

Texas: Prelude to Civil War

Lesson overview

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Lesson 1: The Settling of Texas and the War for Texan Independence 1. Why did American immigrants move to and settle in Texas in the 1820s and 1830s? 2. What was the impact of American immigration to Texas? 3. What role did the Alamo play in the War for Texan Independence? 4. How did the War for Texan Independence impact America and its relationship with Mexico?	1. The student will be able to identify the motivations of Americans to settle in Texas. 2. The student will be able to explain the origins of the War for Texan Independence. 3. The student will be able to illustrate the role of the Alamo in the War for Texan Independence and appraise the war's impact on America, Texas, and Mexico.	1. Remember the Alamo! – Menu assignment (assesses objectives 2,3) Students will choose one of three menu assignments to complete to demonstrate an understanding of material and accomplishment of learning objectives. Menu assignments ask students to evaluate the effect of the Alamo on the War for Texan Independence and relationships between Texas, Mexico and the US. 2. Lesson 2 starter/discussion assesses objective 1. What did Americans immigrate to Texas in the mid 1800s? Why did Texas declare its independence and fight for it during the War for Texan Independence? How did the Alamo impact Texas, Mexico and the War for Texan Independence?	1. Students read a selection of quotes and respond to a starter question, which asks them to consider the advantages and disadvantages of immigrating to Texas. 2. Students will participate in a lecture/discussion about the origins of American settlement in Texas and the War for Texan Independence. 3. Students will read and analyze excerpts from Col. William Travis' letter from the Alamo, using the source to provide insight into the beliefs, mindsets and legacy of the Alamo defenders. 4. Students will finally demonstrate mastery of lesson objectives by completing a menu assignment.

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Lesson Two: The Annexation of Texas 1. Why did the US want to annex Texas? 2. Why did Texas want to be annexed by the US? 3. Why were some Americans opposed to annexation? 4. How did Mexico, Britain and France respond to the annexation controversy? 5. How would the debate over the annexation of Texas lead to division and disunion in the US?	Lesson Two: The Annexation of Texas 1. The student will be able to identify and analyze various perspectives on the annexation of Texas including those in favor, those against, Mexican, French, and British. 2. The student will be able to come to a consensus with group members on the annexation of Texas. 3. The student will be able to write a recommendation to President Tyler that argues either for or against annexation, using primary and secondary sources as evidence. 4. The student will be able to relate the issue of annexation to greater causes of the Civil War.	Lesson Two: The Annexation of Texas 1. Student comprehension of the various perspectives on annexation will be assessed through observation during the Structured Academic Controversy (SAC). 2. Students will write a recommendation to President Tyler and predict the effect of their choice on Texas, Mexico, America and American relationships with European powers. Students will use secondary and primary sources and notes from SAC to support their opinion and prediction.	Lesson Two: The Annexation of Texas 1. Review the role of the Alamo in the War for Texan Independence and its impact on Mexico, Texas, US, France and Britain. 2. Students will participate in a SAC during which they will argue for and against annexation. Students will engage in research, public speaking/persuasive speaking and consensus-building.