

Unit 5: The Texas Revolution

7th Grade Lesson Plan: What's the Story?

(45 – 60 minutes – group work)
 (90 – 120 minutes – individual work)

Objective	<p>Students will be able to identify and explain the key events of the Texas Revolution in chronological order. Students will be able to show cause-and-effect relationships between events and explain the defining characteristics of the Texas Revolution based on the significant events from the readings.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine a chronology of the significant events that took place during the Texas Revolution and identify their significance to Texas history. 2. <u>I will</u> read short passages about each event, identify key information, explain cause and effect relationships, and determine how the event is significant to Texas history.
Key Concepts	<ul style="list-style-type: none"> • Key battles of the Texas Revolution include the Battle of Gonzales that started the war, the Battle of the Alamo that encouraged other Texans to fight harder, and the Battle of San Jacinto that ended the war with a Texan victory. • Other significant events include the Goliad Massacre, the Runaway Scrape, the Consultation, the Constitutional Convention of 1836, and the Treaties of Velasco. • The Texans faced many challenges during the war against the larger, more experienced centralist army.
Skills	<ul style="list-style-type: none"> • Reading for context and significance information. • Identifying main ideas and supporting evidence. • Identifying the significance of historical events. • Explaining cause-and-effect relationships between significant historical events
Essential Question	<p>What are the defining characteristics and most significant events of the Texas Revolutionary Era?</p>

<p>Assignment</p>	<p>Warm-up</p> <ul style="list-style-type: none"> Students write what they believe the strengths and weaknesses of the Texan and Mexican armies were during the Texas Revolution. They formulate their response based on previous information from the unit and inferences they may make from that information. <p>Lesson</p> <ul style="list-style-type: none"> Students read 8 short passages that present the most significant events of the Texas Revolution in chronological order. Students use the readings to complete a timeline of the Texas Revolution on their student worksheet, including the name of each event, its date or timeframe, key information related to the event, and the significance of the event. Advanced students identify and summarize between 3 of the most significant topics, events, or changes brought about by the Texas Revolutionary Era. Students answer comprehension questions based on the new 8th grade Social Studies STAAR item types including an adapted version of drag and drop. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students write a complete sentence explaining either one strength or weakness of Sam Houston's army or Santa Anna's army. Students use a sentence stem and response options to write their answer.
<p>Materials</p>	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 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>) 2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Reading Passages (<i>Suggested use: Print a set of readings per person, per group or table, place them in stations / a gallery walk, or upload them to a Learning Management System like Google Classroom</i>) <ol style="list-style-type: none"> a. Advanced Level Reading: Higher Lexile Level with more challenging phrasing and vocabulary

	<ul style="list-style-type: none"> b. Grade Level Reading: On-level reading c. Foundations Level Reading: On-level reading with supports like significant text in bold. <p>4. Assignment (<i>Suggested printing 1 per student</i>)</p> <ul style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including readings and classwork at three different levels of academic ability 2. Note-taking assistance for completing the timeline charts of significant events in the student worksheets 3. Visuals representations of directions 4. Visual cues in readings including key information presented in bold 5. Chunking text information 6. Sentence Stems and answer options for short, constructed response questions 7. Reduction in answer choices for multiple choice questions.
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 James Fannin, Sam Houston, and Antonio Lopez de Santa Anna. • 7.03(C) Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, the siege of the Alamo, 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. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.21(A) Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th century. • 7.22(C) Create written, oral, and visual presentations of social studies information.

Teacher Guide: What's the Story?

