

The Republic of Texas

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

Lesson 1

Standards	7.4A Understand and identify individuals and issues that shaped the history of the Republic of Texas 7.21B Analyze information by using higher-order thinking processes of comparison, summarization, inferencing, and concluding
Lesson Topic	The New Republic of Texas

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn about events that take place when creating a new nation—specifically, drafting new policies and forming a capital. <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) Discuss and write about the benefits, challenges, responses, and changes that a new nation faces, and report information to the class.	<ul style="list-style-type: none">capitolisolatedallotdebt
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “The New Republic”Passages: “Land and Economic Policies” (in teacher’s binder) & “The Capital is Moved to Austin” (pg. 276)Transparency: QuestionsTransparency: BCRC Analysis	<ul style="list-style-type: none">Post the objectivesLinks to backgroundMeaning of the BCRC analysis

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *As we have discussed, Texas declared independence from Mexico during the Texas Revolution, but Mexico wanted to recognize neither the war's end nor Texas' independence. After all, Santa Anna had signed the treaty that officially ended the war while he was held prisoner.*
 - *Nonetheless, Texas proceeded by electing Sam Houston as president of the republic. While Sam Houston was president, he tried to help Texas face its economic struggles and developed policies to attract people to the republic. After Houston, Mirabeau Lamar was elected president. He too made significant changes that shaped Texas. Today, we will read about some policies Houston developed and how a new capital, Austin, was established when Lamar was elected president of Texas.*

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 New Republic"

(5 min.)

- Introduce the video.
 - *Now you're going to watch a video about the founding of Austin as the capital city of Texas. As you watch, listen for the following: How was Austin chosen as the capital? Did everyone agree with the decision? If not, what were some of the reasons for the disagreement?*
- 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: "Land and Economic Policies" (in teacher's binder)

& "The Capital is moved to Austin" (pg. 276)

(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.
- Read the questions (on transparency) that students will focus on during the reading.
 - *As a new nation, what money problems did Texas face?*
 - *In what ways did the land policies discriminate against African Americans and American Indians?*
- 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.
 - *We saw from the previous lessons that Texas wanted independence from Mexico. Yet when it became independent, many other problems cropped up, such as economic difficulties. Every event has some advantages and some disadvantages, depending on how you look at it. Today we will use a specific type of analysis to help us better understand the events taking place in the Republic of Texas.*
- Display Transparency: BCRC Analysis
 - Benefits**
 - Challenges**
 - Responses**
 - Changes**
 - *This analysis helps us get a “holistic,” or a whole picture of the situation. For this exercise, we will divide into groups of four. Each group will look at a different part of the analysis. The question you will try to answer is: What are the effects of becoming a new nation—the **Benefits**, **Challenges**, **Responses**, and **Changes**?*
 - *Before we break into groups, let’s discuss what each of these terms mean. What do I mean by “benefits”? A synonym for “benefits” is “advantages.” One of the difficulties we discussed was economic debt. What about responses? How did the people feel about the changes?*
 - *We can look at the different groups of people and how they felt or responded to becoming a new nation. What are changes? The changes include anything that was now different, whether you think it was for the better or worse.*
- Have students work in small groups. Each group will discuss and write about one component of the BCRC analysis.
- When all the groups are finished they will share their responses with the whole class. All students will fill out the remaining components of the graphic organizer while they listen to responses from the different groups.

- Suggested answers:

Benefits	Challenges	Responses	Changes
<ul style="list-style-type: none"> • Move away from Santa Anna • Possible annexation by the United States meant a better life for some people • More land was guaranteed at a low cost 	<ul style="list-style-type: none"> • Economic debt • Living among different groups of people • Deciding on a capital that everyone agreed upon and that was advantageously situated as well as developed 	<ul style="list-style-type: none"> • American Indians and African Americans were unhappy, as they were denied land • Tejanos fought for recognition • Unhappiness with the new capital 	<ul style="list-style-type: none"> • Capital changed • Land policy changed

allot (asignar)

**To give a portion of something to someone
as a share or task**



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Synonyms: distribute, assign

In the new nation, more land was **allotted** to certain groups than others.

