

## Unit 4: The Mexican National Era

### 7<sup>th</sup> Grade Lesson Plan: The Empresario System (45 – 60 minutes)

<b>Objective</b>	<p>Students will be able to identify and explain the Mexican, Tejano, and Anglo motivations for supporting the Empresario System in Texas. Students will examine the national and state laws and requirements for empresarios and Anglo settlers immigrating to Texas.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> identify reasons different groups supported the empresario system and the requirements set for the Anglos immigrating to Texas.</li> <li>2. <b><u>I will</u></b> record significant information on my guided notes explaining the motivations and requirements for Anglo immigration to Texas.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The Mexican government, the Tejanos of Texas, and the Anglo settlers all had various motivations for settling in Texas.</li> <li>• Tejano support was instrumental in gaining approval for Anglo immigration to Texas.</li> <li>• Anglo immigrants to Texas were primarily cotton farmers taking part in plantation agriculture, often with the use of enslaved labor.</li> <li>• Under the Federalist Constitution of 1824, both the federal and state governments set requirements for Anglo settlement in Texas.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying key information</li> <li>• Note-taking skills</li> <li>• Summarizing and paraphrasing information when possible</li> </ul>
<b>Essential Questions</b>	<p>What were the Mexican, Tejano, and Anglo motivations for supporting the Empresario System in Texas?</p> <p>What were the requirements for Anglos settling in Texas?</p>

<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students predict possible reasons why the Mexican government would support Anglo immigration to Texas, potential concerns the government might have, and how it might attempt to address those concerns.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>This is a note-taking lesson presenting key information about the motivations of Mexico, Tejanos, and Anglos in supporting the Empresario system in Texas and the requirements placed on the Anglo settlers.</li> <li>Students follow the guided notes slideshow to complete their note-taking worksheets.</li> <li>When possible, students may be encouraged to paraphrase or summarize the information on individual slides.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students read from a list of items to identify the requirements placed on Anglo settlers in Texas, checking all that apply.</li> </ul>
<b>Materials</b>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>)             <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visuals representations of directions</li> <li>Chunking text information</li> <li>Sentence Stems</li> <li>Note-taking assistance and reduction of writing</li> </ol>

<p><b>TEKS</b></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 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 Sequin.</li> <li>• <b>7.02(F)</b> Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.</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: The Empresario System

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students answer three questions from the point of view of a Mexican government official considering Anglo colonization of Texas: <ul style="list-style-type: none"> <li>One reason inviting Anglo immigrants into Texas could be a <b>good idea</b> is</li> <li>One <b>concern</b> I have about inviting Anglos into Texas is</li> <li>One way to address my concern is by <b>requiring Anglos to</b></li> </ul> </li> <li>Slides 3 and 4 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>Slides 5 and 6 present the essential question and the “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<ul style="list-style-type: none"> <li>The slideshow presents notes on the following topics: <ul style="list-style-type: none"> <li>Mexican, Tejano, and Anglo motivations for Anglo immigration to Texas</li> <li>Moses Austin</li> <li>Stephen F. Austin</li> <li>Erasmus Seguin</li> <li>Requirements to settle</li> <li>Slavery and the Empresario System</li> <li>Effects of the Empresario System</li> </ul> </li> <li>Students follow the slideshow to record notes on each topic in the student worksheet.</li> <li><u>Advanced:</u> Students will record the complete notes from the slideshow. The teacher may instruct students to summarize and paraphrase notes to increase comprehension and rigor.</li> <li><u>Grade Level:</u> Students will record the notes from the slideshow by completing sentence stems for each topic.</li> <li><u>Foundations:</u> Students will use a fill-in-the-blank version of the notes to record key information from the slideshow.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>Students will place a checkmark next to all statements that show a state or national requirement for empresarios and Anglo settlers in Texas.</li> <li>Slides 23 and 24 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## 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 December 19, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- Erganian, Sarkis. *Portrait of Moses Austin (1761–1821)*. ca. 1900-23. Oil on canvas, 28 1/4 × 22 1/4 in. The Museum of Fine Arts Houston. <https://emuseum.mfah.org/objects/110006/portrait-of-moses-austin-17611821#>
- *[Engraving of Stephen F. Austin]*. The background removed. December 16, 1836. Artwork. University of North Texas Libraries, The Portal to Texas History; crediting Palestine Public Library. <https://texashistory.unt.edu/ark:/67531/metaph11276/>.
- Camara de los Diputados. Album pintoresco, de la republica Mexicana. Lehnert, Pierre Frederic. DeGolyer Library, Southern Methodist University. <https://digitalcollections.smu.edu/digital/collection/mex/id/626>
- "Connected Map of Austin's Colony, 1833-1837." [1892], #1944, Map Collection, Archives and Records Program, Texas General Land Office, Austin
- *[City of Austin the New Capital of Texas in January 1. 1840]*. 1840. Lithograph. Library of Congress Prints and Photographs Division. <https://www.loc.gov/pictures/item/2021651297/>.
- Arrowsmith, John. *Mexico*. 1832; University of North Texas Libraries, The Portal to Texas History; crediting University of Texas at Arlington Library. <https://texashistory.unt.edu/ark:/67531/metaph231564/>.
- Tanner, Henry Schenck, 1786-1858. Map of Texas with parts of the adjoining states., map, 1836; Philadelphia, Pennsylvania. (<https://texashistory.unt.edu/ark:/67531/metaph298324/>: accessed November 27, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting University of Texas at Arlington Library.
- Map of the states and territories of Mexico as they were from November 24 1824 to 1830. 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](#). This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license. The image has been edited to zoom in on the state of Coahuila y Tejas and the capital of the state

has been added to the image.

[https://commons.wikimedia.org/wiki/File:Mexico\\_1824-11-24\\_to\\_1830.png](https://commons.wikimedia.org/wiki/File:Mexico_1824-11-24_to_1830.png)

- Berry, Kelley & Chadwick, Publishers. In the domain of King Cotton, near Dallas, Texas. Texas Dallas, ca. 1907. Philadelphia, U.S.A.: Berry, Kelley & Chadwick, publishers. Photograph. <https://www.loc.gov/item/00652640>
- Texan Farm in Montgomery County. 1843 pencil sketch by William Bollaert. The Newberry Library, Chicago, Vault, Oversize Ayers Art, Bollaert #49