

Teacher: Katherine Thomson

Title: Texas Independence

Subject: S.W. History

Topics: U. S. Expansion/Manifest Destiny

Grade: 10/11th

Lesson Duration: 3-5 days

School: South High School

Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This is a lesson on the rebellion in Texas that eventually led to U.S. annexation of Texas. The students will be studying the rebellion from the immigration of Austin and the settlers to Santa Ana's defeat at San Jacinto River. Also included will be a short history of Mexico's control of Texas, Santa Ana and the Mexican settlers in Texas. Students will relate this to Manifest Destiny and the clash of cultures. The students will analyze these relationships and explain how they resulted in cultural clashes in the Southwest. □
National Standards for History Era: Link	Era 4 Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
Standard(s): <i>State, Local or National</i>	National Social Studies Standards: II c which states: Social Studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that the learner can identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states and social economic, and political revolutions.
Themes/Concept:	Analyze U.S. expansion into Texas, U.S. relations with Mexico and the effect on the later Mexican War, and the clash of two cultures that continues until today.
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> 1. What was Manifest Destiny 2. What caused the U.S. settlers to come into Texas and how they related to the Mexican settlers and government? 3. What caused the beginning of the Texas Revolution? 4. What were the major battles of the Texas Revolution? 5. How did the Texas Revolution lead to the Mexican War?
Elements <i>(What you want the students to understand)</i>	The students should be able to understand the conflict in the cultures of the U.S. settlers and the Mexican government. They should also understand that the Texas Independence was part of the overall belief in Manifest Destiny and have an understanding of Manifest Destiny
Launch Activity (Hook)	Have the students make posters encouraging settlement in Texas. They should emphasize the availability of lush, fertile land. The students may also conduct a political campaign to elect Santa Ana as dictator of Mexico.
Knowledge &	<u>Vocabulary</u> <u>Skills</u>

<p>Skills</p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p>William Travis Sam Houston Santa Ana David Crockett Jim Bowie Treaty of Velasco Nueces River Moses Austin Stephen Austin Domestic</p>	<p>Caudillo Figure</p> <p>Alamo Battle of Goliad Battle of San Jacinto River</p>	<p>Take a stand on a topic and defend it Physical Movement Self-Reflection Gardner’s Multiple Intelligences</p>
<p>Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i></p>			
<p>The student will begin by making posters that advertise Texas. The students will have lecture notes on Mexico from 1820-1836, Stephen Austin’s migration to Texas, the interaction of the Anglo settlers and the native Hispanic population, steps into the War for Texas Independence, the revolution itself and the terms of settlement. Between lecture notes, students will see clips from the videos “TEXAS” and “The Alamo” to enrich understanding of the events in Texas.</p>			
<p>Assessment Evidence: <i>What evidence will show that students met the learning goal?</i></p>			
<p>Traditional Assessment <i>(Quizzes, Test, Selected Responses)</i></p>			
<p>The students will take an essay test describing the events leading to Texas Independence and analyze the relationship between U.S. expansion, Texas and the Mexican War. They will have a study guide for terms, people and events.</p>			
<p>Portfolio Assessment</p>			
<p>None</p>			
<p>Authentic Assessment <i>(Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,)</i></p>			
<p>Written assessments run on a grading scale of 100-90(A), 89-80(B), 79-70(C), 69-60(D), 59 and below (F). The Standard Rubric is: A=All terms dealing with the subject of the question are defined/used correctly. All spelling and grammar is correct. The question is answered in a logical format. The answer indicates higher thinking skills. B=All terms dealing with the subject of the question are defined/used correctly. There may be one spelling error and two grammatical errors. The question is answered in logical format. The answer indicated higher thinking skills. C=Some terms are not defined or used correctly. There may be two spelling errors and two grammatical errors. The answer is less logical. Less evidence of higher thinking skills. D=Some terms are not defined or used correctly. There may be three spelling and grammatical errors. Little logic or higher level thinking skills. F=Many errors in terms, spelling, grammar and logic</p>			
<p>Student Self-Assessment</p>			
<p>Students will have a study guide to make certain of knowledge of terms/concepts The students will judge posters made in the hook unit.</p>			
<p>Differentiation Associated with this unit</p>			

This lesson is used with lower level students. For advanced students I would add oral reports and/or research papers.

Resources and instructional tools: (*Including Video Sources, Text Resources, Research Strategy*)

Sections of the movie **THE ALAMO**, readings on the lives of Santa Ana, Sam Houston, Stephen Austin, the Alamo, Goliad, San Jacinto River.