After Hurricane Katrina, trailers were **allotted** to those who had lost their homes.

Turn and Talk

- **What duties are allotted to the members of your family? In other words, who is responsible for what work around the house?**
- **Imagine you were leading the preparation for a big birthday party for a friend. What duties would you allot to the people helping you?**

capitol **(capitolio)**

A building in which government officials meet



USCapitol; www.flickr.com/photos/uscapitol/6080137063

Synonym: seat of government

A **capitol** was built in the middle of Austin, the capital city of Texas.

The **capitol** in Washington, D.C., is considered one of the most important buildings in the United States.

Turn and Talk

- What kinds of activities go on inside a capitol?
- What's the difference between a capitol and a capital?

debt **(deuda)**

**Owing something that needs to be paid back,
typically money**



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Synonyms: balance due, money owed

The new nation was in a lot of **debt**.

The businessman was in so much **debt** that he sold part of his property to pay back the bank.

Turn and Talk

- **Imagine that you have credit card debt. What would happen if you did not pay your debt at the end of the month?**
- **Imagine that you were in debt as a result of frequently borrowing money from friends. What steps might you take to repay them?**

isolated **(aislado)**

To be separated or alone



Mike Legend

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Synonym: alone

Some Texans claimed Austin was **isolated** and too far west.

The U.S. government placed many Indian reservations in **isolated** areas around the country.

Turn and Talk

- **Cemeteries tend to be established in isolated areas. Why do you think this may be the case?**
- **Partner A: Share with Partner B one advantage of living in an isolated place.**
- **Partner B: Share with Partner A one disadvantage of living in an isolated place.**

The Republic of Texas

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

Lesson 2

Standards	7.4A Understand and identify individuals and issues that shaped the history of the Republic of Texas 7.21B Analyze information by using higher-order thinking processes of comparison, summarization, inferencing, and concluding
Lesson Topic	Lamar's Policy Toward Native Americans

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn how Lamar's policies led to unrest and resulted in tensions between the Native Americans and the Anglo settlers. <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.Ask and answer pair-generated questions about Lamar's policy toward Native Americans.(In the review/assessment activity) Write about the conflicts between the Native Americans and Anglo Settlers.	<ul style="list-style-type: none">policycaptive/hostagerevenge
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersPassages: "Lamar's Policy Toward Native Americans" (pgs. 276–277) & "Raids Lead to Council House Fight" (pgs. 277–278)Transparency: QuestionsTransparency: BCRC Analysis	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *We know that the Native Americans were the original settlers in Texas. However, as more Anglo settlers went to Texas, they began imposing their rules and power over the Native Americans. When Houston was elected president, he tried to coexist peacefully with the Native Americans.*
 - *However, Lamar, who was president after Houston, believed that the Anglos were superior to the Native Americans and wanted to remove them from Texas. Today we will read about how Lamar's policies toward the Native Americans caused clashes between them and the Anglo settlers.*

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.

Partner Reading: "Lamar's Policy Toward Native Americans" (pg. 276)

& "Raids Lead to Council House Fight" (pgs. 277–278)

(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.
- Read the questions (on transparency) that students will focus on during the reading.
 - *How did President Lamar feel about the Native Americans owning land?*
 - *How did Native Americans respond to Lamar's Land Policy?*
- 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. (Students can write and answer questions as they read.)

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.

