

The Texas Revolution, Part 2

Big Idea: What were the people involved in the Texas Revolution fighting for? Was their cause just?

Lesson 1

Standards	7.3A Explain the roles played by significant individuals during the Texas Revolution 7.3B Explain the issues surrounding significant events in the Texas Revolution 7.21B Analyze information by identifying cause-and-effect relationships and comparing and contrasting
Lesson Topic	The Siege of the Alamo

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Review the events that led to the fall of the Alamo. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to video, write responses in their notebooks, and contribute in whole-class discussion.Listen to and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Compare the earlier battles of the revolution with the Battle of the Alamo and write about what inspired Texans to continue fighting against Santa Anna.	<ul style="list-style-type: none">advanceappealbombardcasualties
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “The Battle of the Alamo”Outside Passage: “The Siege of the Alamo” (in teacher’s binder)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *Last week we learned that an army of Texan immigrants, American volunteers, and Tejanos captured San Antonio during one of the battles of the revolution. Once the Mexican army had been pushed out of San Antonio, many Texans believed that the conflict with the Mexican soldiers was over. Most Texas settlers returned to the comfort of their homes and families. However, Santa Anna wanted to punish the rebels for taking San Antonio, so the war was not actually over.*
 - *Today we will learn about the battle of the Alamo. Texans had taken charge of the Alamo, and they felt that as long as they held this fort, the Mexican Army could not move north of the San Antonio River. Jim Bowie, William Travis, and Davy Crockett became well known heroes of the Texas Army as they prepared to defend the Alamo together. However, the arrival of Santa Anna's army caught them by surprise.*

Presentation

30 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "The Battle of the Alamo"

(10 min.)

- Introduce the video.
 - *Now you're going to watch a video about today's reading of "The Battle of the Alamo." As you watch the video, ask yourself the following question: "What factors led to the Mexican Army's victory over the Texans at the Alamo?"*
- Students watch the video clip.
- Students write their response in their logs. They may discuss the answer in their pairs.
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

Teacher-led Reading: "The Siege of the Alamo" (in teacher's binder)

(10 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *During the Battle of the Alamo, Travis could have surrendered when the siege began. Instead he fought on and asked the people of United States for help. He wrote in a letter: "Victory or Death." Think about the message that might have been in his letter to the U.S. people.*
 - *What was the result of the Battle of the Alamo? Who won?*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions for students, allowing them to respond to these questions.

Practice/Application

5 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

5 min.

- Introduce the activity.
- Lead students in a discussion about the differences between the earlier battles they read about last week and the Battle of the Alamo. Encourage the students to discuss why the Texans lost the Battle of the Alamo and why “Remember the Alamo” became their battle cry. After a brief discussion students can begin writing.
 - *Today we covered what is probably the most well known battle of the Texas Revolution. “Remember the Alamo!” is a popular quotation or slogan that refers to this battle. It became the battle cry during the Battle of San Jacinto, the last battle of the Texas Revolution.*
 - *Why do you think that the siege of the Alamo inspired Texans to continue the fight against Santa Anna and his Mexican forces?*
- Students write their responses in their notebook.
- Students contribute their answers in a whole-class discussion.

advance (avanzar)

To move forward



U.S. Air Force Staff Sgt. Stacy L. Pearsall; www.army.mil

Synonym: approach

The Texan Army was unprepared for the **advance** by the Mexican troops.

The children grew more nervous as the bear made an **advance** on their campsite.

Turn and Talk

- Think of what you would like to be when you finish school. What advances will help you reach your future goal?
- Can you think of a game (a board game, video game, or physical game) where advances are not necessary to win?

appeal **(apelar)**

To eagerly request something



Todd Berman; <http://theartdontstop.org/images/gallery/1081968358.jpg>
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Synonyms: petition, plea

Travis **appealed** to the United States for help in fighting Santa Anna in the Battle of the Alamo.

The student **appealed** to the teacher to change her grade from a B to an A.

