

From Republic to Statehood

Big Ideas: How do communities evolve with the establishment of a new nation? People face conflict and challenges.

Lesson 1

Standards	7.4A Identify and discuss events and conflicts in the Republic of Texas 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	The Santa Fe and Mier Expeditions

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn (a) what increased the hostility between Texas and Mexico and (b) the results of the hostility. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Listen to and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Write their opinion about why they think the Texas agreement (not to be annexed by any nation) was critical to Mexico, and justify their opinions in a whole-class discussion.	<ul style="list-style-type: none">claimexpeditionpardonrecapture
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersPassages: “The Santa Fe Expedition” (pgs. 278–279), “The Mier Expedition” (pgs. 282–283), & “The Drawing of the Black Beans” (pgs. 283–284)Transparency: QuestionsTransparency: Conflicts of the Republic Map	<ul style="list-style-type: none">Post the objectivesLinks to backgroundUsing the Conflicts of the Republic Map to introduce the readings

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *In previous lessons, we talked about how Anglo settlers, Tejanos, and Native Americans were adjusting to life in the new republic. Today we will look at how Mexico regarded the new republic.*
 - *We have learned that Texas fought and won its independence from Mexico in the Battle of San Jacinto. However, Mexico refused to recognize Texas as independent and still regarded Texas as part of Mexico. This led to conflicts between Texas and Mexico. Today we will read about some of these conflicts.*

Presentation

20 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Teacher-led Reading: "The Santa Fe Expedition" (pgs. 278–279), "The Mier Expedition" (pgs. 282–283), & "The Drawing of the Black Beans" (pgs. 283–284)

(10 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Using the transparency Conflicts of the Republic Map, explain that Texas suffered many losses in the Santa Fe expedition. Mexico then invaded Texas and took many captives.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Why did President Lamar send an expedition to Santa Fe?*
 - *What were the results of the Santa Fe Expedition?*
 - *What did the drawing of the black beans say about the relationship of the Republic of Texas and Mexico?*
 - *Why did the Santa Fe and Mier Expeditions increase the hostility between the new Republic of Texas and Mexico?*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions for students, allowing them to respond to these questions.

Practice/Application

5 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

10 min.

- Introduce the activity.
 - *Today we learned that the Santa Fe Expedition and the Mier Expedition increased hostility between Texas and Mexico. Peace was restored when Great Britain and France stepped in and pressured Mexico to recognize Texas as an independent republic. Mexico agreed on the terms that Texas would not allow it to be annexed by the United States or any other nation.*
 - *Answer the following question in your notebook: Why did the Santa Fe and Mier Expeditions increase hostility between the new Republic of Texas and Mexico?*
- Students contribute their answers in a whole-class discussion.

claim **(demanda, reclamación)**

**To insist that something is correct
without providing proof**



Matt Boulton; http://commons.wikimedia.org/wiki/File:City_defend.jpg
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Synonyms: demand, assert

Texans **claimed** that the Rio Grande was the correct border between Texas and Mexico.

The player **claimed** he was not at fault for the other player's injury.

Turn and Talk

- Share a situation when you made a claim without having proof or evidence.
- "After the accident, I had to file a claim against my insurance company in order to obtain the money to repair my car." Would you need evidence to support this kind of claim? Explain your answer.

expedition (expedición)

**A journey made for a specific purpose
(e.g., for war, exploration, etc.)**



U.S. History Images; <http://ushistoryimages.com/arctic-exploration.shtm>
Public domain

Synonyms: excursion, safari, voyage

Lamar sent an **expedition** of about 320 people to Santa Fe to take control of the region.

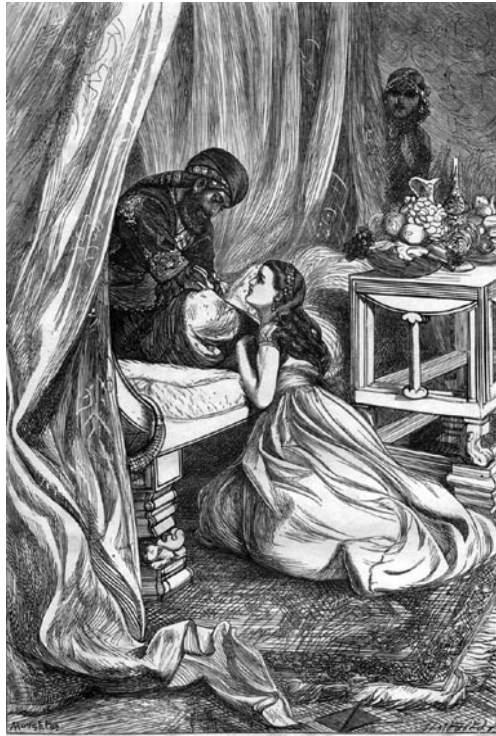
Scientists and sea lovers frequently make **expeditions** to the sea.