- Display the transparency: BCRC Analysis.
 - *Yesterday we talked about how the BCRC analysis gives us a framework to better understand an event. We will be using part of that analysis today to see how it helps our understanding of the relationship between Native Americans and Anglo Settlers.*
- Divide class into two groups.
 - *Group 1, you are the Anglo Settlers. Group 2, you are the Native Americans.*
 - *You will each write down your reasons for staying in Texas. Use the BCRC analysis for support.*
- Read the guidelines with students and answer any questions students may have about the assignment. Explain that the guidelines are questions that will help them write about each group.
 - *Guidelines for group 1: How do I benefit if the Native Americans leave? What are some of the challenges I face in making them leave the Texas territory? What are my responses or feelings toward the Native Americans?*
 - *Guidelines for group 2: How do I benefit by staying in Texas? What are some of the challenges I face by staying in Texas? What are my responses or feelings toward the Anglo Settlers?*
- Students contribute their answers in a whole-class discussion. Have students add notes to their graphic organizer as students share their answers.

captive/hostage (prisionero/rehén)

Captive—Someone who has been taken prisoner

Hostage—Someone held for the fulfillment of a certain condition; holding a person for ransom



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Synonyms: prisoner, detainee

Matilda Lockhart was one of the **captives** from Texas held by the Comanches.

The kidnapper took the child **hostage** until the family delivered the money.

Turn and Talk

- In the ongoing wars in Iraq and Afghanistan, al Qaeda militants have held American soldiers and others as captives. In parts of the Middle East, taking hostages is a common strategy in fighting a war.
- Why do you think the soldiers are held as captives?
- Why do you think that civilians (non-soldiers) are taken as hostages?

policy **(política)**

A plan or procedure chosen and followed by a government, institution, business, or individual



Synonym: a rule

President Lamar's **policy** was geared toward removing American Indians from Texas.

It is good **policy** to respect your parents.

Turn and Talk

- Imagine you have bought a pair of jeans, and you want to return them because they do not fit. What is the usual return policy?
- Mention two policies that exist in your school.

revenge (revancha)

**To cause someone pain or suffering
in return for a hurt suffered**



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Synonyms: retaliation, punishment

When the Texans massacred the Comanche, the Comanche took **revenge** by killing their Texan captives.

Ian took **revenge** on his sister for reporting that he had taken the car without his father's permission.

Turn and Talk

- **Have you ever taken revenge on someone for something that was done to you?**
- **Has someone ever taken revenge on you?**

The Republic of Texas

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

Lesson 3

Standards	7.4A Understand and identify individuals and issues that shaped the history of the Republic of Texas 7.11A Analyze how people came to Texas and where they settled 7.21A Differentiate between different sources of information to acquire information about Texas 7.21B Analyze information by using higher-order thinking processes of comparison, summarization, inferencing, and concluding
Lesson Topic	People in the Republic

Objectives	Key Vocabulary
CONTENT—Students will: <ul style="list-style-type: none">Learn about new immigrants and Tejanos in the Republic. LANGUAGE—Students will: <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to a video, write responses in their notebooks, and contribute in a whole-class discussion.Listen to and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Summarize and write about some of the challenges and changes people faced in the new Republic of Texas.	<ul style="list-style-type: none">prejudicediscriminationhostility
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “Tejanos in the Republic”Passages: “Mexican Texans Face Tensions” (pg. 300), “The Republic Attracts Immigrants” (pgs. 296–297), & “Slavery Continues in Texas” (pgs. 298–299)Transparency: QuestionsTransparency: BCRC Analysis	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)

2 min.

- Provide overview/background information of today's lesson.
 - *As the revolution ended and new towns were built in the Republic, Texas' land policy invited new immigrants. Today we will learn about how new immigrants went to Texas from across the United States and Europe looking for land and new opportunities.*
 - *The many Texans of Mexican decent who already lived in the republic were called "Tejanos". They primarily worked on small farms and ranches. We will also talk about tensions that can arise when new groups of people enter land that is already settled.*

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: "Tejanos in the Republic"

(5 min.)

