

## Unit 5: The Texas Revolution

### 7<sup>th</sup> Grade Lesson Plan:

### Who's Who of the Texas Revolution

(45 – 60 minutes: Reduced Lesson)

(135 - 180 minutes: Full Lesson)

(45 – 60 minutes: Additional Extension Activities)

<b>Objective</b>	<p>Students will read passages about key people of the Texas Revolution to identify and summarize their significance to the era.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> study key people who took part in the Texas Revolution, identifying important information about their lives and their significance to the Texas Revolution.</li> <li>2. <b><u>I will</u></b> use reading passages about each person to complete a chart summarizing and paraphrasing significant information about each person.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• There were many people who played a significant role in the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan Seguín, and William B. Travis</li> <li>• Many people played important roles in significant events including the Battle of Gonzales, the siege and battle of the Alamo, the Goliad Massacre, the Runaway Scrape, the Consultation, the Constitutional Convention of 1836, and the Battle of San Jacinto.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for context, main ideas, and key information.</li> <li>• Summarizing and paraphrasing significant information from a passage</li> </ul>
<b>Essential Question</b>	Who were some of the key people of the Texas Revolution and why were they significant?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students consider the various groups of people who took part in or experienced the Texas Revolution. They create a fictional person from one point of view and complete writing prompts from their chosen point of view.</li> </ul>

	<p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Students read passages about key people of the Texas Revolution and take notes on important information about each person on their worksheet.</li> <li>• Additional extension activities to enhance learning include: <ul style="list-style-type: none"> <li>- Dinner Party: Students choose 4 people from the lesson to invite to dinner, making inferences about what they might talk about, what their points of view would be, and who might agree or disagree.</li> <li>- I have / Who has?: A class activity presenting clues about each person from the lesson.</li> </ul> </li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>• Students choose two people from the lesson who they believe would share similar points of view about a given topic. Students explain their answer.</li> </ul>
<p><b>Materials</b></p>	<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> <li>4. Readings (<i>Suggested use: Teachers can assign individual students or groups one or more readings to complete; Teacher can select 4 – 6 readings to complete as a class or for students to do individually.</i>) <ol style="list-style-type: none"> <li>a. Advanced Readings</li> <li>b. Grade Level Readings</li> <li>c. Foundations Readings</li> </ol> </li> <li>5. Dinner Party Activity: Students choose four people from the lesson to invite to dinner. Students explain their choices, who they believe would have held similar or different opinions of various topics, and answer questions from each of the guest's points of view.</li> </ol>

	6. I have / Who has? A class activity in which students use clues to determine who each person from the lesson is.
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork and readings at three different levels of academic ability</li> <li>2. Visuals representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems</li> <li>5. Reduction in answer choices and work</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.03(B)</b> Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio Lopez de Santa Anna, Juan N. Seguin, and William B. Travis.</li> <li>• <b>7.03(C)</b> 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.</li> <li>• <b>7.08(C)</b> Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation and communication on major events in 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(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.22(B)</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</li> </ul>

## Teacher Guide: Who's Who of the Texas Revolution

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students consider all the different groups of people who experienced or took part in the Texas Revolution. They choose one point of view and complete a series of prompts from that viewpoint.</li> <li>Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>Slides 4 and 5 provide the essential question and the “We will / I will” Statements from the lesson.</li> </ul>
<b>Lesson</b>	<p>Readings</p> <ul style="list-style-type: none"> <li>There are readings passages at 3 levels for 18 people from the Texas Revolution.</li> <li>Suggestions for use: <ul style="list-style-type: none"> <li>Teacher can choose 4 – 6 readings to complete together as a class for one lesson</li> <li>Assign each student one person to read and provide information on the student worksheet. Then students can teach the class about their person or share their information with other students in a timed partner activity.</li> <li>This can be an ongoing lesson. Choose one person to accompany a related lesson and continue doing this throughout the course of the unit.</li> </ul> </li> <li>Slides 6 – 23 provide images that accompany each reading.</li> </ul> <p>Worksheets</p> <ul style="list-style-type: none"> <li>Advanced: Students use the readings to record important information about each person including where they were from, interesting or significant background information, their role in the Texas Revolution, and 3 significant facts or achievements.</li> <li>Grade Level: Students use the readings to record important information about each person including where they were from, their role in the Texas Revolution, and one to three significant facts or achievements.</li> <li>Foundations: Students use the readings to record important information about each person including their role in the</li> </ul>

