

Unit 6: The Republic of Texas

7th Grade Lesson Plan: Looking Ahead

(45 – 60 minutes)

Objective	<p>Students will be able to identify and explain different points of view regarding Texas’ annexation to the United States, and the significant effects of annexation on Texas, Mexico, and the United States that led to the U.S. – Mexico War.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine different points of view regarding Texas’ annexation and identify the significant effects of annexation on Texas, Mexico, and the United States. 2. <u>I will</u> read short passages and answer comprehension questions about point of view, main ideas, supporting evidence, and the significance of Texas’ annexation.
Key Concepts	<ul style="list-style-type: none"> • Texas’ annexation to the United States increased tension between the United States and Mexico as the government of Mexico viewed annexation as an act of war by the U.S. against territory that the Mexican government declared rightfully belonged to Mexico. • U.S. President Polk’s goal of expanding the United States to the Pacific Coast was the result of Polk wanting easier access to Asian markets and the general belief that it was America’s “Manifest Destiny” to expand across the continent.
Skills	<ul style="list-style-type: none"> • Identifying and summarizing the main idea or primary argument of a reading and providing evidence to support a claim. • Identifying and understanding different points of view about a historical topic. • Demonstrating understanding of cause-and-effect relationships. • Determining point of view based on a primary source quote from a significant historical figure. • Making a prediction based on current knowledge.
Essential Question	<p>What were some of the significant effects of Texas’ annexation to the United States that we will learn more about in the next unit?</p>

<p>Assignment</p>	<p>Warm-up</p> <ul style="list-style-type: none"> Students read six statements provided in a chart about possible events that could occur in the next unit. Students circle or highlight any events that they believe are likely to occur based on their prior knowledge of the significance of Texas' annexation to the United States. Students identify one event out of their chosen events that they believe is certain to happen. <p>Lesson</p> <ul style="list-style-type: none"> Students examine significant people and their goals and points of view, as well as significant events that led the United States and Mexico into a war over territory, specifically Texas. Students answer questions to demonstrate their understanding of main ideas, supporting evidence, cause-and-effect relationships, the goals of historical figures, and the potential outcome of events that occurred as a result of Texas' annexation to the United States. This lesson focuses on the causes of the U.S. – Mexico War and centers that focus on the dispute between the U.S. and Mexico over Texas. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students create a true or false question based on information from today's lesson. Students are asked to be prepared to explain their question and its answer.
<p>Materials</p>	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work 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. Chunking text information 4. Key words and phrases provided in bold lettering 5. Sentence Stems and response options for short, constructed response questions. 6. Reduction in answer choices and the amount of writing
TEKS	<ul style="list-style-type: none"> • 7.01(B) Explain the significance of the following dates: 1845, annexation. • 7.04(C) Identify individuals, events, and issues during early Texas statehood, including the U.S. – Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850. • 7.20(A) 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. • 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. • 7.20(D) Identify bias and points of view from the historical context surrounding an event that influenced the participants. • 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.

Teacher Guide: Looking Ahead

Warm-up	<ul style="list-style-type: none"> • Students read six statements in a chart and identify any and all statements that they believe are likely be true about the effects of Texas annexation in the next unit. • Students highlight or circle the statements they believe are true. • Students draw a star next to one statement that they believe is 100% certain to be true. Students should be prepared to explain why they chose that statement. • Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<p><u>So, Texas is Part of the United States...Now What?</u></p> <ul style="list-style-type: none"> • In this part of the student work, students read a short passage explaining the immediate effects of Texas’ annexation to the U.S. – specifically focusing on the reaction of Mexico’s minister to the U.S. in Washington D.C. • Slide 6 is a title slide for this part of the worksheet. • Slide 7 displays a map of the United States from 1845 – 1846. • Slide 8 displays a picture of Juan Almonte (Mexico’s minister to the U.S. in 1846) along with his quote from the reading. <p><u>On the Road to War</u></p> <ul style="list-style-type: none"> • This portion includes a short reading which explains President James K. Polk’s goals to expand the U.S. to the west coast and how that related to Texas. • Manifest Destiny is briefly mentioned in this portion, though the primary goal of Polk was specifically to gain better access to markets in Asia. • The reading explains two measures Polk took to try to gain the land (purchasing it outright, which Mexico turned down, and sending troops to the Rio Grande, which ultimately led to the outbreak of war between Mexico and the U.S.)

