

Unit 4: The Mexican National Era

7th Grade Lesson Plan: How do we know what we know? (45 – 60 minutes)

Objective	<p>Students will analyze excerpts from three different primary source documents from the Mexican National Era to make observations, inferences, and conclusions about significant information of the time period.</p> <ol style="list-style-type: none"> 1. <i>We will</i> examine three primary source excerpts discussing key events in Texas history during the Mexican National Era. 2. <i>I will</i> analyze each source for facts, opinions, biases, and key information about the era, and answer comprehension questions for each.
Key Concepts	<ul style="list-style-type: none"> • The Mexican government in 1821 faced the challenge of creating a new government and divisions arose within the government over what type of government should be created. • Challenges facing the Tejano population of Texas led them to consider accepting immigrants from the United States to come settle in the state to grow the population, help develop the state and improve the economy. • Primary source documents like letters help us better understand the thoughts and events of people during the Mexican National Era, though in some cases the information could be opinion, rather than fact.
Skills	<ul style="list-style-type: none"> • Making observations, inferences, and conclusions about a historical event based on primary source evidence. • Making a claim about a document, person, or event and using text evidence to support the claim. • Reading for context and comprehension.
Essential Questions	<p>What types of primary source materials do we use to study the events of the Mexican National Era? What information can we learn from these sources, and what biases might exist in them?</p>

<p>Assignment</p>	<p>Warm-up</p> <ul style="list-style-type: none"> Students complete a chart explaining how information and news is shared today compared with how they think it was shared in the 1800s. <p>Lesson</p> <ul style="list-style-type: none"> Students read excerpts from three primary source documents containing information about divisions within the Mexican government in 1821, Moses Austin’s proposal to bring American immigrants to settle in Texas, and the Spanish government’s thoughts on his proposal. Students use the documents to infer meaning of key terms and significant opinions or information conveyed by each author. Students make observations about the opinions of the authors and make claims about their views based on textual evidence from each excerpt. Students make observations about the type of primary source used (letters) and assess the validity of this type of source. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students think of another type of source that could be used to study this period of Texas history and record what type of information could be gained from such a source, and the potential benefits and drawbacks of the source.
<p>Materials</p>	<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
<p>Differentiation</p>	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visuals representations of directions Chunking text information Literacy supports for reading: bold significant information

	<ol style="list-style-type: none"> 5. Sentence Stems 6. Response options for short-answer questions 7. Reduction in answer choices
<p>TEKS</p>	<ul style="list-style-type: none"> • 7.02(E) Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, during the Mexican settlement of Texas. • 7.02(F) Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas. • 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.

Teacher Guide: How do we know what we know?

<p>Warm-up</p>	<ul style="list-style-type: none"> • Students consider how people transmit information today compared to in the 1800s. • Students respond to how they share information about their own lives with people who live far from them and how they and others get important information about the world today. • Students respond to how they think they would share information about their own lives with people who live far from them and how they and others would get important information about the world in the 1800s. • Slides 2 – 4 restate the directions for the warm-up and provide sentence stems to guide student responses when sharing with the class. • Slides 5 and 6 provide the essential question and the “We will / I will” statements for the lesson.
<p>Lesson</p>	<p>Part I : Challenges in Mexico</p> <ul style="list-style-type: none"> • Students read a short introductory passage presenting some significant challenges facing Mexico in 1821. • Students read a letter from Stephen F. Austin to another Anglo-American settler in Texas talking about divisions within the government. • Students use the context of the reading to identify the definitions of several key words and answer questions about the excerpt. • Slide 7 provides a larger view of the excerpt for this portion of the work. <p>Part II: Challenges in Texas</p> <ul style="list-style-type: none"> • Students read a short introductory passage presenting some significant challenges facing Tejanos in Texas and Anglos in the United States in the early 1800s. • Students read an excerpt of a letter from the Governor of Texas Antonio Martínez to Moses Austin, discussing the Spanish government’s views on Austin’s proposal to bring Anglo-American settlers into Texas, February 8, 1820, before Mexico won its independence from Spain. • Students read a second excerpt of a letter from Texas governor Antonio Martínez to the Spanish viceroy, January

	<p>4, 1821, discussing the benefits of accepting Moses Austin’s proposal to settle Anglo-Americans in Texas.</p> <ul style="list-style-type: none"> • Students answer questions about each excerpt. • Slides 8 and 9 present a large view of the primary source excerpts in this section. • <u>Advanced:</u> Students will read challenging passages introducing three excerpts from primary source documents and analyze them for main ideas, content, key information, and bias. Students will answer short, constructed response questions about each excerpt. • <u>Grade Level:</u> Students will read grade-level passages introducing three excerpts from primary source documents and analyze them for main ideas, content, key information, and bias. Students will answer multiple-choice questions and short, constructed response questions with sentence stems to guide responses. • <u>Foundations:</u> Students will read grade level passages with key information in bold introducing three excerpts from primary source documents and analyze them for main ideas, content, key information, and bias. Students will answer multiple-choice questions with one answer choice eliminated and short, constructed response questions with response options provided.
<p>Exit Ticket</p>	<ul style="list-style-type: none"> • Students consider what other types of primary sources could be used to study this period of Texas history. They record one example of a primary source and respond to the following prompts about the source: <ul style="list-style-type: none"> - What kind of information could we learn from this type of source? - What might be some benefits of learning from this type of source? - What might be some drawbacks of learning from this type of source? • Slides 10 and 11 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

- “Stephen F. Austin to Edward Lovelace, 11-22-1822.” Digital Austin Papers. Accessed October 5, 2021. <https://digitalaustinpapers.org/document?id=APB0546>.
- Martinez, Antonio Maria. “[Transcript of Letter from Governor Antonio María Martínez to Moses Austin, February 8, 1821].” The Portal to Texas History, April 16, 2012. <https://texashistory.unt.edu/ark:/67531/metaph216421/>.
- Martínez, Antonio, Juan Ruiz de Apodaca, Félix D. Almaráz, James H. Sutton Jr and Sylvia Leal Carvajal Collection, and University of Texas at San Antonio Research Center for the Arts and Humanities. 1983. *Letters from Gov. Antonio Martinez to the Viceroy Juan Ruiz de Apodaca*. San Antonio, Tex.: Research Center for the Arts and Humanities, University of Texas at San Antonio.
- Pena, Ignacio. [Official document regarding Zavala and colonization in Coahuila y Tejas, November 29, 1833], letter, September 29, 1833; (<https://texashistory.unt.edu/ark:/67531/metaph5913/>: accessed December 3, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.