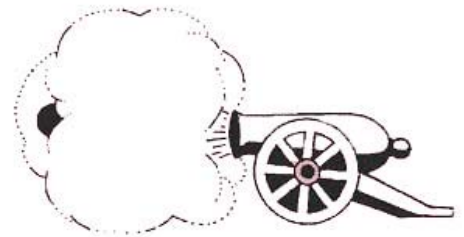
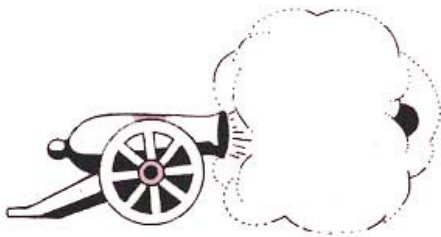


Krystal Kaspar

Social Studies Unit
Texas Revolution

Spring 2004





Dear Parents,

Hello my name is Krystal Kasper and I am the student teacher in your child's classroom. First of all, let me say how much I have enjoyed my time with your children these past four weeks. They are truly some incredible and intelligent students.

For the next two weeks we will be working on a unit about the Texas Revolution. The students will be exploring the Texas Tides website and the Texas Handbook website to find information that I believe will be very interesting and educational.

The students will be bringing home a packet about the Texas Revolution that contains all of the information about the project and what is required of them. The students are to choose one figure that made an impact on the Texas Revolution and write a research paper on them. This research can include: internet, library, textbooks, etc. The students are to include a minimum of three pictures that are relevant to their figures such as: battlefield, soldiers, flag, etc. At least one picture must be hand drawn. The students must also construct and decorate a paper doll that is a recreation of their famous figure. They are to be as creative as possible.

I encourage you to help you child and participate as much as possible in this research project. It should be a fun and enjoyable experience for everyone.

If you have any questions, please feel free to contact me at school. Thank you for all of your help and participation during this unit.

Sincerely,

Krystal Kasper
Student Teacher



“Who’s Who in the Texas Revolution” Rubric

Student’s Name: _____

Your work will be graded as follows:

Creativity and Development of the Project: 10
Originality? Pictures? Creativity? Points/ _____

Historical Accuracy and Authenticity:
Is the information correct? 10
Is the paper doll accurate to your figure? Points/ _____

Quality of Performance and Presentation:
Does it look interesting?
Is it well organized?
Title page with name? 10
Were you well spoken? Points/ _____
Good posture?

Quality of Written Report and Works Cited
Page.
Grammar, Spelling? 10
At least three sources? Points/ _____

Excellent: 40-35, Good 34-30, Fair: 29-25, Poor: 24 No Effort=No grade

Introduction

Imagine you are living in Texas in the early 1800's. You are under the reign of Mexico and its dictator Santa Anna. The United States wants Texas to become a part of the nation but Mexico refuses to give up the land. If Texas becomes a part of the United States its people will be able to make their own choices and live free from fear of Mexico and its hated ruler. You are now faced with a decision that will change your life dramatically. Do you fight for your freedom from Mexico and join the United States or do you refrain from fighting because you know that your men are no match for the Mexican army. After struggling with the decision you and your countrymen decide to fight. You are now fighting with several brave men and women who would do anything for their freedom. You know that this will change Texas forever.

The Task

Now that the battles are over and Texas has won its independence you remember those brave men and women who died defending their freedom. You now realize that without their contributions Texas wouldn't be what it is today. You will choose one of these figures from the Texas Revolution so the whole world will know about their lives and what they did to help make Texas free.

You will write a research paper with a minimum of three pages.

Your paper should include:

- Title page (Name, date, person you have chosen)
- Minimum of 3 pictures (1 must be hand drawn)
- Paper doll replica of your famous figure
- A works cited page with at least 3 sources stating where you found your information

You may choose your figure from the list provided below:

