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## Texas Revolution [7th grade]

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*Education Department*

*Understanding by Design Curriculum Units*

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*Trinity University*

*Year 2005*

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Texas Revolution

Katharine Givens  
Trinity University,

# UNDERSTANDING BY DESIGN

## Unit Cover Page

**Unit Title: Texas Revolution**

**Grade Level: 7<sup>th</sup>**

**Subject/Topic Area(s): Texas History**

**Designed By: Katharine Givens**

**Time Frame: 4 weeks**

**School District (One Designer): NISD**

**School: Sul Ross Middle School**

**School Address and Phone: 3630 Callaghan  
San Antonio, TX 78228  
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### **Brief Summary of Unit (Including curricular context and unit goals):**

**This unit focuses on the road to the Texas Revolution and the Texas Revolution. The unit begins with Students learning the causes of the Texas Revolution as well as the events that led up to the war. The unit will also focus on the people who were involved in the Texas Revolution. The road to revolution will end with students completing a letter writing activity in which they take on the role of a person living in Texas or Mexico before the revolution and write letters about the problems they are facing. Students will also respond to these letters and assess if their letter was persuasive enough to bring a change.**

**The second portion of this teaches the battles and events of the Texas Revolution. In this part of the unit students will get a general overview of all the battles in the Revolution as well as some in-depth lessons on important battles and events. Students will also create character collages on the Heroes of the Texas Revolution. The unit ends with a culminating performance task in which students start their own revolution by creating a brochure and poster to convince people to change something they deal with day to day.**

## STAGE 1 – DESIRED RESULTS

### Content Standard(s)

- ◆ Trace the development of events that lead to the Texas Revolution. (7.2E)
- ◆ Explain the issues surrounding significant events in the Texas Revolution. (7.3B)
- ◆ Explain the roles played by significant individuals during the Texas Revolution. (7.3A)
- ◆ Apply absolute and relative chronology through the sequencing of significant individuals, events and time periods (7.1B)
- ◆ Analyze information by identifying cause-and –effect relationships and comparing and contrasting (7.21B)

### *Understanding(s)* Students will understand that...

- Revolution occurs when two sides conflict.
- Revolution is one way that change occurs.
- Anyone has the ability to change the world he/she lives in.

### Essential Question(s)

- ◆ Is revolution necessary for change?
- ◆ Who has the ability to change society?

### *Students will know...*

- 1) The main causes that led to the Texas Revolution.
- 2) The development of events that led to the Texas Revolution including the Law of April 6, 1830, Turtle Bayou Resolutions, the arrest of Stephen F. Austin
- 3) The significance of 1836
- 4) The roles played by the people involved in The Texas Revolution including Lorenzo de Zavala, Sam Houston, Antonio Lopez de Santa Anna, William B. Travis, George Childress, James Fannin.
- 5) The issues surrounding the events of the Texas Revolution including the Battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin’s surrender at Goliad, the battle of San Jacinto.

### *Students will be able to:*

**K**

- 1) Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods with the significant events leading to the Texas Revolution and the significant battles during the Texas Revolution.
- 2) Create a map showing the battles of the Texas Revolution.
- 3) Analyze cause and effect relationships with the Runaway Scrape and Battle of the Alamo
- 4) Analyze information by comparing and contrasting with the Texas Declaration of Independence and American Declaration of Independence and Sam Houston and Antonio Lopez de Santa Anna
- 5) Use social studies terminology correctly including decree; customs duties; militia; financial panic; depression; resolutions; reforms; delegates; factions; infantry; cavalry; casualties; noncombatants;

## STAGE 2 – ASSESSMENT EVIDENCE

### **Performance Tasks**

**What should we do about Texas?** Students will take on a role of a person living in Mexican Texas or in Mexico at the time right before the Texas Revolution. Students will write a persuasive letter convincing someone to change the challenges they are facing from the Mexican government or Texan colonist. Students will need to include in their letter what the conflict or problem is, and why they are upset. The letter also must include how the conflict should be resolved. Students will be provided with a list of possible roles they can take on to write their letter (example: Mexican soldier stationed in Texas, or U.S. settler in Texas) and a list of people their letters can be written to (example: Stephen F. Austin). After all letters have been written they will be collected then returned at random to other classmates. Each student then must take on the role of the person the letter was written to and respond to the letter. In their response they must say if they were convinced by the person's argument or not. If the student was convinced they then need to describe why they were convinced and how they can help to fix the problem described in the letter. If the student was not convinced they need to describe why they were not convinced and how the situation is going to continue to be handled. All letters will be collected, and then the original letter and response will be returned to the original author.

