

EDUCATOR GUIDE

Pre- & Post-Visit Lesson Plans 7th Grade Learning Level

Thank you for your interest in Casa Navarro State Historic Site, the home of Tejano patriot José Antonio Navarro (1795-1871). In this guide you will find TEKS-aligned classroom lessons and extension activities that will prepare your students for a visit to Navarro's historic home. You may reproduce all images within this Educators' Guide for your classroom use.

For admission prices and hours of operation, please visit us online at visitcasanavarro.com. To schedule a site visit field trip for your students, please call 210.226.4801.

For your VISIT, we recommend that you:

- Complete pre-visit lesson(s) included or your own introductory lesson in advance.
- Divide your group of students into 4 groups, each with a chaperone prepared to facilitate their group's work throughout the visit.
- Equip each of your students with a sharpened pencil (no pens or markers allowed in museum exhibits).
- Equip each of your group chaperones with a camera or phone with camera for group work documentation.

We welcome your suggestions and feedback on the enclosed materials. You may find our complete contact information below. We look forward to seeing you and your students at Casa Navarro State Historic Site.

Contact Us

228 South Laredo St.
San Antonio Texas 78207
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José Antonio Navarro

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Pre-Visit Lesson 1

The Character of Navarro, a Civil Servant

Objectives

In preparation for their visit to Casa Navarro, students will gain insight into the character of José Antonio Navarro—in particular those aspects of his character which contributed to his success as an appointed/elected official and political advisor.

Grade 7 Texas Essential Knowledge and Skills (TEKS)

Social Studies

(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups

(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present

English Language Arts (ELA)

(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.

Materials

- Individual or Group Copies of *Comprehending his Character* worksheet
- Individual or group computer access (optional follow-up activity)

Key Terms

- Civil or Public Servant – an official in a position of service to a country's, state's or locality's citizens.

Discussion

Introduce Navarro as a Civil Servant.

- **Write** the following occupations/appointments on the board:
 - land commissioner
 - city attorney
 - city council member
 - justice of the peace
 - delegate to the Constitutional Convention of 1836 (signing of the Declaration of Independence)
 - Representative to Mexican legislature
 - Representative to the Republic of Texas

- Representative of the State of Texas
- **Engage** students in thinking about characteristics (leadership qualities, knowledge or skills) that might help a person to succeed in each of these positions.
For example, a city attorney would need to have a good understanding of the law (Mexican law, Republic of Texas law, or U.S. law depending on when they were serving as attorney). They might also be a good negotiator, debater, public speaker, etc.
- **Ask:** “*In which of these positions do you think José Antonio Navarro served during his lifetime?*” [the answer is ALL]
Explain that during his lifetime, José Antonio Navarro lived in San Antonio de Bexar under a Spanish government, Mexican government, the Republic of Texas and the state of Texas in the United States. He made his living by ranching cattle, as a merchant of imported goods and as a lawyer. He also, at different times throughout his life, served in each of the appointed/elected positions listed on the board.

Literary Investigation: Comprehending his Character

Have students work individually or in groups to highlight phrases in the provided biographical sketch that depict Navarro’s character. The sketch was written June 20, 1869 by the publishers of Navarro’s collected writings, *Apuntes Históricos Interesantes de San Antonio de Béxar* (*Commentaries of Historical Interest on San Antonio de Béxar*).

For the work in its entirety, visit the website administered by the Sons of Dewitt Colony Texas (tamu.edu/faculty/ccbn/dewitt/navarromem1.htm).

- **Discuss** as a class the authors’ description of José Antonio Navarro. How might these character traits contribute to his service to Texas? [Answers will vary]
- **Discuss** the Authors’ Purpose. As the sketch introduces Navarro’s written work, is there potential for bias? Would the publishers have more to gain from a positive or negative description of Navarro’s character?

Follow-Up Web Activity: A Tejano for Texas Independence

Introduce Navarro as Tejano who played a major role in Texas Independence.