Turn and Talk

- If you feel you have been given an unjust grade in school, to whom can you appeal? Apart from saying, "It's not fair," what else is important in a good appeal?

bombard **(bombardear)**

To attack continuously with missiles, weapons, etc.



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Synonyms: riddle with, barrage

Mexican cannons **bombarded** the Alamo.

The students **bombarded** each other with water balloons during the spring carnival.

Turn and Talk

- In a snowball fight, with what would you bombard the other team?
- Imagine you stayed out late and your parents **bombarded** you with questions. What would the word *bombarded* mean in this case?

casualties **(víctimas)**

People killed, wounded, captured, or missing



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The Texans suffered more **casualties** in the Battle of the Alamo than the Mexicans.

The Virginia Tech shooting resulted in more than 30 **casualties**.

Turn and Talk

- Think of three events in the United States and around the world that have resulted in a large number of **casualties**.
- Think of ways that countries can fight wars and reduce the numbers of **innocent casualties**.

The Texas Revolution, Part 2

Big Idea: What were the people involved in the Texas Revolution fighting for? Was their cause just?

Lesson 2

Standards	7.3A Explain the roles played by significant individuals during the Texas Revolution 7.3B Explain the issues surrounding significant events in the Texas Revolution 7.21B Analyze information by identifying cause-and-effect relationships and comparing and contrasting
Lesson Topic	The Convention of 1836

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn the purpose of the Convention of 1836 and the results of the meeting. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to video, write responses in their notebooks, and contribute in whole-class discussion.Listen to and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Write their thoughts on the slaves' probable response and contribution to the Texas Revolution.	<ul style="list-style-type: none">controversialconventionpledgeunanimous
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: "The Convention of 1836"Passages: "The Convention Declares Independence" (pg. 215) & "Delegates Write a Constitution" (pgs. 216–217)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *The Convention of 1836 occurred during the fighting at the Alamo. As you may recall, the Texas delegates who had gathered at the Consultation months before had their differences, which led to the failure of the provisional government. Can anybody tell me the meaning of “provisional government”? Can you recall why the Texas delegates disagreed?*
 - *Today we will learn that the General Council of Texas wanted to create a permanent government for Texas. In order to achieve this change, the Texans had to put their differences aside and come up with a common goal and a unanimous decision. At the Convention of 1836, the delegates worked on setting up a strong government that would lead to their victory in the revolution.*

Presentation

30 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss “turn and talk” questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: “The Convention of 1836”

(10 min.)

- Introduce the video.
 - *Now you're going to watch a short video about today's reading: “The Convention of 1836.” As you watch, you will notice that when the convention began, the men wanted to leave in order to join the fight at the Alamo. Sam Houston convinced them otherwise. As you watch, listen for the answer to this question: What did Sam Houston think Texas needed at that moment?*
- Students watch the video clip.
- Students write their response in their logs. They may discuss the answer in their pairs.
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

Teacher-led Reading: “The Convention Declares Independence” (pg. 215)

& “Delegates Write a Constitution” (pgs. 216–217)

(10 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Since our focus for this unit on the Texas Revolution has been the people and what they were fighting for, it is important for us to consider at this point why the delegates wanted to declare independence from Mexico during the Convention of 1836. What were the reasons the Texans gave for declaring independence through revolution?*
 - *One group of people in Texas we may not have considered before are the slaves. Why do you think they might have felt betrayed by Texas when the delegates wrote the constitution? (You may need to prompt students to think about what the constitution said about slavery and how it may have affected slaves who lived in Texas at the time.)*

- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions for students, allowing them to respond to these questions.

Practice/Application

5 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

5 min.

