

Unit 6 The Republic of Texas: Unit Plan

13 estimated instructional days; 4 optional extension lessons (approximately 7 days total extension);

3 optional review days prior to assessment

Total length of all materials in the unit: approximately 23 days

Era Overview

When Texas emerged as an independent republic (1836-1845), the new nation faced tremendous challenges: the nation was deeply in debt and Mexico, who refused to recognize Texas independence, threatened to reconquer the region. The United States also refused Texas's request to be annexed to the United States. Texans thus began forging their own nation, built on the Texas-grown cotton that made up more than 90 percent of the Republic's exports.

As the first president of the Republic, Sam Houston worked to put the Lone Star Republic on stable ground. Houston sought peace treaties with various Indian tribes in Texas, attempted to have Texas recognized by the nations of Europe, and tried to solve the Republic's financial problems. But Houston discovered that no European nations would recognize Texas, largely because slavery remained legal in the Republic. As a result, the Texas nation could not secure loans and had trouble selling its cotton abroad, driving the Republic deeper into debt.

The second president, Mirabeau Lamar, attempted to fix these problems by taking Texas in a radically new direction. Instead of making peace with Texas Indians, Lamar declared war on them, driving most groups out of East Texas. Lamar also failed to get most European nations to recognize Texas and his wars against Texas Indians had driven up the Republic's debt dramatically. When the price of cotton collapsed in Texas during the late 1830s (further compounding the nation's economic woes), Lamar launched a mission to nearby Santa Fe, New Mexico, that ended in disaster, embarrassing the Republic. By the time Houston became president again during the early 1840s, challenges facing the Republic had made it difficult for Texas to defend itself. Mexico, indeed, invaded and took over San Antonio twice in 1842. As such, Houston pushed hard to have Texas annexed to the United States during the first half of the 1840s, an effort which finally succeeded under President Anson Jones in 1845.

