

Final Unit Plan

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Houston Independent School District
Seventh Grade Texas History – Unit/Lesson Plan
“Unit 3: Mexican Texas, 1821 – 1836”

Based on Material Presented in:

Texas and Texans: Teacher Wraparound Edition (2003),
New York, NY: Glencoe McGraw-Hill

and Techniques Observed at:

Lamar High School
(Course Fieldwork Requirement, April 2019)

EDUC 6312: Secondary School Curriculum and Instruction
Professor Kaye Busiek, EdD

April 16, 2019

Rationale

Teachers may divide the rationale for studying Texas history and the related social sciences into two broad categories that are best presented to new students as a pair of interrelated concepts. First, a general understanding of the past—the figures, issues, and events that shaped history—is vital in forming important questions and educated opinions about the present. Moreover, the critical thinking skills associated with studying other social sciences, such as politics and economics, are crucial in developing sound citizens who understand the functions and purpose of their government, the influence of Judeo-Christian values on the forming of our state and country, and the fragility of our exceptional democratic republic.

Another reason for studying the material contained herein may seem a tacit point but one still worth emphasizing: Texans need to know what it means to be a *Texan* and, by extension, an *American*. Both societies were founded on multicultural interactions, Western democratic ideologies, faith-driven pursuits, free enterprise, and a general yearning amongst the collective citizenry for a better way of life. Students who comprehend the great sacrifices that led to our shared present will gain an enhanced appreciation for their predecessors and the world they built.

Practical examples of how this unit will potentially benefit students in life are limited only by one's imagination. Understanding the machinations of local government, for example, can help students in taking an active role in forming public policy. Likewise, being aware of the shared history between Europe, Mexico, Texas, and the U.S. will help students better understand and appreciate the cultural differences they will inevitably encounter in their daily lives. Finally, understanding historical precedent allows one to speak intelligently about a great variety of subjects in many forums, including exchanges that routinely occur across a wide spectrum of offices, positions, and occupations.

All the above said, the pressing question that most students will likely ask is “How will this unit help me graduate school, pass the SAT, or get accepted to a great college?” Liberal arts graduates, or any advanced student of the social sciences, will likely admit that what they learned in secondary school permeates nearly every aspect of their post-secondary lives. As mentioned above, historical scholarship is founded upon critical thinking concepts that improve and enhance higher-level reasoning skills—such a benefit is invaluable in academia. Alternatively, teachers working with more stubborn students can direct their pragmatic pupils’ attention to the TEKS (Texas Essential Knowledge and Skills); state guidelines that mandate what subject areas a student must master to successfully graduate from secondary school, earn a high school diploma, and move on to college.

Regardless of how teachers approach the matter, establishing a rationale for studying history is paramount to student success. By extension, educators must also venerate the related social sciences, which compliment and enhance many of the cognitive processes commonly used in other disciplines, such as mathematics, the performing arts, or any number of the physical sciences. The following unit and lesson plans were constructed with this overarching goal in mind.

Non-Traditional Teaching Aids

The following unit plan is founded on many principles of sound teaching, including familiar methods such as direct lectures and pen and paper assessments. On the other hand, this proposal additionally includes an assortment of non-traditional teaching aids that are vital in educating today's students; a group that educational and technology experts often refer to as an *iGeneration* full of *digital natives*. These special supports, in order of their chronological appearance, are listed below. Particularly unique aids are followed by clarifying remarks that detail their specific use within this unit plan:

1. **School district-provided student laptops.**

2. **Teacher's laptop, projector, and screen.**

3. **TEASE (Technology Enhanced Anticipatory Set) video.** A video presentation that uses high quality images and sounds, popular concepts, and exciting ideas to grab students' attention for an upcoming lesson. The goal of the TEASE is to tap into prior knowledge while simultaneously piquing curiosity about related subjects.

4. **Stand-Up, Pair-Up, Hand-Up.** A group activity where students initially select two or three flash cards (index cards) at random. On the one side, the flash card displays a key term or concept. On the other, is the definition or explanation. Once the activity begins, all the students stand-up and look for a partner. Anyone without a partner raises his or her hand. These pairs of students next quiz each other on their cards. Upon running through all their cards, each student again raises his or her hand and looks for a new student to pair-up with. Students repeat this process for 7-10 minutes.

5. **Classroom Polls.** While polls are a very old way of eliciting responses from students, some of the methods teachers use to deliver them are considered non-traditional. In the case of the enclosed unit plan, students will respond to "silent polls" by utilizing electronic devices, such as their school-issued laptops or personal smartphones. Teachers can make use of many platforms, like [Poll Everywhere](#) or [SurveyPlanet](#) to accomplish these goals.

6. **Historical interpretation.** A few lessons in the enclosed unit plan use historical interpretation techniques as focusing events to better gain students' attention. Some occasions call for the teacher to open with a historical quotation from a significant figure in Texas history. Others include the presentation of props and artifacts provided by local historical societies. Finally, one lesson (day 7) includes the introduction of a guest speaker/period reenactor who is specifically versed in the unit plan's contents.

