


## 7<sup>th</sup> Grade Texas History Curriculum Bundle #6

|                           |   |                                 |
|---------------------------|---|---------------------------------|
| <b>Title</b>              |  | <b>Suggested Dates</b>          |
| Battles of the Revolution |   | December 7 – 18, 2009 (10 days) |

|   |   |
|---|---|
| <b>Big Idea/Enduring Understanding</b>  | <b>Guiding Questions</b>  |
| <ul style="list-style-type: none"> <li>When the Texans resisted the Mexican government, the bloodshed began and Texas declared independence.</li> </ul> | <ul style="list-style-type: none"> <li>How were the Texas and U.S. revolutions similar and different?</li> <li>How did the loss of the Alamo spur Texans to fight for independence?</li> <li>Who were the significant individuals who influenced the course of the Texas Revolution?</li> </ul> |

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

| Knowledge & Skills with Student Expectations  | Specificity & Examples  | Suggested Resources<br>(See note above)  |
|---|---|--|
| <p><b>7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:</b></p> <p>7.1C explain the significance of the following dates: 1519, 1718, 1821, <u>1836</u>, 1845, and 1861.</p> | <p>1836 – Texas Declaration of Independence; Battles of Goliad, the Alamo, San Jacinto; Treaties of Velasco</p> | <p>“<u>Revolution</u>: Take a Stand” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 7.1ABC, 2DE, 3B, 21BDE, 22ABD, 23AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p> <p>General Resources:<br/> <a href="#">General Graphic Organizers</a> from EduPlace</p> <p><a href="#">Texas History from TeacherOz</a></p> <p><a href="#">Texas History Downloads</a> from ESC Region XIII</p> <p><a href="#">Portal of Texas History</a> from UNT</p> <p>TSHA <a href="#">Handbook of Texas Online</a></p> <p><a href="#">Texas Tides (online timeline of Texas)</a></p> <p><a href="#">Texas Timelines</a> from Texas Bob</p> <p><a href="#">Printable Timeline through 1900</a> from Texan Cultures</p> |
| <p><b>7.3 History. The student understands how</b></p>  | <ul style="list-style-type: none"> <li>George Childress: wrote Texas Declaration of</li> </ul>                  | <p><a href="#">Lorenzo de Zavala</a> Lesson Plan from UNT</p>  |

## 7<sup>th</sup> Grade Texas History Curriculum Bundle #6

|   |  |  |
|---|--|--|
| <p><b>individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</b></p> <p>7.3A explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis; and</p>                 | <p style="text-align: center;"><b>Independence</b></p> <ul style="list-style-type: none"> <li>• Lorenzo de Zavala: established a colony in Texas and helped write the Mexican Constitution of 1824; he fled Mexico when Santa Anna became dictator and became a supporter of Texas independence; he participated in Convention of 1836 and served as vice-president of interim govt. during Revolution</li> <li>• James Fannin: commander at Goliad where his troops were captured and executed by order of Santa Anna; “Remember Goliad” became a Texas battle cry</li> <li>• Sam Houston: Texas hero; delegate to Convention of 1833; attended Washington on the Brazos convention; general of regular Texas army during the Revolution; commander at San Jacinto; became first president of the Republic of Texas</li> <li>• Santa Anna: the dictator of Mexico who led the Mexican army during the Texas Revolution; commander of Mexican army at the Alamo; he was captured at the Battle of San Jacinto and signed the peace treaty at Velasco</li> <li>• William B. Travis: colonel and hero at the Battle of the Alamo; authored famous letter from Alamo which rallied support for Texans</li> <li>• Martin Perfecto de Cos: surrendered San Antonio to Texans, which sparked Santa Anna’s entry into Texas</li> </ul> <p>Others: James Bowie, David Crockett, Susanna Dickinson, Ben Milam, Stephen F. Austin, Juan Seguin, James Bonham</p> | <p><a href="#">Texas History Trading Cards</a> from UNT’s Portal to Texas History</p>  |
| <p><b>7.3 History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</b></p> <p>7.3B explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, <b>the siege of the Alamo, the convention of 1836, Fannin's surrender at</b></p> | <ul style="list-style-type: none"> <li>• <a href="#">Siege of Bexar (San Antonio)</a> – Texans capture San Antonio from General Cos</li> <li>• <a href="#">Siege of the Alamo</a>: the 13 day siege between the Texans and Mexicans at San Antonio “Remember the Alamo” becomes the Texas battle cry; Travis, Bowie and Crockett defend the Alamo against Sam Houston’s orders</li> <li>• <a href="#">Convention of 1836</a>: gathering of men at Washington on the Brazos; they adopted the Texas Declaration of</li> </ul>   | <p><a href="#">Battle of San Jacinto Lesson Plan</a> Primary Source Adventures from UNT</p> <p><a href="#">Remember the Alamo</a> Lesson Plan Primary Source Adventures from UNT</p> <p>Fall of the Alamo DBQ</p> <p><a href="#">Remember the Alamo map</a> and article from Geography in the News at Maps 101 (Password is on the Intranet &gt;</p> |