Stephen F. Austin

Benjamin Milam

James Bowie

David G. Burnet

Thomas Rusk

Lorenzo de Zavala

Hendrick Arnold

William B. Travis

Sam Houston

Jane Long

James Fannin

Juan Seguin

Francita Alavez

Mosley Baker

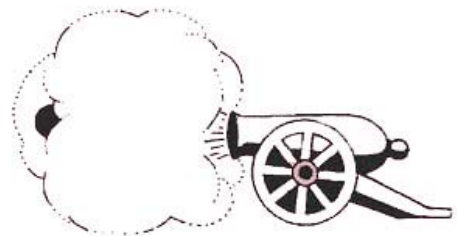
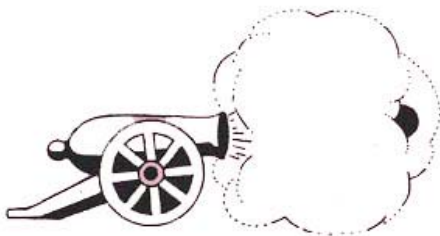
You have chosen to write about one of the figures listed above. These people are just a few of many who made an impact on Texas during the revolution. You are to be as historically authentic as possible when writing about these people. You are to talk about their lives before the Texas Revolution, during and after the war. When recreating your figure on the paper doll, be as accurate and authentic as possible. You must include a minimum of three pictures (1 must be hand drawn). This is a research project. You need to find information from at least three different sources. You may use the internet, library and textbooks but please do so with the help of your parents.

You can check your progress by asking yourself the following questions:

- Is my paper at least 3 pages long?
- Is my paper historically accurate?
- Is my paper doll historically accurate?
- Did I use at least 3 sources?
- Do I have at least 3 pictures, including 1 hand drawn?

Remember to have fun! This is a project that should be enjoyed by everyone!

If you have any questions please feel free to contact me at school.



Monday-March 29, 2004

*Introduction to the Texas Revolution Unit.

- Explain the expectations and requirements of the project
 - Read the newsletter to the students
 - Review and explain the rubric. (attached)
 - Give the students a few facts from the Texas Revolution
1. The Texas Revolution started on October 2, 1835 with the battle of Gonzales.
 2. The Revolution started because Mexico had control over Texas and the United States wanted Texas either by revolution or by purchase.
 3. 100 Mexican soldiers were sent by Santa Anna to retrieve a cannon given to the town of Gonzales for defense against the Indians.
 4. In response, Colonels John H. Moore and J.W.E. Wallace loaded the cannon with scrap iron, aimed at the Mexican soldiers and fired the first shot that began the revolution.
 5. After a short fight, the Mexicans retreated with one casualty, against no loss on the side of the Texans.
 6. The battle flag used by the Texans at the Battle of Gonzales was known as the “Come and Take It” flag. The flag symbol was an old cannon printed in black with the words “Come and Take It” written below the cannon.

Vocabulary words to introduce:

Santa Anna—the dictator of Mexico

Dictator—one who prescribes rules and maxims authoritatively for the direction of others.

Tuesday, March 30, 2004

- We will discuss the Mexican reign over Texas.

Santa Anna encouraged Anglo-Americans and Mexicans to move to Texas to encourage trade and populate the country with the promise of cheap land. Once the settlers moved to Texas they found themselves trapped under Santa Anna's power. Since they were now on Santa Anna's land they were under his reign and were forced to learn and speak only Spanish, become Catholic, be ruled under a dictatorship rather than a self government and give up slavery.

- The students will go onto the internet using the Texas Tides website and the Texas Handbook website and look for particular information that is asked on a task sheet that is provided for them.

Wednesday, March 31, 2004

- We will review and answer any questions regarding the information that was discussed on Tuesday and information found on websites.
- The students will go onto the internet using the Texas Tides website and the Texas Handbook website and continue their search for information that is asked on the task sheet provided for them.

NAME _____

Texas Tides Internet Search

1. Click on the Anglo American tab. In the 1800's the first commission of Sam Houston did what? What date did this take place? Who signed it? Where was Sam Houston's reply located?

2. Where was the second commission of Sam Houston adopted? Give the date and place.

3. Who was granted the first empresario contract to bring 300 settlers to Spanish Texas? Who was his son?

4. Find, draw and label the 3 goods that Sam Houston ordered for his camp on the Brazos.

5. Click on the Mexican tab. Find the *Call to arms* link. Read the article. Tell who was appointed the Aids-de-camp to the major general. What was the date that the article was published?

6. Go to the link titled *Santa Anna's threat to avenge the defeat at Bexar*. Look on the related links and click on the *Siege of Bexar* in the Handbook of Texas. How long did the Texas Army fight the Mexican army in this battle?

