

Guided Questions for Planning

- What is the main focus as we will teach as a team this week?
- Is our instruction aligned? (TEKS/SE, LO, Activities, DOL)
 - What are some Multiple Response Strategies to use?
 - Can the DOLs be done in 5-10 minutes?
- Which instructional strategies are working and which are not?

7th Grade Social Studies Instructional Calendar 2023-2024

[2023-2024 ERA BREAKDOWN LINK](#)

Grade Level: 7th

Date: Nov. 4-8

3rd Six Weeks: Week 1

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>A/B Day</u>	<u>A</u>		<u>B</u>	<u>A</u>	<u>B</u>
TEKS/ SE	<p>Begin Mexican Colonization & Empresarios 1AB, 2DEF, 9A, 18B, 20ABDEF, 21AB, 22ABC</p> <p>7.2D - Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.</p>	NO STUDENTS	<p>7.2D - Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.</p>	Weekly DOL Display understanding of the events related to Mexico becoming an independent nation	Weekly DOL Display understanding of the events related to Mexico becoming an independent nation

Lesson Objective Students will be able to...	Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas by		Analyze the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas by	Display understanding of the events related to Mexico becoming an independent nation	Display understanding of the events related to Mexico becoming an independent nation
DOL	Given 1-2 STAAR based questions, SWBAT identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas with 100%.		Given 1-2 STAAR based questions, SWBAT analyze the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas with 100%.	Given 5-7 STAAR based questions, SWBAT Display understanding of the events related to Mexico becoming an independent nation	Given 5-7 STAAR based questions, SWBAT Display understanding of the events related to Mexico becoming an independent nation
Daily/Weekly DOL Links	11/7-11/9 DOL's		11/7-11/9 DOL's		
SCR					

Grade Level: 7th

Date: Nov. 11-15

3rd Six Weeks: Week 2

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>A/B Day</u>	<u>A</u>	<u>B</u>	<u>A</u>	<u>B</u>	<u>A</u>
TEKS/ SE	7.2E - Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas.	7.2E - Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas.	7.2F - Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas. 7.9A - Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications.	Weekly DOL Display understanding of the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas	Weekly DOL Display understanding of the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas
Lesson Objective	Define the contributions of significant individuals,	Define the contributions of significant individuals,	Compare and contrast Spanish, Mexican, and Anglo purposes for	Display understanding of the contributions of significant individuals,	Display understanding of the contributions of significant individuals,

Students will be able to...	including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas by	including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas by	and methods of settlement in Texas by	including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas	including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas
DOL	Given 1-2 STAAR based questions, SWBAT define the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas with 100%.	Given 1-2 STAAR based questions, SWBAT define the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas with 100%.	Given an SCR question, SWBAT compare and contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas with mastery.	Given 5-7 STAAR based questions, SWBAT Display understanding of the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas	Given 5-7 STAAR based questions, SWBAT Display understanding of the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas
Daily/Weekly DOL Links	11/13-11/16 DOL's	11/13-11/16 DOL's	11/13-11/16 DOL's		
SCR					

Grade Level: 7th

Date: Nov. 18-22

3rd Six Weeks: Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
A/B Day	B	A	B	A	B
TEKS/ SE	<p>7.2F - Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.</p> <p>7.9A - Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative</p>	<p>Begin Texas Revolution (Causes) 1AB, 3ABC, 8C, 20ABDEF, 21AB, 22ABC</p> <p>7.3A - Describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law</p>	<p>7.3A - Describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.</p>	3 Week Assessment	3 Week Assessment

	consequences of the modifications.	of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.			
Lesson Objective Students will be able to...	Compare and contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas by	Analyze the chain of events that led to the Texas Revolution by	Describe the chain of events that led to the Texas Revolution by	Display understanding of the chain of events that led to the Texas Revolution by completing a weekly DOL.	Display understanding of the chain of events that led to the Texas Revolution by completing a weekly DOL.
DOL	Given an SCR question, SWBAT compare and contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas with mastery.	Given 1-2 STAAR based questions, SWBAT analyze the chain of events that led to the Texas Revolution with 100%.	Given an SCR question, SWBAT describe the chain of events that led to the Texas Revolution with mastery.	Given 5-7 STAAR based questions, SWBAT display understanding of the chain of events that led to the Texas Revolution with mastery.	Given 5-7 STAAR based questions, SWBAT display understanding of the chain of events that led to the Texas Revolution with mastery.
Daily/Weekly DOL Links	11/13-11/16 DOL's	11/27-12/1 DOL's	11/27-12/1 DOL's	In School City	In School City
SCR			SCR		

