

Educator Guide with Pre- & Post-Visit Lesson Plans High School 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 <http://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 Street
San Antonio Texas 78207
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José Antonio Navarro

Pre-Visit Lesson 1

Navarro's Lifetime of Public Service

Objectives

In preparation for their visit to Casa Navarro, students will gain insight into José Antonio Navarro's political influence as a Tejano leader. Students will analyze primary source documents and construct a timeline charting some of the public offices and assignments in which José Antonio Navarro served.

HS Social Studies TEKS

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

- (A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- (H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

Materials

- Print group copies of *Primary Source Packets*
- Print *Years of Public Service* timelines for each student

Key Terms

- Civil or Public Servant – an official in a position of service to a country's, state's or locality's citizens.
- Constituency – the voters or residents in a district, municipality or state represented by an elective officer.

Primary Source Activity: Years of Public Service

Students will work together in groups to analyze each of the primary source documents. Their objective is to find evidence of Navarro's public service in each historical document. There may be multiple documents supporting evidence for one position/office. Interacting with the documents, students should find dates served, position/office held and constituency served and organize the information on their timelines in chronological order.

For constituency, the following example is given on the student timeline worksheet:

The mayor of San Antonio serves his constituents, the citizens of the city of San Antonio.

Discussion

While students are working, **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

After students have finished their timelines, **engage** each group in discussing aloud one of the historical documents until all documents have been addressed. Have them discuss each document's significance as well as where the document would fall on Navarro's public service timeline.

Cross-check the students' findings with the primary source information for each document provided below.

Discuss any inconsistencies. Some documents may be more difficult to place or may even refer back to a previous occupation/position that Navarro held years before the issue date of the document.

Ask of the positions listed on the board: *"In which of these positions do you think José Antonio Navarro served during his lifetime?"* [Answer is ALL—and more]

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, some of which the students charted on their timeline of public service.

Ask: *"Which positions did you discover from the primary source documents that are NOT listed on the board?"* [**land commission, delegate to Santa Fe Expedition**]