- **Write** *Tejano* on the board. Allow students a few minutes to reflect or research the meaning of the word.
- **Engage** students in a discussion of the meaning of *Tejano*.
[**Guide discussion:** someone from Texas who is of Mexican descent.]
- **Ask** if any of the students are *Tejano*.
- **Explain** that José Antonio Navarro was a *Tejano* born in San Antonio (Bexar).
- **Elaborate** by adding that José Antonio Navarro was one of only two Tejanos that signed the Texas Declaration of Independence. The other Tejano who signed it was his uncle.
- **Visit the following website as a class:** *Texas Independence*, a collaborative effort by the Star of the Republic Museum and Washington-on-the-Brazos State Historic Site txindependence.org
- **Direct** each student to the “**Convention Comicmaker.**”
Choose the Tejanos for Texas theme: txindependence.org/conventioncomic.php)

Students are to create a comic strip that illustrates a conversation between Tejanos involved in independence for Texas. Students must incorporate José Antonio Navarro as one of their comic characters and demonstrate their understanding, through dialogue, of Navarro's character. Have students print their completed comic strips.

- **Evaluate** student comic strips. Students must include José Antonio Navarro and TWO mentions of character supporting details.

Name(s) _____

JOSÉ ANTONIO NAVARRO

Comprehending His Character

Instructions: Read the following biographical sketch of José Antonio Navarro. Highlight or underline phrases or words that describe his *character*. Use a dictionary to define any words that you do not know. This sketch was written on June 20, 1869 by the publishers of Navarro’s collected writings, *Apuntes Históricos Interesantes de San Antonio de Béxar*.

“There are few men like José Antonio Navarro, who have not only desired to be a patriot but have known how to be one—which is what makes a citizen illustrious. We will not attempt to make Mr. Navarro appear as a liberator, like Bolivar; nor a jurisprudent like Henry Clay; nor a leader like Hidalgo, because the knowledge we have of his irrepressible dignity forbids it. But we can assure that his return to private life has made him a greater man than fame would have made of him in the spacious halls of the senate. Despite his scant education, José Antonio Navarro is one of those men who stands out, even alongside other men of note. We can say that his intellect has little in common with the others, but comes very close to that of B Franklin. Everyone knows more of the virtues than of the talent of the Philadelphia philosopher. José Antonio appears to be of this mold, having made himself worthy of the merit conceded to him by all those who have the opportunity to deal with him in good faith. Whoever treats with Mr. Navarro diligently, in accord with his ideas, or who upon meeting him engages his sense of humor, is received by José Antonio and treated with a tact and courtesy that leaves nothing to be desired. The furniture and various items which make up the contents of his home immediately convey the idea that this honorable compatriot is a member of that small body of men whose simple and unchanging customs embody both knowledge and recreation. This is an enrapturing thing that imposes equally the austerity of science with spirited associations and friendship, as though they existed in perfect harmony... But José Antonio, following the course of events, has imparted to his country the enduring service of his virtuous life and common sense that is only given to the predestined. Such is our perspective of the life of the Honorable] and worthy elder.”

In your own words, describe how Jose Antonio Navarro’s character might have contributed to his long and well-remembered service to Texas.

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Pre-Visit Lesson 2

Explore Navarro’s Neighborhood of *Laredito*

Objectives

Navarro made a home for himself in the San Antonio neighborhood, *Laredito* (little Laredo). Students will explore the neighborhood in which Navarro lived and worked via group investigation of historic photographs. Students will understand that Casa Navarro is the only remaining structure from this important historic San Antonio neighborhood.

Grade 7 Social Studies TEKS

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

Materials

- **Project** Powerpoint Slides: 7th Grade-Navarro in Laredito
- **Print** *Laredito Buildings* Photographs for Group Investigation (4 pairs of images, 4 groups)
- **Print** *Historic Laredito* organizer sheets for each group

Discussion

- **Display** for the class Slide 1: Koch's *Birds Eye View of San Antonio* map.
- **Explore** the map and **find** Laredo Street.
Laredito means Little Laredo. The *Laredito* neighborhood in San Antonio was built around Laredo Street. Laredo Street was the road that led from San Antonio to Laredo, Mexico. It was part of the old *Camino Real*, or King's Road, that the Spanish built. Until the freeway was built it was the only major road in Texas leading to and from Mexico and was an important street for over 200 years.
- **Display** for the class Slide 2: Navarro's Home, Casa Navarro images.
- **Engage** the students in an investigation of the two Casa Navarro images.
- **Compare** the images. How has the building changed between 1930 and today?

