

# Capitol Visitors Center, Post-Visit Lesson Plan, Grades 4-6 Settling the Republic of Texas

## I. Objectives

- A. Students will review land polices of the Republic of Texas.
- B. Students will play the role of Texas settlers and officials involved in the land grant process.
- C. Students will draw conclusions about settlement patterns in Texas.
- E. Students will write a letter as a Texas settler explaining how they received land, the location of their property and how they would intend to use it.

## II. TEKS Covered in this Lesson

- A. Discuss the successes, problems and organizations of the Republic of Texas (4.3D).
- B. Identity and explain clusters of settlement in Texas (4.8A).
- C. Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas (4.8C).
- D. Organize and interpret information in outlines, reports, databases and visuals (4.21C).
- E. Use appropriate mathematical skills to interpret social studies information such as maps and graphs (4.22E).
- F. Create written and visual material (4.22D).

## III. Materials

- A. County Map (print below pages 5-6).
- B. Settler Slips (print below page 7).
- C. Headright Applications (print below page 8).
- D. Land Certificates (print below page 9).
- E. Field Notes (print below page 10).
- F. Patents (print below page 11).
- G. Land Grant Stations instructions (print below pages 12-14).
- H. Stamp.
- I. Signs (4).
- J. Writing utensils.

**NOTE:** *This lesson plan may require more than one class session.*

## IV. Warm Up Activity

- A. Settlers
  - 1. Write the names four settlers featured in "Land of My Dreams" exhibit at the Capitol Visitors Center.
    - a. William Ashworth
    - b. Peter Gallagher
    - c. Ambrosio Rodriguez
    - d. Obedience Fort Smith
  - 2. Ask the students to write down the name of the settler they selected.
  - 3. Have the students write down some information about the person they can recall.
    - a. Where was your settler from?
    - b. What did they do after they came to Texas?

- c. What county did they get their land grant?
  - d. Note: answers to these questions can be found on the Handbook of Texas on-line (<http://www.tshaonline.org/handbook/online/>).
  - 4. Have the class discuss a few facts about each person.
- B. Land Grants of the Republic**
- 1. After Texas became its own country it had very little money and few people.
  - 2. Texas did have a great deal of one thing, land. So Texas gave land grants to people who were willing to stay or move to the Republic.
  - 3. The land grants were called Headrights. Headrights gave different amount of land depending on when a person had come to Texas and whether they had a family or not.
  - 4. Land had great value since most people made their living from farming or ranching.
  - 5. Settlers had to go through a multiple step process in order to secure their Headright.

## **V. Ready to Settle Role Play**

- A. Overview of the activity.**
- 1. Students will select a Texas settler and complete the steps of the land grant process:
    - a. Visit the county land board to get a certificate.
    - b. See the surveyor who will draw their property on the county map.
    - c. Receive a patent from the Land Office.
  - 2. Land Grant Stations
    - a. Five students will need to play roles at the land grant stations. You can either assign the same students for the entire activity or have students rotate.
    - b. For example, once students have received their patent at the Land Office, they could then go take the place of one of their classmates at a land grant station. The students at the station should give an overview of how to do the job. Then students serving at the land grant stations could choose a settler and go through the process.
- B. Preparation**
- 1. Print outs
    - a. Print out the *county map* grid (print below pages 5-6). Tape the two pieces together to create 11 x 17" grid map. Draw various different items on the map including rivers, lakes, roads and settlements leaving some spaces with certain items and some without. This will help students decide what resources they want to have on/near their property. Write the name of your county at the top of the map.
    - b. Print out *Settler Slips* (print below page 7) and cut enough so each student can have a different settler.
    - c. Print out *Headright Applications* (print below page 8) and cut enough for each student.
    - d. Print out *Land Certificates* (print below page 9) and cut enough for each student.
    - f. Print out *Surveyor Field Notes* (print below page 10) and cut enough for each student.
    - g. Print out *Patents* (print below page 11) and cut enough for each student.
  - 2. Preparing the Land Grant Stations
    - a. Create signs for the different land grant stations with corresponding numbers: (1) County Land Board, (2) Surveyor (3) General Land Office.

