

# Unit 5: The Texas Revolution

## 7<sup>th</sup> Grade Lesson Plan: Looking Ahead

(45 – 60 minutes)

<b>Objective</b>	<p>Students will be able to explain four significant challenges the Republic of Texas faced in 1836, give the cause and possible outcome of each challenge, and make predictions about the outcome of potential annexation to the United States of America.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine four specific challenges that Texas faced following the Texas Revolution and examine a primary source excerpt giving one point of view of how Texas tried to address these challenges.</li> <li>2. <b><u>I will</u></b> answer questions about each challenge, making inferences and predictions about the likely significance and outcome of each one.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Texas faced a number of challenges after the Texas Revolution including economic issues related to war-debt, rebuilding destroyed property and communities, the struggle to gain international recognition of Texas independence from Mexico, and the Mexican government's refusal to acknowledge Texas independence.</li> <li>• One option for addressing these challenges was annexation to the United States of America. Most Texans favored this option in 1836.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying cause-and-effect relationships between historical events</li> <li>• Making predictions about historical outcomes based on historical information and evidence</li> <li>• Making inferences, observations, and predictions about a historical event based on a primary source text.</li> </ul>
<b>Essential Questions</b>	<p>What challenges did Texas face after the Texas Revolution? What was one way Texas attempted to address these issues?</p>
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students make observations about a map showing the political borders of the Republic of Texas, Mexico, and the</li> </ul>

	<p>United States in 1836. Students formulate questions related to the map.</p> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students identify four challenges the Republic of Texas faced in 1836, identifying the cause and possible effects of each challenge. Students analyze a primary source excerpt from a newspaper article presenting information about the vote on Texas annexation to the United States.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students will answer three short, constructed response questions explaining one challenge Texas faced in 1836, explaining one way Texas attempted to address the challenges, and making a prediction about what they think they are likely to see in the next unit: The Republic of Texas.</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> <li>Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visual representations of directions</li> <li>Chunking text information</li> <li>Sentence Stems and response options for short, constructed response questions</li> <li>Vocabulary support for primary source excerpts</li> <li>Reduction in writing</li> <li>One answer option eliminated in multiple-choice questions</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</li> </ul>

	<p>dividing the past into eras, including Republic, and Early Statehood.</p> <ul style="list-style-type: none"> <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(A)</b> 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.</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> <li>• <b>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.21(A)</b> Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.</li> </ul>
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## Teacher Guide: Looking Ahead

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students examine a map of the political boundaries of the Republic of Texas and its borders with Mexico and the United States in 1836. Students make observations about the map and formulate at least one question they have about the information presented in the map.</li> <li>• When discussing student responses in class, topics to pose to students can include the meaning of “disputed territory” and have students to consider why the land was in dispute and who was likely to be involved in the dispute; students can be asked to identify what forms the border of the Texas Republic and the disputed territory of the Texas Republic, identifying the significant rivers that played a part in the political borders.</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 the “We will / I will” Statements for the lesson.</li> </ul>
<b>Lesson</b>	<ul style="list-style-type: none"> <li>• The student worksheet provides short readings on four significant challenges facing the Republic of Texas in 1836. These challenges include:             <ul style="list-style-type: none"> <li>- The Mexican government’s refusal to acknowledge Texas independence.</li> <li>- Economic issues facing the young republic including enormous debt from the war.</li> <li>- The challenge of rebuilding communities after the destruction of the war and the fact that many Texans had lost everything during the war.</li> <li>- Texas’ struggles to gain international recognition as a nation.</li> </ul> </li> <li>• Slide 6 provides an enlarged view of the map showing the political borders of the Republic of Texas in 1836.</li> <li>• The worksheet concludes with a segment titled, “Addressing the Challenges in Texas” in which students analyze a primary source excerpt from a Texas newspaper explaining the outcome of the vote on annexation. For additional reference: the outcome of the vote on Texas annexation to the U.S. was 3,200 in favor of annexation and</li> </ul>

	<p>91 against, displaying approximately 97% approval of annexation.</p> <ul style="list-style-type: none"> <li>• Slide 7 provides a map of the political borders of the United States, Mexico, and Republic of Texas in 1836 to accompany discussion and student work on this portion of the lesson.</li> <li>• As students answer the final question predicting the U.S. response to Texas' desire to join the union, topics for consideration and class discussion could include             <ul style="list-style-type: none"> <li>- Would the U.S. want a new state with that much debt</li> <li>- Would Mexico's declaration that Texas was still a Mexican territory influence the U.S. decision to approve Texas annexation?</li> <li>- How would Mexico likely respond if Texas joined the United States?</li> </ul> </li> <li>• <u>Advanced work</u>: students will answer short, constructed response questions by making observations, inferences, and predictions about events related to challenges facing the Republic of Texas in 1836.</li> <li>• <u>Grade Level work</u>: students will answer questions by making observations, inferences, and predictions about events related to challenges facing the Republic of Texas in 1836. Types of questions include multi-select questions, multiple-choice questions, and short, constructed response questions with sentence stems provided to guide student responses.</li> <li>• <u>Foundations work</u>: students will answer questions by making observations, inferences, and predictions about events related to challenges facing the Republic of Texas in 1836. Types of questions include multi-select questions, multiple-choice questions, and short, constructed response questions with sentence stems and response options provided to guide student responses. Multiple-choice and multi-select questions have one answer option eliminated.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students respond to three short, constructed response questions explaining one challenge Texas faced as a new republic, one way Texas attempted to address this challenge, and providing a prediction for what they believe might happen in the next unit as a result of what they learned in the day's lesson.</li> </ul>

	<ul style="list-style-type: none"> <li>Slides 8 and 9 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>
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## Primary Sources and Other Resources Used

- G.& T.H. Borden. Telegraph and Texas Register (Columbia, Tex.), Vol. 1, No. 37, Ed. 1, Wednesday, November 9, 1836, newspaper, November 9, 1836; Columbia, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth47901/>: accessed April 2, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- "A Map of Mexico and the Republic of Texas", map, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth31647/>: accessed April 2, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- Map of the Republic of Texas 1836 – 1845. This is a *retouched picture*, which means that it has been digitally altered from its original version. Modifications: *Placement of the "Nueces R." label made it look like it was for the Medina river rather than the Nueces. Moved and added "Medina R." label.* The original can be viewed here: [Wpdms republic of texas.svg](https://commons.wikimedia.org/wiki/File:Wpdms_republic_of_texas.svg) Permission is granted to copy, distribute and/or modify this document under the terms of the [GNU Free Documentation License](https://www.gnu.org/licenses/old-licenses/gpl-2.0.en.html), Version 1.2 or any later version published by the [Free Software Foundation](https://www.gnu.org/licenses/old-licenses/gpl-2.0.en.html); with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled [GNU Free Documentation License](https://www.gnu.org/licenses/old-licenses/gpl-2.0.en.html).  
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- Map of the States and Territories of the United States of America, 1845. Permission is granted to copy, distribute and/or modify this document under the terms of the [GNU Free Documentation License](https://www.gnu.org/licenses/old-licenses/gpl-2.0.en.html), Version 1.2 or any later version published by the [Free Software Foundation](https://www.gnu.org/licenses/old-licenses/gpl-2.0.en.html); with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled [GNU Free Documentation License](https://www.gnu.org/licenses/old-licenses/gpl-2.0.en.html).  
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