Pacing

Era Overview

Unit Pacing by Day

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| 45 - 60 | What are the key events, major themes, and defining characteristics of the Republic of Texas era? | In this one-day lesson, students will identify and explain the key events, major themes, and defining characteristics of the Republic of Texas Era. | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Republic of Texas era was characterized by several challenges. The Mexican government did not recognize Texas independence, or the boundaries set by the Treaties of Velasco. Texas struggled to gain diplomatic recognition of its status as an independent nation because other countries did not want to risk war with Mexico. Texas struggled to gain commercial partners in part due to its slave-based economy. Texas struggled to address the debt that accrued during the Texas Revolution and in each Republic of Texas administration. Texas struggled to protect its land and people from potential Mexican incursions and attempts at reconquering the territory. The Republic of Texas government struggled to navigate the relationship between Anglos and American Indians in Texas. 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.</p> <p>Reading for key information, context, main ideas, and supporting evidence. Summarizing and paraphrasing key ideas in a text. Making observations, inferences, and predictions about a primary source image. Identifying different points of view held by people who experienced historical events in Texas history. Identifying the main idea and supporting evidence from a</p> | <p>Lesson:</p> <p>The Big Picture</p> |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| | | | primary source text. | |
| 45 – 60 | What primary source materials do historians use to learn about the Republic of Texas Era? What can we learn from these materials? | In this one-day lesson, students will analyze a variety of primary source excerpts to learn about some of the challenges facing the Republic of Texas from 1836 to 1845 and two options the government of the Republic of Texas had for addressing these issues. | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The defining characteristics of the Republic of Texas era included many economic challenges that the government struggled to address. Two of the most favorable options for addressing these challenges were either annexation to the United States or forming a trade partnership with Great Britain. One American point of view of Texas annexation was that annexing Texas would likely lead to war with Mexico, financial hardship placed upon the U.S., and the opposition of many Americans to the annexation of Texas. Much of what we know from history comes from a variety of primary source materials including journal entries, newspaper articles, and letters. Each of these types of sources can contain biases and specific points of view to keep in mind when learning from them.</p> <p>Analyzing primary source materials for content, bias, and points of view. Making a claim about a historical topic and using supporting evidence from a primary source text. Identifying, paraphrasing, and summarizing the main idea of a historical, primary source text. Making inferences about a historical time period based on primary source evidence.</p> | <p>Lesson:</p> <p>How do we know what we know?</p> |
| 90 - 120 With Optional Vocabulary Quiz: 30 – 45 minutes | What key terms do we need to know to be successful in this unit | In this two-day vocabulary lesson, students will identify, define and give an example of each vocabulary term within the context of the Republic of Texas | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Republic of Texas faced many challenges from 1836 to 1845 including mounting debt, struggles to gain diplomatic recognition and establish commercial relationships. The two primary solutions the Republic of Texas considered to address these challenges was first annexation to the United</p> | <p>Lesson:</p> <p>Vocabulary</p> <p>With Optional</p> |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| | | era. There is an optional 30-to-40-minute quiz that can accompany this lesson to assess comprehension of key terms and major themes. | <p>States and second forming a commercial alliance with England. 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. The primary obstacle to establishing a commercial alliance with Britain was that Britain did not want to do business with a slave-based economy.</p> <p>Reading for key information, context, main ideas, and supporting evidence. Identifying the definition and examples of key terms in the context of the Texas Revolution. Creating visual representations of key terms. Using the terms in the context of the unit Recognizing references to key terms in a primary source excerpt</p> | Vocabulary Quiz |
| 90 – 120 | What are the defining characteristics and most significant events of the Republic of Texas Era? | In this two-day lesson, students will identify and explain the causes, effects, and main details of key events of the Republic of Texas era. | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Republic of Texas faced many challenges during the nearly 10 years it existed as a nation. 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</p> | <p>Lesson:</p> <p>What's the story?</p> |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| | | | <p>inconsistent and at times violent.</p> <p>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</p> | |
| <p>45 – 60 (Reduced lesson)</p> <p>135 – 180 (Full Lesson)</p> <p>100 - 130 (Additional Extension Activities)</p> | Who were some of the key people of the Republic of Texas and why were they significant? | <p>This is a flexible lesson that can be presented in small portions over time, in several short lessons, or in one large, multi-day lesson. Students read passages about key individuals to determine their significance to the Republic of Texas. Additional Extension activities include an “I have/Who has” game, a “Dinner Party” Activity, and a one-page biographical fact sheet activity.</p> | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>There were many people from different backgrounds who played a significant role in the Republic of Texas including Sam Houston, Mirabeau Lamar, Anson Jones, Chief Bowles, John Coffee Hays, William Goyens, Mary Maverick, and José Antonio Navarro.</p> <p>There were additional people not designated in the TEKS but still relevant to key events of the Republic of Texas including Vicente Córdova, Alexander Somervell, Adrián Woll, and Stephen Pearl Andrews.</p> <p>The people above played roles in significant events of the Republic of Texas including the Córdova Rebellion, Council House Fight, Santa Fe Expedition, abolition, annexation, and Lamar’s Indian Wars.</p> <p>Reading for context, main ideas, and key information. Summarizing and paraphrasing significant information from a passage</p> | <p>Lesson:</p> <p>Who’s Who of the Republic of Texas</p> <p>With three optional Extension Activities</p> |