	<p>Texas Revolution and one or two significant facts or achievements.</p> <p>Extensions Activities</p> <ul style="list-style-type: none"> <li>• I have / Who has: <ul style="list-style-type: none"> <li>- Teacher prints, cuts out, and hands out all the clue cards except the first one.</li> <li>- The teacher begins the activity by following the instructions on the first clue card, reading clues about one person from the Who's Who lesson. Students must determine who the clues are referring to.</li> <li>- One student's card will have the name of the important person on it under "I have." That student will say "I have (the significant person's name)" and then read their "Who has" Clue. The class will continue until everyone has read their clues.</li> <li>- There are only 18 clue cards. To include all students in large classes, you can print multiples of some of the cards and have those students work or sit together.</li> </ul> </li> <li>• Dinner Party <ul style="list-style-type: none"> <li>- Invite your guests: Students choose 4 people we learned about to invite to a dinner party. They complete their seating chart with information about each person and what they would serve at the meal.</li> <li>- Your Guests: Students explain why they chose each guest.</li> <li>- Opinions: Students write which guests they think would have similar or opposing opinions on a topic or topics of their choosing.</li> <li>- Asking Questions: Students will answer a series of questions from the point of view of each of their guests. Then they will create their own question for their guests to answer.</li> <li>- Eavesdropping: Students will "overhear" a part of their guest's conversation and create a graphic using word bubbles to show what is said.</li> <li>- Teachers can assign one or more of the above activities for the dinner party assignment.</li> </ul> </li> </ul> <p><b>Notes:</b></p> <p>You can adapt and shorten the lesson by focusing only on the individuals listed in the TEKS: George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Santa Anna, Juan Sequin, and William B. Travis.</p>
--	--

	<p>There are educational videos on the Texas History for Teachers Website for Joe, Susanna Dickinson, and Juan Sequín. The videos also come with a one-page, front and back worksheet.</p> <p>If you choose to select specific readings for this current lesson, you can incorporate any readings you did not use into the next lesson, "Events of the Revolution." This lesson can be extended by including any of the readings listed below from this lesson at are related to the following events of the next unit:</p> <p>The Battle of Gonzales</p> <ul style="list-style-type: none"> <li>- Domingo de Ugartechea</li> </ul> <p>The Consultation</p> <ul style="list-style-type: none"> <li>- Stephen F. Austin</li> </ul> <p>The Battle of the Alamo:</p> <ul style="list-style-type: none"> <li>- William B. Travis</li> <li>- James Bowie</li> <li>- Susanna Wilkerson Dickinson</li> <li>- Joe</li> <li>- José Enrique de la Peña</li> <li>- Juan Seguín</li> <li>- David Crockett</li> <li>- Martín Perfecto de Cos</li> </ul> <p>The Constitutional Convention of 1836</p> <ul style="list-style-type: none"> <li>- Lorenzo de Zavala</li> <li>- George Childress</li> <li>- David G. Burnet</li> <li>- José Antonio Navarro</li> </ul> <p>The Goliad Massacre:</p> <ul style="list-style-type: none"> <li>- James Fannin</li> </ul> <p>The Runaway Scrape</p> <ul style="list-style-type: none"> <li>- Dilue Rose Harris</li> </ul> <p>The Battle of San Jacinto</p> <ul style="list-style-type: none"> <li>- Sam Houston</li> <li>- Juan Seguín</li> <li>- Santa Anna</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students choose 2 people from the readings that they think would share similar opinions about one of the given topics.</li> </ul>

	<p>They write the names of the 2 people they chose, select a topic they would likely agree on, and provide evidence that supports their claim.</p> <ul style="list-style-type: none"><li>• Slides 24 and 25 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li></ul>
--	---