Turn and Talk

- In the second sentence, what do you think is the purpose/reason for making expeditions to the sea?
- Think about an expedition you would like to take. What would be the reason for your visit?

pardon **(perdonar)**

To forgive for an offense



Arthur Boyd Houghton; http://commons.wikimedia.org/wiki/File%3ASultan_Pardons_Scheherazade.jpg
Public domain

Synonyms: excuse, let go

Some of the recaptured Texas captives were killed, and others were **pardoned**.

The teacher **pardoned** the student for interrupting her conversation with another student.

Turn and Talk

- **Partner A:** Share a story about when you asked to be pardoned by your parents.
- **Partner B:** Share a story about when you asked to be pardoned by your friend or teacher.

recapture (detener de nuevo)

To recover or regain something



Lars Plougmann; www.flickr.com/photos/75062596@N00/356886124
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Synonym: bring back

During the Mier expedition, Mexican soldiers **recaptured** the Texas captives who had escaped.

The police were unable to **recapture** the prisoner who had escaped from jail.

Turn and Talk

- Sometimes we recapture events or experiences that happened in the past—for instance, our childhood. What do you think *recapture* means in this case?
- Give one example of a past event in your life that you would like to recapture.

From Republic to Statehood

Big Ideas: How do communities evolve with the establishment of a new nation? People face conflict and challenges.

Lesson 2

Standards	7.4A Identify and discuss annexation conflicts in the Republic of Texas 7.21B Analyze information by identifying cause-and-effect relationships
Lesson Topic	Debating Annexation

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Discuss the pros and cons of Texas joining the United States. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Use key vocabulary in reading, writing, listening and speaking throughout the lesson.• Listen to and/or read the lesson passage, and write question responses in their notebooks.• (In the review/assessment activity - as a class and guided by the teacher) Analyze why the different nations were for or against annexation and contribute their answers in a whole-class discussion.	<ul style="list-style-type: none">• annex• treaty• overwhelming• protested
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Video: “The Texas Republic and the Balance of Power in North America”• Outside Passage: “Debating Annexation” (in teacher’s binder)• Transparency: Questions• Transparency: “Debating Annexation-map”	<ul style="list-style-type: none">• Post the objectives• Links to background• Think about some advantages and disadvantages of Texas’ annexation.

Motivation (Engagement/Linkages)

2 min.

- Provide overview/background information of today's lesson.
 - *We have seen from previous lessons that Texas was facing economic problems. Also, Texas was in constant conflict with Mexico, as Mexican leaders refused to recognize the war's end and Texas' independence.*
 - *Many Texans felt that the republic would be more prosperous as part of the United States. However, every country had its interests to protect, and the United States had doubts about annexing Texas. Today, we will read a little about that debate.*

Presentation

25 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "The Texas Republic and the Balance of Power in North America"

(5 min.)

- Introduce the video.
 - *Now you're going to watch a short video about Texas wanting to join the United States and the Union's reaction. Listen to the reasons why Texas wants to join the United States, and the doubts that the Union has with annexing Texas. This information will help you to understand the reading.*
- Students watch the video clip.
- Teacher summarizes the video, linking it to today's reading.

Partner Reading: "Debating Annexation" (in teacher's binder)

(10 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Using the transparency Conflicts of the Republic Map, explain that Texas suffered many losses in the Santa Fe expedition. Mexico then invaded Texas and took many captives.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What were the reasons that Texas wanted to join the United States?*
 - *What were the two main concerns that led to the United States rejecting the treaty to annex Texas?*
 - *What made the United States reconsider annexing Texas?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading.

Practice/Application

10 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

10 min.

- Introduce the activity.
 — *Let's look at the different nations and analyze why they were for or against annexation:*

	Texas	United States	Mexico
Why am I for annexation?			
Why am I against annexation?			

