

# Unit 6: The Republic of Texas

## 7<sup>th</sup> Grade Lesson Plan: How do we know what we know? (45 – 60 minutes)

<b>Objective</b>	<p>Students will analyze a variety of primary source excerpts to learn about some of the challenges facing the Republic of Texas from 1836 to 1845 and two options the government of the Republic of Texas had for addressing these issues.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine three different primary source materials to learn about life in Texas after the Texas Revolution.</li> <li>2. <b><u>I will</u></b> analyze each source to identify challenges the Republic of Texas faced and how the government of the Republic hoped to address these challenges.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The defining characteristics of the Republic of Texas era included many economic challenges that the government struggled to address.</li> <li>• Two of the most favorable options for addressing these challenges were either annexation to the United States or forming a trade partnership with Great Britain.</li> <li>• One American point of view of Texas annexation was that annexing Texas would likely lead to war with Mexico, financial hardship placed upon the U.S., and the opposition of many Americans to the annexation of Texas.</li> <li>• Much of what we know from history comes from a variety of primary source materials including journal entries, newspaper articles, and letters. Each of these types of sources can contain biases and specific points of view to keep in mind when learning from them.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyzing primary source materials for content, bias, and points of view.</li> <li>• Making a claim about a historical topic and using supporting evidence from a primary source text.</li> <li>• Identifying, paraphrasing, and summarizing the main idea of a historical, primary source text.</li> <li>• Making inferences about a historical time period based on primary source evidence.</li> </ul>

<b>Essential Questions</b>	What primary source materials do historians use to learn about the Republic of Texas era? What can we learn from these materials?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students read a primary source passage of an account of life in the Republic of Texas written by a German immigrant named Rosa Kleberg. Kleberg discusses conflict with nearby American Indian tribes, other immigrants living in her community, the founding of a local school, and the absence of government services like the post office. Students make inferences about life in Texas during this era based on Kleberg's account.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read three primary source passages from the Republic of Texas era. <ul style="list-style-type: none"> <li>An excerpt from Rosa Kleberg's narrative account on life in the Republic of Texas, demonstrating the economic hardship of the era.</li> <li>An excerpt from an article in the Northern Standard Newspaper of the northeast Texas town of Clarksville discussing hope that either Texas annexation or a trade agreement with Britain will address the many issues facing Texas at the time.</li> <li>A letter to the editor of the Washington D.C. newspaper, <i>The National Intelligencer</i> from American politician Henry Clay arguing against Texas annexation because it would likely cause a U.S. war with Mexico.</li> </ul> </li> <li>Students answer comprehension questions about each excerpt. The questions are based on the 8<sup>th</sup> grade STAAR item types including Short Constructed Response, Multiselect, and Inline Choice.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students choose one point of view from six provided in a graphic organizer (including Anglos, Tejanos, American Indians, U.S. citizens, and Mexican citizens) and write a journal entry about the Republic of Texas from their chosen point of view.</li> </ul>

<b>Materials</b>	<p><u><b>Links to the following materials</b></u></p> <ol style="list-style-type: none"> <li>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>)</li> <li>2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>3. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. 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. Vocabulary assistance for primary source materials</li> <li>5. Sentence Stems and response options for short, constructed response questions</li> <li>6. Reduction in answer choices and amount of writing</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including the Republic.</li> <li>• <b>7.04(B)</b> Analyze the causes of and events leading to Texas annexation such as security and public debt.</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> </ul>

## Teacher Guide: How do we know what we know?

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students read a primary source passage of an account of life in the Republic of Texas written by a German immigrant named Rosa Kleberg. Kleberg discusses conflict with nearby American Indian tribes, other immigrants living in her community, the founding of a local school, and the absence of government services like the post office. Students make inferences about life in Texas during this era based on Kleberg's account.</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 provide the essential question and the "We will / I will" statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Part I: Life After the Texas Revolution</u></p> <ul style="list-style-type: none"> <li>Students read another excerpt from Rosa Kleberg's narrative of life in the Republic of Texas. This excerpt details many of the economic struggles she faced as a young wife and mother living in Cat Spring, TX (just west of present-day Houston.)</li> <li>Students answer questions about the Republic of Texas based on the passage.</li> <li>Slide 7 provides an image of Rosa Kleberg in her later years, along with some additional information about her life after the Republic of Texas years.</li> </ul> <p><u>Part II: Hope for the Republic of Texas</u></p> <ul style="list-style-type: none"> <li>Students read an excerpt from an article from the Northern Standard newspaper of Clarksville, Texas. Clarksville was a small town in northeast Texas that still exists today.</li> <li>The article discusses two potential solutions for Texas' many struggles. 1) Annexation to the United States, and 2) forming a trade partnership with Britain. The author writes hopefully about how one of these solutions would surely fix all of Texas' problems.</li> <li>Students answer questions about the Republic of Texas based on the passage.</li> <li>Slide 8 provides a photocopy image of the front page of the Northern Standard newspaper from the day the article was published.</li> </ul>