- Introduce the activity.
 - *Today we read and discussed what occurred at the Convention of 1836. The Texas delegates unanimously decided to declare independence from Mexico. Our main focus is on the different people involved in the war and their reasons for fighting. Which people did we talk about today whom we did not consider earlier?*
(Prompt: slaves.)
 - *How did slaves come to Texas?* (If necessary, remind students that most of the colonists who came to Texas were from the southern United States.) *Do you think they were fighting in the revolution? With/against whom? Whose cause were they fighting for?*
 - *I will give you a few minutes to complete today's graphic organizer. Think about whether Mexicans and Texas settlers were for or against slavery. Write about why each group stood by their position.*
- Students contribute their answers in a whole-class discussion.

controversial **(controversial)**

Evoking strong and conflicting opinions



Matthew Bendert; www.oocities.org/matthewbendert/protstimg/protestpics.html
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Synonym: debatable

The **controversial** issue of whether to make Texas an independent state was resolved by the Constitution of 1836.

Allowing students to listen to their MP-3 players while in class is a **controversial** issue in some schools.

Turn and Talk

- The student use of cell phones during school hours is a controversial issue. What are the two sides of the issue?

convention (convención)

A formal meeting to discuss and decide on issues



Jerry Fiddler

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Synonyms: delegation, meeting

In the Convention of 1833, the delegates made the same decisions they had made in an earlier **convention**.

After the Virginia Tech University shooting, a nationwide **convention** discussed steps to make universities safer learning environments.

Turn and Talk

- **What is the purpose of a convention?**
- **What are some issues that a student council convention could discuss?**

pledge (prometer)

To make a solemn promise to do something



<http://kswptim.files.wordpress.com/2011/06/pledge.jpg>

Synonyms: swear, promise, vow

The delegates **pledged** to be loyal to Mexico—but only if Mexico restored the Constitution of 1824.

The school basketball team **pledged** to do their best to win the game.

Turn and Talk

- Think about the *Pledge of Allegiance*. When you recite it, what do you pledge to do as a citizen?
- What pledges do a groom and bride make to each other during a wedding?

unanimous **(unánime)**

To all agree on something



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**Synonyms: without disagreement, 100 percent for,
in favor of**

After the Alamo, the delegates were **unanimous** in their decision to make Texas independent.

The City Council was **unanimous** in their vote to support the project.

Turn and Talk

- **Share with your partner one thing that you and your parents are unanimous about and one that you are not. In the second case, explain why you are not unanimous.**

The Texas Revolution, Part 2

Big Idea: What were the people involved in the Texas Revolution fighting for? Was their cause just?

Lesson 3

Standards	7.3B Explain the issues surrounding significant events in the Texas Revolution
Lesson Topic	The Runaway Scrape/The Goliad Massacre

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn how the war affected Texas families during the Runaway Scrape, as well as the significance of the Goliad Massacre. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to video, write responses in their notebooks, and contribute in whole-class discussion.Listen to and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity, with the teacher’s help) Predict how the Texas settlers will react upon hearing of their losses in the Goliad Massacre.	<ul style="list-style-type: none">Runaway Scrapeassembledesertmassacre
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “The Goliad Massacre”Outside & Textbook Passages: “The Runaway Scrape Diary” (in teacher’s binder) & “Santa Anna’s Cruel Necessity” (pgs. 239–240)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to backgroundMake connection between the Goliad Massacre and the Battle of San Jacinto

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *For the last week and a half, we have been discussing the people who were fighting in the Texas Revolution. We have made little mention of the Texas Anglo families that stayed in their homes while many of their men joined Texas troops to fight against Mexico. Today we will take a brief look at what these families were facing during the revolution.*
 - *We will also read about the Goliad Massacre, which some people thought showed Santa Anna to be a merciless dictator. This cruel defeat for the Texans prompted them to organize and join forces before a final attack on Santa Anna's Mexican Army.*

Presentation

35 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Teacher-led Reading: "The Runaway Scrape Diary" (in teacher's binder)

& "Santa Anna's Cruel Necessity" (pgs. 239–240)

(20 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Until now we have focused more on the battles of the Texas Revolution and the men who fought in them. Taking the diary entry into account, explain in your own words how regular families in Texas were touched or affected by the war.*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions for students, allowing them to respond to these questions.

