

## Unit 5: The Texas Revolution

### 7<sup>th</sup> Grade Lesson Plan: Mind Mapping Review Lesson (45 – 60 minutes)

<b>Objective</b>	<p>Students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to visualize how information from the unit is connected by making connections between terms on a mind map.</p> <ol style="list-style-type: none"><li>1. <b><u>We will</u></b> make connections between key terms and concepts within all of Unit 5: The Texas Revolution.</li><li>2. <b><u>I will</u></b> create a Mind Map using terms and concepts from the class slides presentation.</li></ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"><li>• The Texas Revolutionary Era was characterized by the Texans fight against the centralist government for independence from Texas.</li><li>• Key events included the Battle of Gonzales, 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.</li><li>• Key people include Sam Houston (commander-in-chief of the Texas army), Antonio López de Santa Anna (Mexican president and commander-in-chief of the Mexican army), Lorenzo de Zavala (Provisional vice-president of the Republic of Texas), George Childress (primary author of the Texas Declaration of Independence), David G. Burnet (Provisional president of the Republic of Texas), Juan Seguín (courier at the Alamo and leader of a cavalry unit), James Fannin (surrendered at Coleto Creek and executed at the Goliad Massacre.)</li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>• Connecting terms and concepts from across the entire unit.</li><li>• Justifying and providing rationalizations for those connections.</li><li>• Students debate the best placement of terms on their Mind Maps.</li><li>• Creating a visual representation of Social Studies information.</li></ul>
<b>Essential Question</b>	How do the key terms and concepts from Unit 5: The Texas Revolution connect to each other?

<p><b>Assignment</b></p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students will complete a graphic organizer of a small Mind Map using a word bank of terms that they will place where they believe they fit best.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence.</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>1. 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>2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> </ol> <p><b><u>Suggested Materials not Included:</u></b></p> <ol style="list-style-type: none"> <li>1. A large piece of butcher paper for group work</li> <li>2. Blank pieces of paper for individual or partner work</li> <li>3. Markers or colored pencils.</li> </ol>
<p><b>Differentiation</b></p>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visual representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems</li> <li>5. Reduction in amount of work (teacher can reduce the number of items students write in their mind map)</li> <li>6. Additional writing based on prior knowledge and/or notes for advanced students</li> </ol>

**TEKS**

- **7.01(A)** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras including Revolution.
- **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.
- **7.20(C)** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **7.21(A)** Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.
- **7.22(C)** Create written, oral, and visual representations of social studies information.

## Teacher Guide: Mind Mapping Review Lesson

<b>Warm-up</b>	<ul style="list-style-type: none"><li>Students will create a small mind map using the diagram provided on their warm-up and a list of five terms in a word bank. They will write the terms where they believe they fit best in the mind map. The five terms are below:<ul style="list-style-type: none"><li>- The Texas Revolution (B) - #1</li><li>- Cause (A) - #2</li><li>- The Centralist takeover of the Mexican government (D) - #3</li><li>- Effect (E) - #4</li><li>- Texas won its independence (C) - #5</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>	<ul style="list-style-type: none"><li>Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. Some terms can be correctly placed in more than one location.</li><li><b>Advanced students:</b> can be encouraged to add additional information, explanations, terms, or questions to their Mind Map after they add the terms from the slides. This can also take place at the end of the lesson.</li><li><b>Grade Level:</b> Students take turns adding information to the Mind Map or assign group roles – scribe (to write terms on the Mind Map), timekeeper (to keep students on task. Teacher can display a countdown clock to aide in this process), researcher (to look back through notes and old work for assistance in the lesson), Speaker (to share information and justifications with the class)</li><li><b>Foundations:</b> Assign to timekeeper or speaker role, depending on student strengths. Teacher could also reduce the number of items to write.</li><li>Slides 6 through 13 present sets of terms for students to add to their Mind Map.</li><li>Slide 14 provides an optional, additional step if there is time at the end of class for students to add any additional</li></ul>

	<p>information that they can think of to their Mind Map. Advanced students have already been directed to do this step throughout the process, or they can complete this step now at the end.</p>
<b>Exit Ticket</b>	<ul style="list-style-type: none"><li>Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence.</li><li>Slides 15 and 16 restate the directions and provide a sentence stem to guide student responses when sharing with the class.</li></ul>