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| Course: Texas History | | | Designated Six Weeks: Third & Fourth | | |
| Unit: Revolution and Republic | | | Days to teach: 5 weeks | | |
| TEKS | Guiding Questions & Specificity | Assessment | Vocabulary | Instructional Strategies | Resources/ Weblinks |

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| (1) History. The student understands traditional historical points of reference in Texas history. | | | | | |
| (A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; <u>Revolution and Republic</u> ; | 1836-Residents of Texas joined forces to challenge the rule of Santa Anna and Mexican military authority in 1835. This followed years of attempting to maintain good relations, efforts supported by Austin. Following a 2 year imprisonment, Austin began to believe that independence held the answer. He and others including Sam Houston saw the benefits of association with Mexico but were frustrated at the limits Mexico imposed. The Battle of Gonzales on Oct. 2, 1835 was the first battle in the Texas Revolution. The siege of the Alamo and the massacre of Texans at Goliad inspired Texas troops to fight the larger, better equipped Mexican army. At the Battle of San Jacinto, Texans defeated the Mexican forces and captured General Santa Anna. In the treaty of Velasco, Santa Anna agreed to stop fighting the Texans and to | List and describe the defining characteristics of the Revolution and republic. | | <p>ELPS 1A Students will use a KWL chart to assess their understanding of the Texas Revolution</p> <p>2C Students can use their new vocabulary in a word sort</p> <p>3H Students can use summarization frames to structure the text</p> <p>4F. Students can use improvisation to understand the events leading to the revolution.</p> <p>5F Students can use RAFT to write R: a citizen of Texas A : Anson Jones F: letter T: annexation</p> | |

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| | <p>support the independence of Texas. 1836-1845 Republic of Texas</p> <p>With a strong American influence in Texas, the ideas of representative government were central to creating the Republic of Texas. The nation struggled for almost ten years dealing with political, economic, social, and geographic issues that eventually forced Texans to ask themselves whether living as an independent nation or being annexed into the United States was the best decision to make.</p> | | | | |
| (1) History. The student understands traditional historical points of reference in Texas history. | | | | | |
| (C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; <u>1836, Texas independence;</u> | 1836 – Texas earned their independence from Mexico through a series of events including the siege of the Alamo, the signing of the declaration of independence, the massacre at Goliad, and the Battle of San Jacinto. Santa Anna captured at the Battle of San Jacinto, signed the Treaty of | Why is 1836 a significant year in Texas history? Texas declared independence from Mexico | revolt | ELPS 1A students will assess their knowledge of the word revolution, its roots and suffix 2E. students will draw a comic use nonlinguistic representations to illustrate the word revolution 3D students will use their | |

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| | Velasco acknowledging Texas's independence. Under terms of the Constitution of 1836, elections were held and Sam Houston became the president of the Republic of Texas. | | | new vocabulary to create analogies | |
| (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. | | | | | |
| (A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; | <p>Fredonian Rebellion – The Fredonian Rebellion was a dispute between the Mexican government and the Edwards brothers over land titles</p> <p>Mier y Teran Report – inspected Texas and recommended steps Mexico should take to maintain control over Texas</p> <p>Law of April 6, 1830 – In an effort to strengthen Mexican control over Texas, Mexican officials stopped all immigration from the US into Texas, including slaves. Settlers from Europe or Mexico were still welcome. More Mexican soldiers were sent to /Texas and all goods imported into Texas were subject to taxation. Instead of</p> | <p>Most Texans favored the Mexican Constitution of 1824. However, there was one section which they felt was not in the best interest of Texas. To which sections of the Constitution did many Texans object?</p> <p>How did the Texans react to Santa Anna's actions?</p> | <p>Decree Customs duties Resolutions Reforms Delegates Faction</p> | <p>ELPS: 2E, 3B, 4G, 5G Student created graphic organizer over the political events leading up to the Texas Revolution.</p> <p>ELPS: 4J, 4K, 5F, 5G Student created letter to the governor of Coahuila y Tejas protesting the Law of April 6, 1830.</p> <p>ELPS: 2G, 3G, 4K, 5G Student created diary reflecting the point of view of the Texans or Mexicans about the events leading up to the Texas Revolution.</p> | <p>Law of April 6, 1830 lesson</p> <p>Path to revolution lesson</p> <p>Causes of the Revolution Mexican/Texan talk it out lesson</p> <p>Fredonian Rebellion</p> <p>Mier y Teran report</p> <p>law of April 6, 1830</p> <p>Turtle Bayou Resolutions</p> <p>Texas Declaration of Independence lesson</p> |

