

The Texas Revolution, Part 1

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

Lesson 1

Standards	7.2E Trace the development of events that led to the Texas Revolution 7.3B Explain the issues surrounding significant events in the Texas Revolution
Lesson Topic	Causes of the Revolution

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Review the events that led to the Texas Revolution. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Listen to and/or read the lesson passage, and write question responses in their notebooks.In the review/assessment activity, discuss and write the people’s perspectives on going to war in the graphic organizer.	<ul style="list-style-type: none">customs dutiesempresarioland titlerevolt
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersOutside Passage: “Road to Revolution” (in teacher’s binder)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *As we have discussed, the Texas Revolution was looming as Texans, both Anglo and Mexican, refused to accept the governmental changes made by Santa Anna and the Mexican national government.*
 - *Today we will review some of the governmental changes and how they contributed to the beginning of the Texas Revolution. As the week proceeds, we will talk about specific battles of the Revolution and the people who were involved.*
 - *We should keep in mind who the people fighting in this war are and what they are fighting for. However, today we will focus specifically on the events that led up to the Revolution.*

Presentation

20 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Teacher-led Reading: "Road to Revolution" passage (in teacher's binder)

(10 min.)

- State the big idea.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Who are the people living in Texas in 1835, right before the Texas Revolution begins? How did they get here?*
 - *Why did Mexican government officials issue stricter laws on Texas settlers?*
 - *Do you think the Texas settlers were right to go to war against the Mexican government? Why or why not?*
 - *State and discuss two reasons that Texas wanted independence from Mexico.*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions for students, allowing them to respond to these questions.

Practice/Application

6 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

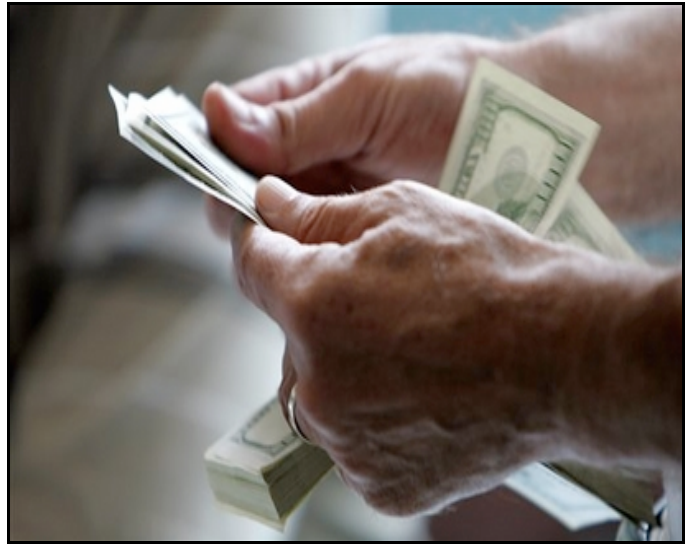
Review/Assessment

10 min.

- Introduce the activity.
 - *Today we have reviewed some of the causes of the Texas Revolution. Some of the things we have considered are that Anglo-Americans were trying to take Texas from Mexico, that many Texans were not willing to accept the governmental changes by the Mexican national government and Santa Anna, and that Santa Anna was not a just ruler.*
 - *Thinking about what we have read and discussed today, with your partner, build an argument for going to war from the perspective of the Mexican government or from the perspective of a Texas settler in your graphic organizer. We will share both perspectives as a whole group.*
- Students write their responses in their graphic organizer.
- Students contribute their answers in a whole-class discussion.

customs duties (impuestos)

**Taxes charged on incoming goods (imports)
from another country**



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Synonyms: import taxes, taxes on imported goods

The Conflict at Anahuac occurred when the Mexican government demanded that all U.S. ships landing in Texas pay **customs duties** at Anahuac.

On entry to the United States, the businessman paid **customs duties** for the cell phones he had brought from China.

Turn and Talk

- **All countries charge custom duties. What are the benefits?**
- **When would you or I be required to pay customs duties?**

empresarios (empresario)

Businessmen who brought American settlers into the Mexican territory of Texas in exchange for money



Imelda

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Synonym: recruiter

The **empresarios** brought thousands of people to Texas in the 1820s.