- b. Set aside a table/desk for each station along with the appropriate sign.
- c. Two students will serve as the county land board. They will need their instruction sheet (print below page 12) as well as all of the copies of the *Headright Applications* and *Land Certificates*.
- d. Two students will act as county surveyors. They will need their instruction sheet (print below page 13), copies of *Surveyor Field Notes* and the large county map/grid.
- e. One student will work as a clerk at the General Land Office. They will need their instruction sheet (print below page 14), copies of the *Patents* and a stamp if one is available.

### C. Instructions

#### 1. Student Settlers

- a. Turn over the settler slips and have students randomly select their person.
- b. Inform the students that they are going to assume the identity of one of these real Republic of Texas citizens. They are going to receive their land grant in \_\_\_\_\_ county.
- c. Tell them how they will visit three stations and receive 4 documents that they need in order to get their land grant.
- b. Ask the students to look over their card and make sure they know when their settler arrived in Texas and if they were a head of a family.
- c. Ask the students to form in three different groups based on when their settler arrived in Texas:
  - i. People born in Texas (Tejanos).
  - ii. People who came to Texas BEFORE 1836.
  - iii. People who came to Texas AFTER 1836.

#### 2. Land Grant Stations

- a. Visit with the students at the three different land grant stations.
- b. Review the instructions with them and answer any of their questions.

#### 3. Have the settlers line up with Tejanos and those who came to Texas before 1836 in the front.

#### 4. Let the first student/settler go to Station #1 Land Board and receive their application from Member 1. As soon as a student finishes getting their application filled out at the Land Board, the next student should go.

### D. Stations

#### 1. County Land Board

- a. Member 1 will find write down on the *Application* when the settler arrived in Texas, determine the Headright class and mark if they are single or head of family. They will give Member 2 the *Application*.
- b. Member 2 will write down on the *Land Certificate* how many acres (squares) the settler gets, the certificate number (will be the order the students go through in line) and sign the document. They will give the settler the land *Application* and the *Land Certificate*.

#### 2. Surveyors

- a. Surveyor 1 will get the *Land Certificate* from the settler and write down on the *Field Notes* the number of acres (squares), the certificate number and sign the document. They give the settler back the *Land Certificate* and Surveyor 2 the *Field Notes*.
- b. Surveyor 2 will assist the settler in picking their land on the county map/ grid. They will write down the settler's certificate number on each square the settler wants to claim. The surveyor gives the settler back the *Field Notes*.

#### 3. General Land Office

- a. The clerk checks to make sure that the settler has all three documents and marks them off the *Patent*.
- b. The clerk then stamps the back of the *Patent* and returns all the documents to the settler.

## VI. Conclusion

### A. Settlement Patterns

1. Discuss with students how they selected their land. Ask students who received smaller grants and came later about making decisions with limited options.
2. Look at the county map with the students and point out settlement patterns.
3. Talk about how Texans would have used land in the 1800s and how that impacted where people moved.