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| | <p>Texans becoming more dependent on Mexico, the limits imposed by the laws angered them.</p> <p>Turtle Bayou Resolutions In 1832, Texans challenged the imprisonment of three men for violating the policies of a Mexican official. The resolutions stated that the Texans were not revolting against Mexico but that they supported the actions of Santa Anna who was leading a democratic revolt to restore the Constitution of 1824. The Texans supported the Constitution which favored democracy and local self government and were seeking a return to that system.</p> <p>Arrest of Stephen F. Austin – arrested for treason while traveling back to Texas with the new state constitution</p> | | | | |
| (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. | | | | | |
| (B) explain the roles played by significant individuals during the Texas Revolution, | George Childress chaired the committee formed at the Convention of 1836 to write the Texas | Who is the individual given credit for writing the Texas Declaration of | | ELPS 1C, 2E, 3D, 4J, 5E Student created wanted poster of Santa Anna | Lorenzo de Zavala PSA Biography links George Childress |



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| <p>including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis</p> | <p>Declaration of Independence. He served as the primary author of the document.</p> <p>Lorenzo de Zavala administered a land grant, established a colony in East Texas and took an active role in Mexican government. He served in the Mexican congress and as a governor of the state of Mexico prior to 1835 when he became an active supporter of the quest for Texas independence. He participated in the Convention of 1836 and served as vice president in the ad interim government. He is credited with designing the first flag of the Republic of Texas.</p> <p>James Fannin commanded the Texas army at the Battle of Concepcion in October of 1835. Fannin was stationed in Goliad with 400 soldiers. Fannin and his troops were captured by General Urrea on March 20 and executed on the order of Santa Anna. Remember</p> | <p>Independence?</p> | | <p>1H, 2E, 3G, 4K, 5F Advertisement encouraging Texans to fight for independence from Mexico.</p> | <p>Lorenzo de Zavala</p> <p>James Fannin</p> <p>Sam Houston</p> <p>Antonio Lopez de Santa Anna</p> <p>Juan Seguin</p> <p>William B. Travis</p> <p>Safari Montage Davy Crockett: American Frontier Legend (44 min 21 sec)</p> <p>Mexico: A Story of Courage and Conquest-- From Independence to the Alamo (44 min)</p> <p>Battle of the Alamo (46 min 50 sec)</p> <p>Mexico: A Story of Courage and Conquest-- Battle for North America (43 min 31 sec)</p> <p>Remember the Alamo</p> |
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| | <p>Goliad became a Texas battle cry.</p> <p>Sam Houston provided leadership for more than 25 years in Texas, commanding the army and serving as president of the Republic, US senator and then governor. His experience with federal and state government proved valuable as delegates to the Texas Convention of 1836 worked to draft a constitution and declare independence from Mexico. Houston left the convention early to command the Texas troops against Santa Anna. Texans proclaimed Houston the hero of the Battle of San Jacinto during which Santa Anna was captured and his Mexican army routed. The Treaties of Velasco resulted. Afterword, Houston became the first elected president of the Republic of Texas. Houston supported annexation of Texas by the US. After Texas became the 28th state of</p> | | | | <p>(54 min 17 sec)</p> <p>Mexican Americans (23 min 52 sec)</p> |

