



Texas Independence to Annexation

UNIT ADDENDUM

4th Grade Social Studies

Unit 4

Suggested Duration: 20 days

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UNIT SYNOPSIS



Texas has long held the reputation of being fiercely independent, with the official symbol of the state being the Lone Star representing its pride and defiance. This is a spirit prevalent among Texans, a true nation of people who once governed themselves. In this unit, students will delve into the history directly following the Battle of the Alamo and how, despite the Texian loss, the story of bravery and heroism would ignite a passion in the hearts of Texans that would lead the eventual defeat of the Mexican Army and the formation of the Republic of Texas. However, history does not end there. With independence comes all the challenges that come with creating a country. Students will learn about the formation of the Republic of Texas, its conflicts with Indigenous peoples, and its financial woes, as well as how Manifest Destiny and pro-slavery rhetoric fueled the United States' later annexation of Texas.

The Texas Essential Knowledge and Skills standards for social studies call for elementary students to understand “the political, economic, and social changes that occurred in the United States during the 19th century” and “the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.” Students will understand why the Alamo became a rallying cry for the rest of the conflict. The unit will conclude with a study of the Republic of Texas and how Manifest Destiny and the desire to spread slavery led to the U.S. annexation of Texas. This inquiry into the effects of the Battle of the Alamo will ensure that your students understand the importance of the Alamo in Texas history and can distinguish the historically supported events that led to Texan independence from some of the mythology surrounding the events. In doing so, students will leave this unit eager to continue their studies of Texas and its influence on the trajectory of broader American history.

This unit is designed to consider, critique, and challenge the traditional mythology around the Alamo, Texas independence was led by a group of brave revolutionaries fighting against oppression. Though General Santa Anna was an oppressive and dictatorial leader, this version of events is woefully incomplete. The Mexican region of Texas had long been populated by Mestizos and Indigenous peoples who did not identify with the United States or have any interest in building a new republic. The Republic of Texas—and, eventually, the state of Texas—represented the interests and beliefs of a group of white slaveholding American settlers. It is also important to emphasize to students that slavery played a key role in the annexation of Texas as well. Many pro-slavery advocates wanted to annex Texas as a state in order to increase the representation of slave states in the U.S. Congress. While some of the books in this unit detail these more complex—and more complete—motivations for Texan independence and statehood, they are generally missing from published literature. Many of the children’s books in this unit continue to perpetuate the Alamo mythology rather than a complete history. As a result, it is your responsibility to question and critique these narratives with your students to ensure they are constantly thinking about the more complicated motivations that drove Texan independence. This kind of critical

historical lens is a way of thinking that will set students up for success not only in this unit but also throughout their future studies of history. Throughout this unit, you will use whole-class Shared Content Reading™ books to introduce and reinforce these key ideas about Texan independence and statehood. And throughout this unit, students will showcase their knowledge through project work, including by creating a new flag to represent the diverse peoples of Texas and drawing a political cartoon in favor of or against the annexation of Texas!

Unit Resources: [History of Texas Timeline](#) and [Remember the Alamo](#)

CONTENT STANDARDS

Content Standards

History:

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

(A) 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

(B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;

(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;

(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and

(E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.

Geography:

4.7: The student understands the location and patterns of settlement and the geographic factors that influence where people live.

(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and

Economics:

4.11: The student understands patterns of work and economic activities in Texas.

(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and

Government:

4.13: student understands important ideas in historical documents of Texas and the United States. The student is expected to:
(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;

Citizenship:

4.14: The student understands important customs, symbols, and celebrations of Texas.

(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument;

Culture:

4.17: The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to:

(B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.

Social studies skill

4.19: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;

(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(D) identify different points of view about an issue, topic, historical event, or current event.

4.21: The student communicates in written, oral, and visual forms.

(A) use social studies terminology correctly.

(B) incorporate main and supporting ideas in verbal and written communication;

Daily guidance for instruction in this unit.

Part 1 Essential Question:			
<ul style="list-style-type: none">• How did Texas gain independence from Mexico?• How was the Republic of Texas created?			
Lesson	Objective and Standards	Additional Notes for Intellectual Preparation	Resources

Lesson 1: The Texas Declaration of Independence



Objective:
SWBAT describe how Texas declared independence from Mexico by analyzing sources.

Standards:
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

Content Focus: The signing of the Texas Declaration of Independence took place at the Convention of 1836 on March 2, at Washington-on-the-Brazos. At the convention, Texian delegates declared their independence from Mexico, at the same time the Alamo was surrounded during the Siege of Bexar. The declaration marked the official creation of the Republic of Texas, although the fight wasn't over.

Disciplinary Literacy Focus: analysis

Synthesis Question: How did Texians and Tejanos declare their independence from Mexico?

- On March 2, 1836, leaders of Texas met at Washington-on-the-Brazos to hold a convention that decided that Texas would no longer be part of Mexico and would become its own country.
- They wrote and signed a document called the Texas Declaration of Independence, just like the United States did in 1776. By signing it, they officially created the Republic of Texas and began their fight for freedom from Mexican rule.
- The signing of the Texas Declaration of Independence was led by **Sam Houston**. Although he was not present at the convention, as he was leading Texian troops, he was a key figure in the Texas Revolution and played a crucial role in the fight for independence.
- The convention was presided over by **James Fannin** and **Richard Ellis**, who were among the leaders who helped organize and facilitate the signing. The document was signed by 59 delegates who represented the different regions of Texas.
- The declaration was signed on March 2, 1836. This was during the Battle of the Alamo, but the signing of the declaration occurred at a different location, Washington-on-the-Brazos.

Instructional Notes:

- Lesson Instructional strategy: Sketch-noting in student artifact journals.
- Use Total Physical Response to help students remember key lesson vocabulary and ideas. Use these movements throughout the lesson with students.
- Lesson PPT's are provided with facilitation guidance.

Lesson Resources:

1. Watch [The Texas Declaration of Independence](#) video to introduce the lesson.
2. Read the [Newsela Primary Source Article: Texas Declaration of Independence](#) to analyze the Texas Declaration of Independence.
3. Analyze the [Bullock Museum Artifact](#) the broadside paper containing the Texas Declaration of Independence.
4. Watch [The Birthplace of Texas, Washington on the Brazos](#) video to summarize learning.
5. Listen to the full [Texas Declaration](#)

- Student lesson documents are provided in the student artifact journals, these documents should be organized and saved for later student reference.

[of Independence](#) being read aloud if time is available.

Lesson Guidance		
Do Now	5 min	<p>The Do Now serves as a prior review or introduction to a lesson. Allow students to work independently, engage in discourse then review the do now content whole group.</p> <p>Prompt: Students will reflect on the previous unit. Using the following prompting questions with a partner.</p> <ul style="list-style-type: none"> • What new things have you learned about Texas history? • What was the most interesting thing you learned about Texas history? • What was the most shocking think you learned about Texas history?
Mini Lesson:	5 min	Watch The Texas Declaration of Independence video to introduce the lesson. (5 min)
Source Analysis & Guided Practice	20 min	<p>Read the Newsela Primary Source Article: Texas Declaration of Independence to analyze the Texas Declaration of Independence, whole group, or in pairs/groups.</p> <p>Extension sources: (if time is available)</p> <ul style="list-style-type: none"> • Analyze the Bullock Museum Artifact the broadside paper containing the Texas Declaration of Independence. • Listen to the full Texas Declaration of Independence being read aloud if time is available • Extend student learning by watching the video How the Texas Declaration of Independence was Influenced by the U.S. Declaration. <p>Lesson Guided questions:</p> <ul style="list-style-type: none"> • What happened at the Convention of 1836?

6. Extend student learning by watching the video [How the Texas Declaration of Independence was Influenced by the U.S. Declaration.](#)

[Student Artifact Journal: Unit 3](#)

Use the Student Artifact Journal to complete the do now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket.

			<ul style="list-style-type: none"> • What does the document state why Texas declare their Independence? • Who signed the Texas Declaration of Independence? • Why were Texans still fighting for their independence even though they declared it?
		Discourse & Review 5 min	<p>Students will pair and share the prompt below. The teacher will address misconceptions while walking around the room, then review as a whole group prior to the independent exit ticket.</p> <ul style="list-style-type: none"> • How did Texians and Tejanos declare their independence from Mexico? <p>Watch The Birthplace of Texas, Washington on the Brazos video to summarize learning. (3 min)</p>
		Exit ticket 10 min	<p>Students will complete the exit ticket independently to check for lesson understanding. Assure backwards planning for student success during the lesson internalization process. Create sentence stems for free response questions to scaffold writing needs.</p>

Exit Ticket:

Answer the questions below.

1. What is the Texas Declaration of Independence?

- a) a document declaring Texas a state of the United States
- b) a document declaring Texas a state of Mexico
- c) a document declaring Texas as its own Republic

2. What happened at the Convention of 1836 at Washington on the Brazos?

- a) The Mexican army attacked the Alamo.
- b) Texians and Tejanos came together to declare independence from Mexico.
- c) Mexican soldiers attacked Washington on the Brazos

3. What was the effect of signing of the Texas Declaration of Independence?

- a) Texas became a state of the United States
- b) Texas became the Republic of Texas
- c) Texas became a state of Mexico

4. Who signed the Texas declaration of Independence?

- a) Mexican soldiers from different regions
- b) Tejanos from one region of Texas
- c) Texians and 3 Tejanos from different regions

5. How did Texians and Tejanos declare their independence from Mexico?

Free Response Exemplar:

Texians and Tejanos declared their Independence from Mexico at the convention of 1836 at Washington on the Brazos. All types of men came together to create a document that Declared Texas Independent. They then created a constitution that would frame the government. The Republic of Texas was created, even though Texas rebels were still fighting Mexico.

Lesson 2: The Runaway Scrape



Objective:
SWBAT analyze the events of the Runaway Scrape by creating a diary entry.

Standards:
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

Content Focus: After the Alamo had fallen word was spread that the Mexican army was coming for all Texians. Many people had to leave their homes quickly to escape from the Mexican army. They left behind their belongings and traveled on foot or in wagons to find safety. This series of events is now called the Runaway Scrape.

Disciplinary Literacy Focus: analysis

Synthesis Question: How did the Battle of the Alamo cause the Runaway Scrape?

- During the Texas Revolution, people had to flee their homes quickly to avoid the advancing Mexican army who just won the Battle of the Alamo.
- Many left their belongings behind and traveled on foot or in wagons under difficult conditions.
- Many women and children had to travel alone or with elders as the men stayed to defend their homes. The sudden flee created a lot of fear and uncertainty among the settlers.
- Despite the hardship, the escape helped Texans regroup and eventually win their independence from Mexico.

Instructional Notes:

- Lesson Instructional strategy: Sketch-noting in student artifact journals in preparation of the Runaway Scrape diary/journal entry.
- If time is available have students present their diary entry to the class or a small group of their peers practicing Oracy skills.
- Use Total Physical Response to help students remember key lesson vocabulary and ideas. Use these movements throughout the lesson with students
- Students can turn in their diary entry as their exit ticket and/or complete a lesson exit ticket provided in the student artifact journals.
- Lesson PPT's are provided with facilitation guidance.

