

# Unit 4: The Mexican National Era

## 7<sup>th</sup> Grade Lesson Plan: Empresario Extension Activity

### Extension Lesson (45 – 60 minutes)

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| <b>Objective</b>          | <p>Students will be able to identify the preferred qualities and characteristics of Anglo colonists settling in Texas according to state and federal regulations. Students will evaluate fictional colonization applications to determine which applicants best fit the criteria set by various colonization laws at the time.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> review six fictional applications of Anglo's hoping to settle in Austin's colony.</li> <li>2. <b><u>I will</u></b> accept, deny, or conditionally accept each application based on state and federal colonization requirements. I will justify my decision based on the evidence provided.</li> </ol> |
| <b>Key Concepts</b>       | <ul style="list-style-type: none"> <li>• Anglo settlers in Texas were expected to meet the following requirements in order to colonize Texas:               <ul style="list-style-type: none"> <li>- Be Catholic or convert</li> <li>- Have a useful skill or job</li> <li>- Be of good moral character</li> <li>- Follow the slave laws of the state of Coahuila y Tejas</li> <li>- Provide reference letters attesting to their character</li> <li>- Speak or learn Spanish</li> <li>- Swear an oath to Mexico.</li> </ul> </li> </ul>                                                                                                                                                                 |
| <b>Skills</b>             | <ul style="list-style-type: none"> <li>• Make a decision based on a list of criteria and justify that decision using evidence from provided materials.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Essential Question</b> | What types of people did Stephen F. Austin want to accept into his colony based on state and federal colonization requirements?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Assignment</b>         | <p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students examine a list of various traits and descriptors of potential applicants to his colony. They place a checkmark in every box that represents someone Austin would want to have in his colony. Students should be able to identify and explain why Austin would prefer one trait over another.</li> </ul>                                                                                                                                                                                                                                                                                                                          |

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|                               | <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Students review six fictional colonist applications and make a determination to accept, deny, or accept with conditions each applicant.</li> <li>• Students record their observations of each application on their student worksheet, making notes where applicable about various qualities of each applicant. The worksheet begins with a list of qualifications and requirements for colonization to guide students through the fictional applications.</li> <li>• Students must justify their decision for each applicant.</li> <li>• The activity concludes with students sharing their decisions for each applicant and provides opportunities for discussion and appropriate disagreement regarding the applications.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>• Students read a primary source excerpt from Stephen F. Austin’s writings about the people in his colony and determine what Austin’s point of view was on the majority of the Anglo settlers in his colony.</li> </ul> |
| <p><b>Materials</b></p>       | <p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>3. Colonization Applications (<i>There are 6 fictional applications. Suggest printing: 1 set per group, table, or station.</i>)</li> <li>4. Assignment (<i>Suggested printing 1 per student</i>)       <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. Foundations Level work</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Differentiation</b></p> | <ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visuals representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems when applicable</li> <li>5. Reduction in number of applications to review</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <p><b>TEKS</b></p> | <ul style="list-style-type: none"> <li>• <b>7.02(D)</b> Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas including the State Colonization Law of 1825 and slavery.</li> <li>• <b>7.20(B)</b>: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.22(D)</b> Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives.</li> </ul> |
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## Teacher Guide: Empresario Activity

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| <b>Warm-up</b> | <ul style="list-style-type: none"> <li>Students imagine they are Stephen F. Austin reviewing applicants to live in his colony. They read from a list of possible applicant characteristics, choosing which ones would be most appealing to Austin.</li> <li>Students choose one characteristic from the list that they believe would be most important to Austin and make an argument for why they believe that trait is most important.</li> <li><b>Slides 2 and 3</b> restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li><b>Slides 4 and 5</b> provide the essential question and the “We will / I will” statements for the lesson.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Lesson</b>  | <p><b>Colonization Applications</b></p> <ul style="list-style-type: none"> <li>There are six fictional applications for students to review for this activity. These can be organized into stations, as a gallery walk, in groups with each group receiving one set, or they can be uploaded into a learning management system like Google Classroom for students to use digital copies.             <ul style="list-style-type: none"> <li><u>Advanced work</u> requires students to review all 6 applications.</li> <li><u>Grade Level work</u> requires students to choose 4 of the 6.</li> <li><u>Foundations Level work</u> requires students to choose 3 of the 6 applications and requires less writing as students review each of the 3 applicants.</li> <li>Grade Level and Foundations Level students are free to choose which applications they want to review, or the teacher can make that determination for them.</li> </ul> </li> <li>Inform the students that each applicant has pros and cons. There is no perfect applicant, though some may have more pros than cons. It is up to each student to use the information on each application to make their own decision whether to accept, deny, or accept the applicant with conditions. There is not only one correct decision for each applicant. As long as students use evidence and information from the applications and knowledge of the colonization requirements to justify their answer, their decision will be valid.</li> </ul> |

## Student Worksheets

- Each student needs their own copy of the worksheet at whatever level of work the teacher deems appropriate.
- Page one of the student work asks students to imagine that they are living in Texas in 1829, and they have been tasked with helping Stephen F. Austin review some applications to live in his colony.
  - **Slide 7:** Restates the directions for page 1 of the worksheet.
- There is a list of desired characteristics and requirements as set by the State Colonization Law and the state laws regarding slavery.
- Students review the requirements to help guide them as they review the fictional applications.
- Students will make notes on the following pages of their worksheet about each applicant, checking for the required and desired characteristics.
- **IMPORTANT NOTE:** Inform the students that each candidate they will review has both good and bad qualities. As a result, they may need to use their best judgment whether to accept, deny, or accept with conditions. Students must justify their decision in the box provided with each applicant. If they chose to accept with conditions, be sure they explain what conditions should be met in order to be acceptable.
  - **Slides 8 and 9** restate directions for students as they make notes on their worksheet about each applicant.
  - **Slide 10** gives sentence stems that students can use on their worksheet when explaining why they accepted, denied, or accepted an applicant with conditions.
- When students have finished reviewing the applications and making their decisions, ask students to share with the class.
  - **Slide 11** restates the fact that student decisions may vary and asks students to justify their decision.
  - **Slides 12 – 14** provide sentence stems for students to share the decisions they made for their applicants, beginning with one applicant that they accepted. Call on one student to share and use the “Class check-in” at the bottom of the slide to see what other students decided for the applicant. Remind students there is not one right answer, and to be respectful as they agree or disagree with each shared decision.

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| <b>Exit Ticket</b> | <ul style="list-style-type: none"> <li>• Students will read an excerpt from Stephen F. Austin’s writings in “Laws, Orders and Contracts, on Colonization, from January 1821, up to 1829; in Virtue of Which, Col. Stephen F. Austin Introduced and Settled Foreign Emigrants in Texas. with an Explanatory Introduction”</li> <li>• Students will use the passage to answer a question about Austin’s point of view of the majority of the Anglo colonists who settled in his colony.</li> <li>• <b>Slides 15 and 16</b> restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class.</li> </ul> |
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## Primary Sources and Other Resources Used

- “Connected Map of Austin’s Colony, 1833 – 1837” [1892]. #1944, Map Collection, Archives and Records Program, Texas General Land Office, Austin