

Course: Texas History			Designated Six Weeks: Second		
Unit: Mexican National			Days to teach: 14		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks

(1) History. The student understands traditional historical points of reference in Texas history.

(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; <u>Mexican National</u> ;	<p>Established the first constitutional government of Mexico that was patterned after U.S. Constitution with some exceptions (i.e., state supported church)</p> <p>Santa Anna quickly abolished this constitution and established a strong central government which ultimately leads to the Texas Revolution</p> <p>Established a federal system of government—a system in which separate states form a national government and hold most of the power while the national government holds less power. (Federal System vs. Central System)</p>	Identify and describe the defining characteristics of the Mexican National era.		<p>ELPS: 1C, 2E, 3J,</p> <p>Student created graphic organizers such as a circle graph describing the era.</p>	
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(1) History. The student understands traditional historical points of reference in Texas history.

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods	1821-1836 Mexican National Era	Create a timeline showing the significant events and individuals of the Mexican National Era		<p>ELPS: 1A, 4D, 4F</p> <p>Use a book walk to activate prior knowledge</p>	
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(1) History. The student understands traditional historical points of reference in Texas history.

(C) explain the significance of the following dates: 1519,	In the early 1820's Mexican officials hoped to establish a different form	Why is the year 1821 significant?		<p>ELPS: 1C</p> <p>Student will create a t-</p>	
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mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, <u>independence from Spain</u> ;	of colonization other than missions by offering large areas of land to attract permanent settlers. In January, 1821, Moses Austin acquired the right to settle 300 Catholic families from Louisiana on the Brazos River. When he died, his son, Stephen F. Austin assumed the contract and the first settlers arrived in late 1821.			shirt commemorating the year 1821.	
(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.					
(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;	<p>Texas became a part of the independent nation of Mexico. The Mexican Revolution ruined the economy and drained the resources of Texas. It greatly decreased the Tejano population and led to increased moves to colonize Texas.</p> <p>Jose Gutierrez de Lara- attacked Texas and hoped to use Texas as a base from which to continue fighting for Mexican independence. He formed the Republican Army of the North.</p> <p>Battle of Medina-fought between the Republican</p>	<p>Explain how the Constitution of 1824 contributed to the Texas Revolution.</p> <p>Identify reasons why Mexico wanted to declare independence from Spain.</p>	<p>Cede Republic Diplomat Filibusters federalism Siege</p>	<p>ELPS: 5A, 5C, 5F,</p> <p>Student created written conversations between an individual in favor of Spanish rule and an individual in favor of Mexican Independence</p> <p>Class debate over whether or not Mexico should declare independence from Spain</p> <p>Student created graphic organizer comparing and contrasting the Mexican constitution of 1824 with the US Constitution</p>	<p>On shared folder: Quickwrite Comparing constitutions</p> <p>Jose Gutierrez de Lara bio</p> <p>Battle of Medina</p> <p>Constitution of 1824</p> <p>State Colonization Law of 1825</p>

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	<p>army of the North and General Arredondo. It was the bloodiest battle to ever occur on Texas soil.</p> <p>Mexican Federal Constitution of 1824- Constitution adopted after Mexican Independence. It was patterned after the US Constitution and was supported by most Texans. It created a federalist government that divided power among three branches. Established Roman Catholicism as the official religion of Mexico.</p> <p>Merger of Coahuila y Texas-Coahuila y Texas was formed by the Constitution of 1824. Many settlers disliked the decision because the capital was far from Texas so it was hard for Texans to participate in local government.</p> <p>State Colonization Law of 1825-empresarios were granted 67,000 acres of land for every 200 families; heads of household were given</p>				
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	<p>4,428 acres for \$30 and were exempt from paying taxes for 10 years. It caused a huge wave of immigration to Texas.</p> <p>Slavery-The Guerrero Decree ended slavery in Mexico. Texas slaveholders protested this decree saying that their businesses and farms depended on the labor of the slaves.</p> <p>Mexican Federal Constitution of 1824</p> <p>Liberal leaders in Mexico established a republic in Mexico on Oct. 4, 1824, which operated under the Federal Constitution of the United States of Mexico. Under the Constitution, central government was weak and states controlled their own affairs. The states of Coahuila and Texas were united as one “Coahuila y Texas” as a result of federal, not state, action. Santa Anna abolished the Federal Constitution in May 1834 and began imposing a centralist</p>				
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	<p>government. Oppositionists in Texas announced their loyalty to the Constitution of 1824, and Santa Anna moved troops into the area to still the rebellion. Delegates to the Texas Constitutional Convention of 1836 drafted a new constitution to govern the republic they sought to create, declaring as one of their grievances the overthrow of the Constitution of 1824 by Santa Anna.</p>				
(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.					
(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and	<p>Moses Austin first proposed a settlement of 300 families in Texas to the Spanish governor of Texas in 1820. Austin died before his dream could be realized, but his son, Stephen F. Austin followed through on his father’s plan</p> <p>Stephen F. Austin Is considered to be the Father of Texas due to his continued efforts to settle the territory. He father, Moses Austin, contracted with the Spanish government to colonize a portion of northern</p>	Explain the importance of Stephen F. Austin’s contributions to the settlement of Texas.	<p>Financial panic Depression Cotton gins Land titles Militia empresario</p>	<p>ELPS: 3C, 3D, 3E, 3F, 3G, 3H, 3I</p> <p>Student created presentation on the importance and impact of the empresarios.</p>	<p>On shared folder: Empresarios wanted Austin’s portrait OPTIC</p> <p>Letters to Austin lesson</p> <p>Biography links:</p> <p>Moses Austin:</p> <p>Stephen F. Austin</p> <p>Erasmo Seguín</p> <p>Martin de Leon</p> <p>Green De Witt</p>