7. **Whiteboard Trivia.** This group activity starts with students seated in preselected groups of 3-4 students per group. Each team is then provided a small whiteboard (dry erase board), dry erase markers, and erasers. The teacher asks the entire class questions, which are also displayed at the front of the room. Each group is then provided 15-30 seconds to write down their response(s) on the provided whiteboard. It is important to note, however, that these teams are only allowed to use their handwritten notes for clues or ideas. Once the time has expired, each team holds up their board. Teams with correct response earn a point. The team with the most points at the end of the session wins. Ties move forward into "sudden death" playoffs where teams can also steal one another's points. Rewards for winning can include incentives like no homework passes, candy, extra credit, etc.

8. **Round Robin Charts.** This group activity typically involves larger clusters of students (4-5) and is intended to develop more comprehensive learning. Whiteboards are circulated around the room and, on each of these boards, the teacher provides an open-ended prompt or divergent question. Groups take turns in writing their responses, building upon inter- and intragroup knowledge, until all groups are provided a chance to answer each question.

9. **Student Journals.** At the beginning of the unit, the teacher will ask each student to construct a simple journal out of either standard notebook paper or a preselected online application. Thereafter, as specified in applicable lessons, students will write short entries (200-400 words) about their fictional experiences as colonists in early Texas. Specific requirements will be outlined by the teacher in applicable lessons.

10. **Four Corners.** This is a group activity where individual students are first asked their opinion about a particular topic covered during the preceding lecture. Depending on their feelings, they next proceed to one of the four corners of the classroom that, ahead of time, have been marked with placards displaying the words, STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE. Once the groups congregate in their respective corners of the classroom, they select a speaker who explains and defends their combined opinion. The process is repeated for 2-3 questions, with different groups organically taking shape based upon similarities and differences in student opinions.

11. **One-Minute Response.** The One-Minute Response may be presented as either a formative assessment or a closing activity, with lessons in this unit plan structured around the former application. Essentially, the teacher formulates a specific question ahead of each lesson that is designed to elicit a comprehensive response about major points, key concepts, unanswered questions, or speculative topics from his or her students. The question may be delivered via a worksheet but is preferably, and usually more often, posed in an online format.

12. **Kahoot.** This is an Internet-based platform that is built around online activities, such as trivia or word-matching games. Students can access these games from a variety of electronic platforms, including laptops and smartphones. Group activities or competitions can also be displayed on a single, main screen by the teacher, who acts as part educator and part game show host while guiding his or her students through each game. Scores are kept and retained at the discretion of the teacher, who can use the data to encourage student development.

13. **Subject Sampler.** The subject sampler is an Internet-based, teacher-made resource that allows students to explore specific topics in greater depth than what is typically provided in traditional resources. A standard subject sampler provides students details about 8-10 items of interest, structured around 1-2 prompts or events designed to stimulate learning about each topic. One of the subject sampler assignments in this unit plan, for instance, requires students to closely examine figures who shaped the Texas War for Independence by either: (a) completing an online, group-oriented [flashcard game](#) or (b) individually playing the [Gravity](#) game and then comparing their scores against their peers.

14. **Interactive Map Activity.** As the name of this activity indicates, the [Interactive Map Activity](#), is an Internet-based program that helps students learn about history through geography, while simultaneously providing immediate learner feedback. Teachers can configure a variety of web-based games based on a multitude of geographical locations throughout history. Participation can be on an individual, group, or special needs basis.

Day	Title	Activities	Objectives	TEKS	Resources
1	Age of Empresarios: “Introduction” and “Austin Establishes a Colony”	<p>Focusing Event: TEASE video, “The Winds of Change”</p> <p>Teaching/Learning Procedures:</p> <ol style="list-style-type: none"> 1. TTW play above video 2. TTW perform 15-min. lecture 3. TTW conduct Q & A period <p>Formative Checks: Stand-Up, Hand-Up, Pair-Up and Classroom Poll</p> <p>Closure: Start homework</p>	<p>TLW detail how Stephen A. Austin and other Empresarios brought Anglo-American settlers to Texas.</p> <p>TLW, within the context of the unit, recall and define the following terms: <i>depression</i>, <i>survey</i>, <i>empresario</i>, and <i>militia</i>.</p>	<p>7.1B 7.2B 7.2C 7.21B 7.21C 7.22A 7.22C 7.22D 7.23A</p>	<ol style="list-style-type: none"> 1. Book: <i>Texas & Texans</i>, CH 7: Intro. & Sect. 1 (pp. 158-70) 2. Laptop, projector, & screen 3. TEASE video 4. Lecture PowerPoint 5. Stand-Up, Hand-Up, Pair-Up index cards 6. Student laptops 7. Homework handouts
2	Age of Empresarios: “The Colonies Grow”	<p>Focusing Event: Mary Austin Holley artifacts and quotation, “tea kettles and saucepans...”</p> <p>Teaching/Learning Procedures:</p> <ol style="list-style-type: none"> 1. TTW present above quotation, background information, and artifacts (interpretation) 2. TTW perform 10-min. lecture 3. TTW perform homework review 4. TTW conduct Q & A period <p>Formative Checks: Whiteboard Trivia and Round Robin Charts</p> <p>Closure: Student Journal: <i>Colonial Life in South Texas</i></p>	<p>TLW identify the major groups that contributed to the settlement of Texas.</p> <p>TLW list several reasons that contributed to the success of Stephen F. Austin’s colonies.</p>	<p>7.1B 7.2B 7.2C 7.2D 7.9A 7.11A 7.21B 7.21C 7.22A 7.22C 7.22D</p>	<ol style="list-style-type: none"> 1. Book: <i>Texas & Texans</i>, CH 7: Sect. 2 (pp. 172-9) 2. Period flatware (provided by George Ranch Historical Park) 3. Laptop, projector, & screen 4. Mary Allen presentation PowerPoint 5. Lecture PowerPoint 6. Student laptops 7. Whiteboards w/ markers 8. Student journals