Lesson Resources:

1. Watch [San Jacinto: A Lone Star Shines Run Away Scrape](#) reenactment video to learn about the runaway scrape.
2. Analyze the events of the Runaway scrape through a [Bullock Museum firsthand experience](#) of a women named Dilue Rose Harris who fled with her family at the age of 10. [Lesson 2_Firsthand Account of the Runaway_Bullock Museum.pdf](#)
3. Summarize the events of the Runaway scrape by watching the content video [Texas Revolution: Experiences During Runaway Scrape](#)

Lesson Guidance		
Do Now	5 min	Prompt: Go back in time to 1836! Create a quick invitation to the Washington on the Brazos Convention. Explain who will be

there, **what** is happening, **when** it will happen, and **where** it will happen.

Texas Declaration of Independence Invitation



Remember it's a secret; Mexican officials cannot find out!

4. Students will create a dairy entry as a child fleeing their homes describing the events that are now called the Runaway Scrape.

Use the Student Artifact Journal to complete the do now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket.

<p>Mini Lesson:</p>	<p>10 min</p>	<p>Watch San Jacinto: A Lone Star Shines Run Away Scrape reenactment video to learn about the runaway scrape.</p>
<p>Source Analysis & Guided Practice</p>	<p>10 min</p>	<p>Students will analyze the events of the Runaway scrape through a Bullock Museum firsthand experience of a women named Dilue Rose Harris who fled with her family at the age of 10.</p> <p>Source: Lesson 2. Firsthand Account of the Runaway_Bullock Museum.pdf</p>

				<p>Students will use the notepad in their student artifact journal to sketch note the events of the Runaway Scrape.</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • What was the Runaway Scrape? • Why do you think the Runaway Scrape is often left out of Texas history? • Why is the Runaway Scrape an important event in the Texas Revolution? • How were women and children impacted by the Runaway Scrape?
		<p>Discourse & Review</p>	<p>5 min</p>	<p>Students will pair and share the prompt below. The teacher will address misconceptions while walking around the room, then review as a whole group prior to the independent exit ticket.</p> <ul style="list-style-type: none"> • How did the Battle of the Alamo cause the Runaway Scrape? <p>Summarize the events of the Runaway scrape by watching the content video Texas Revolution: Experiences During Runaway Scrape</p>
		<p>Diary Entry/ Exit ticket</p>	<p>15 min</p>	<p>Students and teachers should prioritize writing and completing the diary entry as the formative assessment for this lesson.</p> <p>Students can complete the MC/FR exit ticket after the diary entry, or it can be used as practice or homework.</p> <p>General Exit Ticket Guidance: <i>Students will complete the exit ticket independently to check for lesson understanding. Assure backwards planning for student success during the lesson internalization process. Create sentence stems for free response questions to scaffold writing needs.</i></p>

Today everything changed. Mama shook me awake before the sun came up. Her face was pale, and she whispered that the Mexican army was coming. Papa told us the news from the Alamo—our soldiers were defeated, and Santa Anna’s men were marching toward us.

Mama told me to pack only what I could carry. I grabbed my blanket, a piece of bread, and the little toy horse Papa carved for me. I wanted to bring more, but she said we could never come back. My chest ached as I looked around our house one last time.

We walked quickly down the muddy road with other families. The little ones cried, and the mothers tried to keep everyone moving. My shoes filled with water, and my stomach growled, but no one dared to stop. Every crack of a branch or far-off shout made me jump, thinking the soldiers were near.

Papa stayed behind with the other men to fight. Mama held my hand so tightly that it hurt, but I didn’t let go. I don’t know where we are going, only that we must keep walking. I am scared, but I will be brave—for Texas.

Sincerely,
Your Friend in the Runaway Scrape

Exit Ticket:

Answer the questions below.

1. **What was the Runaway Scrape?**
 - a) a military raid on the Alamo
 - b) a major battle of the Texas Revolution
 - c) a major fleeing of Texans from their homes

2. **Why were Texans fleeing from their homes?**
 - a) to join the Texian army in a decisive battle
 - b) to escape the Mexican army in fear of Santa Anna
 - c) to find better homes to settle in

3. **How were women and children impacted by the Runaway Scrape?**
 - a) they were unaffected
 - b) they experienced harsh conditions and hardship alone
 - c) they received support from Mexico

4. **Why did many men not flee with their families during the Runaway Scrape?**
 - a) they stayed to defend their homes and join Texas forces
 - b) they were captured by the Mexican army
 - c) they were captured by one of the Indigenous tribes

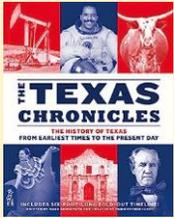
5. **How did the Battle of the Alamo cause the Runaway Scrape?**

#5 Exemplar Response:

The Battle of the Alamo caused the Runaway Scrape because the Texians were defeated, and Santa Anna's army began moving through Texas. This made families afraid they would be attacked or captured, so many left their homes quickly to escape. Women and children faced hardships on the journey while many men stayed behind to fight with the Texian army.

Lesson 3:	Objective: SWBAT describe the affect the Massacre at	Content Focus: The Alamo—and the Massacre at Goliad shortly after—enraged Texians. “Remember the Alamo” and “Remember Goliad” became a rallying cry for the people of Texas, who wanted to avenge the deaths of their fellow Texians and win their independence, once and for all.	Lesson Resources: 1. Watch Why should you remember the
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The Massacre at Fort Goliad



Fort Goliad had on the Texas Revolution by analyzing sources.

Standards:
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

Disciplinary Literacy Focus: analysis

Synthesis Question: How did the Massacre at Fort Goliad affect the Texas War for Independence?

- In March 1836, after the Texans' defeat at the Alamo, the Mexican army captured about 400 Texan prisoners at Goliad.
- Despite promises of safety, the Mexican commander, General José de Urrea, ordered the execution of the prisoners.
- On March 27, 1836, the prisoners were brutally executed in what became known as the Goliad Massacre, further fueling Texan resolve to win independence.
- The massacre enraged Texians and U.S. sympathizers, as General Santa Anna was seen as a brutal dictator who executed rebels who had surrendered as prisoners of war.
- The brutality of Santa Anna and the Mexican army inspired fear in Texians who believed that if they did not act and defeat him now, they too would die at his hands.
- Francita Alavez, known as the "Angel of Goliad" helped hide soldiers and pleaded with the Mexican army to spare lives of other Texian soldiers to save their lives from Santa Anna's army.

Instructional Notes:

- Lesson Instructional strategy: [Sketch-noting](#) in student artifact journals.
- Use [Total Physical Response](#) to help students remember key lesson vocabulary and ideas. Use these movements throughout the lesson with students
- Lesson PPT's are provided with facilitation guidance.

Lesson Guidance

Do Now	5 min	Students will review the Battle of the Alamo. Prompt: Step into the shoes of a Texan living in 1836! Explain why "Remember the Alamo," become a rally cry.
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[Alamo?](#) video to introduce the lesson and review the events of the Alamo.

2. Read [The Texas Chronicles: The History of Texas from Earliest Times to the Present Day by Mark Skipworth Page: 5](#) to learn about the Massacre at Goliad.

3. Analyze the Massacre of Goliad through a [Bullock Museum artifact](#) of a son's final letter home before the massacre.

4. Summarize the Goliad Massacre and see what Presidio la Bahia looks like today by watching a content video: [Story of the Goliad Massacre](#)

		Mini Lesson:	5 min	Watch Why should you remember the Alamo? (2 min) video to introduce the lesson and review the events of the Alamo.	<p>5. Summarize the events of the Goliad Massacre by analyzing artifacts in the content video: Texas History 1836 Goliad Massacre by the Texas Historical Commission</p> <p>Build your Teacher Content Knowledge:</p> <p>TSH Online – Goliad Massacre Resource for internalization, image sources.</p> <p>Use the Student Artifact Journal to complete the do now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket.</p>
Source Analysis & Guided Practice	20 min	<ol style="list-style-type: none"> 1. Read The Texas Chronicles: The History of Texas from Earliest Times to the Present Day by Mark Skipworth Page: 5 to learn about the Massacre at Goliad. (10 min) 2. Analyze the Massacre of Goliad through a Bullock Museum artifact of a son’s final letter home before the massacre. (5 min) 3. Summarize the Goliad Massacre and see what Presidio la Bahia looks like today by watching a content video: Story of the Goliad Massacre (5 min) <p>Students will use the notepad in their student artifact journal to sketch note the events of events of the Goliad Massacre.</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • What happened at Fort Goliad? • What were the actions of the Texas rebels? • What were the actions of General Santa Anna and the Mexican army? • How did people feel after the Massacre at Fort Goliad? How might these feelings influence the war for independence? 			
Discourse & Review	5 min	<p>Students will pair and share the prompt below. The teacher will address misconceptions while walking around the room, then review as a whole group prior to the independent exit ticket.</p> <ul style="list-style-type: none"> • How did the Battle of the Alamo cause the Runaway Scrape? 			

		Summarize the events of the Goliad Massacre by analyzing artifacts in the content video: Texas History 1836 Goliad Massacre by the Texas Historical Commission (5 min)
Exit ticket	10 min	General Exit Ticket Guidance: <i>Students will complete the exit ticket independently to check for lesson understanding. Assure backwards planning for student success during the lesson internalization process. Create sentence stems for free response questions to scaffold writing needs.</i>

Exit Ticket:

Answer the questions below.

1. **Why were Texan soldiers at Fort Goliad?**
 - a) they were defending it
 - b) they were captured by the Mexican army
 - c) they lived there

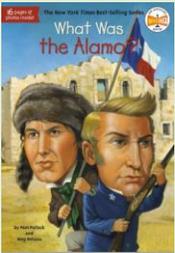
2. **What happened at Fort Goliad?**
 - a) Texan soldiers defeated the Mexican army
 - b) Texan soldiers were able to flee from the fort
 - c) Texan soldiers were executed by the Mexican army

3. **Who was Francita Alavez, the "Angel of Goliad"?**
 - a) a survivor of the Massacre of Goliad
 - b) a brave women who helped some Texan soldiers escape
 - c) a wife of a Mexican general, who stopped the executions

4. **How did people feel after hearing the news of the Goliad Massacre?**
 - a) they wanted to surrender to the Mexico
 - b) they were motivated to fight against Santa Anna
 - c) they were scared and wanted to surrender

5. **How did the Massacre at Fort Goliad affect the Texas War for Independence?**

Exit Ticket Exemplar: *The Massacre at Fort Goliad affected the Texas War for Independence by motivating Texans to fight even harder for their independence. The text*