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| | <p>the Union, Houston served as a US senator and then was elected governor in 1859. He opposed secession from the union and left the governor's office after Texans voted to secede.</p> <p>Antonio Lopez de Santa Anna led the revolt against Mexican president Bustamante in 1832. He rose to absolute power and became the dictator of Mexico. He led Mexican forces against the Texans, laid siege to the Alamo and was captured at the Battle of San Jacinto. He signed the peace treaty at Velasco in 1836 which ended the fighting between Mexico and Texas and called for an exchange of prisoners. Santa Anna was eventually returned to Mexico. He commanded the Mexican army during the Mexican War.</p> <p>Juan N. Seguin commanded a militia unit of Mexicans living in Texas at the Battle of San Jacinto in 1836 in which</p> | | | | |

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| | <p>Santa Anna was defeated and captured. Seguin accepted Mexico's surrender of San Antonio on June 4, 1836 and commanded the city into late 1837. He supervised the burial of those slain at the Alamo. He served in the Texas Senate from 1837-1840 and then served as the mayor of San Antonio from 1840-1842. He fought against the US in the Mexican War but returned to Texas after the war.</p> <p>William B. Travis acquired land from Stephen F. Austin and began a law practice at Anahuac. He participated in the opposition to the Law of April 6, 1830. In 1836, he arrived in San Antonio with a small force and agreed to share command of the Alamo with Jim Bowie. On Feb. 24, he wrote a letter "To the People of Texas and All Americans in the World" which increase US support for the Texas cause but was too late to help at the Alamo.</p> | | | | |

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| (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. | | | | | |
| (C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto | <p>Battle of Gonzales was the first battle of the Texas Revolution. Mexican forces were ordered to take a brass cannon from the town of Gonzales to San Antonio. The Texans refused to give up the cannon. They attacked the Mexicans and the battle ended quickly. It was the first significant challenge of Texas forces to Mexican control.</p> <p>Travis' letter to the People - written on Feb. 24, 1836 requesting aid for the defenders of the Alamo</p> <p>Siege of the Alamo: Travis prepared to defend the Alamo. Reinforcements brought the number to between 182-188 men. Santa Anna's forces of more than 5,000 soldiers arrives Feb. 23. Fighting began on Feb. 24 and continued until March 6 when the Mexican army broke through the wall. At least 182 Texans and their</p> | <p>At the time that the famous siege of the Alamo began, what were the Texans fighting for?</p> <p>Why did "Remember the Alamo!" become the battle cry for the Texas Revolution?</p> <p>What was significant about the Battle of Gonzales?</p> <p>How were the Texas and US revolutions similar and different?</p> <p>How did the loss of the Alamo spur Texans to fight for independence?</p> | <p>Infantry Cavalry Provisional Casualties noncombatants</p> | <p>ELPS: 1E, 2I, 3A, 4G, Student directed skit depicting settlers' flight during the Runaway Scrape.</p> <p>ELPS: 1G, 2G, 3E, 4G, 5F Student created newspaper article detailing the events sat the Battle of San Jacinto.</p> <p>ELPS: 1E, 2I, 3A, 4G, Experiential exercise where students re-create the Texas Convention of 1836</p> | <p>Take a Stand lesson</p> <p>Battle of San Jacinto PSA</p> <p>Remember the Alamo PSA</p> <p>Comparing the Texas and American revolution lesson</p> |

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| | <p>allies and perhaps 1,600 Mexican soldiers died. Instead of symbolizing Mexican strength, the fall of the Alamo represented Texas fortitude. Remember the Alamo became a battle cry of Texas independence.</p> <p>Constitutional Convention of 1836 was a gathering of a group of men at Washington on the Brazos. They adopted the Texas Declaration of Independence on March 2, 1836, wrote the Constitution of 1836, and created an interim government with David G. Burnet selected as president.</p> <p>Fannin's surrender at Goliad – In early 1836, Fannin was stationed in Goliad with a400 soldiers. Fannin and his troops were captured by General Urrea on March 20 and executed on the order of Santa Anna on March 27. Remember Goliad became a Texas battle cry.</p> | | | | |