Day	Title	Activities	Objectives	TEKS	Resources
3	Growing Tensions: “The Difficulties Begin” and “Rebellions, 1831 – 1832”	<p>Focusing Event: Non-graded quiz on chapter terms (see objectives)</p> <p>Teaching/Learning Procedures:</p> <ol style="list-style-type: none"> 1. TTW administer above quiz 2. TTW perform 15-min. lecture 3. TTW conduct Q & A period <p>Formative Checks: Four Corners and One-Minute Response</p> <p>Closure: Follow-up quiz from focusing event (laptops)/start homework</p>	<p>TLW list the problems that led to distrust between Texas and Mexico.</p> <p>TLW describe how tensions grew between Texas and Mexico.</p> <p>TLW, within the context of the unit, recall and define the following terms: <i>commerce, import, skirmish, and resolution.</i></p>	<p>7.1B 7.2B 7.2E 7.10A 7.11A 7.11B 7.21B 7.21C 7.22A 7.22C 7.22D</p>	<ol style="list-style-type: none"> 1. Book: <i>Texas & Texans</i>, CH 8: Sects. 1 & 2 (pp. 184-193) 2. Non-graded quiz handout 3. Laptop, projector, & screen 4. Lecture PowerPoint 5. Four Corners placards 6. Student laptops 7. Homework handouts
4	Growing Tensions: “Increased Tensions, 1833 - 1835”	<p>Focusing Event: Stephen F. Austin photograph and quotation, “War is our only recourse...” (interpretation)</p> <p>Teaching/Learning Procedures:</p> <ol style="list-style-type: none"> 1. TTW present above quotation and background information 2. TTW perform 10-min. lecture 3. TTW perform homework review 4. TTW conduct Q & A period <p>Formative Checks: <i>Kahoot</i> Activity and Strategic Questioning</p> <p>Closure: Student Journal: <i>Austin and Santa Anna on the Warpath?</i></p>	<p>TLW describe the repercussions of Santa Anna switching to the Centralist Party.</p> <p>TLW detail the events involving the imprisonment and release of Stephen F. Austin.</p>	<p>7.1B 7.2E 7.21B 7.21C 7.22A 7.22C 7.22D 7.3A 7.9C</p>	<ol style="list-style-type: none"> 1. Book: <i>Texas & Texans</i>, CH 8: Sec 3 (pp. 194- 201) 2. Laptop, projector, & screen 3. Austin presentation PowerPoint 4. Lecture PowerPoint 5. <i>Kahoot</i> 6. Student laptops 7. Student journals

Day	Title	Activities	Objectives	TEKS	Resources
5	Road to Independence: “Revolution Begins” and WEEKLY REVIEW	<p>Focusing Event: TEASE video, “Come & Take It”</p> <p>Teaching/Learning Procedures:</p> <ol style="list-style-type: none"> 1. TTW play above video 2. TTW perform 15-minute lecture 3. TTW conduct Q & A period <p>Formative Checks: Four Corners and One-minute Response</p> <p>Closure: Subject Sampler: <i>The War of Texas Independence: Major Battles of the Texas Revolution</i> [group work on laptops]/Start homework (weekly review)</p>	<p>TLW describe the first battles of the Texas Revolution.</p> <p>TLW recall and detail the decisions made at the Consultation of 1835.</p>	7.1B 7.2E 7.3A 7.3B 7.21B 7.21C 7.22A 7.22C 7.22D	<ol style="list-style-type: none"> 1. Book: <i>Texas & Texans</i>, CH 9: Sec 1 (pp. 202-209) 2. TEASE video 3. Laptop, projector, & screen 4. Lecture PowerPoint 5. Student laptops 6. Four Corners placards 7. Subject Sampler 8. Homework handouts (weekly review)
6	Road to Independence: “The Capture of San Antonio” and “The Convention of 1836”	<p>Focusing Event: Non-graded quiz on chapter terms (see objectives)</p> <p>Teaching/Learning Procedures:</p> <ol style="list-style-type: none"> 1. TTW administer above quiz 2. TTW perform 15-min. lecture 3. TTW perform homework review 4. TTW conduct Q & A period <p>Formative Checks: Stand-Up, Hand-Up, Pair-Up and Classroom Poll</p> <p>Closure: Follow-up quiz from focusing event (laptops)</p>	<p>TLW identify and describe the relationship between the victory at San Antonio and the breakdown of the Texas provisional government.</p> <p>TLW compare the various ethnic and cultural groups that joined together in the fight for Texas independence.</p> <p>TLW, within the context of the unit, recall and define the following terms: <i>petition, executive, legislative, judicial, civil rights, and interim.</i></p>	7.1B 7.3A 7.3B 7.21B 7.21C 7.22A 7.22C 7.22D	<ol style="list-style-type: none"> 1. Book: <i>Texas & Texans</i>, CH 9: Sec 2-3 (pp. 210-221) 2. Non-graded quiz handout 3. Laptop, projector, & screen 4. Lecture PowerPoint 5. Stand-Up, Hand-Up, Pair-Up index cards 6. Student laptops 7. Follow-up quiz

