

COURAGE * DETERMINATION * DEDICATION * RESPECT * INTEGRITY

LONESTAR RANGER



**FOURTH GRADE
LESSON PLANS**

LONESTAR LESSONS

Provided By



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INSTILLING GOOD CITIZENSHIP

LONESTAR LESSONS

★ FOURTH GRADE ★

PROVIDED BY



FORMER TEXAS RANGERS FOUNDATION
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★ TABLE OF CONTENTS ★

LESSON PLAN ONE ★ COURAGE ★	5-16
ÁLAMO DE PARRAS DRAWING BY GARY ZABOLY	
ANALYZE A DRAWING	
THE TEJANO RANGERS FACTSHEET	
THE TEJANO RANGERS VOCABULARY	
LESSON PLAN TWO ★ INTEGRITY ★	17-28
TEXAS RANGER JACK HAYS AND HIS INDIAN ALLIES FACTSHEET	
TEXAS RANGER JACK HAYS AND HIS INDIAN ALLIES MAGIC SQUARES	
TEXAS RANGER JACK HAYS AND HIS INDIAN ALLIES MAGIC SQUARES CLUES	
TEXAS RANGER JACK HAYS AND HIS INDIAN ALLIES MAGIC SQUARES ANSWER KEY	
LESSON PLAN THREE ★ RESPECT ★	29-44
ARMSTRONG RANCH HISTORICAL MARKER	
MAJOR JOHN B. JONES HISTORICAL MARKER	
FRONTIER BATTALION RESEARCH NOTES	
FRONTIER BATTALION FACTSHEET	
FRONTIER BATTALION VOCABULARY	
STUDENT FRONTIER BATTALION HISTORICAL MARKER	
LESSON PLAN FOUR ★ DEDICATION ★	45-58
TEXAS RANGER FRANCIS AUGUSTUS “FRANK” HAMER FACTSHEET	
BROOKS COUNTY TEXAS COURTHOUSE	
BROOKS COUNTY TEXAS DOCUMENT	
TEXAS COUNTIES NAMED AFTER TEXAS RANGERS MAP DIRECTIONS	
TEXAS COUNTIES NAMED AFTER TEXAS RANGERS MAP	
LESSON PLAN FIVE ★ DETERMINATION ★	59-67
SIX STEPS OF THE SCIENTIFIC METHOD	
TEXAS RANGERS AND THE SCIENTIFIC METHOD	
FINGERPRINTING ACTIVITY	





LESSON PLAN ONE

★ COURAGE ★

THE TEJANO RANGERS – COMPAÑÍA VOLANTES

BY CAROL SCHLENK



★ LESSON OVERVIEW ★

Course and Grade Level:

Fourth Grade Texas History; English Language Arts and Reading; Art.

Lesson Duration:

One or two 45-minute class periods, or one block period.

Introduction:

This lesson can be used during the study of Mexican and Anglo settlement in Texas.

Objective:

Students will define the word **courage** and apply it to the Tejano soldiers known as Compañía Volante. Students will work with partners to analyze a drawing of a Compañía Volante soldier, pose and answer questions about the drawing, and write an imaginary, descriptive narrative for the drawing.

Assessment:

Completed *Analyze A Drawing Worksheet*.

★ TEACHER AND STUDENT ★ MATERIALS NEEDED

- Interactive whiteboard (or document camera, overhead projector, etc.)
- Classroom computers and access to the Internet
- *Álamo de Parras* by Gary Zaboly (included)
- *Analyze A Drawing* (included)
- *Tejano Rangers Factsheet* (included)
- *Tejano Rangers Vocabulary* (included)
- DVD: *LoneStar Lessons History of the Rangers Episode #1*. If you do not have the DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).
- Display the LoneStar Lessons Poster: *Courageous*

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Social Studies

History

- 1A Identify the major eras in Texas history, including Mexican National.
- 2E Identify the contributions of significant individuals, including Stephen F. Austin during the Mexican settlement of Texas.
- 2F Contrast Mexican and Anglo purposes for and methods of settlement in Texas.

Geography

- 9B Compare places and regions of Texas in terms of physical and human characteristics.

Culture

- 19C Identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, and the arts.

Social Studies Skills

- 21A Use valid primary and secondary sources to acquire information about Texas.
- 21B Analyze information by categorizing, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- 21D Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- 22C Transfer information from one medium to another.

English Language Arts and Reading

Writing/Literary Texts

- 15A Write literary texts to express ideas and feelings about imagined people, events, and ideas.

Art

Historical/Cultural Heritage

- 3A Identify simple main ideas expressed in art.
- 3C Identify the roles of art in American society.

Response/Evaluation

- 4B Interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

★ ACTIVITY PROCEDURES ★

Step 1: Display the drawing, *Álamo de Parras* for the class. Ask students if they can identify the man in the drawing. Explain that they are going to find out more about him and determine whether or not he was a man of **courage**. Ask students what the word **courage** means. Record responses for all to see then offer this definition: *Courage is doing what you have to do even when you are really scared.*

Step 2: Explain that there's much about the man in the picture that's not yet known, but that students will work with a partner to find out more about him. Have students choose a partner.

Step 3: Distribute the *Analyze A Drawing Worksheet* (one per every two students), and display a copy for the class to view. Read the questions aloud with the class, making sure all are understood. Have students complete the worksheet, leaving spaces under the last three questions blank.

Step 4: Have a few students volunteer to read their *Analyze A Drawing* responses aloud. Distribute a copy of *Tejano Rangers Factsheet*, one to each set of partners. Explain that as they read about the Compañía Volante, they will try to answer the questions they asked on their *Analyze A Drawing Worksheet*. Display the *Tejano Ranger Vocabulary* for students and explain that they may use it when reading their factsheets. Have students fill in the answers to their three questions in the spaces beneath the questions. If students wrote a question that cannot be answered by the *Tejano Rangers Factsheet*, have them explain (in the space below the question) how they might find an answer to that question.

Step 5: Have a few students volunteer to read their questions and answers. Collect the *Analyze A Drawing*, *Tejano Rangers Factsheet*, and *Tejano Ranger Vocabulary*.

Step 6: Have students get with their partners and view the video, "Birth of the Rangers." If you do not have the DVD, then browse to: (<http://www.trhc.org/educator-resources.html>). Instruct them to watch for the *Álamo de Parras* drawing they analyzed and listen for the Spanish term, "Compañía Volante."

Step 7: Ask students how members of the Compañía Volante showed **courage** as they protected the Texas frontier. Then have them list other ways Tejanos have influenced Texas culture. Examples: place names, architecture, foods, music, ranching traditions, etc.

★ VIDEO ★

DVD: LONESTAR LESSONS
HISTORY OF THE RANGERSEPISODE # 1
BIRTH OF THE RANGERS

Inquiry-based, educator-directed curriculum for Social Studies, Civics, Culture, Ethics and Language Arts, consisting of five lessons and video modules aligned with 4th and 7th grade Social Studies Texas Essential Knowledge and Skills (TEKS).

Episode #1 - Birth of the Rangers
For use with Lesson Plan One

Episode #2 - Rangers of the Republic
For use with Lesson Plan Two

Episode #3 - Frontier Lawmen
For use with Lesson Plan Three

Episode #4 - Crime Fighters in a New Age
For use with Lesson Plan Four

Provided By

 Former Texas Rangers Foundation
[WWW.TEXASRANGERSHERITAGECENTER.ORG](http://www.texasrangersheritagecenter.org)

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If you do not have the *History of the Rangers* DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).

★ MODIFICATIONS ★

- Underline key words and phrases in the reading.
- Allow more time to complete the activity.

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BE
COURAGEOUS DO WHAT YOU KNOW IS RIGHT, EVEN WHEN YOU'RE SCARED!



