

# Lesson Ideas for A Destined Conflict

## Excerpts from Curriculum Guide For Teaching Texas History

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This work was made possible through funding from:

Fondren Foundation  
LyondellBasell  
Meadows Foundation  
Houston Endowment Inc.  
The Gordon A. Cain Foundation  
Elkins Foundation  
Union Pacific Foundation  
BNSF Railway Foundation  
San Jacinto Day Foundation  
The Dow Chemical Company  
H-E-B Tournament of Champions

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Published by the San Jacinto Museum of History

One Monument Circle

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August 17, 2015

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## Introduction

The goal of this guide is to enhance your students' visit to the exhibit *A Destined Conflict: The U.S. - Mexican War*. The lessons were excerpted from *Curriculum Guide for Teaching Texas History*, which is available for download at [http://www.sanjacintomuseum.org/Education/For\\_Teachers/](http://www.sanjacintomuseum.org/Education/For_Teachers/). Lesson documents are in PDF format for ease of downloading, but Word versions are available to teachers on request to insure modifications are simple for classroom use. Related images are at <https://sanjacintomuseum.smugmug.com/CurriculumGuide> in the 4B Texas Annexation and 4C-Statehood sections.

All lessons are aligned to the Texas objectives known as Texas Essential Knowledge and Skills (TEKS) which were revised in 2010 by the State Board of Education. Lessons were generally designed to be completed within one or two class periods. However, teachers are encouraged to modify lessons to meet the needs of the students in their unique classroom situations.

## Lesson Plan: Texas Annexation

### TEKS Objective

#### Social Studies Texas History

4B - Analyze the causes of and events leading to Texas annexation.

21B - Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

21D - Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

#### Rationale

A skill needed to be successful in social studies is reading comprehension. Social studies students are also expected to use both primary and secondary sources to draw conclusions and make inferences.

#### Essential Question

Why did many settlers in Texas expect to become part of the United States?

#### Critical Vocabulary

Annexation

State Constitution

Enabling Act

Annexation Treaty

#### Hook

Ask students the following questions:

1. Are any of you members of clubs or other organizations (Girl Scouts, Boy Scouts, the school band, or a club on campus)?
2. Why did you join? Answers will vary-to be with friends, the activities are fun, don't want to be bored after school, to gain experience for a future job, etc.
3. If you value the benefits of joining an organization, how would Texas benefit by becoming a member of the United States of America?

#### Activity

1. Explain the process of becoming a state. (U. S. Constitution outlines the process, Article IV, Section 3)
2. List three (3) individuals who supported annexation and explain their pro-annexation arguments.
3. List three (3) individuals who opposed annexation and explain their anti-annexation arguments.
4. What connection did Oregon have to Texas annexation?
5. Why would the Lone Star Republic want or need to become part of the United States? Discuss or write an essay to answer this question.

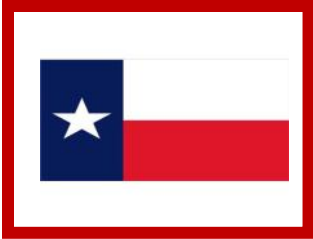
### **Be a Star Bonus**

Create a political cartoon to support or oppose annexation. Example: <http://www.loc.gov/pictures/item/2008661466/>

### **Image Gallery**

Related images may be found at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/4B-Texas-Annexation/25577755\\_NhgNdD](http://sanjacinto-museum.smugmug.com/CurriculumGuide/4B-Texas-Annexation/25577755_NhgNdD)

# TEXAS ANNEXATION



## Pro-Annexation Arguments

Individual	Argument
1.	
2.	
3.	

## Anti-Annexation Arguments

Individual	Argument
1.	
2.	
3.	