It is helpful if an **empresario** is familiar with the language of the local people.

Turn and Talk

- How did Stephen F. Austin's ability to speak Spanish help him become a successful empresario?

land titles (título de propiedad)

A government-issued document proving the legal ownership of a piece of land



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Synonym: proof of ownership

The Fredonian Rebellion started when the Edward brothers demanded **land titles** from the Texas settlers.

After buying the piece of land in Austin, Mr. Brown received a **land title** from the state.

Turn and Talk

- **Who issues land titles? Why would Texas settlers not have had them?**
- **Why is it important to get a land title once you have bought land?**

revolt **(revuelta, rebelión)**

A protest against or intentional disobeying of authority



Celeste Hutchins
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Synonyms: riot, rebellion

In the 1600s, a **revolt** occurred when the Spanish missions refused to allow the Pueblo Indians to follow their traditional religious beliefs.

A **revolt** occurred when the principal informed the students they would no longer serve pizza in the cafeteria.

Turn and Talk

- Discuss one thing that the government could do that would get you to revolt. (Prompt: Why are people revolting in the picture?)
- Are revolts always violent?

The Texas Revolution, Part 1

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

Lesson 2

Standards	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
Lesson Topic	Battles leading up to the Alamo: Gonzales and Goliad

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn about the importance of the two battles in propelling the Texas Revolution. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Listen to and/or read the lesson passage, and write question responses in their notebooks.In the review/assessment activity, discuss and write how the actions of the people involved in the war pushed forward the revolution.	<ul style="list-style-type: none">artilleryconflictreinforcementssiege
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersPassages: “Gonzales—The Lexington of Texas” & “On to San Antonio” (pgs. 205–206)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *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: What were the people in the Texas Revolution fighting for and was their cause just?*

Presentation

20 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Teacher-led Reading: "Gonzales-The Lexington of Texas" & "On to San Antonio" (pgs. 205-206)

(10 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What message did Texas settlers send to Mexican troops by burying the cannon?*
 - *How did the victories at Gonzales and Goliad affect the Texas troops as they headed to San Antonio?*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions for students, allowing them to respond to these questions.

Practice

6 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

10 min.

- 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.*
 - *With your partner, you will discuss the people you read about today and how their actions pushed forward the revolution. In your graphic organizer, for each group of people write how their actions pushed forward the revolution and how the battles helped or hurt each group of people fighting.*
 - *We will discuss this as a whole group before today's dismissal.*
- Students write their responses in their graphic organizer.
- Students contribute their answers in a whole-class discussion.

artillery (artillería)

Heavy guns, cannons used in war; heavy ammunition



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Synonyms: heavy guns, cannons

The Texas settlers surrounded the Alamo with heavy **artillery**.

The U.S. Army uses heavy **artillery** from time to time in Iraq and Afghanistan.

Turn and Talk

- **What are some of the advantages of using artillery in war?**
- **In the first sentence, why do you think the Texas settlers surrounded the Alamo with heavy artillery?**

conflict **(conflicto)**

A serious, long-lasting disagreement or argument



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Synonyms: disagreement, dispute

The **conflict** between the Texas settlers and the Mexican government caused several wars.

A **conflict** between our football team and the players at a neighboring school led to a fight.

Turn and Talk

- What might have caused the conflict between the two football teams?
- How is a conflict different from or similar to a revolt?

reinforcements (refuerzos)

**Additional weapons, soldiers, etc. provided
to strengthen an army**



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Synonym: fortifications

The Texas settlers called for **reinforcements** during the Gonzales war.

The U.S. Army recently asked for **reinforcements** to help fight the armed rebels in Iraq.

Turn and Talk

- **When might it be necessary for a country to reinforce its army?**
- **What does reinforcing a building mean? In what ways can a building be reinforced? Why/when might a building be reinforced?**

siege **(sitiar, rodear, acorralar)**

The surrounding of a building, town, or city with the aim of forcing the enemy inside to surrender



www.latinamericanstudies.org

Synonyms: barricade, blockade

The Mexican army laid **siege** to the Alamo before attacking it.

In an effort to capture Saddam Hussein, the U.S. Army laid **siege** on Baghdad, the capital of Iraq.

