

Writing Lesson

Standards

Writing Lesson

4.3B Summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza.

4.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

4.22D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Central Theme: People impact change

Higher Order Thinking Skills: Cognitive using graphic organizers. Metacognitive: compare and contract

Lesson Topic: Historical Figures and Contributions

Content Objective: I will create a written visual journal entry that depicts a historical figures contribution Texas' independence.

Language Objective: I will write a journal entry from the point of view of a historical figure that played an important role in Texas' history.

Key Vocabulary: Independence, battle, revolution, conflict, victory, contribution, differences, annexation

Supplemental material: The students will be using a computer or iPad to read brief biographies and contributions articles online.

Meaningful material: Writing prompt, Shared reading Newsela article, graphic organizer, video, and tablets/laptops to view the online article.

<https://www.thoughtco.com/important-people-of-the-texas-revolution-2136255>

<https://www.legendsofamerica.com/tx-revolution/>

Multimedia and material:

<https://www.youtube.com/watch?v=WZs3F>

[9rwEK8http://www.softschools.com/timelines/texas_revolution_timeline/64/](http://www.softschools.com/timelines/texas_revolution_timeline/64/)

Warm-up Activity:

Display the following images on the board. Provide students with a few minutes to analyze and write down what they notice from the images. Then, Have the students share what they wrote with a partner.



Building Background knowledge:

Students will discuss about what factors lead to conflict and battles. Teacher will use the following sentences stem to help students engage in conversations before sharing with whole group.

From my understanding, I can say that conflict and battle are consequences of _____ because _____

Introduction Lesson:

After the warm up activity, have students watch a quick clip about the Texas revolution. The video is brief and serves as review about the Texas Revolution. By this point in the unit, students have had previous exposure to the events that lead to the revolution, as well as battles that took place.

<https://www.youtube.com/watch?v=WZs3F9rwEK8>

After the clip, have students turn to their groups and discuss how an individual can contribute or influence conflict.

Provide the following sentences frame for students at the beginning proficiency level in English: The way a person can influence conflict is by _____. For example, _____.

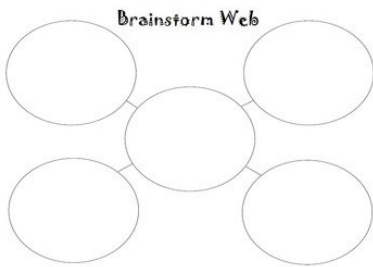
Students at advanced or advanced high proficiency levels can begin the groups conversation by modeling their thinking for beginners and intermediate students.

Guided Practice: The teacher will begin by reading today's objective with the students:

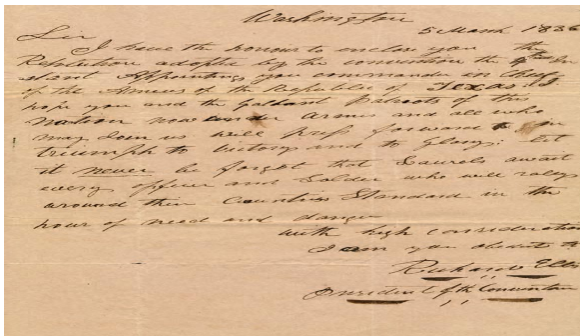
LO: I will write a journal entry from the point of view of a historical figure that played an important role in Texas' history.

The teacher will then take the information discussed in the video to brainstorm ways in which a historical figure contributed to Texas' revolution. For example, take Sam Houston. Based on the video, fill in a web graphic organizer to help with the brainstorming. In the middle, the teacher would fill in Sam Houston's name and in the surrounding boxes, the teacher would include relevant details that

were read or viewed in a video.



The teacher will then take the web's information about contributions and will generate a quick journal entry from the point of view of Sam Houston. The goal is to get students to think outside the box with this activity. What would be going through a historical figure's head during this period? What type of information would they write in the journal? How would they depict the events that have led to the revolution?



To help build back ground knowledge, partner students up (beginners with an advanced high and intermediates with advanced) Students will pick a historical figure from the following list and will then follow the link to read about the figure: General Santa Ana, Sam Houston, David Crockett, and Stephen F. Austin. As students are reading, they will gather information about the historical figure they chose. The information will be written down on the web. The students should keep the following questions present while reading. These same questions will guide them in the diary entree. What would be going through a historical figure's head during this period? What type of information would they write in the journal? How would they depict the events that have lead to the revolution?

<https://www.thoughtco.com/important-people-of-the-texas-revolution-2136255>



<https://www.legendsofamerica.com/tx-revolution/>



Independent: Students will take their researched information about the historical figure and will create a brief journal entry. The students will place themselves in the shoes of the figure and narrate the events that lead to the revolution and how the person contributed during this revolution. Provide the students

in the beginning stages with the following sentence stems to get the journal entry going:

Today, I encountered _____. This is important because _____. What I think about this war _____, because _____.

Closing: Bring students back to share their diary entries with a classmate. Students can read out of their writings.

As whole group, to check for understanding, ask the students the following questions: What is an important contribution your historical figure had during the Texas Revolution?

Review and Assessments:

As an exit ticket ask students to answer the following questions on a sticky note:

Did the contributions your historical figure had changed the outcome of the war? In what ways? What would have happened if the figure didn't exist, would the outcome of the war still be the same?

Word Bank: Independence, battle, revolution, conflict, victory, contribution, differences, annexation

Extension and Resources:

Students will analyze the timeline and will choose one event that they believe played a very important role in the outcome of the Texas Revolution. Students will then write a quick response with a what if the event never occurred. How would this event change the outcome of the battles?

http://www.softschools.com/timelines/texas_revolution_timeline/64/



Content and Language Objective:

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