

LESSON 27

Declaration of Independence of the Republic of Texas

- *Convention of 1836*

SOCIAL STUDIES TEKS

4 - 15, 21, 22, 23

7- 14, 16, 21, 22, 23

8 - 15, 19, 29, 30

STAAR

4, 7 - Writing - 1, 2, 3

4, 7, 8 - Reading - 1, 2, 3

8 - Social Studies - 3

INSTRUCTIONAL SUGGESTIONS

1. Using "Texas Declaration of Independence," students will design a **Folded Envelope Card** (Appendix) inviting delegates to the Convention of 1836. They will write the date, time, and location as well as draw an illustration of the meeting place. Students will then choose a delegate and write his name on the front. Students will use a copy of the Texas Declaration of Independence and a copy of the United States Declaration of Independence to complete these activities.
2. Students will compare the Texas Declaration of Independence and the United States Declaration of Independence by:
 - a. identifying specific phrases used in both documents (e.g., "Lives, liberty and property," Texas; "Life, liberty, and pursuit of happiness," United States);
 - b. identifying who is being accused;
 - c. identifying the rights addressed in both documents (e.g., "trial by jury," "right of representation"); and
 - d. identifying specific complaints in the Texas document, but not in the United States document (e.g., religion).
3. Students will each have their own copy of the Texas Declaration of Independence and will identify references in the Texas Declaration of Independence by answering these questions through illustrated annotations in the margin of the page. (This will be in the form of an illustration or symbol of the event/conflict/item that the document is referring to along with a summary explanation of the event/conflict/item.)
 - a. To which constitution does the third paragraph refer?
 - b. To which convention does the fourth paragraph refer?
 - c. To which citizen does the fifth paragraph refer?
 - d. To which conflict does the tenth paragraph refer?
 - e. To which battle does the thirteenth paragraph refer?
 - f. Highlight five words that you do not know. Write the definitions of those words in the margin. Draw an illustration of the definition.



LESSON 27 — Texas Declaration of Independence

4. Students will work in groups. Each group will define a selected number of these terms from the Texas Declaration of Independence. Students will locate the words or phrases in the Texas Declaration of Independence and then rewrite the sentence/phrase using contemporary terminology.

inestimable and inalienable rights
oppression
sovereign states
military despotism
minions
tyrant
remonstrances
mercenary
malfeasance and abdication
anarchy
enjoins
posterity
grievances
acquiesce
incarcerated
zealous endeavor
procure
axiom
palladium of civil liberty
arbitrary
desperadoes
emissaries
dictates of our own conscience
melancholy conclusion
forbearance ceases to be a virtue
plenary powers
rectitude of our intentions

5. Students will work in groups to analyze the grievances the Texans had against the Mexican government as listed in the Texas Declaration of Independence. Using a T-chart, students will write the grievance on one side and the historical background on the other side.



A copy of the Texas Declaration of Independence lies on a table in Independence Hall, a restored version of the building where the declaration was signed on March 2, 1836, at Washington-on-the-Brazos. Photo courtesy of the Texas Department of Parks & Wildlife.