Group Investigation

- **Display** Slide 2: Navarro's Home, Casa Navarro images.
- **Separate** students into 4 groups and give each group a pair of the *Laredito* buildings photo pairs and a shared *Historic Laredito* organizer sheet.
- **Allow** 10 minutes of work. After students have completed their organizers, display slides 47, one at a time. Each slide corresponds to one of the *Laredito* building photo pairs. As their slide is displayed, let that group describe their photographs to the class. Afterward, lead the class in the following follow-up discussion questions.

NOTE: On the question of building addresses, photos taken on the 300th block would be much closer to Casa Navarro than photos from the 600th and 800th blocks.

Follow-Up Discussion

Overall, students may have found that the Casa Navarro buildings were “nicer” or better built than other structures on South Laredo Street. Why might this be?

In addition to being an elected representative, José Antonio Navarro was a very successful and self-educated man. He was a lawyer and a merchant—the two-story building next to his home was an office and mercantile store. Navarro was also a landowner, and he raised cattle on two large ranches outside of San Antonio.

What about merchants or other businesspeople? Would they have lived in *Laredito*?

Early records of the neighborhood show that some of Navarro’s neighbors ran stores, others included policemen, blacksmiths, photographers, and teachers. In other words, *Laredito* was like any other neighborhood. Unfortunately, Casa Navarro is the only building remaining from the historic neighborhood of *Laredito*.

Why do you think Navarro chose to live in *Laredito*?

Laredo Street was a main highway to and from Mexico (the Camino Real). Living at the corner of Laredo and Nuevo Streets, José Antonio Navarro would have seen all the activity along that busy road.

Also, *Laredito* was the original West Side of San Antonio and was considered culturally “more” Mexican or Tejano than Anglo. When Navarro chose *Laredito* he chose to be close to the people who shared his culture. José Antonio Navarro was elected/chosen to represent the citizens of Bexar (San Antonio) as

- a delegate to the Constitutional Convention of 1836
- a Representative to the congress of the Republic of Texas, 1838-1839
- a delegate to the Convention of 1845
- a Senator of the Texas state legislature, 1846-1848

Do you think Navarro’s choice of home/neighborhood impacted his decisions as an elected/selected political official? How?

Laredito Buildings



Photo 1: 311 North Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo.



Photo 2: 319 North Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo

Laredito Buildings



Photo 1: 300 block of North Laredo St. at Salinas St. Courtesy Daughters of the Republic of Texas Library at the Alamo