Video: "The Goliad Massacre"

(5 min.)

- Introduce the video.
 - *Now you're going to watch a short video about today's reading: "The Goliad Massacre." The video and the reading about the massacre will help us think about our final assignment today.*
- Students watch the video clip.

Practice/Application

5 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

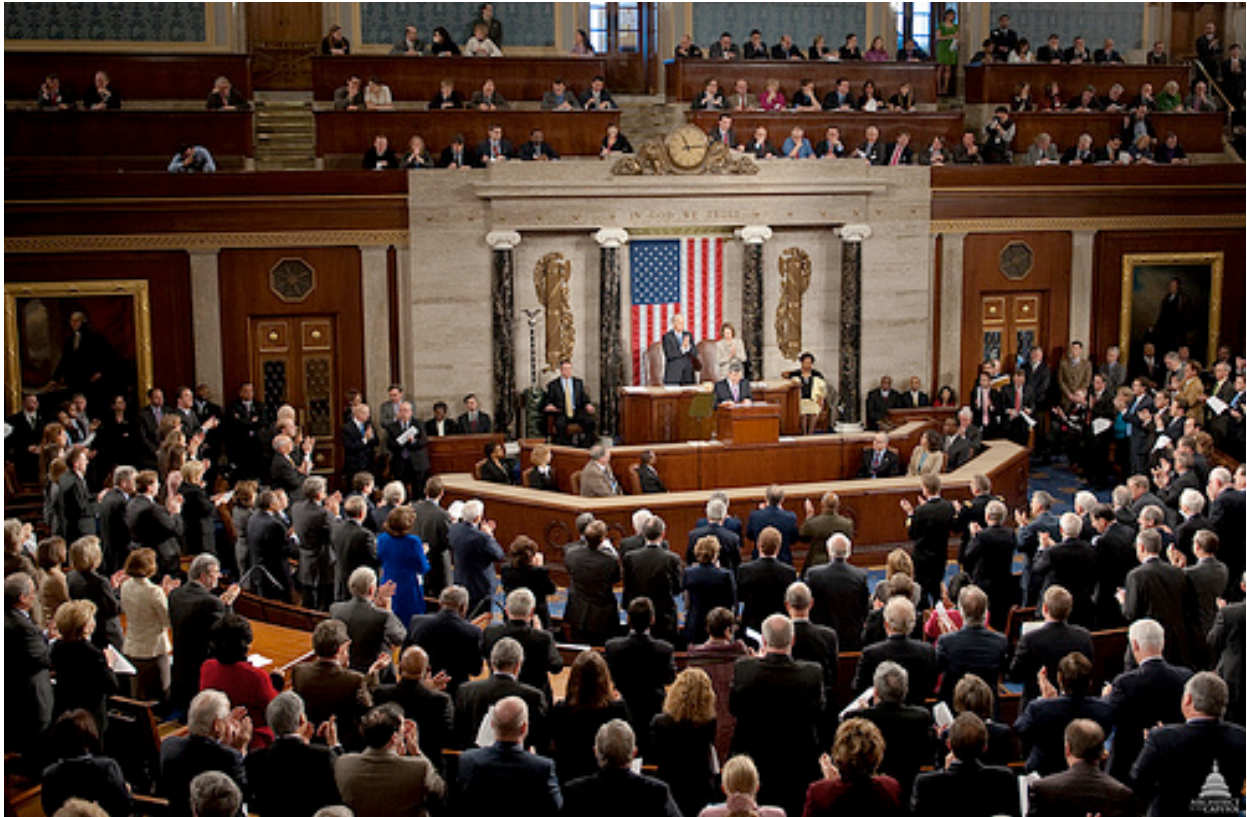
Review/Assessment

8 min.

