

# The Texas Revolution, Part 1

## Lesson 2

### Big Idea

*What did the people involved in the Texas Revolution fight for? Was their cause just?*

### Standards

#### Texas Essential Knowledge and Skills, Social Studies

- Grade 7 (3)(B) explain the roles played by significant individuals during the Texas Revolution...
- Grade 7 (3)(C) explain the issues surrounding significant events in the Texas Revolution...
- Grade 7 (21)(B) Analyze information by...identifying cause-and-effect relationships, comparing, contrasting...

#### English Language Proficiency Standards

- (1)(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment
- (5)(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary

### Lesson Topic

Battles leading to the Alamo: Gonzales and Goliad

### Objectives

#### Content

Students will learn about the importance of two battles, Gonzales and Goliad, in starting the Texas Revolution.

#### Language

Students will do the following:

- Use key vocabulary in reading, writing, listening, and speaking throughout the lesson
- Listen to and/or read the lesson passages and write question responses in their notebooks
- In a review and assessment activity, discuss and write how the actions of key people pushed forward the revolution

### Key Vocabulary

#### Social Studies Content

- artillery
- conflict
- reinforcements
- siege

#### General Academic Content

- affect
- contribute

### Materials

- Student notebooks
- Computer station and document camera
- Texts: "Gonzales—The Lexington of Texas" and "On to San Antonio" (pp. 205–206)
- Learning log handout
- Vocabulary cards

### Preparation

- Post the objectives.
- Link to students' background knowledge.

**Motivation (Engagement and Links)****5 minutes**

Provide an overview and background information for today's lesson.

*Yesterday, we discussed some of the governmental changes in Mexico in the early 1830s and how they contributed to the beginning of the Texas Revolution. General Santa Anna did away with the Constitution of 1824, which gave limited power to the central government and local authority to the states.*

*Conflict soon followed because American settlers were unhappy with the Mexican government's demands. Can you recall some of the causes for unrest? What laws did the Mexican government pass to tighten control over what is present-day Texas?*

*Today, we will talk about the two battles, Gonzales and Goliad, that started the Texas Revolution. Remember to ask yourself the following questions: "What did the people involved in the Texas Revolution fight for?" and "Was their cause just?"*

**Presentation****20 minutes****Vocabulary****(10 minutes)**

- Introduce today's vocabulary and have students discuss the "turn and talk" items in pairs and/or with the whole group.
- Have students write vocabulary terms and synonyms in their notebooks.

**Teacher-Led Reading****(10 minutes)**

"Gonzales—The Lexington of Texas" and "On to San Antonio" (pp. 205–206)

- State the big idea of the reading.
- Preview the reading by asking questions to activate students' background knowledge and to guide their thinking about what they will learn.
- Read the following questions (also on the learning log), which students will focus on during the reading:
  - What message did Texas settlers send to Mexican troops by burying the cannon?
  - How did the victories at Gonzales and Goliad affect the Texas troops as they headed to San Antonio?
- Model thinking aloud to monitor comprehension while reading (e.g., ask questions, reread, use context clues).
- As you read, demonstrate how to generate different types of questions (e.g., What? Why? How?) and have students respond to these questions.

**Practice****6 minutes**

After reading, have student pairs discuss the target vocabulary words and write in their notebooks responses to the questions on the learning log.

When students finish, begin a whole-group discussion of the questions while helping students to focus on the big idea and target vocabulary.

**Review and Assessment****10 minutes**

- Introduce the activity.

*Today, we read about and discussed two battles in the Texas Revolution. Our main focus was the different people involved in this war and their reasons for fighting.*

*With your partner, discuss the people you read about today and how their actions contributed to the start of the revolution. In your graphic organizer, for each group of people, write how their actions contributed to the revolution and how the battles helped or hurt them.*

- Have students write their responses in their graphic organizer.
- Have students share their answers in a whole-class discussion.

# Lesson 2 Learning Log

## Vocabulary

Word	Meaning	Synonym(s)
(artillería)	Heavy guns and cannons used in war; heavy ammunition	
(conflicto)	A serious, long-lasting disagreement or argument	
(refuerzos)	Additional resources, such as weapons or soldiers, provided to strengthen an army	
(sitiar, rodear, acorralar)	Surrounding a building, town, or city with the aim of forcing the enemy inside to surrender	

## Examples of Use

Fill in the blank with the appropriate vocabulary word.

The Texas settlers called for \_\_\_\_\_ during the Battle of Gonzales.

The U.S. Army uses heavy \_\_\_\_\_ from time to time in Iraq and Afghanistan.

The Mexican Army laid \_\_\_\_\_ to the Alamo before attacking it.

A/An \_\_\_\_\_ exists between our football team and the players in our neighboring school.

**Comprehension**

<b>Big Idea</b>	What did the people involved in the Texas Revolution fight for? Was their cause just?
<b>Key People</b>	
<b>Key Places</b>	
<b>Key Events</b>	
<b>Big Questions</b>	1. What message did Texas settlers send to Mexican troops by burying the cannon?
	2. How did the victories at Gonzales and Goliad affect the Texas troops as they headed to San Antonio?

**Review and Assessment**

## Battles of Gonzales and Goliad

	Texas settlers	Mexican government
How did actions of the groups involved push forward the revolution?		
How did these battles help or hurt the groups of people fighting?		

# artillery (artillería)

Heavy guns or cannons used in war; heavy ammunition



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## Synonyms

heavy guns, cannons

## Example Use

The Texas settlers surrounded the Alamo with heavy **artillery**.

The U.S. Army uses heavy **artillery** from time to time in Iraq and Afghanistan.

## Turn and Talk

What are some of the advantages of using **artillery** in war?

Why do you think the Texas settlers surrounded the Alamo with heavy **artillery**?

# conflict (conflicto)

A serious, long-lasting disagreement or argument



## Synonyms

disagreement, dispute

## Example Use

The **conflict** between the Texas settlers and the Mexican government caused several wars.

A **conflict** between two friends over the last slice of pizza caused bad feelings.

## Turn and Talk

How is a **conflict** different from or similar to a revolt?



# reinforcements (refuerzos)

Additional resources, such as weapons or soldiers, provided to strengthen an army



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## Synonym

fortifications

## Example Use

The Texas settlers called for **reinforcements** during the Battle of Gonzales.

The U.S. Army recently asked for **reinforcements** to help fight the war in Afghanistan.

## Turn and Talk

When might it be necessary for a country to call for **reinforcements** during a war?

# siege (**sitiar, rodear, acorralar**)

The surrounding of a building, town, or city with the aim of forcing the enemy inside to surrender



Photo courtesy of [www.latinamericanstudies.org](http://www.latinamericanstudies.org)

## Synonyms

barricade, blockade

## Example Use

The Mexican army laid **siege** to the Alamo before attacking it.

In an effort to capture the enemy, the U.S. Army laid **siege** to the building where they were hiding.

## Turn and Talk

When and why would the police or an army lay **siege** to a building?