

Lesson Cycle

Lesson Title/Topic: Texas Revolution

Concept: Causes of Battle of Gonzales

Standards/Rationale: 113.19.b (3) (C) explain issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis’s letter “To the People of Texas and All Americans in the World,” the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin’s surrender at Goliad, and the Battle of San Jacinto; and

<p>Learning Target: Using a mind map, students will compose a paragraph to discuss a historical cause of the Battle of Gonzales.</p> <p>Language Objective:</p> <p>The students will be able to summarize the Battle of Gonzales.</p>	<p>Assessment: Compose a paragraph.</p>
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Materials: Come and Take It Flag Visual, Laws that Change Texas Handout, U.S. Bill of Rights Handout, Causes of the Revolution Worksheet, Mind Map Template

Lesson Cycle: (Direct instruction)

The teacher will:	The student will:
<p>Focus/Mental Set: Begin class by providing students with Battle of Gonzales Video Questions. Then play the 4 minute video: https://team.cleburne.k12.tx.us/apps/video/watch.jsp?v=132758</p>	<p>Students will watch video of Battle of Gonzales for beginning of class. Students will write answers to questions about the Battle of Gonzales during the video. After the</p>

<p>After the video concludes, instruct students that they have one minute to share with the person next to them their favorite part. As students begin to discuss give them a 30 second timer. Then ask the other person to begin sharing their favorite part and begin timer for 30 seconds.</p>	<p>video, students will share one thing with a student near them in 30 seconds.</p>
<p>Teacher Input: Divide students into groups of four. Give each group a name tag from the Texas colonies. Instruct the students that their group represents the Texas colony on their groups tag. The teacher will be a representative from the Mexican government. As colonists you are going to look at some events leading up to the Battle of Gonzales to better understand some of the leading causes for the conflict. We just watched a good video about how the Battle of Gonzales began the Texas Revolution. Again, the Battle of Gonzales was fought because Santa Anna wanted the people of Gonzales to return the cannon they had been loaned back to Mexico. Santa Anna did not want the colonists to be armed. Why would the Texas colonists be upset? Now have each colony group discuss and prepare a spokesperson to present their grievance. After students representing the colonist respond offer this explanation. If I were a colonist from the United States, I would have interpreted this disarmament as a violation of my right to bear arms. In any major conflict there is not just one event that triggers a conflict. Typically, there is a series of events or tensions that accumulate over time. Leading up to this conflict a number of things created tension between the Government of Mexico and the colonists in Texas. As colonists of Texas you are going to look at the “Laws that Changed Texas” handout. We will work on one section at a time in your colony. Look at the first section and discuss among yourselves what laws you do not like and why they will affect your colony. Each time your colony is called on to present your grievance a different spokesperson must present your grievance. Let’s begin and you have two minutes to prepare to present your grievance. After the discussion time allotted, call on the representatives of the colonies to present the laws that are affecting their lives. Now have students discuss in their groups the next section of laws to prepare their next grievance. After two minutes, call on the colonist representatives to present their new grievances. Now after the grievances have been shared, instruct students to look at the third list of grievances to prepare their final grievance. After the guided discussion, students will be given the “Causes of Revolution Worksheet”. Give students instructions for “Find Someone</p>	<p>Students will divide into groups of four to represent one of the Texas colonies. In a guided discussion, students will look at “Laws that Changed Texas” handout. As a group, they will look at the laws and discuss why their colony disagrees with a given law. Students will have two minutes on each section of the laws to prepare their grievance. Students will use a different spokesperson to communicate their grievances when their colony is given an opportunity to respond.</p> <p>Students will use “Find Someone Who” structure to mix in class with other students not in their group to answer questions on the “Causes of the Revolution” worksheet. Once all the questions are answered they will return to their groups to compare their answers. If there are questions or uncertainties members of the group will raise their hands and consult with other groups to help clarify their answers.</p>

