Grade 04 Social Studies Unit 06 Exemplar Lesson 01: Causes and Effects of the Texas Revolution

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

Students examine the tensions between Texas settlers and the government of Mexico. They research and explain the causes and effects of the Texas Revolution and demonstrate their knowledge by creating a timeline.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

4.3 History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

4.3A Analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto.

4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

4.6A Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.

4.15 Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:

4.15A Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty.

4.16 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

4.16D Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.

Social Studies Skills TEKS

4.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

4.22A Use social studies terminology correctly.

4.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

4.23A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 04 Social Studies Unit 06 PI 01
Create an illustrated timeline of the events and battles that led to the independence of Texas. Write about the causes, effects, and implications of what you think is the most important issue leading to the revolution.

Standard(s): 4.3A, 4.22A, 4.23A
ELPS: ELPS.c.1C, ELPS.c.2G, ELPS.c.5B

Key Understandings

- Revolution can result from citizens not having a say in government.
  - What are the causes of the Texas Revolution?
  - What were the major events of the Texas Revolution?

Vocabulary of Instruction

- grievance
- independence
- revolution

Materials

- Refer to the Notes for Teacher section for materials.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

Handout: Grievances (1 per group)
Teacher Resource: Storyboard – Causes and Events of the Texas Revolution KEY

Resources

- None identified

Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Reserve computer lab for students on Day 3.
6. Prepare materials and handouts as needed.

Background Information

This lesson includes the events that are the most important for 4th grade students to research and understand about the Texas Revolution.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.
**INSTRUCTIONAL PROCEDURES**

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
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</thead>
<tbody>
<tr>
<td><strong>ENGAGE – Grievances against the Mexican government</strong></td>
<td><strong>NOTE:</strong> 1 Day = 50 minutes</td>
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<tr>
<td>1. Write the word grievance on the board. Students write a list of things that they associate with the word grievance.</td>
<td>Suggested Day 1 – 30 minutes</td>
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<tr>
<td>2. Facilitate a discussion based on student responses and clarify the definition for grievance in a historical context.</td>
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<tr>
<td>3. Display the Texas Declaration of Independence and skim through it, noting grievances. (Students have studied the U.S. Declaration of Independence during Celebrate Freedom Week. The connection can be made between the grievances in the U.S. Declarations and the grievances in the Texas Declaration.)</td>
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<tr>
<td>4. Organize students into groups of 3 to 4.</td>
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<tr>
<td>5. Distribute to each group the <strong>Handout: Grievances</strong></td>
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<tr>
<td>6. Write the definition of the word “grievance” on the board: <strong>Grievance – A Complaint</strong></td>
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<tr>
<td>7. Introduce the historical context of the time leading to the Texas Revolution by stating: <strong>Early Texas colonists had grievances or complaints against the Mexican government. Many citizens did not want to break away from Mexico at this time, but they wanted changes to occur.</strong></td>
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<tr>
<td>8. Student groups discuss and rank the grievances on the handout, with 1 being what they think was the most important grievance against a government.</td>
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<td>9. When reporting to the class and discussing their answers, students explain their reasoning for the grievance they ranked to be number one.</td>
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<table>
<thead>
<tr>
<th><strong>EXPLORE – Causes and events of the Texas Revolution</strong></th>
<th><strong>Suggested Day 1-2 continued – 50 minutes</strong></th>
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<tbody>
<tr>
<td>1. Organize students into pairs.</td>
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<tr>
<td>2. Distribute unlined paper to each student so that they can create a storyboard.</td>
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<tr>
<td>3. Students fold their paper in half (horizontal) and then fold it into three sections (vertical) to form six sections.</td>
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<tr>
<td>4. When the paper is opened there should be six sections.</td>
<td></td>
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<tr>
<td>5. Students draw lines over the creases and title each box as follows:</td>
<td></td>
</tr>
<tr>
<td>1. ) Title: The Causes and Events of the Texas Revolution</td>
<td></td>
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<tr>
<td>2. ) Battle of Gonzales</td>
<td></td>
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<tr>
<td>3. ) Declaration of Independence</td>
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<tr>
<td>4. ) Battle of the Alamo</td>
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<tr>
<td>5. ) Runaway Scrape</td>
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<tr>
<td>6. ) Battle of the San Jacinto</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Materials</strong></th>
<th><strong>Teacher Resource:</strong> <strong>Storyboard – Causes and Events of the Texas Revolution KEY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Texas Declaration of Independence</td>
<td></td>
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<tr>
<td><strong>Attachments:</strong></td>
<td></td>
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<tr>
<td>• Handout: <strong>Grievances</strong> (1 per group)</td>
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**Instructional Note**