	<ul style="list-style-type: none"> • Students identify Mexico's and the U.S.'s points of view on who started the war and give their own opinions on whose argument is more accurate. • Students make a prediction about the outcome of the war and its potential effects on Texas. • Slide 9 is a title slide for this portion of the worksheet. • Slide 10 contains a picture of Polk and the borders of the U.S. in 1845 to accompany the first 2 paragraphs of the reading on page 2 of the student work. • Slide 11 contains a picture of Zachary Taylor and a map showing the route his army took to the Rio Grande to accompany paragraphs 3 and 4 on page 2. • Slide 12 shows a map of the Battle of Palo Alto to accompany the final paragraph of the reading on page 2. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Advanced: Students answer short, constructed response questions to demonstrate understanding of the cause-and-effect relationship of events leading to the U.S. – Mexico War. Readings are written at an advanced Lexile level. • Grade Level: Students answer short, constructed response questions with sentence stems provided and multiple-choice questions to demonstrate understanding of the cause-and-effect relationship of events leading to the U.S. – Mexico War. Readings are written at an appropriate Lexile level for 7th grade. • Foundations: Students answer short, constructed response questions with sentence stems and response options provided or multi-select options provided, multiple-choice questions with one answer option eliminated. Readings include key words and phrases in bold lettering.
Exit Ticket	<ul style="list-style-type: none"> • Students create a true or false question based on information from today's lesson. Students should be prepared to explain their question and answer. • Slides 13 and 14 restate the directions and provide a sentence stem to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Jackson, Jack, 1941-2006 & Almonte, Juan Nepomuceno, 1803-1869. Almonte's Texas: Juan N. Almonte's 1834 Inspection, Secret Report & Role in the 1836 Campaign, book, 2003; Austin, Texas.
(<https://texashistory.unt.edu/ark:/67531/metapth296837/>: accessed June 2, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- *To Arms! To Arms! Volunteers for the Mexican War!*. December 5, 1846. Poster. University of North Texas Libraries, The Portal to Texas History; crediting Star of the Republic Museum. <https://texashistory.unt.edu/ark:/67531/metapth31112>.
- United States, 1845 – 1846. Map of the states and territories of the United States as it was from December 1845 to June 1846. On December 29 1845, the Republic of Texas and all of its claimed lands were admitted as the state of Texas, including Miller County. On June 18 1846, Oregon Country below the 49th parallel, excluding Vancouver Island, was incorporated in to the United States as unorganized territory. This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license. https://commons.wikimedia.org/wiki/File:United_States_1845-12-1846-06.png
- Portrait of Zachary Taylor. Zachary Taylor Papers: Series 6, Additions, 1820-1863; 2014 Addition; Engraved portrait. (The background removed by TX4T).1863. Library of Congress. <http://hdl.loc.gov/loc.mss/ms009193.mss42440.009>
- United States Central map 1846-06-15 to 1846-12-28. This file is licensed under the [Creative Commons Attribution-Share Alike 4.0 International](#) license. https://commons.wikimedia.org/wiki/File:United_States_Central_map_1846-06-15_to_1846-12-28.png
- Taylor, Zachary. *Zachary Taylor Papers: Series 6, Additions, -1863; 2014 Addition; Engraved portrait, 1863*. 1863. Manuscript/Mixed Material. <https://www.loc.gov/item/mss42440009/>
- Northern Mexico Campaign of the U.S. - Mexico War, 1846 -1847. GIS Educational Maps. Ellyson Wong (Compiler) Lila Rakoczy (Compiler) "Disputed Territory Between Mexico and the United States" (97129) and "Disputed Territory Between Mexico and the United States, 1845 – 1854" (97251) Texas General Land Office. <https://historictexasmaps.com/object/97152>
- Edward Weber & Co. Battle of Resaca de la Palma, 9th May 1846 [and the] Battle of Palo Alto, 8th May 1846., map, 1846; Baltimore.
(<https://texashistory.unt.edu/ark:/67531/metapth192504/>: accessed June 5, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting University of Texas at Arlington Library.