## Annexation Quotes

### Anson Jones:

“We are Americans, it is true, and attached to our republican institutions, but your statesmen are wise and above the little prejudices which spring from a difference in forms of government; we have an almost unlimited extent of country, abounding in the richest lands; you have a surplus and half starving population; send a portion of them to Texas, here we will give them an asylum and all the rights of citizenship;—Texas cannot be a manufacturing country, she will offer your mechanics and manufacturers a market for their fabrics, and give profitable employment to your commerce. We will produce the great staples of the world, including cotton, and pay you.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 13, 1847.

“On my induction to the Presidential office in December, 1844, I made no allusion to the subject of annexation either in my inaugural address or annual message, for I believed it was in the most favorable possible attitude before the Congress of the United States...If my silence on the subject induced the belief that I was opposed to the measure, and any new jealousies or apprehensions were awakened in the bosom of members of that Congress, it did no harm either to the cause of annexation or independence or to the interest of the country, but on the contrary tended most emphatically to promote all these objects.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“Had I said at any time that I was decidedly in favor of annexation, whatever the terms and conditions offered might be, I should at once have lost the good offices of England and France in favor of the other mode. Or had I expressed to the American Charge a strong preference for annexation as finally offered, over the alternative of independence, I should have lost some of the advantages for my country which were gained, and more which I hoped to gain from the United States government, by keeping their agents and emissaries in doubt on the subject.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“If jealousy of European powers had been the efficient cause of the immense change of sentiment in the United States which had taken place in less than two years in its favor, it might be well to keep this jealousy alive a little longer.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“From this time I had no further material control over the question of annexation, and my duties in connection with it became merely ministerial. I had placed it in the hands of the whole people, where it of right belonged, and they, true to the land of their birth and their American feelings, resolved to make a sacrifice of their independence and their nationality, and enter the great confederacy of kindred states.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“The question, ‘How were the independence and annexation of Texas accomplished?’ is, I think, answered. Nothing was to be gained either of Mexico or the United States by begging or remaining a supplicant. Texas assumed an erect posture. *She placed herself in a proper attitude before the world* – she cultivated the friendship of the most influential nations – she took care to impress them with correct sentiments in regard to her vast undeveloped resources and her ultimate importance in an agricultural and commercial point of view – she enlisted their interests in her behalf. The interests of these great powers happened to be adverse and different. She took a proper advantage [sic] of that circumstance. She took especial care to soothe and never to wound the pride and vanity of Mexico. She pursued annexation and independence at the same time, openly and fairly. Europe wished the one to result because she thought it would be favorable to her commercial, maritime and manufacturing interests. America wished the other because [sic] she deemed it more consonant to her peculiar interests; and an intense rivalry and jealousy being awakened, the action and reaction of these nations upon each other reciprocally, and of all upon Mexico, was of magnitude and efficiency proportionate to their greatness, power and influence. Texas was satisfied to obtain the offer of independence or annexation, or both together, and have the privilege of choosing which she would take and which she would reject.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“I have never sought to be popular by making a stalking horse of Annexation and riding on it into popular favor. I was contented to be denounced by my enemies and even suspected by my friends, as opposed to it when the interests of the country and the position Texas occupied towards the United States, England, France and Mexico required a discreet silence on my part; but if ever Annexation should go out of favor in Texas (which I hope may never be the case) by enemies, I fear, will be then able to prove that but for me it would never have taken place, and that I was always its devoted friend. All I claim for myself is having accomplished, in spite of every difficulty and every obstacle, the great objects I sought, and uninfluenced by clamor, or abuse, or threats, of having pursued one uniform and consistent course on the subject of Annexation from 1836 to 1846, that is, from the birth to the death of the Republic.” Letter to Hamilton Stuart, editor of the *Civilian and Gazette*, Nov. 23, 1847.

