

## Unit 7 Early Statehood: Unit Plan

(10 Estimated Instructional Days; 6 days optional extension lessons; 3 days optional review lessons prior to assessment)  
(Total length of all materials in the unit: 19 days).

### Era Overview

The annexation of Texas in 1845 led directly to the U.S.-Mexico War (1846-48), during which Texas served as the staging ground for U.S. armies that invaded both northern and central Mexico. When the war ended with the Treaty of Guadalupe Hidalgo in 1848, the United States took control of a massive swath of land between Texas and California (known as the Mexican Cession) that created the modern U.S.-Mexico border and ignited a political feud between Northerners and Southerners over whether slavery would be allowed to expand into these new western territories

During the twelve years that followed, American settlers poured into Texas. The population of Texas expanded from 212,000 in 1850 to more than 600,000 by 1860. Because the vast majority of these new Texans came from the southern United States, both cotton production and slavery also expanded dramatically. Cotton farming, the mainstay of the Texas economy, boomed: in 1849, Texans exported 58,000 bales of cotton; in 1860, Texans exported 430,000 bales. The enslaved African American population in the state also expanded from 58,000 in 1850 to more than 182,000 by 1860.

Texas, as a result, became increasingly involved in national debates over the future of slavery within the United States. Throughout the 1850s, Texan political leaders aligned themselves with the Deep South states that opposed efforts by the Republican Party and Northern politicians to stop the westward expansion of American slavery. Political turmoil over slavery and westward expansion during the 1850s ultimately led to the secession crisis of 1860-61, and the Civil War that followed. In February 1861, Anglo-Texans voted to leave the United States and soon thereafter joined the Confederate States of America.

Era Overview	
Pacing	
<p><b>Just the Basics:</b> To meet the TEKS requirements while minimizing the amount of time spent in the unit, educators can focus solely on the following lessons (Approximately 6 - 7 class periods)</p> <ol style="list-style-type: none"> <li>1. The Big Picture (1 class period)</li> <li>2. Vocabulary (2 class periods)</li> <li>3. What's the Story? (1 - 2 class periods)</li> <li>4. U.S. - Mexico War (1 class period)</li> <li>5. Early Statehood (1 class period)</li> </ol>	
Unit Pacing by Day	

