

# Unit 6: The Republic of Texas

## 7<sup>th</sup> Grade Lesson Plan: The Córdova Rebellion Extension (45 – 60 minutes)

<b>Objective</b>	<p>Students will use primary source materials to identify and explain key issues related to the Córdova Rebellion including what caused the rebellion, the significant events of the rebellion, and its outcome.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine three primary source excerpts from newspaper articles giving accounts of various details of the Córdova Rebellion.</li> <li>2. <b><u>I will</u></b> analyze key details of the Córdova Rebellion including specific events, the causes of the rebellion, and the point of view of the information presented in the articles.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The increase in Anglo immigration into Texas following the Texas Revolution caused groups of Tejanos, Anglos, and Indians in east Texas to compete for land and resources in east Texas.</li> <li>• Many long-time Tejano residents of east Texas opposed Texas independence and wanted Texas to return to Mexico under the Constitution of 1824.</li> <li>• Many east Texas Indian tribes like the Cherokee were eager to secure land ownership rights in east Texas.</li> <li>• In the Córdova Rebellion, Tejanos and their Indian allies joined forces to lead attacks against Anglo settlements in and around Nacogdoches.</li> <li>• The Texas government sent a militia group to subdue the rebellion. The militia defeated the rebellion and pushed many Texas Indians out of the Republic of Texas.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying points of view and bias within a historic text.</li> <li>• Reading for context, main idea, and supporting details.</li> <li>• Evaluating and analyzing a primary source text.</li> <li>• Summarizing and paraphrasing the main idea.</li> <li>• Making a claim about a historic event based on a primary source text, and supporting the claim with textual evidence.</li> <li>• Ordering historical events chronologically.</li> </ul>
<b>Essential Question</b>	<p>What was the Córdova Rebellion, who was involved, why did they rebel, and what was the result?</p>

<p><b>Assignment</b></p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students make predictions about the day's lesson by hypothesizing which group or groups might have been likely to rebel against the Texas government and providing justification for their hypothesis.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read a short passage introducing key information about the Córdova Rebellion. Students summarize the main idea of the passage including what the rebellion was and identifying its primary cause.</li> <li>Students analyze three primary source excerpts taken from three different issues of the <i>Houston Telegraph and Texas Register</i>. The articles present information about the events leading to the rebellion, the rebels motivation for fighting, and the outcome of the rebellion. Students answer questions to demonstrate comprehension and analyze elements of the materials including how the author's point of view might have played a role in the information that was presented.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students compare the Indian policies of Presidents Sam Houston and Mirabeau Lamar based on knowledge from previous lessons. Students consider how the events of the Córdova Rebellion may have affected each president's policy toward Texas Indians after the event occurred.</li> </ul>
<p><b>Materials</b></p>	<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>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visual representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems and response options for short, constructed response questions</li> <li>5. Vocabulary assistance in primary source materials</li> <li>6. Reduction in answer choices</li> <li>7. Answer banks for short, constructed response questions</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.04(A)</b> Identify individuals, events, and issues during the administrations Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Sante Fe Expedition, slavery, and the roles of racial and ethnic groups.</li> <li>• <b>7.10(B)</b> Describe how immigration and migration to Texas have influenced Texas.</li> <li>• <b>7.16(A)</b> Identify different points of view of political parties and interest groups on important Texas issues, past and present.</li> <li>• <b>7.20(A)</b> 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.</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> <li>• <b>7.20(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li> <li>• <b>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.20(F)</b> Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</li> <li>• <b>7.22(B)</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</li> <li>• <b>7.22(D)</b> Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</li> </ul>