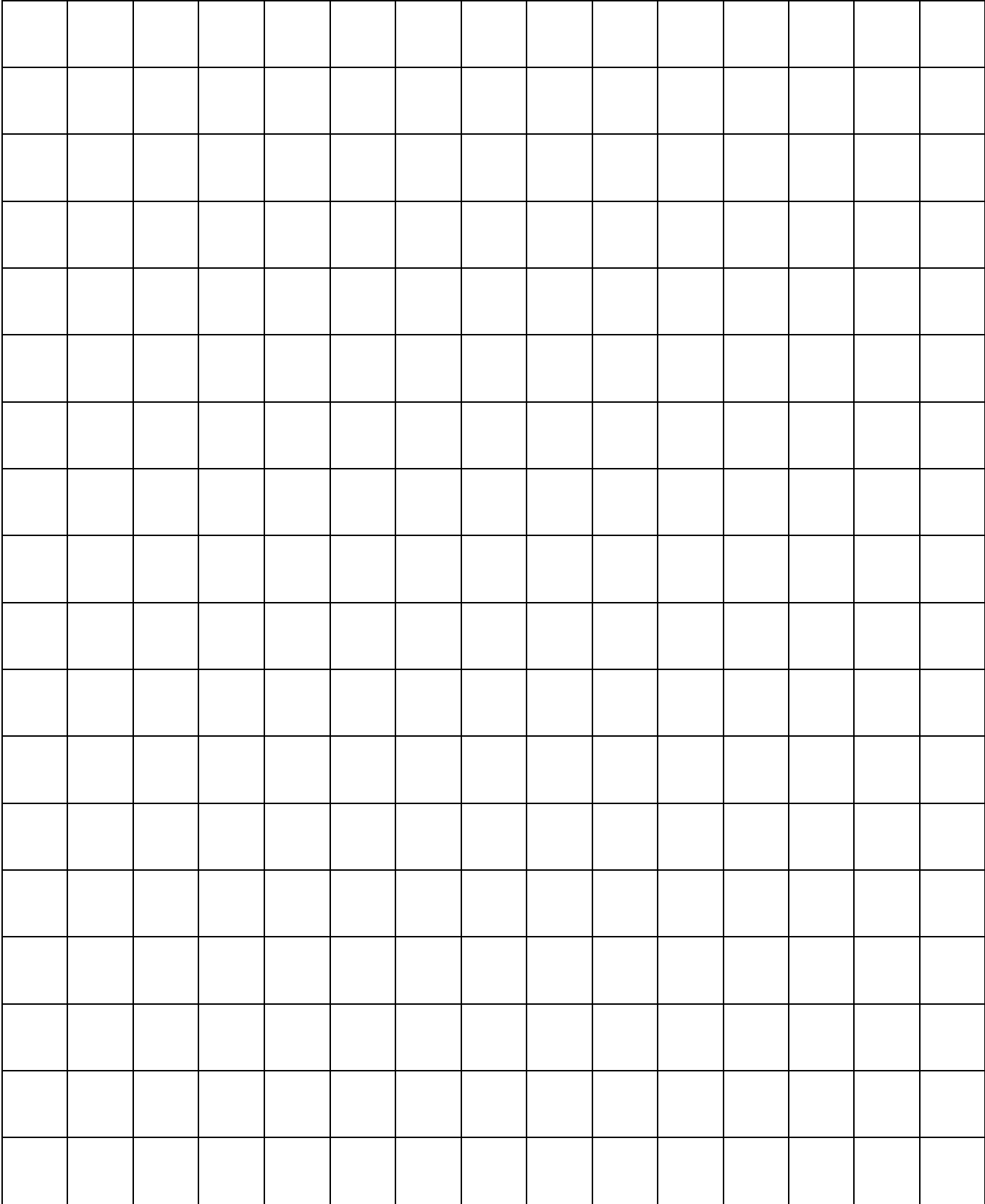
### B. Moving to a new land

1. Ask the students to imagine what would have happened next for these settlers. Receiving a land grant marked the beginning of establishing a new home.
2. Here are some questions students could consider:
  - a. What types of structures would they need to build on their land (house, barn, fences)?
  - b. What types of materials would you need to bring to settle on new land? Construction materials (wood, nails, hammers, saws, etc.); farming/ranching equipment (plow, saddles, branding irons, etc.); food; items for inside the home (furniture, blankets, clothes, etc.).
  - c. How will you get these materials out to your land? There are no trucks or cars, what other transportation is available to you?
3. Contrast the types of materials, preparation and transportation available to students today when moving to a new home.