		<p>said Texans were scared for their life so it was either fight or run away. The Battles motivated the Texans to fight for their independence even harder.</p>	
<p>Lesson 4: Battle of San Jacinto</p> 	<p>Objective: SWBAT describe importance of the Battle of San Jacinto by analyzing sources.</p> <p>Standards: 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</p> <p>4.3B summarize the significant contributions of individuals</p>	<p>Content Focus: After another devastating loss at the Massacre of Goliad, Sam Houston led a surprise attack against the Mexicans and captured Santa Anna. In exchange for his life, Santa Anna promised independence to the people of Texas.</p> <p>Disciplinary Literacy Focus: <u>Synthesis</u></p> <p>Synthesis Question: What is the importance of the Battle of San Jacinto in the Texas Revolution?</p> <p>Key Points:</p> <ul style="list-style-type: none"> • The Battle of San Jacinto took place on April 21, 1836, near present-day Houston, Texas, on the banks of the San Jacinto River. • Texian forces, led by General Sam Houston, faced the Mexican army commanded by General Antonio López de Santa Anna. • The Texian army launched a surprise attack on the Mexican camp during the afternoon, catching the Mexican troops off guard and causing chaos. • The battle was a decisive victory for the Texians. They defeated the Mexican forces in just 18 minutes, capturing General Santa Anna and securing Texas independence. • The Battle of San Jacinto was crucial because it ended the Texas Revolution, led to the signing of the Treaties of Velasco, and established the Republic of Texas as an independent nation. <p>Instructional Notes:</p> <ul style="list-style-type: none"> • Lesson Instructional strategy: <u>Sketch-noting</u> in student artifact journals. • Use <u>Total Physical Response</u> to help students remember key lesson vocabulary and ideas. Use these movements throughout the lesson with students • Lesson PPT's are provided with facilitation guidance. 	<p>Lesson Resources:</p> <ol style="list-style-type: none"> 1. Watch the Man of Conquest 1939 Battle of San Jacinto video to hook students before introducing the lesson. (It is important to explain to students video recording technology was not available in 1936, the video is a movie reenactment). 2. Read What was the Alamo Chapter 9, pages: 94-101 to explore the story that ended the Texas Revolution. 3. Students will annotate the "Timeline of the Battle of San Jacinto" in student artifact journals to
Lesson Guidance			

<p>such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;</p>	<p>Do Now</p>	<p>5 min</p>	<p>Students will review the events of the Goliad Massacre.</p> <p>Prompt: What is happening in this painting? Use the 5 W's (who, what, when, where, why) to help you describe what is in the image.</p> <p style="text-align: center;">March to the Massacre By: Andrew Jackson Houston</p>  <p style="text-align: center;">Painting, March to the Massacre by Andrew Jackson Houston. Courtesy of the San Jacinto Museum of History. Image available on the Internet and included in accordance with Title 17 U.S.C. Section 107.</p> <p style="text-align: right;"><i>Source: TSHA.org</i></p>	<p>review key events of the battle.</p> <p>4. Watch the San Jacinto Battle video to summarize and extend learning about the Battle of San Jacinto.</p> <p>Additional Resource: San Jacinto Museum</p> <p>Use the Student Artifact Journal to complete the do now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket.</p>
	<p>Mini Lesson:</p>	<p>5 min</p>	<p>Watch the Man of Conquest 1939 Battle of San Jacinto video to hook students before introducing the lesson. (It is important to explain to students video recording technology was not available in 1936, the video is a movie reenactment). (5 min)</p>	
	<p>Source Analysis & Guided Practice</p>	<p>20 min</p>	<p>1. Read What was the Alamo Chapter 9, pages: 94-101 to explore the story that ended the Texas Revolution.</p> <p>2. Students will annotate the “Timeline of the Battle of San Jacinto” in student artifact journals to review key events of the battle. As well as summarize the outcome of the Battle of San Jacinto.</p>	

		<p>Students will use the notepad in their student artifact journal to sketch note key points of the Battle of San Jacinto.</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • How was the phrase “Remember the Alamo!” used during the time period? How is it used today? • What does the phrase “cradle of Texas liberty” mean? • How did the Texian army win the Battle?
Discourse & Review	5 min	<p>General Guidance: Students will pair and share the prompt below. The teacher will address misconceptions while walking around the room, then review as a whole group prior to the independent exit ticket.</p> <ul style="list-style-type: none"> • What is the importance of the Battle of San Jacinto in the Texas Revolution? <p>Watch the San Jacinto Battle video to summarize and extend learning about the Battle of San Jacinto.</p>
Exit ticket	10 min	<p>General Exit Ticket Guidance: <i>Students will complete the exit ticket independently to check for lesson understanding. Assure backwards planning for student success during the lesson internalization process. Create sentence stems for free response questions to scaffold writing needs.</i></p>

		<p>Exit Ticket: Answer the questions below.</p> <ol style="list-style-type: none"> 1. What was the outcome of the Battle of San Jacinto? <ol style="list-style-type: none"> a) Mexican victory b) Texan victory c) Texan surrender 2. What happened to Santa Anna at the Battle of San Jacinto? <ol style="list-style-type: none"> a) he fled to Mexico b) he was captured c) he was killed 3. How did the Battle at San Jacinto impact the Texas Revolution? <ol style="list-style-type: none"> a) it ended the war b) Mexico was motivated to keep fighting c) Texans finally gave up their independence 4. What tactic did Sam Houston use to win the Battle of San Jacinto? <ol style="list-style-type: none"> a) they laid siege for 13 days b) they planned a surprise attack c) they only used cannons 5. What is the importance of the Battle of San Jacinto in the Texas Revolution? <p>Free Response Exemplar: <i>The Battle of San Jacinto is important because it is the last battle of the Texas Revolution. The Texan army was successful in avenging the fallen soldier death and won a victory over the Mexican army. The Mexican army surrendered and Santa Anna was captured.</i></p>	
<p>Lesson 5:</p>	<p>Objective: SWBAT describe the role of Tejanos during the</p>	<p>Content Focus: Texian leaders were not the only players to fight for Texas independence. Oftentimes the contributions of Tejano soldiers and politicians are omitted from the fight for Texas independence because they are assumed to have sided with the Mexican Army. This assumption has led to the painting of Tejano</p>	<p>Lesson Resources: 1. Watch the video</p>

Tejanos and Texas Independence



Texas Revolution by analyzing sources.

Standards:
4.3B summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;

4.3C Identify leaders important to the founding of Texas as a republic and state,

leaders as traitors to the cause for independence despite the work they put into fighting for and helping establish the Republic of Texas.

Disciplinary Literacy Focus: analysis

Synthesis Question: What role did Tejanos have during the Texas Revolution?

- Tejanos are the descendants of early Spanish settlers in Texas. Tejanos played significant roles, both as soldiers and supporters of the Texian cause for independence from Mexico.
- **José Antonio Navarro was a prominent Tejano leader and a delegate to the convention that signed the Texas Declaration of Independence.** He strongly supported the Texian cause and was one of the few Tejanos who signed the declaration, advocating for the rights and participation of Tejanos in the new Republic of Texas.
- Juan Seguín was a Tejano captain who led a company of Mexican-Texian volunteers in the Texas Revolution. He fought in several key battles, including the Siege of Bexar and the Battle of San Jacinto. Seguín played a crucial role in rallying Tejanos to support the Texian cause.
- The duality of his cultural identity (Seguín's ties to Mexico by culture and the influence of Anglo-American ideologies such as individualism and democracy) made Seguín seem like a traitor to both Texas and Mexico despite his firm loyalty to Texas.
- Many Tejanos were viewed with suspicion by other Texians who were wary of their Mexican heritage. Some Texians feared that Tejanos might remain loyal to Mexico, leading to distrust and hostility.
- After Texas gained independence, Tejanos were viewed with suspicion to Texians. Tejanos were often excluded from political power and decision-making, and even forced to give up their land and move to Mexico.

Instructional Notes:

- Lesson Instructional strategies: [Collaborative learning](#) / [oracy](#) / [Total Physical Response](#)

[Hispanic Soldiers and Texas Independence](#)

To introduce the lesson.

2. Read about Tejanos in the Texas Revolution by analyzing 3 Newsela articles: [Lesson 5 Tejanos and Texas Independence Newsela Articles.pdf](#)

3. Students will summarize Tejanos role during the Texas Revolution by analyzing the Newsela sources through [Collaborative learning](#) by creating informational posters to present to the class to practice [oracy](#).

Build your Teacher Content Knowledge:

including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson.

- Students will summarize Tejanos role during the Texas Revolution by analyzing the Newsela sources in groups. They will then create informational posters to present to the class summarizing their findings and evidence from the articles.
- Use [Total Physical Response](#) to help students remember key lesson vocabulary and ideas. Use these movements throughout the lesson with students
- Lesson PPT's are provided with facilitation guidance.

Article: [Tejanos in the Texas Revolution: 1835-1836](#)

Article: [Tejano Voices and the Demand for Inclusion](#)

Use the Student Artifact Journal to complete the do now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket.

Lesson Guidance

Do Now

5 min

- **Image Analysis: Houston, Santa Anna, and Cos Political Cartoon**
- **Students will review the events of the Battle of San Jacinto.**

Prompt: What is happening in this political cartoon? Use the 5 W's (who, what, when, where, why) to help you describe what is in the image.

Houston, Santa Anna, and Cos Political Cartoon



Source: Library of Congress

		Mini Lesson:	5 min	Watch the video Hispanic Soldiers and Texas Independence to introduce the lesson. (3 min)
		Source Analysis & Guided Practice	15 min	<p>1. Read about Tejanos in the Texas Revolution by analyzing 3 Newsela articles: Lesson 5 Tejanos and Texas Independence Newsela Articles.pdf</p> <p>2. Students will summarize Tejanos role during the Texas Revolution by analyzing the Newsela sources through Collaborative learning by creating informational posters to present to the class to practice oracy.</p> <p>Students will use the notepad in their student artifact journal to sketch note key contributions of Tejanos in the Texas Revolution. These notes will be used to create an informational poster to share with the class!</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • Why do you think Tejanos were often omitted from history? • How might the Tejanos be viewed during the time of Texas Independence? • How were the Tejanos viewed after the Texas revolution? • Why and how were Tejanos being discriminated?
		Discourse & Review	5 min	<p>General Review Guidance: Students will pair and share the prompt below. The teacher will address misconceptions while walking around the room, then review as a whole group prior to the independent exit ticket.</p> <ul style="list-style-type: none"> • What role did Tejanos have during the Texas Revolution?

Posters/ Exit ticket	15 min	<ul style="list-style-type: none"> • Teachers and students should prioritize creating and presenting the posters. • The MC/FR exit ticket can be used after the poster, or can be used as practice or homework. <p>General Exit Ticket Guidance: <i>Students will complete the exit ticket independently to check for lesson understanding. Assure backwards planning for student success during the lesson internalization process. Create sentence stems for free response questions to scaffold writing needs.</i></p>
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Exit Ticket:

Answer the questions below.

1. Which of the following best describe the role Tejanos played in the fight for Texas Independence?

- a) they did not participate
- b) they only fought for Mexico
- c) they were soldiers and leaders

2. What Tejano leader signed the Texas Declaration of Independence?

- a) Sam Houston
- b) Juan Seguin
- c) Jose Antonio Navarro

3. How were Tejanos viewed during the Texas Revolution?

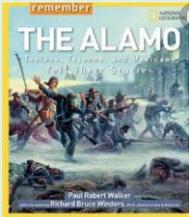
- a) they were seen as suspicious because of their heritage
- b) they were honored as heroes of the revolution
- c) they were viewed as equals to the Texians

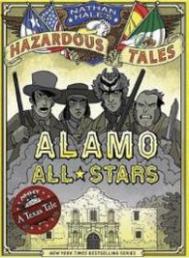
4. After Texas gained their independence, how were Tejanos treated?

