

TEKS Cluster: Mexican National Era: Colonization and the Empresario System

7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.

Connected Knowledge and Skills 7.1, 7.10, 7.18

Filibustering and Mexican Independence

- ❖ 7.2(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824 ...
- 7.1(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Mexican National ... *Spiral Standard*
Supporting Spiral Standard: 7.1(B)

Methods of Settlement: Empresarios and Land Grant Colonies

- ❖ 7.2(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas
- 7.18(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture *Spiral Standard*
- 7.2(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including ... 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
- 7.2(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
- 7.10(A)* identify why immigrant groups came to Texas and where they settled
Supporting Spiral Standard: 7.8(A)

Student Expectations

- ❖ 7.2(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, ... (S)
- 7.1(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Mexican National ... *Spiral Standard* (R)

Connected Spiral Standards

- explain the significance of the following dates: 1821, independence from Spain ... 7.1(B)

Academic Vocabulary

Vocabulary		Terms
absolute	historical turning point	1821
chronology	independence	Battle of Medina
constitution	relative chronology	Father Miguel Hidalgo
federal republic	revolution	José Gutiérrez de Lara
filibuster	sequence	Mexican Federal Constitution of 1824
historical reference		Mexican National

Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
Photograph/ Painting	Political Cartoon/ Advert./Other	Map	Chart/Table
Graph	Graphic Organizer	Bulleted List of Facts	Timeline

Content Builder

- The Mexican National era unofficially begins with the Grito de Dolores on September 16, 1810, amidst social and political unrest and initiates the war for Mexican Independence. The Mexican National period between 1821-1836 follows Mexico's independence from Spain and precedes Texas' independence from Mexico.
- The individuals, issues, and events in this cluster help students understand the concept of revolution and the steps in the formation of a new government. This change is a significant reflection of both the political climate across the western hemisphere as well as the influences of the American revolutionary ideas about self-government.
- Filibusters (Spanish for "pirate" or "freebooter") made claims to lands in Texas primarily due to a lack of Spanish presence. Filibusters were Anglo settlers who moved west following the Louisiana Purchase. With Manifest Destiny as the chief motivator, these settlement patterns, westward ideals, and cultural patterns would later influence the Texas Revolution and subsequent annexation to the United States.
- On September 16, 1810, Father Miguel Hidalgo summoned his congregation and announced his El Grito de Dolores (The Cry of Dolores), the famous call that incited the rebellion against the Spanish government. In less than a year's time, Father Hidalgo was captured (in Texas) and executed by the Spanish government.
- During the revolution, Gutiérrez served as an envoy to the United States and later led a force of revolutionaries into Texas as part of the Gutiérrez-Magee Expedition. The ultimate failure of this expedition and the defeat at of the republican revolutionaries at the Battle of Medina (1813) near San Antonio ended most hopes of achieving Mexican independence (from Spain) through Texas.
- With the passage of the Mexican Constitution of 1824, the new government in Mexico was a federal republic much like the United States, with an elected President and Congress. This government structure was both familiar and attractive to potential settlers in Texas. Unlike the U.S. Constitution however, Mexicans were not permitted slaves nor freedom of religion as Catholicism was the national religion.

Instructional Implications

When you teach Filibustering and Mexican Independence, remember to:

- Use a timeline and cause and effect graphic organizers to help students understand these events, issues, and individuals and their impact on life in Texas. Students should have multiple opportunities to relate both absolute and relative chronology to the events and individuals of the era.
- Use manipulatives (e.g., flash cards) with specific dates to help students determine absolute chronology when associating the dates of significant events in Texas history as defining points of the various eras.
- Create a map of the Gutiérrez-Magee Expedition and the Battle of Medina.
- Provide opportunities for students to explain (orally and/or in writing) the significance of the date and how that event supports the era in which it occurred. For instance, pose questions such as, "What is the relationship between independence from Spain in 1821 and the Mexican National Era?"
- Use side-by-side historical and modern maps to help students recognize the geographic challenges of such an expansive territory and the need to settle and populate Texas. Note the location of the seat of government.