“I have considered annexation on favorable terms as the most secure and advantageous measure for Texas, and as affording the best prospect for the attainment of the object I had in view, and have, accordingly, in different capacities labored most assiduously to open the door in the United States to its accomplishment.” President Jones’ Valedictory Address



## **Andrew Jackson**

“You might as well, it appears to me, attempt to turn the current of the Mississippi as to turn the democracy from the annexation of Texas to the United States. Had Mr. V. B. & Benton taken a view of the population of Texas, where from, and the places of the birth of the Texan prisoner[s] at perote in Mexico, the[y] might have judged of the feelings of the south & west. If they had taken into view the exposed situation of New Orleans, with Texas in the hands of Great Britain, added to the danger of British influence upon our Western Indians, on the event of war, & the dreadful scenes apprehended from a servile war, with the Indians combined upon our south & west, the feelings of the west might have been well judged upon this subject.” Andrew Jackson to B. F. Butler, May 14, 1844.

## **Henry Clay**

“I consider the annexation of Texas, at this time, without the assent of Mexico, as a measure compromising the national character; involving us certainly in war with Mexico, probably with other foreign Powers; dangerous to the integrity of the Union; inexpedient in the present financial condition of the country; and not called for by any general expression of public opinion.” Letter published in the *National Intelligencer*, April 27, 1844.

## **Mirabeau B. Lamar**

“I was, in the early stages of our Revolution, opposed to the Annexation of Texas to the United States. My course was undisguised, and my reasons for it, have been given to the public. I desired to see Texas become, what her internal resources required – a great agricultural community, with an open commerce with all the world. To insure this result and to maintain the intelligence and energy of its people, Slavery, as it exists in the Southern portion of the United States, was indispensable. Without that institution, even though undisturbed by the direct aggression of England, we should have dwindled into pastoral ignorance and inefficiency; and would have sunk back under Mexican despotism without the necessity of an “Armistice,” surrendering our nationality, under the auspices of her Britannic Majesty. But when I saw our government in collusion with England, to overthrow that Institution – when the confidence of the Southern people in our integrity and the disposition to maintain it, was destroyed – and the tide of emigration actually changed from Texas back to the United States, I paused in my opinions, and turned to seek for my country a shelter from the grasp of British cupidity beneath the only flag under which her institutions could be saved from the storms that threatened her.” M. B. Lamar to T. P. Anderson Nov. 18, 1845.

## Sam Houston

“So far as I am concerned, or my hearty cooperation required, I am determined upon immediate annexation to the United States. It is not the result of feeling, nor can I believe that the measure would be as advantageous to Texas if she had permanent peace, as it is indispensably necessary to the United States. Texas, with peace, could exist without the United States, but the United States cannot, without great hazard to the security of their institutions, exist without Texas. The United States are one of the rival powers of the earth, and from their importance, as well as the peculiarity of their institutions and the extent of their commercial relations, they may expect, at no distant day, wars, the object of which will be to prevent their continuance, if possible, as a nation. Situated as Texas is, in point of locality, with peace she would have nothing to apprehend for years to come. Other nations would not dread her rivalry, but rather count her friendship for commercial advantage. Her people would have nothing to divert them from their agricultural pursuits. ... With a government requiring trifling expenditures, and a tariff much lower than that of the United States, she would invite the commerce of all nations to her ports, as is already, to some extent, the case; ...In a few years the loss to the American manufacturer would not be a small amount. But, on the other hand, by annexation these advantages would be secured to the American merchant, to the exclusion of the European, for we should then be but one Government, and, consequently, in the markets of Texas, no duties could be levied upon home manufactures. ... Mexico might make annexation a cause of war, and inflict annoyance upon us. It might be some time before the proper aid from the United States would be available for our defense against incursion; such incursion would seriously interrupt our citizens in their peaceful avocations. ... There is a sameness or unity in our national interests and institutions in Texas which does not exist in the United States. All our population is agricultural, and we have no sectional institutions or diversified interests. ... Texas, independent, would be free from the agitations arising from this condition of things. The interests of the North and the South render it almost two distinct nations. The question of slavery can not arise in Texas. One portion of the Republic cannot, on this subject, be arrayed against another. By annexation we should subject ourselves to the hazard of tranquility and peace on this subject, which as a separate power would not exist. ... I have no desire to see war renewed again in Texas. It is not the apprehension of personal danger that would alarm me, but rather the deleterious influence which it has upon our population. The revolution has already introduced into Texas more wicked and ambitious men than could be desired in our present condition. ...Unwilling to embark in the useful avocations of life, in many instances they become restless demagogues or useless loafers. They are either ready to consume the substance which they have not earned, or to form combinations unfavorable to good order and the administration of the laws. Peace in Texas would relieve us from such people, and in the absence of their baleful influence give to society a vigorous constitution and healthy complexion.”

