

The Texas Revolution

Lesson 2

Battles Leading up to the Alamo: Gonzales and Goliad

Big idea of chapter:

The people involved in the Texas Revolution: What were they fighting for? Was their cause just?

Main idea of lesson:

The importance of the battles of Gonzales and Goliad in the Texas Revolution

TEKS:

7.3A-Explain the roles played by significant individuals during the Texas Revolution

7.3B-Explain the issues surrounding significant events in the Texas Revolution

7.21B-Analyze information by identifying cause-and-effect relationships and comparing and contrasting

Purpose

1. Students will learn about the importance of two battles in propelling the Texas Revolution.
2. Students will learn the following vocabulary: *artillery, conflict, reinforcements, siege*.

Materials

- Student notebooks
- Overhead projector and transparency markers
- Timer to signify the end of partner work

Overview

Time: 4 minutes

Grouping: Whole class

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

Today we will be talking about the start of the Texas Revolution, which began with two specific battles—Gonzales and Goliad. Remember to ask yourself daily: Who are the people fighting in this war and what are they fighting for?

Vocabulary/Proper Noun Instruction

Time: 10 minutes

Grouping: Pairs and whole group

Teach vocabulary: *artillery, conflict, reinforcements, siege.*

Teacher-led Reading

“Gonzales and Goliad”

Time: 15 minutes

Grouping: Pairs and whole group

Materials: “Gonzales and Goliad” passage(s)

Transparency: Questions

1. State the big idea of the reading.
2. Preview the reading by asking questions to help activate background knowledge and guide students’ thinking about what they will learn.
3. Model thinking aloud as you read in order to make sense of text.
4. As you read, demonstrate for students how to generate different types of questions, while allowing them to respond to these questions.
5. After reading, begin discussion by focusing on the suggested question(s) below to help students center on big ideas in the selection.

For each of the battles (Gonzales and Goliad):

How did the actions of the groups involved push forward the revolution?

How did this battle help or hurt the groups of people (Texas settlers and Mexican government) fighting?

Wrap-up

Time: 10 minutes

Grouping: Pairs and whole group

Materials: Notebooks

1. Introduce the activity.

Today we have read about and discussed two battles in the Texas Revolution. Our main focus is the different people involved in this

war and their reasons for fighting. Today, I have posted a graphic organizer that we will contribute to daily while we cover this topic. With your partner, you will discuss the people you read about today and how their actions pushed forward the revolution. You have a few minutes to share your ideas in your pairs and to jot down some notes. We will discuss this as a whole group before today's dismissal, and you may be called on to contribute to our class-made graphic organizer.

2. Students contribute their answers in a whole-class discussion and are called on to write some of their answers on the graphic organizer posted in class.