- Introduce the activity.
 - *Tomorrow we will read about the final battle of the revolution. We will discuss the fate of some of the men we've read about when we cover the final battle: the Battle of San Jacinto.*
- Help students answer the following prediction question by discussing the events leading up to the Battle of San Jacinto. Give them time to write a response in their notebooks.
 - *Thinking about these Texas men who were executed in the Goliad Massacre, predict how you think the Texans will react upon hearing the bad news about their men. What will they do next?*
- Students contribute their answers in a whole-class discussion.

assemble **(reunirse, juntarse)**

To gather for a common purpose



U.S. government; www.usa.gov/copyright.shtml

Synonyms: gather, join, meet

The Texas troops **assembled** before moving on to capture San Antonio.

Before going on the trip, the seventh-graders **assembled** at the entrance of the school building for instructions.

Turn and Talk

- Give examples of school events that make students assemble.
- What events may cause your neighborhood to assemble?

desert **(abandonar)**

**To move from or leave a place with no intention
of returning**



U.S. government; www.usa.gov/copyright.shtml

Synonym: abandon

The Texas settlers **deserted** their property during the Runaway Scrape.

Many Iraqis have **deserted** their country because of a lack of security.

Turn and Talk

- What are some reasons why you (or your family) may desert your school, neighborhood, etc.?
- Sometimes our friends desert us when we are in trouble. What do you think this means?

massacre **(masacre)**

Mass killing (execution) of people within a short time



U.S. government; www.usa.gov/copyright.shtml

Synonyms: slaughter, mass execution

Mexican soldiers shot more than 400 Texans during the Goliad massacre.

Thousands of people died in the 9/11 massacre in the United States.

Turn and Talk

- Would an electric chair execution of a criminal be considered a massacre? Explain your answer.
- Give examples of massacres that have happened in the United States or in other countries.

Runaway Scrape

Period of terror and panic among Texas settlers as Mexican soldiers advanced



Leonard Bentley; www.flickr.com/photos/31363949@N02
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The **Runaway Scrape** happened after word spread in Texas about the fall of the Alamo.

The **Runaway Scrape** was a movement in which Texas settlers deserted their farms, homes, and towns to avoid the advancing Mexican forces led by Santa Anna. The settlers fled eastward.

Turn and Talk

- What led to the Runaway Scrape?
- Imagine yourself as a Texas settler during the Runaway Scrape. What would you take in your wagon? What would you leave behind?

The Texas Revolution, Part 2

Big Idea: What were the people involved in the Texas Revolution fighting for? Was their cause just?

Lesson 4

Standards	7.3A Explain the roles played by significant individuals during the Texas Revolution 7.3B Explain the issues surrounding significant events in the Texas Revolution 7.21B Analyze information by identifying cause-and-effect relationships and comparing and contrasting
Lesson Topic	Houston Prepares his Troops/The Battle of San Jacinto

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn that the Battle of San Jacinto signified not only the end of the war, but also Mexico’s loss of the Texas territory. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to video, write responses in their notebooks, and contribute in whole-class discussion.Listen to and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity, with the teacher’s help) Predict problems an independent Texas will face.	<ul style="list-style-type: none">bracedecisivelureobstacle
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “The Battle of San Jacinto”Outside Passage: “Houston Prepares his Troops for the Battle of San Jacinto” (in teacher’s binder)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to backgroundExplanation of what happened to Santa Anna after San Jacinto

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *Yesterday we read about the Goliad Massacre and how many men the Texas Army lost. That loss, together with Texas' loss at the Alamo, caused Sam Houston to spend weeks training recruits in order to form a disciplined Texas Army. With Houston's leadership, the Texans battled Santa Anna and the Mexican Army at the Battle of San Jacinto, the final battle of the revolution. Texas not only won the last battle, but it also established that Mexico would never regain the Texas territory.*

Presentation

25 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "The Battle of San Jacinto"

(5 min.)

