

## Unit 4 The Mexican National Era: Unit Plan

(16 Estimated Instructional Days; 3 optional review days prior to assessment)

This unit combines the events of the Anglo colonization of Texas and the causes of the Texas Revolution

### Era Overview

When Mexico became independent of Spain in 1821, the new nation faced daunting challenges: the country was deeply in debt, Spain had promised to reconquer the territory, and much of Mexico had been devastated by the War for Independence. One of the most alarming problems that Mexico inherited from Spain was their remarkably weak presence in Texas, since so few Spaniards – now Mexicans – lived in the region.

As such, Mexico endorsed a plan by Tejanos (Mexicans native to Texas) to invite Anglo-Americans to settle in Texas. The hope was that these American farmers would become Anglo-Mexicans, whose new settlements would bring more population, stability, and economic development to the region. These Americans, in turn, were interested in Texas because Mexico's government offered them vast swaths of land, far more than they could ever hope to buy in the United States. Thousands of Americans, as a result, began moving during the 1820s into eastern Texas, where they established farms and plantations that mostly grew cotton.

For a variety of reasons, disputes emerged during the late 1820s and early 1830s that put Texans (Anglos and Tejanos) in conflict with various levels of Mexico's government. Both Anglos and Tejanos, for example, supported the importation of enslaved African Americans to serve as the labor system driving Anglo cotton farms in Texas, which put them at odds with leaders from other parts of Mexico who wanted to outlaw slavery altogether. Both Anglos and Tejanos also resented that Texas had been attached to the nearby state of Coahuila and petitioned unsuccessfully to be granted permission to be their own state. And as the Anglo population grew dramatically during the late 1820s and early 1830s, Mexico City began trying to assert more control over Texas, leading to disputes (and some armed fights) in the region.

Through it all, Tejanos and Anglos in Texas both tended to be strong supporters of "federalism" under Mexico's Constitution of 1824, which promised that states in Mexico could pass their own laws based on local needs. When a group of leaders in Mexico City, with Santa Anna at the helm, overthrew the Constitution of 1824, alarmed Tejanos and Anglos openly began resisting the new "centralist" government of Mexico.

**Era Overview**

**Pacing**

**Unit Pacing by Day**

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
45 - 60	What are the major issues, concerns, and goals of Mexico, many Tejanos, and some Anglo-Americans during the Mexican National Era?	In this one-day lesson, 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.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>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 these issues and goals set the stage for what is to come with regards to settling Texas in the Mexican National Era.</p> <p>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.</p>	<p>Lesson:</p> <p><b>The Big Picture</b></p>
45 - 60	What types of primary source materials do we use to study the events of the Mexican National	In this one-day lesson Students will analyze excerpts from three different primary source documents from the Mexican	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>The Mexican government in 1821 faced the challenge of creating a new government and divisions arose within the government over what type of government should be</p>	<p>Lesson:</p> <p><b>How do we know what we know?</b></p>

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	Era? What information can we learn from these sources, and what biases might exist in them?	National Era to make observations, inferences, and conclusions about significant information of the time period.	<p>created. Challenges facing the Tejano population of Texas led them to consider accepting immigrants from the United States to come settle in the state to grow the population, help develop the state and improve the economy. Primary source documents like letters help us better understand the thoughts and events of people during the Mexican National Era, though in some cases the information could be opinion, rather than fact.</p> <p>Making observations, inferences, and conclusions about a historical event based on primary source evidence.            Making a claim about a document, person, or event and using text evidence to support the claim.            Reading for context and comprehension.</p>	
90 – 120  With Optional Vocabulary Quiz: 30 – 45 minutes	What key terms do we need to know in order to be successful in this unit?	<p>In this two-day lesson, students will read short passages presenting unit vocabulary in context. They will identify the significance and meaning of each term. Students will be able to explain major themes within the unit using the correct vocabulary and terminology.</p> <p>In the optional quiz, students will assess their comprehension of the vocabulary.</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>After gaining its independence from Spain, Mexico faced a number of challenges including establishing a government and improving the economy. There were many different groups within Mexico who disagreed on what form of government was best for the country. One significant disagreement was between Federalists and Centralists. Many Tejanos were eager to grow the population of Texas and improve the Texas economy by inviting Anglo-Americans to immigrate to Texas. Many Anglo-American settlers in Texas wanted to take part in plantation agriculture growing cotton, a profitable cash crop.</p> <p>Reading for context and specific information.            Identifying definitions of terms giving an example of the term within the context of the unit.            Providing visual representations of each term.            Using the terms correctly in statements about the unit.</p>	<p><b>Lesson:</b></p> <p><b>Vocabulary</b></p> <p><b>Optional Vocabulary Quiz</b></p>

