe the image. With whom do you identify in the drawing?

This is the scene described in the text. It shows the lieutenant pulling out the barbed arrow as Sam Houston tells him “If you fail I will smite you to the earth.” They are in the middle of a battle scene with Indians. There are other soldiers with rifles. I identify with the Indians because I have been evicted from my home and I know what it feels like to want to fight for it.....