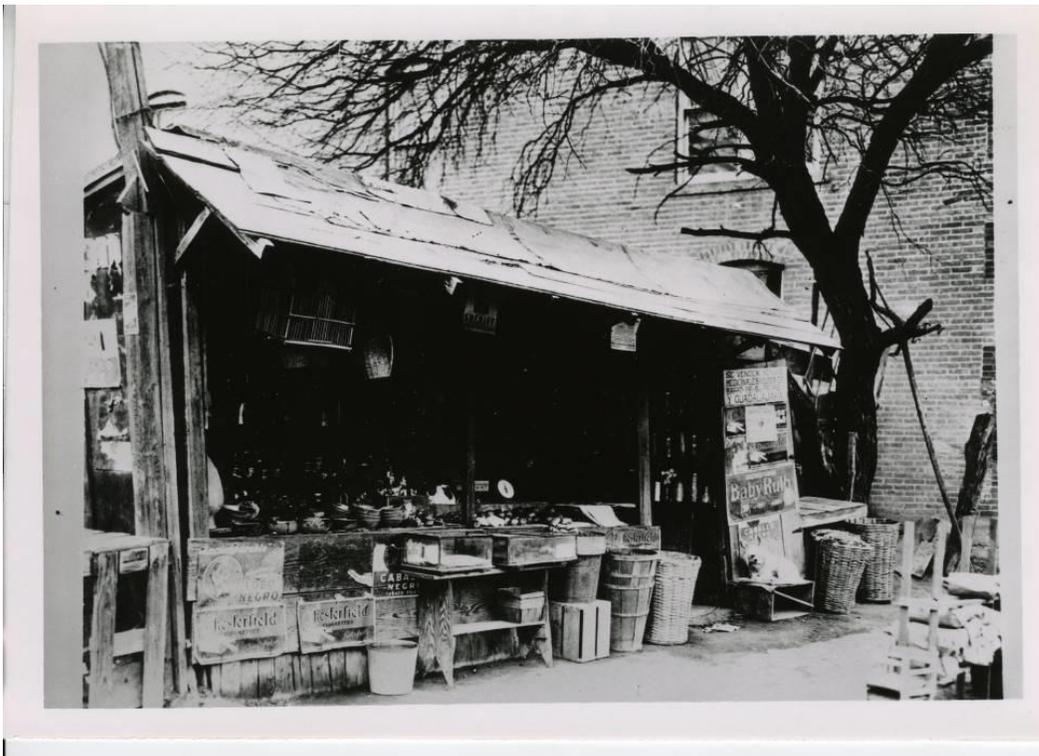


Photo 2: Mexican store on Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo

Laredito Buildings



Photo 1: 320 South Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo.



Photo 2: 607 South Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo.

Laredito Buildings



Photo 1: Candy peddler on Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo.



Photo 2: 823-825 South Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo

Name(s) _____

HISTORIC LAREDITO

Exploring the buildings of “Little Laredo”

INSTRUCTIONS: In your groups, explore the photographs given to you, and work together to complete the table below.

<p>Describe the Photo. What do the buildings look like? What materials were used to build the buildings?</p> <p>Are there windows, doors, chimneys—what do they look like?</p> <p>Describe any people or street activity in the photo.</p>	Photo 1	Photo 2
<p>Compare Photo 1 and Photo 2. How are they alike? How are they different?</p> <p>Look at the address for each photo (some photos do not have an address). Are the photos taken of buildings on the same or different blocks of Laredo St.?</p>		
<p>Compare each photo to the photos of Casa Navarro. How are they alike? How are they different?</p> <p>Are the building materials alike or different?</p>	Photo 1 & Casa Navarro	Photo 2 & Casa Navarro

Post-Visit Assessment

After visiting Casa Navarro State Historic Site, evaluate Student Guidebooks for completion and correctness. Answers to guidebook questions are available in the Chaperone Guidebooks.

The Post-Visit Lesson: *Points of View—Patriot or Traitor* may be used to assess students' knowledge of José Antonio Navarro's roles as delegate to the Constitutional Convention of 1836 and as diplomat for the Santa Fe Expedition, encouraging them to reflect on Navarro's participation from both the Texan's and Mexican government's perspectives.

Additional Resources

The Handbook of Texas Online
by the Texas State Historical Association
tshaonline.org/handbook

José Antonio Navarro
by Sons of Dewitt Colony Texas
tamu.edu/faculty/ccbn/dewitt/Navarro.htm#bio

Texas Independence
by the Star of the Republic Museum and
Washington-on-the-Brazos State Historic Site txindependence.org/

Remember the Alamo: People and Events
by PBS
pbs.org/wgbh/amex/alamo/peopleevents/p_navarro.html



A rare photograph of José Antonio Navarro, circa 1860s

Post-Visit Lesson Plan

Points of View—Patriot or Traitor

Objectives

Students will reflect on José Antonio Navarro’s roles in Texas Independence and in his service in the Santa Fe Expedition. By analyzing Navarro’s participation, students will understand these opposing perspectives: the fact of his treason to the Mexican government versus his patriotism for an independent Texas.

Grade 7 Texas Essential Knowledge and Skills (TEKS)

Social Studies

- (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:
- (C) explain the issues surrounding significant events of the Texas Revolution, including the Constitutional Convention of 1836
- (4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:
- (A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the José Antonio Navarro, the Santa Fe Expedition and the roles of racial and ethnic groups;
- (17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:
- (C) express and defend a point of view on an issue of historical or contemporary interest in Texas.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:
- (D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;
 - (E) support a point of view on a social studies issue or event;

English Language Arts (ELA)

- (9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
- (17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
- (A) write a multi-paragraph essay to convey information about a topic that:
 - (i) presents effective introductions and concluding paragraphs;
 - (ii) contains a clearly stated purpose or controlling idea;
 - (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
 - (iv) accurately synthesizes ideas from several sources; and
 - (B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context

Materials

- Audio clips from Casa Navarro Exhibit available in the powerpoint slides: *7th Grade Patriot or Traitor.ppt*
- Print *Facts and Sources* for groups of students or for each student
- Print *Patriot or Traitor* graphic organizer sheets for each student

Key Terms

- **Treason:** the offense of acting to overthrow one's government or to harm or kill its sovereign; a violation of allegiance to one's sovereign or to one's state.

