

Unit 5 The Texas Revolution: Unit Plan

(12 estimated Instructional Days; 6 estimated optional extension lessons; 3 optional review days prior to assessment)

(Total length of all materials in the unit: approximately 21 days)

Era Overview	
<p>Conflicts during the Texas Revolution Period brought tremendous chaos and upheaval to nearly everyone within Texas. Public opinion throughout Texas during the Revolution was deeply divided. Some Anglo-American settlers feared the destruction that a war could bring to the region, while others (often newer arrivals) sought to break the region from Mexico. Most Tejanos saw the conflict as part of a larger civil war within Mexico that pitted Santa Anna's centralists against the federalists who wanted to restore the Constitution of 1824. For some enslaved African Americans, the war offered a chance to gain their freedom by running to the lines of the Mexican Army. Women in Texas often had to fend for themselves and their children when men left to fight on the frontlines.</p> <p>When fighting broke out in October 1835, most Texans could not yet agree on whether they were fighting to restore the Constitution of 1824 or for independence. When Santa Anna marched his army into Texas in February 1836 and laid siege to the Alamo, a delegation of Texans responded by declaring independence on March 2, 1836. The war itself brought widespread destruction to the region, with the fall of the Alamo, the massacre at Goliad, the panic of the Runaway Scrape, and the burning of towns and homes by both armies. When Sam Houston's ragtag army won an improbable victory at San Jacinto on April 21, 1836, the results of the Texas Revolution reverberated across all of North America.</p>	
Pacing	
Unit Pacing by Day	

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
45 - 60	What are the key events, major themes, and	This one-day lesson examines the significant themes	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The centralist takeover of the federal government caused</p>	Lesson:

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	defining characteristics of the Texas Revolution?	and defining characteristics of the Texas Revolution.	<p>political unrest in several Mexican states as federalists fought against the centralists in control.</p> <p>Anglos and Tejanos in Texas had different opinions on what Texas should do about the political unrest, especially after the Battle of Gonzales.</p> <p>Many Tejanos supported the war in the interest of restoring the Federal Constitution of 1824.</p> <p>Many Anglos who had lived in Texas for a while supported federalism, but were worried about the economic effects of joining the war.</p> <p>Many newer Anglo arrivals supported the war in the interest of gaining Texas independence from Mexico.</p> <p>Texans faced a number of challenges in the war against the stronger Mexican forces.</p> <p>Reading for key information, context, main ideas, and supporting evidence.</p> <p>Summarizing and paraphrasing key ideas in a text.</p> <p>Making observations, inferences, and predictions about a primary source image.</p> <p>Identifying different points of view held by people who experienced historical events in Texas history.</p> <p>Identifying the main idea and supporting evidence from a primary source text.</p>	The Big Picture
45 - 60	What types of primary source materials are typically used to learn first-hand information about this era? What information can we learn from each of these types of sources?	In this one-day lesson, students analyze three different primary source materials from the era to make observations, inferences, and conclusions about the unit.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Historians learn from a variety of primary source materials like letters, journal entries, newspaper articles, and government documents.</p> <p>We can use different types of primary source materials to learn different types of information including facts and opinions from diverse groups of people.</p> <p>The Texas forces struggled in the beginning with a smaller military and lack of resources.</p> <p>Many Anglos and Tejanos in Texas opposed the actions of the centralist government and troops in their state.</p>	<p>Lesson:</p> <p>How do we know what we know?</p>

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			<p>Analyzing a variety of primary source materials for main ideas, supporting evidence, point of view, and significant information about the era.</p> <p>Making observations and inferences about historical events based on primary source texts.</p> <p>Identifying and using primary source quotes to support a claim.</p>	
<p>90 – 120</p> <p>With Optional Vocabulary Quiz: 30 – 45 minutes</p>	<p>What key terms do we need to know to be successful in this unit?</p>	<p>In this two-day lesson, students read short passages that use vocabulary terms in the context of the lesson. Students use each passage to identify, define, and provide an example of each term.</p>	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>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.</p> <p>The Texans faced a number of hardships and struggles including a smaller and less experienced military force.</p> <p>The Texas Revolution was supported and fought by both Anglos and Tejanos in Texas.</p> <p>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.</p> <p>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.</p> <p>Reading for key information, context, main ideas, and supporting evidence.</p> <p>Identifying the definition and examples of key terms in the context of the Texas Revolution.</p> <p>Creating visual representations of key terms.</p> <p>Using the terms in the context of the unit.</p> <p>Recognizing references to key terms in a primary source excerpt.</p>	<p>Lesson:</p> <p>Vocabulary</p> <p>With Optional Vocabulary Quiz</p>
<p>45 – 60 (Group</p>	<p>What are the defining</p>	<p>In this one- or two-day lesson students</p>	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p>	<p>Lesson:</p>