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
45 - 60	What are the key events, major themes, and defining characteristics of the Early Statehood era of Texas history?	In this one-day lesson, students will identify and explain the key events, major themes, and defining characteristics of the Early Statehood era of Texas history.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Annexation to the United States cause many changes and developments for Texas. The annexation of Texas and disputes over Texas' southern border led almost immediately to the U.S.-Mexico War. The Treaty of Guadalupe Hidalgo ended the war, requiring Mexico to cede all of its territory west of Texas to the United States. This land was known as the Mexican Cession, and the acquisition of this territory to the U.S. ignited intense debates over the westward expansion of slavery in the country. Texas' population increased significantly as planters from the American South moved into the state, often with their enslaved populations. This increased plantation agriculture and the cultivation of cotton in the state, which in turn connected Texas more closely with the agricultural states of the American South. Many</p>	<p><b>Lesson:</b></p> <p><b>The Big Picture</b></p>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
			<p>immigrants from European countries like Germany also moved into Texas at this time. Anglos in Texas moved into the western frontier as the population increased and the state developed. This led to more conflicts between Anglo settlers and Indian tribes like the Comanche in the west.</p> <p>Reading for key information, context, main ideas, and supporting evidence. Summarizing and paraphrasing key ideas in a text. Making observations, inferences, and predictions about a primary source image. Identifying the main idea and supporting evidence from a primary source text. Identifying and explaining the cause-and-effect relationship between significant events of the era.</p>	
45 - 60	What were the most significant events, topics, or themes of the Early Statehood era, and how were they represented or addressed in different primary source materials?	In this one-day lesson, students will use a set of primary source materials to examine significant events and topics related to Texas history during the era of Early Statehood. Students will be able to identify and explain how various sources connect to and represent key events	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>A number of significant changes and events occurred during this period related to Texas history including: There was a significant increase in the population of Texas due to immigration from European countries, and the migration of mostly southern planters who often brought enslaved people; A growth in plantation agriculture growing cash crops using enslaved labor which connected Texas more closely to the American South; The U.S.-Mexico War over the annexation and borders of Texas; Conflicts between Anglos and Indians on the western frontier of Texas and Anglo settlers moved west.</p> <p>Primary source analysis Reading for context Making inferences based on a primary source text Identifying author, audience, purpose, and major themes in</p>	<p><b>Lesson:</b></p> <p><b>How do we know what we know?</b></p>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
			<p>primary source materials.</p> <p>Providing textual evidence from primary source materials to support major topics from the unit.</p> <p>Identifying different points of view within the context of a variety of historical topics.</p> <p>Summarizing main ideas</p>	
<p><b>90 - 120</b></p> <p>With Optional Vocabulary Quiz: 30 – 45 minutes</p>	<p>What key terms do we need to know to be successful in this unit?</p>	<p>In this two-day vocabulary lesson, students will identify, define and give an example of each vocabulary term within the context of the Early Statehood era. There is an optional 30-to-40-minute quiz that can accompany this lesson to assess comprehension of key terms and major themes.</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>The United States had a growing desire to expand to the west coast for easier access to markets in Asia and as a result of the belief in manifest destiny. The U.S.-Mexico War ended with the Treaty of Guadalupe-Hidalgo, in which in which the United States gained the lands of the Mexican Cession, thereby extending the U.S. all the way to the west coast. New western territories caused sectional division between the North and the South over the westward expansion of slavery. Increasing tensions between the North and South led to many compromises over slavery, though neither side was completely satisfied, and ultimately some southern states would consider seceding over the issue.</p> <p>Reading for key information, context, main ideas, and supporting evidence.</p> <p>Identifying the definition and examples of key terms in the context of early Texas statehood based on short reading passages.</p> <p>Creating visual representations of key terms.</p> <p>Using the terms in the context of the unit</p> <p>Recognizing references to key terms in a primary source excerpt</p> <p>Identifying variations of key terms.</p>	<p><b>Lesson:</b></p> <p><b>Vocabulary</b></p> <p><i>with optional Vocabulary Quiz</i></p>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
90 - 120	What are the defining characteristics and most significant events of the Early Statehood era?	In this two-day lesson, students will identify and explain the causes, effects, and main details of key events of the Early Statehood era.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Economic differences between the North and the South caused sectional divisions in the United States, specifically regarding the issue of slavery. The U.S.-Mexico War was fought over border disputes between the U.S. and Mexico over Texas' southern border. The U.S. won the war and gained all Mexican lands west of Texas to California in the Treaty of Guadalupe Hidalgo. This land was known as the Mexican Cession. The acquisition of the Mexican Cession renewed heated debates over the westward expansion of slavery in the U.S. The California Gold Rush of 1848 increased migration westward, leading to the admission of California to the Union and reignited debates over slavery. The Compromise of 1850 attempted to appease the South by passing the Fugitive Slave Law, while hoping to appease the North by admitting California as a free state. Additionally, it changed the western borders of Texas, reducing the size of the state. The Kansas-Nebraska Act, the Dred Scott Case, the formation of the Republican Party and the 1860 election of Abraham Lincoln to the presidency further increased sectionalism and division over westward expansion and the issue of the spread of slavery. During this time Texas' economy and population grew and developed significantly as people flooded into the new state, primarily to take part in plantation agriculture. As a result, Texas developed strong connections to southern states and the southern economy.</p> <p>Reading for context and significance information. Identifying and paraphrasing or summarizing main ideas and supporting evidence. Identifying and explaining the significance of historical events. Explaining cause-and-effect relationships between</p>	<p><b>Lesson:</b></p> <p><b>What's the Story?</b></p>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