- a) they were treated as equals to the Texians
- b) they served as the main political power
- c) they were often excluded from political power

5. What role did Tejanos have during the Texas Revolution?

Free Response Exemplar:

		<p><i>Tejanos played an important role in the Texas fight for independence as supporters, soldiers, and even signing the Texas Declaration of Independence like Jose Navarro. Some Tejanos faced discrimination because of their heritage and skin color like Juan Seguin. He was forced to move out of Texas to Mexico and was seen as a traitor even though he was loyal to Texas.</i></p>	
<p>Lesson 6: Mapping the Timeline of the Texas Revolution</p>  	<p>Objective: SWBAT analyzing the major battles in the Texas Revolution by creating a visual representation .</p> <p>Standards: 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</p>	<p>Content Focus: The study of maps and timelines helps create a better understanding of the sequence and location of pivotal historical events, such as those of the War for Texas Independence.</p> <p>Project Focus: Students will create their own map and timeline depicting the different battles of the Texas Revolution using multiple of resources. By the end of the project students should know where the Battles of the Texas Revolution took place using their map and when the Battles took place using their timeline.</p> <p>Disciplinary Literacy Focus: <u>analysis</u></p> <p>Unit 3 Part 1 Essential Questions:</p> <p>How did Texas gain independence from Mexico?</p> <p>Texas gained independence from Mexico by rebelling and fighting against the Mexican army starting at the Battle of Gonzales and ending at the Battle of San Jacinto. Texans came together at the convention on the Brazos to create and sign the Texas Declaration of Independence to create the Republic of Texas. Even though at the same time the Texans were still fighting the Mexican troops off at the Battle of the Alamo.</p> <p>How was the Republic of Texas created?</p> <p>The Republic of Texas was created once the Texan leaders such as Sam Houston and Jose Navarro declared their independence at the convention on the Brazos and signed the Texas Declaration of Independence. The Texans then created a constitution for their new republic to follow and govern the Texans.</p>	<p>Lesson Resources:</p> <ol style="list-style-type: none"> 1. Introduce the lesson by reviewing the Texas Revolution in 3 Minutes Video 2. Use the Texas Revolution interactive timeline to review the major events of the Texas Revolution. Students will use the timeline to take Sketch-notes about the major events. Students will also use a map to identify where the battles took place. Both resources are found in the student artifact journals.



4.19A
differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;

Instructional Notes:

- Lesson Instructional strategies: [Collaborative learning](#) is highly encouraged, however whole group instruction is acceptable.
- It is imperative you create an exemplar to model for students. This lesson can be facilitated in many variations.
- Modifications can be made to shorten or extend the lesson:
- Modification Examples:
 - Create the map with battles only.
 - Provide students with a timeline already created.
 - Create a classroom timeline.
 - Create a human timeline using notecards with major events and have students organize themselves in chronological order.
 - Use google earth to locate where the battles took place.
- Use [Total Physical Response](#) to help students remember the key battles. Use these movements throughout the lesson with students.
- Lesson PPT's are provided with facilitation guidance.

["Alamo Education Department: Texas Revolution Timeline"](#)

Start at: Oct. 2nd
1835 Battle of Gonzales

End at: May 14th,
1836 Signing of the Treaties of Velasco

Maps for Students: Choose 1 or more maps for students to use when mapping the timeline of the Texas Revolution.

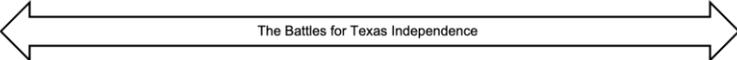
[Maps for Mapping the Timeline of the Texas Revolution.pdf](#)

[Mapping Texas History Colonization to Statehood](#)

Reference Maps 8-14

Use the Student Artifact Journal to

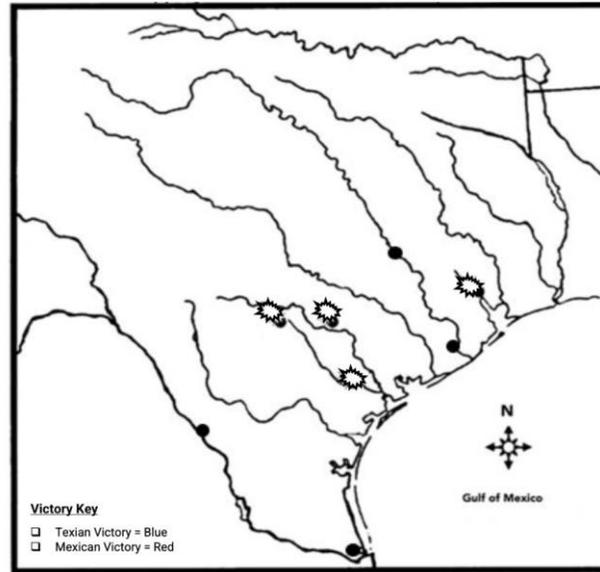
Lesson Guidance		
Do Now	5 min	<ul style="list-style-type: none"> • Students will read and annotate a short passage to preview the major battles of the Texas Revolution. • This passage is created to be used as a resource in conjunction with maps to complete the lesson project. <p>Prompt: Read the passage below, then annotate using the following prompts:</p> <ul style="list-style-type: none"> • The name of the battles of the Revolution • The dates of the battles of the Revolution • The location of the battles of the Revolution • The outcome of the battles of the Revolution
Mini Lesson:	5 min	Introduce the lesson by reviewing the Texas Revolution in 3 Minutes Video

		<p>Source Analysis & Guided Practice</p>	<p>15 min</p>	<p>Students will create a map and timeline that shows the different battles of the Texas Revolution by analyzing resources. Students will create a map to reflect where the battles of the Texas Revolution took place and create a timeline to reflect when the battles took place.</p> <p>Use the Texas Revolution interactive timeline to review the major events of the Texas Revolution. Students will use the timeline to take Sketch-notes about the major events. Students will also use a map to identify where the battles took place. Both resources are found in the student artifact journals.</p> <p>Model and guide student practice until students are ready to be released to complete the timeline/map independently.</p> <p>Timeline Sources:</p> <ul style="list-style-type: none"> • Texas Revolution interactive timeline • "Alamo Education Department: Texas Revolution Timeline" (Start at: Oct. 2nd 1835 Battle of Gonzales - End at: May 14th, 1836 Signing of the Treaties of Velasco) <p style="text-align: center;">Major Events of the Texas Revolution Timeline</p> <div style="text-align: center;">  </div> <p>Map Sources: Choose 1 or more maps for students to use when mapping the timeline of the Texas Revolution.</p>	<p>complete the do now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket.</p>
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- [Maps for Mapping the Timeline of the Texas Revolution.pdf](#)
- [Mapping Texas History Colonization to Statehood \(Reference Maps 8-14\)](#)

Map Practice: Use sources to fill in the Major Battles of the Texas Revolution map.

Major Events of the Texas Revolution



Guided Questions:

- What does the timeline of the Texas Revolution reveal?
- What does the location of the battles in the Texas Revolution reveal?
- What was life like with no technology to help navigate or communicate during the Texas Revolution?

**Final Map/
Timeline**

10
min

- Students will turn in their final map and/or timeline of the Texas Revolution.
- Encourage students to be creative and colorful when creating their map and timeline.

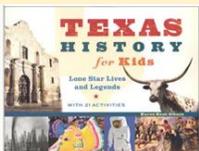
- Students will use the map and timeline as a review resource for the unit exam.



Part 2 Essential Questions:

- What were the experiences of people living in the Republic of Texas?
- How did Texas become the 28th state of the United States?

**Lesson 7:
Republic of
Texas
Challenges**



Objective:
SWBAT describe the challenges faced by the people who lived in the Republic of Texas by analyzing sources.

Standards:
4.3D describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers;

Content Focus: For nearly 10 years, the people of Texas lived independently as the Republic of Texas. The people of Texas faced many challenges, and many Texians wanted to join the United States. **Sam Houston became the first president** of Texas and attempted to make peaceful relations with the Indigenous tribes.

Disciplinary Literacy Focus: Causation

Synthesis Question: What challenges did the Republic of Texas face in the early years?

Key Points:

- The Republic struggled with money, couldn't manage its finances well, and had difficulty getting loans.
- Mexico did not recognize Texas as independent and frequently threatened or fought along the border, so Texas needed a strong military for protection.
- Keeping peace between Indigenous tribes and Texans was difficult.
- Frequent changes in leadership and political issues made it hard to maintain a stable government.
- There was significant debate over whether Texas should join the United States or remain independent, complicated by concerns about Mexico and enslavement.
- The Republic also faced difficulties building essential infrastructure like roads and schools, which slowed its development.
- Sam Houston become the first president of the Republic of Texas and tried to keep the peace between indigenous tribes and settlers.

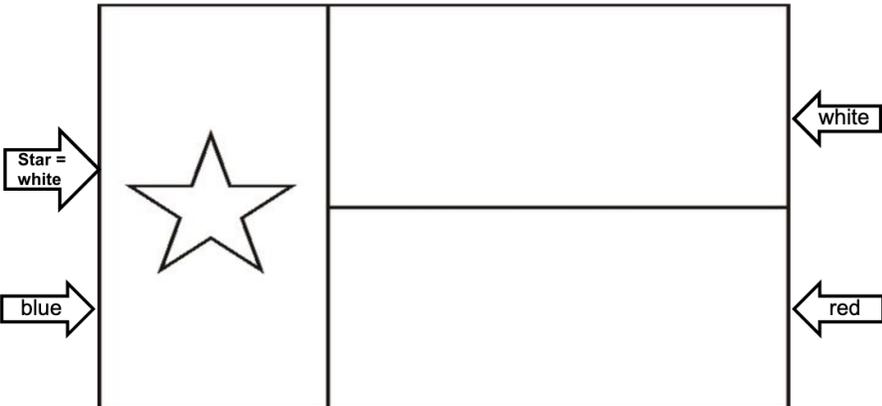
Instructional Notes:

- **Lesson Instructional strategies:** Sketch-noting in student artifact journals.
- Use Total Physical Response to help students remember key lesson vocabulary and ideas. Use these movements throughout the lesson with students
- Lesson PPT's are provided with facilitation guidance.

Lesson Resources:

1. Watch the content video the [Republic of Texas](#) to introduce the lesson.
 2. Read the [Texas History for Kids: Lone Star Lives and Legends pages: 35-37](#) to summarize the beginning of the Republic of Texas.
 3. Analyze the images on the [THS Website](#) to extend learning of the Republic of Texas.
 4. Watch the content video [The First President of Texas Sam Houston](#) to extend learning.
- Use the Student Artifact Journal to complete the do now, analyze lesson resources,

Lesson Guidance		
Do Now	5	This do now will serve as a mini lesson about the Texas flag.

			min	<p>Prompt: Color the Texas flag according to the arrows. Do you know the Texas pledge? Try to write it down!</p> <p style="text-align: center;">The Lone Star Flag</p>  <p>The Lone Star flag was adopted in January 1839. It symbolized the state's independence and identity as a separate republic from Mexico. It marked the end of the fight for independence and the establishment of Texas as a new nation. The colors represent bravery (red), purity (white), and loyalty (blue). The large white star was first used on Texas flags in the 1830's during the battles between Texas and Mexico.</p>	take notes, and summarize learning on the daily exit ticket.
		Mini Lesson:	5 min	Watch the content video the Republic of Texas to introduce the lesson.	
		Source Analysis & Guided Practice	20 min	<p>1. Read the Texas History for Kids: Lone Star Lives and Legands pages: 35-37 to summarize the beginning of the Republic of Texas.</p> <p>2. Analyze the images on the THS Website to extend learning of the Republic of Texas.</p> <p>Students will use the notepad in their student artifact journal to sketch note the challenges of the Republic of Texas.</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • What impact did Sam Houston have on early Texas? 	

