

## Unit 4: The Mexican National Era

### 7<sup>th</sup> Grade Lesson Plan: Mind Mapping Review Lesson (45 – 60 minutes)

<b>Objective</b>	<p>Students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to visualize how information from the unit is connected by making connections between terms on a mind map.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> make connections between key terms and concepts within all of Unit 4: The Mexican National Era</li> <li>2. <b><u>I will</u></b> create a Mind Map using terms and concepts from the class slides presentation.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The Mexican National Era was characterized by Tejano-backed Mexican efforts to improve the economy and increase the non-Indigenous population of Texas by inviting Anglo-American immigrants to colonize Texas.</li> <li>• Many Anglo colonists took part in plantation agriculture growing the cash crop, cotton, often with the use of enslaved labor.</li> <li>• Tejanos and Anglos struggled with a lack of power in their state government because they were joined with the more populous state of Coahuila.</li> <li>• The Mexican Federalist Constitution of 1824 granted shared powers to the states and the federal government and ensured rights to the people.</li> <li>• Political unrest grew in Mexico and Texas as a result of the centralist takeover of the national government under Santa Anna's presidency.</li> <li>• Tension between many Anglos and the Mexican government grew because of restrictions and increased national control over Texas and its people.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Connecting terms and concepts from across the entire unit.</li> <li>• Justifying and providing a rationalization for those connections.</li> <li>• Students debate the best placement of terms on their Mind Maps.</li> <li>• Creating a visual representation of Social Studies information.</li> </ul>

<b>Essential Question</b>	How do the key terms and concepts from Unit 4: The Mexican National Era connect to each other?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students will complete a graphic organizer of a small Mind Map using a word bank of terms that they will place where they believe they fit best.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence.</li> </ul>
<b>Materials</b>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Slideshow</li> </ol> <p><b><u>Suggested Materials not Included:</u></b></p> <ol style="list-style-type: none"> <li>A large piece of butcher paper for group work</li> <li>Blank pieces of paper for individual or partner work</li> <li>Markers or colored pencils.</li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Chunking text information</li> <li>Sentence Stems</li> <li>Word Bank</li> <li>Reduction in amount of work (teacher can reduce the number of items students write in their mind map)</li> <li>Group roles</li> <li>Additional writing for Advanced level work</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li><b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of</li> </ul>

	<p>dividing the past into eras, including the Mexican National Era and Revolution.</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 Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.</li> <li>• <b>7.02(E)</b> Identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, Erasmo Seguin, Martin de Leon, and Green DeWitt during the Mexican settlement of Texas.</li> <li>• <b>7.03(A)</b> 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</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> </ul>
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## Teacher Guide: Mind Mapping Review Lesson

<p><b>Warm-up</b></p>	<p><b><u>Warm-up</u></b></p> <ul style="list-style-type: none"> <li>Students will create a small mind map using the diagram provided on their warm-up and a list of 5 terms in a word bank. They will write the terms where they believe they fit best in the mind map. The five terms are below: <ul style="list-style-type: none"> <li>Political Unrest (4)</li> <li>Empresario system (2)</li> <li>Increase Texas population (3)</li> <li>Mexican National Era (1)</li> <li>Disputes between Federalists and Centralists (5)</li> </ul> </li> <li>Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</li> </ul>
<p><b>Lesson</b></p>	<p><b><u>Lesson</u></b></p> <ul style="list-style-type: none"> <li>Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. <ul style="list-style-type: none"> <li><b><u>Advanced students:</u></b> can be encouraged to add additional information, explanations, terms, or questions to their Mind Map after they add the terms from the slides.</li> <li><b><u>Grade Level:</u></b> Students take turns adding information to the Mind Map or assign group roles – scribe (to write terms on the Mind Map), timekeeper (to keep students on task. Teacher can display a countdown clock to aide in this process), researcher (to look back through notes and old work for assistance in the lesson), Speaker (to share information with the class)</li> <li><b><u>Foundations:</u></b> Assign to timekeeper or speaker role, depending on student strengths. Teacher could also reduce the number of items to write.</li> <li>Slides 6 through 15 present sets of terms for students to add to their Mind Map.</li> <li>Slide 16 provides an optional, additional step if there is time at the end of class for students to add any</li> </ul> </li> </ul>

	additional information that they can think of to their Mind Map. Advanced students have already been directed to do this step throughout the process.
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence.</li> <li>Slides 17 and 18 restate the directions and provide a sentence stem to guide student responses when sharing with the class.</li> </ul>