

Unit 4: The Mexican National Era

7th Grade Lesson Plan: Study Guide

(45 – 60 minutes)

Objective	<p>Students will review key information including the major themes of the unit, key people, places, and events, and the significance of this era to Texas history to review for the Unit 4 test.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify and review significant information for our upcoming test. 2. <u>I will</u> use my previous work and notes to complete my study guide. I will identify and match cause and effect relationships, create short answer responses, and answer practice test questions.
Key Concepts	<ul style="list-style-type: none"> • 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. • Many Anglo colonists took part in plantation agriculture growing the cash crop, cotton, often with the use of enslaved labor. • Tejanos and Anglos struggled with a lack of power in their state government because they were joined with the more populous state of Coahuila. • The Mexican Federalist Constitution of 1824 granted shared powers to the states and the federal government and ensured rights to the people. • Political unrest grew in Mexico and Texas as a result of the centralist takeover of the national government under Santa Anna's presidency. • Tension between many Anglos and the Mexican government grew because of restrictions and increased national control over Texas and its people.
Skills	<ul style="list-style-type: none"> • Identifying cause-and-effect relationships. • Identifying and explaining the significance of key events of the era. • Identifying the main idea and supporting evidence of a primary source excerpt. • Creating short, written responses making a claim and providing evidence to support it.

Essential Question	What significant information do we need to know to be successful on the unit 4 test for the Mexican National Era?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students identify topics relevant to the unit that they might see on the test from a list of various social studies topics. <p>Lesson</p> <ul style="list-style-type: none"> Part I: Key Terms and Definitions – Students match terms from a word bank to the appropriate definition or explanation of each term. Part II: Matching – students match significant events from the unit with their effect. Part III: Practice Questions – Students answer practice test questions related to major events, people, and themes from the unit. These questions are based on the new 8th grade STAAR item types including Multiselect and short, constructed response. There is also a printable set of matching flash cards that can be used to extend and enhance learning. The flashcards need to be cut out. Students match each term with its definition or explanation. (Print single-sided) <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will answer self-assessment questions about their understanding of the material and what steps they can take next to better prepare themselves for the test.
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>) Flashcards (<i>Suggested printing: 1 per student for individual work, 1 per partner group or larger group, or 10-15 for supplemental practice for students who are finished early or need more support. Flashcards print single-sided.</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 Visual representations of directions Chunking text information and question groups Sentence Stems Reduction in the amount of work and answer choices for multiple choice questions Multiple choice options for definitions requiring a word bank
TEKS	<ul style="list-style-type: none"> 7.01(A) Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including the Mexican National Era and Revolution. 7.02(D) 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. 7.02(E) 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. 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(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: Study Guide

Warm-up	<ul style="list-style-type: none"> Students read from a list of possible social studies and circle or highlight any and all terms that they predict they could see on the test. Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. Slides 4 and 5 provide the essential question and “We will / I will” statements for the lesson.
Lesson	<p>Part I: Key Terms and Definitions</p> <ul style="list-style-type: none"> Students read definitions and explanations of key terms from the unit and write the correct term from the word bank in the space provided. Foundations work provides three answer options for each definition rather than a word bank. Slide 6 restates the directions and provides an image to complement this section. <p>Part II: Matching</p> <ul style="list-style-type: none"> Students match key events from the unit in the left column with the statement in the right column that provides the significant effect of each event. Slide 7 restates the directions and provides an image to complement this section. <p>Part III: Practice Questions</p> <ul style="list-style-type: none"> Students answer practice test questions based on new 8th grade social studies STAAR item types including Multiselect and Short, Constructed Response. Slide 8 restates the directions and provides an image to complement this section. <u>Advanced:</u> Work includes matching, identifying cause-and-effect relationships, answering multiple-choice questions, and questions based on the new 8th Grade STAAR item types including multi-select, modified drag and drop, hot spot, and short, constructed responses.

	<ul style="list-style-type: none"> • <u>Grade Level:</u> Work includes matching, identifying cause-and-effect relationships, matching key terms with their significance, and answering questions based on the 8th grade STAAR item types: hot spot and multi-select. • <u>Foundations:</u> Work includes matching key terms with significant information presented in bold text, identifying cause-and-effect relationships, and answering questions based on the new 8th grade STAAR item types including hot spot and multi-select with one or more answer options eliminated. <p><u>Supplemental Material: Matching Flash Cards</u></p> <ul style="list-style-type: none"> • There is a printable material that provides a set of flashcards. They should be printed single-sided and cut out. Students match the term card with its correct definition or explanation card.
Exit Ticket	<ul style="list-style-type: none"> • Students self-assess their knowledge and preparation for the unit 4 test by answering the following questions: <ul style="list-style-type: none"> • One thing the study guide helped me remember or understand is • One thing I still have a question about is • One thing I will do to prepare for this test is • Slides 9 and 10 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- "Map of Texas with parts of the Adjoining States. Compiled by Stephen F. Austin.", map, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph31277/>: accessed November 27, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- Dufour, A. H. *Amérique Du Nord*. 1830. University of North Texas Libraries, The Portal to Texas History; crediting University of Texas at Arlington Library. <https://texashistory.unt.edu/ark:/67531/metaph298341/>.
- *[Old Stone Fort at Nacogdoches]*. Photograph. University of North Texas Libraries, The Portal to Texas History; crediting University of Texas at Arlington Library. <https://texashistory.unt.edu/ark:/67531/metaph38479/>.
- *[Farm scene]*. Photograph. University of North Texas Libraries, The Portal to Texas History; crediting Heritage House Museum. <https://texashistory.unt.edu/ark:/67531/metaph36838/>.