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## 3: Making Cents of Independence

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### Based on the Texas quarter reverse



#### OBJECTIVES

Students will identify the causes and major events of the Texan and American revolutions. Students will also compare and contrast the revolutions.



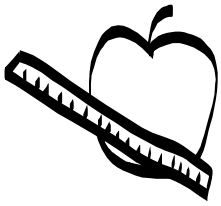
#### MATERIALS

- 1 overhead transparency (or photocopy) of the Texas quarter reverse
- 1 overhead projector (optional)
- 1 class map of the United States
- Chart paper or a chalkboard
- Markers or chalk
- 1 overhead transparency (or photocopy) of a quarter obverse
- Copies of the “Journey to Statehood” page
- Copies of the “Texan Revolution Timeline”
- Copies of the “Path to Freedom” page
- Copies of the “American Revolution Timeline”
- Highlighters
- Scissors
- Student journals
- Construction paper
- Crayons, colored pencils, or markers
- Copies of the “Rubric”



#### PREPARATIONS

- Make an overhead transparency (or photocopy) of the Texas quarter reverse.
- Make an overhead transparency (or photocopy) of a quarter obverse.
- Make copies of:
  - The “Journey to Statehood” page (1/2 class set)
  - The “Texan Revolution Timeline” (1/2 class set)
  - The “Path to Freedom” page (1/2 class set)
  - The “American Revolution Timeline” (1/2 class set)
  - The “Rubric” (1 per student)



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# Making Cents of Independence

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- Write the vocabulary words (i.e. the bolded words from both readings) on chart paper or on the board.
- Create a “Texan Revolution Timeline Key”
- Create an “American Revolution Timeline Key”



## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Four 45- to 60-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts
- Drama
- Art



## TERMS AND CONCEPTS

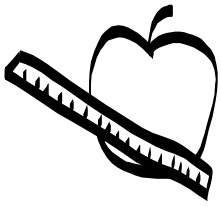
- |                   |                  |                   |
|-------------------|------------------|-------------------|
| • Quarter         | • Shoulder Touch | • Revolution      |
| • Reverse (back)  | • Annexation     | • Freeze Frame(s) |
| • Obverse (front) | • Independence   | • Chronology      |
| • Commemorative   | • Dictator       | • Rebellion       |
| • Parliament      | • Boycott        | • Militia         |
| • Congress        | • Patriot        | • Truce           |



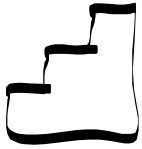
## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Symbols
- Sequencing events



# Making Cents of Independence

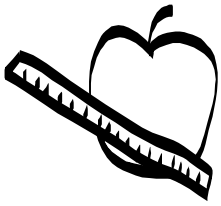


## STEPS

### Session 1

**Note:** Preview terms about Texas with your students, such as: The Lone Star State, republic.

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Texas quarter reverse. Locate Texas on a classroom map. Note its position in relation to your school's location.
2. Using the overhead transparency (or photocopy) of the quarter and a United States map, explore students' previous knowledge by asking them what makes Texas unique. Encourage students to brainstorm answers. If necessary, add that Texas was a republic before it became part of the Union.
3. Create a T-chart (on chart paper or the board). The first column should be labeled "Obverse". The second column should be labeled "Reverse".
4. Review the terms "obverse" and "reverse" with your students, if necessary.
5. Display an overhead transparency (or photocopy) of a quarter obverse, and instruct students to point out the national symbols they notice. Discuss with your students the meaning of these symbols. Record student responses in the "Obverse" column of the T-chart.
6. Have students identify the state symbols on the reverse of the coin. Discuss the meaning of these symbols. Guide students to respond that these symbols represent state identity, history, culture, etc. Record student responses in the "Reverse" column of the T-chart.
7. Review the "Lone Star State" motto with your students. Include in your review that the state motto comes from the Texas flag, which has just one large solitary star. The star symbolizes the time in Texas history before statehood when it was a republic, having gained independence from Mexico.
8. Ask students to discuss the difference between the two sides of the coin. Direct responses to include that the obverse of the coin celebrates the national identity (how we are all similar). The reverse of the coin, however, celebrates how each state is different.
9. Introduce the activity to students by informing them that today they will be exploring the relationship between a state and its country.
10. As a class, review a vocabulary list (generated from the bolded words in both readings) written on the board.
11. Divide the class in half. Distribute one "Journey to Statehood" page to each student in the first half of the class. Distribute one "Path to Freedom" page to each student in the second half of the class.