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<p>45 – 60 Group Work) 90 – 120 Individual Work)</p>	<p>What are the defining characteristics and most significant events of the Mexican National Era?</p>	<p>In this one- or two-day lesson students will identify key events in of the era and be able to explain their significance and provide a chronological explanation of the cause-and-effect relationships between events.</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Key characteristics of the Mexican National Era include the development of Texas through the Empresario System, the establishment of the Mexican Federal government, and ongoing conflict between Federalists and Centralists throughout the country. Issues with some Anglo settlers in Texas combined with the growing unrest throughout the country caused a series of events that would lead to the Texas Revolution.</p> <p>Reading for context and key information. Identifying, summarizing, and paraphrasing the main idea from a reading. Identifying and explaining the significance of a historical event. Comparing Anglo, Tejano, and Mexican reasons for settling Texas. Making predictions based on a text.</p>	<p>Lesson:</p> <p><b>What's the Story?</b></p>
<p>45 – 60</p>	<p>What were the Mexican, Tejano, and Anglo motivations for supporting the Empresario System in Texas? What were the requirements for Anglos settling in Texas?</p>	<p>In this one-day lesson, students 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>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>The Mexican government, the Tejanos of Texas, and the Anglo settlers all had various motivations for settling in Texas. Tejano support was instrumental in gaining approval for Anglo immigration to Texas. Anglo immigrants to Texas were primarily cotton farmers taking part in plantation agriculture, often with the use of enslaved labor. Under the Federalist Constitution of 1824, both the federal and state governments set requirements for Anglo settlement in Texas.</p> <p>Identifying key information Note-taking skills Summarizing and paraphrasing information when possible</p>	<p>Lesson:</p> <p><b>The Empresario System</b></p>

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45 - 60	What types of people did Stephen F. Austin want to accept into his colony based on state and federal colonization requirements?	In this optional, one-day extension lesson, students will identify the preferred qualities and characteristics of Anglo colonists settling in Texas according to state and federal regulations. Students will evaluate fictional colonization applications to determine which applicants best fit the criteria set by various colonization laws at the time.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Anglo settlers in Texas were expected to meet the following requirements to colonize Texas: be Catholic or convert, have a useful skill or job, be of good moral character, follow the slave laws of the state of Coahuila y Tejas, provide reference letters attesting to their character, speak or learn Spanish, swear an oath to Mexico.</p> <p>Make a decision based on a list of criteria and justify that decision using evidence from provided materials.</p>	<p><b>Lesson:</b></p> <p><b>Empresario Extension</b></p> <p>Optional Extension Activity</p>
45 - 60	Who were the most significant empresarios who helped settle and develop Texas during the Mexican National Era? How and why were they significant?	In this one-day lesson, students will identify four additional prominent historical figures and explain why they were significant to the development of Texas during the Mexican National Era.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Significant people and events of the Empresario System including the following: 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</p>	<p><b>Lesson:</b></p> <p><b>Significant Empresarios</b></p>