THANKSGIVING BREAK - Nov. 25 - Nov. 29

Grade Level: 7th

Date: Dec. 2-6

3rd Six Weeks: Week 4

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>A/B Day</u>	<u>A</u>	<u>B</u>	<u>A</u>	<u>B</u>	<u>A</u>
TEKS/ SE	<p>Continue Texas Revolution (People) 1AB, 3ABC, 8C, 20ABDEF, 21AB, 22ABC</p> <p>7.3B - Explain the roles played by significant individuals during the Texas Revolution, including George</p>	<p>7.3B - Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis.</p>	<p>7.3B - Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis.</p>	<p>Continue Texas Revolution (Events) 1AB, 3ABC, 8C, 20ABDEF, 21AB, 22ABC</p> <p>7.3C - Explain the issues surrounding significant events of the Texas Revolution, including the Battle of</p>	<p>Continue Texas Revolution (Events) 1AB, 3ABC, 8C, 20ABDEF, 21AB, 22ABC</p> <p>7.3C - Explain the issues surrounding significant events of the Texas Revolution, including the Battle of</p>

	Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis.			Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.	Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.
Lesson Objective Students will be able to...	Identify the roles played by significant individuals during the Texas Revolution by	Define the roles played by significant individuals during the Texas Revolution by	Explain the roles played by significant individuals during the Texas Revolution by	Identify the issues surrounding significant events of the Texas Revolution by	Identify the issues surrounding significant events of the Texas Revolution by
DOL	Given 1-2 STAAR based questions, SWBAT identify the roles played by significant individuals during the Texas Revolution with 100%.	Given 1-2 STAAR based questions, SWBAT define the roles played by significant individuals during the Texas Revolution with 100%.	Given an SCR question, SWBAT explain the roles played by significant individuals during the Texas Revolution with mastery.	Given 1-2 STAAR based questions, SWBAT identify the issues surrounding significant events of the Texas Revolution with 100%.	Given 1-2 STAAR based questions, SWBAT identify the issues surrounding significant events of the Texas Revolution with 100%.
Daily/Weekly DOL Links	12/4-12/8 DOL's	12/4-12/8 DOL's	12/4-12/8 DOL's	12/11-12/15 DOL's	12/11-12/15 DOL's
SCR					SCR

Grade Level: 7th

Date: Dec. 9-13

3rd Six Weeks: Week 5

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
TEKS/ SE	7.3C - Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the	ELAR Benchmark 7.3C - Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B.	Math Benchmark 7.3C - Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B.	Edynamics	Edynamics

	People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.	Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.	Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.		
Lesson Objective Students will be able to...	Identify the issues surrounding significant events of the Texas Revolution by	Analyze the issues surrounding significant events of the Texas Revolution by	Explain the issues surrounding significant events of the Texas Revolution by		
DOL	Given 1-2 STAAR based questions, SWBAT identify the issues surrounding significant events of the Texas Revolution with 100%.	Given 1-2 STAAR based questions, SWBAT analyze the issues surrounding significant events of the Texas Revolution with 100%.	Given an SCR question, SWBAT explain the issues surrounding significant events of the Texas Revolution with mastery.		
Daily/Weekly DOL Links	12/11-12/15 DOL's	12/11-12/15 DOL's	12/11-12/15 DOL's		
SCR	SCR				

Grade Level: 7th

Date: Dec. 16-19

3rd Six Weeks: Week 6

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
TEKS/ SE	Review for 6 Week Assessment	Review for 6 Week Assessment	6 Week Assessment	6 Week Assessment	TEACHER PREP DAY - NO STUDENTS
Lesson Objective Students will be able to...	Review the 6 weeks content by	Review the 6 weeks content by	Display understanding of the 6 weeks content by completing the 6 week assessment.	Display understanding of the 6 weeks content by completing the 6 week assessment.	