- Students contribute their answers in a whole-class discussion.

annex (anexar)

To add territory to an existing nation, state, city, etc.



<http://nationalatlas.gov>

Synonyms: add, capture

Many Texans wanted the United States to **annex** Texas.

The United States **annexed** Hawaii in 1898.

Turn and Talk

- Imagine that another school annexed the seventh grade of your school. How would that do the following:
 - Change the size of your present school?
 - Change the life of seventh-graders (for example, their friendships with students from other classes, the school rules they would follow, the challenges they might face)?

overwhelming **(abrumador, aplastante, arrollador)**

Extreme; great or huge amount



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Synonyms: extraordinary, huge

There was an **overwhelming** vote by Texans to join the United States.

During the football game, an **overwhelming** crowd turned up to cheer the players.

Turn and Talk

- Imagine your teacher gave you an overwhelming amount of homework to finish during the weekend. How would you respond?
- Tell about a time that you were in an overwhelming crowd.

protest **(protestar)**

To express strong disagreement with something



© Alan Fairweather; www.geograph.org.uk/photo/477663
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Synonyms: oppose, object

Many people in the New York rally **protested** the annexation treaty.

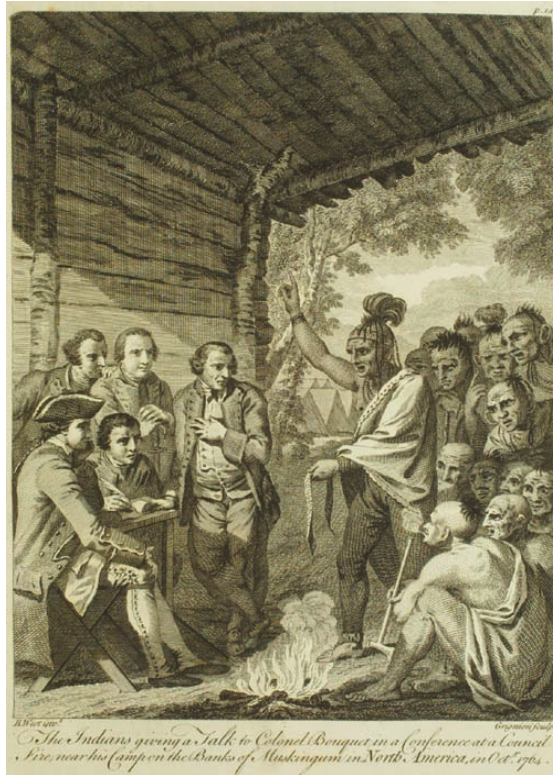
The eighth-grade students **protested** being treated unfairly in the school.

Turn and Talk

- **Protests can come from one person but are usually stronger if many people participate. What big protests have you seen or participated in? Were they successful?**

treaty **(tratado)**

**A formal agreement between two or more countries
for the purposes of peace, trade, etc.**



Engraving by Grignion of a painting by West;
public domain, via Wikimedia Commons

Synonyms: pact, agreement

U.S. and Texas representatives signed a **treaty** that made Texas a territory of the United States.

The two countries signed a **treaty** that allowed their citizens to trade across the border.

Turn and Talk

- **If you could pass a treaty between the United States and another country, what would it consist of?**

From Republic to Statehood

Big Ideas: How do communities evolve with the establishment of a new nation? People face conflict and challenges.

Lesson 3

Standards	7.4A Identify and discuss annexation conflicts in the Republic of Texas 7.4B Analyze the causes and events leading to Texas statehood 7.21B Analyze information by identifying cause-and-effect relationships
Lesson Topic	Manifest Destiny

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Discuss the idea of Manifest Destiny and consequences to Texas because of this idea. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Use key vocabulary in reading, writing, listening and speaking throughout the lesson.• Watch and listen to video, write responses in their notebooks, and contribute in whole-class discussion.• Listen to and/or read the lesson passage, and write question responses in their notebooks.• (In the review/assessment activity) Take on the identity of a person living in Texas (e.g. a Native American) and explain to the class whether that person would agree or disagree with the concept of Manifest Destiny and why.	<ul style="list-style-type: none">• Manifest Destiny• belief• expansion• imperialism• justify
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Video: “Manifest Destiny”• Outside Passage: “Manifest Destiny” (in teacher’s binder)• Transparency: Questions• Transparency: Debating Annexation Map• Transparency: Manifest Destiny	<ul style="list-style-type: none">• Post the objectives• Links to background

