

# Unit 6: The Republic of Texas

## 7<sup>th</sup> Grade Lesson Plan: The Big Picture

(45 – 60 minutes)

<b>Objective</b>	<p>Students will be able to identify and explain the key events, major themes, and defining characteristics of the Republic of Texas era.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> identify the main ideas, themes, key events, and defining characteristics of the Republic of Texas era.</li> <li>2. <b><u>I will</u></b> analyze a primary source image, identify major themes and significant information related to this era, and answer comprehension questions based on a reading passage.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The Republic of Texas era was characterized by several challenges.</li> <li>• The Mexican government did not recognize Texas independence, or the boundaries set by the Treaties of Velasco.</li> <li>• Texas struggled to gain diplomatic recognition of its status as an independent nation because other countries did not want to risk war with Mexico</li> <li>• Texas struggled to gain commercial partners in part due to its slave-based economy.</li> <li>• Texas struggled to address the debt Texas that accrued during the Texas Revolution and in each Republic of Texas administration</li> <li>• Texas struggled to protect its land and people from potential Mexican incursions and attempts at reconquering the territory.</li> <li>• The Republic of Texas government struggled to navigate the relationship between Anglos and American Indians in Texas.</li> <li>• Texas made several attempts to be annexed to the United States, however the U.S. denied two requests not wanting to risk war with Mexico or upset the balance of slave and free states in the union.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for key information, context, main ideas, and supporting evidence.</li> <li>• Summarizing and paraphrasing key ideas in a text.</li> <li>• Making observations, inferences, and predictions about a primary source image.</li> </ul>

	<ul style="list-style-type: none"> <li>Identifying different points of view held by people who experienced historical events in Texas history.</li> <li>Identifying the main idea and supporting evidence from a primary source text.</li> </ul>
<b>Essential Question</b>	What are the key events, major themes, and defining characteristics of the Republic of Texas era?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Using an answer bank of nine response options, students circle or highlight any and all items that they believe are true about the Republic of Texas immediately after the Texas Revolution in 1836 based on prior knowledge from the previous unit.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li><b>Part I:</b> Analyze an image – Students view an image of a map of the political borders in North America in 1837 to make observations, inferences, and predictions about the Republic of Texas era.</li> <li><b>Part II:</b> Essential Ideas Reading Passage – Students read a passage introducing key themes, events, and topics from the unit.</li> <li><b>Part III:</b> Big Picture Comprehension Questions – Students answer questions about the reading passage based on the 8<sup>th</sup> grade STAAR item question types.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students choose from four options provided explaining the different challenges the Republic of Texas faced from 1836 to 1845 and explain one possible way that Texas could address that issue.</li> </ul>
<b>Materials</b>	<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> </ol> </li> </ol>

	b. Grade Level work c. Foundations Level work
<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 answer responses for short, constructed response questions</li> <li>5. Reduction in answer choices and amount of writing</li> <li>6. Reading supports: Significant information in bold</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 of Texas.</li> <li>• <b>7.01(B)</b> Explain the significance of the following dates: 1845, annexation.</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>7.20(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>7.21(A)</b> Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.</li> </ul>

## Teacher Guide: The Big Picture

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students read nine items from a graphic organizer and circle or highlight any and all items that they believe were true for the Republic of Texas immediately after the Texas Revolution in 1836. They base their choices on previous knowledge from the Texas Revolution unit.</li> <li>• Slides 2 and 3 restate the directions and provide a sentence stem to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 provide the essential question and the “We will / I will” Statements for the unit.</li> </ul>
<b>Lesson</b>	<p><b><u>Part I: Analyze an Image</u></b></p> <ul style="list-style-type: none"> <li>• Students view a map of the political borders in North America in 1837.</li> <li>• Topics to guide student observations can include             <ul style="list-style-type: none"> <li>- discussions on the meaning of “slave states” and “free states” and how many of each exist.</li> <li>- The borders of the Republic of Texas, how they differ from Texas’ borders today, and the meaning of the territory to the west of Texas that is labeled “Disputed by Mexico and Texas.”</li> <li>- How the western portion of the United States differs from what would appear on a map of the same area today.</li> <li>- Ask students to see if they can determine the boundaries of the United States based on the map and how it differs from the current boundaries.</li> </ul> </li> <li>• Students record their observations about the map and make inferences and predictions about the unit based on the map.</li> <li>• Slide 6 provides a larger view of the image from this portion of the work.</li> </ul> <p><b><u>Part II: Essential Ideas Reading Passage</u></b></p> <ul style="list-style-type: none"> <li>• Students read the passage about the major themes, topics, and events of the Republic of Texas era. The passage focuses on the primary challenges that Texas faced from 1836 to 1845.</li> </ul>

