

Unit 4: The Mexican National Era

7th Grade Lesson Plan: Significant Empresarios (45 – 60 min.)

Objective	<p>Students will be able to identify four additional prominent historical figures and explain why they were significant to the development of Texas during the Mexican National Era.</p> <ol style="list-style-type: none"> 1. <u>We will</u> review the prominent people who helped establish the Empresario System in Texas and learn about three more significant empresarios. 2. <u>I will</u> answer comprehension and analysis questions based on a reading passage about the three significant empresarios.
Key Concepts	<ul style="list-style-type: none"> • The partnership between Tejanos and Anglos played a key role in the success of the Empresario System in Texas. • Stephen F. Austin was the most successful empresario in Texas and is often referred to as “the Father of Texas” in American history. • Green Dewitt was a significant Anglo empresario who settled 166 Anglo families and founded the town of Gonzales. • Martín De León was a significant Mexican empresario who settled 200 Mexican families and founded the town of Victoria. • Haden Edwards was a significant Anglo empresario who broke several laws and attempted a rebellion against Mexico. • The Fredonian Rebellion caused great concern within the Mexican government over the issue of Anglo colonization in Texas.
Skills	<ul style="list-style-type: none"> • Reading for context and content. • Summarizing and paraphrasing key points in a reading. • Identifying the main idea and significant supporting information in a reading. • Creating short, constructed responses related to a reading passage. • Making a claim based on historical evidence and providing evidence to support it. • Making inferences and conclusions about a primary source document.

Essential Questions	<p>Who were the most significant empresarios who helped settle and develop Texas during the Mexican National Era?</p> <p>How and why were they significant?</p>
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students consider how they would respond to an Anglo-led rebellion against Mexico if they were Stephen F. Austin, and provide reasoning for their answer. <p>Lesson</p> <ul style="list-style-type: none"> <u>Part I: The First Empresarios</u> Students read a short passage reviewing the significance of Moses Austin and Stephen F. Austin. The passage demonstrates how the Spanish leadership, Mexican leadership, and Tejanos provided support for the Empresario System that helped make it so successful. Students consider and discuss Stephen F. Austin's role in developing Texas and his nickname, "the Father of Texas." <u>Part II: Other Significant Empresarios</u> Students read a passage describing the importance of Green Dewitt, Martín De León, and Haden Edwards. Students answer comprehension and analysis questions as they read. <u>Part III: Review and Comprehension Questions</u> Students answer two questions related to the geography of the empresario land grants and a primary source question regarding the relationship between some empresarios and several Texas Indian tribes. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students are presented with three incorrect statements about the day's lesson. Students must rewrite each sentence to make it correct.
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>)

	<ol style="list-style-type: none"> 2. Warm-up / Exit Ticket <i>(Suggested printing: 1 per student. Assignment prints two copies per page.)</i> 3. Assignment <i>(Suggested printing 1 per student)</i> <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visuals representations of directions 3. Chunking text information 4. Sentence Stems 5. Reduction in answer choices
TEKS	<ul style="list-style-type: none"> • 7.02(E) Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Sequin, Martín De León, and Green DeWitt, during the Mexican settlement of 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. • 7.21(A) Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries. • 7.22(D) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives. • 7.03(A) Describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion.