Thursday, April 1, 2004

- We will review and answer any questions regarding the information found on the website
- The students will be put into pairs and will go over the information given to them on Monday and Tuesday and the information found through the internet search

Friday, April 2, 2004

- The students will take an assessment on the information they have learned

NAME _____

Texas Revolution Assessment 1

1. What was the date that the Texas Revolution started? With what battle?

2. Give three reasons why Texas wanted its independence from Mexico and Santa Anna.

3. What is the definition of a dictator? Who was the dictator that reigned over Texas and Mexico?

4. What were the three goods that Sam Houston ordered for his camp on the Brazos?

1. _____
2. _____
3. _____

NAME _____ KEY _____

Texas Revolution Assessment 1

1. What was the date that the Texas Revolution started? With what battle?

October 2, 1835

Battle of Gonzales

2. Give three reasons why Texas wanted its independence from Mexico and Santa Anna.

They didn't want to speak only Spanish, become Catholic, have a dictator and abolish slavery

3. What is the definition of a dictator? Who was the dictator that reigned over Texas and Mexico?

One who creates rules and reigns authoritatively over others

Santa Anna

4. What were the three goods that Sam Houston ordered for his camp on the Brazos?

1. blankets

2. tents

3. summer clothing

Monday, April 5, 2004

- Today I will introduce more Texas Revolution War facts and figures. The students are to take notes over the information that is given to them during group time.
 1. Sam Houston - a delegate from Nacogdoches who was appointed General of the military district east of the Trinity. At the Washington-on-the-Brazos convention, Houston was elected commander-in-chief of the armies of Texas.
 2. William B. Travis – One of the first men to join the Texas forces. In January of 1836, Travis entered the Alamo with about 30 men. Travis commanded for reinforcements, but very few came. Travis and over 180 defenders died at the Alamo on March 6, 1836.
 3. James Fannin – a participant in the Battle of Gonzales. In January of 1836, Fannin was appointed by the provisional government as an agent to raise troops and money for the republic. By order of Santa Anna, Fannin and 27 of his men were executed on March 27, 1836 at the Goliad Massacre.
 4. James Bowie – a commander of a volunteer force in San Antonio, Bowie and Travis shared authority during much of the siege of the Alamo. But pneumonia disabled Bowie, and he was confined to his cot at the time of his death on March 6, 1836 at the Battle of the Alamo.
 5. David Crockett – a representative in the Texas legislature that joined ranks with William B. Travis and fought for independence at the Alamo. In March 1836, David Crockett, with 139 others, was massacred at the Alamo.
 6. Some Major Battles – Battle of Gonzales (started the war), Battle of the Alamo (no survivors, Mexico win), Goliad Massacre, and the Battle of San Jacinto (Texas victory, end of the war on April 21, 1836)

This information should be spread over two days. After the note-taking, the students will be introduced to Published Minutes to the Committee of Vigilance and Safety of Nacogdoches (Edwards Mission).

Texas Tides Document Analysis Sheet – Grade 4

The Texas Revolution

Teaching Excerpts: Published Minutes of the Committee of Vigilance and Safety of Nacogdoches.

#1 Raguet's Explanation of Edwards Mission



Answer the following questions using this document. Underline important sentences to help answer the questions.

TYPE OF DOCUMENT (Check One):

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Press Release |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Other |

UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Other |
| <input type="checkbox"/> Typed | |

DETAILS OF DOCUMENT

Date of the document: _____ According to your textbook, what was happening in Texas when this document was written?

Author of the document: _____

Using the Handbook of Texas, identify the author and explain his position.

Who was the intended audience for the document?

DOCUMENT INFORMATION (There are many possible ways to answer these questions).

Why do you think this document was written? Quote evidence from the document as proof.

Define “vigilance.” Based on this definition, and the content of the document, why do you think that the Committee of Vigilance and Safety of Nacogdoches was formed?

Who is Haden Edwards? [Use the Handbook of Texas and your textbook to answer this question].

What was his mission in the United States?

List two things the document tells you about life in Texas at the time this document was written that was not explained in your textbook:

List three things the author said that you think are important:

Tuesday, April 6, 2004

- The students will review the document and use the internet to help them answer the questions pertaining to the document (Edwards Mission).
- I will review the students and go over any questions they may have pertaining to the information on the Texas Revolution.