		<ul style="list-style-type: none"> • How did Sam Houston try to resolve the challenges the Republic of Texas faced? • Why did the Indigenous people and the Texan settlers have conflict?
Discourse & Review	5 min	<p>General Review Guidance: Students will pair and share the prompt below. The teacher will address misconceptions while walking around the room, then review as a whole group prior to the independent exit ticket.</p> <ul style="list-style-type: none"> • What challenges did the Republic of Texas face in the early years? <p>Watch the content video The First President of Texas Sam Houston to extend learning.</p>
Exit ticket	10 min	<ul style="list-style-type: none"> • General Exit Ticket Guidance: <i>Students will complete the exit ticket independently to check for lesson understanding. Assure backwards planning for student success during the lesson internalization process. Create sentence stems for free response questions to scaffold writing needs.</i>

Exit Ticket:

Answer the questions below.

1. Who was the first president of the Republic of Texas?

- a) Stephen F. Austin
- b) Lamar Jackson
- c) Sam Houston

2. How did the Texas Revolution affect the economy of the Republic of Texas?

- a) Texas gained money from Mexico
- b) Texas had financial issues and war debt
- c) Texas was cleared of all debt

3. How did the Republic of Texas affect Indigenous tribes?

- a) tribes were welcomed into Texan cities
- b) conflict increased between the tribes and Texans
- c) tribes were happy about the new Texan settlers

4. What was a proposed solution to the challenges the Republic of Texas faced?

- a) become annexed by Mexico as a state
- b) become annexed by the United States
- c) ask Mexico to clear the Texas debt

5. What challenges did the Republic of Texas face in the early years?

Free Response Exemplar:

The challenges the Republic of Texas faced in the early years were financial troubles and conflict with Indigenous people. In the text it said during the first years of the Republic of Texas increased their public debt tremendously and Sam Houston tried to maintain peace between the settlers and Indigenous people. This shows the main issues that the Republic of Texas faced and some reasons why they joined the United States.

**Lesson 8:
Daily Life in the
Republic of
Texas**

Objective:
SWBAT
describe daily
life in the

Content Focus: The Texas fight for independence was successful, and in 1836, the people of Texas declared themselves the Republic of Texas. Life in the Texas Republic was very hard. Settlers had to make or grow nearly everything they needed to survive.

Lesson Resources:
1. Students will analyze [Historical](#)

Republic of Texas by analyzing multiple sources.

Standards:
4.3D describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers;

Disciplinary Literacy Focus: Analysis

Synthesis Question: What was daily life like for children in the Republic of Texas?

Key Points:

- Children living in Texas during the 1830s were considered “little adults.” Parents were often very strict because they wanted their children to behave and be obedient.
- Making a living on the Texas frontier was hard. Many children did not get to go to school. Families needed their children to work hard to help them survive.
- It was normal for children as young as six years old to work from sunrise to sunset. Society had very clear ideas about what chores boys and girls were supposed to do.
- The daily life of boys in the Republic of Texas focused on hunting, harvesting, and ranching. Life varied based on race.
- Daily life for girls in the Republic of Texas focused on chores like cooking, making clothes, taking care of smaller children, and sewing. Life and chores varied on race.

Instructional Notes:

- Lesson Instructional strategies: [Collaborative learning](#) / [oracy](#).
- Students will summarize the daily life of children living in the Republic of Texas. Assign students different groups of children to analyze and create informational posters to present to the class summarizing their findings and evidence from the sources.
- Consider turning this lesson into a classroom gallery walk.
- A notepad and a graphic organizer are provided for this lesson in student artifact journals.
- Use [Total Physical Response](#) to help students remember key lesson vocabulary and ideas. Use these movements throughout the lesson with students.
- Lesson PPT’s are provided with facilitation guidance.

[Commission: A Child's Daily Life in the Republic of Texas](#) sources to summarize the daily life of children living in the Republic of Texas.

Use the Student Artifact Journal to complete the do now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket.

Lesson Guidance

Students will compare tools used in the Republic of Texas to society today.

Prompt: Analyze the artifacts that were commonly used in the Republic of Texas. In the NOW column, list or draw a picture of an item that is used for a similar purpose today. Add a caption to your drawing.

THEN	DESCRIPTION	NOW
	water yoke Hung over the shoulders. Used to carry water from a well or nearby water source. In some cases, water could be as far as 1.5 miles from the house.	
	butter churn Used to turn cream (which had been separated from milk) into butter. This process could take between 60-90 minutes of non-stop churning.	
	slate and pencil Used in school to practice handwriting and to do math problems. A piece of material was used for an eraser.	
	chamber pot Used as a toilet inside the house at night instead of going out to the outhouse in the dark. It had to be dumped in the morning.	
	candle molds After a cotton wick was inserted in each hollow slot, melted tallow was poured in and allowed to cool. This was a faster way to make candles than hand dipping.	
	wash tub and scrub board Hot water was poured into the tub and lye soap was dragged over the scrub board in order to wash clothes. Doing laundry was usually an all-day event.	

Do Now

10 min

Source Analysis & Guided Practice

20 min

Students will analyze [Historical Commission: A Child's Daily Life in the Republic of Texas](#) sources to summarize the daily life of children living in the Republic of Texas.

Students will use the notepad and/or the graphic organizer in their student artifact journal to sketch note daily life in the Republic of Texas.

Source Analysis: Use the graphic organizer to sketch note daily life in the Republic of Texas.

A Child's Daily Life in the Republic of Texas

Girls	Boys
Anglo:	Anglo:
Tejano:	Tejano:
Enslaved:	Enslaved:
Indigenous:	Indigenous:

Guided Questions:

- How was life for boys and girls different?
- Compare the lives of the Tejano, Anglo, Enslaved, and Native kids.
- What challenges do you think kids had living in the Republic of Texas?

Discourse & Review	5 min	<p>General Review Guidance: Students will pair and share the prompt below. The teacher will address misconceptions while walking around the room, then review as a whole group prior to the independent exit ticket.</p> <p>What was daily life like for children in the Republic of Texas?</p>
Exit ticket	10 min	<ul style="list-style-type: none"> • General Exit Ticket Guidance: <i>Students will complete the exit ticket independently to check for lesson understanding. Assure backwards planning for student success during the lesson internalization process. Create sentence stems for free response questions to scaffold writing needs.</i>

Exit Ticket:

Answer the questions below.

1. What was daily life like for children in the Republic of Texas during the 1830's?

- a) children attended school and played
- b) children did not have to work until 18 years old
- c) All children had to work hard from a young age

2. Daily life for boys in the Republic of Texas mainly focused on:

- a) farming, sewing, and cooking
- b) farming, ranching, and hunting
- c) ranching, babysitting, and cooking

3. Daily life for girls in the Republic of Texas mainly focused on:

- a) cooking, sewing, babysitting, and harvesting
- b) hunting, harvesting, and cooking
- c) sewing, hunting and fighting

4. How did race affect the daily life of children in the Republic of Texas?

- a) race did not affect daily life
- b) race affected the type of work children did daily
- c) race determined which children did not have to work

5. What was daily life like for children in the Republic of Texas?

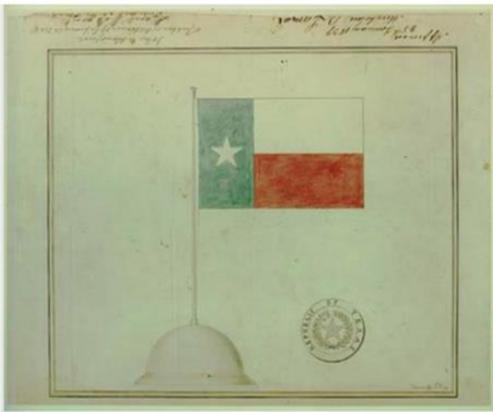
		<p>Free Response Exemplar: <i>Daily life in the Republic of Texas was different based on your race and gender. Boys focused on ranching and hunting for food. The girls focused on making clothes, cooking, and planting crops. Daily life for everyone was challenging because they had to provide their own food, build homes, and survive.</i></p>	
<p>Lesson 9: The Republic of Texas Flag Project</p> 	<p>Objective: SWBAT describe the diverse history, culture, and peoples of the Republic of Texas by creating a flag that represents the Republic of Texas.</p> <p>Standards: 4.3D describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles,</p>	<p>Project Focus: The flag you know today as the official State flag of Texas was adopted in January of 1839 as the official flag of the Republic of Texas. To demonstrate knowledge of the new republic, students will design and create another flag for Texas that represents the diverse history, culture, and peoples of Texas at that time.</p> <p>Disciplinary Literacy Skill: <u>interpretation</u></p> <p>Synthesis Question: What is the significance of the Texas flag adopted in 1839?</p> <p>Key Points:</p> <ul style="list-style-type: none"> • The Texas flag, adopted in January 1839, symbolized the state's independence and identity as a separate republic from Mexico. It marked the end of the fight for independence and the establishment of Texas as a new nation. • The flag features a vertical blue stripe next to a horizontal white and red stripe, with a single white star in the blue stripe. This design represents the state's nickname, the "Lone Star State," and emphasizes the concept of a single star standing for freedom and unity. • The colors and design of the flag reflect Texas' diverse history and cultural values: blue for loyalty, white for purity and strength, and red for bravery and valor. The lone star signifies Texas' pride and the desire for independence and unity. • Although Texas joined the United States in 1845, the flag remains an enduring symbol of state pride and heritage, representing both its historical past as an independent republic and its continued cultural significance. <p>Instructional Notes:</p>	<p>Lesson Resources:</p> <ol style="list-style-type: none"> 1. Introduce the lesson with the Flags of Texas video. 2. Read the article The Six Flags that Flew Over Texas to teach students about the diverse history of flags flown over Texas. 3. Read the Article– The Meaning Behind Flag Colors to teach students how to interperate colors in a flag. Students will decide on what colors they will add to their flag based off their meanings.

relations with American Indians, and the Texas Rangers;
4.14A explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument;

- Lesson Instructional strategy: [Sketch-noting](#) in student artifact journals in preparation for the creation of the Texas Flag Project.
- Lesson PPT's are provided with facilitation guidance.
- Student lesson documents are provided in the Unit 3 student artifact journals, these documents should be organized and saved for later student reference.
- It is imperative you create an exemplar project to model for your students.
- Modifications can be made to best fit your class and campus needs. Examples: Partner work, posters, digital flags, class flags.
- Have students create a first draft and plan a revise and edit system before allowing students to create their final draft.
- Plan student discourse opportunities to discuss their ideas and meaning behind the Texas flag they will design.

4. Extend learning by watching [Discovering the Origins of the Texas Flag - Conroe Flag Park](#) video.

Use the Student Artifact Journal to complete the do now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket.