## 7<sup>th</sup> Grade Texas History Curriculum Bundle #6

|   |  |   |
|---|--|---|
| <p><b>Goliad, and the battle of San Jacinto.</b></p>  | <p style="color: red;">Independence, wrote the Constitution of 1836, and created an interim government</p> <ul style="list-style-type: none"> <li>• <u>Fannin's Surrender at Goliad</u>: Fannin indecision causes him to surrender to Mexican troops at Goliad. Santa Anna orders the execution of over 400 Texas soldiers. "Remember Goliad" also becomes a Texas battle cry.</li> <li>• <u>Runaway Scrape</u>: Families fleeing to US to avoid Santa Anna's advancing Mexican forces.</li> <li>• <u>Battle of San Jacinto</u>: Texans defeated Mexican forces in 18 minutes in the final battle of the Revolution. Santa Anna signs Treaties of Velasco which ends fighting and gives Texas its independence.</li> </ul> | <p>Technology &gt; Passwords.)</p> <p>"<u>Revolution</u>: Take a Stand" PreAP lesson from TEA's Lighthouse Initiative (Helps teach TEKS 7.1ABC, 2DE, 3B, 21BDE, 22ABD, 23AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p> |
| <p><b>7.9 Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</b></p> <p>7.9A locate places and regions of importance in Texas during the 19th and 20th centuries;</p>  | <ul style="list-style-type: none"> <li>• Battle Maps of Texas Revolution</li> </ul>  | <p><a href="#">Texas Atlas</a> from Maps 101<br/> <a href="#">Texas Outline Map</a> from Maps 101<br/> <a href="#">Texas Outline Map</a> with shaded relief from Maps 101 (Password is on the Intranet &gt; Technology &gt; Passwords.)</p>                 |
| <p><b>7.9 Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</b></p> <p>7.9C analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p>  | <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Lack of communication technology influences the Battle of Alamo</li> </ul>  | <p><a href="#">Texas Atlas</a> on Maps 101 and<br/> <a href="#">Thematic Texas Maps</a> on Maps 101 (Passwords are on the Intranet &gt; Technology &gt; Passwords)</p>  |
|   |  |   |
| <p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>7.21A differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire</p> | <p><u>Primary sources</u> consist of evidence produced by someone who participated in an event or lived during the time being studied.</p> <ul style="list-style-type: none"> <li>• Letters between people experiencing life in a certain country like Stephen F. Austin</li> <li>• Diary entries for example from Cabeza de Vaca</li> <li>• Newspapers of the actual times for example the Dallas Morning News for JFK Assassination</li> <li>• Copies of original documents</li> <li>• Original Artwork</li> </ul> <p><u>Secondary sources</u> include descriptions or interpretations prepared</p>  |   |

