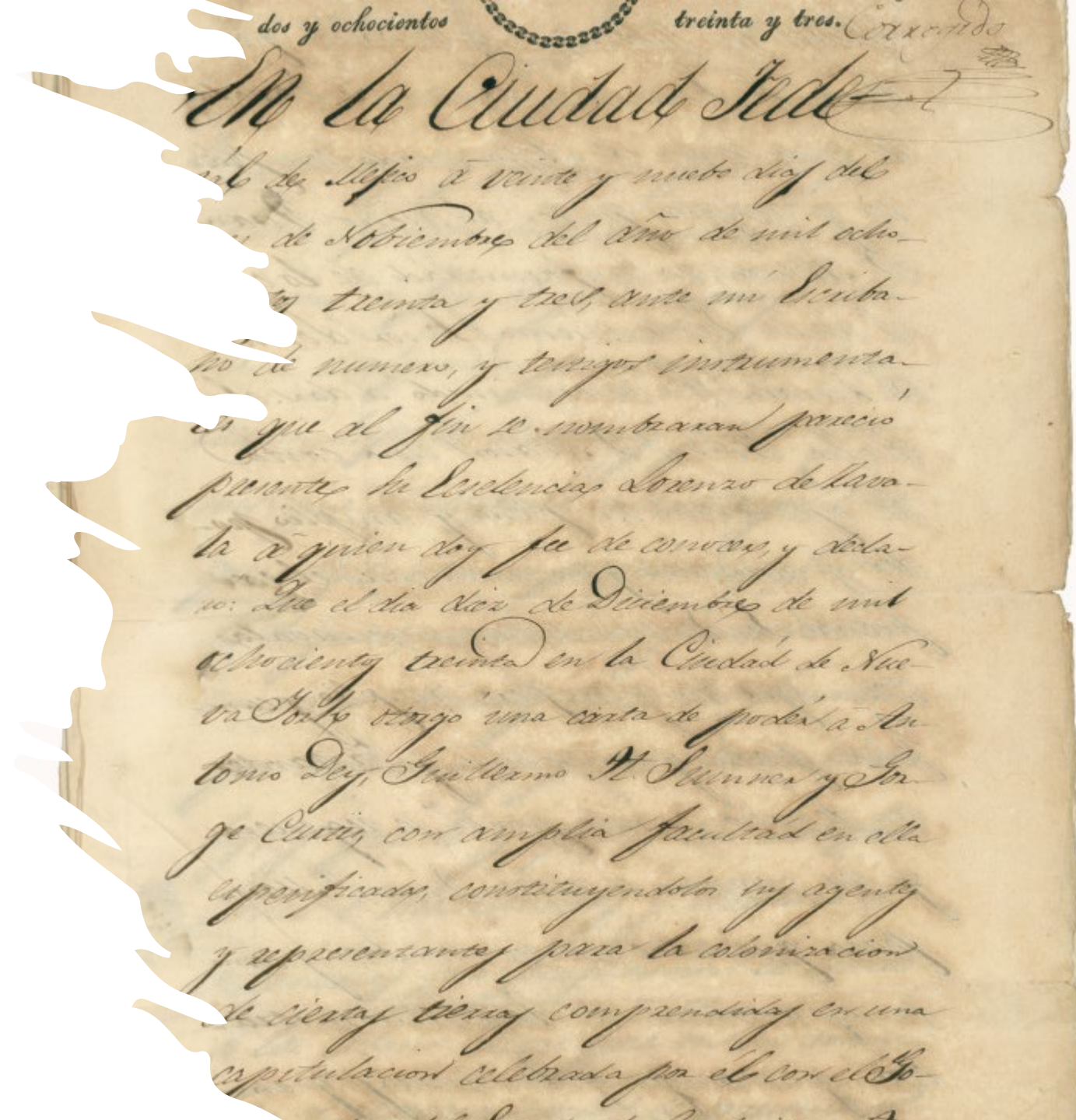


Unit 4 : The Mexican National Era

Lesson 2:

**How do we know
what we know?**

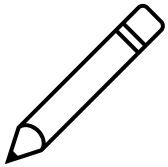


Warm-up

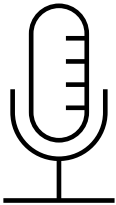
Follow the directions to complete your warm-up



Consider how people get information today, compared to in the past.



