

## Unit 5: The Texas Revolution

### 7<sup>th</sup> Grade Lesson Plan: The Big Picture

(45 – 60 minutes)

<b>Objective</b>	<p>Students will be able to identify and explain the key events, major themes, and defining characteristics of the Texas Revolutionary Era.</p> <ol style="list-style-type: none"><li>1. <b><i>We will</i></b> identify the main ideas, themes, key events, and defining characteristics of the Texas Revolutionary Era.</li><li>2. <b><i>I will</i></b> analyze a primary source image, identify major themes and significant information related to this era, and answer comprehension questions based on a reading passage.</li></ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"><li>• The centralist takeover of the federal government caused political unrest in several Mexican states as federalists fought against the centralists in control.</li><li>• Anglos and Tejanos in Texas had different opinions on what Texas should do about the political unrest, especially after the Battle of Gonzales.</li><li>• Many Tejanos supported the war in the interest of restoring the Federal Constitution of 1824.</li><li>• Many Anglos who had lived in Texas for a while supported federalism, but were worried about the economic effects of joining the war.</li><li>• Many newer Anglo arrivals supported the war in the interest of gaining Texas independence from Mexico.</li><li>• Texans faced a number of challenges in the war against the stronger Mexican forces.</li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>• Reading for key information, context, main ideas, and supporting evidence.</li><li>• Summarizing and paraphrasing key ideas in a text.</li><li>• Making observations, inferences, and predictions about a primary source image.</li><li>• Identifying different points of view held by people who experienced historical events in Texas history.</li><li>• Identifying the main idea and supporting evidence from a primary source text.</li></ul>

<b>Essential Question</b>	What are the key events, major themes, and defining characteristics of the Texas Revolutionary era?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students will watch the video “Preview of the Texas Revolution” on the Texas History for Teachers website. There is a link to the video in the slideshow.</li> <li>Students will write three pieces of information about the unit discussed in the video on their warm-up.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Analyze an Image: Students make observations, inferences, and predictions about the unit based on a primary source image depicting the Battle of the Alamo.</li> <li>Essential Ideas Reading Passage: Students read a passage presenting the main ideas and themes that characterize the Texas Revolutionary Era.</li> <li>Big Picture Comprehension Questions: Students answer questions related to the passage based on the new 8<sup>th</sup> grade STAAR item types. These questions include short, constructed response, multi-part, and an adapted version of drag and drop.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students read statements expressing the three primary opinions in Texas about the civil war in Mexico.</li> <li>Students consider and record what might be positive and negative about each opinion.</li> </ul>
<b>Materials</b>	<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> <li>3. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	1. Scaffolding including classwork at three different levels of academic ability

	<ol style="list-style-type: none"> <li>2. Readings presented at different Lexile levels for advanced and grade level work.</li> <li>3. Visuals representations of directions</li> <li>4. Chunking text information</li> <li>5. Literacy supports including key information presented in bold in the reading passage</li> <li>6. Sentence Stems and answer options for short, constructed response questions</li> <li>7. Reduction in answer choices</li> </ol>
TEKS	<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>7.03(B)</b> Explain the roles played by significant individuals during the Texas Revolution including Antonio Lopez de Santa Anna.</li> <li>• <b>7.03(C)</b> Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales.</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(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li> </ul>

## Teacher Guide: The Big Picture

<b>Warm-up</b>	<ul style="list-style-type: none"><li>Students watch a brief (5 minute) video titled “Preview of the Texas Revolution. This video is located on the Texas History for Teachers website in this unit under the “Videos” tab. A link to the video is also included in the slideshow for this lesson.</li><li>Slide 3 provides a link to the video, and restates the directions.</li><li>Slide 4 provides sentence stems to guide student responses when sharing with the class.</li><li>Slides 5 and 6 provide the essential question and the “We will / I will” statements for the unit.</li></ul>
<b>Lesson</b>	<p><b>Part I: Analyze an Image</b></p> <ul style="list-style-type: none"><li>Using an image a primary source painting called “The Battle of the Alamo,” students make observations about the image, and inferences and predictions about what they expect to see in the unit based on the image.</li><li>Slide 8 shows an enlarged version of the image on the student worksheet.</li></ul> <p><b>Part II: Essential Ideas Reading Passage</b></p> <ul style="list-style-type: none"><li>Students read a one-page reading passage that presents the major themes and defining characteristics of the Texas Revolutionary Era.</li><li>The reading includes a review of the centralist takeover of the federal government and the federalist rebellions that took place as a result. It reintroduces the Battle of Gonzales. It provides different Anglo and Tejano points of view about joining the ongoing civil war against the centralists, and discusses the general difficulties that the Texan army faced as it conducted a war against Santa Anna’s centralist army.</li><li>Slide 10 provides an image of the painting “The Fall of the Alamo” to accompany the reading.</li></ul>

### Part III: Big Picture Comprehension Questions

- Students answer questions about the primary defining characteristics of the era, the different points of view related to Texas joining the war against the centralists, and evaluating a primary source newspaper article related to the ongoing civil war in Mexico.
- Questions are based on the new 8<sup>th</sup> grade STAAR item types including short, constructed response, multi-part, and an adaptation of drag and drop.
- Slide 12 presents a close-up photograph of the excerpt of the newspaper article used in the multi-part primary source question.
- **Advanced:** Students make observations, inferences, and predictions about the unit based on a primary source image of the Battle of the Alamo. Students read a passage at a challenging Lexile level and answer comprehension questions based on the new 8<sup>th</sup> grade STAAR item types including short, constructed response, a multi-part question with a primary source text, and an adaptation of drag and drop.
- **Grade Level:** Students make observations, inferences, and predictions about the unit based on a primary source image of the Battle of the Alamo. Students read a passage at a grade-level Lexile level and answer comprehension questions based on the new 8<sup>th</sup> grade STAAR item types including short, constructed response with sentence stems provided, a multi-part question with a primary source text including vocabulary definitions for challenging words, and an adaptation of drag and drop.
- **Foundations:** Students make observations, inferences, and predictions about the unit based on a primary source image of the Battle of the Alamo. Students read a passage at a grade-level Lexile level and answer comprehension questions based on the new 8<sup>th</sup> grade STAAR item types including short, constructed response with sentence stems and response options provided, a multi-part question with a primary source text including vocabulary definitions for challenging words, and an adaptation of drag and drop.

	<p>Multiple choice questions include one answer option eliminated.</p>
<b>Exit Ticket</b>	<ul style="list-style-type: none"><li>Students read three statements related to the three primary points of view Tejanos and Anglos held about the civil war in Mexico.</li><li>Students are asked to consider the pros and cons of each view point and record their answer in the boxes provided.</li><li>Slides 14 and 15 restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class.</li></ul>

## Primary Sources and Other Resources Used

- The Texas Republican* (Brazoria, Texas) pp.2. Vol. 1, No. 56, Ed. 1. Published October 10, 1835. <https://texashistory.unt.edu/ark:/67531/metapth80274/>
- Moran, Percy, Artist. *Battle of the Alamo / Percy Moran*. San Antonio Alamo Texas, ca. 1912. Photograph. <https://www.loc.gov/item/92515472/>
- The Fall of the Alamo. Robert Jenkins Onderdonk. 1903. Texas Governor's Mansion in Austin. <https://commons.wikimedia.org/wiki/File:FalloftheAlamo.jpg>