Lesson Guidance		
Do Now	5 min	<p>Prompt: Why do you think the Texas flag is an important symbol of the Republic of Texas?</p> <p>Image Analysis: Sketch of the Texas Flag by Peter Krag</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-size: small;">This original color sketch shows the flag for the Republic of Texas. It was approved on January 25, 1839 and signed by Mirabeau Lamar, President of the Republic of Texas.</p>

		Mini Lesson:	5 min	Introduce the lesson with the Flags of Texas video.
		Source Analysis & Guided Practice	20 min	<p>1. Read the article The Six Flags that Flew Over Texas to teach students about the diverse history of flags flown over Texas.</p> <p>2. Read the Article– The Meaning Behind Flag Colors to teach students how to interperate colors in a flag. Students will decide on what colors they will add to their flag based off their meanings</p> <p>Project Focus: The flag you know today as the official State flag of Texas was adopted in January of 1839 as the official flag of the Republic of Texas. Design and create your own flag for Texas that represents the diverse history, culture, and people of the Republic of Texas! Use the notepad to brainstorm what images and colors you will include on your flag that represents the Republic of Texas.</p> <p>Students will use the <i>Meaning behind flag colors</i> article, student artifact journals, and unit text to plan the design of their flag.</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • What symbols represent what we have learned about Texas so far? • What people or places represent what we have learned about Texas?
		Discourse & Review	5 min	<p>General Review Guidance: Students will pair and share the prompt below. The teacher will address misconceptions while walking around the room, then review as a whole group prior to the independent exit ticket.</p>

			<ul style="list-style-type: none"> • What is the significance of the Texas flag adopted in 1839? • Extend learning by watching Discovering the Origins of the Texas Flag - Conroe Flag Park video. •
		Final Flag Project	10 min

The Republic of Texas Flag Project



Flag Description

My flag is divided into three parts. The blue section has a white Lone Star and the brown buffalo represents Texas' rugged frontier. A tree on green grass surrounds the buffalo. The red section has a prickly pear cactus because it was important to Indigenous tribes.

Lesson 10:

Objective:
SWBAT

Content Focus: Many people in the Republic of Texas wanted to be annexed by the United States. In the United States, the desires to secure additional territory and to

Lesson Resources:

The Annexation of Texas and the Mexican American War



describe how the U.S annexation of Texas contributed to the Mexican American war by analyzing sources.

Standards:
4.3E explain the events that led to the annexation of Texas to the United States and the impact of the U.S.- Mexican War.

spread enslavement led the federal government to annex Texas, resulting the Mexican - American War.

Disciplinary Literacy Focus: analysis

Synthesis Question: How did the U.S annexation of Texas contribute to the Mexican - American war?

Key Points:

- Various U.S. leaders disagreed on whether Texas should be admitted as a state, which was a major political issue of the time.
- A key argument against annexation was the potential threat of war with Mexico, which did not recognize Texas as an independent nation and considered it part of its territory.
- Some believed that Texas was originally part of the U.S. through the Louisiana Purchase and was only relinquished to Spain in exchange for Florida.
- The annexation of Texas deteriorated relations with Mexico and eventually led to war, with claims that Mexican soldiers crossed into disputed areas and attacked American forces.
- The United States gained most of the land in the Southwest, as detailed in the Treaty of Guadalupe Hidalgo.
- There was a dispute between Texas and the U.S. government over the territory that the United States ultimately won as a state, which would become New Mexico.

Instructional Notes:

- **Lesson Instructional strategies:** [Sketch-noting](#) in student artifact journals.
- Use [Total Physical Response](#) to help students remember key lesson vocabulary and ideas. Use these movements throughout the lesson with students
- Lesson PPT's are provided with facilitation guidance.

1. Read the [Texas History for Kids: Lone Star Lives and Legends Pages: 39-41 "Statehood and Settlement"](#) to learn about the annexation of Texas.
2. Read the [Newsela Article: Causes of the Mexican American War](#) to analyze Texas's role in the Mexican American War.
3. Extend learning by watching [What was the Mexican American War?](#) Video.
4. Watch the [Treaty of Guadalupe Hildago](#). video to summarize the end of the Mexican American War.

Lesson Guidance		
Do Now		This do now will serve as a lesson preview. Students will understand what annexation is. Enslavement was a divided

5 min

issue during annexation, and in 1845 Texas became the 28th state of the United States. This led to the Mexican American war.

Do Now: Read the passage below, then answer the questions. Use annotations in the passage to check your answers.

The Annexation of Texas

In 1845 after Texas gained independence in 1836, Texans sought to be annexed by the United States. Annexation means to become a part of another country. Texas believed that joining the United States would provide protection and economic benefits. However, the idea of annexation was met with controversy in the United States. Some people in the United States were in favor of annexing Texas, while others were against it. One reason for opposition was the issue of enslavement. Texas allowed enslavement, and some people were worried that if Texas became a state, it would upset the balance between free and enslaved states in the country. In 1845 Texas was finally annexed by the United States, becoming the 28th state. The Republic of Texas now became just Texas! The annexation of Texas ultimately led to a war with Mexico, known as the Mexican-American War which further expanded American territory.

1. What is annexation?

2. What issue were people divided over during annexation?

3. Fill in the blanks:

In _____, Texas become the _____ state of

The United States. Annexation led to _____ with Mexico.

Answer Key:

1. What is annexation?

- Annexation means to become part of another country.

Use the Student Artifact Journal to complete the do now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket.

			<ul style="list-style-type: none"> In this case, Texas wanted to join the United States. <p>2. What issue were people divided over during annexation?</p> <ul style="list-style-type: none"> The issue of enslavement. Texas allowed slavery, and some people worried that admitting Texas would upset the balance between free and enslaved states in the U.S. <p>3. Fill in the blanks:</p> <ul style="list-style-type: none"> In 1845, Texas became the 28th state of the United States. Annexation led to war with Mexico (the Mexican-American War). 	
		<p>Source Analysis & Guided Practice</p>	<p>25 min</p> <p>1. Read the Texas History for Kids: Lone Star Lives and Legends Pages: 39-41 "Statehood and Settlement" to learn about the annexation of Texas.</p> <p>2. Read the Newsela Article: Causes of the Mexican American War to analyze Texas's role in the Mexican American War.</p> <p>3. Extend learning by watching What was the Mexican American War? Video.</p> <p>Students will use the notepad to note sketch Texas annexation and the affect it had on the Mexican American War.</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> How did the decision to annex Texas affect the relationship between the United States and Mexico? What were the pros and cons for annexation for Texans? 	

		<ul style="list-style-type: none"> • Why was the United States interested in annexing Texas? • Why was Mexico upset about the annexation?
Discourse & Review	5 min	<p>General Review Guidance: Students will pair and share the prompt below. The teacher will address misconceptions while walking around the room, then review as a whole group prior to the independent exit ticket.</p> <ul style="list-style-type: none"> • How did the U.S annexation of Texas contribute to the Mexican – American war? <p>Watch the Treaty of Guadalupe Hildago video to summarize the end of the Mexican American War.</p>
Exit Ticket	10 min	<p>General Exit Ticket Guidance: <i>Students will complete the exit ticket independently to check for lesson understanding. Assure backwards planning for student success during the lesson internalization process. Create sentence stems for free response questions to scaffold writing needs.</i></p>

Exit Ticket:

Answer the questions below.

1. Why was the United States interested in annexing Texas?

- a) gaining Texan soldiers
- b) gaining another free state
- c) gaining more territory

2. Why was the United States worried the about annexation of Texas?

- a) The United States was worried about a war with Mexico
- b) The United States was worried about the Indigenous tribes
- c) The United States was worried about the debt of Texas

3. How did Mexico view the Republic of Texas prior to annexation?

- a) Mexico did not recognize Texas as an independent nation
- b) Mexico recognized Texas as a state of the United States
- c) Mexico did not want to fight over Texas anymore

4. What sparked the Mexican American war?

- a) annexation and indigenous tribes
- b) annexation and the fight over territory
- c) annexation and the fight over enslavement

5. How did the U.S annexation of Texas contribute to the Mexican – American war?

Free Response Exemplar: *The U.S. annexation of Texas contributed to the Mexican American war because the addition of Texas as a state angered Mexico. Mexico did not recognize Texas as an independent nation and still believed that this land was part of their own country. This supports my response because this explains why Mexico was so angered by the annexation of Texas that it led them to go to war with the United States over this land.*

**Lesson 11:
Texas After the
Mexican
American War**

Objective:
SWBAT
describe
Texas after the
Mexican
American war

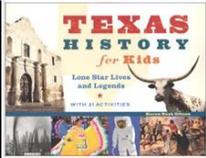
Content Focus: Texas has joined the Union as the 28th state, however, the challenges from before the Mexican – American War remain in addition to the problems that come with westward expansion.

Disciplinary Literacy Focus: analysis

Synthesis Question: What was Texas like after the Mexican American war?

Lesson Resources:

- 1. Read the [Texas History for Kids: Lone Star Lives and Legends Pages:](#)



by analyzing sources.

Standards:
4.3E explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War

Key Points:

- Many people settled in Texas after it became a state, increasing its population significantly.
- Fear of attacks by Indigenous Americans increased the military necessity and presence in Texas.
- The military-built forts to protect people traveling through Texas, and the Buffalo Soldiers were stationed in the West.
- Conditions in the forts were difficult, as many of them were in the desert or wild terrain, and there were wildlife threats such as rattlesnakes and tarantulas.
- Forts were built as part of a military defense strategy to protect against attacks from Indigenous people.

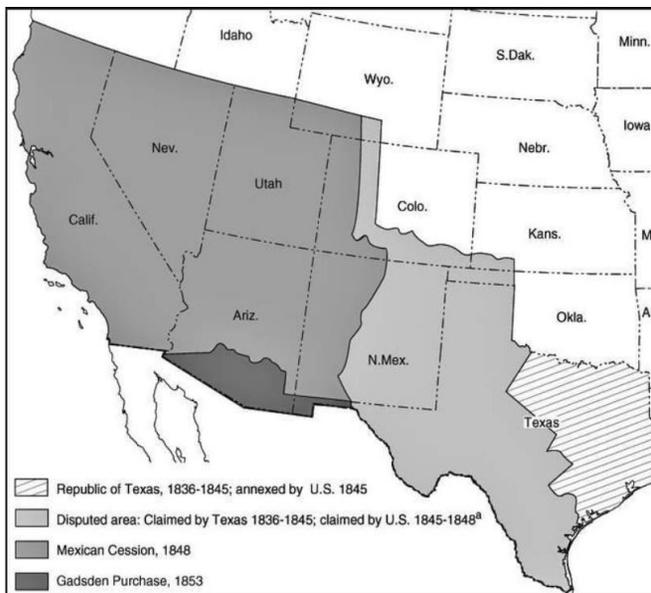
Instructional Notes:

- Lesson Instructional strategies: [Sketch-noting](#) in student artifact journals.
- Use [Total Physical Response](#) to help students remember key lesson vocabulary and ideas. Use these movements throughout the lesson with students
- Lesson PPT's are provided with facilitation guidance.

Lesson Guidance		
Do Now	5 min	Image Analysis: Historical Map of the United States Expansion 1836-1853 Students will analyze the map and express their thoughts about expansion.

- [41-44 "A Frontier Defense" and "The Fate of Native Americans in Texas"](#) to learn about life after the annexation of Texas.
2. Extend learning by watching the video [Service on the Frontier: Buffalo Soldiers in the Indian Wars](#) to learn about the Buffalo soldier.
3. Explore Fort Griffin and the Flat by reviewing an [interactive website by Texas Beyond History](#).
4. Watch the [German Immigrants Find Prosperity in Texas](#) video to learn how Texas become diversely populated.

**Historical Map of the United States:
Expansion 1836-1853**



1. What information does this map provide?

5. Watch Railroads [Come to Texas, Changing Landscape](#) video to learn about how Texas Railroads came to Texas

Use the Student Artifact Journal to complete the do now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket..

