

Unit 4: The Mexican National Era

7th Grade Lesson Plan: What’s the Story?

(45 – 60 minutes – group work)
(90 – 120 minutes – individual work)

Objective	<p>Students will be able to identify the key events of the Mexican National Era in chronological order to show cause and effect. Students will be able to explain the key defining characteristics of the Mexican National Era based on the significant events from the readings.</p> <ol style="list-style-type: none"> 1. <i>We will</i> examine a chronology of events that took place during the Mexican National Era and identify their significance to Texas history. 2. <i>I will</i> read short passages about each event, identify key information, explain cause and effect relationships, and determine why the event is significant to Texas history.
Key Concepts	<ul style="list-style-type: none"> • Tejanos partnered with Anglo-Americans to bring cotton farmers into Texas to increase the population and grow the economy through the Empresario System. • Stephen F. Austin is significant for settling the first 300 Anglo-American families in Texas, known as the “Old 300.” • Under the Mexican Constitution of 1824, the states shared power with the federal government, and Texas was joined with Coahuila because of its small population. • The Coahuila y Tejas state government was dominated by Coahuilans and Texans often struggled to affect change. • The Fredonian Rebellion caused Mexico to become concerned about Anglos in Texas, leading them to pass laws restricting Anglo colonization. • Conflicts between Federalists and Centralists caused political instability and unrest in Mexico’s early years.
Skills	<ul style="list-style-type: none"> • Reading for context and significance information. • Identifying main ideas and supporting evidence. • Identifying the significance of historical events. • Explaining cause-and-effect relationships between significant historical events
Essential Question	<p>What are the defining characteristics and most significant events of the Mexican National Era?</p>

<p>Assignment</p>	<p>Warm-up</p> <ol style="list-style-type: none"> 1. Students predict the cause-and-effect relationships between events they will read about in the day's lesson. <p>Lesson</p> <ol style="list-style-type: none"> 1. Students read 7 short passages that present the most significant events of the Mexican National Era in chronological order (some events are ongoing throughout the era.) 2. Students use the readings to complete a timeline of the Mexican National Era, including the name of each event, its date or timeframe, key events within the topic, and the significance of the event/events. 3. Students identify and summarize between 3 to 5 most significant changes brought about by the Spanish Colonial Era. 4. Students answer comprehension questions based on the new 8th grade Social Studies STAAR item types. <p>Exit Ticket</p> <ol style="list-style-type: none"> 1. Students answer a multiple-choice question identifying the most accurate summary of the defining characteristics of the Mexican National Era.
<p>Materials</p>	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 1. Slideshow <i>(Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance)</i> 2. Reading Passages <i>(Suggested use: Print a set of readings per person, per group or table, place them in stations / a gallery walk, or upload them to a Learning Management System like Google Classroom)</i> <ol style="list-style-type: none"> a. Advanced Level Reading: Higher Lexile Level with more challenging phrasing and vocabulary b. Grade Level Reading: On-level reading c. Foundations Level Reading: On-level reading with supports like significant text in bold. 3. Warm-up / Exit Ticket <i>(Suggested printing: 1 per student. Assignment prints two copies per page.)</i> 4. 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. Visual representations of directions 3. Sentence Stems and response options for short, constructed response questions. 4. Reduction in answer choices 5. Images in the slideshow accompanying readings 6. Note-taking assistance in the student worksheet
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 Mexican National. • 7.01(B) Explain the significance of the following dates, 1821, independence from Spain. • 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, and slavery. • 7.02(E) Identify the contributions of significant individuals including Moses Austin, Stephen F. Austin during the Mexican settlement of Texas. • 7.02(F) Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in 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, 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: What's the Story?

<p>Warm-up</p>	<ul style="list-style-type: none"> • Students will read three statements presenting key events that they will read about in the day's lesson. • Students will write their prediction for what they think could have caused each event, and what the possible effect could be. • <u>Slides 3 and 4</u> restate the directions for the warm-up and provide a sentence stem to guide student responses when sharing with the class. • <u>Slides 5 and 6</u> provide the essential question and “We will / I will” statements for the lesson.
<p>Lesson</p>	<ul style="list-style-type: none"> • <u>Reading Cards:</u> <ol style="list-style-type: none"> a. Students read 7 short chronological passages for key events and information about the Mexican National Era. b. There are three levels of reading cards. The Foundations level provides a grade-level reading with bold words and phrases as reading supports. The grade level readings do not have the same reading supports. The advanced readings have more challenging terms and phrasing at a higher Lexile level. c. These can be printed as a set for each student, for groups / tables / stations, or hung as a gallery walk. They can also be uploaded to a Learning Management System like Google Classroom for digital work. • <u>Worksheets:</u> Students will record necessary information on their timeline assignment worksheets. <ol style="list-style-type: none"> a. <u>Slide 8:</u> Restates the directions for completing the timeline worksheet. b. <u>Slides 9 - 15:</u> Provide the title of each reading with images to accompany the readings. c. <u>Advanced:</u> Students create their own short, constructed responses to complete their timeline recording the date/dates, key events, and significance of the reading. There are additional comprehension questions following the timeline based on the structure of new STAAR item type questions. d. <u>Grade Level:</u> Students create their own short, constructed responses to record the date/dates and key information from the readings. They choose from

