

Unit 4: The Mexican National Era

7th Grade Lesson Plan: Growing Tension in Texas Extension

An Optional Primary Source Activity
 (Time 45 – 90 minutes)

Objective	<p>In this optional extension activity, students will examine and analyze five primary source documents related to growing issues in Texas from various points of view.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine and analyze several primary source documents about issues happening in Texas and Mexico from 1826 to 1834. 2. <u>I will</u> evaluate each primary source for key elements including author, audience, and tone. I will identify excerpts that support my evaluation.
Key Concepts	<ul style="list-style-type: none"> • Events of the Fredonian Rebellion led to concern in the Mexican government over Anglo colonists in Texas. • The Mier y Terán's report revealed numerous problems in Texas related to Anglo colonization including disregarding the state's anti-slavery law and the fact that Anglos outnumbered Mexicans in the region. • Consequences of the Fredonian Rebellion and the Mier y Terán report included the Law of April 6, 1830 which prohibited Anglo colonization of Texas. • The disturbances at Anahuac led to the meeting and resolutions written at Turtle Bayou which explained Anglo dissatisfaction with the Centralist takeover of the Mexican government. • Many in Texas were unhappy when Mexico refused to grant Texas statehood and arrested Stephen F. Austin
Skills	<ul style="list-style-type: none"> • Reading for context and key information including main idea, author, audience, purpose, and point of view or bias. • Identifying and summarizing the main idea • Identifying the tone of primary source documents and providing excerpts as evidence to support the claim.
Essential Question	<p>What were some of the different points of view about issues happening in Texas and across Mexico from 1826 to 1834?</p>

<p>Assignment</p>	<p>Warm-up</p> <ul style="list-style-type: none"> • Students imagine they are living in Texas at the time of the Mexican National Era. • They reflect on the issues that were happening at the time and write a short “newspaper article” for an opinion column explaining their thoughts about what was going on. <p>Lesson</p> <ul style="list-style-type: none"> • There are five primary source documents about events including the Fredonian Rebellion, The Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin. • Students analyze the documents for author, audience, purpose, main idea, tone, and excerpts that support their claim of the tone of the document. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students choose one point of view from which to complete this exit ticket: Anglo colonist in Texas, Tejano resident of Texas, Mexican government official, or American Indian in Texas. • Students finish a sentence stem demonstrating how they believe their chosen point of view might feel about the Centralist takeover of the government and the decrease in rights of the people.
<p>Materials</p>	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 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>) 2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Primary Source Documents (<i>Suggested printing 1 set per table, group, or partners. Can also be used as a gallery walk or uploaded to a format like google classroom.</i>) 4. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work

Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visuals representations of directions 3. Chunking text information 4. Sentence Stems for short, constructed response questions. 5. Reduction in answer choices 6. Answer options provided for short, constructed response questions.
TEKS	<ul style="list-style-type: none"> • 7.03(A) Describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Teran Report, the Law of April 6, 1830, The Turtle Bayou Resolutions, and the arrest of Stephen F. Austin. • 7.20(A) Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.20(D) Identify bias and points of view from the historical context surrounding an event that influenced the participants. • 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. • 7.20(F) Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy. • 7.22(B) Use effective written communication skills, including proper citations and avoiding plagiarism. • 7.22(D) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

Teacher Guide: Voices of Texas History

Warm-up	<ul style="list-style-type: none"> Students imagine they are residents in Texas in the early 1800s. They will write a short opinion article for a fictional local newspaper explaining their thoughts on the issues and growing tension developing in Texas and Mexico at the time. Slides 3 and 4 restate the directions and direct students to share their fictional opinion article by reading what they wrote on their warm-up paper. Slides 5 and 6 present the essential question and the “We will / I will” statements for the lesson.
Lesson	<p><u>Primary Source Readings</u></p> <ul style="list-style-type: none"> The Primary Source Readings document in the materials contains excerpts from 5 different primary sources: <ul style="list-style-type: none"> A letter from Stephen F. Austin to a friend who took part in the Fredonian Rebellion Excerpts from Mier y Teran’s report to the Mexican government about Anglos in Texas. An excerpt from the Law of April 6, 1830 explaining the prohibition of continued Anglo immigration to Texas. Excerpts from the Turtle Bayou Resolutions explaining why some Anglos took part in the disturbances at Fort Anahuac Excerpts from a Texas newspaper article following Stephen F. Austin’s arrest. Slides 8 through 12 provide the description of each primary source document with an accompanying image for each. <p><u>Student worksheets</u></p> <ul style="list-style-type: none"> Students use their worksheet to record their evaluation of each primary source document. The worksheets ask students to identify and record the author, the audience, the main idea/purpose, and the tone of the majority of the document (whether positive, negative, or neutral). It asks students to provide text evidence to support their claim about the document’s tone. Students must also create or identify an appropriate newspaper headline if the document was discussed in a newspaper at the time. Advanced work requires students to create short, written responses to each element of the worksheet and provide text-based evidence to support their responses.