	<ul style="list-style-type: none"> <li>Slides 8 – 13 provide images to accompany the reading. Each paragraph has one slide with an image that accompanies the primary theme or topic of that paragraph. For example, the first paragraph of the reading about the outcome of the Texas Revolution pairs with slide 8, which depicts the Battle of San Jacinto. The teacher can encourage students to try to determine the connection between each image and the paragraph it accompanies.</li> </ul> <p><b><u>Part III: Big Picture Comprehension Questions</u></b></p> <ul style="list-style-type: none"> <li>Students respond to comprehension questions about the reading passage. The questions are based on 8<sup>th</sup> grade STAAR social studies new item types including Hot Spot, Short Constructed Response, and Inline choice. Several questions incorporate primary source quotes that support information provided in the reading passage.</li> <li><u>Advanced work</u> presents the reading at an advanced Lexile level and requires students to organize and present information about topics from the reading passage in short responses.</li> <li><u>Grade Level work</u> presents the reading at a grade level appropriate Lexile level and incorporates more multiple-choice questions and fewer short answer responses.             <ul style="list-style-type: none"> <li><u>Question #5</u> is a short constructed response question with no sentence stem provided. At this point after 5 previous units, students can begin to create their own topic sentences. A tip to help students do so is to have them use the prompt itself to create their topic sentence: <del>In your own words, explain</del> <b>Three challenges the Republic of Texas faced during its time as a nation from 1836 to 1845 <i>were</i> _____</b></li> </ul> </li> <li><u>Foundations work</u> presents the reading at a grade level appropriate Lexile level with significant information presented in bold print. One answer option is eliminated in multiple-choice questions, and sentence stems and answer options are provided in short, constructed response questions.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>The left side of the graphic organizer provides four of the challenges discussed in the reading. Students choose ONE challenge, circling or highlighting their choice. Then students provide one possible way that Texas might address</li> </ul>

	<p>their chosen challenge in the space provided on the right side of the graphic organizer.</p> <ul style="list-style-type: none"><li>• Slides 14 and 15 restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class.</li></ul>
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## Primary Sources and Other Resources Used

- Modern School Supply Company, and E. W. A Rowles. *Our Country in 1837*. 1919. Library of Congress Geography and Map Division. <https://www.loc.gov/item/2009581137/>
- *Battle of San Jacinto*. 1901. *Texas History Stories: The Alamo, Remember Goliad, Story of San Jacinto* by E. G. Little John. 42. Richmond, VA: B. F. Johnson Publishing Company, 1901. University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu/ark:/67531/metaph14381>
- States and Territories of the United States of America March 3, 1845 to December 29, 1845. Own work. See Charles O. Paullin and John K. Wright's *Atlas of the Historical Geography of the United States* (1932) for PD maps which support these. (Multi-license with GFDL and Creative Commons CC-BY 2.5) This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](https://creativecommons.org/licenses/by/2.5/) license. [https://commons.wikimedia.org/wiki/File:United\\_States\\_1845-03-1845-12.png](https://commons.wikimedia.org/wiki/File:United_States_1845-03-1845-12.png)
- Texas Treasury Department. *Republic of Texas One-Dollar Bill*. ca. 1836-46. Paper bill. University of North Texas Libraries, The Portal to Texas History; crediting Fort Bend Museum <https://texashistory.unt.edu/ark:/67531/metaph2297>
- Catlin, George. *Comanche War Party on the March, Fully Equipped*. ca. 1846-1848. Oil on canvas, 20 x 27 3/8 in. (50.8 x 69.4 cm). Smithsonian American Art Museum, Gift of Mrs. Joseph Harrison, Jr., 1985.66.596. <https://americanart.si.edu/artwork/comanche-war-party-march-fully-equipped-4014>
- Political map of North America in 1837 demonstrating the balance of slave vs. free states in the United States of America. This file is licensed under the [Creative Commons Attribution 3.0 Unported](https://creativecommons.org/licenses/by/2.5/) license. [https://commons.wikimedia.org/wiki/File:US\\_Slave\\_Free\\_1789-1861.gif](https://commons.wikimedia.org/wiki/File:US_Slave_Free_1789-1861.gif)
- Flag, physical object, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph31714/>: accessed April 15, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.