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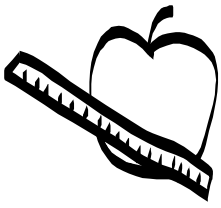
# Making Cents of Independence

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12. Direct students to find a partner and distribute two highlighters to each pair. Direct students to read with their partners, highlighting key terms throughout their reading.
13. Distribute one “Texan Revolution Timeline” to each student who read the “Journey to Statehood” page. Distribute one “American Revolution Timeline” to each student who read the “Path to Freedom” page. Instruct students to insert the date for each event (month, day, and year) according to information in the reading. Direct students to illustrate each square with a picture that symbolizes that event.
14. When students have finished their illustrations, have them cut the squares out and arrange them in chronological order on their desks.
15. To check student comprehension, review the order of the events with the class. Have students justify their answers by using the reading as evidence.
16. Have students write in their journals, responding to the following prompt: Look at the major events that caused the Revolution in your reading. Select one of these events that would be most worthy of being on a commemorative coin.

## Session 2

1. Create another T-chart on a piece of chart paper or the board. The first column should be labeled “Texas Annexation”. The second column should be labeled “U.S. Independence”.
2. Ask your students why it was beneficial for Texas to join the United States. Record student responses in the “Texas Annexation” column. Ask students to generate reasons why Americans wanted independence from Britain. List student responses in the “U.S. Independence” column of the T-chart.
3. Challenge students to find any similarities between the reasons for the Texas Annexation and the reasons for American Independence. Discuss why these similarities might be significant.
4. Introduce the next activity by explaining that each student will meet in groups; those who read about the Texan Revolution will meet in one group and those who read about the American Revolution will meet in the other. Explain to the groups that they will be responsible for creating a timeline of important events.
5. Direct each student in the group to choose 5 of the most important events (from the squares in their related “Timeline” sequence) and create a timeline on white construction paper. Distribute one piece of white construction paper to each student.
6. Explain to students that after they place the events and illustrations on their timeline in chronological order, they will also need to explain why each event is important. They can do this in complete sentences below the illustrations on the timeline.



# Making Cents of Independence

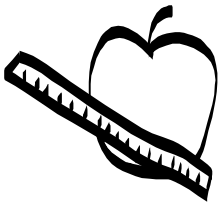
7. Once students have finished, direct the groups to meet and discuss their timelines. Students may have selected different events to include in the timeline. Have disagreeing students defend their positions.
8. Challenge both groups to reach a consensus about the five most important events and list them in chronological order.

## Session 3

1. In their groups from the previous session, introduce the class activity, Freeze Frames. Take a few moments to explain the following definitions.
  - **Freeze Frames:** a series of human snapshots in which students silently depict a series of events.
  - **Freeze Frame:** a snapshot of one particular scene. All characters in the scene are “frozen.” They do not move or speak unless told to do so by the teacher.
  - **Shoulder Touch:** While students are in a freeze frame position, the teacher may tap any character in the frame on the shoulder. When tapped on the shoulder, the student should say something that the character could or would have said in that scene. (To challenge students: require them to use a vocabulary word in their shoulder touches!)
3. Explain to students that each of the 5 events they chose in their group consensus will become one freeze frame.
4. Direct each group to brainstorm what their group’s freeze frames should look like and write them out.
5. Distribute one “Rubric” to each student and review it as a class.
6. Each group will create 5 freeze frames (based on their group’s consensus) and practice performing them. Remind students to incorporate shoulder touch ideas for each individual in each freeze frame.
7. Allow students to use the rest of class time to prepare.

## Session 4

1. Before the students perform, practice audience behavior as a whole class. Follow the following guidelines (you may want to read this aloud to the class). While one group is preparing to perform, the audience puts their heads down on their desks. When the first freeze frame is ready, the teacher says, “Lights Up!” and the audience members may raise their heads (practice this several times). After the teacher has solicited shoulder taps and/or the audience has had plenty of time to examine the entire freeze frame, the teacher says, “Lights Down!” and the audience puts their heads down on their desks again (practice this several times). This process is repeated until the group reaches the last of its freeze frames.