**Key Criteria: Letter One:** Written in complete clear sentences; Letter is written in the point of view from someone living in Texas or Mexico before the revolution; Letter includes problem or conflict; Letter includes explanation of problem or conflict; Letter includes a plan for resolving the problem or conflict; Arguments are logical from the perspective of the character being role-played; Letter is persuasive; Shows knowledge of the causes of the Texas Revolution

**Letter Two:** Written in complete clear sentence; Written from the perspective of the person letter one was written to; Letter address problem from letter one; Letter explains why or why not letter one is persuasive; Letter explains how the problem will be addressed

**Start your own Revolution!** Students will think of something they want to change. It may be a school rule like dress code, a rule at home like curfew, or a rule out in the real world like the driving age. Their task will be to start a revolution to get their rule or law changed. Students will create a brochure explaining why there is a problem with the way things are currently, what they want to change, and why they want it changed. It also must explain how things will be better if the rule or law was a changed. The purpose of the brochure is to convince other people to join their cause. Students will also create a recruiting poster with the goal of getting other people to join their cause.

**Key Criteria: Brochure:** address a problem student wants to change; contains a problem the student has with another institution; explains why the problem is a problem; explains why the problem needs to be changed; explains how things will be better if problem is changed; done neatly; contains visuals and color; is persuasive

**Poster:** eye-catching; done neatly; contains color and visuals; explains rule to be changed; briefly describes why rule should be changed; is persuasive

## Other Evidence

- Vocabulary Quizzes with meaningful sentences
- Diary Entry: Describe how a person who is from the United States would feel about living under the Mexican Government.
- Students compare their action plan to dealing with a problem to the Fredonian Rebellion
- Students take on a role and write a letter to the governor of Texas telling how they feel about the law of April 6, 1830
- Road to Revolution Poster Project
- Academic Prompt: Would you have been for the Revolution? Why or Why not?
- Road to Revolution Quiz
- Academic Prompt: Could the Texan settlers have achieved the changes they wanted without fighting a war?
- Interactive Homework: The Revolution Begins
- Exit Slip: After briefly learning about the battles in the Texas Revolution, which battle was the most important and why?
- Exit Slip: What is one thing you learned today that you didn't know before about the Alamo? What is one thing you still question about the Alamo? Do you think the Alamo was an important battle in the Texas Revolution? Why?
- Battles in the Texas Revolution Quiz
- Monument design of the Goliad Massacre
- Exit Slip: How might history have been different if the Mexican forces had won the Battle of San Jacinto? How do you think Sam Houston might be viewed today? How do you think Santa Anna might be viewed today?
- Exit Slip: If you had been Santa Anna what would you have done after the battle of San Jacinto?
- Heroes of the Texas Revolution Character collage
- Exit Slip: Do you think that important people in the Texas Revolution are really heroes? If so what has made them heroes and were they always heroes? If not why?
- Texas Revolution Exam
- Essay: Now what do you think the most important battle in the Texas Revolution was? Why? Is your opinion different than before? Why or Why not?

## Student Self-Assessment and Reflection

- Self-Assess letter, What should we do about Texas
  - Reflect: Was I able to persuade the recipient of my letter? Why do I think my letter was convincing?
- Self-Assess Character College
  - Reflect: How well does my college show the important information about the Hero? What did I contribute to the final project?
- Self-Assess brochure, Start your own Revolution
- Reflect: Do you think you would have been able to persuade others to join your cause and why? Would your revolution have been a success? What might keep someone from joining your cause? Why? Compare your revolution to the Texas Revolution. What is different what is similar?
- Reflect: What was my best piece of work during this unit? Why?

## Stage 3 – Learning Plan

\*These lessons are to be taught in 45 minute class periods

\*Each day the focus for the class will be two vocabulary words. The words will correlate with what we are studying that day. Students must write the definition for each word in one box and in a second box come up with a way to help them remember the meaning of the word (For example: draw a picture, use the word in a sentence, rewrite the definition in your own words) At the end of each week there will be a short vocabulary quiz over the 8 words learned that week.