Students gain knowledge about the causes and events of the Texas Revolution to build a narrative of the events.
6. Students use their textbook, other classroom materials, and approved online sources to gather information about the causes and events of the Texas Revolution by providing the following information about each cause:

- **Cause** (background information leading to the event)
- **Date**
- **Location**
- **Description of the event**
- **Graphic**

### EXPLAIN – Events of the Texas Revolution

#### Suggested Day 2 continued – 20 minutes

1. Facilitate a discussion where the class members contribute to a narrative that tells the story of the Texas Revolution. Scribe the story students are writing. (Record on chart paper, or project on the wall.) The narrative should include the major events.

#### Materials

- Means of scribing student input for narrative

### ELABORATE - Guiding Questions

#### Suggested Day 3 – 20 minutes

1. Continue the discussion by using the guiding questions.

   - Revolution can result from citizens not having a say in government.
     - What are the causes of the Texas Revolution?
     - What are the major events of the Texas Revolution?

### EVALUATE – Illustrated timeline

#### Suggested Day 3 – 30 minutes

1. Students use their completed storyboard: Causes of the Texas Revolution to create an illustrated timeline of the Causes and Events of the Texas Revolution.

2. Review with students the guidelines for creating this timeline.

   - Title
   - Information is on a straight or curvy line
   - Date
   - Event
   - Graphic
   - Below the timeline complete the following sentence:
     
     **I think the most important event of the Revolution was __________ because____________________.**

#### Materials:

- Completed storyboard: Causes of the Texas Revolution
Grievances

Rank the following grievances with 1 being the most important grievance based on the question below. Explain your reason for ranking the worst grievance.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Grievance</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Mexican government will not allow us to have a separate state government.</td>
<td></td>
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<tr>
<td></td>
<td>The Mexican government has put in prison one of our citizens just because the person tried to get the Mexican government to make Texas a Mexican state.</td>
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<tr>
<td></td>
<td>Our citizens are not allowed to have a fair trial with a jury.</td>
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<tr>
<td></td>
<td>The Mexican government has failed to establish a public school system.</td>
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</tbody>
</table>
### 1. CAUSES and EFFECTS OF THE TEXAS REVOLUTION

(Student's Name)

#### Visual

### 2. Battle of Gonzales

**Date:** October 2, 1835  
**Location:** Gonzales

**Description:**
- The first battle of the Revolution.  
- A battle between Mexican soldiers and the town of Gonzales.  
- Mexican soldiers were trying to take back a cannon in Gonzales and the Texans refused to give it to them.  
- The Mexican soldiers returned to San Antonio without the cannon.

### 3. Declaration of Independence

**Date:** March 2, 1836  
**Location:** Washington on the Brazos

**Description:**
- Texans approved a declaration of their grievances or complaints about the Mexican government.  
- They declared they wanted to be a separate country.

### 4. Battle of Alamo

**Date:** March 6, 1836  
**Location:** San Antonio

**Description:**
- For 13 days Mexican soldiers fought Texans who were in the Alamo.  
- All the Texas soldiers were killed.

### 5. Runaway Scrape

**Date:** early 1836

**Description:**
- People in Texas towns were scared of Santa Anna.  
- Families loaded up their wagons and headed to the United States.

### 6. Battle of the San Jacinto

**Date:** April 21, 1836  
**Location:** Harrisburg

**Description:**
- Shortest battle in history  
- Texans won.  
- The Texas Revolution was over.  
- Texas was independent.