DOL			Given 15-18 STAAR based questions, SWBAT display understanding of the 6 weeks content with mastery.	Given 15-18 STAAR based questions, SWBAT display understanding of the 6 weeks content with mastery.	
Daily/Weekly DOL Links					
SCR					

WINTER BREAK - Dec. 23 - Jan. 3



FWISD Leadership Academy Network



Assessment Summary

LAN_CA_6W3_Gr07_SS_Eng_24-25

Assessment Summary: LAN_CA_6W3_Gr07_SS_Eng_24-25

Year: 2024-2025

Subject: History-Social Science

Total Items: 20

Total Possible Points: 21.000

Includes 0 Pilot Items

Item Type	CR	EBSR	IC	MC
Item Count	1	1	1	17

Item #	Standard	Item Type	Item ID	Correct Answer	Points	DOK
1	SS.7.3.C	MC	KDS-E364390	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
2	SS.7.2.D	MC	KDS-E364548	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
3	SS.7.2.D	MC	KDS-E364557	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
4	SS.7.3.B	MC	KDS-E364670	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	1	Level 3: Strategic Thinking
5	SS.7.2.F	MC	KDS-E364604	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
6	SS.7.2.D	MC	Gutierrez-Magee Expedition	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	N/A
7	SS.7.3.B	MC	KDS-E364659	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	1	Level 2: Skill/Concept
8	SS.7.3.B	IC	KDS-E658209	<input type="radio"/> 1	1	Level 1: Recall
9	SS.7.3.A	MC	KDS-E364631	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
10	SS.7.2.D	MC	KDS-E596939	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
11	SS.7.2.E	MC	KDS-E364560	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	1	Level 2: Skill/Concept
12	SS.7.2.E	MC	KDS-E364568	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
13	SS.7.2.D	MC	7.2D	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	N/A
14	SS.7.3.A	MC	7.3A (5)	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	1	N/A
15	SS.7.3.A	MC	KDS-E364619	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
16	SS.7.3.B	EBSR	KDS-E657065	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
17	SS.7.3.C	MC	KDS-E364682	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
18	SS.7.3.A	MC	KDS-E596925	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	Level 3: Strategic Thinking
19	SS.7.3.B	MC	KDS-E597608	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	Level 2: Skill/Concept
20	SS.7.3.C	CR	TxRev SCR	-	2	N/A

Standard Summary

Standard	Bloom's Taxonomy						Total
	Create	Evaluate	Analyze	Apply	Understand	Remember	

SS.7.2.D

identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery; **Supporting Standard**

0	0	0	0	1	0	4	5
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SS.7.2.E

identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and **Supporting Standard**

0	0	0	0	0	0	2	2
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SS.7.2.F

contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.
Readiness Standard

0	0	0	0	0	0	1	1
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SS.7.3.A

describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; **Supporting Standard**

0	0	1	0	0	0	3	4
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SS.7.3.B

explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and **Supporting Standard**

0	0	0	0	2	1	2	5
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SS.7.3.C

explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto. **Readiness Standard**

0	0	0	0	0	0	3	3
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Standard	Bloom's Taxonomy							Total
	Create	Evaluate	Analyze	Apply	Understand	Remember	N/A	
Total:	0	0	1	0	3	1	15	20

Items and Rubric / Rationale

Item #: 1 **ID: KDS-E364390**

The table below lists four important events of the Texas Revolution.

- | |
|---|
| I. Battle of the Alamo
II. Battle of San Jacinto
III. Battle of Gonzales
IV. Goliad Massacre |
|---|

Which of the following correctly lists these events in order, from earliest to most recent?

- A III, I, IV, II
- B IV, II, I, III
- C II, I, IV, III
- D I, III, II, IV

Item #: 2 **ID: KDS-E364548**

How did the Mexican Federal Constitution of 1824 impact Texas's relationship with Spain?

- A Spain paid more attention to Texas because of its location between Mexico and the United States.
- B Spain sent more representatives to Texas to stop any possible rebellion.
- C The relationship between Spain and its colonies ended.
- D Texas became more economically valuable to Spain.

Answer Choice Rationales

A Correct answer

Answer Choice Rationales

C Correct answer

Item #: 3 **ID: KDS-E364557**

Which of the following was an effect of the increase in Americans moving to Texas?

- A The United States created incentives to keep Americans from emigrating.
- B The Texan economy got stronger as more people joined the workforce.
- C The Mexican government passed restrictions on Americans emigrating to Texas.
- D Native Texans were driven further off of their ancestral lands.

Answer Choice Rationales

C Correct answer

Item #: 4 **ID: KDS-E364670**

William B. Travis is best known as —

- A a lawyer who harbored runaway slaves.
- B a martyr for the cause of Mexican independence.
- C the Texas commander at the Battle of the Alamo.
- D an illegal immigrant from the United States to Texas.

Answer Choice Rationales

C Correct answer

Item #: 5 **ID: KDS-E364604**

The table below describes a type of settlement.

- Typically located near a water source
- Typically located near fields for farming
- Protected typically provided by a nearby fort
- Run by a friar with the goal of teaching Native Texans how to be good Christians and fit into a European society

Answer Choice Rationales

A Correct answer

The table above describes which type of settlement?