- Introduce the video.
 - *Now you will watch a short video about people in the republic. As you watch, and later in the readings, look for the following: Who were the different groups of people living in the new Republic of Texas? Do you think that these groups lived together peacefully? Explain.*
- 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: "Mexican Texans Face Tensions" (pg. 300), "The Republic Attracts Immigrants" (pg. 296–297), & "Slavery Continues in Texas"

(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.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What were some of the reasons U.S. immigrants moved to Texas?*
 - *Did any group have more right to the land? Why do you think so?*
- 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.

- Display Transparency: BCRC Analysis
 - *Today we will continue using our analysis. Take some time to answer the questions and fill in the organizer.*
- Students contribute their answers in a whole-class discussion.

discrimination **(discriminación)**

Unfair treatment based on one's race, ethnicity, age, gender, disability, religious beliefs, etc.



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Synonyms: unfairness, inequity

Root word: discriminate

Tejanos and African Americans faced **discrimination** in the new nation.

In the United States, laws are created to protect individuals from **discrimination** in employment and in schools.

Turn and Talk

- **Do you think that problems of discrimination in the United States are getting better or worse? Why?**

hostility **(hostilidad)**

Anger, unfriendliness



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Synonyms: opposition, unfriendliness

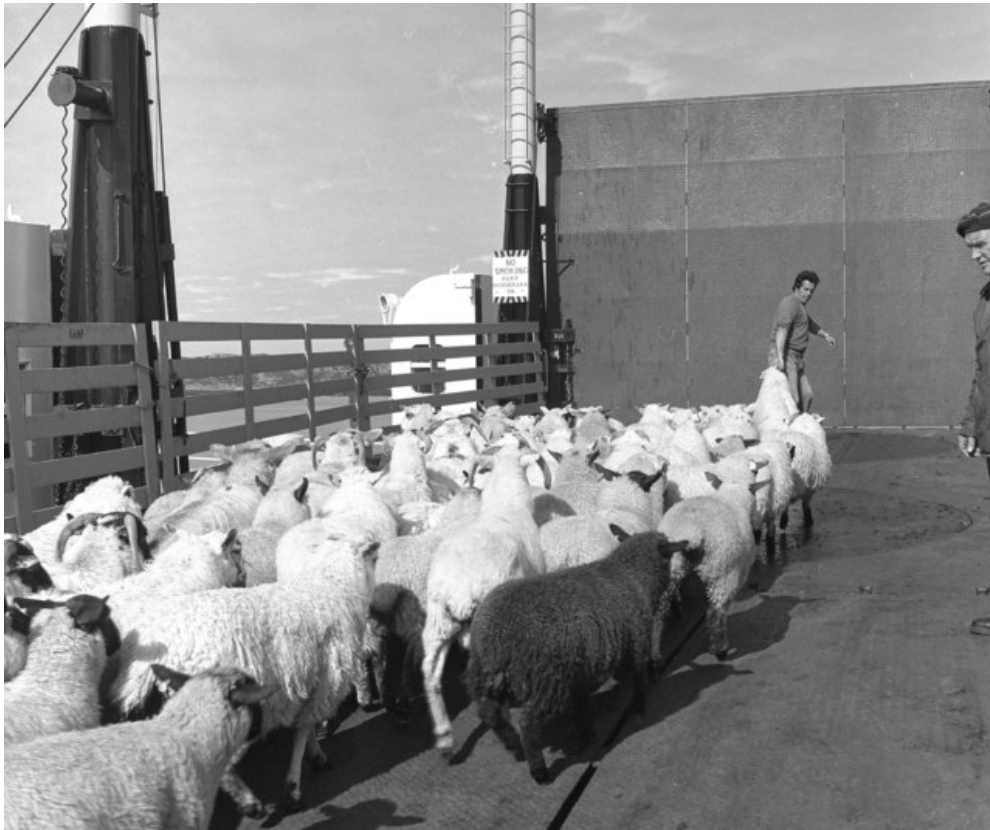
Tejanos often faced **hostility**, particularly from U.S. immigrants.
During World War II, the Jews faced **hostility** from the Nazis.