			significant historical events	
<b>45 – 60 (Reduced lesson)</b>  <b>135 – 180 (Full Lesson)</b>  <b>100 - 130 (Additional Extension Activities)</b>	Who were some of the key people of the Early Statehood era and why were they significant?	<p>This is a flexible lesson that can be presented in small portions over time, in several short lessons, or in one large, multi-day lesson. Students read passages about key individuals to determine their significance to the Early Statehood era.</p> <p>Additional Extension activities include an “I have/Who has” game, a “Dinner Party” Activity, and a one-page biographical fact sheet activity.</p>	<i><b>Students will know the following information and develop the following skills based on TEKS standards:</b></i>	<b>Lesson:</b>  <b>Who’s Who of the Republic of Texas</b>  With three optional Extension Activities
45 - 60	What were the causes, key events, and significance of the U.S.-Mexico War?	In this one-day lesson, Students will use a set of several short reading passages to examine the causes, key events, effects, and significance of the U.S.-Mexico War.	<i><b>Students will know the following information and develop the following skills based on TEKS standards:</b></i>  The U.S.-Mexico War was caused by the U.S. annexation of Texas and border disputes over the border between Texas and Mexico. Some in the U.S. claimed “Manifest Destiny” as one cause for the U.S.-Mexico War. Texas contributed to the U.S.-Mexico War in many ways, including 8,000 Texans who fought in the war and the significant role played by the Texas Rangers. The Treaty of Guadalupe Hidalgo ended the U.S.-Mexico War, requiring Mexico to cede to the U.S. all of its land west of Texas to California, known as the Mexican Cession. The Mexican Cession lands renewed	<b>Lesson:</b>  <b>The U.S. – Mexico War Guided Notes</b>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
			<p>arguments in the U.S. over the westward expansion of slavery.</p> <p>Note-taking Summarizing and paraphrasing Identifying cause and effect relationships between historical events Identifying and explaining the significance of historical events.</p>	
45 - 60	What were some of the most significant changes and developments that took place in Texas from 1845 to 1860 during the Early Statehood era?	In this one-day lesson, students will examine the major developments and changes that occurred in Texas from 1845 to 1860 during the Early Statehood era.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Texas experienced many changes and developments after it joined the United States in 1845 including a dramatic increase in the population of Americans, enslaved people, and immigrants, especially from Germany. Many Americans and immigrants in Texas migrated into the Great Plains region of Texas that was dominated by Indian tribes like the Comanche. As non-Indians moved into Indian territory, conflict between the two groups increased. The Compromise of 1850 was passed to address the issue of the expansion of slavery in the Mexican Cession. As part of the Compromise, Texas agreed to cede its western territory in present-day New Mexico, Colorado, and Wyoming, in exchange for \$10 million.</p> <p>Reading for comprehension, main ideas, and supporting evidence. Identifying the cause-and-effect relationships between and significance of historical events.</p>	<p><b>Lesson:</b></p> <p><b>Early Statehood</b></p>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
45 – 60  <b>Optional Extension Lesson</b>	What significant changes or developments occurred in Texas from 1845 to 1860 as a result of migration and immigration to the state?	In this optional one-day extension lesson, students will take part in a stations activity, analyzing a set of seven primary and secondary source materials including maps, graphs, charts, and artifacts to draw conclusions about the effects of population and settlement developments in Texas from 1845 to 1860.	<i><b>Students will know the following information and develop the following skills based on TEKS standards:</b></i>  During the Early Statehood era, Texas experienced significant population growth. Most Americans who migrated to Texas came from slave states in the South. Some brought their slaves with them, significantly increasing the enslaved population in the state. Many people immigrated to Texas from other countries, primarily in central Europe. The largest group of immigrants to come to Texas were Germans. German immigrants, like other immigrant groups, worked to maintain and preserve their cultural heritage after they arrived in Texas.  Analyzing, making inferences, and drawing conclusions from information and data in a set of infographics including graphs, charts, maps, and artifacts.	<b>Lesson:</b>  <b>Population &amp; Settlement Extension</b>
45 – 60  <b>Optional Extension Lesson</b>	What were the events and issues that caused the United States Congress to make the Compromise of 1850, and what were the terms of the Compromise?	In this optional one-day extension lesson, students will examine the events that caused the creation of the Compromise of 1850, identify the terms of the Compromise, and analyze how the terms affected the growing sectionalism in the United States.	<i><b>Students will know the following information and develop the following skills based on TEKS standards:</b></i>  The acquisition of the Mexican Cession increased sectional tension in the United States between the North and the South over the issue of the westward expansion of slavery into the new territories. Many Northerners opposed the expansion into the Mexican Cession, while many Southerners supported it. The California Gold Rush caused a rapid increase in the population of California, enabling it to apply for statehood in 1850, once again reigniting debates over slavery in the western territories. The Compromise of 1850 was created by Henry Clay to appease both the North and the South in regard to slavery, specifically in relation to the western territories. The Compromise of 1850 also reduced the size of Texas by requiring Texas to cede a portion of its disputed western territory (parts of modern-day New Mexico, Colorado, and	<b>Lesson:</b>  <b>The Compromise of 1850 Extension</b>



Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
			<p>Wyoming) in exchange for \$10 million.</p> <p>Identifying, explaining, and summarizing cause-and-effect relationships between key historical events related to a social studies topic.</p> <p>Identifying and summarizing the significance of a historical event.</p> <p>Making observations, conclusions, inferences, and predictions.</p> <p>Identifying connections and making conclusions about points of view based on historical events and information.</p> <p>Writing skills</p> <p>Making a claim and providing reasoning to support the claim.</p>	
45 - 60	How do different groups of people in Texas preserve their unique cultures and heritage today?	In this one-day lesson, students use reading passages to research how various groups preserve their unique cultures and heritage in Texas today. People groups focused on in this lesson are American Indians, Tejanos, and descendants of German and Polish immigrants.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Different ethnic and cultural groups in Texas today preserve their unique heritage in various ways. Descendants of German immigrants, Polish immigrants, Mexican Texans (Tejanos), and American Indians honor and preserve their cultures in a number of ways including by establishing organizations, hosting ceremonial events and celebrations, teaching the language and various cultural arts like dancing.</p> <p>Identifying main ideas and supporting evidence in a reading passage.</p> <p>Identifying, paraphrasing, and summarizing significant information on a social studies topic.</p> <p>Creating short, written responses to record key information about a social studies topic.</p> <p>Exchanging information about a topic with classmates; teaching and learning from classmates.</p>	<b>Texas Today</b>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
45 - 60	What were some of the main arguments surrounding sectional issues like secession and abolition at the end of the Early Statehood era?	In this one-day lesson, students will analyze a set of primary source materials discussing various topics related to sectionalism in the United States including secession, abolition, and slavery. Students will be able to identify and summarize different arguments and points of view related to each topic.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Growing sectional division between the North and the South led to debates over secession, abolition, and slavery during the Early Statehood era.</p> <p>Many in Texas supported the Southern states' rights to secede from the Union, often arguing Northern aggression or restrictions on the South's right to make determinations about issues like slavery.</p> <p>Many in the North argued that the South did not have the right to secede and if Southern states chose to secede, it would likely lead to war. Sam Houston was a key proponent of remaining with the Union and avoiding secession.</p> <p>Analyzing primary source texts to determine main idea, author's point of view, and tone.</p> <p>Providing textual evidence to support claims made about primary source materials.</p> <p>Summarizing significant information from a primary source text.</p> <p>Using context clues to determine the meaning, opinion, and tone of a primary source material.</p>	<b>Looking Ahead</b>
45 - 60	What significant information do we need to know to be successful on the unit 7 test: Early Statehood?	In this optional, one-day review lesson, Students will review key terms, concepts, people, and events of Early Statehood in preparation for a unit test.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Texas' Early Statehood was characterized by significant changes brought about as a result of the U.S.-Mexico War, the Treaty of Guadalupe Hidalgo, the U.S. acquisition of the Mexican Cession, the Compromise of 1850, and growing sectional division over slavery.</p> <p>The borders of Texas changed significantly as part of the terms of the Compromise of 1850.</p> <p>Texas experienced many specific developments</p>	<b>Study Guide and Flashcards Review</b>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
			<p>throughout this era including increased immigration and migration to Texas, including migration into Indian territory in west Texas. This led to conflicts between tribes like the Comanche and White settlers.</p> <p>Most Americans who migrated to Texas came from other states in the South. As a result, Texas became more closely tied to the South as a result of its connections to plantation agriculture and slavery during this era.</p> <p>Identifying and demonstrating cause-and-effect relationships of historical events.</p> <p>Identifying the significance of key events during Early Statehood.</p> <p>Answering practice test questions based on the new STAAR item types from the 8<sup>th</sup> grade Social Studies STAAR test including Multi-Part, Short Constructed Response, Hot Spot, and a paper-adapted version of Drag and Drop.</p>	
45 – 60	How do the key terms and concepts from Unit 7: Early Statehood connect to each other?	In this optional one-day review lesson, students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to identify how information from the unit is connected by making connections between terms on a mind map.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Texas' Early Statehood was characterized by significant changes brought about as a result of the U.S.-Mexico War, the Treaty of Guadalupe Hidalgo, the U.S. acquisition of the Mexican Cession, the Compromise of 1850, and growing sectional division over slavery. Texas experienced many specific developments throughout this era including increased immigration and migration to Texas, including migration into Indian territory in west Texas. This led to conflicts between tribes like the Comanche and White settlers.</p> <p>Most Americans who migrated to Texas came from other states in the South. As a result, Texas became more closely tied to the South as a result of its connections to plantation agriculture and slavery during this era.</p>	<b>Mind Mapping Review</b>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
			<p>Connecting terms and concepts from across the entire unit.</p> <p>Justifying and providing rationalizations for those connections.</p> <p>Providing debate or arguments based on facts for the correct or best placement of terms that fit into several categories on student Mind Maps.</p> <p>Creating a visual representation of Social Studies information.</p>	
45 - 60	What key terms and concepts do we need to know to be successful on our unit 7 test?	In this optional, one-day review lesson, students will review key terms, ideas, people, places, events, and major themes of Early Statehood by playing Bingo using terms from the unit and clues about each term.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Texas' Early Statehood was characterized by significant changes brought about as a result of the U.S. – Mexico War, the Treaty of Guadalupe Hidalgo, the U.S. acquisition of the Mexican Cession, the Compromise of 1850, and growing sectional division over slavery. The borders of Texas changed significantly as part of the terms of the Compromise of 1850. Texas experienced many specific developments throughout this era including increased immigration and migration to Texas, including migration into Indian territory in west Texas. This led to conflicts between tribes like the Comanche and White settlers. Most Americans who migrated to Texas came from other states in the South. As a result, Texas became more closely tied to the South as a result of its connections to plantation agriculture and slavery during this era.</p> <p>Study and review of key concepts</p> <p>Identifying information based on key words and phrases</p> <p>Recognizing definitions, key information, and significance of key terms and information from the unit.</p>	<p><b>Bingo Game</b></p> <p><b>Review</b></p>