## 7<sup>th</sup> Grade Texas History Curriculum Bundle #6

|   |   |  |
|---|---|--|
| <p>information about Texas;</p>   | <p>by people who were not involved in the events described.<br/>                     Researchers often use primary sources to understand past events but they produce secondary sources.</p> <ul style="list-style-type: none"> <li>• Interpretations of different art from the different cultures found in Texas</li> <li>• Current Events from Newspapers and the Internet</li> <li>• Encyclopedias</li> <li>• Textbooks</li> <li>• Handbook of Texas - Online</li> </ul>   |  |
| <p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>   |   |  |
| <p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>7.21A differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;</p> <p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>7.21C organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p><b>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b> 7.22B use standard grammar, spelling, sentence structure, and punctuation;</p> <p><b>7.22 Social studies skills. The student communicates in written, oral, and visual</b></p> | <p><b>TEACHER NOTE:</b> TEKS 7.21A, C, E and 7.22B, C, and E are the steps in the writing process. The writing process is taught during virtually every ELA/SLA bundle. The writing process is a set of ongoing TEKS which should be taught throughout the year, although this set of Social Studies TEKS is only physically attached to 2-4 bundles.</p> <p>(Note: This, obviously, integrates easily with ELA TEKS. By using a TEKS-based social studies topic, such as the Texas Revolution, during the writing process, you are effectively meeting both ELA and Social Studies TEKS. One essay can meet two sets of TEKS simultaneously when working in collaboration with ELA teachers.)</p> <p>Remember that it is important that social studies students, like science students, research and write from a thesis. They make an assertion about their topic and then provide support for that topic in the essay. In other words, before students begin their research, they should develop a research question.</p> <p>For example, students should research “Why did Texas win the Texas Revolution?” not just the topic “The Texas Revolution.” Similarly, “Was Sam Houston a good leaders?” not just the topic “Sam Houston.”</p> | <p>Possible prompts to use during this bundle include:</p> <p>Document-Based Questions (DBQs) work especially well with this set of TEKS as they incorporate primary sources. <a href="#">Portal to Texas History</a> from the University of North Texas has some excellent mini-DBQs.</p> <p><a href="#">Interactive Text Organizers</a> to help students with the writing process from “Writing Fun” by Jenny Eather</p> |

## 7<sup>th</sup> Grade Texas History Curriculum Bundle #6

|  |  |  |
|--|--|--|
| <p><b>forms. The student is expected to:</b><br/>7.22D create written, oral, and visual presentations of social studies information.</p>   |  |  |
| <p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>7.21C organize and interpret information from outlines, reports, databases, and <u>visuals including graphs, charts, timelines, and maps</u>;</p> <p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>7.21H use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> | <p>Students need to create as well as interpret existing visuals including</p> <ul style="list-style-type: none"> <li>• graphs</li> <li>• charts</li> <li>• timelines</li> <li>• maps</li> </ul> <p>TEACHER NOTE: The TEKS 7.21C and H integrate automatically. But it might be helpful to explicitly show the students these “real world” math applications.</p> <p>Examples: Use the scale of a map to measure how many miles of railroad were built during a specific time period.</p> <p>Using information from graphic organizers such as being able to discuss and explain concepts</p> <p>Using scale to determine distance, determining the value of increments on graphs, determining the value of symbols on pictographs</p> | <p>Websites to help create...</p> <p>graphs</p> <p>charts</p> <p>timelines</p> <p>Outline maps are available at <a href="#">National Geographic Houghton Mifflin maps Maps 101.com</a> (Password on Intranet &gt; Technology &gt; Passwords)</p> |
| <p><b>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>7.21D identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;</p>  | <p>Students should be able to recognize who the speaker is and have an understanding of the circumstances that led to the speaker’s point of view.</p>   |  |
| <p><b>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p>   | <p><b>Assurance Words</b> to be taught in-depth during this bundle include:</p> <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p>   |  |

**7<sup>th</sup> Grade Texas History Curriculum Bundle #6**

|   |  |  |
|---|--|--|
| 7.22A use social studies terminology correctly; |  |  |
|---|--|--|