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	<p>Mexico. When Moses died, the contract transferred to Stephen. By 1825, Austin settled the Old 300 on the Brazos and Colorado Rivers. In 10 years, he helped more than 1500 families settle in Texas.</p> <p>Erasmio Seguin held many political positions in Texas while Texas was under Mexican control and continued his government involvement when Texas became independent. He notified Moses Austin that his petition for a colony had been accepted in 1821. He also served as the deputy for Texas in the National Congress of Mexico and as a Texas representative to the Mexican Congress that wrote the Constitution of 1824.</p> <p>Martin De Leon was the only Mexican empresario to found a colony in Texas. He petitioned the Mexican government in San Antonio for the right to establish a colony in 1807 but was denied. The</p>				
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	<p>Mexican government finally approved his petition to form a colony in 1824, and he founded the town of Nuestra Senora Guadalupe de Jesus Victoria. De Leon was one of the first trail drivers in Texas.</p> <p>Green DeWitt was awarded a grant on April 15, 1825 to settle 400 colonists on the Guadalupe River. Because of his efforts, he is considered the second most successful Texas empresario after Stephen F. Austin.</p>				
2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.					
(F) contrast Spanish, Mexican and Anglo purposes for and methods of settlement in Texas	<p>Spanish purpose: prosperity, to protect land from other countries, to convert Native Texans to Christianity, to spread Spanish culture</p> <p>Spanish method: Mission system Encouraged settlement by Spanish citizens</p> <p>Anglo purpose: To gain cheap land for agriculture To escape problems in the US, to make money,</p>	Compare and contrast the Anglo, Mexican and Spanish purposes and methods of settlement		ELPS: 1H, 2D, 2E, 5D Use a Venn diagram to compare and contrast the purposes for settlement.	

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	<p>freedom and adventure, escape from paying taxes.</p> <p>Anglo method: land grants managed by empresarios, encouraged settlement by US citizens</p> <p>Mexican purpose: To increase population, to boost the economy, protection from Native Americans</p> <p>Mexican method: empresario system and colonization laws.</p>				
7.11 Geography. The student understands the characteristics, distribution and migration of population in Texas in the 19 th , 20 th , and 21 st centuries.					
(A) Analyze why immigrant groups came to Texas and where they settled.	Push pull factors: drought oppression, fertile land, role of rivers, climate, similarities in land, employment opportunities.	Why did the empresarios choose to settle in Texas?	Plantations Free enterprise Barter Exports Imports sawmills	ELPS: 2A, 2G, 2H Summarize the reasons why empresarios came to Texas.	TEA Lighthouse lesson on Immigration to Texas
7.11 Geography. The student understands the characteristics, distribution and migration of population in Texas in the 19 th , 20 th , and 21 st centuries.					
(B) analyze how immigration and migration to Texas in the 19 th , 20 th , and 21 st centuries have influenced Texas	Spanish brought architecture and language to Texas. Europeans brought different religions to Texas Southerners brought their attitudes about slavery. American settlers brought their ideas about government. Spanish introduced cattle and the ranching industry	Describe the ways in which the immigrants' culture influenced Texas culture.	Cultural activities and celebrations Cultural heritage Spanish influence Ayuntamiento Vaqueros jacales		

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	to Texas.				
(19) Culture. The student understands the concept of diversity within unity in Texas.					
(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food and the arts.	<p>Names of counties and cities: Bexar Zavala, Goliad, Amarillo, San Antonio</p> <p>Rivers: Rio Grande, Guadalupe</p> <p>Landforms: Llano Estacado, Palo Duro</p> <p>Cultural activities: Cinco de Mayo, Quiceniera</p> <p>Spanish Cattle Industry: vaquero, lasso, lariat, sombrero, rancho, bronco, rodeo, mustang</p>	List some vocabulary that we use that has Spanish roots.		1E, 1C, 3B, 4C, 5B Use list-sort-label to identify words with Spanish roots.	