

Voices: Women in the Texas Revolution

Accommodated Lesson Plan for 7th Grade Texas History (60-90 minutes)

Overview: This is the accommodated version of the lesson for “Women in 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 scaffold instructional content making it more accessible to students with learning differences. 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 separately.

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

Explain the roles played by the people involved in The Texas Revolution, such as Susanna Dickinson, Dilue Rose, and Angelina Peyton Eberly.

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 Questions

1. How did women influence the events of the Texas Revolution?

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

Printable Lesson Materials	Material Description	Lesson Specific TEKS
<p>Susanna Dickinson:</p> <p>Hook Exercise</p> <p>Background Essay</p> <p>Primary Source Analysis</p> <p>Exit Ticket</p>	<p>This activity is an examination of Susanna Dickinson and her role in the Texas Revolution during and beyond the Alamo. All activities below can be used together as a set or independently.</p> <p>Hook Exercise: Students are provided with an engaging modern-day scenario and analysis questions that align with Susanna’s trek from the Alamo back to Gonzales to deliver the news to General Houston that the Alamo had fallen.</p>	<p>7.3(A)(B)(C)</p> <p>7.16(A)</p> <p>7.20(A)(B)(C)(D)</p> <p>7.6(A)(C) ELA</p>

Printable Lesson Materials	Material Description	Lesson Specific TEKS
	<p>Background Essay: This is a brief biography and examination of Susanna’s involvement in the entirety of the Revolution.</p> <p>Primary Source Analysis: Students will analyze primary source excerpts from Susanna Dickinson and others who documented her journey in the Revolution.</p> <p>Exit Ticket: Students will use critical thinking skills to reflect on the process of primary source documentation.</p> <p><i>Suggested printing: One document per student</i></p>	
<p>The Women of The Runaway Scrape</p> <p>The Runaway Scrape and the Aftermath</p>	<p>An examination of women's influence in the war effort and the physical and emotional toll the events and aftermath of the Runaway Scrape took on families and particularly women.</p> <p>The Runaway Scrape and the Aftermath: Students will analyze primary source excerpts about the hardships women and children faced during and after the Runaway Scrape.</p> <p><i>Suggested printing: One per student</i></p>	<p>7.3(A)(C) 7.16(A) 7.20(B)(C) 7.6(A)(C) ELA</p>

Printable Lesson Materials	Material Description	Lesson Specific TEKS
<p>The Accounts of Dilue Rose Harris</p> <p>Dilue Rose</p> <p>Exit Ticket</p>	<p>An examination of the conditions in Texas during the final battles of the Texas Revolution from the perspective of an eleven-year-old girl who endured many hardships.</p> <p>Dilue Rose: This is a three-part activity that provides insight on the conditions of the Runaway Scrape, Battle of San Jacinto, aftermath of the Battle of San Jacinto, aftermath of the Runaway Scrape, and the experience of returning home after the Revolution ended. The information is organized in the timeline that Dilue experienced each event. The documents can be used all together or separately as supplemental tools for teaching the final battles of the Revolution.</p> <p>Exit Ticket: Students will use critical thinking skills to create a Twitter post and hashtag by Dilue Rose summarizing her experience in the final battles and immediate aftermath of the Texas Revolution.</p> <p><i>Suggested printing: One document per student</i></p>	<p>7.3(A)(C) 7.16(A) 7.20(B)(C)</p> <p>7.6(A)(C) ELA</p>

Primary Source Material Links:

[Thomas Jefferson Rusk’s account of the Runaway Scrape](#): This printable source is from The Texas State Historical Association’s Southwestern Historical Quarterly. Citation: Downs, F. (1986). “Tryels and Trubbles”: Women in Early Nineteenth-Century Texas. *The Southwestern Historical Quarterly*, 90(1), 54. [Link](#) to online article.

[Noah Smithwick, The Evolution of a State, or, Recollections of Old Texas Days](#). 1900; 1997-2021, Wallace L. McKeehan, Sons of Dewitt Colony Texas;

[The Reminiscences of Mrs. Dilue Harris](#). From The Quarterly of the Texas State Historical Association, Volume 4, July 1900-April 1901.

Additional Resources:

[National Archives - Document Analysis Worksheets: How to teach primary source documents](#)

