

TEKS Cluster: Republic of Texas and Early Statehood

7.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.

Connected Knowledge and Skills 7.10

The Republic of Texas

- ❖ 7.4(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups
Readiness Spiral Standards: 7.1(A), 7.16(A)

Immigration: Changing Demographics

- ❖ 7.10(A)* identify why immigrant groups came to Texas and where they settled
Readiness Spiral Standard: 7.18(B)
Supporting Spiral Standard: 7.10(B)

Early Statehood

- ❖ 7.4(C)* identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850
- 7.4(B)* analyze the causes of and events leading to Texas annexation such as security and public debt
Readiness Spiral Standard: 7.1(A)
Supporting Spiral Standard: 7.1(B)

Student Expectations

- ❖ 7.4(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups (S)

Connected Spiral Standards

- identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Revolution and Republic; Early Statehood ... 7.1(A)
- identify different points of view of political parties and interest groups on important Texas issues, past and present 7.16(A)*

Academic Vocabulary

Vocabulary		Terms	
administration	political	1836	Mary Maverick
civil	public debt	Anson Jones	Mirabeau Lamar
ethnic groups	racial groups	Chief Bowles	Republic of Texas
expedition	redbacks	Córdova Rebellion	Sam Houston
freedom	republic	Council House Fight	Santa Fe
issues	settlement	Edwin W. Moore	Expedition
		Jack Coffee Hays	Texas Navy
		Jose' Antonio Navarro	Texas Rangers
			William Goyens

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 establishment of the Republic of Texas in 1836, under a new constitution was critical to maintaining an organized government following the Texas Revolution. This constitution was modeled after the United States' Constitution. One of the critical changes in the Texas Constitution of 1836 was provisions for freedom of religion which was not present in the previous Mexican government which dictated Catholicism as the official state religion.
- This cluster identifies the issues, individuals, and challenges faced by the new Republic, including financial issues (public debt), unrest in the army, Indian attacks, location of the capital, ongoing threat from Mexico and the need for protection, getting recognition from foreign countries for the new Texas government, and infrastructure issues such as public education. Each of the three administrations addressed these issues differently.
- From the beginning, some Texans wanted to join the United States. By placing emphasis on how the difficulty of addressing all of these issues and challenges by a new government, students gain deeper insight into the causes of and events leading to annexation.

Instructional Implications

When you teach The Republic of Texas, remember to:

- Use graphic organizers to develop a cause-and-effect summary. Identifying each of the problems/issues facing the new Republic of Texas and how each of the presidents (Houston, Lamar, and Jones) tried to solve these problems allows students to create a framework for understanding why Texas requested annexation to the United States as the ultimate solution to these issues.
- Create an illustrated timeline or anchor charts of actual events (the Córdova Rebellion, the Council House Fight, and the Santa Fe Expedition) to help students associate events, historical figures, and preceding and successive issues with the correct context of time and clarify further understanding of reasons for annexation.
- Help students understand the critical nature of the cause-and-effect relationship between political revolution and the establishment of a new form of government. This cluster provides an opportunity to examine how the new government established in the Republic of Texas was similar to that of the United States government established after the American Revolution. It also provides an opportunity to examine how this new government reflected changes that Texans fought for during the Texas Revolution – representation in law-making, limited government rather than dictatorship, and individual freedoms including freedom of religion.
- Although the indepth study of constitutional principles will occur following the Civil War (Constitution of 1876), begin taking advantage of opportunities for students to examine how the political structure of Texas as a Republic was based on the principles of limited government, separation of powers, popular sovereignty, federalism, and individual rights aligned to principles of the U.S. Constitution. Introducing these concepts and vocabulary words now will benefit students later.

Learning from Mistakes

Students may make the following mistakes:

- Thinking that the constitution developed under the Republic of Texas is the same constitution in use today

Student Expectations

- ❖ 7.10(A)* identify why immigrant groups came to Texas and where they settled (S)

Connected Spiral Standards

- describe how immigration and migration to Texas have influenced Texas 7.10(B)
- describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture 7.18(B)*

Academic Vocabulary

Vocabulary	Terms
adapting assimilation cultural identity diffusion ethnic groups immigrant groups immigration migration population distribution racial groups settlement patterns	Texas culture

Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
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Content Builder

