Unit 4: The Mexican National Era
7th Grade Lesson Plan: The Big Picture
(45 – 60 minutes)

Objective	Students will examine the historical context of the Mexican National Era, identify key issues facing Mexico, Texas, and the United States, summarize the causes of each issue, and predict Texas' role in addressing these issues. 1. ***We will*** examine the historical context of major issues in the world, in the U.S.A., in Mexico, and in Texas during the Mexican National Era. 2. ***I will*** read a short passage identifying the primary issues of this unit and summarize the cause of each of these concerns.
Key Concepts	• Mexico faced a number of challenges after winning its independence including debt, financial struggles, political instability, debates over government structure, and a weak position in Texas. • The Tejano population of Texas wanted to develop their state by increasing the population and increasing economic activity. • Plantation agriculture growing cotton had made many southern states very wealthy. • The Panic of 1819 left many in the U.S. unemployed and unable to afford land in America. • The convergence of all of these issues and goals set the stage for what is to come with regards to settling Texas in the Mexican National Era.
Skills	• Reading for context and specific information. • Identifying cause and effect relationships between key historical events. • Making observations and inferences based on text and visual evidence. • Making predictions based on prior knowledge and text evidence.
Essential Question	What are the major issues, concerns, and goals of Mexico, many Tejanos, and some Anglo-Americans during the Mexican National Era?

Assignment	**Warm-up** • Students use an answer bank to identify true statements about Texas at the beginning of the Mexican National Era. • Students choose one of the statements to explain what caused it. **Lesson** • Part I: Students make observations, inferences, and predictions about the unit based on a primary source image of a cotton plantation in Texas. • Part II: Students read a passage explaining the historical context of the unit including key issues facing Texas and Tejanos, Mexico, and the United States and Anglo-Americans. • Part III: Students summarize the cause of five of the significant historical events that were described in the passage. Students make a prediction about how the events might converge to address the key issues facing Texas during the era. **Exit Ticket** • Students hypothesize the pros and cons of three possible options that Mexico could take in order to address its concerns over Texas.

Materials	*__Links to the following materials__*
	
	1. Slideshow *(Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance)*
	2. Warm-up / Exit Ticket *(Suggested printing: 1 per student. Assignment prints two copies per page.)*
	3. Assignment *(Suggested printing 1 per student)*
	   a. Advanced Level work
	   b. Grade Level work
	   c. Foundations Level work

Differentiation	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	• ***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 Mexican National. • ***7.01(B)*** Explain the significance of the following dates: 1821, independence from Spain. • ***7.02(F)*** Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in 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.

Teacher Guide: **The Big Picture**

Warm-up	• Students will read 6 items from an answer bank provided detailing possible issues facing Texas at the beginning of this unit. • Based on their prior knowledge of the events of the Spanish Colonial Era, students will highlight or circle all possible issues facing Texas at the beginning of the Mexican National Era. • Students will choose one of their circled or highlighted options and explain what caused it. • Slides 3 and 4 restate the directions and provide sentence stems to guide student responses when sharing with the class. • Slides 5 and 6 present the essential question and the "We will / I will" statements for the lesson.

Lesson	Part I: Analyze an Image
	
	• Students make observations and inferences about an image of a cotton plantation in Texas.
	• Students predict what topics, themes, or events they might see in the lesson based on the picture.
	• Note for the teacher and curious students: The image is from a plantation near Dallas in 1907, after the time period of our current era, though connected to the era because cotton plantations got their start in Texas during the Mexican National Era.
	• Slide 7 provides the image for student observation and restates the questions students are to consider.
	
	Part II: Essential Ideas Reading Passage
	
	• The passage addresses the following issues of this unit:
	  - Problems facing Mexico in 1821 including financial struggles, political instability, debates over the type of government Mexico should institute, and its weak position in Texas.
	  - The Tejano population of Texas facing debt, inflation, poverty, Comanche attacks, and weak and underpopulated settlements.
	  - The southern states of the U.S. experiencing financial success in plantation agriculture growing cotton, the

financial Panic of 1819, unemployment, debt, and the inability of many Americans to afford land in the U.S.

- The passage concludes with a call to consider how all of these situations could converge to create a solution for strengthening Mexico's position in Texas.
- Slides 8 – 14 provide images to correspond with each paragraph of the reading. For example: Slide 9 accompanies the first paragraph, slide 10 accompanies the second paragraph, etc.

Part III: Cause and Effect:

- Students summarize the effect of four of the significant issues of the time presented in the reading including:
  - Spain's failure to strengthen its position in Texas during the Colonial Era.
  - Mexican independence from Spain in 1821
  - The worldwide growth in demand for cotton
  - The 1819 financial crisis
- Students consider the goals of the Mexican government, the Tejanos in Texas, and the Anglo-Americans negatively affected by the Panic to predict how these issues could converge to provide a solution to the problem of Mexico's weak position in Texas.

- Advanced: Students use a primary source image to make observations, inferences, and predictions about the unit. Students read a passage presented at an 8th grade level of Lexile difficulty and provide a summary of three effects of four significant events identified in the passage. Students make a prediction about the unit based on the information in the passage.

- Grade Level: Students use a primary source image to make observations, inferences, and predictions about the unit. Students read a passage presented at an average 7th grade level of Lexile difficulty and provide a summary of one effect of four significant events identified in the passage. Students use a sentence stem to make a prediction about the unit based on information in the passage.

- Foundations: Grade Level: Students use a primary source image to make observations, inferences, and predictions about the unit answer multiple choice questions and choosing items from an answer bank. Students read a

	passage presented at an average 7th grade level of Lexile difficulty and answer multi-select multiple choice questions to identify two out of three effects of four significant events from the passage. Students use a sentence stem to make a prediction about the unit based on information in the passage.
Exit Ticket	• Students read three suggestions for how Mexico could address its weak position in Texas. • They provide their own explanation for why each suggestion could be positive and negative. • Slides 16 and 17 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- "Connected Map of Austin's Colony, 1833 – 1837." [1892] #1944, Map Collection, Archives and Records Program, Texas General Land Office, Austin.
- First Mexican Empire Map 1821. I, the copyright holder of this work, release this work into the **public domain**. This applies worldwide. https://commons.wikimedia.org/wiki/File:Mapa_de_Mexico_(Imperio_Mexicano)_1821.PNG
- The Damaged Mexican National Palace by Juan de Dios Arias. Damage sustained to the Mexican National Palace in the wake of the Federalist Revolt of 1840. México a través de los siglos Tomo IV México independiente (1821 - 1855) This work is in the **public domain** in the United States because it was published (or registered with the U.S. Copyright Office) before January 1, 1929. https://commons.wikimedia.org/wiki/File:Mexican_National_Palace_Damaged.png
- *San Antonio De Bexar.* 1846. Lithograph. Library of Congress Prints and Photographs Division. https://www.loc.gov/pictures/item/2022633317/. Cotton plantation on the Mississippi, 1884. Library of Congress. https://www.loc.gov/pictures/item/91722891/
- US Whig poster showing unemployment in 1837. *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.* This image is available from the United States Library of Congress's Prints and Photographs division under the digital ID cph.3g03240
- "Map of Texas with parts of the Adjoining States. Compiled by Stephen F. Austin.", map, Date Unknown; (https://texashistory.unt.edu/ark:/67531/metapth31277/: accessed November 27, 2024), University of North Texas Libraries, The Portal to Texas History, https://texashistory.unt.edu; crediting Star of the Republic Museum.