Primary Source Activity: Information on Sources

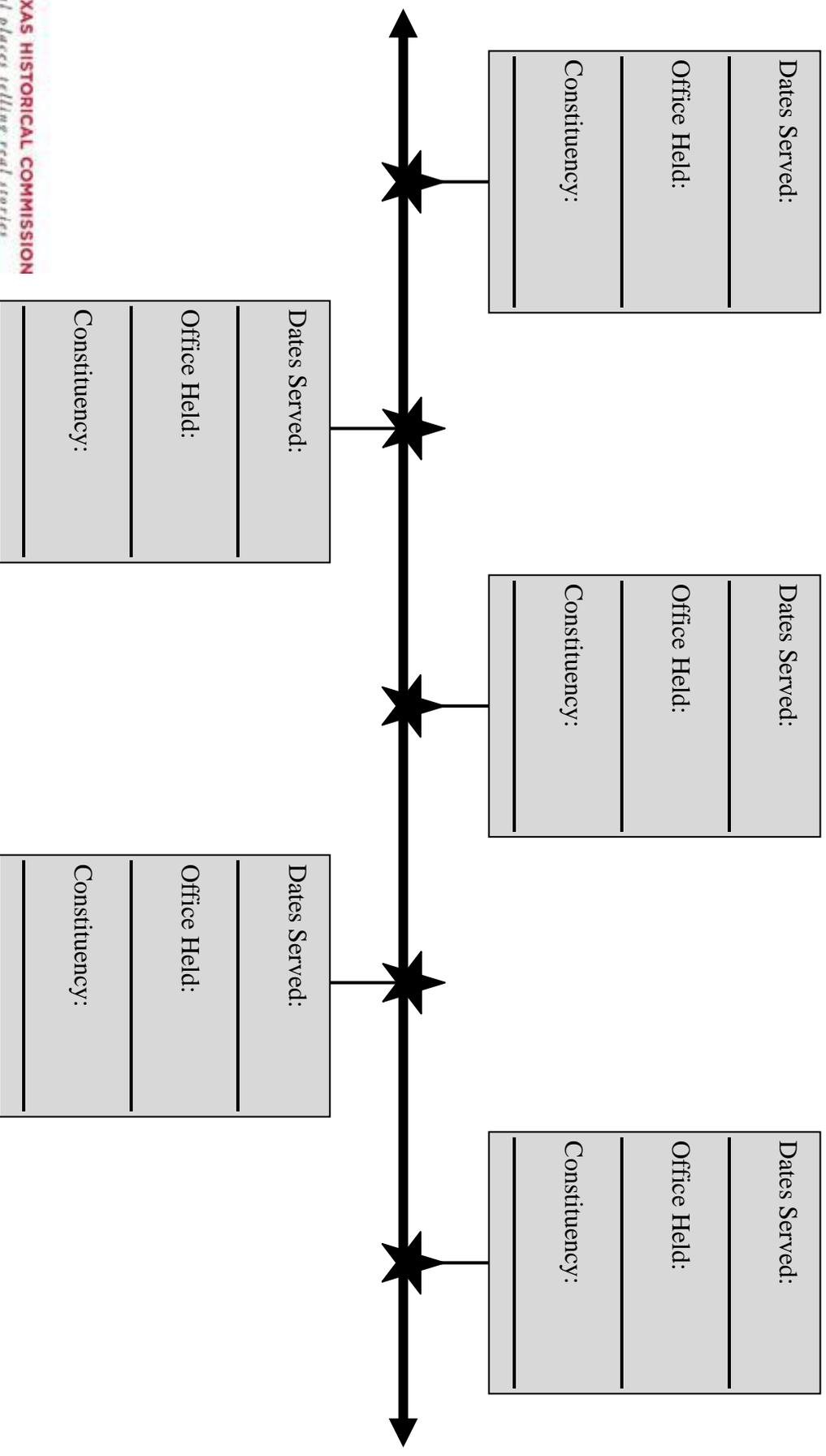
All documents are available for digital download in the “Republic Claims” online collection of the Texas State Library and Archives Commission (<https://www.tsl.state.tx.us>). Each document’s filename includes its assigned state library number.

#	Document Filename	In office as of this date	Office Held	Constituency Served
1	007700019 Convention 1836	March 1-17, 1836	Convention Representative	Bexar
2	03100695 JP 1837	September 29, 1837	Justice of the Peace	County of Bexar
3	007700040 Rep 1838	Nov 5-Dec 5, 1838	Representative, Republic of Texas	Bexar
4	007700054 Land 1840	July 8-18, 1840	Land Commission	“Land office of San Antonio County” (Bexar?)
5	17600194 Santa Fe Claim Letter	June 18, 1841	Commissioner to Santa Fe Expedition	Republic of Texas
5 also	1760097 Santa Fe Payment (payment for claim above)	1841	Commissioner to Santa Fe	Republic of Texas

Name _____

JOSÉ ANTONIO NAVARRO – Years of Public Service

Instructions: Using the documents in your group’s Primary Source Packet, chart the years in which Navarro served in the documented public or political office. Remember to organize the information chronologically. Include the constituencies that he served for each office. For example, the mayor of San Antonio serves his constituents, the citizens of the city of San Antonio.



Post-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.

HS Social Studies TEKS

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

- (A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

Materials

- Projection of Powerpoint Slides: *HS 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

Keep Slide 2: Navarro's Home, Casa Navarro images on display.

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 4-7, 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 Street. Courtesy Daughters of the Republic of Texas Library at the Alamo.