| 90 - 180 | What is the most significant information related to the key events of the Republic of Texas era? | In this two-day lesson, students will complete a graphic organizer worksheet recording key information related to significant events of the Republic of | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Many significant events occurred during the Republic of Texas era under the administrations of Sam Houston (two administrations), Mirabeau Lamar, and Anson Jones. Texas faced a number of challenges and experienced a number of significant events related to domestic issues including</p> | <p>Lesson:</p> <p>Events of the Republic of Texas</p> |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| | | Texas including the date, location, details, and significance of each event. | <p>debt, economic challenges, political instability, and relations with Texas Indian tribes. Texas also faced a number of challenges and events related to foreign issues including establishing and managing commercial and diplomatic relationships, and Texas annexation to the United States. Significant events of the era included the Córdova Rebellion, the Council House fight, the Santa Fe Expedition, the Somervell Expedition, the Mier Fight, and Texas annexation to the United States.</p> <p>Significant effects of the events of this era were an increase in Texas debt because of wars waged against the Texas Indians, military and naval spending, and multiple relocations of the Texas capital.</p> <p>Summarizing and paraphrasing (teachers can encourage students to do this for longer note passages)</p> <p>Note-taking</p> <p>Demonstrating cause and effect</p> <p>Identifying and explaining the significance of historical events</p> | |
| 45 – 60 Optional Extension Lesson | What was the Córdova Rebellion, who was involved, why did they rebel, and what was the result? | In this optional, one-day extension lesson, students dig deeper into the Córdova Rebellion by analyzing primary source materials related to the rebellion. <i>This lesson can be omitted without missing any required TEKS.</i> | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The increase in Anglo immigration into Texas following the Texas Revolution caused groups of Tejanos, Anglos, and Indians in east Texas to compete for land and resources in east Texas. Many long-time Tejano residents of east Texas opposed Texas independence and wanted Texas to return to Mexico under the Constitution of 1824. Many east Texas Indian tribes like the Cherokee were eager to secure land ownership rights in east Texas. In the Córdova Rebellion, Tejanos and their Indian allies joined forces to lead attacks against Anglo settlements in and around Nacogdoches. The Texas government sent a militia group to subdue the rebellion. The militia defeated the rebellion and pushed many Texas Indians out of the Republic of Texas.</p> | <p>Lesson:</p> <p>The Córdova Rebellion</p> <p>Extension lesson</p> |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| | | | <p>Identifying points of view and bias within a historic text.</p> <p>Reading for context, main idea, and supporting details.</p> <p>Evaluating and analyzing a primary source text.</p> <p>Summarizing and paraphrasing the main idea.</p> <p>Making a claim about a historic event based on a primary source text, and supporting the claim with textual evidence.</p> <p>Ordering historical events chronologically.</p> | |
| 45 - 60 | What was the Council House Fight? What were the causes and events of the Council House Fight, and why was it significant? | In this optional, one-day extension lesson, students will learn about the causes, key events, outcome and significance of the Council House Fight through an introductory reading passage and primary source excerpts from the memoirs of a young San Antonio woman named Mary Maverick. | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Comanche tribe dominated the Great Plains region of Texas as skilled warriors and hunters for more than 100 years before the Republic of Texas.</p> <p>Growing challenges to the Comanche led them to make an offer of peace to the Republic of Texas in March 1840 at the San Antonio Council House. A fight broke out between the Anglos and Comanches at the meeting over the return of Anglo captives. Almost all of the Comanches were either killed or captured. The Council House Fight increased tension between the Comanches and Anglos, and led to the largest Comanche raid in the history of the southwest in the Texan towns of Victoria and Linnville.</p> <p>Reading for comprehension, main ideas, and supporting evidence.</p> <p>Identifying cause and effect for a specific historical event.</p> <p>Identifying the significance of a historical event.</p> <p>Creating visual representations of historical events based on primary source excerpts.</p> | <p>Lesson:</p> <p>The Council House Fight Extension Lesson</p> |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| 45 – 60 | What were the goals, key events, significant challenges, and outcome of the Santa Fe Expedition? | In this optional one-day extension lesson, students will analyze 5 primary source excerpts about the Santa Fe Expedition to get a firsthand account of the key events, major challenges, and outcome of the expedition. Students will also identify and evaluate the author's opinion of the expedition. | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>President Mirabeau Lamar ordered the Santa Fe Expedition without the consent of congress to establish trade with Santa Fe and to persuade New Mexico to join the Republic of Texas. The Santa Fe Expedition faced a number of challenges including shortages of food and water, illness, Texas Indian attacks, becoming lost, and eventually arrest and imprisonment by the Mexican military in Santa Fe. Expeditioners were marched nearly 2000 miles to Mexico City and then Veracruz where they were imprisoned in the infamous Perote prison until their release several months later. The Santa Fe Expedition was an embarrassing failure for Texas and the Lamar administration.</p> <p>Reading for main ideas and supporting evidence. Making inferences and conclusions about a topic based on a primary source text. Identifying and analyzing an author's point of view in a primary source text.</p> | <p>Lesson:</p> <p>The Santa Fe Expedition Extension Lesson</p> |
| 45 – 90 45 Lesson time 45 Student Activity (can be completed outside of class) | What were the significant events of the Somervell Expedition and Mier Fight in chronological order, and what was the outcome? | In this optional, one- or two- day extension lesson, students will read a chronological timeline of the events of the Somervell Expedition and Mier Fight, then create a written or visual representation of the events from one or more specific points | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>In response to the two Mexican invasions of Texas in 1842, Sam Houston authorized a group of volunteers under Alexander Somervell to invade Mexico if there was a reasonable chance of success according to Somervell. The Somervell Expedition raided and took over the towns of Laredo and Guerrero along the Rio Grande border. A separate group then continued without authorization. They were defeated at the Mier Fight and imprisoned in Mexico. These events highlight Texas' military weakness</p> | <p>Lesson:</p> <p>The Somervell Expedition and the Mier Fight Extension Lesson</p> |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| | | of view. | and inability to protect its borders and territory during the Republic of Texas era. Reading comprehension Considering and evaluating multiple points of view regarding a specific historical event in Texas history Creating a visual or written representation of significant events in chronological order. | |