Day	Title	Activities	Objectives	TEKS	Resources
7	The Alamo and Goliad: “A Clash of Armies”	<p>Focusing Event: Guest speaker, Mr. John Smith, of the FTV (First Texas Volunteers) as Col. James Fannin (interpretation)</p> <p>Teaching/Learning Procedures:</p> <ol style="list-style-type: none"> 1. TTW introduce & welcome guest speaker 2. TTW thank & dismiss speaker 3. TTW perform 5-min. lecture 4. TTW conduct Q & A period <p>Formative Checks: Whiteboard Trivia and Round Robin Charts</p> <p>Closure: Subject Sampler: <i>Texas War of Independence: People Who Shaped the Conflict</i> [group work on laptops]/start homework</p>	<p>TLW compare and contrast the strengths and weaknesses of the Texian and Mexican armies.</p> <p>TLW describe the events and actions leading up to the Battle of the Alamo, including the Battle of Goliad.</p>	7.1B 7.3A 7.3B 7.21B 7.21C 7.21E 7.22A 7.22C 7.22D	<ol style="list-style-type: none"> 1. Book: <i>Texas & Texans</i>, CH 10: Sec 1 (pp. 222-229) 2. Props, clothing, & maps (supplied by Mr. Smith) 3. Laptop, projector, & screen 4. Lecture PowerPoint 5. Student laptops 6. Whiteboards w/ markers 7. Subject Sampler 8. Homework handouts
8	The Alamo and Goliad: “Texans Defend the Alamo” and “Defeat in South Texas”	<p>Focusing Event: Non-graded quiz on “Significant Events” timeline worksheet</p> <p>Teaching/Learning Procedures:</p> <ol style="list-style-type: none"> 1. TTW administer above quiz 2. TTW perform 10-min. lecture 3. TTW perform homework review 4. TTW conduct Q & A period <p>Formative Checks: <i>Kahoot</i> Activity and Strategic Questioning</p> <p>Closure: Follow-up quiz from focusing event (laptops)</p>	<p>TLW detail the defense of the Alamo.</p> <p>TLW interpret how events at the Alamo helped unite Texians in their struggle for independence.</p> <p>TLW outline significant events that occurred on each of the following dates in 1836: March 13, March 19, March 20, and March 27.</p>	7.3A 7.3B 7.21B 7.21C 7.22A 7.22C 7.22D	<ol style="list-style-type: none"> 1. Book: <i>Texas & Texans</i>, CH 10: Sec 2-3 (pp. 230-243) 2. Non-graded quiz handout 3. Laptop, projector, & screen 4. Lecture PowerPoint 5. <i>Kahoot</i> 6. Student laptops 7. Follow-up quiz
9	Independence Won: “The Road to San Jacinto” and “Victory at	<p>Focusing Event: YouTube video, “Feature History - Texas Revolution”</p> <p>Teaching/Learning Procedures:</p>	TLW describe the retreat of the Texian army as Santa Anna moved farther into Texas.	7.1B 7.3A 7.3B 7.10B	<ol style="list-style-type: none"> 1. Book: <i>Texas & Texans</i>, CH 11: Sec 1-2 (pp. 244-263) 2. Laptop, projector,

Day	Title	Activities	Objectives	TEKS	Resources
	<p>San Jacinto” and UNIT REVIEW</p>	<p>1. TTW play above video 2. TTW perform 10-minute lecture</p> <p>Formative Checks: Interactive map activity (group work)</p> <p>Closure: Discuss unit review study guides with question and answer period</p>	<p>TLW recount specific details about the prelude and conduct of the Battle of San Jacinto.</p> <p>TLW explain Santa Anna’s defeat at San Jacinto and the terms of the Treaties of Velasco.</p> <p>TLW, within the context of the unit, recall and define the following terms: <i>cavalry</i>, <i>flank</i>, and <i>infantry</i>.</p>	<p>7.21B 7.21C 7.22A 7.22C 7.22D 7.23A</p>	<p>& screen 3. Student laptops 4. YouTube video 5. Lecture PowerPoint 6. Unit exam study guide</p>
<p>10</p>	<p>UNIT EXAM</p>	<p>Summative Assessment: Students will be afforded the entire period to perform their unit exam, which will contain a mixture of multiple choice, true/false, matching, and essay questions.</p> <p>Those finishing their exam early will be excused from class to attend the semiannual Scholastic Book Fair in the school library. In the event the book fair is canceled or postponed, students finishing the exam early will be permitted to work quietly on their semester project.</p>	<p>All applicable learning objectives, as outline above, shall be incorporated into the unit exam.</p>	<p>7.1B 7.2B 7.2C 7.2D 7.2E 7.3A 7.3B 7.9A 7.9C 7.10A 7.10B 7.11A 7.11B 7.21B 7.21C 7.21E 7.22A 7.22C 7.22D 7.23A</p>	<p>1. Book: <i>Texas & Texans</i>, CH 7-11 (pp. 158-263) 2. Test handouts & scantrons</p>

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Houston Baptist University
School of Education
Lesson Plan: *Road to Independence: Revolution Begins* and WEEKLY REVIEW [Day 5]

Subject: Social Studies

Grade: 7

Time Estimate: 45 minutes

Unit: Mexican Texas, 1821 – 1836 **Topic:** Road to Independence: “Revolution Begins” and WEEKLY REVIEW

TEKS: 7.1B, 7.2E, 7.3A, 7.3B, 7.21B, 7.21C, 7.22A, 7.22C, & 7.22D

- Goal(s):**
- (1) The student will know how specific people, nations, and policies prior to the Texas Revolution shaped the history of Texas.
 - (2) The student will understand how individuals, events, and issues related to the Texas Revolution shaped the history of Texas.
 - (3) The student will learn how key figures, plans, and conflicts shaped the history of the Republic of Texas and early Texas statehood.