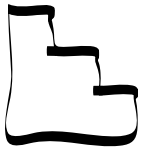
# Making Cents of Independence

2. Allow each group to perform for the rest of the class as you grade them according to the “Rubric.”
3. Lead a class discussion about the similarities and differences between the Texan and American Revolutions, as seen in the freeze frames presentations.
4. Have each student partner with a member from the other Freeze Frames group to complete a Venn Diagram in their notes, comparing and contrasting the two Revolutions.
5. Encourage students to share their diagrams with the class. Students can add new ideas or responses to their diagrams.



## ENRICHMENT/EXTENSION

Have students research their own state history and create a timeline of their state’s journey to become part of the Union. If the pre-statehood history were to be the focus of the quarter, what would the design look like? Design a quarter reverse and accompany it with an explanation of your design in relation to your state’s history.



## DIFFERENTIATED LEARNING OPTIONS

- Encourage struggling readers to follow along as their partner reads aloud the “Journey to Statehood” or “Path to Freedom” selections. Be sure that struggling readers have their own copies and do not have to share.
- Supply students with a list of definitions for each of the bolded vocabulary words in their reading.
- Create a tape recording of the “Journey to Statehood” and “Path to Freedom” reading selections. Allow struggling students to listen to the tape as they follow along with the reading.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

The Coin of the Month from July 2003 highlights our nation’s symbols. After teaching this lesson, why not have students continue their exploration of symbols by creating a classroom coin?



# Journey to Statehood (1)

## TROUBLE RISING

In 1824, Texas was not a part of the United States. It was part of Mexico! In fact, 1824 is when Stephen Austin (with permission from the Mexican government) first colonized the territory surrounding the Brazos River, now known as Texas.

The problem was that Texas was far away from the rest of Mexico, and the settlers there had little power in the government. Mexico did not think Texas was as good as the rest of their country. This made the residents of the **territory** angry.

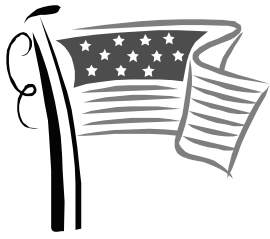
## THE SEEDLINGS OF REVOLUTION

In 1835, Antonio Lopez de Santa Anna was the **dictator** of Mexico. He knew that the Anglo-American and Tejanos (Hispanics born in the Texas territory) wanted Texas to be an independent republic. He did not, however, want to give up that much of his country's land.

## THE REVOLUTION BEGINS

The Texan Revolution for Independence began in the little town of Gonzales in 1835. The Mexican Army came to retrieve a cannon but the citizens did not want to give it up. Fighting ensued in the *Battle of Gonzales* and the Texan Revolution was begun.

From February 23 to March 6, 1836, Mexican troops surrounded Colonel William Travis and 145 of his men at *The Alamo*. It didn't take long for the Texan Army to run low on food, supplies, and ammunition. In a heroic attempt to prevent the Mexican Army from advancing further into the Texan territory, Colonel Travis and all of his men (except one who fled), decided to stand their ground and fight. And on March 6, 1836, that is just what they did. Tragically, the Texan Army was hugely outnumbered. The Mexican Army invaded and all of the Texan soldiers were lost.



## Journey to Statehood (2)

During the standoff at the Alamo, a Texan delegation adopted the *Texas Declaration of Independence* on March 2, 1836. Santa Anna considered this a **rebellion**, and wanted to squelch it quickly.

### THE BATTLE MARCHES ON...

Perhaps the most tragic event of the Texan Revolution came on March 27, 1836. Four hundred unarmed Texan prisoners were lined up in the town of Goliad and, on Santa Anna's order, were shot. Almost all of the prisoners died and this event came to be known as the *Massacre at Goliad*.

### THE DECIDING MOMENT

After the Alamo and the Massacre at Goliad, things were not looking good for Texans in their fight to become their own state. But April 21, 1836, became a turning point in the Revolution.