**Source
Analysis &
Guided
Practice**

25
min

1. Read the [Texas History for Kids: Lone Star Lives and Legends Pages: 41-44 "A Frontier Defense" and "The Fate of Native Americans in Texas"](#) to learn about life after the annexation of Texas.
2. Extend learning by watching the video [Service on the Frontier: Buffalo Soldiers in the Indian Wars](#) to learn about the Buffalo soldier.
3. Explore Fort Griffin and the Flat by reviewing an [interactive website by Texas Beyond History](#).

		<p>4. Watch the German Immigrants Find Prosperity in Texas video to learn how Texas become diversely populated.</p> <p>5. Watch Railroads Come to Texas, Changing Landscape video to learn about how Texas Railroads came to Texas</p> <p>Students will use the notepad to note sketch what Texas was like after the Mexican American War.</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • Why did the United States build forts in Texas? • Who were the Buffalo Soldiers? Why were they important? • What role did the military have in daily life in Texas? • What happened to Texas Natives? • How and why did Texas grow in population?
	Discourse & Review	<p>5 min</p> <p>General Review Guidance: Students will pair and share the prompt below. The teacher will address misconceptions while walking around the room, then review as a whole group prior to the independent exit ticket.</p> <ul style="list-style-type: none"> • What was Texas like after the Mexican American war?
	Exit Ticket	<p>10 min</p> <p>General Exit Ticket Guidance: <i>Students will complete the exit ticket independently to check for lesson understanding. Assure backwards planning for student success during the lesson internalization process. Create sentence stems for free response questions to scaffold writing needs.</i></p>

Exit Ticket:

Answer the questions below.

1. Why did the United States build forts in Texas?

- a) to fight of Indigenous tribes
- b) to stop settlers going west
- c) to stop Mexican soldiers

2. What was built and made it easier to travel in Texas?

- a) horses
- b) boats
- c) railroads

3. What happened to the Texas Natives?

- a) they were given citizenship
- b) they adapted and became Texans
- c) they were pushed onto reservations or out of Texas

4. How did Texas grow in population?

- a) Americans moved to the newly gained land
- b) Captured Mexican soldiers became citizens of Texas
- c) Indigenous tribes became citizens

5. What was Texas like after the Mexican American war?

Free Response Exemplar:

Texas became more populated after annexation due to westward expansion of the United States. Some German settlers even came to Texas. Forts were built all across Texas to protect all the people traveling and settling in Texas from the indigenous tribes. People like the Buffalo soldiers protected the west. Railroads were built making travel easier but sadly this pushed most of the native tribes out of Texas or on reservations.

Lesson 12:

Objective:
SWBAT write short constructed responses to

Focus: Students will synthesize their learning from the unit by writing short constructed responses to explain the history of Texas from independence to annexation. They will first participate in an essential question gallery walk to recall and gather evidence collaboratively. Then, using the evidence collected, along with

<p>Texas Independence to Annexation Writing Day</p>	<p>explain the history of Texas from independence to annexation.</p> <p>Standards: 4.3 A-E</p> <p>4.21B incorporate main and supporting ideas in verbal and written communication</p>	<p>graphic organizers, vocabulary supports, and guiding questions, students will draft strong, evidence-based responses to the unit’s essential questions.</p> <p>Disciplinary Literacy Focus: <u>synthesis</u></p> <p>Unit Essential Questions:</p> <p>1. How did Texas gain independence from Mexico?</p> <p>Texas gained independence from Mexico by rebelling and fighting against the Mexican army starting at the Battle of Gonzales and ending at the Battle of San Jacinto. Texans came together at the convention on the Brazos to create and sign the Texas Declaration of Independence to create the Republic of Texas. Even though at the same time the Texans were still fighting the Mexican troops off at the Battle of the Alamo.</p> <p>2. How was the Republic of Texas created?</p> <p>The Republic of Texas was created once the Texan leaders such as Sam Houston and Jose Navarro declared their independence at the convention on the Brazos and signed the Texas Declaration of Independence. The Texans then created a constitution for their new republic to follow and govern the Texans.</p> <p>3. What were the experience of people living in the Republic of Texas?</p> <p>People living in the Republic of Texas had to come together to survive by hunting and harvesting their food, building their homes, and surviving Indigenous attacks. Children were expected to work at a young age and help with ranching, cooking, sewing, and watching babies. Although everyone worked hard, some people lived different lives based off their gender and race.</p> <p>4. How did Texas become the 28th state of the United States?</p>	
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Texas became the 28th state of the after they were annexed by the United States. Texas was in debt, fighting off native tribes, and Mexico who still did not consider Texas and independent republic. The United States annexed Texas to gain land and expand westward.

Instructional Notes:

- Set expectations: Emphasize synthesis, not new learning. Vocabulary is non-negotiable: Keep word bank visible; require at least 2 vocabulary words per response.
- The purpose of this lesson is to provide explicit writing instruction in social studies in preparation and review for the essential questions on the unit exam.
- Scaffold for writers: Provide sentence stems for each essential question.

Lesson Guidance		
Do Now	5 min	<p>Student Task:</p> <ul style="list-style-type: none"> • Students begin by individually filling in their graphic organizer. • They jot down 2–3 key ideas or facts for each essential question box (independence, Republic creation, life in the Republic, annexation). • This is quick recall from memory – not full sentences. • Students will fill this out more in depth during the gallery walk. <p>Teacher Move:</p> <ul style="list-style-type: none"> • Encourage students to use unit vocabulary from their word walls, notes, or memory. • Circulate to support and check for engagement.

			<p>Do Now: Reflect on everything you have learned in this unit. Use the graphic organizer and questions to jot down notes.</p> <table border="1"> <tr> <td>How did Texas gain independence from Mexico?</td> <td>How was the Republic of Texas created?</td> </tr> <tr> <td>What were the experiences of people living in the Republic of Texas?</td> <td>How did Texas become the 28th state of the United States?</td> </tr> </table>	How did Texas gain independence from Mexico?	How was the Republic of Texas created?	What were the experiences of people living in the Republic of Texas?	How did Texas become the 28th state of the United States?
		How did Texas gain independence from Mexico?	How was the Republic of Texas created?				
What were the experiences of people living in the Republic of Texas?	How did Texas become the 28th state of the United States?						
		<p>Gallery Walk: Collecting Evidence</p> <p>25 min</p> <p><i>Using the same graphic organizer used during the do now.</i></p> <p>Setup:</p> <ul style="list-style-type: none"> • Post four anchor charts around the room (one for each essential question). • Students rotate in small groups. At each poster, they add 1–2 pieces of evidence. 					

				<p>Student Task:</p> <ul style="list-style-type: none"> As they rotate, students copy strong evidence from the posters directly into their graphic organizer. Their organizer now becomes a “collected evidence bank” they can use for writing. <p>Teacher Move:</p> <ul style="list-style-type: none"> Push students to connect facts with vocabulary terms. Manage time tightly: Rotate groups with countdowns, protect writing blocks. Gallery walks focus: Use color-coding; remind students anchor charts = evidence, not doodles. Circulate & give feedback: Praise evidence use, push connections with “What caused this?” “How did it affect people?” Prompt with questions like: <ul style="list-style-type: none"> “What battles helped Texas win independence?” “What challenges made life in the Republic hard?” “Why did annexation cause debate in the U.S.?” 	
		Discourse & Review	5 min	<ul style="list-style-type: none"> Bring the class together and quickly “tour” each poster. Highlight strong evidence and clear up misconceptions. Remind students: “This evidence is what you’ll use in your writing.” 	
		Guided Writing Practice	10 min	<ul style="list-style-type: none"> Model one response (Q1: Independence). Model how to take evidence from the poster and build it into a full sentence and constructed response. Assure writing expectations are modeled. Students write responses for Questions 1 & 2 with teacher support. 	

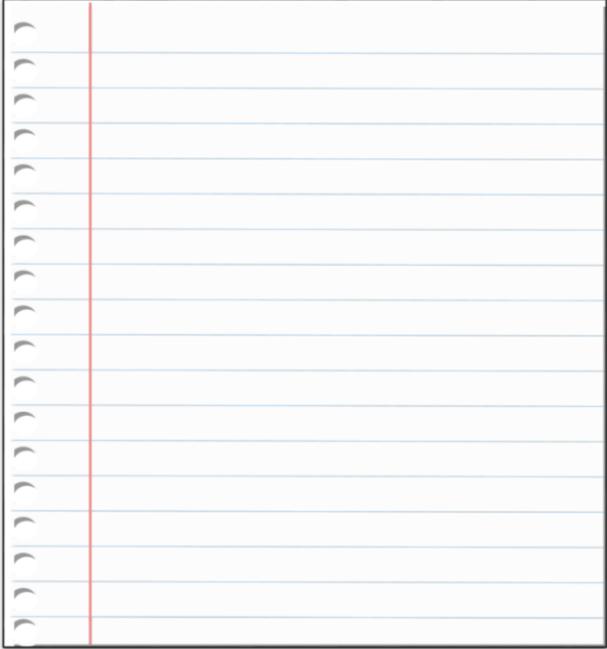
		<p>Independent Writing Practice</p>	<ul style="list-style-type: none"> • Students complete Questions 3 & 4 on their own using evidence from the posters. • Teacher circulates to coach students on vocabulary use, complete sentences, and writing expectations. • Close with reflection: “Which essential question are you most confident about? Least confident?” 	
<p>Lesson 13 & 14: The History of Texas Comic Strip</p>	<p>Objective: SWBAT synthesis the events from the Texas revolution to after the Mexican American war by creating a comic strip.</p> <p>Standards: 4.3 A-E 4.21B incorporate main and supporting ideas in verbal and written communication</p>	<p>Project Focus: Students will create a graphic novel that tells the story of the long road of becoming the Republic of Texas to the 28th state of the United States of America.</p> <p>Disciplinary Literacy Focus: <u>synthesis</u></p> <p>Unit Essential Questions:</p> <p>1. How did Texas gain independence from Mexico?</p> <p>Texas gained independence from Mexico by rebelling and fighting against the Mexican army starting at the Battle of Gonzales and ending at the Battle of San Jacinto. Texans came together at the convention on the Brazos to create and sign the Texas Declaration of Independence to create the Republic of Texas. Even though at the same time the Texans were still fighting the Mexican troops off at the Battle of the Alamo.</p> <p>2. How was the Republic of Texas created?</p> <p>The Republic of Texas was created once the Texan leaders such as Sam Houston and Jose Navarro declared their independence at the convention on the Brazos and signed the Texas Declaration of Independence. The Texans then created a constitution for their new republic to follow and govern the Texans.</p> <p>3. What were the experience of people living in the Republic of Texas?</p>	<p>Optional Resource: Watch the historical reenactment movie Independence! A Long Star Rises to summarize unit learning while students work on their project. (30 minutes)</p> <p>Consider adding a flex day to watch the movie with interalized stopping points as a review before the unit exam.</p> <p>Use the Student Artifact Journal to complete the do now, analyze lesson resources, take notes, and</p>	