Objective(s): (A) TLW describe the first battles of the Texas Revolution.

(B) TLW recall and detail the decisions made at the Consultation of 1835.

Materials/Resources/Technology needs:

1. Book: *Texas & Texans*, CH 9: Sec 1 (pp. 202-209)
2. TEASe video
3. Laptop, projector, & screen
4. Lecture PowerPoint
5. Student laptops
6. Four Corners placards
7. Subject Sampler
8. Homework handouts (weekly review)

Instructional Procedures

Focusing Event: TEASe video, “Come & Take It.” This will be a 3-5 minute-long video detailing the history of the “Come & Take It” flag in relation to the Battle of Gonzales, the events immediately preceding the conflict, and the road to Texas independence.

Teaching/ Learning Procedures:

1. TTW play above video
2. TTW perform 15-minute lecture
3. TTW conduct Q & A period

Formative Checks:

(1) Four Corners. This is a group activity where individual students are first asked their opinion about a particular topic covered during the preceding lecture (the teacher will focus on motivations behind some of the first battles of the revolution and decisions made at the Consultation of 1835). Depending on their feelings, they next proceed to one of the four corners of the classroom that, ahead of time, have been marked with placards displaying the words, STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE. Once the groups congregate in their respective corners of the classroom, they select a speaker who explains and defends their combined opinion. The process is repeated for 2-3 questions, with different groups organically taking shape based upon similarities and differences in student opinions.

(2) One-Minute Response. The One-Minute Response may be presented as either a formative assessment or a closing activity, with lessons in this unit plan structured around the former application. Essentially, the teacher formulates a specific question ahead of each lesson that is designed to elicit a comprehensive response about major points, key concepts, unanswered questions, or speculative topics from his or her students. The question may be delivered via a worksheet but is preferably, and usually more often, posed in an online format. **QUESTION: *Would the Texas Revolution have occurred if the Battle of Gonzales had not occurred? Why or why not? Be sure to support your answer with facts and figure proximate to the period.***

Reteach: If I had to teach this lesson again or there are technical issues with the TEASe video, I would open the Timeline Activity outline on p. 203 of the textbook. It asks why the Texas constitution and Declaration of Independence were written in only a few short weeks. To change things up for the formative check, I would use a group [Kahoot](#) session instead of Four Corners; both activities are great at developing group-building skills and covering content.

Closure: Subject Sampler: *The War of Texas Independence: Major Battles of the Texas Revolution* [group work on laptops]/Start homework (weekly review). The closing sequence for this lesson is a two-part event. First, students will form into groups of 2-3 students and work on the [subject sampler](#). After 15 minutes of work, TFW transition to starting the homework assignment, which also serves as the WEEKLY REVIEW. Any work not completed by dismissal will be completed as part of the students' homework.

Assessment/Summative Evaluation: Paper/pencil UNIT EXAM that will contain a mixture of multiple choice, true/false, matching, and essay questions. Test handouts and scantrons will be provided during the scheduled day of the exam.

Modifications/Notes:

1. GT: Students needing more of a challenge will organize into groups and create a mock provisional government, similar to the Texian colonists who were at war with Mexico. They will have to consider assigning people to key offices, like governor or lieutenant governor, and figure out how to finance and support a standing army.

2. SE: Students requiring assistance with reading skills will complete a focused activity that involves reviewing a short passage about peace party talks at Consultation of 1835 and the answering of the following questions:

- What did the War Party want?
- What did the Peace Party want?
- What did the Consultation finally decide?

3. EL: English Learners will work on reading and comparing different texts about this unit's subject matter. After performing the required reading from their textbooks, ELs will, with the assistance of the school librarian and EL resource manager, check-out at least one skill level-appropriate book to assist them in their unit studies. The book must be directly related to this unit's learning goals and objectives. Individual milestones and goals will be established on a case-by-case basis.

Houston Baptist University
School of Education
Lesson Plan: *Road to Independence:*
The Capture of San Antonio and The Convention of 1836 [Day 6]

Subject: Social Studies

Grade: 7

Time Estimate: 45 minutes

Unit: Mexican Texas, 1821 – 1836 **Topic:** Road to Independence: “The Capture of San Antonio” and “The Convention of 1836”

TEKS: 7.1B, 7.3A, 7.3B, 7.21B, 7.21C, 7.22A, 7.22C, & 7.22D

- Goal(s):**
- (1) The student will know how specific people, nations, and policies prior to the Texas Revolution shaped the history of Texas.
 - (2) The student will understand how individuals, events, and issues related to the Texas Revolution shaped the history of Texas.
 - (3) The student will learn how key figures, plans, and conflicts shaped the history of the Republic of Texas and early Texas statehood.

