

# Unit 5: The Texas Revolution

## 7<sup>th</sup> Grade Lesson Plan:

### The Texas Declaration of Independence

#### Extension Activity

(45 – 60 minutes)

<b>Objective</b>	<p>Students will examine excerpts of the Texas Declaration of Independence to identify significant topics, major themes, and the primary grievances of the Texans. Students will compare the Texas Declaration of Independence with excerpts of the U.S. Declaration of Independence.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> analyze excerpts from the Texas Declaration of Independence and compare them to the U.S. Declaration of Independence.</li> <li>2. <b><u>I will</u></b> analyze and compare excerpts from each document, answer comprehension questions, and complete a matching activity, matching excerpts of grievances with their modern translation.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The Texas Declaration of Independence was modeled after the American Declaration of Independence, including a declaration of the rights of man, expectations for a good government, and a list of grievances against the centralist government of Santa Anna.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyzing and comparing primary source documents.</li> <li>• Making observations and inferences based on significant information and context.</li> <li>• Identifying, paraphrasing, and summarizing the main idea from a primary source text.</li> <li>• Forming and argument based on and supported by prior knowledge and textual evidence.</li> </ul>
<b>Essential Questions</b>	<p>What were the primary topics and major themes of the Texas Declaration of Independence? What are the similarities and differences between this document and the U.S. Declaration of Independence?</p>

<p><b>Assignment</b></p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students imagine they are serving as delegates to the Constitutional Convention of 1836, and they have been placed on the committee to write the Declaration of Independence. They choose items from a list of possible topics that they think would be important to include in the document.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Part I: Introduction - Students compare excerpts from the introductions of the Texas Declaration of Independence and the U.S. Declaration of Independence, identifying similarities and differences in topics and major themes.</li> <li>Part II: Causes for Separation - Students analyze text from the Texas Declaration of Independence explaining their expectations of the Mexican government and the ways in which the government failed to fulfill its obligations to the people of Texas. Students answer comprehension questions about the excerpt.</li> <li>Part III: Grievances - Students match cards with excerpts of the Texans' grievances with cards that provide a modern translation of each grievance, then use the information on the cards to answer questions about the Texan grievances.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students write their own brief version of the Texas Declaration of Independence based on the day's lesson using prompts provided in the exit ticket.</li> </ul>
<p><b>Materials</b></p>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>)       <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>

	4. Grievances Matching Cards <i>(Suggested printing 1 per student or per pair of students. Cards should be cut out and mixed in advance for the matching activity)</i>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visuals representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems and response options provided for short, constructed response questions.</li> <li>5. Reduction reading, writing, and answer choices for multiple-choice questions.</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.03(B)</b> Explain the roles played by significant individuals during the Texas Revolution, including George Childress and Antonio Lopez de Santa Anna.</li> <li>• <b>7.03(C)</b> Explain the issues surrounding the significant events of the Texas Revolution, including the Constitutional Convention of 1836.</li> <li>• <b>7.20(A)</b> 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.</li> <li>• <b>7.20(B)</b>: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.22(B)</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</li> </ul>

## Teacher Guide: The Texas Declaration of Independence

The information about the Constitutional Convention of 1836 that is necessary for the TEKS is covered in the earlier lesson, Events of the Revolution. This lesson, the Texas Declaration of Independence, is presented as an optional extension lesson to enhance student learning and overall understanding of the event. It can be omitted without missing any required content material based on state standards.

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students are asked to imagine that they were delegates on George Childress' committee to write the Declaration of Independence at the Constitutional Convention of 1836. They select any and all items from the list provided of issues or topics that they believe should be included in the Declaration.</li> <li>• Two items in the list that are not likely to appear in a document declaring independence are:             <ul style="list-style-type: none"> <li>- Requirements for religious worship and settlement of new immigrants.</li> <li>- A complete set of laws for a new and better government.</li> </ul> </li> <li>• Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 provide the essential question and the "We will / I will" statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Part I: Introduction</u></p> <ul style="list-style-type: none"> <li>• Students analyze and compare excerpts from the Texas Declaration of Independence and the U.S. Declaration of Independence.</li> <li>• Students are asked to identify similarities and differences in topics and themes.             <ul style="list-style-type: none"> <li>- <u>Teacher Guidance:</u> Both documents include a list of rights of the people (the third right "property" in the Texas document and "Pursuit of Happiness" in the U.S. document is different. Both documents also discuss the origin of a government's power – from the consent of the governed, or the people. Both documents explain it is their duty to explain why they want independence.</li> </ul> </li> <li>• <u>Slide 6</u> provides images of both the Texas and U.S. Declarations of Independence.</li> </ul>

	<p><u>Part II: Causes for Separation</u></p> <ul style="list-style-type: none"> <li>• This portion provides several paragraphs from the beginning of the Texas Declaration of Independence explain the political reasons for the desire for separation from Mexico including:           <ul style="list-style-type: none"> <li>- The abolition of the Federal Constitution of 1824</li> <li>- The centralization of power under Santa Anna and his military</li> <li>- The failure of the centralist government to stand by the federal system that Anglos had consented to support when they immigrated to Texas.</li> </ul> </li> <li>• Slide 7 provides a painting showing the building known as Independence Hall where the Declaration of Independence was signed at Washington-on-the-Brazos.</li> </ul> <p><u>Part III: Grievances</u></p> <ul style="list-style-type: none"> <li>• <u>Step 1:</u> Students use the matching cards that accompany this lesson to match the grey excerpt cards (numbered) with the white cards that provide a modern translation of each excerpt (lettered). Answers provided below:           <ul style="list-style-type: none"> <li>- 1 C                      - 5 E</li> <li>- 2 F                      - 6 A</li> <li>- 3 B                      - 7 H</li> <li>- 4 G                      - 8 D</li> </ul> </li> <li>• Slide 8: Restates the directions.</li> <li>• <u>Step 2:</u> Students use the information provided on their cards to complete comprehension questions about the Texans' grievances.</li> <li>• Slides 9 provides a photograph of the replica of Independence Hall at Washington-on-the-Brazos.</li> </ul>
<p><b>Exit Ticket</b></p>	<ul style="list-style-type: none"> <li>• Students are asked to imagine that George Childress got sick and was unable to write the Declaration of Independence. They must write the document themselves. They use the prompts provided on the exit ticket to write a brief version of the Declaration based on the day's lesson.</li> <li>• Slides 10 and 11 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

- Declaration of Independence of Texas, 1836. Texas State Library and Archives Commission. [Declaration of Independence of Texas, 1836 | Texas State Library](#)
- The Declaration of Independence, A transcription. National Archives. [Declaration of Independence: A Transcription | National Archives](#)
- "Dawn of the Signing", artwork, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth30230/>: accessed March 18, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- Utey, Robert M. [Washington-on-the-Brazos, (Restoration of early capitol)], photograph, October 1958; (<https://texashistory.unt.edu/ark:/67531/metapth675374/>: accessed March 18, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas Historical Commission.