

# Unit 5: The Texas Revolution

## 7<sup>th</sup> Grade Lesson Plan: Study Guide and Flashcards

(45 – 60 minutes)

<b>Objective</b>	<p>Students will review key information including the major themes of the unit, key people, places, and events, and the significance of this era to Texas history to review for the Unit 5 test.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> identify and review significant information for our upcoming test.</li> <li>2. <b><u>I will</u></b> use my previous work and notes to complete my study guide. I will identify the significance of key individuals of the Texas Revolution, match cause-and-effect relationships, create short answer responses, and answer practice test questions.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The Texas Revolution era was characterized by the growing opposition in Texas and across Mexico to the centralist takeover of the Mexican government.</li> <li>• Initially Texans did not agree on whether to fight the Mexican government or the exact reason they would be fighting: whether to restore federalism under the Constitution of 1824 or for Texas independence.</li> <li>• As the Texas Revolution progress, many Texans believed that independence was their only option.</li> <li>• Key events and topics of the Texas Revolution included the Battle of Gonzales, the siege and the battle of the Alamo, the Constitutional Convention of 1836, the Texas Declaration of Independence, the provisional government of the Republic of Texas, the Goliad Massacre, the Runaway Scrape, the Battle of San Jacinto, and the Treaties of Velasco.</li> <li>• Significant people of the Texas Revolution include Sam Houston, Antonio López de Santa Anna, George Childress, David G. Burnet, Juan Seguín, Lorenzo de Zavala, James Fannin, and William B. Travis.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying and demonstrating cause-and-effect relationships of historical events.</li> <li>• Identifying the significance of key individuals of the Texas Revolution.</li> <li>• Creating a timeline of the significant historical events of the Texas Revolution.</li> </ul>

	<ul style="list-style-type: none"> <li>Answering practice test questions based on the new STAAR item types from the 8<sup>th</sup> grade Social Studies STAAR test.</li> </ul>
<b>Essential Question</b>	What significant information do we need to know to be successful on the unit 5 test for the Texas Revolution?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students identify key concepts from the Texas Revolution that they think are likely to be on the Unit 5 test based on a graphic organizer of nine possible topic options.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Key Terms and Definitions: Students match significant individuals of the Texas Revolution to the correct description of their contributions to Texas history using a word bank.</li> <li>Timeline: Students create a timeline of six significant events of the Texas Revolution</li> <li>Cause and Effect Matching: Students match key events of the Texas Revolution with one significant effect of each event.</li> <li>Practice Test Questions: Students answer practice test questions based on the new 8<sup>th</sup> grade social studies STAAR item types including an paper-adapted version of Drag and Drop, Inline choice (Multiple choice), and short, constructed response.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students complete the prompts in a graphic organizer self-assessing their preparedness for the Unit 5 test.</li> </ul>
<b>Materials</b>	<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>Flashcards (<i>Suggested printing: One per student, one per student pair or group.</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> </ol> </li> </ol>

	c. Foundations Level work
<b>Differentiation</b>	<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 for large portions of text</li> <li>4. Sentence Stems and response options for short, constructed response questions.</li> <li>5. Reduction in answer choices</li> <li>6. Some answer options provided</li> <li>7. Word banks</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras including Revolution.</li> <li>• <b>7.01(B)</b> Explain the significance of the following dates: 1836, Texas independence.</li> <li>• <b>7.03(B)</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.</li> <li>• <b>7.03(C)</b> 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.</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> </ul>