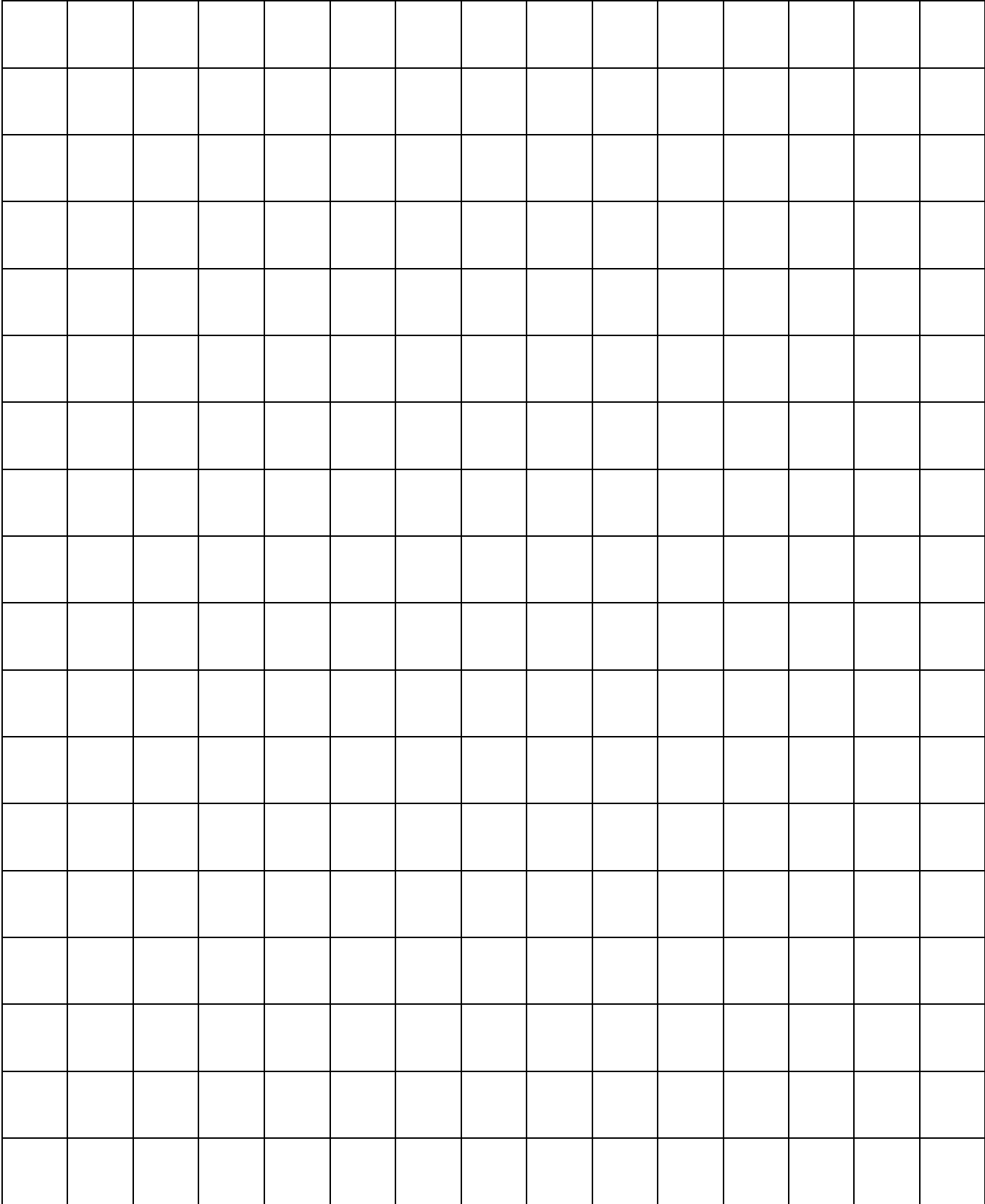
### C. Follow Up Activity

1. Ask the students to imagine being the settler after they had just moved out to the land. They should write a letter to a friend who lives outside of Texas.
2. The letter should address the following:
  - a. The process the settler went through to get their land grant.
  - b. Identify how the settler is planning to use their land.
  - c. How they selected their property and describe the property.
  - d. Describe some items they brought with them to start a new home.
  - e. Whether they would encourage the other person to also come to Texas and why.