### Week One

#### Day One

- 1) Who is living in Texas? Students come up with lists of all the different types of people living in Texas before the Texas Revolution based on knowledge they learned in the Texas settlement unit.
- 2) Mexican Gov. Vs. United States Gov. Students create a graphic organizer comparing and contrasting both governments. Students can create any type of graphic organizer or may use ones we have done in the past.
- 3) Have students look at the lists they created of people living in Texas and categorize each person as someone who would be happier living under the Mexican or United States Governments.
- 4) Diary Entry: Pick someone from your list that would be more comfortable living under the United States Government but since they live in Texas they must live under the Mexican Government. Write a diary entry about how that person feels about their government.

#### Day Two

- 5) Hook: You are given a binder to keep all your social studies assignments in the first week of school. Then one day you find that someone else is also keeping their assignments in your binder. Come up with an action plan to deal with the situation.
- 6) Notes over the Fredonian Rebellion comparing it to the hook from the beginning of class.
- 7) Have students evaluate their action plan comparing it the Fredonian Rebellion. Have students think about would your plan have worked? How is it different from Edwards' plan? Was your plan better or worse than Edwards? Why? What are some reasons why your plan might not be successful?

#### Day Three

- 8) Hook: Make a prediction-what will the Mexican Government do in response to the Fredonian Rebellion?
- 9) Brief introduction to the Mier y Teran Report
- 10) Students work in groups taking on the role of Mier y Teran. They rotate around centers that display sources Mier y Teran may have come across during his investigation. Students take notes over their findings. Students then make predictions over what Mier y Teran's report would include and how the Mexican government would react to it.
- 11) Notes over the Mier y Teran report

#### Day Four

- 12) Review Mier y Teran Report and have students predict what the Mexican Government will do with this information.
- 13) Notes with Graphic Organizer over the Law of April 6, 1830. After notes are taken have students predict how this will affect the Texas colonist
- 14) Give students different roles (example: slave in Texas, Mexican soldier, U.S. Colonist slaveholder) Then have student write a letter to the governor of Texas telling him how they feel about the law. They need to include which specific parts of the law they disagree with and why.

#### Day Five

- 15) Vocabulary Quiz
- 16) Watch video clips from James Michener's Texas that correspond with the events that lead to the revolution
- 17) Road to Revolution Poster Project. Students work with partners or small groups to create a poster on one of the events that lead to the Texas Revolution. Posters must contain a visual plus a short description of the event. Students will present their posters in chronological order and the class will fill in a timeline with key information on each event.

#### **Week Two**

#### Day Six

- 18) Continue Road to Revolution Poster Project and presentations
- 19) Quiz over the causes and events that led to the Texas Revolution
- 20) Discuss how many Texans were divided over the subject of going to war with Mexico. Have students write a short response deciding which side they would have been on and why.

#### Day Seven

- 21) Performance Assessment: What should we do about Texas? Letters
- 22) Self Assessment of Letters

#### Day Eight

- 23) Hook: Have students answer from their own knowledge the question, what is a Revolution? Class discussion over what a Revolution is.
- 24) Listen to the Beatles song Revolution and answer questions. Discuss examples of Revolutions throughout History.
- 25) Read The Story of the how the Revolution began to students. Then have students answer questions over the story from memory at first then by the aid of handout and textbook.
- 26) Academic Prompt: Could the Texan settlers have achieved the changes they wanted without fighting a war?
- 27) Interactive Homework The Revolution Begins

#### Day Nine

- 28) Battle Scorecard. Students fill out information of battles in the Texas Revolution. They must fill in the key players, what happened and who won. After filling in the information students come up with a final score and figure out who won the revolution. They then choose an MVP of the war and give a reason for their choice.
- 29) Texas Revolution Battles Map. Students use their textbooks to locate and label the battles in the Texas Revolution. Students then answer questions about the location of the battles and make hypothesis on why these locations were where battles were fought.
- 30) Exit Slip: After today what do you think the most important battle in the Texas Revolution was? Why?