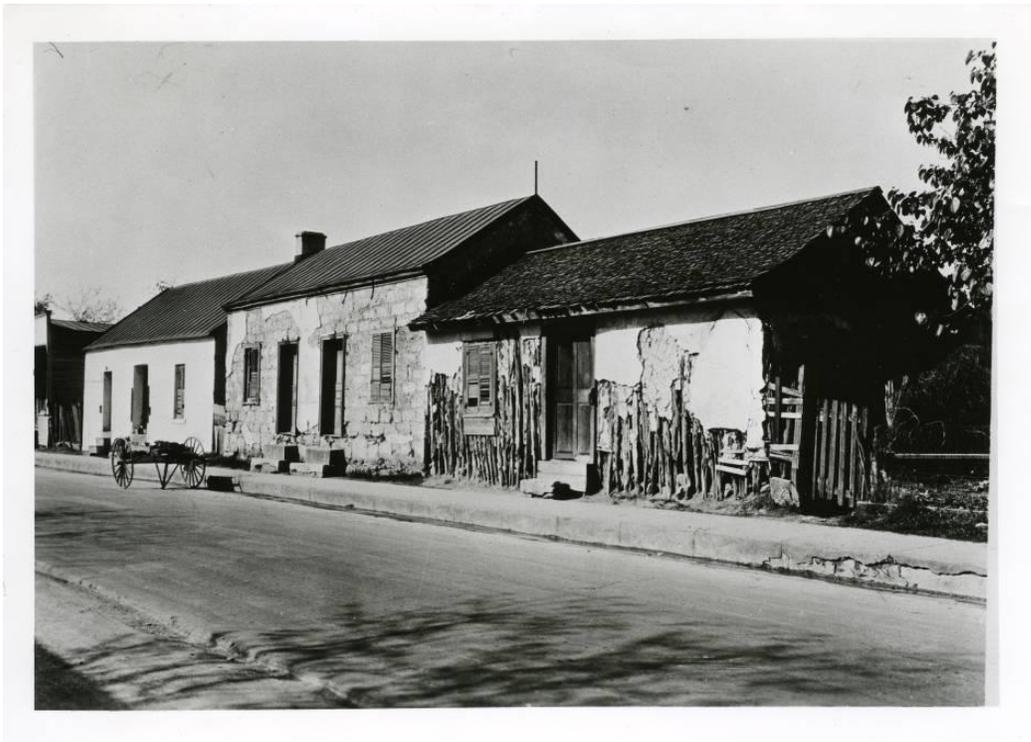


Photo 2: 319 North Laredo Street. Courtesy Daughters of the Republic of Texas Library at the Alamo.

Laredito Buildings



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



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

Laredito Buildings



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



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

Laredito Buildings



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



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

Names _____

HISTORIC LAREITO
Exploring the buildings of “Little Laredo”

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

Describe the Photo. What do the buildings look like? What materials were used to build the buildings? Are there windows, doors, chimneys—what do they look like? Describe any people or street activity in the photo.	Photo 1	Photo 2
Compare Photo 1 and Photo 2. How are they alike? How are they different? 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 Street?		
Compare each Photo to the Photos of Casa Navarro. How are they alike? How are they different? Are the building materials alike or different?	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: as historians doing the work of interpreting the history of José Antonio Navarro in its complexity and entirety, students will comment on the interpretation of Navarro's story in the existing exhibit text. In a group project, they will endeavor to interpret an "untold" part of Navarro's story.



A rare photograph of José Antonio Navarro, circa 1860s

Additional Resources

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

José Antonio Navarro by Sons of Dewitt Colony Texas
<http://www.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 <http://txindependence.org/>

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

Post-Visit Lesson Plan

Exhibiting the “Untold” History of Navarro

Objectives

Students will reflect on the depiction of José Antonio Navarro’s life and accomplishments as exhibited at the Casa Navarro State Historic Site. Students will be encouraged to identify any bias in the exhibit message and to challenge any generalizations or hyperbole. Finally, students will choose how to properly exhibit this “untold” part of Navarro’s story: his participation in upholding slavery in Texas.

