

Unit 4: The Mexican National Era

7th Grade Lesson Plan: Growing Tension in Texas (45 – 90 minutes)

Objective	<p>Students will examine and analyze six significant historical events that led to increased tensions in Texas and across Mexico during the Mexican National Era. Students will record key information about each event and be able to identify the cause-and-effect relationship between each event.</p> <ol style="list-style-type: none"> 1. <u>We will</u> analyze six significant events that led to increased tension in Texas and Mexico. 2. <u>I will</u> record key information about each event including its significance to the era. I will be able to demonstrate the cause-and-effect relationship between each event.
Key Concepts	<ul style="list-style-type: none"> • Following the Fredonian Rebellion, there was a series of events that led to increased tensions in Texas including the Mier y Teran Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, the Conventions of 1832 and 1833, and the arrest of Stephen F. Austin. • Growing conflict between Centralists and Federalists in Mexico contributed to the increased tensions in Texas as many Anglos and Tejanos sided with the Federalists. • The cause-and-effect relationship between the six events in the day's lesson were significant contributing factors on the road to the Texas Revolution.
Skills	<ul style="list-style-type: none"> • Reading for context and key information. • Making inferences and drawing conclusions about an historical event. • Identifying the significance of an historical event. • Note-taking skills including paraphrasing and summarizing when possible. • Identifying and explaining cause-and-effect relationships between significant historical events.
Essential Questions	<p>What were six significant events during this era that led to increased issues and tension in Texas and across Mexico? What is the cause-and-effect relationship between each event?</p>

Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students will read a list of four events that they might see in this lesson as they learn about the growing tension in Texas. Students identify which two events they believe likely happened, and which two events they think did not happen. Students make this decision based on their prior knowledge regarding the Empresario System in Texas. <p>Lesson</p> <ul style="list-style-type: none"> Students will examine and record information about six significant events that led to increased tension in Texas and Mexico during this era. Students will read short passages about each event, identifying key information including “what,” “where,” “who,” “when,” and “why.” Whenever possible, students are encouraged to paraphrase and summarize in their notetaking. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will choose ONE event from the day’s lesson and explain what caused the event and what the effect of the event was.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visuals representations of directions Chunking text information Sentence Stems Reduction in answer choices

	<ol style="list-style-type: none"> 6. Note-taking assistance, showing students what to write and a reduction in the amount of writing 7. Literacy supports including presenting key information in bold text.
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. • 7.02(E) Identify the contributions of significant individuals, including Stephen F. Austin • 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.

Teacher Guide: Growing Tension in Texas

Warm-up	<ul style="list-style-type: none"> Students are informed that the day's lesson includes several events that occur to increase tension in Texas and Mexico. They are given a list of four possible events. Two of the events happened, and the other two did not. Using their prior knowledge of the unit, students make an educated guess which two events they think were likely to have happened and which two were not. To increase the challenge, students can be asked to explain their reasoning. Slides 2 and 3 restate the directions for the warm-up and provide sentence stems to guide student responses when sharing with the class. Slides 4 and 5 present the essential question and the "We will / I will" statements for the lesson.
Lesson	<ul style="list-style-type: none"> <u>Slide 6</u> introduces the lesson, providing a context for the day's lesson beginning with the Fredonian Rebellion and explaining that there was a chain of events following the attempted rebellion that led to increased tension in Texas. On their worksheet, directions instruct students to take notes on the events they will study in the lesson, including information about who, what, when, where, and why. Not every question will be answered for each event. Students can be encouraged to paraphrase and summarize whenever possible. Each of the 6 events that students will learn in the lesson has two slides in the slideshow: One slide presents the information in a reading that explains the event. The second slide breaks down the key information students should write. To provide more of a challenge, you can encourage students to identify key information before showing the notetaking slide and have them share the information they chose with the class. <u>Slides 7 and 8</u>: The Fredonian Rebellion <u>Slides 9 and 10</u>: The Mier y Teran Report <u>Slides 11 and 12</u>: The Law of April 6, 1830 <u>Slides 13 and 14</u>: The Turtle Bayou Resolutions <u>Slides 15 and 16</u>: The Conventions of 1832 and 1833 <u>Slides 17 and 18</u>: The arrest of Stephen F. Austin

	<ul style="list-style-type: none"> • <u>Advanced work:</u> Students should be encouraged to paraphrase the key information in the notes and record their own notes in the appropriate spaces in their worksheet. • <u>Grade Level Work:</u> Students take notes by filling in the blanks with key information from the reading and notetaking slides. • <u>Foundations Work:</u> Students fill in key words from the notes in a reduced-writing version of the grade level notes. <p><u>NOTE:</u> The time required for the lesson could be one or two days, depending on the note-taking abilities of each class and how you choose to present the material. It could be broken up into 3 events each day. Teachers could also group students and assign each group one event that the students complete and present to the class.</p>
Exit Ticket	<ul style="list-style-type: none"> • Students one event from the day's lesson from the six listed in their chart, circling or highlighting their chosen event. • Students complete the rest of the chart by explaining the CAUSE and EFFECT of the event they chose. • NOTE: Students should begin in the middle of the chart where it says, "START HERE: Step 1." The cause will go in the box before, and the effect will go in the box after. • <u>Slides 19 and 20</u> restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- [Old Stone Fort at Nacogdoches], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph38479/>: accessed January 9, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting University of Texas at Arlington Library.
- Portrait of Haden Edwards. Background removed.
https://commons.wikimedia.org/wiki/File:Haden_Edwards.jpg
- Mier y Terán, Manuel de. Manuel de Mier y Terán, Commandant General, to Ramón Músquiz, Political Chief of Dept. of Béxar], letter, December 18, 1830; (<https://texashistory.unt.edu/ark:/67531/metaph5846/>: accessed January 9, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas General Land Office.
- Map of Mexico, 1824 – 1830. Cropped to show only Texas and edited to demonstrate the approximate location of various significant cities and locations within Anglo settlements. Permission is granted to copy, distribute and/or modify this document under the terms of the [GNU Free Documentation License](#), Version 1.2 or any later version published by the [Free Software Foundation](#); with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled [GNU Free Documentation License](#).
- [Engraving of Stephen F. Austin]. December 16, 1836. Artwork. University of North Texas Libraries, The Portal to Texas History; crediting Palestine Public Library.
<https://texashistory.unt.edu/ark:/67531/metaph11276/>.