Turn and Talk

- Briefly explain ways in which students might show hostility toward their fellow students.
- Imagine you live next to hostile neighbors. What might your family do to stop the hostility?

prejudice (prejuicio)

Unreasonable, hostile feelings or opinions for people from a different race, religious, national group, etc.



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Synonyms: bias, bigotry

Anglo settlers often held racial and religious **prejudices** against Tejanos.

Prejudice causes people to be biased and favor certain people or groups of people.

Turn and Talk

- **What are some things we can do to end or stop prejudice against certain people or groups?**

The Republic of Texas

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

Lesson 4

Standards	7.4A Understand and identify individuals and issues that shaped the history of the Republic of Texas 7.10B Analyze how new settlers adapted to and modified the environment 7.21B Analyze information by using higher-order thinking processes of comparison, summarization, inferencing, and concluding
Lesson Topic	Life in the Republic

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn about the settlers' life on the farms and towns of the new republic, the difficulties they experienced with transportation, and the role and contribution of churches in the new republic. <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.Ask and answer pair-generated questions about life in the republic.(In the review/assessment activity) Compare and write about the life of the early Pioneers with our lives today in a Venn diagram.	<ul style="list-style-type: none">choresharvestpioneerto clear land
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: "Transportation" and "Churches and Schools"Passages: Whole Section: "Texans on Farms and Ranches" (pgs. 302–311)Transparency: QuestionsTransparency: Pioneer Life Comparison	<ul style="list-style-type: none">Post the objectivesLinks to backgroundDivide the class into 4 groups to assign readings

Motivation (Engagement/Linkages)

5 min.

- Provide overview/background information of today's lesson.
 - *We learned that the Tejanos and Native Americans were disappointed in the new Republic of Texas because they faced discrimination. For instance, they experienced hostility, their land and livestock were sometimes stolen, and they were sometimes forced to leave their homes.*
 - *Now we will focus on the life of settlers. We will look at how they lived, their occupations, and their community life. We will also look at the difficulties the settlers faced with transportation.*

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: "Transportation" and "Churches and Schools"

(5 min.)

- Introduce the video.
 - *You are now going to watch a video of life in the Republic of Texas. Listen carefully because the information will help you to further answer the questions in your reading.*
- Students watch the video clip.
- Teacher summarizes the highlights of the video.

Partner Reading: Whole Section: "Texans on Farms and Ranches"

(pgs. 302–311)

(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.
- Divide the class into four groups. Pairs will work together.
- Each group will have a section to read and answer questions.
- Read the questions (on transparency) that each group will focus on during the reading.
- **Group 1: "Texas Life Centers around Farming" (pg. 302) & "Ranches Flourish" (pgs. 302–303)**
 - *What were the occupations of the settlers?*
 - *Give two examples each of cash crops and subsistence crops grown.*
 - *Name two animals the settlers raised.*
- **Group 2: "Trades and Professions" (pgs. 306–307)**
 - *What were the occupations of the settlers?*
 - *What did some of the settlers do to increase their income?*
- **Group 3: "Better Transportation is Needed" (pg. 307) & "Stagecoaches and Steamboats" (pgs. 307–308)**
 - *Mention two difficulties the settlers faced in the area of transportation.*
 - *What did the settlers use for transport?*

- Group 4: “Texans gather for Social Life” (pg. 310) & “Formal Education Advances Slowly” (pgs. 310–311)
 - *What kinds of social activities did the settlers take part in?*
 - *What kinds of educational systems/institutions were found in Texas?*
 - *How did settlers in the rural areas educate their children?*
- 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 until their reading section is completed. Pairs work to answer questions designated to their group.

Practice/Application

10 min.

- After reading the passage, in pairs, have students discuss and write responses to their designated questions in their notebooks.
- Once students are done, have each group share their answers with the class.
- As each group shares their answers, the other students should listen and write the answers in their notebook.
- Provide feedback while helping students to center on the big idea/s in the selection.