- Introduce the video.
 - *Now you're going to watch a short video about the last battle of the Texas Revolution—the Battle of San Jacinto. The video will help us understand today's reading.*
- Students watch the video clip.

Teacher-led Reading: "Houston Prepares his Troops for the Battle of San Jacinto" (in teacher's binder)

(10 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What led to the Texans' victory over the Mexican Army at San Jacinto?*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions for students, allowing them to respond to these questions.

Practice/Application

5 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

10 min.

- Introduce the activity.
 - *The Battle of San Jacinto concluded the Texas Revolution. Santa Anna was captured, and as part of his surrender agreement, he ordered the remaining Mexican troops to retreat south. He signed the Treaties of Velasco, promising to stop fighting with Texas and to recognize Texas' independence.*
 - *Discuss the following questions with your partner and take some time to write responses in your notebook: 1) Do you foresee any problems with Santa Anna agreeing to these terms while being held captive? If so, what conflicts might come up? 2) What issues do you think Texas will have to face as it tries to establish itself as an independent nation?*
- Students contribute their answers in a whole-class discussion.

brace **(prepararse)**

To prepare for something difficult or unpleasant



<http://rebuildlakeshore.com>

Synonyms: support, prepare

All night, the Mexican troops **braced** for an attack from the Texas Army.

The people whose homes had been flooded **braced** themselves for the hard times ahead.

Turn and Talk

- How do you brace yourself for disappointment, such as when you know that you are not going to get something you want?
- “The old lady braced herself against the railing to avoid falling.” What do you think *braced* means here?

decisively **(con decisión)**

Acting with complete confidence and strength



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Synonyms: with certainty, resolutely

Santa Anna wanted to capture and destroy Houston's army **decisively**.

The principal **decisively** expelled the student after he had been caught selling drugs in school.

Turn and Talk

- Other than selling drugs in school, what other crimes would make the principal **decisively** expel a student?
- People often prefer leaders who are decisive on issues. What do you think *decisive* means here?

lure **(atraer)**

To attract something or someone



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Synonyms: tempt, entice

The possibilities of a better life **lured** the empresarios to Texas.

The man used a small piece of cheese to **lure** the mouse into the trap.

Turn and Talk

- How do companies lure teenagers into buying new products (clothes, music, games, etc.)?
- Have you ever been lured into doing something that got you into trouble? Tell your partner.

obstacle **(obstáculo)**

**Something or someone that stands in one's way,
preventing progress**



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Synonyms: barrier, obstruction

Both the Texas and Mexican Armies faced various **obstacles** during the different wars.

Police cadets practice for real-life situations by running through an **obstacle** course.

Turn and Talk

- **What obstacles do you think the American soldiers faced in bringing peace to Iraq?**
- **Imagine you are having an outdoor camping trip with your friends. What obstacles might you face that make the trip less fun?**

The Texas Revolution, Part 2

Lesson 5

Big Idea: What were the people involved in the Texas Revolution fighting for? Was their cause just?

Standards	7.3A Explain the roles played by significant individuals during the Texas Revolution 7.3B Explain the issues surrounding significant events in the Texas Revolution
Lesson Topic	Cumulative Activity

Objectives	Key Vocabulary
CONTENT—Students will: <ul style="list-style-type: none">Review what the people involved in the Texas Revolution were fighting for. LANGUAGE—Students will: <ul style="list-style-type: none">In the cumulative activity, discuss and write about the different groups of people who were a part of the Texas Revolution.	
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersTransparency: Cumulative Activity	<ul style="list-style-type: none">Post the objectives

Presentation**15 min.**

- Introduce today's cumulative activity.
- Explain that this exercise will serve as a review of the unit's big idea and of the different groups of people they discussed over the last two weeks. Students will be thinking about: if each of the groups in their graphic organizer was for or against the war, what each group thought they were fighting for, and if their cause was just.

