

Unit 4: The Mexican National Era

7th Grade Lesson Plan: The Bigger Picture (45 – 60 minutes)

Objective	<p>Students will analyze one Texan’s point-of-view related to the political unrest developing across Mexico in the wake of the abolition of the Federal Constitution of 1824.</p> <ol style="list-style-type: none"> 1. <u>We will</u> <i>examine primary source materials to determine one Texan’s point-of-view about the centralist abolition of the Federal Constitution of 1824.</i> 2. <u>I will</u> <i>make inferences and conclusions about how some in Texas viewed the political unrest across Mexico in 1835 according to an article in the Telegraph and Texas Register newspaper.</i>
Key Concepts	<ul style="list-style-type: none"> • Newspapers can provide a valuable source of primary source information, including facts and opinions of the people of the time. • The Centralist overthrow of the Mexican government under the presidency of Antonio Lopez de Santa Anna caused political unrest throughout Mexico. • Federalists in various Mexican states rebelled against the centralist government of Mexico. • Many Texans opposed the centralist regime and supported the federalist rebellions growing around the country.
Skills	<ul style="list-style-type: none"> • Evaluating a primary source for factual and opinion-based information. • Identifying points-of-view in a primary source document. • Reading for context • Making inferences, observations, and predictions based on a primary source text. • Identifying the main idea and supporting evidence from a primary source text.
Essential Questions	<p>What role did newspapers play in Austin’s colony? How did one prominent Texas newspaper present information about the overthrow of the federalist government in 1835?</p>

Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students predict possible headlines in Texas newspapers following the centralist takeover of the federalist government. <p>Lesson</p> <ul style="list-style-type: none"> Students examine excerpts from the newspaper, the <i>Telegraph and Texas Register</i>, to analyze one point-of-view regarding the federalist response to the centralist takeover of the Mexican government. Students make observations, inferences, and predictions about the era based on textual evidence from the primary source. Students answer comprehension questions based on the new 8th grade STAAR item type questions. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students predict how the people of Texas are likely to respond to the centralist takeover of the government and justify their prediction.
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>) 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 Visuals representations of directions Chunking text information Sentence Stems Reduction in answer choices Response options for short, constructed response questions Vocabulary assistance in the readings

<p>TEKS</p>	<ul style="list-style-type: none"> • 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(A) Differentiate between, locate, and use valid primary and secondary sources, such as media and news services, biographies, interviews, and artifacts to acquire information about 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. • 7.20(E) Formulate and communicate visually, orally, or inwriting a claim supported by evidence and reasoning related to a social studies topic. • 7.20(F) Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.
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Teacher Guide: The Bigger Picture

Warm-up	<ul style="list-style-type: none"> Students are asked to imagine that they are living in Texas after Santa Anna’s government staged a centralist coup. They predict what headlines they might expect to see in a Texas newspaper, choosing from a list of 6 options. They can choose as many as they think appropriate. Encourage students to consider why they believe they would see the headlines they chose. Slides 2 and 3 restate the directions and provide students with a sentence stem to guide their responses when sharing with the class. Slides 4 and 5 present the essential question and the “We will / I will” statements for the lesson.
Lesson	<p>The student worksheet is broken down into the following components:</p> <p>Staying Informed as Tension Grew Across Mexico</p> <ul style="list-style-type: none"> Students read a short passage giving a brief review of the centralist takeover by Santa Anna’s government. The passage introduces the importance of the printing press and newspapers in the Anglo colony of San Felipe de Austin. Students use the context of the reading to identify the meaning of key terms. Students are asked to consider if they think newspapers can provide a reliable source of information from the past and give reasons to support their answer. <u>Slide 6:</u> shows an image of a reproduction of the printing press that operated at San Felipe de Austin. <p>The Centralist Takeover and its Consequences</p> <ul style="list-style-type: none"> Students are informed they will be using a newspaper primary source from the <i>Telegraph and Texas Register</i> – one of the newspapers mentioned in the previous section. There are 2 excerpts written from an Anglo article written several months after Santa Anna’s government staged a centralist coup. The excerpts describe the federalist rebellions and protests that had been occurring across the country, and discusses

	<p>the weaknesses the author perceived in the Mexican government.</p> <ul style="list-style-type: none"> • Students answer comprehension questions about each excerpt. • <u>Slide 7:</u> shows artwork depicting Santa Anna on horseback. • <u>Advanced:</u> Work includes short, constructed response questions that encourage critical thinking, making an argument based on a text, providing text-based supporting evidence. • <u>Grade Level:</u> Work includes short constructed response questions with sentence stems to guide student responses or answer options to complete the response. • <u>Foundations:</u> Work includes sentence stems and answer options provided for short constructed response questions, fewer answer options and one answer choice eliminated for multiple choice questions.
Exit Ticket	<ul style="list-style-type: none"> • Students consider the events taking place in Mexico and Texas. They predict how Texans will respond to the centralist takeover and the federalist protests based on their previous knowledge of how many Texans felt about centralist and federalism. • Slides 8 and 9 restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources

- Baker & Bordens. Telegraph and Texas Register (San Felipe de Austin [i.e. San Felipe], Tex.), Vol. 1, No. 8, Ed. 1, Wednesday, December 2, 1835, newspaper, December 2, 1835; San Felipe de Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth47896/>: accessed January 28, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- A view of the printing press exhibit at the San Felipe de Austin historic site and museum. The Texas Historical Commission. <https://thc.texas.gov/historic-sites/san-felipe-de-austin>
- Santa Anna on horseback, image, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth31618/>: accessed January 29, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.