Teacher Guide: Significant Empresarios

Warm-up	<ul style="list-style-type: none"> Students consider how they would respond to an Anglo-led rebellion against Mexico if they were Stephen F. Austin. They record their likely response and provide a justification for their answer. <u>Slides 3 and 4</u> restate the directions and provide sentence stems to guide student responses when sharing with the class. <u>Slides 5 and 6</u> provide the essential questions and the “We will / I will” statements for the lesson.
Lesson	<p><u>Part I: The First Empresarios</u></p> <ul style="list-style-type: none"> Students read a short passage reviewing the significance and accomplishments of Moses Austin and Stephen F. Austin. The passage highlights the collaboration between Moses, Stephen, and the Spanish government, Mexican government, Texan government, and particularly the Tejanos of Texas. <u>Consider, Respond, and Discuss:</u> Students consider Austin’s nickname, “the Father of Texas,” and explain why some might refer to him in this way. Students are asked to consider how accurate the nickname is in their opinion and provide evidence to support their conclusion. <u>Slide 7</u> restates the direction for the question and provides a portrait of Stephen F. Austin for visuals. <u>Slide 8</u> provides sentence stems for students to share their response to the question about Austin’s nickname. <p><u>Part II: Other Significant Empresarios</u></p> <ul style="list-style-type: none"> Students read a passage introducing information about three other prominent empresarios: Green Dewitt, Martín De León, and Haden Edwards. Students answer questions analyzing the significance of each empresario. <u>Slide 9</u> provides images of Green Dewitt, Martín De León, and Haden Edwards.

	<p><u>Part III: Review and Comprehension Questions</u></p> <ul style="list-style-type: none"> • Students answer two questions about the reading passage. The first question provides a map of significant land grants and asks students to identify which grants belonged to each empresario from the reading. The second question provides a primary source excerpt from a letter from Green Dewitt about the relationship between some Texas Indian tribes and some Tejano and Anglo residents of Texas. Students answer a question to determine Dewitt's opinion of the relationship between the different groups. • <u>Slide 10</u> restates the directions and provides a larger view of the map from question 1. • <u>Advanced</u>: Student readings are written at a challenging Lexile level with questions requiring short, constructed responses. • <u>Grade Level</u>: Student readings are written at the average 7th grade Lexile level with multiple choice questions, and short, constructed response questions with sentence stems provided to guide responses. • <u>Foundations</u>: Student readings are written at the average 7th grade Lexile level with key information written in bold as a literacy support. Students answer multiple choice questions with one answer choice eliminated and one short, constructed response question with answer options and sentence stems to guide responses.
Exit Ticket	<ul style="list-style-type: none"> • Students read three false statements about the lesson today and rewrite each sentence to make it correct. (Teacher can reduce the number to be corrected in the interest of time or accommodations.) • <u>Slides 12 and 13</u> restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- [Engraving of Stephen F. Austin], artwork, December 16, 1836; (<https://texashistory.unt.edu/ark:/67531/metaph11276/>: accessed January 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Palestine Public Library.
- Portrait of Stephen F. Austin, photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph55631/>: accessed January 13, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Hardin-Simmons University Library.
- Green Dewitt portrait. Circa 1820. This media file is in the **public domain** in the **United States**. This applies to U.S. works where the copyright has expired, often because its first **publication** occurred prior to January 1, 1929, and if not then due to lack of notice or renewal. See [this page](#) for further explanation.
https://commons.wikimedia.org/wiki/File:Green_dewitt.jpg
- Martín De León Portrait. Circa 1820. This media file is in the **public domain** in the **United States**. This applies to U.S. works where the copyright has expired, often because its first **publication** occurred prior to January 1, 1929, and if not then due to lack of notice or renewal. See [this page](#) for further explanation.
https://commons.wikimedia.org/wiki/File:Martin_De_Leon.jpg
- Haden Edwards Portrait. Circa 1820. This media file is in the **public domain** in the **United States**. This applies to U.S. works where the copyright has expired, often because its first **publication** occurred prior to January 1, 1930, and if not then due to lack of notice or renewal. See [this page](#) for further explanation.
https://commons.wikimedia.org/wiki/File:Haden_Edwards.jpg
- Blank map of Texas, cropped to highlight the region of Texas in the 1820s and edited to include the locations of land grants for several empresarios. 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*.
https://commons.wikimedia.org/wiki/File:Texas_blank_map.svg
- "Green DeWitt to Ramon Musquiz, 05-08-1829." Digital Austin Papers. Accessed October 5, 2021. The Portal to Texas History
<https://digitalaustinpapers.org/document?id=APB1718.xml>