	<p>options provided for the most accurate description of the significance of each topic. Students write three significant events of the era based on the readings. There are additional comprehension questions following the timeline based on the structure of new STAAR item type questions with sentence stems to guide short answer responses.</p> <p>e. <u>Foundations</u>: Students choose 2 of the 3 options provided for the key events of each topic. The significance is provided. Students place a checkmark next to 3 out of 4 options of significant events that occurred during the era based on the readings. There are additional comprehension questions following the timeline based on the structure of new STAAR item type questions with a reduction in answer choices, sentence stems, and response options to guide short answer responses.</p> <p><u>Notes on Class Time</u></p> <ul style="list-style-type: none"> • This lesson can be worked through together as a class to assist classes at lower levels. This may take 1 to 2 class periods. • It can be presented as a group activity with each group working on one reading and then sharing with the class. This may take 1 class period. • It can be carried out as stations, or a gallery walk. This may take 2 class periods.
<p>Exit Ticket</p>	<ul style="list-style-type: none"> • Students answer a multiple-choice question to determine which statement gives the best summary of the defining characteristics of the Mexican National Era of Texas history? • <u>Slides 17 and 18</u> restate the directions for the exit ticket and provide directions for sharing student responses.

Primary Sources and Other Resources Used

- Schott, Arthur. Military Plaza: San Antonio, artwork, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph31151/>: accessed December 13, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- A cotton plantation on the Mississippi, 1884. Currier & Ives : a catalogue raisonné / compiled by Gale Research. Detroit, MI : Gale Research, c1983, no. 1394. <https://www.loc.gov/pictures/resource/pga.00675/>
- 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]*. 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/>
- 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
- Carlos Paris. Portrait of [Antonio López de Santa Anna](#) (1794-1876) Museo Nacional de Historia. This work is in the [public domain](#) in its country of origin and other countries and areas where the [copyright term](#) is the author's life plus 100 years or fewer. You must also include a [United States public domain tag](#) to indicate why this work is in the public domain in the United States. https://commons.wikimedia.org/wiki/File:Antonio_L%C3%B3pez_de_Santa_Anna,_siglo_XIX,_%C3%B3leo_sobre_tela.png
- Mexico States and Territories, 1824 – 1830. This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license. https://commons.wikimedia.org/wiki/File:Mexico_1824-11-24_to_1830.png
- *[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/>
- The Empresario Haden Edwards. *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:Haden_Edwards.jpg

- Mier y Terán, Manuel de. Manuel de Mier y Terán, Commandant General, to Ramón Músquiz, Political Chief of Dept. of Béxar], letter, December 18, 1830; (<https://texashistory.unt.edu/ark:/67531/metaph5846/>: accessed December 16, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas General Land Office.
- Imagen extraída del libro de Vicente Riva Palacio, Julio Zárate (1880) "México a través de los siglos" Tomo III: "La guerra de independencia" (1808 - 1821) Source: Vicente Riva Palacio, Julio Zárate (1880) "México a través de los siglos" Tomo III: "La guerra de independencia" (1808 - 1821) This work is in the **public domain** in its country of origin and other countries and areas where the **copyright term** is the author's life plus 100 years or fewer. You must also include a **United States public domain tag** to indicate why this work is in the public domain in the United States. https://commons.wikimedia.org/wiki/File:Manuel_de_Mier_y_Ter%C3%A1n.jpg
- Daguerreotype of Antonio López de Santa Anna, circa 1853. SMU Digital Collections. This is a **retouched picture**, which means that it has been digitally altered from its original version. Modifications: *elliptical crop, levels adjustment, removed minor artifacts*. https://commons.wikimedia.org/wiki/File:Antonio_Lopez_de_Santa_Anna_c1853.png