Discussion

- **Write** Patriot and Traitor on classroom board.
- **Engage** students in defining and giving examples for each word.
- **Ask** what do you most remember about José Antonio Navarro from our visit to Casa Navarro?
- **Explain**, should any students recall his role in the Constitutional Convention of 1836 and/or in the Santa Fe Expedition, that these two events in particular shed light on dual perspectives regarding Navarro's loyalty.

Exploring Historical Points of View: *Patriot or Traitor*

Pass out the *Patriot or Traitor* worksheets to students. Read aloud the two opposing points of view presented in the table: Texas's view of Navarro as a Patriot and Mexico's view of Navarro as a Traitor.

For this exercise, students should take advantage of the following resources to gather supporting evidence for BOTH points of view:

- Casa Navarro Student Guidebooks and visit experience,
- the audio clips and sources provided (in powerpoint),
- the Facts and Sources supplement provided,
- and knowledge of or additional research of related events.

Assessment

Students must organize at least 2-3 supporting facts for each point of view. They must then write a cohesive letter to either Sam Houston or Santa Anna in support of ONE point of view, and their letters must incorporate their supporting evidence. Evaluate their work for completion, accuracy of evidence and success in making their argument in writing, using supporting facts.

JOSÉ ANTONIO NAVARRO: PATRIOT OR TRAITOR

Facts and Sources

As a teenager, José Antonio Navarro participated in the Gutierrez-Magee Expedition and the Battle of Medina—a revolt against the Spanish government that sparked Mexico’s war for independence.

“Because ever since the Year of 1813 and particularly since the unfortunate Battle of the Medina, my Uncle Francisco Ruiz, my Brother-in-law Veramundi, my afore-said brother Angel, and even ourselves the minors of the family have fallen into a horrid persecution on the part of all the Spanish officials devoted to the cause of their King. The names of Ruiz, Veramundi and Navarro was the mark of disgrace something, the notice alarm of treason and of all evil that could be invoked against the holy cause and the Rights of the King of Spain.”

Autobiography of José Antonio Navarro, 1841

Mirabeau B. Lamar Papers, Archives and Information Services Division
Texas State Library and Archives Commission.

Navarro and his uncle Ruiz were the only two Tejanos to sign the Texas Declaration of Independence on March 2, 1836. Before the convention at Washington-on-the-Brazos had ended, Navarro and Ruiz fled toward Louisiana as Santa Anna’s army approached.

“Dn. Antonio Navarro was appointed, in the City of Montclova, on 2nd. day of March 1835 as Senator for the State of Coahuila to the Genl. Congress of Mexico, and although he was called to his seat he evaded by honest pretexts, and on the 2nd. of March 1836 he was found subscribing to the declaration of the Independence of Texas, his honorable appointment in Mexico would have been worth to him at least nine thousand dollars in Texas it cost him sufferings, the loss of some property, and afflictions of his family, but the impulse of liberty conquered them all, Bexar 18 of May 1841 J.A.N”

From the *Papers of Mirabeau Buonaparte Lamar*, No. 2026, 1841 May 18, José Antonio Navarro, Bexar www.tamu.edu/faculty/ccbn/dewitt/Navarro.htm#lamar1703

Navarro was a diplomatic agent for the Santa Fe Expedition. The expedition’s mission was to expand Texas’s territory by encouraging citizens of New Mexico to pursue independence from Mexico.

“They ware all taken prisoners and marched to Mexico and while there confined in a close prison, the Mexicans discovered that he was a Mexican and the authorities offered him his liberty if he would cut the Lone Star buttons off his coat. He said he would die in prison before he would disgrace the cause of Texas.”

