

COURAGE * DETERMINATION * DEDICATION * RESPECT * INTEGRITY

LONESTAR RANGER



**FOURTH GRADE
LESSON PLANS**

LONESTAR LESSONS

Provided By



ORIGINAL ILLUSTRATION ART BY SAM CHERRY

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INSTILLING GOOD CITIZENSHIP

LONESTAR LESSONS

★ FOURTH GRADE ★

PROVIDED BY



FORMER TEXAS RANGERS FOUNDATION
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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

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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