Motivation (Engagement/Linkages)**5 min.**

- Provide overview/background information of today's lesson.
 - *This week, we have talked about how the Republic of Texas was in the middle of a larger fight for power involving the United States and Mexico. The United States wanted control of the land and the border with Mexico, but many people, especially in the north, did not want Texas to be a state because slavery was legal in Texas.*
 - *(You can use the map to help explain.) Mexico did not want Texas to become part of the United States because Mexico wanted to take back Texas. The Mexican government did not recognize the Republic of Texas and was waiting to attack and reclaim it. Many Texans wanted Texas to become a state because they wanted protection from Indians and the Mexican Army and because the state owned a lot of money.*
 - *This situation changed drastically with the election of President James Polk in 1844. He used two words, "Manifest Destiny," that have become important in the history of the United States. Today we are going to talk about Manifest Destiny.*

Presentation**25 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Manifest Destiny"**(5 min.)**

- Introduce the video.
 - *As you watch, think of the following question: Do you agree with the belief of Manifest Destiny? Explain your answer.*
- Students watch the video clip.
- Students write their response in their logs. They may discuss the answer in their pairs.
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

Teacher-led Reading: "Manifest Destiny" (in teacher's binder)**(10 min.)**

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Display the Transparency: "Manifest Destiny." Discuss the picture with students by using the following question. Then explain the picture while eliciting responses.
 - *What do you think is happening in this picture?*
 - *Pictures were painted to encourage people to fulfill Manifest Destiny. The picture below (Library of Congress LC-USZC4-668) shows "America" floating over the plains. Half of the picture is darker than the other. "America" brings light to the dark and desolate landscape and shows the way for farmers, travelers, the stagecoach, the telegraph, and the railway. And ahead of her, wild animals, buffalo, and Indians (which America considers as "darkness") turn and run, leaving the way clear for settlement. As you read the section now, think about whether you feel the same way about the idea of Manifest Destiny as did Polk and other Americans at the time.*
- Read the questions (on transparency) that students will focus on during the reading.

- *In your own words, explain what Manifest Destiny means.*
- *Why was the United States' annexation of Texas an example of Manifest Destiny?*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions for students, allowing them to respond to these questions.

Practice/Application

5 min.

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

10 min.

- Introduce the activity.
 - *Today we've talked about the idea of Manifest Destiny. We know that some people in the United States agreed with this view. Let's think about how different people in the United States and Mexico responded to the idea of Manifest Destiny.*
- Students will think about and write how different people responded to Manifest Destiny in their graphic organizer. You can also divide the class into groups and have each group focus on a different identity.
 - *Today, everyone will take on the identity of different people and write about whether each person in your graphic organizer would agree or disagree with Manifest Destiny and why. The different people you will consider are: a Texas settler from Tennessee, a Native American living in Texas, a Tejano businessman in Texas who has family in Mexico, and an African-American slave working on a farm in Texas.*
- Students contribute their answers in a whole-class discussion.

belief **(creencia)**

Something one strongly accepts as true or real



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Synonyms: notion, sentiment

Manifest Destiny was the **belief** that God had chosen Americans to spread democracy to the less fortunate.

Mark's **belief** that he would make it to the World Championship motivated him to practice harder.

Turn and Talk

- **What are some beliefs you have about your parents, teachers, or religion?**

expansion (expansión)

**The act or process of growing, increasing,
or spreading out**



Library of Congress; <http://memory.loc.gov/service/pnp/ppmsca/02800/02887v.jpg>

Synonyms: extension, increase in size

Most of the people supporting **expansion** were Democrats, but some Whigs were also supporters.

The states of California, New Mexico, Nevada, and others became part of the United States as a result of westward **expansion**.

Turn and Talk

- The U.S. expansion was possible because much of the territory was taken from Mexico. Should the United States return these lands to Mexico today?

imperialism **(imperialismo)**

The practice of a nation to extend its rule and control over other nations



http://commons.wikimedia.org/wiki/File:English_imperialism_octopus.jpg
Public domain

Synonym: empire-building

Manifest Destiny was a kind of **imperialism** because the United States wanted to control more land in the Americas.