Turn and Talk

- **When/why would the police or an army lay siege?**
- **What are the intended results of a siege?**

The Texas Revolution, Part 1

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

Lesson 3

Standards	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
Lesson Topic	The Assault on San Antonio

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn about the importance of the capture of San Antonio in propelling the Texas Revolution. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Listen to and/or read the lesson passage, and write question responses in their notebooks.In the review/assessment activity, predict and write how the Mexican forces will respond to their defeat in San Antonio.	<ul style="list-style-type: none">recruitrefugeretreatsurrender
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersPassage: “The Assault on San Antonio” (pgs. 211–212)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *Today we will continue discussing battles in the Texas Revolution—the Assault on San Antonio.*
 - *We learned the word “siege” yesterday, and we will study the concept further today. Can you recall the meaning of the word? I want you to think about the purpose of a siege in a war as we go through today's lesson.*

Presentation

20 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss “turn and talk” questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Teacher-led Reading: “The Assault on San Antonio” (pgs. 211–212)

(10 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What was the purpose of the siege and which group did it benefit.*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions for students, allowing them to respond to these questions.

Practice

7 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

15 min.

- Introduce the activity.
 - *Today we have read about and discussed another battle in the Texas Revolution.*
 - *With your partner, you may discuss the following two questions:*
After the Capture in San Antonio, Texan soldiers went home. Why?
Predict how Mexican troops will respond to this defeat in San Antonio.
 - *Then, take a few minutes to write responses to the two prompts in your logs.*
- Students contribute their answers in a whole-class discussion.

recruit **(reclutar)**

To raise an army; enlist new troops



ArmyStrongPA; Library of Congress Prints and Photographs Division

Synonym: enlist

Milam had to **recruit** a large army to capture San Antonio.

The coach put up a sign-up sheet to **recruit** more players for the women's basketball team.

Turn and Talk

- What kinds of activities are students recruited for in school?
- What are the risks and rewards of being recruited into the U.S. military?

refuge (refugio)

A shelter or protection from danger; a safe place



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Synonyms: hideaway, shelter

The Texan soldiers took **refuge** in the Alamo when the Mexican Army advanced.

When the place flooded, the people searched for **refuge** on the rooftops.

Turn and Talk

- Suppose you and your friend were driving and a tornado was approaching. Where might you seek refuge?
- Think about people who have been forced to leave their country due to war and live in refugee camps. In what ways do these camps offer them refuge?

retreat (retirarse)

To move back to a safe place



U.S. Army

Synonym: withdraw

The Texan Army **retreated** from fire coming from the Mexican troops.

The high flames from the bonfire forced the students to **retreat** to a safer distance.

Turn and Talk

- Can you retreat from a verbal conflict? What does that look like?
- Imagine you were involved in a fight. What would make you decide to retreat rather than to continue fighting?

surrender **(rendirse)**

Give up power or property to another



Britannica Kids; <http://kids.britannica.com/comptons/art-120700>

Synonyms: give up, give in, cede

The Mexican troops were forced to **surrender** when they realized they were defeated.

When the thief found himself surrounded by policemen, he decided to **surrender** and was arrested.

Turn and Talk

- Imagine you were an army general leading your troops in a fierce war, such as the war in Iraq. What are some reasons that might make you surrender to your enemy?
- Do you think the phrase “never surrender” is a good way to live your life? When does it work and when does it not work so well?

The Texas Revolution, Part 1

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

Lesson 4

Standards	7.3B Explain the issues surrounding significant events in the Texas Revolution
Lesson Topic	The Consultation: Debating the future of Texas

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn about the results of the consultation and why the provisional government failed in Texas. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Listen to and/or read the lesson passage, and write question responses in their notebooks.In the review/assessment activity, write about whether they are pro-peace or pro-war using these terms and justifying their opinions with an explanation.	<ul style="list-style-type: none">compromisedelegatesdictatorprovisional government
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersPassages: “Peace Party Prevails at Consultation” (pg. 207) & “A Provisional Government Begins” (pg. 208)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to backgroundIntroduction to meaning of “pro-peace” and “pro-war”