- Objective(s):**
- (A) TLW identify and describe the relationship between the victory at San Antonio and the breakdown of the Texas provisional government.
 - (B) TLW compare the various ethnic and cultural groups that joined together in the fight for Texas independence.
 - (C) TLW, within the context of the unit, recall and define the following terms: *petition, executive, legislative, judicial, civil rights, and interim.*

Materials/Resources/Technology needs:

1. Book: *Texas & Texans*, CH 9: Sec 2-3 (pp. 210-221)
2. Non-graded quiz handout
3. Laptop, projector, & screen
4. Lecture PowerPoint
5. Stand-Up, Hand-Up, Pair-Up index cards
6. Student laptops
7. Follow-up quiz

Instructional Procedures

Focusing Event: Non-graded quiz on chapter terms (see Learning Objective C). The quiz will consist of multiple choice questions and answers.

Teaching/ Learning Procedures:

1. TTW administer above quiz
2. TTW perform 15-min. lecture
3. TTW perform homework review
4. TTW conduct Q & A period

Formative Checks:

(1) Stand-Up, Hand-Up, Pair-Up. In this grouping activity, individual students initially select two or three flash cards (index cards) at random. On the one side, the flash card displays a key term or concept. On the other, is the definition or explanation. Once the activity begins, all the students stand-up and look for a partner. Anyone without a partner raises his or her hand. These pairs of students next quiz each other on their cards. Upon running through all their cards, each student again raises his or her hand and looks for a new student to pair-up with. Students repeat this process for 7-10 minutes. **Terms and concepts presented on the flashcards must correlate directly with the above learning objectives.**

(2) Classroom Poll. While polls are a very old method of eliciting responses from students, some of methods teachers use to deliver them are considered non-traditional. In the case of the enclosed unit plan, students will respond to “silent polls” by utilizing electronic devices, such as their school-issued laptops or personal smartphones. Teachers can make use of many platforms, like [Poll Everywhere](#) or [SurveyPlanet](#) to accomplish these goals. **The teacher will enter classroom pole question based upon conversation he or she hears during the preceding formative check.**

Reteach: If I had to reteach this lesson, I would open with a journaling activity that requires the students to make best use of the key terms outline in Learning Objective 3, which would still complement the closing sequence of the students taking a follow-up quiz related to the use of these key terms. For the formative assessment, I would have the students complete the Section 2 Assessment on p. 213 of the textbook. Instead of doing the work individually, however, I would have them form groups of 3-4 students and work as teams to complete the assignment.

Closure: Follow-up quiz from focusing event. Unlike the opening quiz, which is multiple choice, the follow-up quiz will consist of fill in the blank prompts. Material covered will be a review of the key terms outlined in Learning Objective 3. The goal of this exercise it to help students retain and better comprehend the key terms presented in this chapter.

Assessment/Summative Evaluation: Paper/pencil UNIT EXAM that will contain a mixture of multiple choice, true/false, matching, and essay questions. Test handouts and scantrons will be provided during the scheduled day of the exam.

Modifications/Notes:

1. GT: Students requiring a more challenging assignment will work individually on interpreting primary sources. Each student will be assigned a section of the *Texas Declaration of Independence*. After reviewing their section, students will be asked to write a brief summary of their assigned reading.

2. SE: Students needing more detailed instruction will break into groups and focus on answering the following question: **What special challenges did the delegates face at the Consultation of 1836?**

3. EL: English Learners will continue to pursue supplemental studies by pairing-up with classmates that display a firm grasp of the English language and an excellent course grade. Activities will include reviews over notes, chapter summaries, activities, etc.

Houston Baptist University
School of Education
Lesson Plan: *The Alamo and Goliad: A Clash of Armies* [Day 7]

Subject: Social Studies **Grade:** 7 **Time Estimate:** 45 minutes

Unit: Mexican Texas, 1821 – 1836 **Topic:** The Alamo and Goliad: “A Clash of Armies”

TEKS: 7.1B, 7.3A, 7.3B, 7.21B, 7.21C, 7.21E, 7.22A, 7.22C, & 7.22D

- Goal(s):**
- (1) The student will know how specific people, nations, and policies prior to the Texas Revolution shaped the history of Texas.
 - (2) The student will understand how individuals, events, and issues related to the Texas Revolution shaped the history of Texas.
 - (3) The student will learn how key figures, plans, and conflicts shaped the history of the Republic of Texas and early Texas statehood.

- Objective(s):**
- (A) TLW compare and contrast the strengths and weaknesses of the Texian and Mexican armies.
- (B) TLW describe the events and actions leading up to the Battle of the Alamo, including the Battle of Goliad.

Materials/Resources/Technology needs:

1. Book: *Texas & Texans*, CH 10: Sec 1 (pp. 222-229)
2. Props, clothing, & maps (supplied by Mr. Smith)
3. Laptop, projector, & screen
4. Lecture PowerPoint
5. Student laptops
6. Whiteboards w/ markers
7. Subject Sampler
8. Homework handouts

Instructional Procedures

Focusing Event: Guest speaker, Mr. John Smith, of the FTV (First Texas Volunteers) as Col. James Fannin. This will be a very special event, complete with a period reenactor who will speak to the students for approximately 10 minutes about the life of James Fannin. Col. Fannin was captured and killed by Mexican forces after the Battle of Goliad—an event that fanned the flames of rebellion.