### Part III: An American Point of View on Texas Annexation

- Students read an excerpt from a letter written by American politician Henry Clay to the Washington D.C. newspaper, the National Intelligencer regarding the possibility of Texas annexation to the United States. Clay opposes Texas annexation giving the reasons that it would most likely lead to an American war with Mexico, cause financial hardship for the U.S., and that most Americans did not support the idea.
- Students answer questions about the excerpt.
- Slide provides a portrait of Henry Clay and additional information about Clay's role in American politics.
- Advanced work: Students will read three primary source excerpts from the Republic of Texas era and answer short, constructed response questions analyzing each source, summarizing the main idea, making a claim about the source and supporting it with textual evidence, and making inferences about the era based on the primary source. Advanced questions are Short Constructed Responses.
- Grade Level work: Students will read three primary source excerpts from the Republic of Texas era and answer short, constructed response questions analyzing each source, summarizing the main idea, making a claim about the source and supporting it with textual evidence, and making inferences about the era based on the primary source. Grade level questions include Short Constructed Response, Inline Choice, and Multiselect. Vocabulary supports are provided for primary source excerpts.
  - Note for Short Constructed Response questions:  
Beginning this unit sentence stems are not included in grade level work so that students can begin to formulate their own topic sentences for their answers. A Teacher Tip for guiding students through making their own topic sentence or complete sentence for their response: Direct students to restate the question prompt as a statement rather than a question. For example:
    - ~~After the Texas Revolution, the government of Texas was in a lot of debt. Do you~~ I think the government would / **would not** be able to pay off its debt by passing taxes on citizens like Rosa

	<p>Kleberg and her family? <del>Why or why not?</del> because ...</p> <ul style="list-style-type: none"> <li>▪ <del>Which of these two potential</del> <b>The solutions do you think most Texans would prefer is ... and why? because ...</b></li> </ul> <ul style="list-style-type: none"> <li>• <u>Foundations work:</u> Students will read three primary source excerpts from the Republic of Texas era with key information presented in bold text, and answer short, constructed response questions analyzing each source, summarizing the main idea, making a claim about the source and supporting it with textual evidence, and making inferences about the era based on the primary source. Foundations questions include Short Constructed Response with sentence stems and response options provided, Inline Choice, and Multiselect with one answer option eliminated. Vocabulary supports are provided for primary source excerpts.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students choose from one of the six points of view provided in their graphic organizer and write a journal entry about the Republic of Texas from their chosen point of view.</li> <li>• Slides 10 and 11 restate the directions and provide directions for the students to share their response to the class.</li> </ul>

## Primary Sources and Other Resources Used

- Houston, Sam. [Copy of letter from Sam Houston to Joseph Ellis, June 12, 1847], letter, June 12, 1847; (<https://texashistory.unt.edu/ark:/67531/metapth29462/>: accessed April 17, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Denton Public Library.
- Photograph, Portrait of Rosalie von Roeder Kleberg. Image available on the [Internet](#) and included in accordance with [Title 17 U.S.C. Section 107](#). Located at the Texas State Historical Association webpage: Kleberg, Rosalie Von Roeder [Kleberg, Rosalie Von Roeder](#)
- Endicott & Swett, Publisher, Copyright Claimant Endicott & Swett, and William James Hubbard. *Henry Clay / lithog. & published by Endicott & Swett, N. York ; from the original picture by W.J. Hubbard. , ca. 1832.* [N. York: Published by Endicott & Swett, 1832? June 27] Photograph. <https://www.loc.gov/item/2009633654/>
- Texas State Historical Association. The Quarterly of the Texas State Historical Association, Volume 2, July 1898 - April, 1899, periodical, 1898/1899; Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth101011/>: accessed April 16, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- De Morse, Charles. The Northern Standard. (Clarksville, Tex.), Vol. 2, No. 5, Ed. 1, Saturday, December 2, 1843, newspaper, December 2, 1843; Clarksville, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth80506/>: accessed April 16, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Colton, Calvin. Annexation of Texas. By Junius no. IX, book, January 1, 1844; New York. (<https://texashistory.unt.edu/ark:/67531/metapth2358/>: accessed April 16, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.