

Unit 6: The Republic of Texas

7th Grade Lesson Plan: Texas Annexation

(45 – 60 minutes)

Objective	<p>Students will read and analyze the six primary terms of Texas annexation to the United States. Students will be able to explain each term and explain how the term could potentially affect both Texas and the United States.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine and analyze the six primary terms of Texas' annexation to the United States. 2. <u>I will</u> read each term and analyze its key points, and its potential effects on Texas and the United States.
Key Concepts	<ul style="list-style-type: none"> • The terms of Texas annexation to the United States included joining the Union as a state with full representation in the U.S. congress, maintaining its own state debt, maintaining ownership of its public lands, relinquishing control of its public buildings and military resources, the right to divide into 5 total states, and the U.S. assumed the responsibility of protecting its borders with Mexico. • Most Texans supported annexation to the United States because it promised to bring a measure of military and economic security and stability that the Republic of Texas was never able to achieve. • The U.S. promise to uphold and protect Texas' borders with Mexico was likely to lead to a war between the U.S. and Mexico. • Texas had hoped to have the U.S. assume responsibility for its debt, however maintaining ownership of its own public lands provided a way for the state to pay off its debt through the sale of its large quantities of valuable land.
Skills	<ul style="list-style-type: none"> • Reading comprehension • Summarizing and paraphrasing • Identifying main idea and supporting evidence • Making a claim based on evidence • Determining pros and cons of a historical action or decision • Predicting potential outcomes and challenges of a historical action.

Essential Question	What were the terms the United States government set for Texas annexation, and how did they affect both Texas and the U.S.?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students read a primary source excerpt from a Texas newspaper published in 1845 which provides one point of view on annexation from the people of Liberty County. Students make a claim about how the majority of citizens of Liberty County felt about annexation using evidence from the primary source excerpt. <p>Lesson</p> <ul style="list-style-type: none"> Students read a brief summary of the steps and events that led to Texas annexation with the United States. They then evaluate and analyze the six primary terms of annexation and identify what was required in each term and how that requirement would likely affect both Texas and the United States. Students answer comprehension and analysis questions about the six terms of annexation. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students choose one term from the day's lesson and make a claim about whether they believe the majority of Texans supported or opposed their chosen term. Students provide justification for their claim.
Materials	<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"> Scaffolding including classwork at three different levels of academic ability Visual representations of directions

	<ol style="list-style-type: none"> 3. Chunking text information 4. Sentence Stems and response options for short, constructed response questions 5. Reduction in writing and answer choices
TEKS	<ul style="list-style-type: none"> • 7.01(B) Explain the significance of the following dates: 1845, annexation. • 7.04(B) Analyze the causes of and events leading to Texas annexation such as security and public debt. • 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 this 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: Texas Annexation

Warm-up	<ul style="list-style-type: none"> • Students read an excerpt from a newspaper article printed in the Houston Telegraph and Texas Register. The article describes the point of view of the majority of citizens from Liberty County regarding the issue of annexation. • Students make a claim about how the majority of the citizens of Liberty County felt about annexation based on the information in the article. Students should cite specific quotes from the article to support their claim. • Slide 2 presents a larger view of the primary source materials. • Slide 3 provides 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>The Long Road to Annexation</u></p> <ul style="list-style-type: none"> • Students read a brief passage summarizing the primary events and issues that led to Texas annexation to the United States. The passage also includes the potential benefits annexation would likely bring Texas and some potential risks the U.S. was taking in agreeing to annex Texas. • Students respond to a question about the benefits and risks of Texas annexation. • Slide 6 provides a photocopy image of the results of Texas’ vote on annexation in 1845. <p><u>The Terms of Texas Annexation to the United States</u></p> <ul style="list-style-type: none"> • Students read short summaries of the six primary terms of Texas annexation to the United States and answer questions analyzing the terms meaning and its potential effects on both Texas and the United States. • Slide 7 provides an image of a primary source excerpt of a newspaper article declaring most people’s overwhelming support for Texas annexation. • <u>Advanced:</u> Students respond to short, constructed response questions, multi-select questions, and multiple-choice

	<p>questions to evaluate and analyze the six primary terms of Texas annexation to the United States.</p> <ul style="list-style-type: none"> • <u>Grade Level</u>: Students respond to short, constructed response questions with sentence stems to guide responses, multi-select questions, and multiple-choice questions to evaluate and analyze the six primary terms of Texas annexation to the United States. • <u>Foundations</u>: Students respond to short, constructed response questions with sentence stems and response options to guide their responses, multi-select questions and multiple-choice questions with one answer option eliminated. These questions are intended to help students evaluate and analyze the six primary terms of Texas annexation to the United States.
Exit Ticket	<ul style="list-style-type: none"> • Students choose one term from the day's lesson and make a claim stating whether they believe most Texans supported or opposed their chosen term. Students explain their reasoning. • Slides 8 and 9 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- 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/](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.
- Moore, Francis, Jr. Telegraph and Texas Register (Houston, Tex.), Vol. 10, No. 15, Ed. 1, Wednesday, April 9, 1845, newspaper, April 9, 1845; Houston, Texas.
[\(https://texashistory.unt.edu/ark:/67531/metaph78095/](https://texashistory.unt.edu/ark:/67531/metaph78095/): accessed May 30, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Huth, Louis. [Voting results tally sheet, October 13, 1845], legal document, October 13, 1845; [\(https://texashistory.unt.edu/ark:/67531/metaph188812/](https://texashistory.unt.edu/ark:/67531/metaph188812/): accessed May 30, 2025), University of North Texas Libraries, The Portal to Texas

History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.

- Moore, Francis, Jr. Telegraph and Texas Register (Houston, Tex.), Vol. 10, No. 16, Ed. 1, Wednesday, April 16, 1845, newspaper, April 16, 1845; Houston, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph78096/>: accessed May 30, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.