Teaching/ Learning Procedures:

1. TTW introduce & welcome guest speaker
2. TTW thank & dismiss speaker
3. TTW perform 5-min. lecture
4. TTW conduct Q & A period

Formative Checks:

(1) Whiteboard Trivia. This group activity starts with students seated in preselected groups of 3-4 students per group. Each team is then provided a small whiteboard (dry erase board), dry erase markers, and erasers. The teacher asks the entire class questions, which are also displayed at the front of the room. Each group is then provided 15-30 seconds to write down their response on the provided whiteboard. It is important to note, however, that these teams are only allowed to use their handwritten notes for clues or ideas. Once the time has expired, each team holds up their board. Teams with correct response earn a point. The team with the most points at the end of the session wins. Ties move forward into “sudden death” playoffs where teams can also steal one another’s points. Rewards for winning can include incentives like no homework passes, candy, extra credit, etc. **Trivia questions will be drawn from Chapter 10, Section 1 Assessment (p. 228) and Chapter 10 Summary (pp. 242-243).**

(2) Round Robin Charts. This group activity typically involves larger clusters of students (4-5) and is intended to develop more comprehensive learning. Whiteboards are circulated around the room and, on each of these boards, the teacher provides an open-ended prompt or divergent question. Groups take turns in writing their responses, building upon inter- and intragroup knowledge, until all groups are provided a chance to answer each question. Round Robin Chart questions/prompts:

- **Explain Jim Bowie’s shifting allegiances and speculate how he likely felt about the emergence of a Centralist Mexican government.**
- **Despite his men’s inexperience, exhaustion, and lack of supplies, General Santa Anna unwaveringly pressed the assault and marched his troops northward to face the Texian rebels. Why?**
- **From his writings, historians have gathered that David Crockett voluntarily decided to remain at the Alamo and defend the mission alongside the Texian rebels. Knowing that he and his men would likely be killed or captured by the Mexican Army, why do you suppose Crockett made this decision? What does this tell us about Crockett’s motivation and character?**
- **Why did James Fannin disregard General Houston’s orders to immediately retreat from Goliad to Victoria?**
- **How did the geography of South Texas shape some of the early engagements between the Mexican and Texian armies?**

Reteach: If I had to reteach this assignment or the event the guest speaker failed to show on time, I would open the class with the Feature History video, [“Texas Revolution,”](#) and follow the activity by allowing students to access the Texas Historical Society’s interactive presentation, [“The Goliad Massacre.”](#) For a formative check, I would have the students engage in a game of Four Corners and ask them questions concerning the above pair of learning objectives.

Closure: Subject Sampler: *Texas War of Independence: People Who Shaped the Conflict* [group work on laptops]/start homework. The closing sequence for this lesson is a two-part event. First, students will form study groups of 2-3 students and work on the indicated [subject sampler](#). Those finishing their work before dismissal will be permitted to begin their homework by working individually in their assigned seats.

Assessment/Summative Evaluation: Paper/pencil UNIT EXAM that will contain a mixture of multiple choice, true/false, matching, and essay questions. Test handouts and scantrons will be provided during the scheduled day of the exam.

Modifications/Notes:

1. GT: Students in need of a greater challenge will perform an exercise in which they will have the virtual opportunity rewrite history by playing a modified version of the video game [Victoria II](#). Under the supervision of the teacher, students will assume the role of the Texian Army, U.S. Army, or Mexican Army. Starting at the battle of Goliad, students playing as the Texian Army can try to defeat the Mexican Army by means other than what is offered in the historical record. If they elect to control the U.S. Army, they can attempt to intervene in the conflict and watch the results. Finally, students can assume the role of General Santa Anna and attempt to quell the Texas Rebellion. Each student will be required to submit a one-page report detailing his or her findings.

2. SE: Students with disabilities will take part in an interdisciplinary lesson that involves interpreting art and writing a report. Groups will be provided a copy of Frederick Yohn's 1913 painting, *Remember the Alamo*. After being provided several minutes to evaluate the piece and share one another's thoughts, each group will take turns answering the following questions:

- What key figures are depicted in Yohn's painting?
- Why do you think the Battle of the Alamo is such a popular topic for period artists?
- If you were to paint a picture of the battle, what would your painting look like? Who would it include? Why?

3. EL: English Learners will pursue alternative inputs by conducting an online Internet search about artwork, either contemporary to the period or inspired by events of the period, that will enhance their overall understanding of the lesson. Suggested sites include:

- [Google Arts & Culture](#)
- [Smithsonian American Art Museum](#)
- [Tucson Museum of Art](#)

