

# Unit 5: The Texas Revolution

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

(45 – 60 minutes)

This is a primary lesson in the unit, however, there is no new TEKS-related information presented in this lesson that has not already been covered in previous lessons in the unit. This lesson can be omitted at the teacher's discretion.

<b>Objective</b>	<p>Students will use the Texas Historical Commission website to research preservation methods and educational resources related to one state historic site of the Texas Revolution.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> conduct online research about one historic site of the Texas Revolution that is preserved by the Texas Historical Commission (THC).</li> <li>2. <b><u>I will</u></b> use the THC's website to record significant information about my chosen historic site and create an agenda for a class field trip to the site.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• There are variety of ways that people today work to preserve Texas history and educate the public about the significance of important locations in Texas history.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Conducting online research from a reliable and reputable historical source.</li> <li>• Navigating online information</li> <li>• Planning a hypothetical educational field trip.</li> </ul>
<b>Essential Question</b>	<p>What are some of the ways that Texans today work to preserve Texas history and educate the public about significant Texas historic sites?</p>
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students make observations about an image depicting an educational event sponsored by the Texas Historical Commission at the Washington-on-the-Brazos State Historical site. Students predict how the image could be related to the lesson.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Students complete a multi-part assignment consisting of choosing and researching one of the Texas Historical Commission's state historic sites related to the Texas</li> </ul>

	<p>Revolution. Students answer questions about how the site is preserved and educational resources provided to the public about the site. Students conclude the assignment by planning an agenda for a class field trip to the site.</p> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students answer short, constructed response questions about how the Texas Historical Commission works to preserve the history of and educate the public about their chosen historic site</li> </ul>
<b>Materials</b>	<p><u><b>Links to the following materials</b></u></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>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visuals representations of directions</li> <li>Chunking text information</li> <li>Sentence Stems</li> <li>Reduction in the amount of writing, the number of activities, and answer choices for multiple-choice questions.</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <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(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> </ul>

- **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.

## Teacher Guide: Texas Today

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students observe an image of an event held by the Texas Historical Commission to educate the public about the Washington-on-the-Brazos State Historic Site.</li> <li>• Students predict how the image could be related to the day's lesson.</li> <li>• Slide 2 presents a larger view of the image.</li> <li>• Slide 3 presents sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 present the essential question and the “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Student worksheet</u></p> <p><u>Step 1: Choosing a state historic site</u></p> <ul style="list-style-type: none"> <li>• Students begin with a short reading introducing different ways people preserve their history.</li> <li>• Students are directed to choose one of the four historic sites of the Texas Revolution managed by the Texas Historical Commission.</li> <li>• Slide 6 presents a photograph of an educational demonstration at the Washington-on-the-Brazos historic site to accompany the brief reading.</li> <li>• Slides 7 – 11 display images of each historic site to help students in making their decision about which site to research.</li> </ul> <p><u>Step 2: Locating the Texas Historical Commission Webpage</u></p> <ul style="list-style-type: none"> <li>• Students search for the Texas Historical Commission's webpage about their chosen historic site online.</li> <li>• This can be an opportunity to discuss different sources of information online and ways to identify reputable sources (for example: websites from historical associations and organizations, museums, government and university sites.)</li> <li>• Make sure students use the information from the Texas Historical Commission. This assignment is based on the information available at this site including educational programs and events offered at each site.</li> </ul>

	<ul style="list-style-type: none"> <li>Slides 12 and 13 restate the directions for the online research and display the logo of the Texas Historical Commission to show students before they begin their search. They must use the THC website for their research.</li> </ul> <p><u>Step 3 and 4: Researching the Site</u></p> <ul style="list-style-type: none"> <li>Students answer questions about how the THC preserves their chosen site and educates the public about the significance of the site based on information and images from the main page.</li> <li>Step 4: Students record significant information about the history of their chosen site based on the webpage.</li> </ul> <p><u>Step 5: Students Plan a Field Trip</u></p> <ul style="list-style-type: none"> <li>Students research the educational programs, events, and activities offered at their historic site and plan the agenda of a class field trip providing information about length of time, cost, and descriptions of the events they include in the itinerary.</li> <li>For the Fannin Battleground historic site, there are fewer activities to fill the required amount of time for the field trip itinerary. Students can be encouraged to include the nearby sites listed under “Plan Your Visit”: Goliad State Park and Presidio La Bahia.</li> <li><u>Advanced Work</u>: Students answer additional short, constructed response questions, providing evidence from the website and their own justifications for their responses.</li> <li><u>Grade Level Work</u>: Students answer short, constructed response questions with sentence stems provided to guide student responses.</li> <li><u>Foundations Work</u>: Students answer short, constructed response questions with sentence stems provided to guide student responses. Foundations work has a reduced number of questions and one fewer step than grade level and advanced work.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>Students answer two short, constructed response questions about how the Texas Historical Commission preserves the history of and educates the public on the student’s chosen</li> </ul>

	<p>historic site. Sentence stems are provided to guide student responses.</p> <ul style="list-style-type: none"> <li>• Slides 14 and 15 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>
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## Primary Sources and Other Resources Used

- All images presented in this slideshow and in the warm-up and exit ticket were taken from the Texas Historical Commission website: [Home | Texas Historical Commission](#) Students use this website to complete their research on the state historic sites. The individual websites for each historic site are below:
  - [San Jacinto Battleground | Texas Historical Commission](#)
  - [Fannin Battleground | Texas Historical Commission](#)
  - [Washington-on-the-Brazos | Texas Historical Commission](#)
  - [San Felipe de Austin | Texas Historical Commission](#)