Review/Assessment**30 min.**

- Students can use their notes to help them write about the different groups of people they studied.
- Emphasize your expectations for students' writing.
- Encourage students to write complete statements about each group of people. If they come across a group of people in their graphic organizer that did not believe in the revolution, have students explain how they felt about the revolution.
- Students contribute their answers in a whole-class discussion.

The Texas Revolution, Part 2

Big Idea: What were the people involved in the Texas Revolution fighting for? Was their cause just?

Lesson 6

Standards	NA
Lesson Topic	End-of-week quiz review

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Use notes constructively as preparation for quiz.• Take end-of-week assessment. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Listen and provide responses to jeopardy questions during the review.• Match vocabulary words to their corresponding definitions and compose answers to content comprehension questions.	
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Weekly quiz	<ul style="list-style-type: none">• Post the objectives

Motivation (Engagement/Linkages)**1 min.**

- *Today, before you take the quiz, we will first review what we have learnt this week. You can draw from your notes to help answer the questions.*

Presentation**20 min.**

- If you choose to complete this review in the form of a Jeopardy game introduce the game of Jeopardy.
- Have students play Jeopardy in small groups or in two large teams. You might want to appoint a time- and scorekeeper.
- Have a team member pick a category and a point value. Make sure you set a time limit for the answer.
- Look at your Jeopardy handout for questions and answers.
- If the student is correct, the team is awarded the point value of the question.
- If the student/team is incorrect, the opposing team may take the points if they can answer the question correctly.
- Continue until all questions have been answered. The team with the most points wins.
- Remind students to answer in the form of a question (e.g., “Who is Santa Anna?”) and that they may use their notebooks to look for answers.

Practice

- Students answer the questions in their review.
- The teacher provides feedback along the way.

Review/Assessment**30 min.**

- Remind students to provide complete sentences in the content comprehension section of the assessment.
- Distribute the weekly assessment.
- If time permits, you may read quiz items to students in order to clarify any questions students may have prior to taking the quiz.
- Students take the weekly quiz.
- If time allows and students finish before the end of class time, review questions and answers with students after quizzes have been collected.

Name _____

The Texas Revolution Part 2 Review

IDENTIFY: In the space provided, write the correct vocabulary term next to its definition.
Choose your answers from the list below. Some terms will not be used.

controversial	massacre	convention
pledge	lure	advance
appeal	bombard	casualties
obstacle	desert	brace

- _____ 1. To attack continuously with missiles, weapons, etc.
- _____ 2. People killed, wounded, captured or missing
- _____ 3. To leave a place with no intention of returning
- _____ 4. A formal meeting to discuss and decide on issues of common concern
- _____ 5. To make a solemn promise to do something
- _____ 6. To attract something or someone
- _____ 7. To prepare for something difficult or unpleasant
- _____ 8. Mass killing of people within a short time
- _____ 9. To move forward
- _____ 10. Evoking strong and conflicting opinions

DEFINE: Write a definition for the following words.

11. Runaway Scrape:

12. Unanimous:

UNDERSTANDING MAIN IDEAS

13. Explain how the siege helped Santa Anna win over the Texans at the Battle of the Alamo.

14. During the Battle of the Alamo, _____ wrote a letter to the people of Texas and all Americans asking for help.

15. Name at least two reasons why many Texas settlers wanted independence from Mexico.

16. What did the Texas Constitution say about slavery?

17. How were regular families affected by the war during the Runaway Scrape of the Texas Revolution?

18. Who won the Battle of San Jacinto? List two results.

19. What happened to Santa Anna after the Battle of San Jacinto?

Name:
Teacher:

Class Period:
Date:

Quiz 2: The Texas Revolution 2

Match each definition on the left with the sentence that uses the corresponding vocabulary word on the right. Not all sentences will be used.