Great Britain's conquest of India is an example of **imperialism**.

Turn and Talk

- If your social studies teacher wanted to practice imperialism on the class next door, what would he or she do? How would the other teacher respond?

justify **(justificar)**

To defend one's actions as right



U.S. Department of Education; www.flickr.com/photos/departmentofed/7845875176
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Synonyms: explain, give a reason for

Manifest Destiny was a term used to **justify** the U.S. push to expand into Mexico's territory.

The student tried to **justify** not completing his homework.

Turn and Talk

- **Consider a situation where you would need to justify stealing something. What would be a good justification for stealing? Do you think the other side would agree?**

Manifest Destiny

**The belief that the U.S. should expand
its borders from coast to coast**



Circa 1872 by John Gast; published in 1923, before public domain in the United States

The idea of **Manifest Destiny** was used to justify the United States' expansion into areas such as Texas, Oregon, and California. **Manifest Destiny** was a term first used to urge the annexation of Texas. Later it was used to encourage the American settlement of lands in the Great Plains and the west.

Turn and Talk

- **Some Americans interpret Manifest Destiny as the United States' responsibility to promote and defend democracy around the world. What do you think about this?**

From Republic to Statehood

Big Ideas: How do communities evolve with the establishment of a new nation? People face conflict and challenges.

Lesson 4

Standards	7.4A Identify and discuss the annexation of the Republic of Texas 7.4B Analyze the causes and events leading to Texas statehood 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	Texas Enters the United States

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn about the annexation of Texas and its pros and cons. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Listen to and/or read the lesson passage, and write question responses in their notebooks.Take turns reading paragraphs and asking and answering pair-generated questions about Texas entering the United States.(In the review/assessment activity - as a class and guided by the teacher), Trace the development of Texas from being a republic to becoming the 28th state of the United States and contribute in a whole-class discussion.	<ul style="list-style-type: none">approveconstitutionconventionjoint resolution
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “Austin: Capital of the Republic to State Capital”Passage: “Congress and Texas Approve Annexation” (pgs. 288–289)Transparency: QuestionsTransparency: “Trace the Development of Texas”	<ul style="list-style-type: none">Post the objectivesLinks to backgroundThink about some of the steps Texas took to become part of the U.S.

Motivation (Engagement/Linkages)**5 min.**

- Provide overview/background information of today's lesson.
 - *Today we will learn about the annexation of Texas. We read previously that the United States was debating annexing Texas and had rejected the treaty to do so. However, we also saw from previous lessons that after James Polk became president of the United States, he wanted to annex Texas to fulfill Manifest Destiny. Being annexed as a state had some advantages and disadvantages, which we will read and talk about today.*

Presentation**20 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Austin: Capital of the Republic to State Capital"**(5 min.)**

- Introduce the video.
 - *This video is a short introduction to when Texas first entered the United States. Use this information to help you understand what we will read later.*
- Students watch the video clip.
- Teacher summarizes the video, linking it to today's reading.

Partner Reading: "Congress and Texas Approve Annexation" (pgs. 288–289) (5 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Using the transparency Conflicts of the Republic Map, explain that Texas suffered many losses in the Santa Fe expedition. Mexico then invaded Texas and took many captives.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What steps did Texas take to become part of the United States (the Union)?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading.

Practice/Application**5 min.**

- After reading the passage, in pairs, have students discuss and write responses to the above questions in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

15 min.

- Introduce the activity.
- Give students some time to think about a couple of the steps Texas took on its way to joining the United States. Then complete the graphic organizer with students.
 - *During the past two weeks, we have discussed how Texas moved from being a republic to becoming the 28th state of the United States. Let's trace this development together.*
- Students contribute their answers in a whole-class discussion.

approve **(aprobar)**

To officially agree with or accept something



Striatic; www.flickr.com/photos/striatic/2135057566
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Synonyms: endorse, consent, ratify

Texas could be part of the Union once it **approved** annexation and created a constitution.