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| | Battle of San Jacinto on April 21, 1836, Texans defeated the Mexican forces and captured General Santa Anna, ending the Texas Revolution. In the Treaty of Velasco, Santa Anna agreed to stop fighting the Texans and to support the independence of Texas. | | | | |
| (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. | | | | | |
| (D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas. | <p>Civil freedom-The people of Texas had the freedom to vote for their representatives and on issues of importance to them</p> <p>Political freedom-the Constitution of 1836 was based on the United States Constitution and was created to meet the needs of the people of Texas</p> <p>Religious freedom-the people of Texas were no longer required to practice the Catholic faith</p> | <p>The second section of the Texas Declaration of Independence lists which grievances against Mexico?</p> <p>What challenges did the Republic face?</p> <p>What were the arguments for and against annexation?</p> <p>What decisions did the Texans make about the structure and purpose of their government as a republic?</p> | <p>Legislative branch</p> <p>Executive branch</p> <p>Judicial branch</p> <p>Bill of rights</p> <p>Petition</p> <p>Ad interim</p> | <p>ELPS: 1F, 3H, 4K, 5G</p> <p>Student created translations of the Texas Declaration of Independence into student friendly language.</p> | Which Declaration is it? |
| (4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. | | | | | |
| (A) identify individuals, events, and | Sam Houston: first and third president of Texas; | Describe the differences between | Annexation Administration | ELPS: 1H, 2C, 3D, 4E, 5B | Mier Expedition PSA |

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| <p>issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups;</p> | <p>avored annexation; tried to protect Native Americans; tried to sale the Texas navy; reduced public debt during second term</p> <p>Mirabeau B. Lamar: second president of Texas; opposed annexation; called the “Father of Education” in Texas; wanted Texas to expand westward; reversed policy on treatment of Native Americans; relocated capital from Houston to Austin; increased the debt by increasing the size of the army and Texas navy.</p> <p>Anson Jones: last elected president of the Republic of Texas; handed over power to new governor of Texas when Texas became a state</p> <p>The Texas Rangers were first used to protect settlers moving into west Texas in the 1830’s. They continue to serve as special law officers responsible for keeping peace throughout the</p> | <p>Houston and Lamar’s policies.</p> <p>Who was the last president of the Republic of Texas?</p> | <p>Cabinet</p> <p>Expenditures</p> <p>Revenue</p> <p>Ratify</p> <p>Consecutive terms</p> <p>Charter</p> <p>Capitol</p> <p>Homestead law</p> <p>Red backs</p> <p>Balanced budget</p> | <p>Student-created report card for Houston or Lamar where the president is graded on specific issues and actions.</p> | <p>Regulator-Moderator War PSA</p> <p>Mirabeau B. Lamar lesson</p> <p>Immigration lesson</p> <p>Texas Rangers PSA</p> <p>Republic of Texas presidential debate lesson</p> <p>Biography links</p> <p>Sam Houston</p> <p>Mirabeau Lamar</p> <p>Anson Jones</p> <p>Texas Rangers</p> <p>Edwin Moore</p> <p>Jack Coffee Hays</p> <p>Chief Bowles</p> <p>William Goyens</p> <p>Mary Maverick</p> <p>Jose Antonio Navarro</p> <p>Cordova Rebellion</p> <p>Council House Fight</p> |

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| | <p>state. During the Mexican War, Texas Rangers shared their knowledge of south Texas and northern Mexico with US forces. They gained a reputation as leaders and fighters but they were criticized for being reckless and independent. Mexicans called them Texas Devils. The Rangers had a distinct advantage in their efforts to maintain peace in Texas when they started using the Colt Revolver in the 1840's.</p> <p>Edwin W. Moore was the commander of the Texas navy.</p> <p>Jack Coffee Hays – famous Texas Ranger and Mexican War officer. He was appointed as captain of the Texas Rangers and proved to be a fearless fighter and a good leader of men.</p> <p>Chief Bowles – played a prominent part in the history of Van Zandt County. He worked with Sam Houston to make a</p> | | | | Santa Fe Expedition |