## Teacher Guide: The Córdova Rebellion Extension

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students hypothesize which group or groups living in Texas during the era might have been likely to take part in a rebellion against the Texas government. Students choose one or more group from a list of options including <b>(A)</b> Anglos who recently immigrated to Texas <b>(B)</b> Tejanos who had lived in Texas for years <b>(C)</b> American Indians <b>(D)</b> Enslaved people <b>(E)</b> Anglo or Tejana women <b>(F)</b> Mexican soldiers in Texas.</li> <li>Students provide a reason for why the group(s) they chose might have been likely to take part in a rebellion.</li> <li>Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>Slides 4 and 5 provide the essential question and “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Student worksheets include the following sections</u></p> <p>Growing Tension in Texas</p> <ul style="list-style-type: none"> <li>This section provides a brief account of the key details of the Córdova Rebellion including the increasing tension in east Texas due to increased immigration from the United States, Tejanos who remained loyal to Mexico, and Indians seeking to gain title to their land.</li> <li>Students answer a question about the main idea of the reading.</li> <li>Slide 6 provides a map of the Republic of Texas, highlighting the major cities of the time, including Nacogdoches and the Angelina River where the events of the Córdova Rebellion took place.</li> </ul> <p>Córdova Rebellion Primary Source #1</p> <ul style="list-style-type: none"> <li>Students read an excerpt from the <i>Houston Telegraph and Texas Register</i> published on August 25, 1838. This excerpt provides an Anglo account of the escalating conflict between Tejano and Indian participants in the rebellion against the Anglo settlers and army.</li> </ul>

	<ul style="list-style-type: none"> <li>Students answer comprehension questions related to key events discussed in the excerpt, the author's point of view, and how the story might appear different from a different point of view.</li> <li>Slide 7 provides a photocopy image of the article referenced in this portion of the assignment.</li> </ul> <p>Córdova Rebellion Primary Source #2</p> <ul style="list-style-type: none"> <li>Students read an excerpt from the <i>Houston Telegraph and Texas Register</i> published on September 29, 1838. This excerpt states that the rebels' reason for fighting was their loyalty to Mexico and support of the Constitution of 1824.</li> <li>Students infer what the rebels' opinion of the Republic of Texas might have been based on the excerpt and summarize the rebels' motivation for taking part in the rebellion.</li> <li>Slide 8 provides a photocopy image of the article referenced in this portion of the assignment.</li> </ul> <p>Córdova Rebellion Primary Source #3</p> <ul style="list-style-type: none"> <li>Students read an excerpt from the <i>Houston Telegraph and Texas Register</i> published on November 3, 1838. This excerpt provides Thomas J. Rusk's account of his final engagement with the rebels and explains the outcome of the battle.</li> <li>Students provide or identify significant events in chronological order based on the account in the excerpt.</li> <li>Slide 9 provides a photocopy image of the article referenced in this portion of the assignment.</li> </ul> <p>Differentiation</p> <ul style="list-style-type: none"> <li><u>Advanced</u>: Students read and analyze three primary source excerpts related to the events of the Córdova Rebellion. Students complete short, constructed response questions to summarize the main idea, provide supporting evidence, and analyze the author's point of view.</li> <li><u>Grade Level</u>: Students read and analyze three primary source excerpts related to the events of the Córdova Rebellion. Students complete short, constructed response questions with sentence stems to guide responses, multiple-choice questions, and multi-select questions.</li> <li><u>Foundations</u>: Students read and analyze three primary source excerpts related to the events of the Córdova Rebellion. Students complete short, constructed response</li> </ul>
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	questions with sentence stems and response options to guide responses, multiple-choice questions and multi-select questions with one answer choice eliminated.
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students use the graphic organizer provided to compare and contrast Sam Houston’s presidential policy toward Texas Indians with that of Mirabeau Lamar’s. Students hypothesize what effect the Córdova Rebellion might have had on influencing each president’s Indian policy going forward.</li> <li>• Slides 10 and 11 restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

- Cruger & Moore. Telegraph and Texas Register (Houston, Tex.), Vol. 3, No. 52, Ed. 1, Saturday, August 25, 1838, newspaper, August 25, 1838; Houston, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph48007/>: accessed May 6, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Cruger & Moore. Telegraph and Texas Register (Houston, Tex.), Vol. 4, No. 10, Ed. 1, Saturday, November 3, 1838, newspaper, November 3, 1838; Houston, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph48018/>: accessed May 6, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Cruger & Moore. Telegraph and Texas Register (Houston, Tex.), Vol. 4, No. 5, Ed. 1, Saturday, September 29, 1838, newspaper, September 29, 1838; Houston, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph48012/>: accessed May 6, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Blank Map of Texas edited to show historical and contemporary boundaries of Texas, key human geographic features including cities and rivers, and the countries and bodies of water bordering Texas. 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. [https://commons.wikimedia.org/wiki/File:Texas\\_blank\\_map.svg](https://commons.wikimedia.org/wiki/File:Texas_blank_map.svg)