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Work) 90 – 120 (Individual Work)	characteristics and most significant events of the Texas Revolution?	will identify key events of the era and be able to explain their significance and provide a chronological explanation of the cause-and-effect relationships between events.	<p>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.</p> <p>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</p>	What's the Story?
45 – 60 (Reduced lesson) 135 – 180 (Full Lesson) 45 – 60 (Additional Extension Activities)	Who were some of the key people of the Texas Revolution and why were they significant?	This is a flexible lesson that can be presented in small portions over time, in several short lessons, or in one large, multi-day lesson. Students read passages about key individuals to determine their significance to the Texas Revolution. Additional Extension activities include an "I have/Who has" game and a "Dinner Party" Activity.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>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. 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.</p> <p>Reading for context, main ideas, and key information. Summarizing and paraphrasing significant information from a passage.</p>	<p>Lesson:</p> <p>Who's Who of the Texas Revolution?</p>
135 - 180	What is the most significant information	In this two-day lesson students will complete a graphic	<i>Students will know the following information and develop the following skills based on TEKS standards:</i>	Lesson:

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	about the key events of the Texas Revolution?	organizer recording key information related to significant events of the Texas Revolution including the date, location, details, and significance of each event.	<p>Significant events of the Texas Revolution included the Battle of Gonzales, the Consultation, the Siege and Battle of the Alamo, the Constitutional Convention of 1836, the Battle of Coleto Creek and the Goliad Massacre, the Runaway Scrape, the Battle of San Jacinto, and the Treaties of Velasco.</p> <p>People who played significant roles in the Texas Revolution included Sam Houston, Santa Anna, William B. Travis, James Bowie, James Fannin, Juan Seguín, and George Childress.</p> <p>Initially Texans didn't agree on if they should fight a war, and whether they would be fighting for independence or to support the Federal Constitution of 1824.</p> <p>Following the Alamo and Goliad, Texan civilians fled east on the Runaway Scrape and Houston's army retreated east waiting for an opportunity to confront Santa Anna on more favorable terms, which finally came at San Jacinto.</p> <p>Though San Jacinto ended the war, Mexico did not recognize Texas independence until after the U.S.-Mexican War of 1846 – 1848.</p> <p>Summarizing and paraphrasing (teachers can encourage students to do this for longer note passages).</p> <p>Note-taking.</p> <p>Demonstrating cause and effect.</p> <p>Identifying and explaining the significance of a historical event.</p>	Events of the Revolution
45 – 60 Optional Extension Lesson	What were the key events in chronological order of the Siege and Battle of the Alamo? What might the experience have been like for the people inside the Alamo?	In this optional one-day extension lesson, students will be able to explain important events of the Siege and Battle of the Alamo in chronological order and create a visual or written representation of the	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Siege of the Alamo lasted thirteen days and consisted of constant bombardments by the centralist army. Throughout the siege, William B. Travis attempted to secure support and reinforcements from other Texans, though only 32 men from Gonzales answered the call. The Battle of the Alamo occurred on March 6, 1836, when the centralist army attacked in three waves, overrunning the Alamo and defeating the defenders on the third wave.</p>	<p>Lesson:</p> <p>Battle of the Alamo</p> <p>Optional Extension Activity</p>