- A Mission
- B Empresario
- C Presidio
- D Reservation

Item #: 6 **ID: Gutierrez-Magee Expedition**

The Gutierrez-Magee Expedition was formed to —

- A convince the United States to support Mexico
- B continue the rebellion started by Father Hidalgo
- C suppress any attempts by settlers to rebel in Texas
- D defend settlers from attacks from American Indians

Item #: 7 **ID: KDS-E364659**

After serving as a volunteer in the Texas Army, James Fannin became a commissioned officer and fought the Texas Revolution until —

- A he won a decisive victory at San Jacinto.
- B he was killed in the Siege at the Alamo.
- C he helped to broker peace between Texas and Mexico.
- D he was killed in the Goliad Massacre.

Item #: 8 **ID: KDS-E658209**

Complete the sentence by selecting the correct answer from the drop-down menu.

George Childress played an important role in the Texas Revolution by _____.

Inline Choice 1:

- 1 helping to write the Texas Declaration of Independence

Answer Choice Rationales

- D Correct answer

Answer Choice Rationales

- A Childress chaired the committee responsible for writing the Texas Declaration of Independence and is considered by many to be the principal author of the document.

Item #: 9 **ID: KDS-E364631****Answer Choice Rationales**

The British Stamp Act provided a rallying point for American colonists to fight the Revolutionary War. Which of the following served as a rallying point for Texas colonists to fight their own revolution?

C Correct answer

A The Seven Laws of 1835

B The Mier y Terán Acts

C The Laws of April 6, 1830

D The Fredonian Acts

Item #: 10

ID: KDS-E596939

The image shows the state of Coahuila y Tejas.

Coahuila y Tejas (1824)



Under the Mexican Federal Constitution of 1824, Texas and Coahuila were merged into the state of Coahuila y Tejas. Why was Texas not organized as a separate state at this time?

- A Because Texas lacked resources needed for economic growth
- B Because Texas did not have a large enough population
- C Because parts of Texas remained under Spanish control
- D Because Mexico feared Texas would demand independence

Answer Choice Rationales

- A Texas was not lacking in natural resources or the potential for economic growth; rather, it was a lack of population that led to this decision.
- B Much of Texas had yet to be settled at this time, which led Mexico to merge Texas with Coahuila for the purpose of governance. Soon after this decision, the Mexican government established the empresario system in order to settle the lands and increase the population of Texas.
- C Mexico had established its independence from Spain by this time, and this included land in Texas.
- D The reasoning behind not establishing Texas as a separate state at this time was due to the low population levels in Texas, not concern about the potential of an independence movement in Texas.

Item #: 11 **ID: KDS-E364560****Answer Choice Rationales**

To what extent did Stephen F. Austin succeed or fail at continuing the dreams of his father?

D Correct answer

- A He failed by dying before slavery in Texas was outlawed.
- B He failed by leading a rebellion that was crushed by the Mexican army.
- C He succeeded by founding the first protected reservation for Native Texans.
- D He succeeded by founding the first Anglo-American colony in Texas.

Item #: 12 **ID: KDS-E364568****Answer Choice Rationales**

In what way was Martin de León unique in comparison to the other empresarios?

B Correct answer

- A He was the founder of the only Native American settlement.
- B He was the only Mexican empresario.
- C He was the only empresario born in Spain.
- D He was the founder of the only unsuccessful Spanish settlement.

Item #: 13 **ID: 7.2D**

One way Mexican officials tried to maintain Mexican culture when issuing land grants to Anglo empresarios was by –

- A Introducing Spanish foods to the new settlers
- B Requiring settlers to practice the Catholic religion
- C Administering Spanish language tests to settlers
- D Expecting Anglo settlers to wear Spanish clothing

Item #: 14 ID: 7.3A (5)

Which of the following correctly describes the list below?

- No more U.S. immigration
- No more slaves
- More taxes on U.S. imports

- A Mexican Independence of 1821
- B Texas Declaration of Independence
- C Mier y Teran Report
- D Law of April 6, 1830

Item #: 15 ID: KDS-E364619

Answer Choice Rationales

The Texas Revolution was —

- A a war that immediately followed the Revolutionary War.
- B a war of independence from the Confederacy.
- C a war of independence from Mexico.
- D a war between the United States and Mexico.

C Correct answer

Item #: 16

ID: KDS-E657065

The question has two parts.

Part A

How did Antonio López de Santa Anna contribute to the beginning of the Texas Revolution?