ÁLAMO DE PARRAS
BY GARY ZABOLY



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BE **COURAGEOUS** DO WHAT YOU KNOW IS RIGHT, EVEN WHEN YOU'RE SCARED!

ANALYZE A DRAWING ÁLAMO DE PARRAS BY GARY ZABOLY



Carefully observe the drawing for three minutes. Then look closely at the different parts of the drawing to help you answer the following questions. You may refer back to the drawing as much as you need.

Describe the following about the person in the drawing:

Is it a man, woman, or child?

Facial expression?

Clothing?

Equipment?

Activity? (What is the person doing?)

Describe any plants or animals in the drawing.

Is there any writing in the picture? What does it say?

Where do you think the story in this drawing takes place? Explain.

Use your imagination to describe what might be happening in this picture. What story do you think is being told here?

If you could ask the person in the drawing three questions, what would they be? (Write your questions on the lines and leave the spaces underneath the lines empty for writing answers later.)

1. _____

2. _____

3. _____

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TEJANO RANGERS - COMPAÑÍA VOLANTE FACTSHEET

In the early 1800s, a group of paid volunteers from Stephen F. Austin's "Old 300" were enlisted to help Austin "range" his Anglo settlement in Mexico and prevent hostile Indians from attacking his settlers' homes and farms. Austin called these volunteers "Rangers" and they are often referred to as the very first Texas Rangers. But in the early 1700s, long before Austin and his Anglo "Old 300" settlers came to Texas, a group of Tejano Rangers called Compañía Volante was formed in Texas to help Spanish presidio soldiers protect their frontier from Indians.

Compañía Volante means "flying company," so called because its soldiers were always ready to move quickly with skill and *courage* to track down hostile Indians, smugglers, and cattle rustlers. Each soldier in the company was required to possess a carbine, two pistols, a saddle, a blanket, spurs, hat and several horses. When the Anglo Texas Rangers were formed later, they borrowed these requirements, as well as their horsemanship skills, vocabulary, tracking, patrolling, and law enforcement methods from the Tejano Compañía Volante.

Álamo de Parras, formally known as La Segunda Compañía Volante de San Carlos de Parras, was a company of 100 mounted lancers formed in 1784, when Texas was still part of New Spain. They came from the Mexican village of San José y Santiago del Álamo de Parras, in a region known for its grapevines (parras) and cottonwood trees (los alamos). The Compañía's long name was shortened to Álamo de Parras, and then to El Álamo. In 1803, two hundred forty-one Álamo de Parras soldiers reported for permanent military duty at Mission Valero in San Antonio, Texas. Their job was to leave the security of the mission settlement behind and ride into the despoblado, risking capture, torture, scalping, and death to battle hostile Comanche Indians. This kind of rangers took exceptional ability with horses and weapons and extraordinary *courage*. After Mexico achieved its independence from Spain in 1821, the Álamo de Parras remained an important part of the frontier forces of the Mexican Republic. And through this proud association with Álamo de Parras, Mission Valero in San Antonio came to be known as "the Alamo."

Since the Texas Rangers were officially formed in 1835, hundreds of Tejanos have served with pride in that organization, protecting our state with great *courage* and dedication. The Compañía Volante and Tejano Texas Ranger legacy is a proud and important part of the story of Texas.



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BE **COURAGEOUS** DO WHAT YOU KNOW IS RIGHT, EVEN WHEN YOU'RE SCARED!



TEJANO RANGERS - COMPAÑÍA VOLANTE VOCABULARY

Anglo	white, non-Hispanic person
courage	<i>courage is doing what you have to do even when you are really scared.</i>
cattle rustler	person who steals horses and cows
company	a military unit, usually having 80-250 soldiers
hostile	unfriendly, as an enemy
lance	long weapon with a metal point carried in battle
lancer	soldier on horseback armed with a lance
legacy	something handed down from the past
mission	Spanish settlement with a church, houses, and farms; usually built near a presidio
presidio	fort that protects a Spanish settlement
range	the act of roaming over a large area
Ranger	member of an armed law enforcement group who ranges
smuggler	someone who brings illegal goods (or people) into a country
Tejano	Mexican Texan



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LESSON PLAN TWO

★ INTEGRITY ★

TEXAS RANGER JACK HAYS AND HIS INDIAN ALLIES

BY CAROL SCHLENK



★ LESSON OVERVIEW ★

Course and Grade Level:

Fourth Grade Texas History; Mathematics.

Lesson Duration:

One 45-minute class period.

Introduction:

This lesson deals with Texas Ranger Jack Hays as he contended with Texas Indians in the Republic of Texas.

Objective:

Students will define *integrity* and apply it to Texas Ranger, Jack Hays. Working with partners, students will read about Jack Hays and his Indian allies, answer questions about the reading, and check their answers using a mathematical formula (Magic Squares).

Assessment:

Completed *Magic Squares*.

★ TEACHER AND STUDENT ★ MATERIALS NEEDED

- Interactive whiteboard (or document camera, overhead projector, etc.)
- Classroom computers and access to the Internet
- Textbooks, reference books, dictionaries (optional)
- *Texas Ranger Jack Hays and His Indian Allies Factsheet* (included)
- *Magic Squares* (included)
- *Magic Squares Clues* (included)
- *Magic Squares Answer Key* (included)
- DVD: *LoneStar Lessons History of the Rangers Episode #2*. If you do not have the DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).
- Display the LoneStar Lessons Poster: *Integrity*

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Social Studies

History

- 1C Describe the regions in which American Indians lived.
- 3D Describe the problems and organizations of the Republic of Texas such as relations with American Indians and the Texas Rangers.

Culture

- 19A Identify the similarities and differences among various racial and ethnic groups in Texas.

Social Studies Skills

- 21A Use valid primary and secondary sources to acquire information about Texas.
- 21C Organize and interpret information.
- 21E Use appropriate mathematical skills to interpret social studies information.

Mathematics

- 1B Use a problem-solving model that incorporates analyzing given information, determining a solution and justifying the solution.
- 1C Select techniques, including mental math and estimation to solve problems.
- 1D Communicate mathematical reasoning using diagrams.



★ ACTIVITY PROCEDURES ★

Note: Before teaching this lesson, review student knowledge of the Comanche, Lipan Apache, and Tonkawa Indian groups in Texas and the area of Anglo settlement in the Texas Republic.

Step 1: Ask students what the word *integrity* means. Record responses for all to see then offer this definition: *Integrity means doing the right thing because it is the right thing to do, not because you might get a reward for doing it, or in trouble if you don't. It also means doing what you said you would do because you said you would do it. It means that people can believe in you, because you always keep your word.* Have the class apply this definition to someone they know personally. Explain that this lesson deals with Jack Hays, a Texas Ranger with great *integrity* who fought to protect the Republic of Texas from Indian raids.

Step 2: Have students get with their partners and view the video, "Rangers of the Republic." If you do not have the DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).

Step 3: Display the *Texas Ranger Jack Hays and His Indian Allies Factsheet* and distribute copies to students (one per every two students). Explain that students will be matching information in the reading to clues that will help them solve a Magic Squares puzzle.

Step 4: Display the *Magic Squares Diagram* and distribute copies to partners and read it aloud with students. Display the *Magic Squares Clues* and distribute copies to partners. Explain how the Magic Squares work.

Step 5: Have students begin working on their Magic Squares. Advise them that they may use their textbook, dictionary, or Internet to help answer the questions, if necessary.

Step 6: Have students turn in completed *Magic Squares Diagram*.

Step 7: Ask students the following questions:

- How did Texas Ranger Jack Hays display *integrity* in his role as a Texas Ranger?
- Did Flacco and Placido display *integrity*, too? If so, how?
- Why is *integrity* an important personal quality?