Review/Assessment

10 min.

- Display the transparency: Pioneer Life Comparison.
 - *We’ve talked today about early pioneer life—how they lived, where they stayed, and the work they did. Let’s compare their life to our lives now. How are they in some ways similar, and how are they different?*
- Students can continue to work in their groups.
- Students contribute their answers in a whole-class discussion. Have students add notes to their graphic organizer as students share their answers.

chores (quehaceres)

The everyday work around a house or farm



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Synonyms: duties, tasks

One of the men's **chores** in early Texas was to cut firewood.

Martin's **chore** after dinner was to clear the dishes from the table.

Turn and Talk

- Share with your partner one chore that you do at home.
- What do you think *chore* means in this sentence: "Sandra finds doing her math homework a chore, so she delays the task as much as possible."

harvest (cosechar)

The act of gathering crops once they are ripe



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Synonyms: gathering, picking

The early Texans **harvested** various crops.

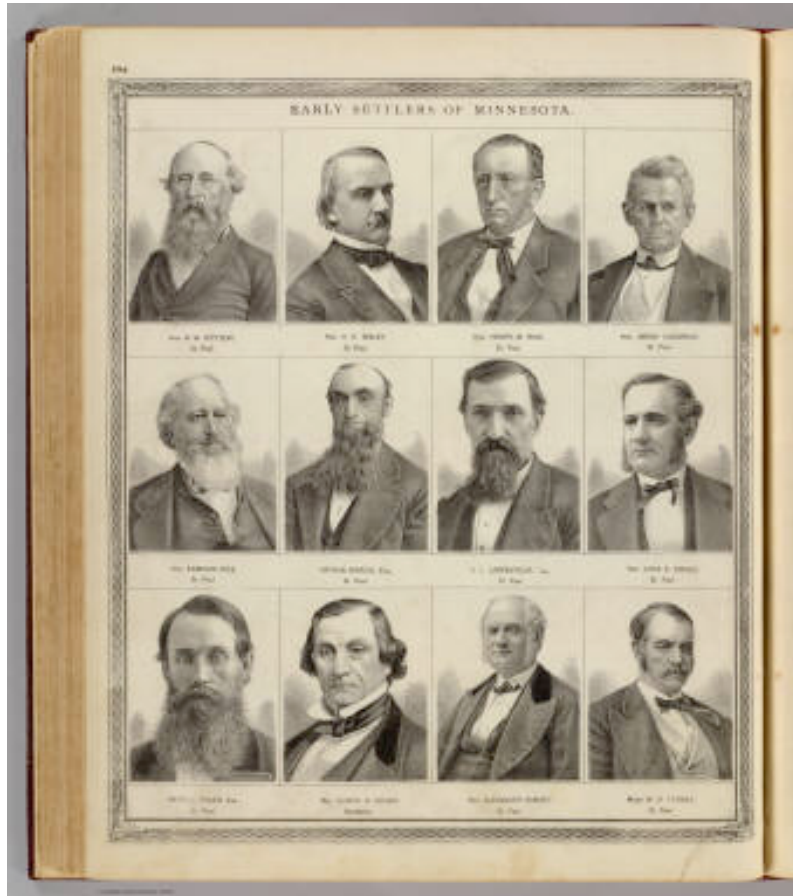
This year, there was a huge **harvest** of corn due to good weather.

Turn and Talk

- **Mention ways in which U.S. farmers harvest their crops (e.g. corn, fruits, etc.).**
- **What are some challenges farmers might face during harvesting?**

pioneer (pionero)

A person who is the first to enter or settle in an area



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Synonyms: settler, groundbreaker

Early Texas **pioneers** faced difficulties due to poor transportation. Spanish missions allowed **pioneers** to move from Mexico to Tejas.