Unit Plan Grading Rubric

Standards	CATEGORY	3 excellent	2 good	1 fair	0
<p>ACEI 1.0, 3.4</p> <p>PPR I.I: 001, 002, 003, 004</p> <p>PPR II.II: 005, 006</p> <p>PPR I&III.III: 007, 008, 009</p>	<p>Rationale</p> <p>(Planning includes supporting students’ acquisition of knowledge and motivation while actively engaging them in supportive learning environments.)</p>	<p>Each of the following questions is thoroughly addressed: <i>Why, in general, should students study this unit? What are some practical examples of how this unit will benefit students in life? How will this unit help students in future schooling, including college or important tests?</i></p> <p>(10 points)</p>	<p>Each of the following questions is somewhat addressed: <i>Why, in general, should students study this unit? What are some practical examples of how this unit will benefit students in life? How will this unit help students in future schooling, including college or important tests?</i></p> <p>(8 points)</p>	<p>The information provided is confusing, incorrect, or incomplete.</p> <p>(6 points)</p>	<p>The Rationale is missing.</p> <p>(0 points)</p>
<p>ACEI 1.0, 3.4</p> <p>PPR I.I: 001, 002, 003, 004</p> <p>PPR I&III.III: 008, 009</p> <p>PPR IV.IV: 012</p>	<p>Non-traditional Teaching Aids</p> <p>(Planning includes supporting students’ acquisition of knowledge and motivation while actively engaging them in supportive, relevant learning environments.)</p>	<p>A variety of Non-traditional teaching aids are thoroughly described (not to include lecture). These may include drama productions, debates, use of costumes, guest speakers, skits, projects, field trips, Socratic discussions, or technology-assisted teaching and learning tools. Explanation is provided, as necessary, regarding how the teaching aids could be used with students.</p> <p>(10 points)</p>	<p>Some Non-traditional teaching aids—and their intended use--are described.</p> <p>(8 points)</p>	<p>Few Non-traditional teaching aids—and their intended use--are described.</p> <p>(6 points)</p>	<p>The Non-traditional Aids description is missing.</p> <p>(0 points)</p>

<p>ACEI 3.1, 3.2, 3.4</p> <p>PPR I.I: 001, 002, 003, 004</p> <p>PPR II.II: 005, 006</p> <p>PPR I&III.III: 007, 008, 009, 010</p> <p>TAC § 149.100: 1. A., 1. B. 1. C., 1. E., 3. B., 4. A., 5. A., 5. B</p> <p>PPR (k/s): 1.1k-1.7k, 1.12k- 1.14k, 1.16k-1.18k, 1.21k-1.31k, 1.1s-1.9s, 1.12s-1.27s, 3.5k</p>	<p>Unit Matrix</p> <p>(Planning includes providing opportunities to construct learning by engaging them in positive social interactions and supportive learning environments that are adapted to diverse students.)</p>	<p>Each of the following elements is included in the Unit Matrix, is easy to understand, and is thoroughly addressed: <i>Day</i> (e.g., Day 1, 2...), <i>Unit Title, Activities</i> (teacher and student), <i>Objectives, TEKS</i> (referenced by numbers and letters), and <i>Resources</i>. <i>Activities</i> include independent and guided practice opportunities, review, and formative and summative assessments. <i>Resources</i> include a variety of traditional and non-traditional teaching aids</p> <p>(40 points)</p>	<p>Some of the required elements are included in the Unit Matrix. Some of the information provided is confusing. The <i>Resources</i> show very little creative thought and/or effort.</p> <p>(32 points)</p>	<p>Few of the required elements are included in the Unit Matrix. Most of the information provided is confusing. There is no indication that the student put creative thought and effort into finding <i>Resources</i> for the students and/or the teacher.</p> <p>(24 points)</p>	<p>The Unit Matrix is missing.</p> <p>(0 points)</p>
<p>ACEI 1.0, 3.2, 3.4, 3.5</p> <p>PPR I.I: 001, 002, 003, 004</p> <p>PPR II.II: 005, 006</p> <p>PPR I&III.III: 007, 008, 009, 010</p> <p>PPR IV.IV: 012</p> <p>Tech Apps: II, V</p> <p>ISTE-T: 1c, 2a, 2b, 2c</p> <p>INTASC: 1, 4, 6, 7, 8</p> <p>TESOL: 1.a.2, 3.b.2, 3.b.3, 3.c.3</p> <p>PPR (k/s): 1.1k-1.7k, 1.12k- 1.14k, 1.16k-1.18k, 1.21k-1.31k, 1.1s-1.9s,</p>	<p>Lesson Plans</p> <p>(Planning includes supporting students' acquisition of knowledge and motivation while actively engaging them in supportive, collaborative learning environments.)</p>	<p>All three lesson plans thoroughly and accurately address each component of the HBU lesson plan format. Each lesson plan includes the integration of technology, the use of cooperative learning, OR inquiry. <i>Modifications</i> for each lesson plan addresses each of the following: the Gifted and Talented (or advanced) learner, the English Language Learner, and the Special Education (or struggling) learner.</p>	<p>There are three, fairly detailed HBU lesson plans provided that generally address each of the required components.</p> <p>(25 points)</p>	<p>The information provided is confusing, incorrect, or incomplete. One Lesson Plan is missing.</p> <p>(20 points)</p>	<p>Two or three Lesson Plans are missing.</p> <p>(0 points)</p>

1.12s-1.27s, 3.5k		(30 points)			
	General Formatting	The Unit Plan has no misspellings or grammatical errors. A title page is included (name of student, date, subject and grade level, textbook used, curriculum guide or other planning materials used, <i>Houston Baptist University</i> , instructor's name, and course name). (10 points)	The Unit Plan has 1-6 misspellings and/or grammatical errors. A title page is included that provides the required information. (8 points)	The Unit Plan has 7-12 misspellings and/or grammatical errors. (6 points)	The Unit Plan has more than 12 misspellings and/or grammatical errors. (0 point)