HS Social Studies TEKS

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

- (C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;
- (F) identify bias in written, oral, and visual material;
- (G) identify and support with historical evidence a point of view on a social studies issue or event;

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) create written, oral, and visual presentations of social studies information;
- (B) use correct social studies terminology to explain historical concepts; and
- (C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.

Materials

- Audio Clips from Casa Navarro Exhibit available in powerpoint slides
- Print *Casa Navarro Exhibit Text Examples* for student reference
- Print *Exhibiting Navarro* (double-sided) organizer sheets for each group

Key Terms

- Historiography – historians’ interpretations of the past.

Discussion

Ask students if either of the following bits of historical information was included in the exhibit? If so, which?

- ❑ ***Did they see anything about political support for Tejano rights? [Yes. See examples of this in the Casa Navarro Exhibit Text Examples provided.]***

He was influential in staving off factions who attempted to limit suffrage in the new Republic to the "free white

population." He contended that the words "white" in any legislation were "odious" and "ridiculous."

❑ ***Did they see anything about Navarro's political stance regarding slavery? [Not included in exhibit.]***

Though it is not known how Navarro felt ethically about the institution of slavery, he and Stephen F. Austin discussed in their correspondence slavery's importance to their vision of the colonization of Texas. José Antonio Navarro, like Stephen F. Austin, saw slavery as integral to the development of Texas. In keeping slavery legal in Tejas y Coahuila and later in the Republic of Texas and state of Texas, immigration by Anglo settlers would continue and the growth of the Texas economy through tobacco and cotton production would be realized.

"The shifting government in Mexico City foiled Austin and Navarro's plan. Nervous about reports that American settlers were flouting Mexican laws and entering illegally, already outnumbering the Tejano population by 10 to 1, the Mexican government banned the importation of slaves to Texas. At Austin's urging, Navarro, a member of the state legislature of Coahuila y Tejas, slipped in a loophole that arranged for slaves to be termed "indentured servants" with lifelong contracts. The two men thereby ensured the transfer of the institution of slavery from the American South into Mexican Texas."

PBS. "The American Experience: Remember the Alamo."
Accessed October 9, 2013.

http://www.pbs.org/wgbh/amex/alamo/peopleevents/p_navarro.html.

Explain that in interpreting a history for an audience, particularly for a museum audience, historians must often make difficult choices about which facts to highlight and which to leave out of the exhibit "story." Often there is not enough time for visitors to read the full history, nor is there enough space to exhibit all of the story elements. In addition, contradictions may confuse visitors' understanding of the overall message or goals of the exhibit.

Engage students in a discussion of the following seemingly contradictory characterizations:

Navarro for Equal Rights for Tejanos	Navarro for Pro-Slavery Politics
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Inspire students to analyze the issue as a historian would—in other words, being sure to consider facts in the context of José Antonio Navarro's time and place. Interpretation of history is done best when historians refrain from judging or measuring historical facts and figures against our contemporary cultural values.

Encourage students to consider how museum visitors might react to José Antonio Navarro's story if the pro-slavery elements were addressed in text, audio, video, etc? Would their opinion of Navarro's legacy to independent Texas and to Tejano rights be the same?

Exhibiting Navarro

Students now have the opportunity to research, design and create an exhibit element that they think would **add to** the exhibit story at Casa Navarro State Historic Site. In other words, their exhibit element should relay "new" information not currently on display, like Navarro's pro-slavery politics. NOTE: they are to create ONE exhibit piece not an entire exhibition.