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			<p>colonization in Texas.</p> <p>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.</p>	
<p><b>45 – 90</b>  <b>(1 or 2 days depending on how the material is presented)</b></p>	<p>What were six significant events during this era that led to increased issues and tension in Texas and across Mexico? What is the cause-and-effect relationship between each event?</p>	<p>In this one- or two-day lesson, students will examine and analyze six significant historical events that led to increased tensions in Texas and across Mexico during the Mexican National Era. Students will record key information about each event and be able to identify the cause-and-effect relationship between each event.</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Following the Fredonian Rebellion, there was a series of events that led to increased tensions in Texas including the Mier y Teran Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, the Conventions of 1832 and 1833, and the arrest of Stephen F. Austin.</p> <p>Growing conflict between Centralists and Federalists in Mexico contributed to the increased tensions in Texas as many Anglos and Tejanos sided with the Federalists. The cause-and-effect relationship between the six events in the day’s lesson were significant contributing factors on the road to the Texas Revolution.</p> <p>Reading for context and key information. Making inferences and drawing conclusions about a historical event. Identifying the significance of an historical event. Note-taking skills including paraphrasing and summarizing when possible. Identifying and explaining cause-and-effect relationships</p>	<p><b>Lesson:</b></p> <p><b>Growing Tension in Texas</b></p>

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			between significant historical events.	
45 – 90  (1 or 2 days depending on how the material is presented)	What were some of the different points of view about issues happening in Texas and across Mexico from 1826 to 1834?	This is an optional, primary source extension activity that can take one day or can be presented over multiple days.  Students read excerpts from 5 primary source materials to examine various points of view regarding key events that contributed to the growing tension in Texas.	<b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b>  Events of the Fredonian Rebellion led to concern in the Mexican government over Anglo colonists in Texas. The Mier y Terán’s report revealed numerous problems in Texas related to Anglo colonization including disregarding the state’s anti-slavery law and the fact that Anglos outnumbered Mexicans in the region.  Consequences of the Fredonian Rebellion and the Mier y Terán report included the Law of April 6, 1830, which prohibited Anglo colonization of Texas. The disturbances at Anahuac led to the meeting and resolutions written at Turtle Bayou which explained Anglo dissatisfaction with the Centralist takeover of the Mexican government. Many in Texas were unhappy when Mexico refused to grant Texas statehood and arrested Stephen F. Austin.  Reading for context and key information including main idea, author, audience, purpose, and point of view or bias. Identifying and summarizing the main idea Identifying the tone of primary source documents and providing excerpts as evidence to support the claim.	<b>Lesson:</b>  <b>Growing Tension in Texas Extension</b>  Optional Primary Source Lesson
45 – 60	What role did newspapers play in Austin’s colony? How did one prominent Texas newspaper present information about the overthrow of the federalist	In this one-day lesson, students will analyze one Texan point-of-view related to the political unrest developing across Mexico in the wake of the abolition of the Federal Constitution of 1824.	<b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b>  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	<b>Lesson:</b>  <b>The Bigger Picture</b>

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	government in 1835?		<p>opposed the centralist regime and supported the federalist rebellions growing around the country.</p> <p>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.</p>	
45 - 60	In what ways can we see the effects of the Empresario System on the Texas economy today?	In this one-day lesson, students will analyze five charts and graphs related to the Texas economy and climate to determine the significance of cotton agriculture in Texas today.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Cotton cultivation in Texas began with the Spanish missions in the 1700s, increased in prominence during the Empresario System, and today is the top cash crop produced in the state.</p> <p>Analyzing data in maps, graphs, and charts Making conclusions and inferences based on data Summarizing and paraphrasing Identifying the main idea</p>	<p>Lesson:</p> <p><b>Texas Today</b></p>
45 - 60	What event took place in Gonzales, Texas, in October of 1835, and how do you predict it might be significant to Texas history?	In this one-day lesson, students will analyze a primary source document to determine the cause, events, and significance of the Battle of Gonzales from one Anglo-American point of view.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Conflict occurred between the people of Gonzales and the Mexican military when the Gonzales residents refused to return a cannon that they had been granted years earlier for protection. The issue of anti-centralism is raised in the primary source document as a cause for the conflict. More Anglos in Texas are becoming supportive of violent resistance to the centralist government.</p>	<p>Lesson:</p> <p><b>Looking Ahead</b></p>