★ VIDEO ★

DVD: LONESTAR LESSONS
HISTORY OF THE RANGERSEPISODE #2
RANGERS OF THE REPUBLIC

LONESTAR LESSONS

Inquiry-based, educator-directed curriculum for Social Studies, Civics, Culture, Ethics and Language Arts, consisting of five lessons and video modules aligned with 4th and 7th grade Social Studies Texas Essential Knowledge and Skills (TEKS).

Episode #1 - Birth of the Rangers

For use with Lesson Plan One

Episode #2 - Rangers of the Republic

For use with Lesson Plan Two

Episode #3 - Frontier Lawmen

For use with Lesson Plan Three

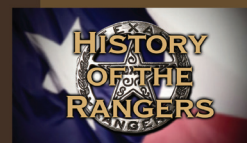
Episode #4 - Crime Fighters in a New Age

For use with Lesson Plan Four

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If you do not have the *History of the Rangers* DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).

★ MODIFICATIONS ★

- Underline key words and phrases in the reading.
- Allow more time to complete the activity.

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HAVE **INTEGRITY** DO THE RIGHT THING, EVEN WHEN NO ONE IS WATCHING!



TEXAS RANGER JACK HAYS AND HIS INDIAN ALLIES FACTSHEET



He came to be known as “Captain Jack.” His real name was John Coffee Hays and many people see him as the most famous Texas Ranger of all time. Small, quiet, and dignified, he bravely protected the Republic of Texas frontier with great *integrity*, courage, and determination.

Jack Hays came to Texas in 1836, just as the Texas Revolution was ending. Working near Comancheria (Comanche controlled area), he learned how Comanche raiding parties frightened Texas settlers with kidnappings, scalplings, torture, and burning of farms. Hays quickly improved his gun-handling skills and learned to lead other men. Republic of Texas president, Sam Houston, seeing Hays’ leadership qualities, encouraged him to become a Texas Ranger.

By 1840, the powerful Comanche had driven most other Indians, including the Lipan Apaches and Tonkawas, out of their own areas in Texas. Jack Hays understood that these Indians resented the Comanche and could help fight the Comanches by becoming official Texas Rangers.

When Mirabeau B. Lamar became president of the Republic of Texas, his policy was to rid Texas of all Indians, even the Tonkawas, who had allied with Stephen F. Austin to fight Comanches in 1824, and the Lipan Apaches, who had signed a peace treaty with Texas in 1838. But Jack Hays had the *integrity* to judge Indian individuals by their merit, not their skin color, and to respect them for their courage. Two Indian chiefs became his friends and allies, joining him to help fight Comanche raiders.

Tonkawa Chief Placido (whose name meant “can’t kill him”) recognized Jack Hays’ *integrity* and spoke of Hays with great admiration. Years later, he said, “Captain Jack heap brave.”

Lipan Apache Chief Flacco taught Hays how to track and to use different Indian fighting tactics against the Comanches. He and Hays saved each others’ lives several times. Flacco used to call Hays “Bravo-Too-Much.”

Famous early Texas pioneer, Mary Maverick, wrote about Jack Hays’ *integrity*, saying, “Hays displayed such rare military skills and daring, that very soon by consent of all, he was looked upon as the leader and his orders were obeyed and he himself loved by all.”



Tonkawa Chief Placido

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**TEXAS RANGER JACK HAYS
AND HIS INDIAN ALLIES
MAGIC SQUARES**



Read about Jack Hays and his Indian allies. Then use information from the reading, your text-book, and the Internet to help you match the words and clues given on the following page. Once a match is made, the number of the correct clue is placed in the square with the letter of the matching word. When all words and clues are matched, add up all the numbers in each row, up and down and across, and write its sum on the line beside the row. The sums for all rows should be the same - the **Magic Number!**

A =	B =	C =	_____
D =	E =	F =	_____
G =	H =	I =	_____

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**TEXAS RANGER JACK HAYS
AND HIS INDIAN ALLIES
MAGIC SQUARES CLUES**

1. Jack Hay's middle name
2. Plains Indian group that signed a peace treaty with Texas and served with the Texas Rangers
3. Person or group that joins to help another person or group
4. Tonkawa chief who was Jack Hays' ally and fellow Texas Ranger
5. Republic of Texas president who wanted to rid Texas of all Indians
6. Powerful Plains Indians who often raided settlements on the Texas frontier
7. Honesty and strong moral principles
8. Plains Indian group that allied with Jack Hays and the Texas Rangers
9. Lipan Apache chief who was Jack Hays' ally and fellow Texas Ranger

A. Integrity

B. Ally

C. Lamar

D. Lipan Apache

E. Placido

F. Flacco

G. Comanche

H. Tonkawa

I. Coffee

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TEXAS RANGER JACK HAYS
AND HIS INDIAN ALLIES
MAGIC SQUARES - ANSWER KEY

Magic Number = 15

A = 7	B = 3	C = 5	15
D = 2	E = 4	F = 9	15
G = 6	H = 8	I = 1	15

15

15

15

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LESSON PLAN THREE

★ RESPECT ★

FRONTIER BATTALION

HISTORICAL MARKER

BY CAROL SCHLENK



★ LESSON OVERVIEW ★

Course and Grade Level:

Fourth Grade Texas History; English Language Arts and Reading.

Lesson Duration:

One or two 45-minute class periods, or one block period.

Introduction:

This lesson can be used during the study of Texas between 1874-1900, a time period when Texas Rangers gained great *respect* from Texans for protecting the state from Indian raids, controlling range feuds, fence cutting, bank and train robberies, and oil-boom town riots.

Objective:

Students will define the word *respect* and apply it to the Texas Ranger Frontier Battalion. Students will work with partners to research the Texas Ranger Frontier Battalion and create Texas historical markers commemorating that group's activities.

Assessment:

Completed *Frontier Battalion Research Notes* and *Frontier Battalion Historical Marker*.

★ TEACHER AND STUDENT ★ MATERIALS NEEDED

- Interactive whiteboard (or document camera, overhead projector, etc.)
- Classroom computers and access to the Internet
- *Armstrong Ranch and Major John B. Jones Historical Markers* (included)
- *Frontier Battalion Research Notes* (included)
- *Frontier Battalion Factsheet* (included)
- *Frontier Battalion Vocabulary* (included)
- *Student Frontier Battalion Historical Marker* (included)
- DVD: *LoneStar Lessons History of the Rangers Episode #3*. If you do not have the DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).
- Display the LoneStar Lessons Poster: *Respectful*

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Social Studies

History

- 4A Describe the impact of Reconstruction on Texas.
- 4B Explain the growth, development, and impact of the cattle industry.

Citizenship

- 18B Identify leadership qualities of state and local leaders, past and present.

Social Studies Skills

- 21A Locate and use valid primary and secondary sources to acquire information about Texas.
- 21B Analyze information by sequencing, categorizing, finding the main idea, summarizing, and making generalizations.
- 22D Create written and visual material.

English Language Arts and Reading

Reading/Comprehension of Informational Text

- 11A Summarize the main idea and supporting details in text in ways that maintain meaning.
- 11D Use multiple text features to gain an overview of the contents of text and to locate information.

Research/Gathering Sources

- 24A Follow the research plan to collect information from multiple sources of information.
- 24C Take simple notes and sort evidence.

Research/Synthesizing Information

- 25 Clarify research questions and evaluate and synthesize collected information.
- 29 Listening and Speaking/Teamwork

★ ACTIVITY PROCEDURES ★

Note: Before teaching this lesson, review the Civil War and Reconstruction in Texas.

Step 1: Ask students what the word *respect* means. Record responses for all to see then offer this definition: *Respect means that you understand that, despite any superficial differences, other people are just like you, and that you should always think about how your actions may make someone else feel, and how you would feel if they acted toward you in the same way.*

Introduce Texas historical markers by displaying the *Armstrong Ranch and Major John B. Jones Historical Markers*. Explain that such markers show our *respect* for individuals who have made lasting contributions to our state and events that changed the course of local and state history, as well as buildings, historic sites, and organizations. The first official state historical monument, *Heroes of the Alamo*, was dedicated in 1891. Historical markers can be found in all 254 Texas counties and there are now more than 15,000 State Historical Markers in Texas.