- A His treatment of the people of Texas led them to demand independence.
- B He chaired the committee that wrote the Texas Declaration of Independence.
- C His support for slavery led the people of Texas to declare independence.
- D He delivered speeches encouraging Texans to fight for their independence.

Part B

How did Antonio López de Santa Anna contribute to the end of the Texas Revolution?

- A His surrender to Sam Houston brought the revolution to an end.
- B His defeat at the Battle of Gonzales forced Mexico to grant Texas independence.
- C His defense of the Alamo convinced the people of Texas to never give up their fight.
- D His leadership of the Texas Revolutionary Army secured the defeat of Mexico.

Answer Choice Rationales

- A As president of Mexico, Santa Anna ignored the rights of the people of Texas, which led them to demand independence.
- B George Childress chaired the committee that wrote the declaration.
- C Santa Anna's restrictions on slavery, not support for it, angered Texans.
- D Santa Anna did not encourage the people of Texas to demand independence.

-
- A He led the Mexican Army and surrendered to Sam Houston following the decisive battle of the revolution, the Battle of San Jacinto.
 - B The Battle of Gonzales was the first battle of the conflict, not the decisive battle.
 - C Santa Anna, as leader of the Mexican Army, led the attack on the Alamo.
 - D Santa Anna was the president of Mexico and the leader of the Mexican Army.

Item #: 17 **ID: KDS-E364682**

The Battle of Gonzales, the first battle of the Texas Revolution, began when the Mexican Army —

- A tried to reclaim a cannon that they had given to the Texas colonists.
- B seized a cannon from the Battle of the Alamo.
- C tried to seize a cannon that the United States had given to the Texas colonists.
- D fired a cannon at rebellious Texas settlers.

Item #: 18 **ID: KDS-E596925**

The excerpt is from the Turtle Bayou Resolutions.

The Colonists of Texas have long since been convinced of the arbitrary, and unconstitutional measures, of the administration of Bustamente, as evidenced . . . [b]y their fixing and establishing among us, in time of peace, military posts, the object of which totally disregarding the local civil authorities of the state, and by committing various acts, which [showed their opposition] to the true interests of the people in the enjoyment of civil liberty.

—*from the Turtle Bayou Resolutions, 1832*

Based on this excerpt, Texans in the early 1830s —

- A supported improving Texas–Mexico relations because the government of Texas was ineffective
- B supported a war for independence because they believed the Mexican government ignored their rights
- C supported a war for independence because they believed their army was stronger than Mexico's army
- D supported improving Texas–Mexico relations because the United States seized land from Texas

Answer Choice Rationales

- A Correct answer

Answer Choice Rationales

- A The resolutions argued that the Mexican government ignored their rights as citizens of Mexico and that they should secede from Mexico as a result.
- B In these resolutions, Anglo settlers of Texas listed ways the Mexican government ignored and violated their rights under the Mexican Constitution of 1824. The authors urged Texans to support the fight against Santa Anna and helped increase support for independence.
- C The excerpt lists the placement of Mexican troops in Texas to maintain order during times of peace, which Texans believed to be a violation of their rights and freedoms, as a point of contention between Mexico and Texas. However, though many Texans supported independence, it was because they believed the Mexican government did not protect their rights, as evidenced in the excerpt. At the time, the Mexican army was numerically superior and backed by a larger population.
- D The resolutions concerned the treatment of Texans by the government of Mexico and were unrelated to U.S. government actions. Additionally, Texans at the time called for independence, not closer relations with Mexico.

Item #: 19 **ID: KDS-E597608**

The painting shows an important moment in the Texas Revolution.



The painting, which depicts the aftermath of the decisive battle of the Texas Revolution, shows —

- A the surrender of Santa Anna to Sam Houston
- B the surrender of James Fannin to José de Urrea
- C the surrender of Sam Houston to José de Urrea
- D the surrender of Santa Anna to William B. Travis

Item #: 20 **ID: TxRev SCR**

What is the historical significance behind the "Come and Take It" flag?

Answer Choice Rationales

- A The image depicts the aftermath of the Battle of San Jacinto, during which Mexican leader Antonio López de Santa Anna surrendered to Sam Houston, leader of the Texas Revolutionary Army.
- B This answer choice describes the outcome of the Battle of Coleto, which was not the decisive battle of the revolution, which was ultimately won by Texas.
- C It was Sam Houston who secured the surrender of Mexican leader Santa Anna following the aftermath of the Battle of San Jacinto.
- D While the painting does depict Santa Anna's surrender, Travis died at the Alamo. Santa Anna surrendered to Sam Houston.