

Unit 5: The Texas Revolution

7th Grade Lesson Plan: Events of the Revolution

(Approximately 135 – 180 minutes)

Objective	<p>In this lesson, students will complete a graphic organizer worksheet recording key information related to significant events of the Texas Revolution including the date, location, details, and significance of each event.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine the most significant information about key events from the Texas Revolution. 2. <u>I will</u> take notes about the date, location, details, and significance of each event on my worksheet using a graphic organizer.
Key Concepts	<ul style="list-style-type: none"> • Significant events of the Texas Revolution included the Battle of Gonzales, the Consultation, the Siege and Battle of the Alamo, the Constitutional Convention of 1836, the Battle of Coleto Creek and the Goliad Massacre, the Runaway Scrape, the Battle of San Jacinto, and the Treaties of Velasco. • People who played significant roles in the Texas Revolution included Sam Houston, Santa Anna, William B. Travis, James Bowie, James Fannin, Juan Seguín, and George Childress. • Initially Texans didn't agree on if they should fight a war, and whether they would be fighting for independence or to support the Federal Constitution of 1824. • Following the Alamo and Goliad, Texan civilians fled east on the Runaway Scrape and Houston's army retreated east waiting for an opportunity to confront Santa Anna on more favorable terms, which finally came at San Jacinto. • Though San Jacinto ended the war, Mexico did not recognize Texas independence until after the U.S.-Mexican War of 1846 – 1848.
Skills	<ul style="list-style-type: none"> • Summarizing and paraphrasing (teachers can encourage students to do this for longer note passages) • Note-taking • Demonstrating cause and effect • Identifying and explaining the significance of a historical event

Essential Question	What is the most significant information about the key events of the Texas Revolution?
Assignment	<p>This lesson is designed to take approximately 3 class periods. The worksheet and slideshow take the class through the entire lesson from start to finish. The warm-up provides general activities that can be repeated each day of the assignment.</p> <p>Warm-up</p> <ul style="list-style-type: none"> Students choose one event we have learned about so far, and provide one cause and one effect or result of their chosen event. <p>Lesson</p> <ul style="list-style-type: none"> The slideshow presentation provides notes for the key events of the Texas Revolution. Students will take notes on each event using a worksheet that provides graphic organizers for each portion of notetaking. Advanced work includes a cause-and-effect activity based on information from the lesson. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will create a True/False statement based on information from the lesson and explain why their statement is true or false.
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 Visual representations of directions

	<ol style="list-style-type: none"> 3. Chunking text information 4. Sentence Stems 5. Reduction in writing, fill-in-the-blank notes, and options provided for information to be recorded
TEKS	<ul style="list-style-type: none"> • 7.01(B) Explain the significance of the following dates: 1836, Texas Independence. • 7.03(B) Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio Lopez de Santa Anna, Juan Seguin, and William B. Travis. • 7.03(C) Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, the siege of the Alamo, William B. Travis' letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto. • 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.

Teacher Guide: Events of the Revolution

Warm-up	<ul style="list-style-type: none"> Students complete the prompts in a graphic organizer to identify one event of the Texas Revolution they have learned so far and explain one significant cause and effect of the event. Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. Slides 4 and 5 provide the essential question and “We will / I will” statements for the lesson.
Lesson	<p><u>Slideshow</u></p> <ul style="list-style-type: none"> Provides information about the Battle of Gonzales, the Consultation, the Siege and Battle of the Alamo, the Constitutional Convention of 1836, the Goliad Massacre, the Runaway Scrape, the Battle of San Jacinto and the Treaties of Velasco. Students use the information in the slideshow to take notes by writing the key information from the slides in the graphic organizer in their worksheet. Slides 6 – 21 provide information with accompanying images. <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Advanced work: Students record their own notes in their graphic organizer. To increase rigor, ask the students to paraphrase longer pieces of information, encouraging them to think about the information enough to put it in their own words. The Advanced work concludes with a cause-and-effect activity in which students choose three events from the lesson and explain one significant cause and effect of each event. Grade Level Work: Students record their notes in their graphic organizer by writing small pieces of information and completing fill-in-the-blank segments for longer information. Foundations Work: Students record their notes in their graphic organizer by highlighting or circling the correct information or completing reduced fill-in-the-blank segments.

