

Created by: Michelle Crane, 2014

This project is funded in part by a grant from the National Geographic Society Education Foundation.

Grade Level: 4th/7th

Time Frame: One 45 minute period

Lesson Description:

Students create an annotated map depicting the battles of the Texas War for Independence.

Learning Outcomes:

Upon completion of this lesson, students will be able to:

1. Apply geographic tools to construct and interpret maps,
2. Translate geographic data into a map

Connection to the Curriculum:

This lesson is intended to be used in either a 4th grade Texas History classroom during a unit on Texas Independence, but it could be easily adapted for a 7th grade classroom by adding more details to the map and having the students perform a more sophisticated map analysis. The lesson assumes that the students have already been introduced to the causes of the war and the events which led to Spanish military presence in Texas and the formation of the Texas army. A brief background of events is included in the slide presentation, but this can be skipped in favor of a brief oral review of the students' knowledge of these events.

TEKS Strand(s) Objective(s):

4th Grade

3. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.

A. analyze the causes, major events and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;

6. The student uses geographic tools to collect, analyze and interpret data.

A. apply geographic tools, including grid systems, legends, symbols, scales, and compass rose, to construct and interpret maps;

B. translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps;

21. The student applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology.

B. 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;

Materials:

For Student Use:	
11" x 17" paper	One sheet per student. 8 ½" x 11" can be used, if necessary, but the map is more effective if students have more room to write.
Colored pencils	Students will need a standard package of 8 colors – they can share, but one pack per student is ideal.

For Teacher Use:	
Texas Independence Annotated Map Power Point	
Computer with projection device	
<p>Strategies: During this lesson, students will be creating a sketch map and annotating it as a method for note-taking. For more information on sketch maps as graphic organizers, see the explanation in the module materials for the Spatial Skills and Applications Module.</p>	
<p>Questions: Below are a few questions you can use throughout this lesson in order to promote higher order thinking among your students. Answers are given in the text of the lesson. Can you identify a pattern in the locations of the battles? Explain why the battles occurred in these areas of Texas. Evaluate your map, and explain if there is any information that could be added to your map to make it more meaningful or easier to understand.</p>	
<p>Procedures to conduct the lesson:</p> <p>Starting the Lesson: 10 minutes</p> <p><i>Asking Geographic</i> What were the major events which occurred during the War for Texas Independence and where did these events take place? Be able to choose and explain why three events were so important to the push for independence.</p> <p>Begin your slide presentation, introducing your students to the Guiding Question for the lesson and giving them time to draw their sketch map of Texas using the directions on the slide.</p> <p>Note to Instructor: Many students are apprehensive about drawing sketch maps because they feel they do not have the artistic skill necessary to draw a “good” map. Emphasize that all maps are imperfect representations of the earth’s surface – they all contain distortions and errors and model creating your own sketch maps for the students. In addition, if this is the first time your students have created a sketch map, it may take a bit more time. However, try not to give them too much time, or they will try to make their maps too perfect.</p> <p>The Lesson:</p> <p><i>Acquiring & Organizing Geographic Information:</i> Continue the slide presentation, pausing on each slide long enough for students to record the location on their map and record the annotations. Make sure to remind the students to use the correct icons for each place or event.</p> <p><i>Analyzing Geographic Information:</i> Once the students have completed their notes, give them a few minutes to analyze their maps and consider the day’s guiding question. Ask the students to describe where most of the</p>	

battles of the Revolution occurred. (*Central and Southeast Texas*) Have them explain why most of the battles occurred in these areas. (*answers will vary but should include – areas of primarily Anglo settlement, as opposed to Tejano settlement, presence of larger settlements, presence of Spanish missions and forts*) Is there any information you do not have on your map that might make it more meaningful or easier to understand? (*answers will vary*)

End the Lesson:

Answering Geographic Questions:

Once the students have finished looking over their map, have them write a few sentences answering the Guiding Question on the back of their map.

Evaluation/Assessment: Include your assessment product or idea with the lesson plan. Note, you want your assessment to measure your students understanding of the objectives (listed above).

	Not There Yet	Satisfactory	Clearly Outstanding
Content	1 Point <ul style="list-style-type: none"> Written answer does not adequately address the Guiding Question. Many map features are missing or incorrectly labeled. Annotations are largely missing. Written answer does not utilize appropriate vocabulary. Written answer is difficult to read due to spelling and/or grammar errors. 	2 Points <ul style="list-style-type: none"> Written answer adequately answers the Guiding Question. Most map features are present and correctly labeled. Annotations are present, but may be missing some information. Written answer correctly utilizes appropriate vocabulary. Written answer is generally free from spelling or grammar errors. 	3 Points <ul style="list-style-type: none"> Written answer thoroughly answers the Guiding Question. Map features are all correctly placed and labeled. Annotations are all present and thorough. Written answer demonstrates mastery of appropriate vocabulary. Written answer is largely free from spelling or grammar errors.
Appearance	0.75 Points <ul style="list-style-type: none"> Map features are not clear and are difficult to read. Annotations obscure map features. Map shows minimal effort. 	1.25 Points <ul style="list-style-type: none"> Map features are clear and legible. Annotations are neat and do not obscure map features. Map shows effort and attention to detail. 	2 Points <ul style="list-style-type: none"> Map features are clear, legible and attractively drawn. Annotations are neat and enhance the map presentation. Map shows great effort and attention to detail.