

The Texas Revolution: Connections to the Republic of Texas

Lesson Plan for 7th Grade Texas History (90 minutes)

Students will create connections to the Republic era by evaluating the social, economic, and political impacts of independence.

Essential Questions

1. How did the aftermath of the Revolution cause instability for the Republic of Texas?

Students will know the following information based on previous TEKS standards:

Explain how individuals, events, and issues related to the Texas Revolution shaped the history of Texas.

Students will develop the following skills during this unit based on the TEKS standards:

Analyzing and interpreting primary source documents related to the Texas Revolution, including letters, journals, and personal accounts from the Alamo.

Table 1. Lesson Materials, Descriptions, and TEKS for Lesson Content

Printable Lesson Materials	Material Description	Lesson Specific TEKS
Hook Exercise	<p>Students will analyze the outcome of two documents written to different audiences by participating in a fun and relevant hook exercise. The scenario sets the scene for the “big” event of the year, the school dance. Students are instructed to write two quick notes, one to their parents and one to their friend, to inform them about the dance. They are given the same writing prompt for both audiences. This hook exercise is designed to be used with the slideshow presentation.</p> <p>Reflect: The slideshow presentation contains the reflection guide. Students will reflect on the two notes written and analyze them using the following questions: How are the two notes</p>	7.6(A)(C) ELA

Printable Lesson Materials	Material Description	Lesson Specific TEKS
	<p>different? Why are they different? <i>Guide the students to understand that the treaties were written for different audiences, therefore they contain different information.</i></p> <p><i>Suggested printing: 1 per student</i></p>	
<p>Slideshow presentation</p>	<p>This slideshow presentation is an examination and comparison of the public and private treaties signed by Santa Anna, David Burnett, and other Texas officials to end the Revolution and recognize Texas as an independent Republic.</p> <p><i>Suggested printing: 1 per student as needed for note taking accommodations</i></p>	<p>7.3(A)(C) 7.16(A) 7.20(B)(C)(D) 7.6(A)(C) ELA 8.15 SS 8.17 SS</p>
<p>Treaties of Velasco</p>	<p>This printable primary source document is intended to be used along with the slideshow presentation. Students will analyze and compare the two Treaties of Velasco and form conclusions regarding the agreements to end the Revolution.</p> <p><i>Suggested printing: 1 per student or group</i></p>	<p>7.3(A)(C) 7.5(A) 7.16(A) 7.20(B)(C)(D) 7.6(A)(C) ELA</p>
<p>Aftermath of the Texas Revolution: Cotton and Slavery</p>	<p>This printable primary source document should be used in conjunction with the first “Think-Pair-Share” activity.</p> <p><i>Suggested printing: 1 per group</i></p>	<p>7.3(A)(C) 7.5(A) 7.16(A) 7.20(B)(C)(D) 7.6(A)(C) ELA</p>
<p>Exit Ticket. Tejano Perspectives in the Texas Revolution: Juan Seguín and a Changing Texas</p>	<p>This primary source analysis uses the essential question above to provide a formative assessment opportunity for the end of the lesson.</p> <p><i>Suggested printing: 1 ticket per student (two tickets per page)</i></p>	<p>7.3(A)(C) 7.16(A) 7.20(B)(C) 7.6(A)(C) ELA</p>

Primary Source Documents

[Public Treaty of Velasco](#) - The Portal to Texas History

[Cotton and Slavery Graphs and Charts - Texas Slavery Project](#)

[Copy of the Constitution of the Republic of Texas, transcribed by Secretary of Convention, Henry S. Kimble: March 17, 1836.](#) The Portal to Texas History