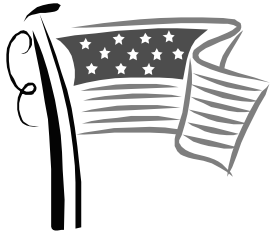
In the *Battle of San Jacinto*, the Texan Army destroyed Vince's Bridge, trapping Santa Anna's army. Texan troops attacked, screaming "Remember the Alamo!" and "Remember Goliad!" Santa Anna's army was sleeping when the Texan army attacked and Santa Anna was captured by the Texan soldiers. Santa Anna ordered the soldiers to leave the Texas territory. On May 14, 1836, the *Treaty of Velasco* made Texas an independent republic.

But Texas wasn't part of the United States yet. Texas worked hard to form its own government and to replenish its economy. In 1841, however, Santa Anna came to power again in Mexico and posed a threat to Texas.

At this time, sympathies in the United States rose for Texas' fight for independence. Many Americans favored **annexation** of Texas to the Union. On December 29, 1845, Texas was *annexed* as the 28th state to join the Union.



NAME \_\_\_\_\_



# Texan Revolution Timeline

Date \_\_\_\_\_

**BATTLE OF GONZALES**

Date \_\_\_\_\_

**MASSACRE OF GOLIAD**

Date \_\_\_\_\_

**TEXAS ANNEXATION**

Date \_\_\_\_\_

**ALAMO FALLS TO  
SANTA ANA**

Date \_\_\_\_\_

**TEXAS DECLARATION OF  
INDEPENDENCE WRITTEN**

Date \_\_\_\_\_

**TREATY OF VELASCO  
SIGNED**

Date \_\_\_\_\_

**ALAMO BATTLE BEGINS**

Date \_\_\_\_\_

**BATTLE AT SAN JACINTO**

Date \_\_\_\_\_

**COL. TRAVIS ASKS TEXAN  
ARMY TO STAY AND FIGHT**



# Path to Freedom (1)

## TROUBLE RISING

England passed several tax laws in the colonies during the eighteenth century. In 1765, the *Stamp Act* taxed all printed materials including newspapers, licenses, and even playing cards. In 1765, the British **Parliament** passed the Quartering Act, which stated that colonists were required to house and feed British soldiers. In 1767, the Townshend Revenue Acts created new taxes on paper, tea, glass, and other goods brought to the colonies by England.

By this time, colonists were very angry with England and King George III, and wanted to put an end to the taxes. Soon after, the colonists began to **boycott** British goods.

## THE SEEDLINGS OF REVOLUTION

In 1768, British warships sailed into Boston Harbor to keep order in the colonies and make sure that the colonists paid their taxes and followed England's rules. It didn't take long for the colonists and soldiers to clash.

On March 5, 1770, an angry group of colonists were bothering a group of British soldiers. The soldiers fired their guns into the crowd. Five colonists died and six were injured. This event came to be called the *Boston Massacre*.

Tensions grew. In June of 1772, colonists set on fire a British vessel, *The Gaspee*. And despite England's refusal to grant such a wish, a Boston town meeting produced proclamations demanding the colonies' rights to set up their own form of government.

These actions, however, did not stop England from passing new taxes and laws. On May 10, 1773, the *Tea Act* took effect. Colonists had already been paying taxes on tea, but the Tea Act made sure that the British East India Company would be the only manufacturer of tea sent to the colonies. On December 16, 1773, a group of angry colonists dressed up as Mohawk Indians and boarded British ships, where they dumped 342 containers of tea into Boston Harbor. This event came to be known as the *Boston Tea Party*.



# Path to Freedom (1)

## THE REVOLUTION BEGINS

War loomed for more than a year after. But the Revolution did not begin until April 19, 1775, when the Massachusetts **militia** fought the *Battle of Lexington*. The British destroyed the colonists' arsenal.

The first major battle of the War was the *Battle of Bunker Hill* on June 17, 1775. The British took the hill, but not without serious losses.

## THE BATTLE MARCHES ON...

The hope for independence was looking dim. But instead of giving up, **Congress** had a committee compose the *Declaration of Independence* on June 11, 1776. Thomas Jefferson wrote the bulk of the document and Congress approved it on July 4.

On the following Christmas day, George Washington crossed the Delaware River with his army and caught the British army by surprise in New Jersey. The army surrendered after just an hour, a victory that lifted the colonists' spirits.