Turn and Talk

- Imagine you moved into a new neighborhood as a pioneer.
- Partner A: Share one advantage you would have.
- Partner B: Share one disadvantage you would have.

clear land (despejar la tierra)

**To destroy native vegetation and habitats
in order to build something**



www.alissasadventures.blogspot.com

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Synonyms: raze, level

Texans struggled to **clear land** and to build homes and businesses in the Republic's new settlements.

The Texas Building Board decided to **clear land** in order to build the Outlet Mall in Round Rock.

Turn and Talk

- What are some *advantages* and *disadvantages* of clearing land?

The Republic of Texas

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. You can draw from your notes to help answer the questions.*

Presentation**20 min.**

- If you choose to complete this review in the form of a Jeopardy game 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 questions in their review.
- 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.

Name _____

The Republic of Texas Review

IDENTIFY: In the space provided, write the correct vocabulary term next to its definition.

Choose your answers from the list below. Some terms will not be used.

discrimination	allot	
capitol	debt	hostility
pioneer	isolated	chores
harvest	captive	clear land

- _____ 1. Owing something that needs to be paid back, typically money
- _____ 2. The everyday work around a house or farm
- _____ 3. Someone who has been taken prisoner
- _____ 4. To give a portion of something to someone as a share or task
- _____ 5. A building in which government officials meet
- _____ 6. The act of gathering crops once ripe
- _____ 7. Anger, unfriendliness
- _____ 8. Unfair treatment based on one's race, ethnicity, age, gender, religious beliefs, disability, etc.
- _____ 9. Separated or alone
- _____ 10. A person who is the first to enter or settle in an area

DEFINE: Write a definition for the following words.

11. Policy:

12. Revenge:

UNDERSTANDING MAIN IDEAS

13. As Texas became an independent nation it faced many challenges. Two difficulties that Texas faced were _____ and _____.
14. In 1836, Texans elected _____ as the first president of Texas. The second president of Texas, _____, created an American Indian policy that ordered the removal of Native Americans in Texas.
15. Name three groups of people who lived in the Republic of Texas.
_____, _____,
and _____
16. **Why** and **how** were Mexican Texans, or Tejanos, discriminated against in the new republic?
17. My Life is similar to life in the Republic of Texas because _____.
- My Life is different from life in the Republic of Texas because _____.

Name:

Teacher:

Class Period:

Date:

Quiz 3: The Republic of Texas

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

i 1. To cause someone pain and suffering in return for hurt suffered.

j 2. Something that needs to be paid back, typically money.

a 3. A building in which government officials meet.

k 4. The first people to enter or settle in an area.

c 5. To be separated or alone.

b 6. People who have been taken prisoner.

f 7. A plan or procedure chosen and followed by a government, an institution, business, or individual.

l 8. Unfair treatment based on race, ethnicity, age, gender, etc.

d 9. The everyday work around a house or farm.

g 10. Given a portion or share of something.

a. A **capitol** was built in the middle of Austin, the capital city of Texas.

b. Matilda Lockhart was one of the **captives** from Texas held by the Comanches.

c. Some Texans claimed Austin was **isolated** and too far west.

d. One of the men's **chores** in early Texas was to cut firewood.

e. The early Texans **harvested** various crops.

f. President Lamar's **policy** was geared toward removing American Indians from Texas.

g. In the New nation, more land was **allotted** to certain groups than others.

h. Texans struggled to **clear land** to build homes and businesses in the new settlements.

i. When the Texans massacred the Comanche, the Comanche took **revenge** by killing their Texan captives.

j. The new nation of Texas was in a lot of **debt**.

k. The early Texas **pioneers** faced many difficulties because of poor transportation.

l. Tejanos and African Americans faced **discrimination** in the New Nation.