		<p>People living in the Republic of Texas had to come together to survive by hunting and harvesting their food, building their homes, and surviving Indigenous attacks. Children were expected to work at a young age and help with ranching, cooking, sewing, and watching babies. Although everyone worked hard, some people lived different lives based off their gender and race.</p> <p>4. How did Texas become the 28th state of the United States?</p> <p>Texas became the 28th state of the after they were annexed by the United States. Texas was in debt, fighting off native tribes, and Mexico who still did not consider Texas and independent republic. The United States annexed Texas to gain land and expand westward.</p> <p>Instructional Notes:</p> <ul style="list-style-type: none"> • This unit project can be facilitated over 2 days. • Lesson Instructional strategy: Comic Strips • Lesson PPT's are provided with facilitation guidance. • It is imperative you create an exemplar project to model for your students. • Modifications can be made to best fit your class and campus needs. Examples: Partner work, posters, digital comic strips, stories. • Have students create a first draft and plan a revise and edit system before allowing students to create their final draft. 	<p>summarize learning on the daily exit ticket.</p> <p>Build Your Teacher Content Knowledge: https://www.thestoryoftexas.com/discover/texas-history-timeline</p>
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Lesson Guidance

Do Now	5 min	<p>Prompt: Create a list of events in order that summarizes all you have learned about Texas in this unit.</p> <p>This do now will serve as a brainstorming opportunity to the comic strip project.</p>
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				<p style="text-align: center;"><i>Texas Independence to Annexation</i></p> 	
		<p style="text-align: center;">The History of Texas Comic Strip Project</p>	<p style="text-align: center;">30 min</p>	<p>Project Focus: Students will create a graphic novel that tells the story of the long road of becoming the Republic of Texas to the 28th state of the United States of America. Students will use the boxes below to make a comic strip that describes the events of the becoming the Republic of Texas to Annexation. Students will add illustrations with captions.</p> <p>Students will use their student artifact journals to plan and create their comic strip.</p>	

Project Focus: Create a graphic novel that tells the story of the long road of becoming the Republic of Texas to the 28th state of the United States of America. Use the boxes below to make your own comic strip that describes the events of the becoming the Republic of Texas to Annexation. Add illustrations with captions.

Guided Questions:

- What significant events will you represent in your illustrations?
- What significant people will you represent in your illustrations?
- What knowledge will a reader gain after reading your graphic novel?

Showcase

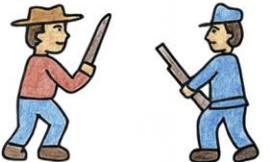
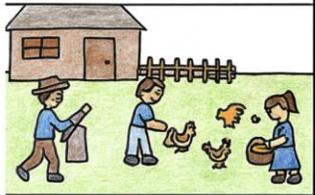
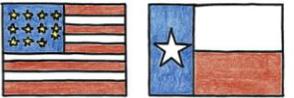
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min

- Provide an opportunity for students to showcase their graphic novel (comic strip).

- Students can share with small groups or engage in a gallery walk.
- Consider creating a class comic book!

Lesson 13 & 14: The History of Texas Comic Strip

I can create a graphic novel that tells the story of the events from the Texas Revolution to after the Mexican American war.

<p>The Texas Revolution Begins</p>	<p>The Republic of Texas</p>
	
<p>Texans fought against Mexico in the Texas Revolution starting in 1835.</p>	<p>In 1836, Texans gained independence. The Republic of Texas was established.</p>
<p>Life in the Republic</p>	<p>Annexation into the U.S.</p>
	
<p>Life in the Republic of Texas was challenging. The people worked hard to survive.</p>	<p>In 1845, Texas was annexed and became the 28th state of the United States.</p>

Lesson 15: Texas Independence to Annexation Review Day

Objective: SWBAT review key ideas from Texas Independence

Content Focus: Students will consolidate their knowledge of Texas history from independence through annexation by designing and playing review games. This activity supports recall of key vocabulary, people, events, and themes (Texas Revolution, Republic of Texas, Annexation/Mexican-American War) in preparation for the unit exam.

Lesson Resources: Use the Student Artifact Journal to complete the do

	<p>to Annexation by creating and playing a review game.</p> <p>Standards: 4.3 A-E</p> <p>4.21B incorporate main and supporting ideas in verbal and written communication</p>	<p>Disciplinary Literacy Focus: <u>analysis</u></p> <p>Unit Essential Questions:</p> <p>1. How did Texas gain independence from Mexico?</p> <p>Texas gained independence from Mexico by rebelling and fighting against the Mexican army starting at the Battle of Gonzales and ending at the Battle of San Jacinto. Texans came together at the convention on the Brazos to create and sign the Texas Declaration of Independence to create the Republic of Texas. Even though at the same time the Texans were still fighting the Mexican troops off at the Battle of the Alamo.</p> <p>2. How was the Republic of Texas created?</p> <p>The Republic of Texas was created once the Texan leaders such as Sam Houston and Jose Navarro declared their independence at the convention on the Brazos and signed the Texas Declaration of Independence. The Texans then created a constitution for their new republic to follow and govern the Texans.</p> <p>3. What were the experience of people living in the Republic of Texas?</p> <p>People living in the Republic of Texas had to come together to survive by hunting and harvesting their food, building their homes, and surviving Indigenous attacks. Children were expected to work at a young age and help with ranching, cooking, sewing, and watching babies. Although everyone worked hard, some people lived different lives based off their gender and race.</p> <p>4. How did Texas become the 28th state of the United States?</p> <p>Texas became the 28th state of the after they were annexed by the United States. Texas was in debt, fighting off native tribes, and Mexico who still did not consider</p>	<p>now, analyze lesson resources, take notes, and summarize learning on the daily exit ticket..</p>
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Texas and independent republic. The United States annexed Texas to gain land and expand westward.

Instructional Notes:

- Emphasize time management – students may want to “perfect” their game, but the goal is practice + review.
- Praise strong use of vocabulary and content accuracy.
- Remind groups that simplicity is better (clear rules + solid review questions > complicated mechanics).
- Collect or take pictures of games for possible future review days.

Lesson Guidance		
Do Now	5 min	<p>Purpose: Activate prior knowledge and orient students to the project expectations.</p> <p>Teacher Move:</p> <ul style="list-style-type: none"> • Project the Do Now instructions. • Ask students to <i>read through the project expectations</i> quietly and highlight/underline the requirements. • Prompt them to <i>brainstorm individually</i> which game format (board, card, digital, creative) they might choose and 1–2 possible review questions.
Creating Review Games	30 min	<p>Purpose: Guide students as they design and test their review games.</p> <p>Step 1: Game Choice</p> <ul style="list-style-type: none"> • Students select which game type they want to create (board, card, digital, or creative). • Teacher checks that groups are balanced and feasible.

			<p>Step 2: Question Creation</p> <ul style="list-style-type: none"> • Students generate at least 10 review questions, making sure all 3 topics are covered: <ul style="list-style-type: none"> ◦ Texas Revolution (Declaration, Runaway Scrape, Goliad, San Jacinto) ◦ Republic of Texas (leaders, challenges, daily life) ◦ Annexation & Mexican-American War • Teacher circulates, checking that vocabulary words are included. <p>Step 3: Rule Writing</p> <ul style="list-style-type: none"> • Students write simple, clear rules so classmates will know how to play. • Teacher checks for clarity – can the game be explained in 1 minute? <p>Step 4: Playability Check</p> <ul style="list-style-type: none"> • Students test their game with a partner group. • Teacher monitors to ensure games stay under 10 minutes and all requirements are met.
		Play Review Games	10 min

Unit 4 Assessement: TX_SS_4thSS_S26_UE4
Scanning Deadline: February 12th, 2026

VERTICAL STANDARDS

3rd Grade Social Studies	4 th Grade Social Studies	5th Grade Social Studies
Students will engage in a course about ancient world communities and how they were created and functioned.	Students will engage in a course about Texas history and how the communities have changed over the history of Texas.	Students will engage in a course about US history and how the United States was colonized and the change over the course of time.

VOCABULARY GLOSSARY

Key Content Vocabulary	
Convention of 1836	A meeting where leaders from Texas came together to sign the Texas Declaration of independence on March 2 nd 1836 at Washington on the Brazos.
Republic of Texas	The name of Texas when it was its own independent country before joining the United States. (1835 – 1845)
Texas Declaration of Independence	The Texas Declaration of Independence was the formal declaration of independence of the Republic of Texas from Mexico in the Texas Revolution. It was adopted at the Convention of 1836 at Washington-on-the-Brazos on March 2, 1836, and was formally signed the next day after mistakes were noted in the text.
Tejanos	Tejanos are the Hispanic residents of the state of Texas who are culturally descended from the original Spanish speaking settlers of Tejas, Coahuila, and other northern Mexican states.
Texian	Texians were Anglo-American residents of Mexican Texas and, later, the Republic of Texas. Today, the term is used to distinguish early settlers of Texas, especially those who supported the Texas Revolution. Mexican settlers of that era are referred to as Tejanos, and residents of modern Texas are known as Texans.
Constitution of the Republic of Texas	The Constitution of the Republic of Texas (1836), the first Anglo-American constitution to govern Texas, was drafted by a convention of fifty-nine delegates who assembled at Washington-on-the-Brazos on March 1, 1836. A constitution was adopted by the convention fifteen days later and ratified by a vote of the people of the republic on the first Monday in September 1836.
Lone Star	a lone star, represents defiance, pride and – most importantly – independence.
Manifest Destiny	Manifest destiny was a widely held cultural belief in the 19th-century United States that American settlers were destined to expand across North America.

Runaway Scrape	The events of people in Texas quickly feeling their homes in fear of the Mexican army coming after the Battle of the Alamo.
Mexican – American War	The Mexican–American War, also known in the United States as the Mexican War and in Mexico as the Intervención estadounidense en México, was an armed conflict between the United States and Mexico from 1846 to 1848.
Goliad Massacre	The Goliad massacre was an event of the Texas Revolution that occurred on March 27, 1836, following the Battle of Refugio and the Battle of Coleto; 425–445 prisoners of war from the Texian Army of the Republic of Texas were executed by the Mexican Army in the town of Goliad, Texas. A woman named Francita Alavez who helped save some of the people who were hurt or in trouble during the Goliad Massacre is known as the “Angel of Goliad.”
Annexation	When one country joins another country, like when Texas became a part of the United States in 1845.
Treaty of Guadalupe - Hidalgo	The Treaty of Guadalupe Hidalgo officially ended the Mexican–American War (1846–1848). By its terms, Mexico ceded 55 percent of its territory, including the present-day states California, Nevada, Utah, New Mexico, most of Arizona and Colorado, and parts of Oklahoma, Kansas, and Wyoming for \$15 million.
Sam Houston	Samuel Houston was an American general and statesman who played an important role in the Texas Revolution. He served as the first and third president of the Republic of Texas and was one of the first two individuals to represent Texas in the United States Senate.
Mirabeau Lamar	Mirabeau Buonaparte Lamar was an American attorney, politician, and poet. He was a leading political figure during the Texas Republic era. He was elected as the second President of the Republic of Texas after Sam Houston.
James K. Polk	James Knox Polk was the 11th president of the United States of America (1845-1849). As President he oversaw the largest territorial expansion in American history— over a million square miles of land— acquired through a treaty with England and war with Mexico.
Treaty of Velasco	An agreement that ended the Texas Revolution and recognized Texas as an independent country. (May 14th, 1836)
Battle of San Jacinto	A major battle where Texian forces defeated the Mexican army, captured Santa Anna, and ended the Texas Revolution. (April 21st, 1836)