

Unit 6: The Republic of Texas

7th Grade Lesson Plan: Study Guide

(45 – 60 minutes)

Objective	<p>Students will review key terms, concepts, people, and events of the Republic of Texas in preparation for a unit test.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify and review significant information for our upcoming test. 2. <u>I will</u> use my previous work and notes to complete my study guide. I will identify and match cause and effect relationships, create short answer responses, and answer practice test questions.
Key Concepts	<ul style="list-style-type: none"> • The Republic of Texas era was characterized by a number of political and economic challenges including growing debt, conflict with Texas Indians and the Mexican army, difficulty gaining diplomatic recognition and building commercial partnerships, and two failed attempts at annexation to the United States. • The presidential administrations of Sam Houston, Mirabeau Lamar, and Anson Jones all faced numerous challenges and attempted various methods of stabilizing Texas and improving its economy. • Significant people of the era include Sam Houston, Mirabeau Lamar, Anson Jones, John “Jack” Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, and José Antonio Navarro. • Significant events of the era include the Córdova Rebellion, Council House Fight, Santa Fe Expedition, Somervell Expedition, the Mier Fight, and annexation to the United States. • Texans supported annexation because they believed it would help Texas resolve its growing debt, secure its borders, and stabilize its government and economy. • The United States was hesitant to annex Texas because it believed that doing so would likely lead to war with Mexico and create more conflict between slave and free states in the country.

Skills	<ul style="list-style-type: none"> Identifying and demonstrating cause-and-effect relationships of historical events. Identifying the significance of key individuals of the Texas Revolution. Advanced: Creating a timeline of the significant historical events of the Republic of Texas. Answering practice test questions based on the new STAAR item types from the 8th grade Social Studies STAAR test including Multi-Part, Short Constructed Response, and a paper-adapted version of Drag and Drop.
Essential Question	What significant information do we need to know to be successful on the unit 6 test on the Republic of Texas?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students identify key concepts from the Republic of Texas that they think are likely to be on the Unit 6 test based on a graphic organizer providing nine possible topic options. <p>Lesson</p> <ul style="list-style-type: none"> Part I: Significant People: Students match significant individuals of the Texas Revolution to the correct description of their contributions to Texas history using a word bank. (Advanced only) Timeline: Students create a timeline of six significant events of the Republic of Texas. Part II: Cause and Effect Matching: Students match key events of the Republic of Texas with one significant effect of each event. Part III: Practice Test Questions: Students answer practice test questions based on the new 8th grade social studies STAAR item types including an paper-adapted version of Drag and Drop, Inline choice (Multiple choice), short, constructed response, Multi-part, and Short Constructed Response. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students complete the prompts in a graphic organizer self-assessing their preparedness for the Unit 6 test.

Materials	<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. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Flashcards for matching key terms to their definition. (<i>Suggested printing: 1 set per student, or per partner group.</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. Chunking text information 4. Sentence Stems 5. Reduction in answer choices 6. Multiple-choice options provided for fill-in-the-blank questions 7. Some answers provided in the matching activity.
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 Republic. • 7.01(B) Explain the significance of the following dates: 1845, annexation. • 7.04(A) Identify individuals, events, and issues during the administrations of 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 Santa Fe Expedition, slavery, and the roles of racial and ethnic groups. • 7.04(B) Analyze the causes and events leading to Texas annexation such as security and public debt. • 7.20(A) Differentiate between, locate, and use valid primary 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.

Teacher Guide: Study Guide

Warm-up	<ul style="list-style-type: none"> Students circle or highlight any and all topics they believe are likely to appear on the unit 6 test. 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 “We will / I will” statements for the lesson.
Lesson	<p><u>Part I: Key Terms and Definitions</u></p> <ul style="list-style-type: none"> Students use the word bank of significant people and groups of the Texas Revolution and match each person or group to the best explanation of their significance to the Texas Revolutionary Era. <u>Advanced work:</u> Only 9 of the 12 answer options from the word bank will be used. <u>Grade Level work:</u> All answers in the word bank will be used. <u>Foundations work:</u> No word bank is provided. Instead, each definition has 4 multiple-choice answer options. Slide 7 provides images of Sam Houston, Mirabeau Lamar, and Anson Jones to accompany this portion of the work. <p><u>Timeline of the Republic</u></p> <ul style="list-style-type: none"> Students create a timeline of six significant events of the Republic of Texas including the dates of each event. This is ONLY available in the advanced work. Slide 7 provides an image to represent the timeline and what information should be included. This slide can be skipped or hidden for classes using only the grade level and foundations work. <p><u>Part II: Matching</u></p> <ul style="list-style-type: none"> Students match key events of the Republic of Texas to their significant effects. Advanced and Grade Level work provide 6 cause-and-effect matching options. Foundations work provides 3 answers for the 6 cause-and-effect matching items.

	<ul style="list-style-type: none"> Slide 8 provides an image of the annexation ceremony during which president Anson Jones lowered the flag of the Republic of Texas. <p><u>Part III: Practice Test Questions</u></p> <ul style="list-style-type: none"> Students answer 5 practice test questions based on the new 8th grade social studies STAAR item types including a paper-adapted version of Drag and Drop, Multi-Part, and Short Constructed Response. Advanced and Grade Level work: students answer the questions as written. Foundations work eliminates one answer option in the Multi-Part question, and provides response options with the sentence stems for the short, constructed response question. Slide 9 provides an image from the February 10, 1844 publication of The Planter newspaper from Brazoria Texas.
Exit Ticket	<ul style="list-style-type: none"> Students respond to five writing prompts to self-assess their readiness for the unit 6 test. Slides 10 and 11 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Kimble, H. S. [Copy of the Constitution of the Republic of Texas, March 17, 1836], text, March 17, 1836; (<https://texashistory.unt.edu/ark:/67531/metaph6708/>: 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.
- Sam Houston, physical object, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph32932/>: accessed June 6, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- [Mirabeau Lamar, copy by Darby M. Prastik.], artwork, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph306/>: accessed June 6, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Fort Bend Museum.
- Huddle, William H. *Anson Jones*. 1888. Oil on canvas. Capitol Historical Artifact Collection, State Preservation Board. <https://tspb.texas.gov/prop/tc/tc-collection/governors/index.html>.
- Texas. Legislature. Legislative Council. *The Texas Capitol: A History of the Lone Star Statehouse*, book, 2016; Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph902948/>: accessed April 24, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department.
- The Planter. (Columbia, Tex.), Vol. 2, No. 6, Ed. 1, Saturday, February 10, 1844, newspaper, February 10, 1844; Columbia, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph80184/>: accessed June 6, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.