

Unit 4: The Mexican National Era

7th Grade Lesson Plan: Looking Ahead: Trouble in Texas (45 – 60 minutes)

Objective	<p>Students will analyze a primary source document to determine the cause, events, and significance of the Battle of Gonzales from one Anglo-American point of view.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine the cause, events, and significance of the Battle of Gonzales to Texas history. 2. <u>I will</u> read excerpts from a primary source document to understand one point of view of the Battle of Gonzales and make a prediction about what the consequences of the battle might be.
Key Concepts	<ul style="list-style-type: none"> • Conflict occurred between the people of Gonzales and the Mexican military when the Gonzales residents refused to return a cannon that they had been granted years earlier for protection. • The issue of anti-centralism is raised in the primary source document as a cause for the conflict. • More Anglos in Texas are becoming supportive of violent resistance to the centralist government.
Skills	<ul style="list-style-type: none"> • Identifying point-of-view, main idea, and supporting evidence in a primary source document. • Summarizing and paraphrasing the main idea and significance of an historical event based on a primary source text. • Making inferences and predictions based on a primary source text and previous knowledge of the subject.
Essential Question	What event took place in Gonzales, Texas, in October of 1835, and how do you predict it might be significant to Texas history?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students analyze a primary source artifact to make observations and predictions about the day's lesson.

	<p>Lesson</p> <ul style="list-style-type: none"> Students review a timeline of key events from Green DeWitt's colony including the date of founding, the request for a cannon from the Mexican government for protection from American Indian raids, the rise of centralist power in the government, and the government's request for the cannon to be returned. Students read excerpts from a newspaper published in San Felipe de Austin giving an account of the Battle of Gonzales. Students summarize the main idea of each excerpt and answer comprehension, inference, and prediction questions. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students make a prediction about what they think is likely to happen in the next unit as a result of the Battle of Gonzales.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visuals representations of directions Chunking text information and literacy cues like significant information presented in bold lettering Sentence Stems and answer options provided for short, constructed response questions Reduction in answer choices for multiple choice questions
TEKS	<ul style="list-style-type: none"> 7.03(C) Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales.

	<ul style="list-style-type: none"> • 7.20(A) Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.20(D) Identify bias and points of view from the historical context surrounding an event that influenced the participants. • 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. • 7.22(B) Use effective written communication skills, including proper citations and avoiding plagiarism.
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Teacher Guide: Looking Ahead: Trouble in Texas

Warm-up	<ul style="list-style-type: none"> • Students view an image of the “Come and Take It” flag from the Battle of Gonzales. • Students hypothesize how the image could be related to our current unit. • Students predict what might happen next in the unit based on their hypothesis about the flag. • Slides 3 and 4 restate the directions and provide sentence stems to guide student responses when sharing with the class. • Slides 5 and 6 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<p>On the Road to Conflict</p> <ul style="list-style-type: none"> • The lesson begins with a one-page chronological account of the following events: <ul style="list-style-type: none"> - Green DeWitt founded the town of Gonzales - The people of Gonzales requested a cannon from the Mexican government to provided protection against American Indian raids. - The Centralists took over the Federalist government and civil war broke out in several states in the country. - The Mexican government requested the people of Gonzales return the cannon, but they refused. - The government sent the military to retrieve the cannon, and the people of Gonzales sent for armed reinforcements. - Slide 7 provides an image of the actual cannon from the Battle of Gonzales to accompany this part of the worksheet. <p>Shots Fired: The Battle of Gonzales</p> <ul style="list-style-type: none"> • Students read 3 excerpts from the Telegraph and Texas Register newspaper giving an Anglo account of the Battle of Gonzales. • Students answer comprehension questions about the primary source material to make observations, inferences, and predictions about Texas history. • Slide 8 shows a reproduction of the “Come and Take it” Flag

	<ul style="list-style-type: none"> Slide 9 shows a close-up of a significant quote from the newspaper article used in the day's lesson.
Exit Ticket	<ul style="list-style-type: none"> Based on their current knowledge of the events of the Mexican National Era and the day's lesson about the Battle of Gonzales, students make a prediction about what they think is most likely to happen in the next unit. Slides 10 and 11 restate the directions and provide a sentence stem to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Baker & Bordens. Telegraph and Texas Register (San Felipe de Austin [i.e. San Felipe], Tex.), Vol. 1, No. 2, Ed. 1, Saturday, October 17, 1835, newspaper, October 17, 1835; San Felipe de Austin, Texas.
[\(https://texashistory.unt.edu/ark:/67531/metaph47875/](https://texashistory.unt.edu/ark:/67531/metaph47875/): accessed February 5, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Highsmith, Carol M, photographer. *The "Come and Take It" Cannon, housed at the Gonzales Memorial Museum in Gonzales, Texas*. Texas Gonzales United States, 2014. - 04-23. Photograph. <https://www.loc.gov/item/2014633597/>
- A reproduction of the "Come and Take It" flag from the Battle of Gonzales.
https://commons.wikimedia.org/wiki/File:Come_and_take_it_Texas_flag.png