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

1. The newly created Republic of Texas faced many challenges. Name **two** challenges that the people of the Republic of Texas faced.
 - ECONOMIC DEBT
 - LIVING AMONG AND GETTING ALONG WITH DIFFERENT GROUPS OF PEOPLE
 - DECIDING ON A CAPITAL THAT EVERYONE AGREED UPON AND THAT WAS ADVANTAGEOUSLY SITUATED AS WELL AS DEVELOPED
 - DISCRIMINATION AGAINST AMERICAN INDIANS, TEJANOS AND AFRICAN AMERICANS IN THE ALLOCATION OF LAND
2. Mention **one** way the Pioneer life was similar to life now, and **one** way it was different.
 - CHURCHES AND SCHOOLS CONTINUE TO BE SOCIAL SITES
 - SCHOOLING STILL IMPORTANT
 - MANY OF THE SAME OCCUPATIONS EXIST TODAY E.G. DOCTORS, LAWYERS, MINISTRY, TEACHING ETC.
 - FARMING AND RANCHING STILL PRACTICED IN TEXAS
 - SOME SOCIAL ACTIVITIES REMAIN- E.G. DANCING, SHOOTING MATCHES, CHURCH DINNERS, FIESTA'S
 - PRIVATE SCHOOLS AND COLLEGES STILL EXIST
 - MAJOR CHANGES IN TRANSPORTATION; YOU DON'T SEE HORSES STAGECOACHES, AND STEAMBOATS FOR TRANSPORTATION
 - MACHINERY USED IN FARMING INSTEAD OF PLOWING WITH MULES AND OXEN
 - WOMEN TODAY WORK NOT ONLY AT HOME BUT IN A ONCE MALE-DOMINATED WORKFORCE
 - KINDS OF WORK THAT PEOPLE HAD TO DO- CHORES LIKE CHURNING MILK TO MAKE BUTTER, MAKING OWN CANDLES
 - NOT AS MANY BLACKSMITHS, BRICK MASONS, CARPENTERS ETC.
 - MORE PUBLIC SCHOOLS AND LESS HOME SCHOOLING, TEACHERS HIRED AND PAID IN MONEY NOT PRODUCE, MORE PUBLIC COLLEGES
3. How did President Lamar's land policy affect the Native Americans in Texas?
 - BELIEVED THEY HAD NO FAIR CLAIM TO THE TEXAS LANDS
 - LAMAR ORDERED THEM TO BE REMOVED FROM TEXAS WHICH WORSENERED RELATIONSHIPS BETWEEN THEM AND TEXAS SETTLERS
 - FORCED THEM OUT OF THEIR LAND AND OUT OF TEXAS WHICH IN TURN CAUSED FIGHTING BETWEEN THE SETTLERS AND THE INDIANS (MANY INDIANS WERE KILLED)
 - INDIANS WERE OUTRAGED WHICH CAUSED THEM TO RAID SETTLERS—KILLING THEM, BURNING THEIR HOUSES, STEALING THEIR SUPPLIES AND LIVESTOCK
 - TEXAS FORCES ATTACKED THEM AND KILLED MANY INDIANS
4. Name **two** different groups of people that were living in the new republic of Texas.
 - TEJANOS • U.S. IMMIGRANTS • EUROPEAN IMMIGRANTS • NATIVE INDIANS • SLAVES
5. Write **one** way Tejanos were discriminated against in the new Republic of Texas?
 - ANGLO SETTLERS USED FORCE TO TAKE LAND FROM THEM.
 - THEIR LIVESTOCK WAS STOLEN
 - SOME FAMILIES WERE FORCED TO FLEE TEXAS
 - THEY FACED HOSTILITY FROM U.S. IMMIGRANTS

NB: THE SETTLERS ASSOCIATED THEM WITH THE MEXICAN GOVERNMENT AND BELIEVED THEM TO HAVE OPPOSED THE WAR FOR INDEPENDENCE AND THUS HELD RACIAL AND RELIGIOUS PREJUDICES AGAINST THEM AND DISCRIMINATED UPON THEM (students must give an example of discrimination from the above)