Now You Hear My Horn, The Diary of James W. Nichols
tamu.edu/faculty/ccbn/dewitt/Navarro.htm

President Sam Houston addresses the Texas congress regarding Navarro's imprisonment: "...if the Hon. Congress will suggest any means by which his suffering can be alleviated or his restoration to liberty procured, he will not delay one moment in the execution of the plan. He has never had a dollar at his command for any purpose connected with the

Santa Fe prisoners; nor has he ever been notified where Mr. Navarro is incarcerated or that he has not been liberated."

Sam Houston to Texas Congress, January 11, 1843

A.J. Houston Collection, Archives and Information Services Division
Texas State Library and Archives Commission.

To consider the United States offer of annexation, President Jones called for a Constitutional Convention in 1845. As the sole Tejano delegate to the convention, Navarro fought for the protection of Tejano land claims and voting rights.

In a letter to the *San Antonio Ledger* speaking out against the Know-Nothings, José Antonio Navarro wrote, "these events affect me intimately, as one of the elders of the country, and as one interested in the best for my country."

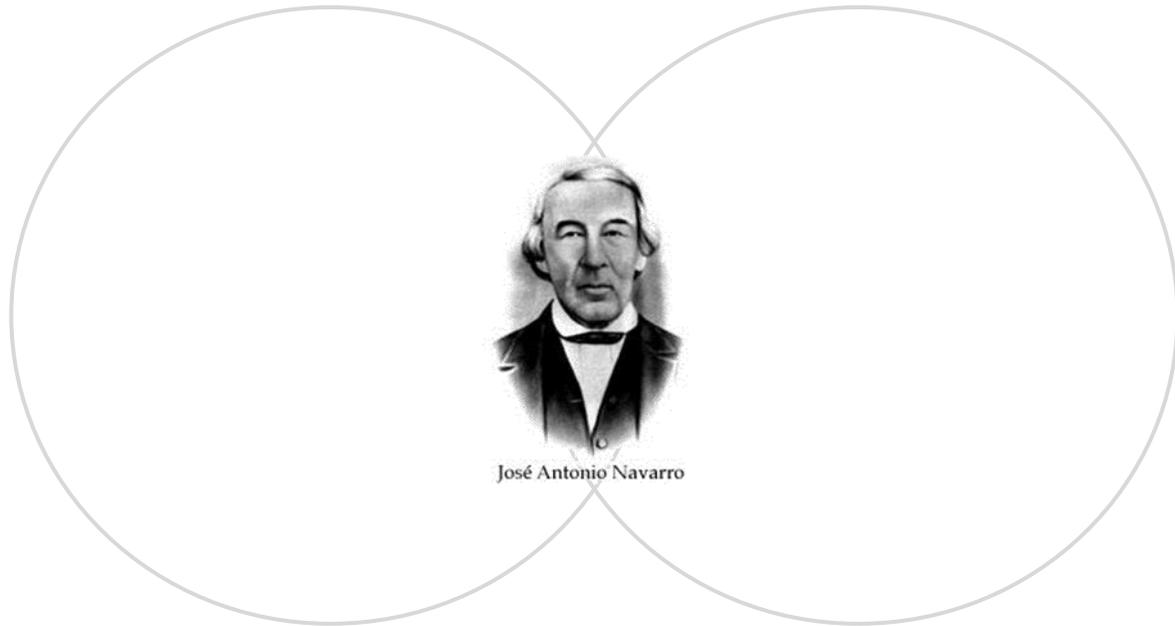
Name(s) _____

JOSÉ ANTONIO NAVARRO

PATRIOT	—OR—	TRAITOR
The Republic of Texas would have considered José Antonio Navarro a <i>Tejano</i> Patriot for the cause of Texas's liberty.		Santa Anna and the Mexican government would have viewed José Antonio Navarro as a former Mexican citizen/representative who had committed treason.

INSTRUCTIONS: Gather evidence to support both points of view. Evidence may include accounts of related events, quotes, etc. Organize your findings below, choose a point of view, and use your supporting evidence in a letter on a separate sheet of paper, addressed to ONE of the following:

- **Sam Houston, urging for action to liberate Navarro from imprisonment in Veracruz.**
- **Santa Anna, supporting the Mexican government's actions against Navarro.**



PATRIOT

TRAITOR

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