Step 2: Explain that the Texas Historical Commission requires that all marker subjects be carefully researched. Explain that students will work with partners to conduct research on the Texas Ranger Frontier Battalion and create a historical marker for that topic. Explain that Texas Rangers have been dedicated to protecting Texas since it was part of Mexico.

Step 3: Have students choose their partners. Distribute copies of *Frontier Battalion Research Notes* (one per two students) and display. Go over questions with students.

Step 4: Display the *Frontier Battalion Factsheet* and explain that students will use it for their note taking. Go over the questions with students. Instruct students to begin their research notes. Display the *Frontier Battalion Vocabulary* for students and explain that they may use it when reading their factsheets.

Step 5: When all research notes are complete, display the *Student Frontier Battalion Historical Marker* and distribute copies (one per two students). Explain that students will use information from their notes to create a historical marker for the Frontier Battalion. Marker information must be written in the students' own words, in complete sentences and checked for correct grammar and spelling by students.

Step 6: When all historical markers have been written, have students share theirs with the class and discuss. Ask students to make a generalization about the Frontier Battalion era (1874-1900) and explain why the historic Frontier Battalion earned such great *respect* in our state's history.

Step 7: Have students get with their partners and view the video, "Frontier Lawmen" If you do not have the DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).

★ VIDEO ★

DVD: LONESTAR LESSONS
HISTORY OF THE RANGERSEPISODE #3
FRONTIER LAWMEN

LONESTAR LESSONS

Inquiry-based, educator-directed curriculum for Social Studies, Civics, Culture, Ethics and Language Arts, consisting of five lessons and video modules aligned with 4th and 7th grade Social Studies Texas Essential Knowledge and Skills (TEKS).

Episode #1 - Birth of the Rangers

For use with Lesson Plan One

Episode #2 - Rangers of the Republic

For use with Lesson Plan Two

Episode #3 - Frontier Lawmen

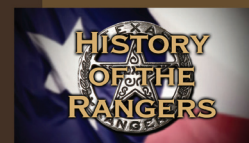
For use with Lesson Plan Three

Episode #4 - Crime Fighters in a New Age

For use with Lesson Plan Four



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If you do not have the *History of the Rangers* DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).

★ MODIFICATIONS ★

- Review note-taking skills.
- Underline key words and phrases in the reading.
- Allow more time to complete the activity.

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BE RESPECTFUL HAVE RESPECT FOR OTHERS AT ALL TIMES!

ARMSTRONG RANCH HISTORICAL MARKER



THE ARMSTRONG RANCH

IN 1852 JAMES H. DURST, SON OF A LEADING NACOGDOCHES, TEXAS FAMILY, PURCHASED 93,219 ACRES OF LAND HERE, PART OF THE "LA BARRETA" SPANISH LAND GRANT. IN 1878 MARY HELENA "MOLLIE" DURST, DAUGHTER OF JAMES AND MARY JOSEPHINE ATWOOD DURST, MARRIED THE NOTED TEXAS RANGER JOHN BARKLEY ARMSTRONG. ARMSTRONG HAD SERVED WITH CAPTAIN LEANDER MCNELLY AND PLAYED A MAJOR ROLE IN BRINGING LAW AND ORDER TO SOUTH TEXAS. HE PARTICIPATED IN THE ARREST OF KING FISHER AND GAINED NATIONAL FAME FOR HIS CAPTURE OF THE NOTORIOUS TEXAS OUTLAW JOHN WESLEY HARDIN.

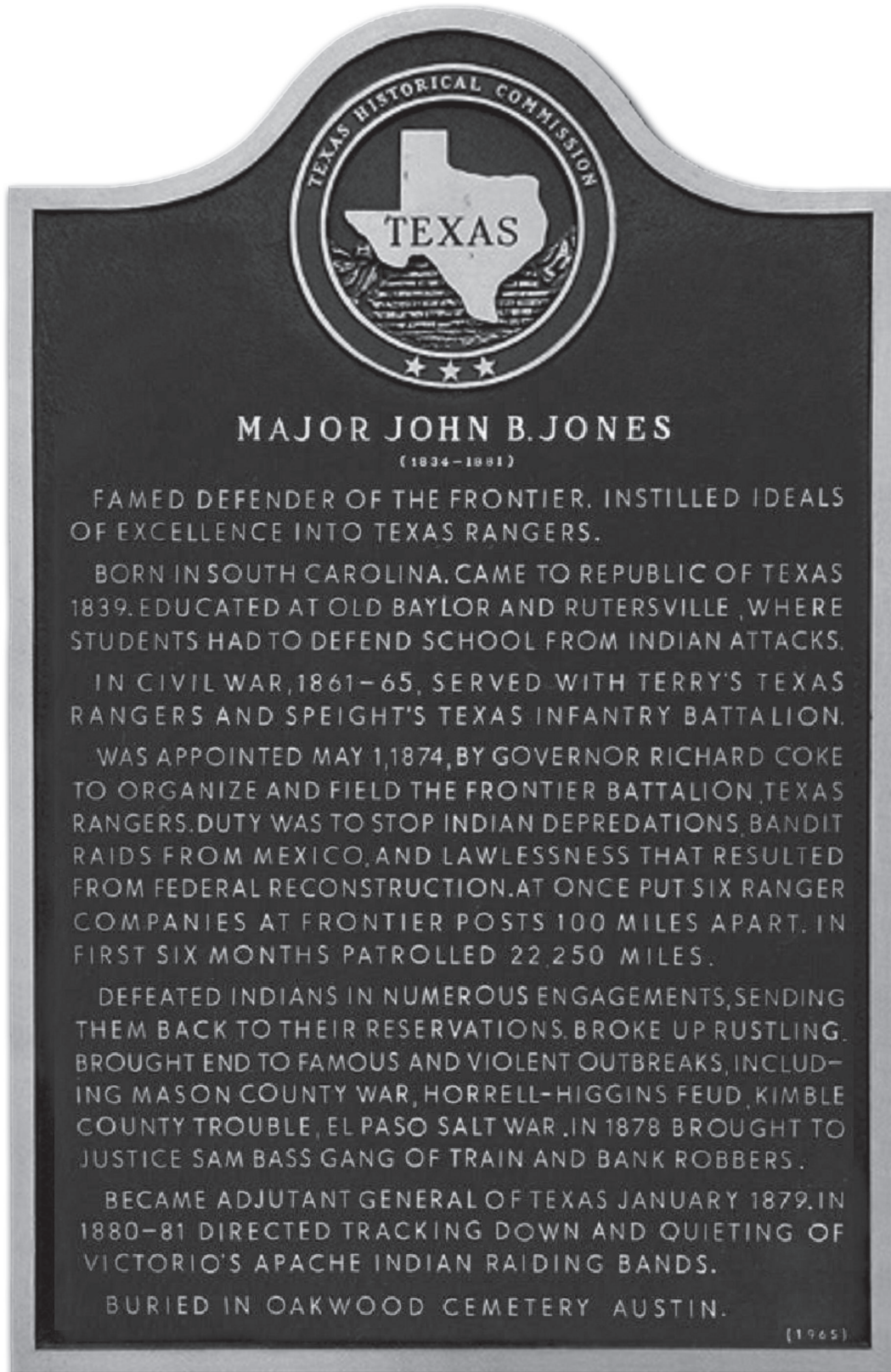
ARMSTRONG MOVED HIS FAMILY TO THE RANCH HOME HE BUILT HERE. THEIR CLOSE FRIENDS AND NEIGHBORS WERE THE FAMILIES OF CAPTAIN RICHARD KING AND CAPTAIN MIFFLIN KENEDY. THE RANCH WAS AN IMPORTANT SITE IN THE AREA; GENERAL ZACHARY TAYLOR HAD CAMPED HERE PRIOR TO THE MEXICAN WAR AND FOR MANY YEARS THE RANCH SERVED AS A STOP ON THE STAGE ROUTE BETWEEN CORPUS CHRISTI AND BROWNSVILLE.