| 45 - 60 | What were the terms the United States government set for Texas annexation, and how did they affect both Texas and the U.S.? | In this one-day lesson, 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. | <i>Students will know the following information and develop the following skills based on TEKS standards:</i> 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. 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. | Lesson: Texas Annexation |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| 45 - 60 | How has Texas' ownership of its public lands benefitted Texas and Texans since annexation to the United States? | In this one-day lesson, students will be able to identify and explain four of the benefits of Texas maintaining ownership of its public lands as a result of the terms of its annexation to the United States in 1845. | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Texas ownership of its public lands as a result of the terms of Texas' annexation to the United States has greatly benefitted Texas and Texans since 1845.</p> <p>Texas ownership of its public lands provides revenue that supports public education, veterans, and government functions.</p> <p>Using contemporary data to evaluate the effects of a historical topic (Texas public land ownership)</p> <p>Identifying the main idea and supporting evidence for a historical claim</p> <p>Organizing information for historical writing</p> <p>Writing a complete one-paragraph essay based on a topic with supporting evidence from contemporary data based on a historical topic.</p> | <p>Lesson:</p> <p>Texas Today</p> |
| 45 - 60 | What were some of the significant effects of Texas' annexation to the United States that we will learn more about in the next unit? | In this one-day lesson, students will be able to identify and explain different points of view regarding Texas' annexation to the United States, and the significant effects of annexation on Texas, Mexico, and the United States that led to the U.S. - Mexico War. | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Texas' annexation to the United States increased tension between the United States and Mexico as the government of Mexico viewed annexation as an act of war by the U.S. against territory that the Mexican government declared rightfully belonged to Mexico.</p> <p>U.S. President Polk's goal of expanding the United States to the Pacific Coast was the result of Polk wanting easier access to Asian markets and the general belief that it was America's "Manifest Destiny" to expand across the continent.</p> <p>Identifying and summarizing the main idea or primary argument of a reading and providing evidence to support a claim.</p> <p>Identifying and understanding different points of view</p> | <p>Lesson:</p> <p>Looking Ahead</p> |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| | | | <p>about a historical topic.</p> <p>Demonstrating understanding of cause-and-effect relationships.</p> <p>Determining point of view based on a primary source quote from a significant historical figure.</p> <p>Making a prediction based on current knowledge.</p> | |
| 45 – 60 | What significant information do we need to know to be successful on the unit 6 test: The Republic of Texas? | In this one-day review lesson, students will review key information including the major themes of the unit, key people, places, and events, and the significance of this era to Texas history to review for the Unit 6 test. | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Texans supported annexation because they believed it would help Texas resolve its growing debt, secure its borders, and stabilize its government and economy.</p> <p>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.</p> | <p>Lesson:</p> <p>Study Guide & Flash Cards</p> <p>Review</p> |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| 45 – 60 | How do the key terms and concepts from Unit 6: The Republic of Texas connect to each other? | In this one-day review lesson, students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to visualize how information from the unit is connected by making connections between terms on a mind map. | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Republic of Texas era was characterized by Texas’ struggles to address the numerous political, economic, military, and diplomatic challenges that faced the young republic. The administrations of presidents Sam Houston, Mirabeau Lamar, and Anson Jones each attempted to address Texas’ challenges. Significant events of the era included the Córdova Rebellion, Council House Fight, Santa Fe Expedition, Mexican army invasions and occupations of San Antonio, attempts at annexation to the United States, challenges in achieving diplomatic recognition and establishing commercial partnerships, and conflicting political viewpoints regarding Texas’ relationship with Indian tribes. Significant people included the Texas presidents Sam Houston, Mirabeau Lamar, and Anson Jones. Other notable figures include John “Jack” Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, and José Antonio Navarro.</p> <p>Connecting terms and concepts from across the entire unit. Justifying and providing rationalizations for those connections. Providing debate or arguments based on facts for the correct or best placement of terms that fit into several categories on student Mind Maps. Creating a visual representation of Social Studies information.</p> | <p>Lesson:</p> <p>Mind Mapping Review</p> |
| 45 – 60 | What key terms and concepts do we need to know to be successful on our unit 6 test? | In this one-day review lesson, students review key terms, ideas, people, places, events, and major themes of the Republic of Texas Era by playing a game of | <p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Republic of Texas era was characterized by Texas’ struggles to address the numerous political, economic, military, and diplomatic challenges that faced the young republic. The administrations of presidents Sam Houston, Mirabeau Lamar, and Anson Jones each attempted to</p> | <p>Lesson:</p> <p>Bingo Game Review</p> |

| Minutes | Essential Questions | Description | Student Learning Experiences | Lesson |
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| | | Bingo using terms from the unit and clues about each term | <p>address Texas' challenges. Significant events of the era included the Córdova Rebellion, Council House Fight, Santa Fe Expedition, Mexican army invasions and occupations of San Antonio, attempts at annexation to the United States, challenges in achieving diplomatic recognition and establishing commercial partnerships, and conflicting political viewpoints regarding Texas' relationship with Indian tribes. Significant people included the Texas presidents Sam Houston, Mirabeau Lamar, and Anson Jones. Other notable figures include John "Jack" Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, and José Antonio Navarro.</p> <p>Study and review of key concepts Identifying information based on key words and phrases</p> | |