## Primary Sources and Other Resources Used

- Sam Houston., ca. 1848. Apr. 27. Photograph.  
<https://www.loc.gov/item/2003656937/>
- Santa Anna, Antonio Lopez de. [*Letter from Santa Anna Ordering Retreat of the Mexican Army, April 22, 1836*]. Humanities Texas Grant. University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.  
<https://texashistory.unt.edu/ark:/67531/metaph5928/m1/1> April 22, 1836.
- Santa Anna. 1879. *A Pictorial History of Texas, From the Earliest Visits of European Adventurers, to A.D. 1879.* by Homer S. Thrall, 147. St. Louis, MO: N. D. Thomspon & Co., 1879. University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu/ark:/67531/metaph5828/>
- Highsmith, Carol M, photographer. *Painting, "Surrender of Santa Anna," by William Henry Huddle, in the South Foyer of the Texas Capitol, Austin, Texas.* April 17, 2014. Photograph. Library of Congress Prints and Photographs Division.  
<https://www.loc.gov/item/2014632129/>
- Combat near the "Mission Concepcion," by Colonel James Bowie's Battalion, October 28, 1835., map, 1938?; (<https://texashistory.unt.edu/ark:/67531/metaph492941/>: accessed March 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Hardin-Simmons University Library.
- Portrait of a Man, photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph55639/>: accessed March 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Hardin-Simmons University Library.
- William B. Travis' "Victory or Death" letter. Texas State Library and Archives. [The Travis Letter | The Alamo](#)
- *Portrait of William B. Travis* by McArdle. The McArdle Scrapbooks Dawn at the Alamo. Texas State Library and Archives. [Portrait of William B. Travis by McArdle | Texas State Library](#)
- *Juan Seguin*. Giants of Texas History. Texas State Library and Archives. [Juan Seguin | Texas State Library](#)
- Juan Seguín to Captain Pratt, March 26, 1837. Giants of Texas History. Juan Seguin. [Juan Seguín to Captain Pratt, March 26, 1837 | Texas State Library](#)
- Stuart, C., Artist. *Colonel Crockett / engraved by C. Stuart from the original portrait by J.G. Chapman.*, ca. 1839. Photograph. <https://www.loc.gov/item/93511184/>
- Crockett, Davy. *Life of Col. David Crockett*, book, 1860; Philadelphia, Pennsylvania. (<https://texashistory.unt.edu/ark:/67531/metaph29780/>: accessed March 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.



- Baker & Bordens. Telegraph and Texas Register (San Felipe de Austin [i.e. San Felipe], Tex.), Vol. 1, No. 21, Ed. 1, Thursday, March 24, 1836, newspaper, March 24, 1836; San Felipe de Austin, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth47891/>: accessed March 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Carrington, Evelyn M. Women in Early Texas, book, 1993; Austin, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth296851/>: accessed February 19, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- Cruger & Moore. Telegraph and Texas Register (Houston, Tex.), Vol. 2, No. 28, Ed. 1, Saturday, July 29, 1837, newspaper, July 29, 1837; Houston, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth47941/>: accessed March 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Portrait of James W. Fannin. *Exploring the Alamo Legends* by Wallace O. Chariton (Republic of Texas Press, 1990), Dallas Historical Society. This work is in the **public domain** in its country of origin and other countries and areas where the **copyright term** is the author's **life plus 70 years or fewer**.  
<https://commons.wikimedia.org/wiki/File:JamesWFannin.jpg>
- Hicks, William. [Fannin Battleground State Historic Site: Aerial View], photograph, December 15, 2021; (<https://texashistory.unt.edu/ark:/67531/metapth1490445/>: accessed March 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>;
- Santa Anna, Antonio Lopez de. Antonio Lopez de Santa Anna to Lorenzo de Zavala, February 26, 1829, letter, February 26, 1829; (<https://texashistory.unt.edu/ark:/67531/metapth6024/>: accessed March 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Wheeler, Larry. Portrait of Lorenzo de Zavala, artwork, 1980; (<https://texashistory.unt.edu/ark:/67531/metapth3002/>: accessed March 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting San Jacinto Museum of History.
- Ugartechea, José Domingo. José Domingo Ugartechea, Principal Commandant of Texas to Ayuntamiento of Gonzales], letter, July 31, 1835; (<https://texashistory.unt.edu/ark:/67531/metapth5852/>: accessed March 7,

