

Voices: African Americans in the Texas Revolution Accommodated Lesson Plan for 7th Grade Texas History (30-60 minutes)

Overview:

This is the accommodated version of the lesson on “African American and the Texas Revolution”. Modifications include modified student documents and activities. Modifications include sentence stems and summaries of primary source documents. Sentence stems direct students in the right direction and scaffolds instructional content making it more accessible to more students. Many Primary Source documents lack accessibility to all students due to the language used. Summaries provide the student better access to the content provided and can answer questions pertaining to the primary sources. You could use these accommodated resources in addition to the original version or completely separate.

Voices of the Texas Revolution provides experiences and perspectives from the various cultures involved, including: African Americans, Tejanos and Tejanas, Women, and Mexicans through primary source documents.

Students will know the following information based on previous TEKS standards:

Explain the roles played by the people involved in The Texas Revolution

Students will develop the following skills during this unit based on the TEKS standards:

Analyzing and interpreting primary source documents related to the Texas Revolution, including letters, journals, and personal accounts from the Alamo.

Essential Question

1. How did African Americans in the Texas Revolution influence the events of the revolution?

Table 1. Lesson Materials, Descriptions, and TEKS for Lesson Content

Printable Lesson Materials	Material Description	Lesson Specific TEKS
<p>Primary Source Analysis Perspectives on Slavery</p>	<p>Examination of the place of slavery in Texas leading up to the Revolution.</p> <p>This printable activity contains Anglo perspectives about the Texas Revolution and the institution of slavery. Students will analyze excerpts from primary source documents then respond to the analysis questions.</p> <p><i>Suggested printing: 1 per student or 1 per group.</i></p>	<p>7.3(A)(B) 7.20(A)(B)(C)(A) 7.22(D)</p>
<p>Primary Source Analysis The Story of Joe</p>	<p>An examination of the status of slavery during the revolution and what it meant for people like Joe, resulting in Joe running away in 1837.</p> <p>This printable activity contains African Americans’ perspectives about the Texas Revolution. Students will analyze excerpts from two primary source documents then respond to the analysis questions.</p> <p><i>Suggested printing: 1 per student or 1 per group</i></p>	<p>7.3(A)(B) 7.20(A)(B)(C) 7.22(A)(D)</p>
<p>Primary Source Analysis The Story of Emily West</p>	<p>The story of Emily West’s journey from New York to Texas as a free African American, serves as a window into that small community in Texas at the time of the Revolution.</p> <p>This printable activity contains perspectives about African American roles in the Texas Revolution. Students will analyze excerpts from two primary source documents then respond to the analysis questions.</p> <p><i>Suggested printing: 1 per student or 1 per group</i></p>	<p>7.3(A)(B) 7.20(A)(B)(C) 7.22(A)(D)</p>

Primary Source Material Links

Borden & Moore. Telegraph and Texas Register (Houston, Tex.), Vol. 2, No. 18, Ed. 1, Friday, May 26, 1837, newspaper, May 26, 1837; Houston, Texas.

(<https://texashistory.unt.edu/ark:/67531/metapht47931/m1/3/zoom/?q=joe&resolution=3&lat=3478.5375737191007&lon=3585.868685596809>), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.

Torget, A. J. (2007). *Laws of Texas*. Texas Slavery Project.

<http://www.texasslaveryproject.org/sources/LawsOfTexas/index.php>.