

Unit 3: The Spanish Colonial Era

7th Grade Lesson Plan: Looking Ahead

(45 – 60 minutes)

Objective	<p>Students will use several primary source excerpts to examine and analyze the social, political, and economic situation concerning Texas in 1821. Students will identify several challenges that Texas posed to the Mexican government and make predictions about ways in which Mexico can address these challenges.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine the social and economic situation in Texas in 1821 and identify the specific challenges that Texas posed to the newly formed government of Mexico. 2. <u>I will</u> read primary source excerpts to identify specific challenges related to Texas and answer comprehension questions about each excerpt.
Key Concepts	<ul style="list-style-type: none"> • The Mission Presidio System failed to strengthen Spain’s claim to Texas. • The War for Mexican Independence further decreased Spain’s presence and strength in Texas. • In 1821, Mexico faced a number of challenges in the new country, the principal challenge being the weak position of Texas.
Skills	<ul style="list-style-type: none"> • Reading for specific information and for context. • Analyzing primary source documents for historical information and bias. • Making inferences and conclusions about a historical topic based on primary source evidence. • Making predictions about events based on prior knowledge and primary source information.
Essential Questions	<p>How did the Spanish Colonial Era affect Texas and its population?</p> <p>How did Texas pose a challenge to the government of Mexico in 1821?</p>
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students read an excerpt from a San Antonio newspaper in 1813 to draw conclusions and make inferences about

	<p>life in San Antonio during the War for Mexican Independence.</p> <p>Lesson</p> <ul style="list-style-type: none"> • Students read a passage reviewing the defining characteristics of the Spanish Colonial Era and examine the effect Spain’s failure to strengthen Texas before and during the War for Mexican Independence. • Students read primary source excerpts from the last Spanish governor to the government of New Spain explaining the desperate situation of Texas, asking for help, and warning the government that the consequences of not supplying aid could be disastrous for Texas and its people. • Students read a primary source excerpt from a government report on the challenges facing Mexico in 1821 – the primary challenge being the weak position of Texas in Mexico. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students choose from three possible options that the Spanish government could make regarding how to address the challenges posed by Texas’ weak position in the country. Students justify their answer by explaining why Spain might make that choice.
<p>Materials</p>	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) 2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
<p>Differentiation</p>	<ol style="list-style-type: none"> 1. Scaffolding including classwork and readings at three different levels of academic ability 2. Visuals representations of directions 3. Chunking text information and readings 4. Sentence Stems 5. Reduction in answer choices 6. Answer options in short, constructed response questions. 7. Literacy supports including bold information in readings.

TEKS

- **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 Spanish Colonial.
- **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 the historical context surrounding an event that influenced the participants.
- **7.20(E)** Formulate and communicate visually, orally, or in write a claim supported by evidence and reasoning related to a social studies topic.
- **7.23(B)** Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution.

Teacher Guide: Looking Ahead

<p>Warm-up</p>	<ul style="list-style-type: none"> • Students read an excerpt from an 1813 San Antonio newspaper which details the social and economic situation for the average person in San Antonio at the time. • Students consider the article and make inferences about what life was like for the average Tejano living in Texas at the time. • Slides 3 and 4 restate the directions for the warm-up and provide sentence stems to guide student responses when sharing with the class. • Slides 5 and 6 provide the essential question and the “We will / I will” statements for the lesson.
<p>Lesson</p>	<p><u>Part I: Transitioning to a New Era</u></p> <ul style="list-style-type: none"> • Students read a passage that reviews the defining characteristics and key events of the Spanish Colonial Era. • The passage concludes with how the Spanish Colonial Era affected the social, political, and economic situation of Texas after the War for Mexican Independence. It demonstrates that Texas posed a significant challenge for Mexico in 1821. • Students respond to comprehension questions about the characteristics and significance of the era. • Slide 7 shows an image of the presidio at La Bahia to accompany this reading. <p><u>Part II: What’s Going on in Texas?</u></p> <ul style="list-style-type: none"> • Part 2 introduces several problems or issues facing Mexico when it became a country in 1821 including a lack of national identity, potential threats from nations including Russia, Spain, and the U.S., and most importantly the weakness of Mexico’s position in Texas. • Students examine a primary source excerpt of a letter from the last Spanish governor of Texas to the government of New Spain detailing the desperate situation in Texas. He explains how people are poor, in debt, starving, and under attack from Texas Indian tribes. He warns that if measures are not taken soon, the result could be disastrous for Texas and the people living there. • Students answer comprehension and inference questions about the excerpts.