**County Map**



**County Map**



## SETTLER SLIPS

|  |   |   |   |   |
|--|---|---|---|---|
| <p><u>Settler Slip</u><br/><b>Blas Herrera</b></p> <p>Born in Texas<br/>(Tejano)</p> <p>Head of family</p>                     | <p><u>Settler Slip</u><br/><b>Bailey English</b></p> <p>Came to Texas in<br/>1837 from U.S.</p> <p>Head of family</p>         | <p><u>Settler Slip</u><br/><b>Ashbel Smith</b></p> <p>Came to Texas in<br/>1837 from U.S.</p> <p>Single man</p>                 | <p><u>Settler Slip</u><br/><b>Susannah Jackson</b></p> <p>Came to Texas<br/>before 1836 from<br/>U.S.</p> <p>Head of family</p> | <p><u>Settler Slip</u><br/><b>Aaron Ashworth</b></p> <p>Came to Texas<br/>before 1836 from<br/>U.S.</p> <p>Head of family</p> |
| <p><u>Settler Slip</u><br/><b>Juana Leal</b></p> <p>Born in Texas<br/>(Tejano)</p> <p>Head of family</p>                       | <p><u>Settler Slip</u><br/><b>Paul Bremond</b></p> <p>Came to Texas in<br/>1840 from France</p> <p>Single man</p>             | <p><u>Settler Slip</u><br/><b>Aaron Nelson</b></p> <p>Came to Texas<br/>before 1836 from<br/>U.S.</p> <p>Single man</p>         | <p><u>Settler Slip</u><br/><b>Thomas W. Ward</b></p> <p>Came to Texas<br/>before 1836 from<br/>Ireland</p> <p>Single man</p>    | <p><u>Settler Slip</u><br/><b>William Oxsheer</b></p> <p>Came to Texas in<br/>1839 from U.S.</p> <p>Single man</p>            |
| <p><u>Settler Slip</u><br/><b>Mary Patterson</b></p> <p>Came to Texas in<br/>1838 from U.S.</p> <p>Head of family</p>          | <p><u>Settler Slip</u><br/><b>Elizabeth<br/>Ridgeway</b></p> <p>Came to Texas in<br/>1839 from U.S.</p> <p>Head of family</p> | <p><u>Settler Slip</u><br/><b>Emily Ridmand</b></p> <p>Came to Texas in<br/>1840 from U.S.</p> <p>Head of family</p>            | <p><u>Settler Slip</u><br/><b>George Holekamp</b></p> <p>Came to Texas in<br/>1844 from Germany</p> <p>Head of family</p>       | <p><u>Settler Slip</u><br/><b>Maria Carranza</b></p> <p>Born in Texas<br/>(Tejano)</p> <p>Head of family</p>                  |
| <p><u>Settler Slip</u><br/><b>Johann Baldus</b></p> <p>Came to Texas in<br/>1844 from Germany</p> <p>Head of family</p>        | <p><u>Settler Slip</u><br/><b>Juan Rodriguez</b></p> <p>Came to Texas in<br/>1837 from Mexico</p> <p>Single man</p>           | <p><u>Settler Slip</u><br/><b>Tillman Fort</b></p> <p>Came to Texas in<br/>1837 from U.S.</p> <p>Single man</p>                 | <p><u>Settler Slip</u><br/><b>Pleasant<br/>Whitakker</b></p> <p>Came to Texas in<br/>1842 from U.S.</p> <p>Single man</p>       | <p><u>Settler Slip</u><br/><b>Vital Flores</b></p> <p>Born in Texas<br/>(Tejano)</p> <p>Head of family</p>                    |
| <p><u>Settler Slip</u><br/><b>Hendrick Arnold</b></p> <p>Came to Texas<br/>before 1836 from<br/>U.S.</p> <p>Head of family</p> | <p><u>Settler Slip</u><br/><b>Amy White</b></p> <p>Came to Texas<br/>before 1836 from<br/>U.S.</p> <p>Head of family</p>      | <p><u>Settler Slip</u><br/><b>Elizabeth<br/>Hermann</b></p> <p>Came to Texas in<br/>1844 from Germany</p> <p>Head of family</p> | <p><u>Settler Slip</u><br/><b>Samuel Maverick</b></p> <p>Came to Texas<br/>before 1836 from<br/>U.S.</p> <p>Head of family</p>  | <p><u>Settler Slip</u><br/><b>Ramon Ortiz</b></p> <p>Born in Texas<br/>(Tejano)</p> <p>Single man</p>                         |











## STATION #1: COUNTY LAND BOARD

Number of students: 2

Materials: *Headright Applications; Land Certificates; pens*

### Overview

1. You two serve as the County Land Board and determine whether a settler gets to receive a land grant and how much land they qualify for.
2. Each of your classmates are going to pretend to be a Texas settler. When they come to your station, one of you will be in charge of the *Headright Application* (Member 1) and the other for the *Land Certificate* (Member 2).