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		events.	Using chronological information from a timeline. Considering and creating materials based on various points of view from within the walls of the Alamo.	
45 – 60 Optional Extension Lesson	What were the primary topics and major themes of the Texas Declaration of Independence? What are the similarities and differences between this document and the U.S. Declaration of Independence?	In this optional one-day extension lesson, students analyze excerpts from the Texas Declaration of Independence, answer comprehension questions, and compare portions of the document with the U.S. Declaration of Independence.	<i>Students will know the following information and develop the following skills based on TEKS standards:</i> The Texas Declaration of Independence was modeled after the American Declaration of Independence, including a declaration of the rights of man, expectations for a good government, and a list of grievances against the centralist government of Santa Anna. Analyzing and comparing primary source documents. Making observations and inferences based on significant information and context. Identifying, paraphrasing, and summarizing the main idea from a primary source text. Forming and argument based on and supported by prior knowledge and textual evidence.	Lesson: Texas Declaration of Independence Optional Extension Activity
45 – 60 Optional Extension Lesson	What were the causes, effects, key events, and significance of the Goliad Massacre?	In this optional, one-day extension lesson will be able to explain the causes and effects of the Goliad Massacre, as well as the important information and significance of the event to Texas history.	<i>Students will know the following information and develop the following skills based on TEKS standards:</i> Santa Anna’s centralist government had a policy of “no quarter” for Texas rebels during the Texas Revolution. James Fannin did not send help to William B. Travis and the defenders at the Alamo. A series of missteps led James Fannin’s defeat at the Battle of Coleto Creek and the imprisonment of his men at Presidio La Bahia at Goliad. Despite Mexican General José de Urrea’s request for mercy, Santa Anna ordered all of the prisoners at Goliad to be executed. A small handful managed to escape. A Mexican woman named Francita Alavez was instrumental in working to spare the lives of some of the men. Listening comprehension skills.	Lesson: The Goliad Massacre Optional Extension Activity

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			Identifying main ideas and supporting evidence. Explaining and summarizing the significance of a historical event. Note-taking skills.	
45 – 60 Optional Extension Lesson	What were the causes, effects, and most significant events of the Battle of San Jacinto?	In this optional, one-day lesson, students will be able to identify, explain, and analyze the causes, effects, key events, and historical significance of the Battle of San Jacinto based on information presented in a 14-minute video documentary.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Battle of San Jacinto was the final battle of the Texas Revolution. The Texian capture of Santa Anna was what officially ended the war, though Mexico would not recognize Texas independence until after the U.S.-Mexico War of 1846 to 1848. Sam Houston's strategic retreat from Santa Anna leading up to the Battle of San Jacinto was widely unpopular with many Texans at the time, however it was necessary for him to recruit and train more troops for the Texas army. Santa Anna agreed to the terms of surrender while he was a captive of the Texian army and government. For this reason, Mexico did not recognize his surrender as valid.</p> <p>Identifying significant information from a short video documentary. Note-taking skills. Identifying and explaining cause-and-effect relationships between historical events. Analyzing primary source quotes for meaning and bias/point of view.</p>	<p>Lesson:</p> <p>The Battle of San Jacinto</p> <p>Optional Extension Activity</p>
45 – 60	What are some of the ways that Texans today work to preserve Texas history and educate the public about significant Texas historic sites?	In this one-day lesson, students use the Texas Historical Commission website to research preservation methods and educational resources related to one state historic	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>There are a variety of ways that people today work to preserve Texas history and educate the public about the significance of important locations in Texas history.</p> <p>Conducting online research from a reliable and reputable historical source. Navigating online information</p>	<p>Lesson:</p> <p>Texas Today</p>

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		site of the Texas Revolution.	Planning a hypothetical educational field trip.	
45 - 60	What challenges did Texas face after the Texas Revolution? What was one way Texas attempted to address these issues?	In this one-day lesson, will be able to explain four significant challenges the Republic of Texas faced in 1836, give the cause and possible outcome of each challenge, and make predictions about the outcome of potential annexation to the United States of America.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Texas faced a number of challenges after the Texas Revolution including economic issues related to war-debt, rebuilding destroyed property and communities, the struggle to gain international recognition of Texas independence from Mexico, and the Mexican government's refusal to acknowledge Texas independence.</p> <p>One option for addressing these challenges was annexation to the United States of America. Most Texans favored this option in 1836.</p> <p>Identifying cause-and-effect relationships between historical events.</p> <p>Making predictions about historical outcomes based on historical information and evidence.</p> <p>Making inferences, observations, and predictions about a historical event based on a primary source text.</p>	<p>Lesson:</p> <p>Looking Ahead</p>
45 - 60	What significant information do we need to know to be successful on the unit 5 test for the Texas Revolution?	In this one-day review lesson, students will review key information including the major themes of the unit, key people, places, and events, and the significance of this era to Texas history to review for the Unit 5 test.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Texas Revolution era was characterized by the growing opposition in Texas and across Mexico to the centralist takeover of the Mexican government.</p> <p>Initially Texans did not agree on whether to fight the Mexican government or the exact reason they would be fighting: whether to restore federalism under the Constitution of 1824 or for Texas independence.</p> <p>As the Texas Revolution progressed, many Texans believed that independence was their only option.</p> <p>Key events and topics of the Texas Revolution included the Battle of Gonzales, the siege and the battle of the Alamo, the</p>	<p>Lesson:</p> <p>Study Guide & Flash Cards</p> <p>Review</p>