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *In the last couple of days, we've discussed several battles that broke out in Texas between Texas settlers and Mexican government officials during the Texas Revolution. During the fighting, Texans called for a meeting to discuss the future of Texas. This meeting was called "The Consultation." Today we will consider what Texans wanted from the war as they expressed themselves at the Consultation.*
- Introduce the terms pro-peace and pro-war to students by emphasizing the meaning, in favor of, and giving examples.
 - *Not all Texans wanted the same thing. Some Anglo Texans who had been living in Texas for a long time under Mexican government did not support the revolution. Some more recent arrivals to Texas from the United States felt no loyalty to Mexico and wanted the war. There were also divisions among Tejanos. Some did not want to break from Mexico, and others felt that the only way to reform the Mexican system was to revolt against Santa Anna and his army.*

Presentation

25 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Teacher-led Reading: "Peace Party Prevails at Consultation" (pg. 207)

& "A Provisional Government Begins" (pg. 208)

(15 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Explain what the pro-war delegates wanted. Explain what the pro-peace delegates wanted.*
 - *Imagine that you were a Tejano (a person of Spanish or Mexican descent who settled in Texas) living in Texas at the time of the Texas Revolution. Would you be pro-war or pro-peace? Give an explanation for your answer.*
 - *The provisional government accomplished very little and eventually fell apart. Why do you think the provisional government was not successful?*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions for students, allowing them to respond to these questions.

Practice

7 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

10 min.

- Introduce the activity.
 - *Today we read about and discussed the Consultation. Our main focus is on the different people involved in the war and their reasons for fighting. Today, we spoke about the people of Texas and how they were divided in their opinions about Texas gaining independence from Mexico.*
 - *Before we leave today, think about the terms “pro-peace” and “pro-war” and their meanings. In your notebook, write a brief statement about whether you are pro-peace or pro-war when it comes to the United States’ recent wars. Give an explanation for your belief. There is no correct answer, but it is important that you understand the meaning of “pro-peace” and “pro-war” and that you are able to support your belief with an explanation. We will discuss this as a whole group before today’s dismissal.*
- Students contribute their answers in a whole-class discussion.

compromise (acuerdo)

An agreement where both parties give up something they want in order to get something else they want more



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Synonyms: agreement, accommodation, negotiation

The pro-war and pro-peace groups reached a **compromise** in which they agreed to keep Texas part of Mexico if Santa Anna granted Texans their rights.

We negotiated a **compromise** with the seller to buy the car at a lower price.

Turn and Talk

- You want to go to your best friend's birthday party, but you have been grounded for the week for staying out late. What compromise could you reach with your parents?
- In a compromise, does each side always get all of what they really want?

delegates (delegados)

A person who is elected or appointed to represent others



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Synonym: representative

Delegates from different parts of Texas came together to discuss the Constitution of 1846.

Student Council members are **delegates** that represent all the students in a school.

Turn and Talk

- **Why do governments use delegates to make decisions instead of asking all the people for their opinions?**
- **What kinds of issues should your Student Council delegates discuss with the school administration?**

dictator **(dictador)**

A ruler who demands people to do things his or her way



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Synonym: absolute ruler

Santa Anna was a **dictator** who denied Texans many rights.

Saddam Hussein was a **dictator** who made the Iraqi people suffer a great deal.

Turn and Talk

- What is the difference between a dictator and a democratic leader?
- Are there any dictators in your life?

provisional government (gobierno provisional)

An emergency or temporary government set up when a government collapses suddenly



U.S. government; www.usa.gov/copyright.shtml

Synonym: temporary government

The delegates formed a **provisional government** to run the state until a permanent government could be elected.

After discovering that the new Student Council had paid students for their votes, the school established a **provisional government**.

Turn and Talk

- If your principal were suddenly hospitalized, who would be the provisional leader of the school? What would be some of his or her duties?
- What does it mean to have a provisional driver's license?