- During the nine years of the Republic, Texas became an appealing option for a multitude of immigrants. Unlike the Mexican National Era, where Catholicism was the official religion, Texans enjoyed religious freedom, cheap land, new opportunities, and a government structure (republic) that mirrored the freedoms of the United States. Following annexation, a larger wave of European immigrants escaping famine and conflict settled in the hill country and parts of South Texas.
- Immigration in the 19th century not only dramatically increased the population of Texas, but many of these settlement patterns precluded small towns that later became urban centers.
- Students need to understand the concepts of culture, cultural identity, and cultural assimilation in order to describe how people from various groups worked to both maintain their unique cultural customs and traditions while adapting to the dominant culture of Texas.
- This cluster explores the concepts of diversity and unity within Texas. Although not stated explicitly, the concept of multiculturalism is important to the wide opportunities for cultural diversity within the unity of a dominant Texas culture.
- Students should be able to describe:
 - the distinctions between the categories of racial, ethnic, and religious groups
 - the concepts of cultural assimilation and cultural diffusion
 - the impact of these racial, ethnic, and religious groups settling in Texas in the early-mid 19th century
 - the relationship between characteristics of the physical environment and patterns of human settlement and human characteristics of a region

Instructional Implications

When you teach Immigration: Changing Demographics, remember to:

- Compare population distribution maps of Texas from various time periods to determine settlement patterns and analyze change over time.
- Use graphic organizers to analyze and compare groups that migrated to Texas during the 19th century; the location of each groups' concentrated settlements; and the economic, social, and/or political reasons for migration/immigration.

Learning from Mistakes

Students may make the following mistakes:

- Associating immigration with post-Revolutionary Texas instead of recognizing key settlements that began with the Spanish land grants (Irish) and with empresario land grants (Americans)

Student Expectations

- ❖ 7.4(C)* identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850 (R)
- 7.4(B)* analyze the causes of and events leading to Texas annexation such as security and public debt (R)

Connected Spiral Standards

- identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Early Statehood ... 7.1(A)
- explain the significance of the following dates: ... 1836, Texas independence; 1845, annexation ... 7.1(B)

Academic Vocabulary

Vocabulary	Terms
absolute chronology	Compromise of 1850 Treaty of Guadalupe-Hidalgo U.S.-Mexican War
analyze	
annexation	
compromise	
ethnic groups	
immigrant groups	
population growth	
relative chronology	
sequence	
statehood	

Stimulus

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Content Builder

- While Texas continued to struggle with debt, Indians, threat from Mexico, and other issues, the United States Congress wanted to maintain a balance between its slave and free states. In Texas, Sam Houston favored annexation, as did United States' President, John Tyler, who negotiated a Treaty of Annexation. Although Texas could address many problems on her own, annexation was the ultimate solution to many of the problems Texas faced as an independent republic. The U.S. forgave all Texas' debt. Texas was now protected by the United States Army and Navy. The United States had an established policy regarding American Indians, managed by the Bureau of Indian Affairs. Texas was now part of the U.S. currency and banking systems.
- Texas President Anson Jones made the transition, and Texas became the 28th state of the United States in December 1845 during James K. Polk's presidency.
- Polk used Texas' annexation and defense of disputed Texas borders (Nueces and Rio Grande rivers) with Mexico to involve the United States in the U.S.-Mexican War from 1846-48. The war ended with the Treaty of Guadalupe-Hidalgo with the Mexicans ceding 525,000 square miles (Mexican Cession) and the United States paying \$15 million dollars and assuming some Mexican debt.
- Within a few short years, the population of Texas doubled as Americans and Europeans alike migrated to Texas to take advantage of cheap land.
- As the slavery debate continued to intensify in the United States, an attempt to balance the territory acquired from the Treaty of Guadalupe-Hidalgo resulted in the Compromise of 1850, where Texas was paid \$10 million dollars and relieved of its debt in exchange for giving up portions of its western and northern lands in order to organize the western territories between Texas and the newly admitted California.

Instructional Implications

When you teach Early Statehood, remember to:

- Using a graphic organizer, explore issues facing Texas and the solutions to those issues.
- Using a T-chart to compare costs and benefits of Texas annexation from the U.S. perspective, have students evaluate issues such as adding another state that supported slavery vs. maintaining a balance with non-slave states or risking war with Mexico vs. gaining large amounts of territory.
- Have students explain (orally and/or in writing) the significance of 1845 and how that event supports the era in which it occurred.

Learning from Mistakes

Students may make the following mistakes:

- Confusing territories that applied for statehood with Texas' process of annexation