

Law of April 6, 1830 Experiential Exercise Events Leading to the Texas Revolution

Materials: Handouts: School letter, Decree of April 6, 1830, Graphically organized notes

TEKS: 7.2E The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. Students will trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.

Objective: The students will demonstrate their understanding of the Law of April 6, 1830 by participating in an experiential exercise, then describe their feelings about the law by writing a letter to the Mexican governor.

Overview of Activity: This brief experiential exercise is designed to help students better understand the emotional issues involved with the Law of April 6, 1830. This activity is designed to be used before any mention of the law. You want to catch the students off guard. Its purpose is to invoke the emotions that were felt by the colonists after the decree. The students will understand these emotions after several new “laws” have been passed that affect them.

Preview: There is no preview for this activity – the experiential exercise serves as a preview.

Experiential Exercise:

1. Before class, you will need to prepare your school letter (handout). Copy the letter onto your school letterhead. After you have explained the activity, have your principal sign the letter. Make a copy for every student.
2. Begin class by passing out the letter. Explain to the students that the school board met and have passed these new directives. Have one student read the letter out loud.
3. Tell the students that you have just had a meeting with the principal where he/she explained everything to you. You are now going to share the justification behind every directive. The explanation given here can be used and embellished on. Make sure your rules and explanations match your school.

Directive Explanations

1. Girl's athletics doesn't make as much money as boy's athletics and will have to be canceled due to monetary reasons.
2. There has been gang activity in school. Blue is not associated with any gangs, so everyone has to use it.
3. TAKS scores are low. We need more days to prepare for the test.

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4. Kids have been getting sick eating junk food. Parents are complaining. Only healthy lunches will be provided.
 5. Students are getting into fights in the hall. No talking means no fighting.
 6. School uniforms are necessary to reduce gang influence.
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4. After you have explained the necessity for the new directives. Have the students circle the first letter of each one of the rules. It will spell out "Gotcha". Explain that the way the students felt when they thought they had new rules is the same way the Texans felt with the Law of April 6, 1830.

Graphically Organized Reading Notes:

1. Place your students with a partner.
2. Give each pair a copy of the Decree of April 6, 1830 (handout).
3. Students will then work with their partner to translate the decree into everyday 7th grade language onto their Graphically Organized Reading Notes (handout). After they finish each article (only certain ones have been selected), they will need to check with you before continuing on to the next article.

Processing:

Students will write a letter to the governor of Coahuila y Tejas protesting the new laws. Their letter must include specific references to 3 of the articles from the Law of April 6, 1830.