Warm-up	<ul style="list-style-type: none"> • Students complete a chart filling in what they believe to be the strengths and weaknesses of both Sam Houston's army and Santa Anna's army during the war. • Slide 3 restates the directions. • Slides 4 and 5 provide sentence stems to guide student responses when sharing with the class. • Slides 6 and 7 provide the essential question and the "We will / I will" statements for the lesson.
Lesson	<ul style="list-style-type: none"> • <u>Reading Cards:</u> <ol style="list-style-type: none"> a. Students read 8 short chronological passages for key events and information about the Mexican National Era. b. There are three levels of reading cards. The Foundations level provides a grade-level reading with bold words and phrases as reading supports. The grade level readings do not have the literacy cues for reading supports. The advanced readings have more challenging terms and phrasing at a higher Lexile level. c. These can be printed as a set for each student, for groups, tables, or stations, or hung as a gallery walk. They can also be uploaded to a Learning Management System like Google Classroom for digital work. d. Slides 10 – 17 provide images that accompany each reading passage. • <u>Worksheets:</u> Students will record the required information on their worksheets. <ol style="list-style-type: none"> a. <u>Slide :</u> Restates the directions for completing the timeline worksheet. b. <u>Slides 10 - 17:</u> Provide the title of each reading with images that accompany the readings. c. <u>Advanced:</u> Students create their own short, constructed responses to complete their timeline by recording the date or dates, key events, and significance of the event described in each reading. Advanced work includes comprehension questions based on the new 8th grade STAAR item type questions including short, constructed response, inline choice, and an adaptation of drag and drop.

	<p>d. <u>Grade Level:</u> Students create their own short, constructed responses to record the date or dates and key information from the readings. They choose from two options provided for the most accurate description of the significance of each topic. Grade level work includes comprehension questions based on the new 8th grade STAAR item type questions including inline choice and an adaptation of drag and drop.</p> <p>e. <u>Foundations:</u> Students complete their chart by choosing from two options provided for the most accurate description of the significance of each topic. Students choose 2 correct pieces of information related to each event out of 3 possible answers. Foundations work includes comprehension questions based on the new 8th grade STAAR item type questions including an inline choice question with one answer choice eliminated and an adaptation of drag and drop with one answer provided.</p> <p>This assignment can be carried out by dividing students into 8 groups and assigning each group one reading to read, record key information for, and present to the class for the class to take the key notes. It can also be carried out by going through all of the readings together (recommended for lower performing classes) or going through several readings together and then assigning the rest of the readings to the students to complete individually or in pairs.</p>
<p>Exit Ticket</p>	<ul style="list-style-type: none"> • Students write two sentences about each army's strengths and weaknesses using the sentence stems provided. • In the first sentence stem, students choose from the options (A) strength or (B) weakness, then they choose from the options (1) Sam Houston's army or (2) Santa Anna's army. • An example answer could be One <u>(B) weakness</u> of the <u>(1) Texan army</u> was that it was smaller than Santa Anna's army. • Slides 19 and 20 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- G. & W. Endicott, Daniel Powers Whiting, and Frederick J Swinton. *Heights of Monterey sic, from the Saltillo road looking towards the city. from the west / D.P. Whiting Capt. 7th Inf. ; on stone by F. Swinton.* 1847. Tinted lithograph on sheet 46.3 x 59.7 cm. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/2003664232/>
- The cannon and a reproduction of the “Come and Take It” flag from the Battle of Gonzales. Larry D. Moore. [Deed - Attribution 4.0 International - Creative Commons](https://commons.wikimedia.org/wiki/File:Gonzales_cannon_2005.jpg) https://commons.wikimedia.org/wiki/File:Gonzales_cannon_2005.jpg
- Texas Historical Commission. [The Alamo], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth938306/>: accessed February 25, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas Historical Commission.
- 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/metapth661961/>: accessed February 25, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department.
- Star of the Republic Museum (Washington, Tex.). Star of the Republic Museum Notes, Volume 43, Number 2, 2018, periodical, 2018; Washington, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth1115241/>: accessed February 25, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department.
- Hicks, William. *Chapel Sanctuary: Presidio La Bahia.* December 14, 2021. Photograph. University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>. <https://texashistory.unt.edu/ark:/67531/metapth1490423/>
- Surrender of Santa Anna, William Henry Huddle, oil on canvas, 1886. *Capitol Historical Artifact Collection, State Preservation Board.* Available at <https://commons.wikimedia.org/w/index.php?title=File:SantaAnnaSurrender.jpg&oldid=825715357>
- *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/metapth31159/>
- A replica of a section of the San Felipe de Austin township being built at the [San Felipe de Austin State Historic Site](#) in San Felipe, Texas, United States. Larry D. Moore, [CC BY 4.0](#), [Wikimedia Commons](#). This file is licensed under the [Creative Commons Attribution 4.0 International](#) license.

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