Wednesday, April 7, 2004

- The students will take an assessment on the material they have been given in the class discussions and the information found on the internet search. The students will turn in their **Who's Who** research projects. A rubric is attached for the grading of the research project.

Thursday, April 8, 2004

- The students will take their final assessment of the Texas Revolution, and will share their research projects with the class.

Friday, April 9, 2004

- School Holiday

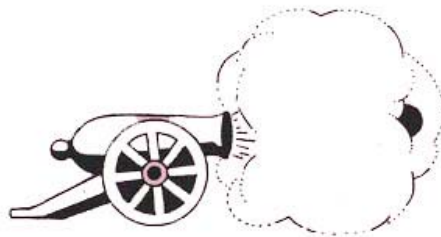
NAME _____

Texas Revolution Assessment 2

1. What were the four major battles fought during the Texas Revolution?

2. Name three men that fought during the Texas Revolution and one fact about each of them.

3. Who was Haden Edwards? What was his mission for the United States?



Name _____ Key _____

Texas Revolution Assessment 2

1. What were the four major battles fought during the Texas Revolution?

Battle of Gonzales, Battle of the Alamo,
Goliad Massacre, Battle of San Jacinto

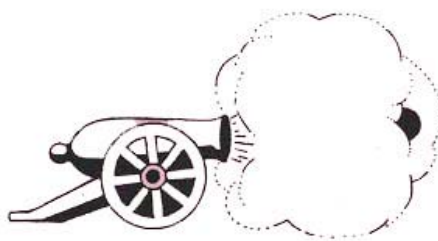
2. Name three men that fought during the Texas Revolution and one fact about each of them.

Varies: William B. Travis, Houston, Fannin, Crockett, Bowie

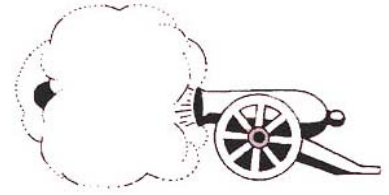
3. Who was Haden Edwards? What was his mission for the United States?

Colonel in the Texas Army who wanted aid for Texas during the
war with Mexico. Got donations for the purpose of raising a Battalion
of men to be known as the Ladies' Battalion, or Regiment.

—



Name _____



Texas Revolution Final

1. When did the Texas revolution begin?

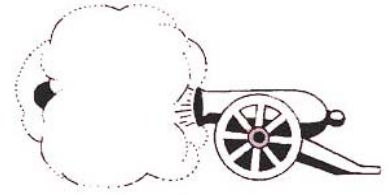
2. Who was the commander-in-chief of the Texas Armies?

3. Who were William B. Travis and Santa Anna?

4. When did the Texas revolution end? What battle ended the war?

5. Give three reasons why Texas wanted its independence from Mexico.

Name _____ Key _____



Texas Revolution Final

1. When did the Texas Revolution begin?

October 2, 1835

2. Who was the commander-in-chief of the Texas Armies?

Sam Houston

3. Who were William B. Travis and Santa Anna?

William B. Travis – Commander at the Alamo, called for reinforcements, one of the 1st men to join Texas forces

Santa Anna – Dictator that ruled over Mexico and Texas

4. When did the Texas revolution end? What battle ended the war?

April 21, 1836

The Battle of San Jacinto

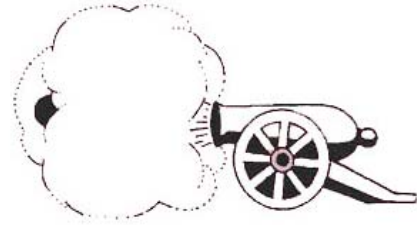
5. Give three reasons why Texas wanted its independence from Mexico.

didn't want to speak Spanish

didn't want to be Catholic

didn't want to be ruled by a dictator

didn't want to give up slavery



Dear Parents,

I hope you are having a great time working with your child on their Texas Revolution research project. From what I am hearing from the students, they are really learning a lot and having a great time doing the project.

The Texas Revolution research projects are due on Wednesday, April 7, 2004. We will be having a sharing day on Thursday, April 8, 2004 during the normal social studies time of 10:30.

Attached is an evaluation sheet for the journals. This can be a checklist of sorts. This is the information that I will be looking for when assessing the student's performance and presentation of their projects.

Thank you so much for all the help. Again, if you have any questions, please feel free to ask.

Sincerely,

Krystal Kaspar