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			<p>Identifying point-of-view, main idea, and supporting evidence in a primary source document.</p> <p>Summarizing and paraphrasing the main idea and significance of an historical event based on a primary source text.</p> <p>Making inferences and predictions based on a primary source text and previous knowledge of the subject.</p>	
<p><b>45 – 60</b></p> <p><b>Optional</b></p>	<p>What significant information do we need to know to be successful on the unit 4 test for the Mexican National Era?</p>	<p>In this optional, one-day review lesson, students will review key information including the major themes of the unit, key people, places, and events, and the significance of this era to Texas history to review for the Unit 3 test.</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>The Mexican National Era was characterized by Tejano-backed Mexican efforts to improve the economy and increase the non-Indigenous population of Texas by inviting Anglo-American immigrants to colonize Texas. Many Anglo colonists took part in plantation agriculture growing the cash crop, cotton, often with the use of enslaved labor.</p> <p>Tejanos and Anglos struggled with a lack of power in their state government because they were joined with the more populous state of Coahuila. The Mexican Federalist Constitution of 1824 granted shared powers to the states and the federal government and ensured rights to the people.</p> <p>Political unrest grew in Mexico and Texas as a result of the centralist takeover of the national government under Santa Anna’s presidency. Tension between many Anglos and the Mexican government grew because of restrictions and increased national control over Texas and its people.</p> <p>Identifying cause-and-effect relationships.</p> <p>Identifying and explaining the significance of key events of the era.</p> <p>Identifying the main idea and supporting evidence of a primary source excerpt.</p>	<p><b>Lesson:</b></p> <p><b>Study Guide &amp; Flash Cards</b></p> <p><b>Review</b></p>

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			Creating short, written responses making a claim and providing evidence to support it.	
<p><b>45 - 60</b></p> <p><b>Optional</b></p>	<p>How do the key terms and concepts from Unit 4: The Mexican National Era connect to each other?</p>	<p>In this optional, one-day review lesson, students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to visualize how information from the unit is connected by making connections between terms on a mind map.</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>The Mexican National Era was characterized by Tejano-backed Mexican efforts to improve the economy and increase the non-Indigenous population of Texas by inviting Anglo-American immigrants to colonize Texas. Many Anglo colonists took part in plantation agriculture growing the cash crop, cotton, often with the use of enslaved labor.</p> <p>Tejanos and Anglos struggled with a lack of power in their state government because they were joined with the more populous state of Coahuila. The Mexican Federalist Constitution of 1824 granted shared powers to the states and the federal government and ensured rights to the people.</p> <p>Political unrest grew in Mexico and Texas as a result of the centralist takeover of the national government under Santa Anna's presidency. Tension between many Anglos and the Mexican government grew because of restrictions and increased national control over Texas and its people.</p> <p>Connecting terms and concepts from across the entire unit. Justifying and providing a rationalization for those connections. Students debate the best placement of terms on their Mind Maps. Creating a visual representation of Social Studies information.</p>	<p><b>Lesson:</b></p> <p><b>Mind Mapping Review</b></p>

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<p>45 - 60</p> <p>Optional</p>	<p>What key terms and concepts do we need to know to be successful on our unit 4 test?</p>	<p>In this optional, one-day review lesson, students will review key terms and concepts within the unit by listening to clues to identify terms and concepts.</p>	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Mexican National Era was characterized by Tejano-backed Mexican efforts to improve the economy and increase the non-Indigenous population of Texas by inviting Anglo-American immigrants to colonize Texas. Many Anglo colonists took part in plantation agriculture growing the cash crop, cotton, often with the use of enslaved labor.</p> <p>Tejanos and Anglos struggled with a lack of power in their state government because they were joined with the more populous state of Coahuila. The Mexican Federalist Constitution of 1824 granted shared powers to the states and the federal government and ensured rights to the people.</p> <p>Political unrest grew in Mexico and Texas as a result of the centralist takeover of the national government under Santa Anna's presidency. Tension between many Anglos and the Mexican government grew because of restrictions and increased national control over Texas and its people.</p> <p>Study and review of key concepts Identifying information based on key words and phrases.</p>	<p>Lesson:</p> <p><b>Bingo Game Review</b></p>