### Instructions for Member 1

1. Settlers will come to you first. Take out a *Headright Application*.
2. Ask the settler what year they arrived in Texas and write it down.
3. Then you need to circle which class they will get. Here is how you determine the class:
  - a. 1st Class: anyone born in Texas or came to Texas BEFORE 1836
  - b. 2nd Class: anyone who came between March 1836 and October 1837.
  - c. 3rd Class: anyone who came between November 1837 and December 1845.
4. Finally ask them if there are head of household or single.
5. Give Member 2 the *Application*.

### Instructions for Member 2

1. Settlers come to you second. Take out a *Land Certificate* for each person.
2. You are going to determine how many acres (squares) they will get. Look at their *Application* you got from Member 1. Check to see what Class the settler got (1st, 2nd, or 3rd). Then see if they are a head of family or single.
3. Write down the number of squares on the *Land Certificate*. Use this guide to determine how many squares each person gets.
  - a. 1st Class, head of family gets 14 squares.
  - b. 1st Class, single gets 5.
  - c. 2nd Class, head of family gets 4.
  - d. 2nd Class, single gets 2.
  - e. 3rd Class, head of family gets 2.
  - f. 3rd Class, single gets 1.
4. Write down a certificate number. The first person should get #1, the second #2 and so on. Keep track of what number you are on by writing down the numbers you have given on a separate sheet of paper.
5. Then sign your name below where it says "Approval."
6. Give the settler the *Land Certificate* and the *Application* and tell them to go to Station 2.

## STATION #2: COUNTY SURVEYORS

Number of students: 2

Materials: *Surveyor Field Notes*; county map grid; pencils

### Overview

1. You two serve as the county surveyors helping the settlers locate their land.
2. Each of your classmates are going to select their property and you will draw it on the county map. When they come to your station, one of you will be in charge of writing the *Field Notes* (Surveyor 1) and the other will work on drawing the map (Surveyor 2).

### Instructions for Surveyor 1

1. Settlers will come to you first. Take out a *Surveyor Field Notes*.
2. Ask the settler to give you their *Land Certificate*. Look on the *Certificate* and find how many squares they have. Write that on the *Field Notes* where it says squares.
3. Look at the *Land Certificate* again. Find the certificate number. Write the certificate number on the *Field Notes* where it says certificate number.
4. Sign your name on the bottom of the *Field Notes* where it says Surveyor Approval.
5. Give the settler back their *Land Certificate* and give the *Field Notes* to the other surveyor.

### Instructions for Surveyor 2

1. Settlers come to you second. Take the *Field Notes* from the other surveyor.
2. Tell the settler that they can select their property inside the county map and they get as many squares as it says on the field notes (1, 2, 4, 5 or 14). They do NOT have to get them all together or in any order. But they cannot take a square that has a number on it already and they can only have as many squares as they were given.
3. Inform the settler that they should think about what they might want to do with their land (farm, ranch, sell it) and what resources (water, trees, towns, roads) they might want in it or nearby.
4. Once the settler has decided which squares they want to have, you will write their certificate number (found on the 2nd line of the *Field Notes*) on EACH square that they want. Be sure to keep track of how many squares they are claiming.
5. The county map/grid will look something like this as you write in the numbers for each person's land.

|   |   |   |   |
|---|---|---|---|
| 1 | 1 | 1 | 1 |
| 1 | 5 | 3 | 3 |
| 6 | 5 | 2 | 2 |

6. Give the settler the *Field Notes* and tell them to go to Station 3.

### STATION #3: GENERAL LAND OFFICE

Number of students: 1

Materials: *Patents*; "stamp"; pen

#### Overview

1. You will play the role of a clerk at the General Land Office.
2. Each of your classmates will come to you and show you three documents. You will check to make sure they are all correct, and then give the settler a *Patent*, which gives them official ownership of their land.

#### Instructions

1. When a settler comes to you take out a *Patent*.
2. Ask the settler to give you the documents from the other land grant stations.
3. Look for the document *Application*, if the settler has it, write Y on the *Patent* under *Application*.
4. Do the same for *Certificate* and *Field Notes*.
5. If the settler has all three documents, stamp the back of the *Patent*. If your class does not have a stamp, draw your own seal to put on the back.
6. Give the settler back their documents AND their *Patent*.