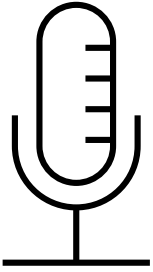
Complete the chart to the best of your knowledge.



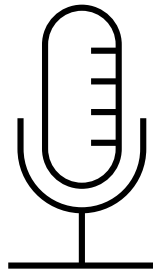
Discuss with a partner



Share with the class

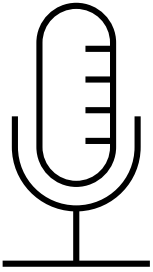


When important things happen today, I tell people by _____

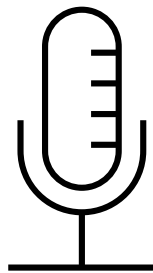


When important things happened in the 1800s , I would probably tell people by _____

Share with the class



When important things happen in the world today, I find out by _____



When important things happened in the world in the 1800s, I would probably find out by _____

Essential Questions



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?

In today's lesson...



- We will examine three primary source excerpts discussing key events in Texas history during the Mexican National Era.**
- I will analyze each source for facts, opinions, biases, and key information about the era, and answer comprehension questions for each.**

Part I: Challenges in Mexico

City of Mexico November 22nd, 1822.

[Dear] Sir,

When I arrived here **Congress** were sitting but progressing very slowly, the **discord** and jealousy manifested from the first day of the session of Congress against the Generalissimo Iturbide (now **Emperor**) was increasing daily and everything was at a stand - There were three **distinct** parties in Congress, one for a Bourbon King, one for an Emperor from this country, and the other for a **Republic**, in this state of things the government was approximating towards **Anarchy**, when on the night of the 18 of May the army stationed in this city proclaimed Iturbide Emperor.

- A letter from Stephen F. Austin to Edward Lovelace

Part II: Challenges in Texas

Primary Source #1

It will be very convenient to grant the permission requested by Moses Austin so that the Three Hundred families that are said to be desirous of settling in the Province of Texas may do so, provided they do so under the precise conditions indicated in the representation that he made to this effect to the Governor of that Province . . . very strong hopes can be formed that the province will receive a known increase in its branches of Agriculture, industry, and Arts by the new inventions that can take him.

- A letter from Texas governor Antonio Martínez to Moses Austin, discussing the Spanish government's views on Austin's proposal, February 8, 1820.

Part II: Challenges in Texas

Primary Source #2

... this is the only way to settle and develop this fertile province, and that on the other hand once it is settled with families of integrity and good habits who bring their credentials, as Your Excellency will be informed by said document, I do not think there is anything to fear; and I hope Your Excellency will be pleased to grant said petition . . .

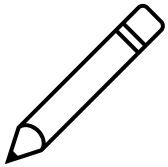
- A letter from Texas governor Antonio Martínez to the Spanish viceroy, January 4, 1821.

Exit Ticket

Follow the directions to complete your exit ticket.



Think of another type of source that could be used to study this era.



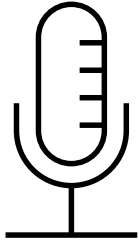
Complete the chart to the best of your knowledge.



Discuss with a partner

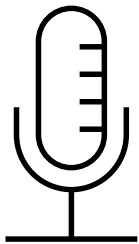
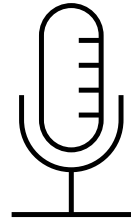


Share with the class



Another type of primary source that could be used to study this era is _____

Some information we could learn from this type of source is _____



A benefit of this type of source is _____, while a drawback is _____