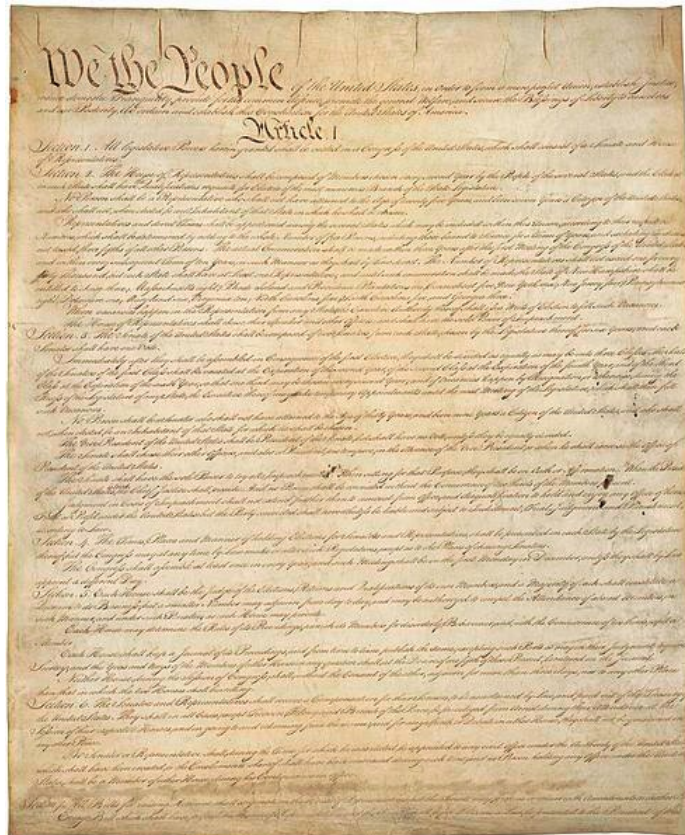
The school coach **approved** Claudia to participate in the swimming competition.

Turn and Talk

- **With your partner, discuss one thing your parents approve of you doing and one thing they do not approve of you doing.**

constitution (constitución)

**A written set of rules that establish
and manage a government**



National Archives and Records Administration; <http://research.archives.gov/description/1667751>
Public domain

Once the annexation had been approved, the delegates began to work on a new **constitution**.

It is against the U.S. **constitution** to discriminate against anyone.

Turn and Talk

- Imagine that your teacher selected you and your partner to create a constitution to manage and guide the affairs of your classroom. Under the discipline category, what rules would you include in your constitution?

convention **(convención)**

A formal meeting of members or delegates to discuss matters of common concern



IIP State; www.flickr.com/photos/americanagov/3768186481
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Synonym: conference

The **convention** in Austin supported the annexation of Texas.

Doctors from around the world gathered for a medical **convention** in Washington, D.C.

Turn and Talk

- Imagine you were selected to represent your school at a school district convention entitled "The Challenges Facing Seventh-Graders." What would you include in your speech?

joint resolution **(resolución conjunta)**

**resolution: A course of action
determined or agreed upon by voting**

**joint resolution: A resolution approved by Congress that
becomes law when signed by the president or governor**



Paul Morse; http://commons.wikimedia.org/wiki/File:Bush_auth_jbc.jpg

Congress passed a **joint resolution** to annex Texas.

A **joint resolution** was passed to authorize the use of U.S. armed forces against Iraq.

Turn and Talk

- What kinds of joint resolutions to improve a school would delegates representing teachers and students present to the principal to sign? Think of issues in which both teachers and students are interested, such as cafeteria food, school hours, and other elements of school life.

From Republic to Statehood

Big Ideas: How do communities evolve with the establishment of a new nation? People face conflict and challenges.

Lesson 5

Standards	NA
Lesson Topic	End-of-week quiz review

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Use notes constructively as preparation for quiz.• Take end-of-week assessment. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Listen and provide responses to jeopardy questions during the review.• Match vocabulary words to their corresponding definitions and compose answers to content comprehension questions.	
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Weekly quiz	<ul style="list-style-type: none">• Post the objectives

Motivation (Engagement/Linkages)

1 min.

- *Today, before you take the quiz, we will first review what we have learned this week. The review is in the form of a jeopardy game. You can draw from your notes to help answer the Jeopardy questions.*

Presentation

20 min.

- Introduce the game of Jeopardy.
- Have students play Jeopardy in small groups or in two large teams. You might want to appoint a time- and scorekeeper.
- Have a team member pick a category and a point value. Make sure you set a time limit for the answer.
- Look at your Jeopardy handout for questions and answers.
- If the student is correct, the team is awarded the point value of the question.
- If the student/team is incorrect, the opposing team may take the points if they can answer the question correctly.
- Continue until all questions have been answered. The team with the most points wins.
- Remind students to answer in the form of a question (e.g., “Who is Santa Anna?”) and that they may use their notebooks to look for answers.