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| | <p>treaty with the Cherokees to get land north of the Old San Antonio Road. After the war, the Republic of Texas refused to ratify the treaty and declared it null and void. Sam Houston always maintained that the treaty was binding. July 16, 1839 is the dated of the last battle fought between the Texas cavalry and the Cherokee in Texas where Chief Bowles was killed.</p> <p>William Goyens was a successful businessman and the first black millionaire in Texas. He was given the task of keeping the Cherokees friendly with the Texans during the Revolution. He served as a Cherokee interpreter in negotiating a treaty with them. This action kept the Cherokees out of the fight for Texas independence.</p> <p>Mary Maverick – pioneer and diarist with published memoirs chronicled her pioneer experiences in Texas and her marriage to Samuel Augustus</p> | | | | |

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| | <p>Maverick who had participated in the Texas Revolution. She was instrumental in establishing and developing St. Marks Church in San Antonio and was involved in the Daughters of the Republic of Texas.</p> <p>Jose Antonio Navarro – was the most influential Tejano of his generation. Championed Texas independence from Mexico, then fought for the rights of Tejanos.</p> <p>Cordova Rebellion – a group of Nacogdoches citizens accidentally uncovered a plot of rebellion against the new <u>Republic of Texas</u>.</p> <p>Council House Fight – occurred between the Comanche and Texans to exchange prisoners. The Texans tried to take the Comanche representatives hostage. 35 Comanche and 7 Texans died.</p> <p>Santa Fe Expedition – Lamar’s attempt to take</p> | | | | |

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| | <p>control of Santa Fe and its trade routes.</p> <p>Racial, Ethnic and Religious groups: Racial groups are made up of individuals with similar characteristics, appearance, and habits derived from common ancestors. Distinct human types include African, Asian, Caucasian, and Native Americans. Members of ethnic groups share racial, linguistic, and cultural connections resulting from their common heritage. Poles, Irish and Germans are distinct ethnic groups. Religious groups consist of people who share beliefs related to the personal commitment to a divine being. They share systems of faith and worship including sacred beliefs, observances, and social practices within a cultural context.</p> | | | | |
| (11) Geography. The student understands the characteristics, distribution, and migration of the population in Texas in the 19 th , 20 th and 21 st centuries. | | | | | |
| (A) Analyze why immigrant groups came to Texas and where they settled. | <p>Germans settled in the Hill Country to look for economic opportunities.</p> <p>The French settled the</p> | Which immigrant groups came to Texas and where did they settle? | | ELPS: 4F Student created map showing the location of the immigrant groups. | |

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| | <p>town of Castroville.</p> <p>Irish settlers looking for economic opportunities settled throughout Texas.</p> <p>Polish and Czech immigrants also made their way to Texas, settling in the South and Central Texas.</p> <p>Immigrants from Eastern Europe came looking for good farmland.</p> | | | | |
| (11) Geography. The student understands the characteristics, distribution, and migration of the population in Texas in the 19 th , 20 th and 21 st centuries. | | | | | |
| (B) Analyze how immigration and migration to Texas in the 19 th , 20 th , and 21 st , centuries have influenced Texas. | <p>Immigrant groups established ethnic communities and maintained their cultural traditions such as architecture, foods, language and religion. They added and mixed their own cultural traditions with those that already existed in Texas and evidence of this is still seen in Texas. Examples include language, architecture food, and celebrations.</p> | How did immigrant groups influence Texas culture? | | ELPS: 5D Student created journal entries about evidence of Spanish, German or French influences in Texas that they have seen. | |
| (19) Culture. The student understands the concept of diversity within unity in Texas. | | | | | |
| (B) Describe how people from various racial, ethnic, and religious group attempt | African Americans celebrate Juneteenth. Germans, Czechs, Poles and Mexicans still | How did the Germans maintain their culture? | | | |



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| to maintain their cultural heritage while adapting to the larger Texas culture. | <p>maintain their heritages in many parts of the state. For example: Ballet Folklorico, Irish festivals, Oktoberfest in Fredricksburg.</p> <p>Cultural traditions are maintained in ethnic foods, architecture and music.</p> <p>Christians, Islamic and Jewish sects continue to celebrate their traditional holidays.</p> | | | | |