The Texas Revolution, Part 1

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

Lesson 5

Standards	NA
Lesson Topic	End-of-week quiz review

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Use notes constructively as preparation for quiz.• Take end-of-week assessment. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Listen and provide responses to jeopardy questions during the review.• Match vocabulary words to their corresponding definitions and compose answers to content comprehension questions.	
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Weekly quiz	<ul style="list-style-type: none">• Post the objectives

Motivation (Engagement/Linkages)**1 min.**

- *Today, before you take the quiz, we will first review what we have learned this week. The review is in the form of a jeopardy game. You can draw from your notes to help answer the Jeopardy questions.*

Presentation**20 min.**

- Introduce the game of Jeopardy.
- Have students play Jeopardy in small groups or in two large teams. You might want to appoint a time- and scorekeeper.
- Have a team member pick a category and a point value. Make sure you set a time limit for the answer.
- Look at your Jeopardy handout for questions and answers.
- If the student is correct, the team is awarded the point value of the question.
- If the student/team is incorrect, the opposing team may take the points if they can answer the question correctly.
- Continue until all questions have been answered. The team with the most points wins.
- Remind students to answer in the form of a question (e.g., “Who is Santa Anna?”) and that they may use their notebooks to look for answers.

Practice

- Students answer the various questions in the Jeopardy game.
- The teacher provides feedback along the way.

Review/Assessment**30 min.**

- Remind students to provide complete sentences in the content comprehension section of the assessment.
- Distribute the weekly assessment.
- If time permits, you may read quiz items to students in order to clarify any questions students may have prior to taking the quiz.
- Students take the weekly quiz.
- If time allows and students finish before the end of class time, review questions and answers with students after quizzes have been collected.

JEOPARDY!

People	
10	<p>A- He was considered a dictator by many Texas settlers and by some Mexicans.</p> <p>Q- Who is Santa Anna?</p>
50	<p>A- The Capture of San Antonio was a victory for this group.</p> <p>Q- Who are the Texas settlers?</p>
100	<p>A- These were businessmen who brought thousands of people to Texas in the 1820s.</p> <p>Q- Who are empresarios?</p>
Places	
10	<p>A- This was the first battle of the Texas Revolution.</p> <p>Q- What is the Battle of Gonzalez?</p>
50	<p>A- A siege means to surround a _____ with the aim of forcing the enemy inside to surrender.</p> <p>Q- What is a building, town, or city</p>
100	<p>A- This was the name of the meeting where Texans set up a temporary or provisional government.</p> <p>Q- What is the consultation?</p>
Potpourri	
10	<p>A- One of the laws the Mexican government made to try to stay in control of the Texas area.</p> <p>Q- What is making slavery illegal, banning U.S. immigration, imposing customs duties on U.S. imports coming into Texas, settlers couldn't request jury trials?</p>
50	<p>A- This was one of the problems with the provisional government created by the Consultation of 1835.</p> <p>Q- The leaders' roles were not defined clearly which caused conflicts, there continued to be fighting between the War Party and the Peace Party delegates because of different beliefs, disagreements over military strategy created conflict?</p>

100	<p>A- As the Texas Revolution broke out, Texas settlers were fighting for this.</p> <p>Q- What is their cannon which they did not want to return, many wanted independence from Mexico, to take Mexico's land, the constitution of 1824 which Santa Anna had violated, to get rid of Santa Anna whom they were not happy with his governance?</p>
BONUS	
	<p>A- Mexican troops believed they were fighting for this.</p> <p>Q- What is for their land/protect their land/keep U.S. from stealing their land, to take control of the Texas area/tighten control in TX, trying to restore peace?</p>
Vocabulary	
10	<p>A- This means to give up power or property to another.</p> <p>Q- What is surrender?</p>
50	<p>A- This means to pull back to safety.</p> <p>Q- What is retreat?</p>
100	<p>A- This means to protest against authority; to disobey authority.</p> <p>Q- What is a revolt?</p>
BONUS	
	<p>A- This means to raise an army; enlist new troops</p> <p>Q- What is to recruit?</p>

Name:

Teacher:

Class Period:

Date:

Quiz 1: The Texas Revolution 1

Match each definition on the left with the sentence that uses the corresponding vocabulary word on the right. Not all sentences will be used.

- h** 1. Businessmen who brought American settlers into the Mexican territory of Texas in exchange for money.
- d** 2. A protest against authority; to disobey authority.
- f** 3. Heavy guns, cannons used in war/heavy ammunition.
- e** 4. Surrounding a building, town, or city with the aim of forcing the enemy inside to surrender.
- a** 5. To raise an army; enlist new troops.
- i** 6. To give up power or property to another.
- l** 7. A ruler who demands his people do things his way.
- j** 8. Move back to safety.
- c** 9. Additional weapons, soldiers, etc. provided to strengthen an army
- b** 10. Those people elected or appointed to represent others.