<p>Who” structure. Everyone will find a partner not in their colony and raise their hand until you find a partner. Ask students to find a partner. Now assign these partners titles of “A” and “B”. After students have a partner instruct the “A” partners to ask the “B” partner one of the questions on the worksheet. The “A” partner records the answer and the “B” partner checks the answer and initials the answer. Now the “B” partner asks the question and records the answer. The “A” partner checks the answer and initials by the answer. Once both partners have answered the questions, they will raise their hands to find a new partner and repeat the process. Students will mix in the class until all the worksheet questions are answered. Once a student has the answers they will return to their colony and become a resource for the other students. When all the members of the colony have returned the colony members will compare answers. If there are any disagreements or uncertainty students will raise hands or ask another group for questions.</p> <p>ELL Strategy:</p> <p>Provide the background for the Texas Revolution.</p> <p>SIOP: Read orally to the students a synopsis of the meaning of the Texas Revolution. Show the students the Battle of Gonzales video again. Lead the student in an oral summary of the Battle of Gonzales.</p>	
<p>Guided Practice: Students will use their colonies to create a Mind Map. Using the Mind Map template, students will work to map all the causes of the Battle of Gonzales together. Students will be given 10 minutes to complete the mind map. If the Mind Maps are completed before the time has ended students will begin their independent practice.</p> <p>ELL Strategy:</p> <p>Review orally the event of the Battle of Gonzales.</p> <p>TPR: Using modeling gestures, repeat the summary of the Battle of Gonzales one sentence at a time. After you have given modeling gestures instruct students to repeat the sentence and gestures. Repeat the process with all of the sentences. Finally, have students practice orally summarizing and modeling the gestures to you.</p>	<p>Students will return to their colony groups. Each student will create a mind map to list as many causes of the Battle of Gonzales from the class discussion and worksheet.</p>
<p>Independent Practice: Students will work independently using the Mind Map, and “Cause of the Revolution”</p>	<p>Using the Mind Map created in the colony groups, students will individually compose a</p>

<p>worksheet to compose a paragraph to discuss the historical causes of the Battle of Gonzales.</p> <p>ELL Strategy:</p> <p>The written summary of the Battle of Gonzales.</p> <p>CALLA: Provide students with a timeline of the Battle of Gonzales. Include in the timeline visual sequence of the battle with an image of the Gonzales cannon and “Come and Take It” flag. In peer groups students will use the visual timeline to orally summarize the Battle of Gonzales. After the oral summary, students will write a brief summary of the Battle of Gonzales.</p>	<p>paragraph to discuss the historical causes of the Battle of Gonzales.</p>
<p>Closure: Instruct students to Mix-Pair-Share with students not in their colonies. When paired with a partner, students will read their paragraph. The student listening will use positive language to congratulate or give recommendations for corrections. Time students share to 30 seconds each. Mix groups every minute. Plan structure for 3-5 minutes.</p>	<p>Students will Mix-Pair-Share their paragraphs. The listener will provide positive feedback or recommendations for the other student. Students will mix every minute sharing their paragraphs as many times possible.</p>

<p>Options:</p>	
<p>Enrichment: Students will make a replica of the Come and Take It cannon that must have a Come and Take It flag attached to the cannon.</p>	<p>Reteach: Students will review the major causes leading to the Battle of Gonzales. After reviewing the causes, students will make a timeline to show the major events that occurred before and during the conflict. Using the timeline, the students will rewrite their paragraphs to discuss the cause of the Battle of Gonzales.</p>

Modifications/Correctives:

<p>Intellectual Disability:</p> <p>Read to students the main causes of the Battle of Gonzales orally with pictures for the events.</p> <p>Provide extra time for the independent practice.</p>	<p>ADHD:</p> <p>Provide extra planned breaks and use student to help teacher pass out supplies.</p> <p>Provide student with visual cards to sort the timeline of events.</p>
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<p>Teacher will make cards with the three events with a brief description. Cards will be used for students to manipulate into a timeline to guide the paragraph.</p> <p>Student can present a cause of the battle through drawing a picture and giving teacher a cause of the battle audibly.</p>	<p>Dyslexia:</p> <p>Pair student with a reading partner for oral directions and questions.</p> <p>Provide extra time to complete assignment.</p> <p>Accept spelling errors and incomplete sentences.</p>
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References:

<https://team.cleburne.k12.tx.us/apps/video/watch.jsp?v=132758>