UNDER ARMSTRONG'S GUIDANCE, THE ARMSTRONG RANCH BECAME ONE OF THE LEGENDARY CATTLE RANCHES OF TEXAS. HIS DESCENDANTS HAVE CONTINUED THE TRADITION

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BE RESPECTFUL HAVE RESPECT FOR OTHERS AT ALL TIMES!

MAJOR JOHN B. JONES HISTORICAL MARKER



MAJOR JOHN B. JONES

(1834-1891)

FAMED DEFENDER OF THE FRONTIER. INSTILLED IDEALS OF EXCELLENCE INTO TEXAS RANGERS.

BORN IN SOUTH CAROLINA. CAME TO REPUBLIC OF TEXAS 1839. EDUCATED AT OLD BAYLOR AND RUTERSVILLE, WHERE STUDENTS HAD TO DEFEND SCHOOL FROM INDIAN ATTACKS.

IN CIVIL WAR, 1861-65, SERVED WITH TERRY'S TEXAS RANGERS AND SPEIGHT'S TEXAS INFANTRY BATTALION.

WAS APPOINTED MAY 1, 1874, BY GOVERNOR RICHARD COKE TO ORGANIZE AND FIELD THE FRONTIER BATTALION, TEXAS RANGERS. DUTY WAS TO STOP INDIAN DEPREDATIONS, BANDIT RAIDS FROM MEXICO, AND LAWLESSNESS THAT RESULTED FROM FEDERAL RECONSTRUCTION. AT ONCE PUT SIX RANGER COMPANIES AT FRONTIER POSTS 100 MILES APART. IN FIRST SIX MONTHS PATROLLED 22,250 MILES.

DEFEATED INDIANS IN NUMEROUS ENGAGEMENTS, SENDING THEM BACK TO THEIR RESERVATIONS. BROKE UP RUSTLING. BROUGHT END TO FAMOUS AND VIOLENT OUTBREAKS, INCLUDING MASON COUNTY WAR, HORRELL-HIGGINS FEUD, KIMBLE COUNTY TROUBLE, EL PASO SALT WAR. IN 1878 BROUGHT TO JUSTICE SAM BASS GANG OF TRAIN AND BANK ROBBERS.

BECAME ADJUTANT GENERAL OF TEXAS JANUARY 1879. IN 1880-81 DIRECTED TRACKING DOWN AND QUIETING OF VICTORIO'S APACHE INDIAN RAIDING BANDS.

BURIED IN OAKWOOD CEMETERY AUSTIN.

(1965)

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BE RESPECTFUL HAVE RESPECT FOR OTHERS AT ALL TIMES!



FRONTIER BATTALION RESEARCH NOTES



1. **Who?** What groups or individuals were involved?
2. **What?** Describe what happened.
3. **Where?** Explain where it took place.
4. **When?** What was the time period?
5. **How?** Explain how the Texas Rangers made a difference.

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FRONTIER BATTALION FACTSHEET



Members of the Frontier Battalion, a company of Texas Rangers, ca 1885.

After the Civil War and Reconstruction, a period of horrible lawlessness existed in Texas. In order to bring law and order to the state, the Texas Legislature set aside \$75,000 in 1874 to organize two groups of Texas Rangers. One of these groups was the Frontier Battalion, a force of 450 rangers, six companies (A-F) of seventy-five men each, designed to protect Texas against Indian raids. These rangers were mostly young, unmarried men from West Texas who wore no special uniforms or badges, and furnished their own horses, saddles and six-shooters. They gave *respect* to their officers and to the laws of Texas.

Although they were assigned to camps along the Texas frontier, they lived mostly outdoors on horseback. Unlike Stephen F. Austin's earliest "rangers," who left their homes to fight Indians, then returned to their homes when the Indians were under control, members of the Frontier Battalion served terms of up to four years.

In the period 1874-1900, when the Frontier Battalion was in force, Texas was undergoing many changes. Most Comanche and Kiowa Indians had been driven out of Texas by this time, but some continued to raid frontier settlements. During its first year and a half of existence, the Frontier Battalion fought with Indians twenty-one times, securing the frontier area of Texas and earning the respect of generations of Texans.

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BE RESPECTFUL HAVE RESPECT FOR OTHERS AT ALL TIMES!



FRONTIER BATTALION VOCABULARY

<i>Anglo</i>	white, non-Hispanic person
<i>courage</i>	courage is doing what you have to do even when you are really scared.
<i>respect</i>	<i>respect means that you understand that, despite any superficial differences, other people are just like you, and that you should always think about how your actions may make someone else feel, and how you would feel if they acted toward you in the same way.</i>
<i>frontier</i>	region at the edge of a settled area
<i>battalion</i>	military unit with 300 to 1,200 soldiers that usually consists of two to seven companies and is commanded by either a lieutenant colonel or a colonel
<i>six-shooter</i>	hand gun that can fire six shots with one loading
<i>commemorate</i>	to serve as a memorial or reminder of

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BE RESPECTFUL HAVE RESPECT FOR OTHERS AT ALL TIMES!

STUDENT FRONTIER BATTALION
HISTORICAL MARKER



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LESSON PLAN FOUR

★ DEDICATION ★

TWENTIETH CENTURY - A RANGER LEGACY

BY CAROL SCHLENK



★ LESSON OVERVIEW ★

Course and Grade Level:

Fourth Grade Texas History.

Lesson Duration:

One 45-minute class period.

Introduction:

This lesson can be used during the study of Texas in the early twentieth century. During this period, Texas Rangers were **dedicated** to maintaining law and order around the state.

Objective:

Students will define the word **dedication** and apply it to Texas Rangers. Working with partners, students will use a map to identify Texas counties named after Texas Rangers and will explore the roles of Texas county and state governments.

Assessment:

Completed *Texas Counties Named After Texas Rangers Map*.

★ TEACHER AND STUDENT ★ MATERIALS NEEDED

- Interactive whiteboard (or document camera, overhead projector, etc.)
- Classroom computers and access to the Internet
- *Francis Augustus "Frank" Hamer - A Texas Ranger Factsheet* (included)
- *Brooks County, Texas Courthouse photo* (included)
- *Brooks County Document* (included)
- *Texas Counties Named After Texas Rangers Map & Map Directions* (included)
- Map pencils or colored markers
- DVD: *LoneStar Lessons History of the Rangers Episode #4*. If you do not have the DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).
- Display the LoneStar Lessons Poster: *Dedication*

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Social Studies

History

4A Describe the impact of Reconstruction on Texas.

5C Identify the accomplishments of notable individuals.

Geography

6A Apply geographic tools, including compass roses, to construct and interpret maps.

6B Translate geographic data into a variety of formats such as maps.

Citizenship

7A Identify important individuals who have participated voluntarily in civic affairs at state and local levels.

17B Explain how individuals can participate voluntarily in civic affairs at state and local levels.

17D Identify the importance of historical figures and important individuals who modeled active participation in the democratic process.

18A Identify leaders in state, local, and national governments.

17B Identify leadership qualities of state and local leaders, past and present.

Social Studies Skills

21A Use valid primary and secondary sources to acquire information about Texas.

21C Organize and interpret information in visuals, including maps.

22D Create written and visual material.