	<p>Note: To provide more information on the events of this lesson, consider including readings from the previous lesson, “Who’s Who of the Texas Revolution” (If you have not already completed all of the readings. There is a list of which people fit into specific parts of this lesson in the Lesson Plan and Teacher Guide from the “Who’s Who of the Texas Revolution” lesson.)</p>
Exit Ticket	<ul style="list-style-type: none"> • Students create a True/False statement based on information from the day’s lesson and explain why their statement is true or false. • Slides 22 and 23 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Littlejohn, E. G., 1862-. Texas History Stories: The Alamo, Remember Goliad, Story of San Jacinto., periodical, 1901; Richmond, Virginia.
(<https://texashistory.unt.edu/ark:/67531/metaph14381/>: accessed February 25, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.
- Locator map of Coahuila y Texas state in Mexico, edited focus on Texas and show significant locations around Mexican Texas. This file is licensed under the [Creative Commons Attribution-Share Alike 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/) license.
[https://commons.wikimedia.org/wiki/File:Coahuila_y_Texas_in_Mexico_\(1824\).svg](https://commons.wikimedia.org/wiki/File:Coahuila_y_Texas_in_Mexico_(1824).svg)
- The Come and Take it Flag. The Texas Historical Commission. [Flags of the Texas Revolution | Texas Historical Commission](#)
- The Battle of Gonzales. The Texas Historical Commission. [Flags of the Texas Revolution | Texas Historical Commission](#)
- Texas. Parks and Wildlife Department. Interpretive Guide to: Washington-On-the-Brazos State Historic Site, pamphlet, 2013; Austin, TX.
(<https://texashistory.unt.edu/ark:/67531/metaph661961/>: accessed February 18, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department.
- "Siege of the Alamo", map, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph30279/>: accessed March 13, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- *Portrait of William B. Travis* by McArdle. The McArdle Scrapbooks Dawn at the Alamo. Texas State Library and Archives. [Portrait of William B. Travis by McArdle | Texas State Library](#)
- *Portrait of William B. Travis* by McArdle. The McArdle Scrapbooks Dawn at the Alamo. Texas State Library and Archives. [Portrait of William B. Travis by McArdle | Texas State Library](#)
- *Juan Seguin*. Giants of Texas History. Texas State Library and Archives. [Juan Seguin | Texas State Library](#)
- Highsmith, Carol M. *Painting, 'Dawn at the Alamo,' by Henry Arthur McArdle, Hanging in the Senate Chamber of the Texas State Capitol in Austin, Texas*. April 17, 2014. Library of Congress Prints and Photographs Division.
<https://www.loc.gov/pictures/resource/highsm.27909/>
- Texas. Parks and Wildlife Department. Interpretive Guide to: Washington-On-the-Brazos State Historic Site, pamphlet, 2013; Austin, TX.
(<https://texashistory.unt.edu/ark:/67531/metaph661961/>: accessed February 18, 2025), University of North Texas Libraries, The Portal to Texas History,

<https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department.

- Star of the Republic Museum (Washington, Tex.). Star of the Republic Museum Notes, Volume 43, Number 2, 2018, periodical, 2018; Washington, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth1115241/>: accessed February 25, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department.
- Map of the Battlefield of San Jacinto, map, 1938?; (<https://texashistory.unt.edu/ark:/67531/metapth493074/>: accessed February 25, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Hardin-Simmons University Library.
- *Treaty of Velasco*. 1836. Text. University of North Texas Libraries, The Portal to Texas History; crediting Star of the Republic Museum. <https://texashistory.unt.edu/ark:/67531/metapth31159/>.