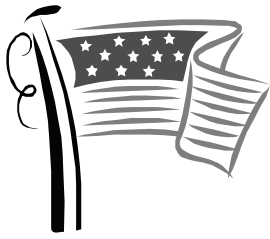
Shortly after the Congress endorsed the United States flag (October 7, 1777), the American patriots defeated the British in the Battle of Saratoga, the first key **patriot** victory of the War.

France soon joined the American fight, donating much-needed weapons, ammunition, and supplies to General Washington's army. But even with France's help, the Americans were decimated by British troops in Savannah, Georgia, in 1778, followed by another crushing defeat in South Carolina by General Cornwallis and his army.

## THE DECIDING MOMENT

The Battle of Yorktown was the turning point. On October 17, 1781, Yorktown was about to be taken by Washington's army. But before they could claim victory over the British, General Cornwallis and his army sent out a **truce** flag. The British army then surrendered.

On September 3, 1783, the Revolutionary War came to an end with the signing of the **Treaty of Paris**. The United States had won its independence from England.



NAME \_\_\_\_\_

# American Revolution Timeline

Date \_\_\_\_\_

**TREATY OF PARIS SIGNED**

Date \_\_\_\_\_

**BATTLE OF LEXINGTON**

Date \_\_\_\_\_

**THE GASPEE INCIDENT**

Date \_\_\_\_\_

**TEA ACT**

Date \_\_\_\_\_

**BATTLE OF BUNKER HILL**

Date \_\_\_\_\_

**BOSTON MASSACRE**

Date \_\_\_\_\_

**BOSTON TEA PARTY**

Date \_\_\_\_\_

**STAMP ACT**

Date \_\_\_\_\_

**DECLARATION OF INDEPENDENCE WRITTEN**



**NAMES OF PARTICIPANTS**

**Freeze Frame Rubric**

**Criteria**

**1**

**2**

**3**

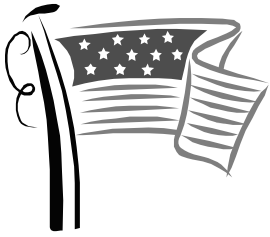
**4**

**Points**

**Category**

<p><b>ACCURACY</b></p> <p>The freeze frames are not an accurate representation of the major events of the Revolution. Important events are missing or portrayed out of sequence.</p>	<p>The freeze frames are accurate but are missing some scenes or a logical sequence.</p>	<p>The freeze frames are an accurate portrayal of the most significant events of the Revolution. The freeze frames followed a logical and accurate sequence.</p>	<p>The freeze frames are detailed, accurate, and logically organized. All important events are portrayed with particular detail.</p>
<p><b>DRAMATIC EFFECTS</b></p> <p>Little or no variation between freeze frames. Little or no dramatic facial expressions. Little use of dramatic and different body positioning.</p>	<p>Some variation between freeze frames. Some dramatic facial expressions. Dramatic body positioning is used in a few freeze frames.</p>	<p>Good variation between frames. Facial expressions vary between frames and are exaggerated enough for the audience to see. Different dramatic positioning is used in each frame.</p>	<p>Each frame is very different. Each actor uses dramatic facial expressions. The dramatic positioning is well thought out and adds excitement and intrigue to the performance.</p>
<p><b>FOCUS</b></p> <p>Several characters fail to maintain concentration, remain in character, or stay frozen (unless touched) during the frames.</p>	<p>Characters break concentration or character, but regain their composure. Characters mostly stay silent (unless touched) and still.</p>	<p>All characters concentrate and stay in character well. Actors stay frozen and silent (unless shoulder-touched).</p>	<p>Professional focus. Actors stay in character and become statue-like during the frames, speaking only when touched.</p>
<p><b>SHOULDER TOUCH</b></p> <p>Shoulder touch is not prepared and actors have little or no responses ready when shoulder is touched. The actors do not stay in character when touched.</p>	<p>Shoulder touch responses are prepared in most freeze frames. The subtext of the character is slightly inaccurate or does not reflect forethought.</p>	<p>Characters respond accurately and are obviously prepared. Responses in character, in keeping with the possible thoughts.</p>	<p>Actors eloquently and accurately speak their character's subtext, reflecting possible thoughts. Each subtext is different in each frame.</p>

**TOTAL** \_\_\_\_\_ /16



# Texas Quarter Reverse