Learning from Mistakes

Students may make the following mistakes:

- Mistaking Cinco de Mayo for Mexican Independence
- Assuming that rights and responsibilities are the same for citizens under the U.S. Constitution and citizens under the Mexican Constitution of 1824
- Confusing Mexico's independence movement with Texas' independence movement

Student Expectations

- ❖ 7.2(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas (R)
- 7.18(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture *Spiral Standard* (R)
- 7.2(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including ... 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 (S)
- 7.2(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 (S)
- 7.10(A)* identify why immigrant groups came to Texas and where they settled (S)

Connected Spiral Standards

- locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions 7.8(A)

Academic Vocabulary

Vocabulary		Terms	
assimilation	migration	Coahuila y Tejas	Martín De León
contrast	population	Constitution of 1824	Moses Austin
cultural	distribution	Empresario	State Colonization
diffusion	pull factors	Erasmo Seguín	Law of 1825
ethnic groups	racial groups	Green DeWitt	Stephen F. Austin
federal republic	settlement		
heritage	patterns		
immigration	tejano		
land grant			

Stimulus

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Content Builder

- This cluster explores the concepts of diversity and unity within Texas. Students should be able to distinguish between racial (shared inherited characteristics), ethnic (shared common characteristics such as language, cultural traditions, and/or religion), and religious (shared common belief systems) groups. Often these settlement groups are taught in chronological order, but in isolation. Make sure to continually contrast each of the three groups in addition to emphasizing why or how each group settled.
- Following Mexico's war for independence, Texas became part of a larger Mexican state, Coahuila y Tejas, with its capital in Saltillo, Mexico. This led to liberal immigration laws in 1825, which led to waves of Anglo settlers pouring into Texas for cheap land.
- The settlement of Texas was a priority for the Mexican government, as a largely unpopulated region was vulnerable to rapid westward expansion in the United States. Mexico continued the Spanish initiative of issuing land grants to empresarios who would help to settle Texas. Several empresarios were Anglo, attracting settlers from the United States.
- Although opposed to slavery, Mexico allowed Texas settlers to bring slaves into the Mexican state.
- Controlling territory in Texas was a challenge addressed by the Spanish, Mexican, and Anglo settlers. Students need to contrast (look for differences) in the reasons for settlement patterns and regional locations of the Spanish, Mexican, and Anglos as these groups settled Texas.
 - Spanish – hoped for economic gain (gold); the Spanish government later solidified land claims against the French establishing missions, presidios, and settlements on their northern frontier
 - Mexican – created larger land holdings and encouraged more Mexican settlement on the frontera (frontier) for ranching
 - Anglo – beginning with Moses/Stephen F. Austin and the Old 300 in 1821, settlers from the United States included families who came to Texas to farm; they were attracted by cheap land (12.5 cents an acre) and liberal payment options
- Geographic settlement patterns would lead to social changes in the region, driving subsequent political change.
- Students need to understand the concepts of culture, cultural identity, and cultural assimilation to describe how people from various groups work to maintain their unique cultural customs and traditions as well as adapt to the dominant culture of Texas.

Instructional Implications

When you teach Methods of Settlement: Empresarios and Land Grant Colonies, remember to:

- Introduce each group (Spanish, Mexican, and Anglo) and include opportunities for students to contrast why and how each group settled. Include differences [e.g., who came to settle – for the Spanish, initially it was mostly men (priests and soldiers), whereas Mexican and Anglo settlers were mostly families]. Pose questions such as: Why would it make a difference who settles an area? What were Spanish priests most interested in? How was that different from Mexican or Anglo families establishing land claims? Use a graphic organizer (e.g., a triple Venn Diagram) to allow students to add information and look for contrasts (and comparisons) as they study each group.
- Provide opportunities for students to define and distinguish between racial, ethnic, and religious groups in Texas. Use a brainstorming strategy to have students share specific examples of celebrations, customs, food, language, and other elements of culture from a variety of divergent groups. Have students describe how one or more of these cultural elements represent part of the cultural heritage of these groups and of Texas.
- Reinforce another turning point date in Texas history with the independence of Mexico in 1821. Use a timeline and cause and effect graphic organizer to help students understand these events, issues, and individuals and their impact on life in Texas.
- By comparing population distribution maps of Texas from various time periods, students can determine historic and current settlement patterns and analyze those for change over time. Use a graphic organizer detailing groups that migrated to Texas during the 19th, 20th, and 21st centuries; where those groups concentrated settlement; and economic, social, and/or political reasons for the migration/immigration. Data from the U.S. Census Bureau provides sources for maps and population statistics.

Learning from Mistakes

Students may make the following mistakes:

- Confusing the difference between ethnic groups and racial groups
- Confusing the difference between cultural assimilation and cultural diffusion
- Mistaking Cinco de Mayo for Mexican independence