	<ul style="list-style-type: none"> • Grade Level work includes multiple choice options for some elements and a reduction in writing elements for some questions, and provides key phrases from the document that supports their responses. • Foundations work provides multiple choice options for all elements of the work. <p>Completing this lesson in one class period:</p> <ul style="list-style-type: none"> • The teacher can lead the class through one or more of the primary source documents in the interest of time and to model and guide students through the process. • Students can be divided into groups and assigned one document to analyze and complete on their worksheet, rather than completing it in its entirety. • Students/Student groups can share information about their document with the class. • The worksheet could also be printed single-sided and broken up into several smaller activities to be completed after each event is covered in class.
Exit Ticket	<ul style="list-style-type: none"> • Students choose one point of view to take for this exit ticket: <ul style="list-style-type: none"> - A Mexican government official in Mexico City - A Tejano resident of Texas - An Anglo colonist in Texas - An American Indian in Texas • Students complete a sentence stem explaining what they think about hearing people talking about the Centralist takeover of government, the government's refusal to grant Texas statehood, and their loss of rights. • Special note: Students are reminded that there is not just one opinion or point of view within each group and there is not only one correct response. • Slides 14 and 15 restate the directions and direct students to read the sentence stem and their response from their exit ticket.

Primary Sources and Other Resources Used

- The Texas Republican. (Brazoria, Tex.), Vol. 1, No. 1, Ed. 1, Saturday, July 5, 1834, newspaper, July 5, 1834; Brazoria, Texas.
(<https://texashistory.unt.edu/ark:/67531/metapth80246/>: accessed January 21, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Portrait of Stephen F. Austin, photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth55631/>: accessed January 22, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Hardin-Simmons University Library.
- Zavala, Lorenzo de, 1788-1836. [Letter from Lorenzo de Zavala to Manuel Mier y Teran, June 24, 1829], letter, June 24, 1829; (<https://texashistory.unt.edu/ark:/67531/metapth6003/>: accessed January 29, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- [Transcript of announcement concerning the Mexican law of April 6, 1830 made by José M. Tornel , November 5, 1830], text, November 5, 1830; (<https://texashistory.unt.edu/ark:/67531/metapth216703/>: accessed January 22, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Address to Colonel José Antonio Mexia, June 13, 1832. Mirabeau B. Lamar Papers #157, Archives and Information Services Division, Texas State Library and Archives Commission. <https://www.tsl.texas.gov/treasures/republic/turtle/turtle-1.html>
- The Texas Republican. (Brazoria, Tex.), Vol. 1, No. 1, Ed. 1, Saturday, July 5, 1834, newspaper, July 5, 1834; Brazoria, Texas.
(<https://texashistory.unt.edu/ark:/67531/metapth80246/>: accessed January 21, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.