- 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas General Land Office.
- Ugartechea, José Domingo. José Domingo Ugartechea, Principal Commandant of Texas to Political Chief at San Felipe de Austin], letter, September 20, 1835; (<https://texashistory.unt.edu/ark:/67531/metapth5851/>: accessed March 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas General Land Office.
  - [Following Stephen F. Austin, Father of Texas], artwork, 1936; (<https://texashistory.unt.edu/ark:/67531/metapth31619/>: accessed March 10, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
  - Baker & Bordens. Telegraph and Texas Register (San Felipe de Austin [i.e. San Felipe], Tex.), Vol. 1, No. 2, Ed. 1, Saturday, October 17, 1835, newspaper, October 17, 1835; San Felipe de Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth47875/>: accessed March 10, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
  - de Cos, Martin Perfecto. Letter from Martín Perfecto de Cos to Commandant General June 17th 1835, letter, June 17, 1835; (<https://texashistory.unt.edu/ark:/67531/metapth5844/>: accessed March 10, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas General Land Office.
  - Mexican General Martín Perfecto de Cos. Pioneer Heroes and Daring Deeds, published by Scammell and Company in 1882; reprinted in Frank Thompson's 2002 book *The Alamo*, published by the University of North Texas Press. *This media file is in the **public domain** in the **United States**. This applies to U.S. works where the copyright has expired, often because its first **publication** occurred prior to January 1, 1930, and if not then due to lack of notice or renewal. See [this page](#) for further explanation.* [https://commons.wikimedia.org/wiki/File:Martin\\_perfecto\\_de\\_cos.jpg](https://commons.wikimedia.org/wiki/File:Martin_perfecto_de_cos.jpg)
  - The George C. Childress Centennial Statue at Washington-on-the-Brazos State Historic Site. [Raoul Josset](#) sculpted the statue for the 1936 Texas Centennial. The statue was dedicated on March 2, 1939. Larry D. Moore © 2016 Larry D. Moore. Licensed under [CC BY 4.0](#).  
**Attribution Specification:** Reuse without attribution is a violation of the license. The photographer's name and the link to the license are required. A link back to this source is requested. Example: *Larry D. Moore, [CC BY 4.0](#), Wikimedia Commons.* [https://commons.wikimedia.org/wiki/File:George\\_Childress\\_Centennial\\_Statue.jpg](https://commons.wikimedia.org/wiki/File:George_Childress_Centennial_Statue.jpg)
  - Kimble, H. S. [Copy of the Constitution of the Republic of Texas, March 17, 1836], text, March 17, 1836; (<https://texashistory.unt.edu/ark:/67531/metapth6708/>: accessed March

10, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.

- Treaty of Velasco, text, 1836; (<https://texashistory.unt.edu/ark:/67531/metapth31159/>: accessed March 10, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- Baker, D. W. C. (De Witt Clinton), 1832-1881. A Texas Scrap-Book: Made Up of the History, Biography, and Miscellany of Texas and Its People, book, 1875; New York. (<https://texashistory.unt.edu/ark:/67531/metapth39132/>: accessed March 10, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Austin History Center, Austin Public Library.
- 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/metapth101018/>: accessed March 10, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- Carrington, Evelyn M. Women in Early Texas, book, 1993; Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth296851/>: accessed February 19, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- Raba, Ernst Wilhelm, 1874-1951. [Jose Antonio Navarro Portrait], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth460098/>: accessed March 10, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting San Antonio Conservation Society.
- Texas Historical Commission. [Jose Antonio Navarro House], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth674635/>: accessed March 10, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas Historical Commission.
- With Santa Anna in Texas : a personal narrative of the revolution A personal Narrative of the Revolution by Jose Enrique de la Pena. Translated and edited by Carmen Perry. Texas A & M University Press, College Station, [1975]