★ ACTIVITY PROCEDURES ★

- Step 1:** Ask students what the word *dedication* means. Record responses for all to see then offer this definition: *Dedication is being devoted, or giving time, effort, or yourself, to something, even in the face of adversity or inconvenience.*
- Step 2:** Explain that the Texas Rangers is a group of lawmen and women who, throughout the history of our state, have risked danger and peril to protect the laws of Texas. Because they show such *dedication* to their duties and carry them out so well, they have earned the respect of many Texans.
- Step 3:** Display *Texas Ranger Francis Augustus “Frank” Hamer Factsheet*. Read it aloud with students and ask if and why they think Hamer is known for his *dedication* to Texas. Have students explain their answers.
- Step 4:** Have students get with a partner and view the video, “Crime Fighters in a New Age.” If you do not have the DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).
- Step 5:** Display the *Brooks County, Courthouse photo*. Explain that now we are going to talk about another Texas Ranger: James Abijah Brooks. In 1911, to honor Brooks’ *dedication* to the state, the Texas legislature named an entire county after him. Explain that counties are governmental bodies within states and Texas has 254 of them, more than any other state. Each county has a county courthouse where legal documents are kept and court is held. Explain that every document issued in Brooks County, such as property deeds, birth, marriage, and death certificates, as well as auto registrations and property tax records, has Brook’s name on it. Display the *Brooks County Document* as an example and point out Brooks’ name on the county seal. Point out that all Texas counties display the county name on their documents. Ask students to imagine the honor of having their name so well seen and respected.
- Step 6:** Explain that since the first counties in Texas were formed, they have been given Indian, Spanish, and French names as well as being named after heroes of the Texas Revolution, the Mexican War and the Civil War, and other important citizens. Explain that today students will identify 10 counties (other than Brooks County) that were named for Texas Rangers out of respect for their *dedication* to our state.
- Step 7:** Have students get with a partner. Distribute the *Texas Counties Named After Texas Rangers Map and Map Directions* (one per each set of partners) and colored map pencils. Direct students to search the map for the counties named after Texas Rangers on the list, then color each of those counties and answer the questions on their Map Directions. Have students turn in completed maps, map directions, and map pencils. Continued on next page.

★ VIDEO ★

DVD: LONESTAR LESSONS
HISTORY OF THE RANGERSEPISODE #4
CRIME FIGHTERS IN A
NEW AGE

LONESTAR LESSONS

Inquiry-based, educator-directed curriculum for Social Studies, Civics, Culture, Ethics and Language Arts, consisting of five lessons and video modules aligned with 4th and 7th grade Social Studies Texas Essential Knowledge and Skills (TEKS).

Episode #1 - Birth of the Rangers

For use with Lesson Plan One

Episode #2 - Rangers of the Republic

For use with Lesson Plan Two

Episode #3 - Frontier Lawmen

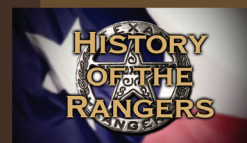
For use with Lesson Plan Three

Episode #4 - Crime Fighters in a New Age

For use with Lesson Plan Four



Former Texas Rangers Foundation
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If you do not have the *History of the Rangers* DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).

★ MODIFICATIONS ★

- As map activity begins, model finding Brooks County on the map for students.
- Allow more time to complete the activity.

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HAVE DEDICATION COMPLETE EVERYTHING THAT YOU BEGIN!



TEXAS RANGER FRANCIS AUGUSTUS "FRANK" HAMER FACTSHEET



Frank Hamer was renowned for his immense physical stature and his fighting skills, with and without firearms. Frank was also known as a man of few words and of swift and decisive action. While, like most lawmen, Frank's career was not without controversy, he established a reputation for his *dedication* to defending law and order, particularly on behalf of those who could not defend themselves. Frank realized that law and order was essential to achieving and maintaining a peaceful society, and on more than one occasion, he defended that belief against politically powerful and publicly popular efforts to the contrary.

Frank served as a Texas Ranger for over three decades at the beginning of the Twentieth Century, during which he rose through the ranks to eventually serve as the Senior Captain/Chief of the Texas Rangers. Much like his 19th century counterparts, the legendary Ranger Captain "Jack" C. Hays of the Republic era and John B. Jones of the Frontier Battalion, Frank was one of the most famous and influential Texas Ranger commanders of his own time, the early 20th century. Also like Hays and Jones, Hamer led the Rangers during a period of transitional evolution, a process that has been key to both their fame and institutional endurance over the past two centuries. Frank and his contemporary fellow commanders transformed the Rangers from frontier lawmen into early-modern criminal investigators.

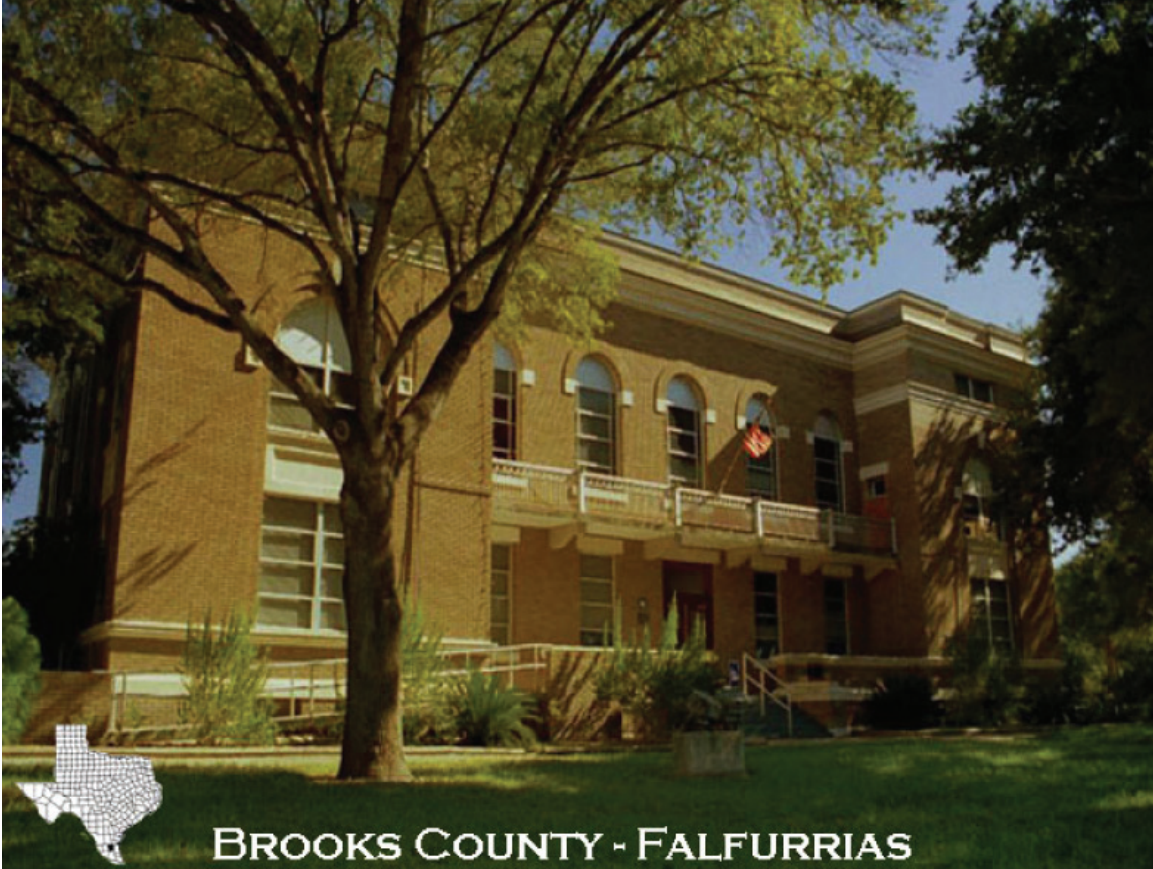
In particular, there are two events that stand out as examples of Frank's willingness to defend marginalized citizens rights to due process under the law. The first was in 1928, when Frank took on what was then one of the most powerful organizations in the state, the Texas Bankers' Association, for creating what he labeled a "perfect ...murder machine." Frank had discovered that as a consequence of TBA's offer of "\$5,000.00 for Dead Bank Robbers and Not One Cent for Live Ones," nefarious characters willing to profit from the misfortunes of marginalized, innocent people had lured unsuspecting victims to their deaths. Frank privately presented evidence of such atrocities to the TBA and asked them to withdraw or modify the offer, which they refused to do. Therefore, Frank, contrary to his standard policy of avoiding the media, issued a press release that resulted in so much public backlash against the TBA that they finally modified their offer as he had originally requested.