Practice

- Students answer the various questions in the Jeopardy game.
- The teacher provides feedback along the way.

Review/Assessment

30 min.

- Remind students to provide complete sentences in the content comprehension section of the assessment.
- Distribute the weekly assessment.
- If time permits, you may read quiz items to students in order to clarify any questions students may have prior to taking the quiz.
- Students take the weekly quiz.
- If time allows and students finish before the end of class time, review questions and answers with students after quizzes have been collected.

JEOPARDY!

People	
10	<p>A- Most of these people wanted to be annexed to the United States.</p> <p>Q- Who are the Texans?</p>
50	<p>A- This United States president wanted to bring Texas into the U.S. He believed in manifest destiny and wanted to expand the country.</p> <p>Q- Who is James Polk?</p>
100	<p>A- This increased hostility between the new Republic of Texas and Mexico.</p> <p>Q- What is Mexicans realized that Texans wanted to take control of Santa Fe?</p> <p>What is Texans moved to Rio Grande and attacked the Mexican town of Mier?</p> <p>What is the execution of the captured Texas soldiers in the black bean episode?</p>
Places	
10	<p>A- This is a formal meeting of members or delegates coming together to discuss matters of common concern.</p> <p>Q- What is a convention?</p>
50	<p>A- This country did not want Texas to join the United States because it meant that the U.S. would have more control and likely try to take over more of its territory.</p> <p>Q- What is Mexico?</p>
100	<p>A- In April 1844, Texas signed a treaty to become a territory of this country even though they knew that joining this country would mean they would have to give up its land to it.</p> <p>Q- What is the Unites States?</p>

Potpourri	
10	<p>A- This is one of the reasons most Texans wanted to be annexed by the United States.</p> <p>Q- What is they would get military protection from the U.S.? What is they would get help with their debt? What is they would establish strong business ties with the U.S.? What is the high U.S. currency would benefit them? What is many Texans still had family living in the U.S?</p>
50	<p>A- This was the belief that it was the United States' god-given right to expand westward and spread its democracy.</p> <p>Q- What is Manifest Destiny?</p>
100	<p>A- This is a doubt the United States was having about annexing Texas.</p> <p>Q- What is it would mean war with Mexico? What is southern slaveholders would have the advantage? What is Texas would join the U.S. as a slave state, which they did not want because of tipping the balance in Congress? What is most were opposed to slavery? What is U.S. was facing economic problems at the time and did not want to add TX because it was deeply in debt?</p>
Vocabulary	
10	<p>A- This means to defend one's actions as right.</p> <p>Q- What is to justify?</p>
50	<p>A- This is a written set of rules that establish and manage a country's government.</p> <p>Q- What is a constitution?</p>
100	<p>A- This is the practice of a nation to extend its rule and control over other nations.</p> <p>Q- What is imperialism?</p>

Name:
Teacher:

Class Period:
Date:

Quiz 4: From Republic to Statehood

Match each definition on the left with the sentence that uses the corresponding vocabulary word on the right. Not all sentences will be used.

- c** 1. A written set of rules that establish and manage a country's government.
- i** 2. To recover or regain something.
- j** 3. To defend one's actions as right.
- l** 4. The act or process of growing, increasing, or spreading out.
- h** 5. A formal meeting of members or delegates, to discuss matters of common concern.
- a** 6. A formal agreement between two or more countries for the purpose of peace or trade.
- k** 7. A course of action approved by the Congress that becomes a law when signed by the chief executive (President or Governor).
- f** 8. A journey made for a specific purpose such as war or exploration.
- g** 9. Something one strongly accepts as true or real.
- e** 10. Added territory to an existing nation.

