

Unit 5: The Texas Revolution

7th Grade Lesson Plan: Vocabulary

(90 – 120 minutes)

Objective	<p>Students will be able to identify, define and give an example of each vocabulary term within the context of the Texas Revolution era.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify, define, and exemplify the key terms of Unit 5: The Texas Revolution. 2. <u>I will</u> use the information and context of several short passages to identify and record the definition of each term and provide examples of the term in the context of our unit.
Key Concepts	<ul style="list-style-type: none"> • The Texas Revolution began as part of the larger federalist rebellions against Santa Anna's centralist government. Over the course of the war, more Texans supported independence from Mexico rather than a return to the Federal Constitution of 1824. • The Texans faced a number of hardships and struggles including a smaller and less experienced military force. • The Texas Revolution was supported and fought by both Anglos and Tejanos in Texas. • Texans held several meetings attended by primarily Anglo delegates to accomplish specific tasks related to carrying out the war and setting up a provisional government. • The war ended with the Texan victory at the Battle of San Jacinto, the capture of Santa Anna, and the signing of the Treaty of Velasco.
Skills	<ul style="list-style-type: none"> • Reading for key information, context, main ideas, and supporting evidence. • Identifying the definition and examples of key terms in the context of the Texas Revolution. • Creating visual representations of key terms. • Using the terms in the context of the unit • Recognizing references to key terms in a primary source excerpt
Essential Question	<p>What key terms do we need to know to be successful in this unit?</p>

Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students preview four vocabulary terms from the unit and evaluate their prior knowledge of each term. <p>Lesson</p> <ul style="list-style-type: none"> Students use short reading passages about the unit from the slideshow to identify the key terms, their definitions, examples, and create a visual representation of each term on their chart. This lesson will take two days. All of the materials they need to complete the lesson are distributed on the first day. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will use a word bank of different terms to choose terms that are related to the major themes in our unit. They will highlight or circle these terms. <p>Optional: Vocabulary Quiz (45 min)</p> <ul style="list-style-type: none"> Students complete a quiz checking for comprehension of key terms within the context of the unit. The quiz includes matching, fill-in-the-blank, short, constructed response, and multiple-choice questions.
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 Optional Vocabulary Quiz <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 Visuals representations of directions

	<ol style="list-style-type: none"> 3. Chunking text information 4. Sentence Stems 5. Reduction in answer choices 6. Options provided for definitions
TEKS	<ul style="list-style-type: none"> • 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 Sam Houston, Antonio Lopez de Santa Anna, Juan N. 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. • 7.08(C) Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas. • 7.20(A) 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. • 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(D) Identify bias and points of view from the historical context surrounding an event that influenced the participants. • 7.22(A) Use social studies terminology correctly. • 7.22(C) Create written, oral, and visual presentations of social studies information.

Teacher Guide: Vocabulary

Warm-up	<ul style="list-style-type: none"> • Students assess the prior knowledge of the following key terms they will learn in the lesson: Revolution, Treaty, Siege, Reinforcements. • Students respond to each term by choosing “I do not know this terms,” “I’ve heard of this word. I think it means something like...” or “I know this word. It means ...” • Students are encouraged to share their previous knowledge of the terms. • 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	<ol style="list-style-type: none"> 1. Students use the reading passages from the slideshow to complete their vocabulary chart. Each slide provides a short reading for one vocabulary term within the larger context of the unit. <ol style="list-style-type: none"> a. <u>Advanced</u>: Students provide a definition, an example from the reading, an antonym, a visual representation of the term, and use it in a complete sentence. b. <u>Grade Level</u>: Students provide a definition, an example from the reading, and a visual representation of the term. c. <u>Foundations</u>: Students choose from multiple choice options to identify the correct definition for the term and create a visual representation of the term. 2. Suggested methods for carrying out this lesson: <ol style="list-style-type: none"> a. <u>Individual Work</u>: Teacher can upload the slideshow into a learning management system like Google Classroom for students to complete at their own pace individually or print each slide and hang them around the room to include movement for individual student work. b. <u>Classroom stations</u>: Teacher can print each reading to hang around the room, in the hallway, or to distribute to tables if available in the classroom. Students complete the work at each station either as a group or self-paced. c. <u>Group work</u>: Teacher assigns each group a vocabulary term to complete. Each group presents their word to the

	<p>class. This works especially well if the teacher can display student work from a document camera when sharing each group's work with the whole class.</p> <ol style="list-style-type: none"> This lesson typically takes 2 class periods. Everything the student needs to complete the lesson should be distributed and explained on the first day. Slides 6 through 12 provide the readings necessary to complete student worksheets. <p>5. Optional Additional Assignment: Vocabulary Quiz</p> <ol style="list-style-type: none"> <u>Advanced</u>: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer several short, constructed response questions based on a primary source excerpt. <u>Grade Level</u>: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and complete a matching section using the terms based on a primary source excerpt. <u>Foundations</u>: Students match terms to definition, choose from multiple-choice options to complete sentences using the terms in context, and complete a matching section using the terms based on a primary source excerpt. This assessment typically takes approximately 45 minutes.
Exit Ticket	<ul style="list-style-type: none"> Students consider the vocabulary terms from the lesson, and the major themes of this unit. They choose terms from a word bank that they believe are most closely related to the unit's vocabulary and major themes. Slides 13 and 14 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Raba, Ernst Wilhelm, 1874-1951. [Alamo with Team of Oxen], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph459971/>: accessed February 18, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting San Antonio Conservation Society.
- The Texas Republican. (Brazoria, Tex.), Vol. 1, No. 56, Ed. 1, Saturday, October 10, 1835, newspaper, October 10, 1835; Brazoria, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph80274/>: accessed February 19, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- *Siege of the Alamo*. ca. 1938. University of North Texas Libraries, The Portal to Texas History; crediting Hardin-Simmons University Library. Edited to highlight the location of the Alamo and Santa Anna's troops and cannon placement during the siege. <https://texashistory.unt.edu/ark:/67531/metaph493168/m1/1>
- Juan Seguín. "Giants of Texas History" Texas State Library and Archives Commission. [Juan Seguín | Texas State Library](#)
- 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.
- *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/metaph31159/>.
- Texas State Historical Association. The Quarterly of the Texas State Historical Association, Volume 4, July 1900 - April, 1901, periodical, 1901; Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph101018/>: accessed February 21, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.