- k** 1. To move out or leave a place with no intention of returning.
- f** 2. Be prepared for something difficult or unpleasant.
- i** 3. Total agreement on something.
- j** 4. Mass killing (execution) of people within a short time.
- l** 5. Attracted something or someone.
- b** 6. People killed, wounded, captured, or missing.
- g** 7. A movement in which Texas settlers deserted their farms, homes, and towns to avoid the advancing Mexican forces led by Santa Anna.
- h** 8. Attacked continuously with missiles, weapons, etc.
- d** 9. A formal meeting to discuss and decide on issues of common concern.
- e** 10. Made a solemn promise to do something.

- a. The Texan army was unprepared for the **advance** by the Mexican troops.
- b. The Texans suffered more **casualties** in the battle of the Alamo than the Mexicans.
- c. The **controversial** issue of whether or not to make Texas an independent state was resolved at the Constitution of 1836.
- d. In the Convention of 1833, the delegates made the same decisions they had made in an earlier **convention**.
- e. The delegates **pledged** to be loyal to Mexico, only if Mexico restored the Constitution of 1824.
- f. All night, the Mexican troops **braced** for an attack from the Texas army.
- g. The **Runaway Scrape** happened after word spread in Texas about the fall of the Alamo.
- h. Mexican cannons **bombarded** the Alamo.
- i. The delegates were **unanimous** in their vote to make Texas independent.
- j. Mexican soldiers shot more than 400 Texans during the Goliad **massacre**.
- k. The Texas settlers needed to **desert** their property to avoid advancing soldiers.
- l. The possibilities of a better life **lured** the empresarios to Texas.

Provide brief answers for each of the following. Some questions may ask for more than one answer.

1. Think about the causes and battles of the Texas Revolution (Goliad, the Alamo, and San Jacinto). Write **two** reasons why Texas settlers wanted independence from Mexico.
 - **THEY WANTED THE CONSTITUTION OF 1824 RESTORED, WHICH SANTA ANNA HAD VIOLATED.**
 - **THEY DIDN'T WANT TO BE A PART OF SANTA ANNA'S MEXICO AND HIS STRICT GOVERNMENT, ESPECIALLY WHEN NEW RESTRICTIONS WERE BEING ENFORCED**
 - **THEY WANTED TO BE THEIR OWN COUNTRY/GOVERNMENT**
 - **THEIR LIBERTIES HAD BEEN VIOLATED—THEY WANTED FREEDOM OF RELIGION, RIGHT TO TRIAL BY JURY, RIGHT TO BEAR ARMS, RIGHT TO PETITION THE GOVT., PUBLIC EDUCATION**
2. In what ways did the **siege** help Santa Anna defeat the Texans at the Battle of the Alamo?
 - **ALAMO WAS SURROUNDED AND SEALED OFF SO THAT REINFORCEMENTS AND SUPPLIES WERE CUT OFF**
 - **SERIES OF DITCHES WERE DUG TO ALLOW SOLDIERS TO MOVE CLOSER TO THE ALAMO AND FOR THE PLACEMENT OF CANNONS**
 - **TEXANS WERE CUT OFF FROM SUPPLIES—FOOD AND MILITARY WEAKENED**
3. When Texas settlers declared independence from Mexico during the Texas Revolution, what did the Texas constitution say about slavery?
SLAVERY WAS LEGAL AND SO WAS THE IMPORTATION OF SLAVES
4. Think about the Runaway Scrape during the Texas Revolution. How were regular families in Texas affected by the war?
 - **THEY WERE SCARED FOR THEIR LIVES**
 - **THEY FLED THEIR HOMES AND LEFT MANY THINGS BEHIND**
 - **THEY TOOK WHATEVER BELONGINGS THEY COULD IN ORDER TO AVOID THE MEXICAN ARMY AND INDIAN RAIDS**
5. Write **two** results of the Battle of San Jacinto?
 - **THE TEXAS SETTLERS WON**
 - **SANTA ANNA WAS IMPRISONED**
 - **MANY MORE MEXICANS WERE KILLED THAN TEXANS**
 - **MEXICAN SOLDIERS AND SANTA ANNA WERE CAPTURED**