- a. Representatives from the U.S. and Texas signed a **treaty** making Texas a territory of the U.S.
- b. Texans **claimed** that the Rio Grande was the correct border between Texas and Mexico.
- c. Once the annexation had been approved, the delegates began to work on a new **constitution**.
- d. Manifest Destiny was a kind of **imperialism** because the United States wanted to control more land in the Americas.
- e. Many Texans wanted Texas to be **annexed** to the U.S.
- f. Lamar sent about 320 people on an **expedition** to Santa Fe to take control of the region.
- g. Manifest Destiny was the **belief** that God had chosen Americans to spread democracy to the less fortunate.
- h. The **convention** held in Austin largely supported the annexation of Texas.
- i. During the Mier expedition, Mexican soldiers were ordered to **recapture** the Texas captives who had escaped.
- j. Manifest Destiny was a term used to **justify** the U.S. push to expand into Mexico's territory.
- k. Congress passed a **joint resolution** to annex Texas.
- l. Most of the people supporting **expansion** were Democrats, but some Whigs were also supporters.

Provide brief answers for each of the following. Some questions may ask for more than one answer.

1. What does manifest destiny mean? Explain how annexing, or adding, Texas demonstrated the U.S.'s belief in manifest destiny.
 - BELIEF THAT IT WAS THE U.S.'S GOD-GIVEN RIGHT TO EXPAND WESTWARD AND TAKE OVER LAND, REGARDLESS OF WHETHER IT WAS ALREADY SETTLED BY OTHERS
 - TEXAS BELONGED TO MEXICO WHICH ALSO HAD CONTROL OF AREAS IN THE WEST (E.G. CALIFORNIA, UTAH ETC.) THAT THE U.S. HAD PLANNED TO TAKE CONTROL OVER. ADDING TEXAS AND ITS WESTERN REGIONS WOULD FULFILL U.S.'S BELIEF THAT IT WAS THEIR GOD-GIVEN RIGHT TO EXPAND WESTWARD AND BRING THEM CLOSER TO THEIR GOAL, DESPITE THE FACT THAT IT MEANT TAKING AWAY MEXICO LAND.
2. Give **two** reasons why Texas wanted to join the United States.
 - THEY WOULD HAVE MILITARY PROTECTION
 - U.S. WOULD HELP PAY THEIR HUGE DEBT
 - THE HIGH U.S. CURRENCY WOULD BENEFIT THEM.
 - COULD ESTABLISH STRONG BUSINESS TIES WITH U.S.
 - MANY TEXANS STILL HAD FAMILY LIVING IN THE U.S.
 - THEY COULD BE DIVIDED INTO 5 STATES
3. Why did the Santa Fe and Mier Expeditions increase the hostility between the new Republic of Texas and Mexico?
 - THE MEXICANS REALIZED THAT THE TEXANS WANTED TO TAKE CONTROL OF SANTA FE WHICH THEY BELIEVED BELONGED TO THEM SINCE THE NEUCES RIVER (THEY BELIEVED) MARKED THE BOUNDARY BETWEEN THE TWO COUNTRIES
 - TEXANS MOVED TO RIO GRANDE AND ATTACKED THE MEXICAN TOWN OF MIER
 - THE EXECUTION OF THE CAPTURED TEXAS SOLDIERS (BLACK BEAN EPISODE) WHO HAD ESCAPED WHILE BEING MARCHED TO MEXICO CITY AFTER THE MIER EXPEDITION ALSO INCREASED HOSTILITY BETWEEN THE TWO COUNTRIES
4. In 1836, most Texans wanted to join the United States. However, the United States was divided over whether to add Texas. Give **one** reason why the United States had doubts about annexing Texas.
 - MANY WERE OPPOSED TO THE PRACTICE OF SLAVERY
 - DIDN'T WANT TEXAS TO ENTER AS A SLAVE STATE SINCE IT WOULD SHIFT THE BALANCE IN CONGRESS THEREBY INCREASING THE POWER OF THE SLAVE STATES
 - IT WOULD MOST CERTAINLY MEAN WAR WITH MEXICO, WHICH THE U.S. DIDN'T WANT
 - U.S. WAS FACING ECONOMIC PROBLEMS AT THE TIME AND DIDN'T WANT TO ADMIT TEXAS BECAUSE IT WAS DEEPLY IN DEBT
 - THEY DIDN'T WANT ANNEXATION BENEFITTING SOUTHERN SLAVE-HOLDERS
5. Did Mexico want Texas to join the United States? Why or why not?

NO, THEY HAD NOT ACCEPTED TEXAS AS INDEPENDENT TO BEGIN WITH, THEY HAD PLANS TO TAKE IT BACK, THEY KNEW TOGETHER WITH THE U.S. THEY WOULD BE EVEN MORE POWERFUL.