**TEXAS RANGER
FRANCIS AUGUSTUS “FRANK” HAMER
FACTSHEET CONTINUED**

The second was in 1930, in the peak of the Jim Crow era, Frank and several other Rangers took on an assignment that few men then would have dared. They went to Sherman, Texas, to defend the due process rights of a black man named George Hughes—accused of assaulting a white woman—against a mob of thousands inflamed by racial animosity and false rumors. Led by local instigators determined to deny Hughes his right to a trial, the mob was repelled by Hamer and his men when attempting to storm the courthouse and take their victim by force. However, the vicious local agitators succeeded in the end only by burning down their own courthouse and fighting off dozens of National Guardsmen to get to their target, who they then killed in a brutal fashion. Frank’s dismay and disgust at what he witnessed in Sherman that day never left him.

True to his principles, Frank retired from the Texas Rangers in 1932, when a regime he knew to be corrupt was reelected to the Governor’s office. He died July 10, 1955, in Austin, Texas, and was buried in Austin Memorial Park Cemetery.

HAVE DEDICATION COMPLETE EVERYTHING THAT YOU BEGIN!



BROOKS COUNTY - FALFURRIAS

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**HAVE
DEDICATION**

COMPLETE EVERYTHING THAT YOU BEGIN!



**BROOKS COUNTY TEXAS
DOCUMENT**



FRUTOSO "PEPE" GARZA
BROOKS COUNTY CLERK
P.O. BOX 427
FALFURRIAS, TEXAS 78355
PHONE (361) 325-5604 EXT. 150

APPLICATION FOR CERTIFIED COPY OF BIRTH OR DEATH CERTIFICATE

BIRTH

REQUESTED

_____ Certified Copies x \$23.00 = _____

_____ Wallet Size x \$23.00 = _____

_____ Plastic Sleeve x \$1.00 = _____

Total Enclosed = _____

DEATH

REQUESTED

_____ CERTIFIED COPY X \$21.00 = _____

_____ EXTRA COPIES OF SAME = _____

_____ RECORD X \$4.00 = _____

TOTAL ENCLOSED = _____

PLEASE PRINT

1. Full Name of Person on Record	First Name	Middle Name	Last Name
2. Date of Birth or Death	Month	Day	Year
3. Sex			
4. Place of Birth or Death	City or Town	County	State
5. Full Name of Father	First Name	Middle Name	Last Name
6. Full Maiden Name of Mother	First Name	Middle Name	Maiden Name

7. ADDITIONAL IDENTIFYING INFORMATION FOR DEATH CERTIFICATE ONLY.
SOCIAL SECURITY NUMBER OF DECEASED _____
BIRTH DATE _____ BIRTH PLACE, ETC. _____
8. APPLICANT'S NAME: _____ 9. TELEPHONE #: _____
(MON-FRI 8:00-5:00)
10. MAILING ADDRESS: _____
STREET ADDRESS CITY STATE ZIP
11. RELATIONSHIP TO PERSON NAMED IN ITEM 1: _____
12. PURPOSE FOR OBTAINING RECORD: _____

WARNING: THE PENALTY FOR KNOWINGLY MAKING A FALSE STATEMENT IN THIS FORM CAN BE 2-10 YEARS IN PRISON AND A FINE OF UP TO \$10,000. (HEALTH & SAFETY CODE, CHAPTER 195, SEC. 195.003)

SIGNATURE OF APPLICANT _____ DATE _____

IDENTIFICATION TYPE _____ NUMBER _____
ATTACH PHOTOCOPY Driver's License, I.D. Card, etc. on Driver's License, I.D. Card, etc.

Birth records are confidential for 75 years and death records for 25 years; therefore, issuance is restricted. Please **attach a photocopy** of ID to application.
Administrative rules require that on restricted records, all identifying information (items 1-6), relationship (item 11) and purpose (item 12) be provided in order to issue the record.

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HAVE DEDICATION COMPLETE EVERYTHING THAT YOU BEGIN!

TEXAS COUNTIES NAMED AFTER TEXAS RANGERS MAP DIRECTIONS



1. Title your map: Texas Counties Named After Texas Rangers.
2. In the lower left quadrant of your map, draw a compass rose. Include all four cardinal directions.
3. Find each of the 10 counties named after Texas Rangers listed on the map. Using a map pencil or marker, color these 10 counties yellow.
4. Find Brooks County, named after James Abijah Brooks. Color it green.
5. How many of the Texas Rangers listed on the map fought in wars? _____
6. What county do you live in? _____
7. Find your county on the map and color it orange.
8. Draw a star inside your county.
9. In what town or city is your county seat? _____
10. Would you like to have a county named after you? Explain your answer.

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LESSON PLAN FIVE
★ DETERMINATION ★
THE MODERN TEXAS RANGERS
AND THE SCIENTIFIC METHOD
INVESTIGATING A CRIME
 BY CAROL SCHLENK

★ LESSON OVERVIEW ★

Course and Grade Level:

Fourth Grade Science and Texas History.

Lesson Duration:

Two 45-minute class periods, or one block period.

Introduction:

This lesson can be used when studying the scientific method and modern Texas law enforcement.

Objective:

Students will define the word *determination* and apply it to contemporary Texas Rangers. Students will work in groups, using the scientific method to “solve” a crime.

Assessment:

Completed *Six Steps of the Scientific Method*, *Texas Rangers and the Scientific Method* and *Fingerprinting Activity*.

★ TEACHER AND STUDENT ★
MATERIALS NEEDED

- Interactive whiteboard (or document camera, overhead projector, etc.)
- Classroom computers and access to the Internet
- *Six Steps of the Scientific Method* (included)
- *Texas Rangers and the Scientific Method* (included)
- *Fingerprinting Activity* (included)
- Black ink pads (washable)
- White poster board
- Magnifying glasses (if needed)
- DVD: *LoneStar Lessons Rangers in the Modern Era Episodes# 1-4*. If you do not have the DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).
- Display the LoneStar Lessons Poster: *Determined*

**TEXAS ESSENTIAL KNOWLEDGE
AND SKILLS (TEKS)**

Science

- 1A Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom investigations.
- 2A Plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer questions.
- 2B Collect and record data by observing and measuring.
- 2D Analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured.
- 2F Communicate valid, oral, and written results supported by data.

Social Studies

Science, Technology and Society

- 20B Describe how scientific discoveries and innovations in technology have benefited society in Texas.

Social Studies Skills

- 21A Locate and use valid primary and secondary sources.
- 21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, making generalizations and predictions, and drawing inferences and conclusions.
- 23A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

★ ACTIVITY PROCEDURES ★

Day 1 Investigating the Crime Scene

Step 1: Ask students if they watch detective shows on television, such as CSI or NCIS. Ask them to brainstorm how detectives on such programs use science to help them solve cases, keeping in mind that television shows often glamorize and exaggerate situations. Point out that **forensic science** (often known as forensics) is the application of science and technology to investigate matters related to criminal or civil law in real life situations.

Step 2: Ask students what the word **determination** means. Record responses for all to see then offer this definition: *Determination is deciding that you are going to do the right thing, and then doing it no matter what gets in your way.* Explain that forensic scientists often have great difficulty finding crime scene clues and putting them together to solve the crimes. It takes great patience and great **determination** to solve crimes.