	<ul style="list-style-type: none"> • Slide 8 provides a larger version of the 1821 political map of Mexico that students have on their worksheet. <p><u>Part III: Mexico, We Have a Problem:</u></p> <ul style="list-style-type: none"> • Students read a short passage providing context for the primary source document in this segment. The passage explains many challenges facing Mexico in 1821, including lack of national identity, a large expanse of isolated states, potential threats from the U.S., Russia, and Spain, and above all the weak position of Texas in Mexico. • Students then read an excerpt from a government report on the challenges facing Mexico. The report states that the most important challenge is the issue of Texas. • Students answer comprehension, inference, and prediction questions about the excerpt and what Mexico’s response might be to this challenge. • Slide 9 presents the political map of Mexico in 1821 again with a magnifying glass focusing on Texas. • Advanced: Students read longer primary source passages and answer 2 – 5 short, constructed response questions for each excerpt. • Grade Level: Students read primary source passages that have been divided into individual segments and answer 1 – 3 short, constructed response and multiple-choice questions about the excerpts. • Foundations: Students read primary source passes that have been divided into individual segments and present significant information in bold lettering. Students answer 1-3 multiple-choice questions or short, constructed response questions with sentence stems and answer options provided.
<p>Exit Ticket</p>	<ul style="list-style-type: none"> • Students are given an answer bank of three options for Mexico’s potential response to its weak position in Texas. • Responses include: <ul style="list-style-type: none"> - Mexico will probably encourage Mexican citizens in other parts of the country to move to Texas - Mexico will probably open Texas to immigration from other countries like the United States. - Mexico will probably try to sell the lands in Texas to another country like Spain or the U.S.

- Students circle or highlight the option they think Mexico is most likely to take, and then explain their answer.
- Slides 10 and 11 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Martínez, Antonio, Juan Ruiz de Apodaca, Félix D. Almaráz, James H. Sutton Jr and Sylvia Leal Carvajal Collection, and University of Texas at San Antonio Research Center for the Arts and Humanities. 1983. *Letters from Gov. Antonio Martinez to the Viceroy Juan Ruiz de Apodaca*. San Antonio, Tex.: Research Center for the Arts and Humanities, University of Texas at San Antonio.
- Texas State Historical Association. The Southwestern Historical Quarterly, Volume 53, July 1949 - April, 1950, periodical, 1950; Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph101126/>: accessed November 14, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- Texas State Historical Association. The Southwestern Historical Quarterly, Volume 39, July 1935 - April, 1936, periodical, 1936; Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph101095/>: accessed November 14, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- Hicks, William. *Presidio La Bahia*. June 24, 2018. Photograph. University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>. <https://texashistory.unt.edu/ark:/67531/metaph1025137/>.
- Map of the Political Divisions of Mexico, 1821. [Instituto Nacional de Estadística y Geografía](https://www.instituto-nacional-de-estadistica-y-geografia.gob.mx/). This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](https://creativecommons.org/licenses/by-sa/3.0/) license. [https://commons.wikimedia.org/wiki/File:Political_divisions_of_Mexico_1821_\(location_map_scheme\).svg](https://commons.wikimedia.org/wiki/File:Political_divisions_of_Mexico_1821_(location_map_scheme).svg)
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