## Teacher Guide: Study Guide and Flashcards

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students circle or highlight any and all topics they believe are likely to appear on the unit 5 test.</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 “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Part I: Key Terms and Definitions</u></p> <ul style="list-style-type: none"> <li>Students use the word bank of significant people and groups of the Texas Revolution and match each person or group to the best explanation of their significance to the Texas Revolutionary Era.</li> <li><u>Advanced work:</u> all terms are presented in one group.</li> <li><u>Grade Level work:</u> The terms are broken into two groups with two word banks for the answers.</li> <li><u>Foundations work:</u> No word bank is provided. Instead, each definition has 3 multiple-choice answer options.</li> <li>Slide 6 provides images of Sam Houston and Santa Anna to accompany this portion of the work.</li> </ul> <p><u>Part II: Timeline of the Revolution</u></p> <ul style="list-style-type: none"> <li>Students create a timeline of six significant events of the Texas revolution including the dates of each event.</li> <li>Advanced work: Students choose six events that they determine to be most significant to the revolution using their notes and previous assignments.</li> <li>Grade Level work: Students use a word bank of six events of the Texas Revolution to complete their timeline.</li> <li>Foundations work: Students use a word bank of 3 events to complete their timeline. Foundations timelines provide 3 events in the timeline.</li> <li>Slide 7 shows a timeline with images to represent various events of the Revolution including (from left to right) the cannon from the Battle of Gonzales, artwork depicting the Battle of the Alamo, artwork depicting the Runaway Scrape, and artwork depicting the Battle of San Jacinto.</li> </ul>

	<p><u>Part III: Matching</u></p> <ul style="list-style-type: none"> <li>• Students match key events of the Texas Revolution to their significant effects.</li> <li>• Advanced and Grade Level work provide five cause-and-effect matching options.</li> <li>• Foundations work provides 2 answers for the five cause-and-effect matching items.</li> <li>• Slide 8 provides an image of the painting depicting the surrender of Santa Anna to accompany this portion of the work.</li> </ul> <p><u>Part IV: Practice Test Questions</u></p> <ul style="list-style-type: none"> <li>• Students answer 3 practice test questions based on the new 8<sup>th</sup> grade social studies STAAR item types including a paper-adapted version of Drag and Drop, In-line (multiple-choice), and short, constructed response.</li> <li>• Advanced work: students answer the questions as written.</li> <li>• Grade Level work has one fewer answer choice for the Drag and Drop question and sentence stems to guide student responses on the short, constructed response question.</li> <li>• Foundations work eliminates one answer option in the multiple-choice question, and provides response options with the sentence stems for the short, constructed response question.</li> <li>• Slide 9 provides an image from the Texas Republican Newspaper article about the Battle of Gonzales.</li> </ul>
<p><b>Exit Ticket</b></p>	<ul style="list-style-type: none"> <li>• Students respond to five writing prompts to self-assess their readiness for the unit 5 test.</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

- *The Alamo*. Photograph 8 x 8 cm. University of North Texas Libraries, The Portal to Texas History; crediting Star of the Republic Museum.  
<https://texashistory.unt.edu/ark:/67531/metapth31110/>
- *Sam Houston*. April 27, 1848. Photograph. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/2003656937/>
- *Antonio Lopez de Santa Anna, head-and-shoulders portrait, facing front*. Mexico, None. [Between 1850 and 1876] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2005683078/> 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/>.
- *Battle of San Jacinto*. 1901. *Texas History Stories: The Alamo, Remember Goliad, Story of San Jacinto* by E. G. Little John. 42. Richmond, VA: B. F. Johnson Publishing Company, 1901. University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu/ark:/67531/metapth14381/>.
- Highsmith, Carol M. *The "Come and Take It" cannon at the Gonzales Memorial Museum in Gonzales, Texas*. April 23, 2014. Photograph. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/2014632782/>.
- 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.
- Highsmith, Carol M, photographer. *Painting, "Surrender of Santa Anna," by William Henry Huddle, in the South Foyer of the Texas Capitol, Austin, Texas*. April 17, 2014. Photograph. Library of Congress Prints and Photographs Division.  
<https://www.loc.gov/item/2014632129/>
- "We have prevailed on our fellow citizens... no loss on the American side." Pp. 4 *The Texas Republican* (Brazoria, Texas) Vol. 1, No. 56, Ed. 1. Published October 10, 1835.  
<https://texashistory.unt.edu/ark:/67531/metapth80274/>