Answer Key for Foundations Level Work and Some Grade Level Work

Document A

1) Who is the author?	2) Who is the intended audience?	3) What is the document's primary topic?
a) B.J. Thompson b) Stephen F. Austin c) A Fredonian Rebel	a) All Fredonian Rebels b) The Mexican government c) B.J. Thompson	a) The Centralist takeover of the Mexican government. b) The Fredonian Rebellion c) Texas Statehood

4) Which statement best summarizes the document's main idea?	<p>A) Mexico's position in Texas is weak and there are many problems related to the Anglo colonists.</p> <p>B) The Centralist revolt against the government resulted in the abolition of the Federalist Constitution of 1824.</p> <p>C) Austin opposes the actions of the rebels in east Texas and believes they are bad for Texas.</p> <p>D) Anglos claim they fought the Mexican military at a fort to protest the Central take-over of the government.</p> <p>E) Anglos in Texas are angry that their requests for statehood were rejected, and Austin was imprisoned.</p> <p>F) This law prevents any more Americans from immigrating to Texas.</p>
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5) What is the general tone of the document? (circle one)	Positive	Negative	Neutral
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6) Identify three key phrases from the passage that support your answer to question number 5. Cross out the phrase that does not support your answer.
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a) "You have committed an error"	b) "I will befriend you as far as I can"
c) "...you have jeopardized the prospects of this whole country"	d) "...you have all run mad."

7) Imagine you want to write about this document in the newspaper. Which statement to the right provides the best headline for this document?	<p>a) Austin Supports Anglo Rebellion!</p> <p>b) Austin Seeks Advice About Mexican Actions.</p> <p>c) Austin Urges Mexico to Grant Texas Independence.</p> <p>d) Austin Opposes East Texas Rebellion.</p>
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Document B

1) Who is the author?	2) Who is the intended audience?	3) What is the document's primary topic?
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a) General Manuel Mier y Terán	a) General Manuel Mier y Terán	a) The Mexican Constitution of 1824
b) The Mexican government	b) The Mexican government	b) Texas statehood
c) The Fredonian rebels	c) The Fredonian Rebels	c) Problems with Anglos in Texas

4) Which statement best summarizes the document's main idea?	<p>A) Mexico's position in Texas is weak and there are many problems related to the Anglo colonists.</p> <p>B) The Centralist revolt against the government resulted in the abolition of the Federalist Constitution of 1824.</p> <p>C) Austin opposes the actions of the rebels in east Texas and believes they are bad for Texas.</p> <p>D) Anglos claim they fought the Mexican military at a fort to protest the Central take-over of the government.</p> <p>E) Anglos in Texas are angry that their requests for statehood were rejected, and Austin was imprisoned.</p> <p>F) This law prevents any more Americans from immigrating to Texas.</p>
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5) What is the general tone of the document? (circle one)	Positive	Negative	Neutral
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6) Identify three key phrases from the passage that support your answer to question number 5. Cross out the phrase that does not support your answer.
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a) "As one covers the distance from [San Antonio de] Bejar to this town,"	b) "The repeal of these laws is a point toward which the colonists are directing their efforts"
c) "...now at peace, but armed and at any moment ready for war"	d) "Texas could throw the whole nation into revolution"

7) Imagine you want to write about this document in the newspaper. Which statement to the right provides the best headline for this document?	<p>A) Report Shows Trouble with Anglos in Texas!</p> <p>B) Mexico Renews Support for Anglo Colonization!</p> <p>C) Austin Shocks the Nation by Rebelling!</p> <p>D) Mexican Government Gives in to Rebel Demands!</p>
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Document C

1) Who is the author?	2) Who is the intended audience?	3) What is the document's primary topic?
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a) The Texas Congress b) The Mexican government c) The U.S. government	a) The people of Texas b) The people of Coahuila c) The people of Mexico	a) The repeal of the anti-slave laws b) Laws to restrict Anglo colonization to Texas c) Reinstating the Mexican constitution
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4) Which statement best summarizes the document's main idea?	A) Mexico's position in Texas is weak and there are many problems related to the Anglo colonists. B) The Centralist revolt against the government resulted in the abolition of the Federalist Constitution of 1824. C) Austin opposes the actions of the rebels in east Texas and believes they are bad for Texas. D) Anglos claim they fought the Mexican military at a fort to protest the Central take-over of the government. E) Anglos in Texas are angry that their requests for statehood were rejected, and Austin was imprisoned. F) This law prevents any more Americans from immigrating to Texas.
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5) What is the general tone of the document? (circle one)	Positive	Negative	Neutral
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6) Identify three key phrases from the passage that support your answer to question number 5. Cross out the phrase that does not support your answer.
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a) "All foreigners whose country is bounding on [Texas]." c) "I consider it is my duty to caution citizens of the United States"	b) "In the name of the Mexican government" d) "The authority which has been reserved by the general Congress"
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7) Imagine you want to write about this document in the newspaper. Which statement to the right provides the best headline for this document?	A) Mexico Declares All Current American Contracts Cancelled! B) Mexico Bans American Immigration to Texas! C) Mexican Laws Affect Anglo Taxes. D) The State Congress of Coahuila y Tejas End Immigration!
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Document D