Step 3: Have students get with their partners and view the video, “Elite Criminal Investigators” and “Crime Scene Investigation.” If you do not have the DVD, then browse to: (<http://www.trhc.org/educator-resources.html>). Instruct students to watch for examples of forensic science as they view the videos.

Step 4: After viewing the video, lead a discussion on student responses and explain that crime detectives often use the scientific method to solve crimes. Inform students that they will use some forensic science to solve an imaginary crime. Have students choose a partner to work with.

Step 5: Display *Six Steps of the Scientific Method* for the class and distribute copies (one per two students). Instruct students to search the Internet for the six basic steps of the scientific method and record their answers on the worksheet. Suggested website: (http://www.ehow.com/info_8502951_sixstep-scientific-method-elementary-kids.html).

Step 6: Ask for student volunteers to share their answers, and write correct answers for all to see. Some answers may vary in wording, but should basically reflect these six steps:

- Ask a question
- Do background research
- Construct a hypothesis
- Test hypothesis by doing an experiment
- Analyze data and draw a conclusion
- Communicate your results

Step 7: Help students brainstorm how they would investigate a crime scene to answer these basic questions about a crime: who? what? where? when? how? On the back of their *Six Steps of the Scientific Method*, instruct students to

★ VIDEO ★

DAY 1
DVD: LONESTAR LESSONS
RANGERS IN
THE MODERN ERA

EPISODE #1
ELITE CRIMINAL
INVESTIGATORS

EPISODE #2
CRIME SCENE INVESTIGATION
(CSI) TECHNIQUES

LONESTAR LESSONS

Inquiry-based, educator-directed curriculum for Social Studies, Civics, Culture, Ethics and Language Arts, consisting of five lessons and video modules aligned with 4th and 7th grade Social Studies Texas Essential Knowledge and Skills (TEKS).

Episode #1 - Elite Criminal Investigators

For use with Lesson Plan Five

Episode #2 - Crime Scene Investigation (CSI) Techniques

For use with Lesson Plan Five

Episode #3 - Forensic Art Investigation Techniques

For use with Lesson Plan Five

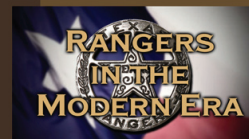
Episode #4 - Interviewing Suspects & Witnesses

For use with Lesson Plan Five

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If you do not have the *Rangers in the Modern Era* DVD, then browse to: (<http://www.trhc.org/educator-resources.html>).

★ VIDEO ★

DAY 2
DVD: LONESTAR LESSONS
RANGERS IN
THE MODERN ERA

EPISODE #3
FORENSIC ART INVESTIGATION
TECHNIQUES

EPISODE #4
INTERVIEWING SUSPECTS &
WITNESSES



LONESTAR LESSONS

Inquiry-based, educator-directed curriculum for Social Studies, Civics, Culture, Ethics and Language Arts, consisting of five lessons and video modules aligned with 4th and 7th grade Social Studies Texas Essential Knowledge and Skills (TEKS).

Episode #1 - Elite Criminal Investigators
For use with Lesson Plan Five

Episode #2 - Crime Scene Investigation (CSI) Techniques
For use with Lesson Plan Five

Episode #3 - Forensic Art Investigation Techniques
For use with Lesson Plan Five

Episode #4 - Interviewing Suspects & Witnesses
For use with Lesson Plan Five

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★ ACTIVITY PROCEDURES CONTINUED ★

write down all the types of clues they can think of that are used to solve crimes (fingerprints, DNA, etc.), and have them circle their three favorite choices. Ask how many groups chose fingerprints as one of their choices. Explain that while some crime scenes may offer many clues to detectives (DNA, blood, hair, etc.), sometimes fingerprints are the only available clue.

Day 2 Solving the Crime

- Step 1:** Have students get with their partners and view the videos, “Forensic Art Investigation Techniques” and “Interviewing Suspects & Witnesses” If you do not have the DVD, then browse to: <http://www.trhc.org/educator-resources.html>). Instruct students to watch for examples of forensic science as they view the videos.
- Step 2:** Explain that today students will use the scientific method and **determination** to solve a crime. Distribute copies of *Texas Rangers and the Scientific Method* and display it for all to see. Go over it aloud with students.
- Have partners brainstorm their six answers and write them on the worksheet. Have several students volunteer their answers aloud. Ask if anyone thought to look for fingerprints on the dead man’s wallet.
- Step 3:** Inform students that they will use fingerprints to try and solve the murder mystery. Distribute one copy of the *Fingerprinting Activity* to each student and one ink stamp pad per set of partners. Display the *Fingerprinting Activity* and read it aloud with students.
- Step 4:** Have each student practice making an index finger fingerprint on scrap paper. Then have them create a print on the *Fingerprinting Activity* and put his/her name on back of the page. All students also put their index finger fingerprint on the white poster board that will include fingerprints from the entire class.
- Step 5:** Choose a single *Fingerprinting Activity* worksheet at random and attach it to the poster board, with the student fingerprint visible, and explain that it contains the fingerprint of the victim’s “killer.” The class then tries to match the “killer’s” print with one of the student prints on the poster board. If using an Interactive whiteboard, fingerprints can be enlarged on the screen. Magnifying glasses can also be used.
- Step 6:** Display *Texas Rangers and the Scientific Method* again and ask students if they would change anything about their initial responses since completing the fingerprint activity. Have a student volunteer to explain how the scientific method and **determination** help the Texas Rangers solve crimes.

BE DETERMINED DO THE RIGHT THING, EVEN WHEN IT'S DIFFICULT!



SIX STEPS OF THE SCIENTIFIC METHOD

List the Six Steps of the Scientific Method:

1.

2.

3.

4.

5.

6.



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TEXAS RANGERS AND THE SCIENTIFIC METHOD



Local police in a small Texas town find a man's dead body in a deserted parking lot. They call in the Texas Rangers, who consult the medical examiner to determine time of death. The Rangers will need a great deal of *determination* to solve this crime!

After searching for clues and evidence, here's what they discover:

WHO killed this man? Answer - ?????

WHAT killed him? Answer - a blow to the head with a blunt object

WHERE was he killed? Answer - in a deserted parking lot

WHEN was he killed? Answer - around midnight

WHY was he killed? Answer - probably for his money, as his empty wallet was found next to his body.

Use the Six steps of the scientific method to help the Texas Rangers solve their case!

1. What is your main QUESTION?
2. What BACKGROUND RESEARCH would you conduct?
3. What would your HYPOTHESIS be?
4. What EXPERIMENT would you use to test your hypothesis?
5. How would you ANALYZE YOUR DATA and DRAW A CONCLUSION?
6. How could you COMMUNICATE YOUR RESULTS?



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FINGERPRINTING ACTIVITY

Fingerprint identification uses the impressions made by the very small ridge formations or patterns found on a person's fingertips. No two persons have exactly the same arrangement of ridge patterns, and the patterns of any one person remain unchanged through life. Fingerprints offer an unmistakable means of personal identification. Other personal characteristics may change, but fingerprints do not. Fingerprints can be recorded with ink on a standard fingerprint card or can be recorded digitally and transmitted electronically to the Texas Rangers forensic laboratory for comparison. By comparing fingerprints at the scene of a crime with the fingerprint record of suspected persons, Texas Ranger forensic detectives can establish absolute proof of the presence or identity of a person.

There are three main fingerprint patterns: arches, loops and whorls, and there are variations within each type. You can see how it would take great *determination* to identify someone by his or her fingerprints!



Arch

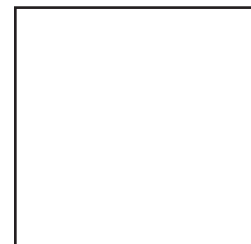


Loop



Whorl

Make your own fingerprint. Roll your index fingertip from left to right on the ink pad. Then roll it from left to right inside the empty box pictured here. Put your name on the **BACK** of this paper.



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