

# Unit 6: The Republic of Texas

## 7<sup>th</sup> Grade Lesson Plan: Vocabulary

(90 – 120 minutes)

<b>Objective</b>	<p>Students will be able to identify, define and give an example of each vocabulary term within the context of the Republic of Texas era.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> identify, define, and exemplify the key terms of Unit 6: The Republic of Texas.</li> <li>2. <b><u>I will</u></b> use the information and context of several short passages to identify and record the definition of each term and provide examples of the term in the context of our unit.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The Republic of Texas faced many challenges from 1836 to 1845 including mounting debt, struggles to gain diplomatic recognition and establish commercial relationships.</li> <li>• The two primary solutions the Republic of Texas considered to address these challenges was first annexation to the United States and second forming a commercial alliance with England.</li> <li>• Obstacles to accomplishing annexation to the U.S. included the fact that the U.S. was hesitant to annex Texas because of the risk of war with Mexico and the fact that admitting another slave state would disrupt the balance of power between the north and the south in congress.</li> <li>• The primary obstacle to establishing a commercial alliance with Britain was that Britain did not want to do business with a slave-based economy.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for key information, context, main ideas, and supporting evidence.</li> <li>• Identifying the definition and examples of key terms in the context of the Texas Revolution.</li> <li>• Creating visual representations of key terms.</li> <li>• Using the terms in the context of the unit</li> <li>• Recognizing references to key terms in a primary source excerpt</li> </ul>

<b>Essential Question</b>	What key terms do we need to know to be successful in this unit?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students preview four vocabulary terms from the unit (commerce, tariff, abolish, and annexation) and evaluate their prior knowledge of each term, recording any information they already know about each term.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students use short reading passages about the unit from the slideshow to identify the key terms, their definitions, examples of each term within the context of the unit, and create a visual representation of each term on their chart.</li> <li>This lesson will take two days. All of the materials they need to complete the lesson are distributed on the first day.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students will use a word bank of different terms to choose terms that are related to the major themes in our unit. They will highlight or circle these terms. Students create a short, constructed response explaining why they chose one of the terms from the word bank.</li> </ul> <p><b>Optional: Vocabulary Quiz (45 min)</b></p> <ul style="list-style-type: none"> <li>Students complete a quiz checking for comprehension of key terms within the context of the unit. The quiz includes matching, fill-in-the-blank, short, constructed response, and multiple-choice questions.</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> <li>Grade Level work</li> </ol> </li> </ol>

	<p>c. Foundations Level work</p> <p>4. Optional Vocabulary Quiz</p> <p>a. Advanced Level work</p> <p>b. Grade Level Work</p> <p>c. Foundations Level work</p>
<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 response options to guide student responses for short, constructed response questions</li> <li>5. Reduction in answer choices, some answer choices provided</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 Republic.</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> </ul>

## Teacher Guide: Vocabulary

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students assess the prior knowledge of the following key terms they will learn in the lesson: Commerce, Tariff, Abolish, Annexation.</li> <li>• Students respond to each term by choosing “I do not know this terms,” “I’ve heard of this word. I think it means something like...” or “I know this word. It means ...”</li> <li>• Students are encouraged to share their previous knowledge of the terms.</li> <li>• Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 provide the essential question and “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<ol style="list-style-type: none"> <li>1. Students use the reading passages from the slideshow to complete their vocabulary chart. Each slide provides a short reading for one vocabulary term within the larger context of the unit.             <ol style="list-style-type: none"> <li>a. <u>Advanced</u>: Students provide a definition, an example from the reading, an antonym, a visual representation of the term, and use it in a complete sentence.</li> <li>b. <u>Grade Level</u>: Students provide a definition, an example from the reading, and a visual representation of the term.</li> <li>c. <u>Foundations</u>: Students choose from multiple choice options to identify the correct definition for the term and create a visual representation of the term.</li> </ol> </li> <li>2. Suggested methods for carrying out this lesson:             <ol style="list-style-type: none"> <li>a. <u>Individual Work</u>: Teacher can upload the slideshow into a learning management system like Google Classroom for students to complete at their own pace individually or print each slide and hang them around the room to include movement for individual student work.</li> <li>b. <u>Classroom stations</u>: Teacher can print each reading to hang around the room, in the hallway, or to distribute to tables if available in the classroom. Students complete the work at each station either as a group or self-paced.</li> <li>c. <u>Group work</u>: Teacher assigns each group a vocabulary term to complete. Each group presents their word to the</li> </ol> </li> </ol>

	<p>class. This works especially well if the teacher can display student work from a document camera when sharing each group's work with the whole class.</p> <ol style="list-style-type: none"> <li>This lesson typically takes 2 class periods. Everything the student needs to complete the lesson should be distributed and explained on the first day.</li> <li>Slides 6 through 12 provide the readings necessary to complete student worksheets.</li> </ol> <p><b>5. Optional Additional Assignment: Vocabulary Quiz</b></p> <ol style="list-style-type: none"> <li><u>Advanced</u>: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer several short, constructed response questions.</li> <li><u>Grade Level</u>: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer comprehension questions including Hot Spot, Multiselect, and Short Constructed Response questions.</li> <li><u>Foundations</u>: Students match terms to definition with 2 answers provided, choose from multiple-choice options to complete sentences using the terms in context, and answer comprehension questions including Hot Spot with one answer option eliminated, Multiselect, and Short Constructed Response with sentence stems and response options provided.</li> <li>This assessment typically takes approximately 45 minutes.</li> </ol>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>Students consider the vocabulary terms from the lesson, and the major themes of this unit. They choose terms from a word bank that they believe are most closely related to the unit's vocabulary and major themes.</li> <li>Slides 13 and 14 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

- Thrall, Homer S., 1819-1894. *A Pictorial History of Texas, From the Earliest Visits of European Adventurers, to A.D. 1879.*, book, 1879; St. Louis, Missouri.  
 (<https://texashistory.unt.edu/ark:/67531/metaph5828/>: accessed April 18, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu/> .
- 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>
- 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.
- Flag of Mexico 1835 – 1846. This file is made available under the [Creative Commons CC0 1.0 Universal Public Domain Dedication](#).  
[https://commons.wikimedia.org/wiki/File:Bandera\\_de\\_M%C3%A9xico\\_\(1835-1846\).png](https://commons.wikimedia.org/wiki/File:Bandera_de_M%C3%A9xico_(1835-1846).png)
- A cotton plant, Texas, 1996. *This image or file is a work of a [United States Department of Agriculture](#) employee, taken or made as part of that person's official duties. As a work of the U.S. federal government, the image is in the [public domain](#).*  
[File:CottonPlant.JPG - Wikimedia Commons](#)
- Photograph, the first capitol of the Republic of Texas in West Columbia, Brazoria County, Texas. Creator: Beach, F. E  
[Lawrence T. Jones III Texas photography collection](#) Circa 1885. DeGolyer Library, Southern Methodist University [\[First Capitol of the Republic of Texas\] - Lawrence T. Jones III Texas Photographs - SMU Digital Collections](#)
- Poster of the Abolition Movement. This file is licensed under the [Creative Commons Attribution 2.0 Generic](#) license. Boston (Mass.)--History **Collection:** Anti-Slavery Collection **Location:** Boston Public Library, Rare Books Department  
**Rights:** No known copyright restrictions.  
[https://commons.wikimedia.org/wiki/File:Abolition\\_\(7645378200\).jpg](https://commons.wikimedia.org/wiki/File:Abolition_(7645378200).jpg)
- 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/>