#### Day Ten



- 31) Hook: Who writes History? How do we know History is true? Class discussion of answers
- 32) Notes/ Discussion of the Battle of the Alamo.
- 33) Tug-of-war simulation of the Alamo. Students are put into teams with one side significantly larger than the other. When students return to class they compare the game to the battle of the Alamo.
- 34) Investigating the Alamo. Students investigate if Travis really drew the line at the Alamo and where David Crockett died. Students read various sources on each topic and decide what the truth is.
- 35) Exit Slip: What is one thing you learned today that you didn't know before about the Alamo? What is one thing you still question about the Alamo? Do you think the Alamo was an important battle in the Texas Revolution? Why?

### **Week Three**

#### Day Eleven

- 36) Quiz over the battles in the Texas Revolution
- 37) Hook: Ask students what they know about the U.S. Declaration of Independence. Have them think about from whom the United States declared independence and why?
- 38) Making Comparisons: Texas and U.S. Declaration of Independence. Students compare both Declarations of Independence and find the similarities. Students should come to the conclusion that the Texas Declaration of Independence was molded after the U.S. Declaration of Independence.

#### Day Twelve

- 39) Review Runaway Scrape then begin a discussion on what is a massacre.
- 40) PowerPoint notes on the Goliad Massacre
- 41) Students will design a monument to the Texans who died in the massacre. The monument should include a plaque that provides a short description of the massacre and the events leading up to it.

#### Day Thirteen

- 42) Hook: What would you do if you found out an enemy army was heading to your neighborhood? How would you feel if your army decided to burn your neighborhood so the enemy could not get supplies?
- 43) Graphic Organizer on the Causes of the Runaway Scrape
- 44) Primary Source account of the Runaway Scrape. Students read the account then draw a picture of what is happening

#### Day Fourteen

- 45) Review all the battles and events in the Revolution that led up to the final battle at San Jacinto.
- 46) PowerPoint notes on the battle of San Jacinto
- 47) Read the Primary source A Mexican Account of the Battle of San Jacinto. Have students decide if it was a Mexican or Texan soldier that wrote the account. Students must also use evidence from the account to back up their reasoning.
- 48) Exit Slip: How might history have been different if the Mexican forces had won the Battle of San Jacinto? How do you think Sam Houston might be viewed today? How do you think Santa Anna might be viewed today?

#### Day Fifteen

- 49) Vocabulary Quiz
- 50) Use a graphic organizer (double bubble) to compare and contrast Sam Houston and Santa Anna.

- 51) Read and discuss the Treaties of Velasco (Holt Texas pages 256 -257)
- 52) Students work in pairs to create “copies” of the two treaties. Each treaty should include a short introduction describing its purpose and then a list of its terms. Students may use the textbook to help them create their treaties.
- 53) Exit Slip: If you had been Santa Anna what would you have done after the battle of San Jacinto?

## **Week Four**

### Day Sixteen

- 54) Hook: What is a Hero?
- 55) Students will create a personal character collage of themselves. Students will draw a picture of themselves then add pictures symbolizing things that are important to them. This activity will introduce to concept of a character collage which will help students in their next project.
- 56) Character collages on the heroes of the Texas Revolution. Students work in small groups to research a hero from the Texas Revolution. Students then create a life size reproduction of their hero and use symbols to represent important information and the key beliefs of their hero.

### Day Seventeen

- 57) Continue working on character collages.
- 58) Present character collages to the class. Students take notes on other student’s collages. Students will self-assess their collage and how they contributed to the final project.
- 59) Exit Slip: Do you think that these people are really “heroes”? If so what has made them a heroes and were they always heroes? If not why?

### Day Eighteen

- 60) Numbered Heads review over the Texas Revolution and important people involved.
- 61) Exam over the Texas Revolution
- 62) Pass back Exit Slips from Day Nine and ask students to write an Essay on the following: Now what to you think the most important battle in the Texas Revolution was? Why? Is your opinion different than before? Why or Why not?

### Day Nineteen

- 63) Have students brainstorm three lists, what I would change about Sul Ross, what I would change about my home, and what I would change about the world I live in. Students will then choose one of the things they want to change from any of their lists.
- 64) Student use the topic they choose to create the Start your Own Revolution performance Assessment.

### Day Twenty

- 65) Continue performance assessment
- 66) Have students self-assess their brochure and poster answer the following questions. Do you think you would have been able to persuade others to join your cause and why? Would your revolution have been a success and why? Compare your revolution to the Texas Revolution. What is different what is similar?
- 67) Students choose from their binder what their best piece of work during the unit was and why.