- a. Milam had to **recruit** a large army to capture San Antonio.
- b. **Delegates** from different parts of Texas came together to discuss the Constitution of 1846.
- c. The Texas settlers called for **reinforcements** during the Gonzales war.
- d. In the 1600's, a **revolt** occurred when the Spanish missions refused to allow the Pueblo Indians to follow their traditional religious beliefs.
- e. The Mexican army laid **siege** to the Alamo before attacking it.
- f. The Texas settlers surrounded the Alamo with heavy **artillery**.
- g. The Pro-war and Pro-peace groups reached a **compromise** in which they agreed to keep Texas a part of Mexico if Santa Anna granted them their rights.
- h. The **empresarios** brought thousands of people to Texas in the 1820's.
- i. The Mexican troops were forced to **surrender** when they realized they were defeated.
- j. The Texan army decided to **retreat** from the Mexican troops' fire.
- k. The Mexican soldiers took **refuge** in the Alamo when the Texan Army advanced.
- l. Santa Anna was a **dictator** who denied Texans many rights.

Provide brief answers for each of the following. Some questions may ask for more than one answer.

1. Before the start of the Texas Revolution, the Mexican government issued strict laws regarding Texas settlers. Describe **one** of these laws. Why did Mexico issue these strict laws?

- **CHARGED CUSTOMS DUTIES ON U.S. IMPORTS INTO TEXAS**
- **MADE IT ILLEGAL TO IMPORT SLAVES**
- **BANNED U.S. IMMIGRATION TO TEXAS**
- **SETTLERS COULDN'T REQUEST JURY TRIALS**

MEXICO IMPOSED THESE LAWS TO TIGHTEN CONTROL OVER TEXAN SETTLERS AND DISCOURAGE REBELLION

2. Conflicts between Texas settlers and the Mexican government increased as Mexico worried about the United States' plans to take over Mexico. Settlers were equally angry that Mexico's military rulers were taking over and changing the laws. What did Mexican troops believe they were fighting for?

- **THEY WERE TRYING TO PROTECT THE LAND IN TEXAS BEING SETTLED BY U.S. SETTLERS**
- **WERE TRYING TO KEEP THE U.S. FROM STEALING MEXICAN LAND**
- **WERE TRYING TO RESTORE ORDER/TIGHTEN CONTROL**
- **WERE TRYING TO RESTORE PEACE**

3. As the Texas Revolution broke out with the Battle of Gonzales, what were Texas settlers fighting for?

- **THEIR CANNON WHICH THEY DID NOT WANT TO RETURN AND BE LEFT WITHOUT A MEANS OF DEFENSE**
- **MANY ANGLO-AMERICAN SETTLERS WANTED INDEPENDENCE FROM MEXICO**
- **SANTA ANNA HAD VIOLATED THE LAW OF 1824 WHICH OFFERED A BROAD PROMISE OF FREEDOM TO ANGLO SETTLERS IN TEXAS**
- **MANY WERE NOT HAPPY WITH SANTA ANNA'S CONTROL AND WANTED FREEDOM FROM HIS GOVT**
- **SOME WANTED TO TAKE THE TEXAS LAND FROM MEXICO**

4. The capture of San Antonio was a victory for what group?

TEXAS SETTLERS

5. What was **one** of the problems with the provisional government created by the Consultation of 1835?

- **THE LEADERS' ROLES WERE NOT CLEARLY DEFINED AND THIS CAUSED CONFLICT/ POWERS OF THE GOVERNOR AND COUNCIL WERE DEFINED VAGUELY WHICH LED TO CONFLICT**
- **DELEGATES FROM THE WAR AND PEACE PARTIES CONTINUED TO FIGHT AND QUARREL BECAUSE OF THEIR DIFFERENT BELIEFS**
- **DISAGREEMENTS OVER MILITARY STRATEGY CREATED CONFLICT/THE COMMANDER (SAM HOUSTON) DID NOT HAVE FULL AUTHORITY OF THE ENTIRE ARMY (REGULAR AND VOLUNTEER ARMY) WHICH CREATED CONFLICT**
- **NO CLEAR GOALS OR GOOD LEADERSHIP**