

Unit 6: The Republic of Texas

7th Grade Lesson Plan: What's the Story?

(90 – 120 minutes)

Objective	<p>Students will be able to identify and explain the causes, effects, and main details of key events of the Republic of Texas era.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine a chronology of the significant events that took place during the Republic of Texas and identify their significance to Texas history. 2. <u>I will</u> read short passages about each event, identify key information, explain cause and effect relationships, and determine how the event is significant to Texas history.
Key Concepts	<ul style="list-style-type: none"> • The Republic of Texas faced many challenges during the nearly 10 years it existed as a nation. <ul style="list-style-type: none"> - Economic challenges included high debt from the war that increased as a result of Texas' inability to borrow any more money from international partners or establish meaningful commercial relationships. - Political challenges included Texas' struggle to establish diplomatic partnerships with other countries in part as a result of its slave-based economy and Mexico's continued claims that Texas was not independent. - The U.S. rejected two annexation applications to avoid adding a new slave state to the union and to avoid war with Mexico. - Conflict between Anglos and Texas Indians increased in east Texas and on the western frontier as both groups competed for control of the land and resources. The government's policy toward Texas Indians was inconsistent and at times violent.
Skills	<ul style="list-style-type: none"> • Reading for context and significance information. • Identifying main ideas and supporting evidence. • Identifying the significance of historical events. • Explaining cause-and-effect relationships between significant historical events
Essential Question	<p>What are the defining characteristics and most significant events of the Republic of Texas era?</p>

<p>Assignment</p>	<p>Warm-up</p> <ul style="list-style-type: none"> Students make inferences and predictions about the role of the Texas Rangers during the era based on their prior knowledge about the challenges Texas faced and an image of several Rangers with rifles on horseback. <p>Lesson</p> <ul style="list-style-type: none"> Students read eight short passages that present the most significant events of the Republic of Texas era in chronological order. Students use the readings to complete a timeline of the Republic of Texas on their student worksheet, including the name of each event, its date or timeframe, key information related to the event, and the significance of the event. Students identify one important cause and one effect of the significant events of the era. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students choose four statements that are true for the Republic of Texas out of six given statements in a graphic organizer.
<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 Reading Passages (<i>Suggested use: Print a set of readings per person, per group or table, place them in stations / a gallery walk, or upload them to a Learning Management System like Google Classroom</i>) <ol style="list-style-type: none"> Advanced Level Reading: Higher Lexile Level with more challenging phrasing and vocabulary Grade Level Reading: On-level reading Foundations Level Reading: On-level reading with supports like significant text in bold.

Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork and readings at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information and significant information presented in bold font 4. Response options for the timeline including options provided for the key information and significance of each event.
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 the 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 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 Córdova Rebellion, the Council House Fight, the Santa Fe expedition, slavery, and the roles of racial and ethnic groups. • 7.04(B) Analyze the causes of and events leading to Texas annexation such as security and public debt. • 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: What's the Story?

Warm-up	<ul style="list-style-type: none"> Students are given basic information about the Texas Rangers and are asked to use their prior knowledge about the challenges of the era to make inferences about the role the Texas Rangers might play in addressing these challenges. There is an image students will use to help make inferences about the role of the Texas Rangers. The image depicts four rangers – some with rifles and on horseback. Slides 2 and 3 restate the directions, provide a larger view of the image, and a sentence stem 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 unit.
Lesson	<ul style="list-style-type: none"> <u>Reading Cards:</u> <ol style="list-style-type: none"> Students read eight short chronological passages for key events and information about the Texas Republic era. There are three levels of reading cards. The Foundations level provides a grade-level reading with bold words and phrases as reading supports. The grade level readings do not have the literacy cues for reading supports. The advanced readings have more challenging terms and phrasing at a higher Lexile level. These can be printed as a set for each student, for groups, tables, or stations, or hung around the room as a gallery walk. They can also be uploaded to a Learning Management System like Google Classroom for digital work. Slides 6 – 13 provide images that accompany each reading passage. <u>Worksheets:</u> Students will record the required information on their worksheets. <ol style="list-style-type: none"> Slides 6 - 13: Provide the title of each reading with images that accompany the readings. <u>Advanced:</u> Students create their own short, constructed responses to complete their timeline by recording the date or dates, key details, and significance of the events described in each reading. Advanced work requires the

	<p>students to explain the primary cause and effect of six significant events of the era.</p> <p>c. <u>Grade Level</u>: Students create their own short, constructed responses to record the date or dates and key information from the readings. They choose from two options provided for the most accurate description of the significance of each topic. Grade level work requires the students to choose THREE out of six given events for the era and explain the primary cause and effect of their chosen events.</p> <p>d. <u>Foundations</u>: Students complete their chart by choosing from two options provided for the most accurate description of the significance of each topic. Students choose 2 correct pieces of information related to each event out of 3 possible answers. Foundations work requires the students to choose THREE out of six given events for the era and then choose the correct multiple-choice option for the primary cause and effect of each of their chosen events.</p> <p>This assignment can be carried out by dividing students into eight groups and assigning each group one reading to read, record key information for, and present to the class for the class to take the key notes. It can also be carried out by going through all of the readings together (recommended for lower performing classes) or going through several readings together and then assigning the rest of the readings to the students to complete individually or in pairs. This lesson will take an average of two days to complete.</p> <p>NOTE: The warm-up and exit ticket can be used both days, as students will be able to provide a more complete answer to the questions on day two of the lesson.</p>
Exit Ticket	<ul style="list-style-type: none"> Students read six statements about the unit listed in a graphic organizer. Four of the statements are true. Students will circle or highlight the four statements that are most accurate about the unit. Slides 14 and 15 restate the directions and provide a sentence stem to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- *Cotton Field With Building in Background*. ca. 1922. Photograph. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/2001695615/>
- Texas Rangers, photograph, Date
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- The Texas Rangers in Pursuit of the Comanches, circa 1845. The Culver Pictures Collection. [Rangers Attack Comanches on Walnut Creek | Texas in Turmoil: Mapping Interethnic Violence, 1821-79](#)
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- 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/metapth5828/>: accessed April 18, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; His-oo-sán-chees, Little Spaniard, a Warrior by George Catlin. 1835. Smithsonian American Art Museum, Gift of Mrs. Joseph Harrison, Jr. [Smithsonian American Art Museum and its Renwick Gallery](#) [His-oo-sán-chees, Little Spaniard, a Warrior | Smithsonian Institution](#)
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- Map of the Santa Fe Expedition Route. This image was created using the Wikimedia Commons image: A Blank Map of Texas and edited to include information about the Mexican borders of Texas, and all entities that Texas shared a border with in 1840. This file is licensed under the [Creative Commons](#) Attribution-Share Alike [2.5 Generic](#), [2.0 Generic](#) and [1.0 Generic](#) license. https://commons.wikimedia.org/wiki/File:Texas_blank_map.svg
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