Divide students into groups. Provide each group with access to the following to guide them in their work:

- Audio Clips from Casa Navarro Exhibit available in powerpoint slides
- *Casa Navarro Exhibit Text Examples*
- *Exhibiting Navarro* organizer sheets

Students should choose to create an exhibit element that will best convey their message and evidence while also engaging visitors. Their exhibit element may take one of the following forms:

- **Text panel**
- **Audio track** (with text to introduce visitors to message and instruct them on how to turn on the audio)
- **Video presentation** (with text to introduce visitors to message and instruct them on how to turn on the video)
- **Interactive activity** (with text to introduce visitors to message and instruct them on how to use the interactive)
 - Encourage student groups to Exhibit interactive examples from Casa Navarro include the "More than a Name" paraph/signature interactive and the "Mapping Navarro's Footsteps" activity that they completed during their field trip. Exhibit interactives literally allow visitors to interact with the exhibit or information in some way.

Successful groups will research both for 1. their message and content and 2. for how to create an effective exhibit piece.

Student groups should complete their planning organizer sheet for their group. This will be turned in with their completed exhibit elements and bibliography. A completed text panel may be made with a display board or foam core board with text and image layout. Audio and video elements should be saved in a format specified by the educator. When on display, a completed element should stand alone in its clarity and should require no explanation to visitors on how to read, listen to, watch or interact with the element.

It is recommended that the class review the basics of creating exhibit text/elements. Resources are included below, but Helen Hales's slideshare presentation might be especially helpful for students.

Assessment

Completed exhibit elements should include a clear and brief message supported by historical evidence to include quotations, images, and primary source documents. Proper citations for all references should be compiled in a separate bibliography.

Share examples of the students' work with the staff of Casa Navarro State Historic Site.

Extension

Display new exhibit elements in the classroom, hallway or public space at school. Have students in class or from the larger student body review and choose the most effective exhibit element by critiquing historical accuracy, clarity of message, and creativity of display.

Resources for José Antonio Navarro

McDonald, David R. *José Antonio Navarro: In Search of the American Dream in Nineteenth-Century Texas*. Denton: Texas State Historical Association, 2010.

McDonald, David R. and Timothy Matovina, eds. *Defending Mexican Valor in Texas: José Antonio Navarro's Historical Writings, 1853–1857*. Austin: State House Press, 1995.

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

José Antonio Navarro by Sons of Dewitt Colony Texas
<http://www.tamu.edu/faculty/ccbn/dewitt/Navarro.htm#bio>

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

Resources for Museum Exhibition Information

Spencer, H. A. D. (2002). "Exhibition Text Guidelines." In *The Manual of Museum Exhibitions*, edited by B. Lord & G. D. Lord. Walnut Creek, CA: AltaMira Press.

Writing effective museum text slideshare presentation by Helen Hales
<http://www.slideshare.net/HelenHales/writing-effective-museum-text-8243677#>

Write and Produce Your Exhibition Labels by Powerhouse Museum
<http://www.powerhousemuseum.com/ecologic/files/2012/08/How-to-write-and-produce-your-exhibition-labels.pdf>

Names _____

EXHIBITING NAVARRO

ORGANIZING YOUR MESSAGE

Craft a cohesive and clear **MESSAGE** or **MAIN IDEA** for your Exhibit Element. You may need to write and re-write this sentence on another sheet of paper multiple times before deciding on your final draft.

MESSAGE:

Gather at least **THREE** pieces of **SUPPORTING EVIDENCE** in the form of text, source quotations, and images (photos, paintings, primary source document images). Your evidence must support your message.

List your citations here for all referenced work. Your group will organize these citations and turn in a final Bibliography with your completed exhibit element.

Page 1 (continued on back)



Choose an **EXHIBIT ELEMENT** that will best convey your message and evidence. Your exhibit element may take one of the following forms:

- Text panel
- Audio track
- Video presentation
- Interactive activity

NOTE: Even when choosing to create audio, video or interactive elements, your group must also include a brief text panel that introduces visitors to your message and instructs them on how to use or interact with the element.

Begin organizing your ideas here. For an audio track or video presentation, your group may want to write a script or create a storyboard. All four elements will require design and layout.

Create your element. Turn in: Organizer Sheet, Exhibit Element, and Bibliography