

Unit 3: The Spanish Colonial Era

7th Grade Lesson Plan: Mexican Independence and the Filibusters

(45 – 60 minutes)

Objective	<p>Students will examine the causes, key events, people, and the significance of the War for Mexican Independence. Students will be able to identify five filibusters who migrated to Texas during this time, explain their motivation for entering New Spain, and how their presence influenced Spanish Texas especially as it related to the War for Mexican Independence.</p> <ol style="list-style-type: none"> 1. <u>We will</u> read five short passages explaining the causes, events, people, outcome, and significance of the War for Mexican Independence. 2. <u>I will</u> read each passage, use the context to determine vocabulary meanings, and answer a comprehension question.
Key Concepts	<ul style="list-style-type: none"> • The War for Mexican Independence was primarily caused by deep dissatisfaction over the unjust caste system in New Spain. • This era in world history was influenced by several revolutions to overthrow monarchies and instill democratic governments by the people. • The War for Mexican Independence caused significant damage to the population of Texas with events like the Battle of Medina – the deadliest battle in Texas history. • Filibusters were men primarily from America who entered Texas during this period for a variety of reasons including fighting for Mexican Independence and economic gain. • The outcome of the War for Mexican Independence was that Mexico became a country in 1821.
Skills	<ul style="list-style-type: none"> • Reading for specific information and for context. • Identifying cause and effect relationships between historical events. • Summarizing and paraphrasing information from a reading passage. • Formulating complete written responses based on a text.

Essential Questions	<p>What were the key events and who were the significant people of the War for Mexican Independence?</p> <p>What was the result of the war, and how did it affect Texas?</p>
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students will make predictions about why the people of New Spain might have wanted to fight the War for Mexican Independence, which groups were likely fighting, who might have been their allies, what the likely result of the war was. <p>Lesson</p> <ul style="list-style-type: none"> Students read short passages, outlining and providing an explanation for the events that caused the war, the significant events of the war, and the effect of the war. Each reading includes a segment of matching 4 – 6 academic vocabulary words with their definitions in the context of the reading and at least one comprehension question. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students identify the two most significant effects of the war out of a list of five options. This is based on the multi-select item type from the new 8th grade Social Studies STAAR test.
Materials	<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
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visuals representations of directions Chunking text information Sentence Stems and answer options for open-ended questions.

	<ol style="list-style-type: none"> 5. Reduction in answer choices 6. Advanced and grade level reading passages. 7. Reading supports including significant information in bold.
TEKS	<ul style="list-style-type: none"> • 7.01(B) Explain the significance of the following dates: 1821, independence from Spain. • 7.02(D) Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, Jose Gutierrez de Lara, and the Battle of Medina. • 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.

Teacher Guide: Mexican Independence and the Filibusters

Warm-up	<ul style="list-style-type: none"> Students will predict the answer to the following questions about the War for Mexican Independence: <ul style="list-style-type: none"> Why would people likely have fought this war? Who (which groups) will probably be fighting in this war? What will the outcome of the war probably be? Slides 3 and 4 restate the directions and provide sentence stems to guide student responses when sharing with the class. Slides 5 and 6 present the essential questions for the lesson and provide the “We will / I will” statements for the lesson.
Lesson	<ul style="list-style-type: none"> Students will read a series of passages about the War for Mexican Independence, match terms from the reading with their most accurate definition in the context of the reading and answer a comprehension question about each passage. Each reading passage has a corresponding image on the slideshow to provide visuals for the reading. Passage 1: Introduction – This gives background information on what was happening in Texas, New Spain, and the world at the time of the War for Mexican Independence. (Slides 7 - 10) Passage 2: Causes of the War for Mexican Independence – this segment reviews New Spain’s caste system. (Slides 11 and 12) Passage 3: The War Begins! – This passage explains Father Miguel Hidalgo y Costilla’s role in beginning the rebellion against New Spain. (Slides 13 and 14)) Passage 4: Filibusters in Texas – this passage reviews who the filibusters were and introduces the following filibusters: Philip Nolan, the Gutierrez-Magee Expedition, Jean Lafitte, and Dr. James Long. (Slides 15 and 16) Passage 5: The War Ends – explains the guarantees in the Plan of Iguala and the establishment of Mexico as a country as a result of the Treaty of Cordoba. (Slides 17 and 18)

	<p><u>Differentiation</u></p> <ul style="list-style-type: none"> • <u>Advanced</u>: Students answer short-constructed response questions to summarize and explain key information from the readings. • <u>Grade Level</u>: Students answer short-constructed response questions and multiple-choice questions. • <u>Foundations</u>: Students answer multiple-choice questions with answer choices eliminated, complete the matching portions with 2 answers given, and complete the short-answer responses with sentence stems and options provided for finishing each response.
Exit Ticket	<ul style="list-style-type: none"> • Students answer a multiple-choice question identifying two significant effects of the War for Mexican Independence. This question is based on the new multi-select item type on the 8th Grade Social Studies STAAR. • Slides 20 and 21 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Antonio Vanegas Arroyo , Publisher, and José Guadalupe Posada. *Viva la República! Viva el Cura Hidalgo! Una página de gloria*. Mexico, None. [Mexico city: antonio vanegas arroyo, between 1890 and 1913] Photograph.
<https://www.loc.gov/item/99615902/>
- Cary, John, ca. 1754-1835. A new map of North America from the latest authorities., map, 1806; London, England.
(<https://texashistory.unt.edu/ark:/67531/metapth187373/>: accessed November 11, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting University of Texas at Arlington Library.
- Washington Crossing the Delaware by Emanuel Leutze. Metropolitan Museum of Art. This file is made available under the [Creative Commons CC0 1.0 Universal Public Domain Dedication](#).
[https://commons.wikimedia.org/wiki/File:Washington_Crossing_the_Delaware ME T DP245003FXD.jpg](https://commons.wikimedia.org/wiki/File:Washington_Crossing_the_Delaware_ME_T_DP245003FXD.jpg)
- Morelos breaks into the siege of Cuautla, 2-5-1812, Daniel del Valle & Buznego y Cía (1910) a postcard by Daniel del Valle.
[https://commons.wikimedia.org/wiki/File:Morelos_irrumpe_en_el_sitio_de_Cuautla , 2-5-1812, Daniel del Valle %26 Buznego y C%C3%ADa \(1910\).jpg](https://commons.wikimedia.org/wiki/File:Morelos_irrumpe_en_el_sitio_de_Cuautla,_2-5-1812,_Daniel_del_Valle_%26_Buznego_y_C%C3%ADA_(1910).jpg)
- Mural with Father Miguel Hidalgo under the bridge over the intersection of Congreso de la Union and Servando de Mier in Mexico City, 2009. This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license.
<https://commons.wikimedia.org/wiki/File:HidalgoBridgeCongresoDF.JPG>
- Blank map of Texas, edited to include the approximate location of Medina, Texas. This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license. https://commons.wikimedia.org/wiki/File:Texas_blank_map.svg
- The [Medina River](#) at Medina River Natural Area in San Antonio, Texas, United States. 2015. Photograph by Larry D. Moore. This file is licensed under the [Creative Commons Attribution 4.0 International](#) license
https://commons.wikimedia.org/wiki/File:Medina_River_Natural_Area.jpg
- Political divisions of Mexico 1821 (location map scheme) This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) 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)