1) Who is the author?	2) Who is the intended audience?	3) What is the document's primary topic?
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a) Colonel José Antonio Mexia	a) Mexican officials (leaders)	a) Anglos explain why they fought at Anahuac
b) Mexican officials	b) Anglos and Tejanos	b) Tejanos explain why Anglo colonization is beneficial
c) Anglo colonists in Texas	c) Citizens of the United States	c) Congress explains the Centralist revolt

4) Which statement best summarizes the document's main idea?	<p>A) Mexico's position in Texas is weak and there are many problems related to the Anglo colonists.</p> <p>B) The Centralist revolt against the government resulted in the abolition of the Federalist Constitution of 1824.</p> <p>C) Austin opposes the actions of the rebels in east Texas and believes they are bad for Texas.</p> <p>D) Anglos claim they fought the Mexican military at a fort to protest the Central take-over of the government.</p> <p>E) Anglos in Texas are angry that their requests for statehood were rejected, and Austin was imprisoned.</p> <p>F) This law prevents any more Americans from immigrating to Texas.</p>
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5) What is the general tone of the document? (circle one)	Positive	Negative	Neutral
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6) Identify three key phrases from the passage that support your answer to question number 5. Cross out the phrase that does not support your answer.

a) "...we therefore make you the following representation"	b) "...the arbitrary, and unconstitutional measures, of the administration"
c) "...the causes which impelled us to take up our arms,"	d) "...repeated violations of the constitution"

7) Imagine you want to write about this document in the newspaper. Which statement to the right provides the best headline for this document?	<p>A) Mexico Sends its Military to Enforce Laws.</p> <p>B) Anglo Texans Angry at Controlling National Government!</p> <p>C) Anglo Texans Oppose the Federal Constitution of 1824</p> <p>D) Anglo Texans Join Centralist Rebellion!</p>
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Document E

1) Who is the author?	2) Who is the intended audience?	3) What is the document's primary topic?
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a) Mexican official R. M. Williamson	a) The community of Brazoria, Texas	a) Giving reasons for recent violence
b) Anglo colonist R. M. Williamson	b) The community of Saltillo, Coahuila	b) Giving reasons why many Anglos were unhappy
c) Tejano congressman R. M. Williamson	c) The Mexican government	c) Giving reasons for the Federalist rebellion

4) Which statement best summarizes the document's main idea?	<p>A) Mexico's position in Texas is weak and there are many problems related to the Anglo colonists.</p> <p>B) The Centralist revolt against the government resulted in the abolition of the Federalist Constitution of 1824.</p> <p>C) Austin opposes the actions of the rebels in east Texas and believes they are bad for Texas.</p> <p>D) Anglos claim they fought the Mexican military at a fort to protest the Central take-over of the government.</p> <p>E) Anglos in Texas are angry that their requests for statehood were rejected, and Austin was imprisoned.</p> <p>F) This law prevents any more Americans from immigrating to Texas.</p>
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5) What is the general tone of the document? (circle one)	Positive	Negative	Neutral
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6) Identify three key phrases from the passage that support your answer to question number 5. Cross out the phrase that does not support your answer.
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a) "Our constitution has been rejected. Our application refused."	b) "... and the memorial of that body to the General Congress of the United Mexican States"
c) "We still continue our unnatural connexion with Coahuila."	d) "They have arrested and now detain our agent Stephen F. Austin..."

7) Imagine you want to write about this document in the newspaper. Which statement to the right provides the best headline for this document?	<p>A) Centralists Took Over the Government!</p> <p>B) Statehood Denied! Austin Imprisoned!</p> <p>C) Texas Anglos Oppose the Coahuila Congress!</p> <p>D) Anglos and Tejanos Demand the Government Reinstates Constitution!</p>
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