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			<p>Constitutional Convention of 1836, the Texas Declaration of Independence, the provisional government of the Republic of Texas, the Goliad Massacre, the Runaway Scrape, the Battle of San Jacinto, and the Treaties of Velasco.</p> <p>Significant people of the Texas Revolution include Sam Houston, Antonio López de Santa Anna, George Childress, David G. Burnet, Juan Seguín, Lorenzo de Zavala, James Fannin, and William B. Travis.</p> <p>Identifying and demonstrating cause-and-effect relationships of historical events.</p> <p>Identifying the significance of key individuals of the Texas Revolution.</p> <p>Creating a timeline of the significant historical events of the Texas Revolution.</p> <p>Answering practice test questions based on the new STAAR item types from the 8th grade Social Studies STAAR test.</p>	
45 – 60	How do the key terms and concepts from Unit 5: The Texas Revolution connect to each other?	In this one-day review lesson, students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to visualize how information from the unit is connected by making connections between terms on a mind map.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Texas Revolutionary Era was characterized by the Texans fight against the centralist government for independence from Texas.</p> <p>Key events included the Battle of Gonzales, the siege and battle of the Alamo, the Constitutional Convention of 1836, the Goliad Massacre, the Runaway Scrape, the Battle of San Jacinto, and the Treaties of Velasco.</p> <p>Key people include Sam Houston (commander-in-chief of the Texas army), Antonio López de Santa Anna (Mexican president and commander-in-chief of the Mexican army), Lorenzo de Zavala (Provisional vice-president of the Republic of Texas), George Childress (primary author of the Texas Declaration of Independence), David G. Burnet (Provisional president of the Republic of Texas), Juan Seguín (courier at the Alamo and leader of a cavalry unit), James Fannin (surrendered at Coleto Creek and executed at the Goliad Massacre.)</p>	<p>Lesson:</p> <p>Mind Mapping Review</p>

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			<p>Connecting terms and concepts from across the entire unit.</p> <p>Justifying and providing rationalizations for those connections.</p> <p>Students debate and discuss the best placement of terms on their Mind Maps.</p> <p>Creating a visual representation of Social Studies information.</p>	
45 – 60	What key terms and concepts do we need to know to be successful on our unit 5 test?	In this one-day review lesson, students review key terms, ideas, people, places, events, and major themes of the Texas Revolutionary Era by playing a game of Bingo using terms from the unit and clues about each term	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Mexican National Era was characterized by Tejano-backed Mexican efforts to improve the economy and increase the non-Indigenous population of Texas by inviting Anglo-American immigrants to colonize Texas.</p> <p>Many Anglo colonists took part in plantation agriculture growing the cash crop, cotton, often with the use of enslaved labor.</p> <p>Tejanos and Anglos struggled with a lack of power in their state government because they were joined with the more populous state of Coahuila.</p> <p>The Mexican Federalist Constitution of 1824 granted shared powers to the states and the federal government and ensured rights to the people.</p> <p>Political unrest grew in Mexico and Texas as a result of the centralist takeover of the national government under Santa Anna's presidency.</p> <p>Tension between many Anglos and the Mexican government grew because of restrictions and increased national control over Texas and its people.</p> <p>Study and review of key concepts.</p> <p>Identifying information based on key words and phrases.</p>	<p>Lesson:</p> <p>Bingo Review Game</p>