Letter from Sam Houston to Andrew Jackson, Feb. 16, 1844.

“Texas is free from all involvements and pledges; and her future course, I trust, will be marked by a proper regard for her true interests. My decided opinion is that she should maintain her present position, and act aside from every consideration but that of her own nationality.

“It is now the duty of the United States to make an advance that shall not be equivocal in its character; and when she opens the door, and removes all impediments, it might be well for Texas to accept the invitation.” ca. July 1, 1844. Quoted in Brown’s *History of Texas*.

## John Calhoun

“My own opinion is that honor, as well as expediency demands that we should repel any invasion that Mexico may make during the pendency of the question of annexation. It is true, the treaty was rejected by the Senate, but it is equally so, that the proposition for annexing is still undisposed of. ... It is also true that Texas has not signified any intention of withdrawing her consent to be annexed. To attack her, under such circumstances because she chanced to accept our invitation to be admitted into the Union, is in my opinion an insult, which we would be in honor bound to repel. ... I am happy to say that our intelligence from France is good. She is unfavorable to the annexation of Texas, on commercial grounds, but has given strong assurances that she will not take grounds hostile to us, and that she has not agreed to united with England in a joint protest against it, as has been reported.” J. C. Calhoun to H. Baily, Aug. 24, 1844 – original in SJMH archives.

“You were right in making the distinction between the interest of France and England in reference to Texas – or rather, I would say, the apparent interests of the two countries. France cannot possibly have any other than commercial interest in desiring to see her preserve her separate independence; while it is certain that England looks beyond, to political interests, to which she apparently attaches much importance. But, in our opinion, the interest of both against the measure is more apparent than real; and that neither France, England, nor even Mexico herself, has any in opposition to it, when the subject is fairly viewed and considered in its whole extent and in all its bearings. Thus viewed and considered, and assuming that peace, the extension of commerce, and security, are objects of primary policy with them, it may, as it seems to me, be readily shewn, that the policy on the part of those powers which would acquiesce in a measure so strongly desired by annexation of the latter to the former, would be far more promotive of those great objects than that which would attempt to resist it.” J. C.. Calhoun to W. R. King, Aug. 12, 1844 (publicly printed)

“it is impossible to cast a look at the map of the United States and Texas..and then to take into consideration the extraordinary increase of population and growth of the former, and the source from which the latter must derive its inhabitants, institutions and laws, without coming to the conclusion that it is their destiny to be united, and, of course, that annexation is merely a question of time and mode. Thus regarded, the question to be decided would seem to be, whether it would not be better to permit it to be done now, with the mutual consent of both parties, and the acquiescence of these powers, than to attempt to resist and defeat it. If the former course be adopted, the certain fruits would be the preservation of peace, great extension of commerce by the rapid settlement and improvement of Texas, and increased security, especially to Mexico.” J. C.. Calhoun to W. R. King, Aug. 12, 1844 (publicly printed)

“It is our destiny to occupy that vast region; to intersect it with roads and canals; to fill it with cities, towns, villages, and farms; to extend over it our religion, customs, constitution and laws; and to present it as a peaceful and splendid addition to the domains of commerce and civilization. It is our policy to increase, by growing and spreading out into unoccupied regions, assimilating all we incorporate; in a word, to increase by accretion, and not, through conquest, by the addition of masses held together by the cohesion of force.” J. C.. Calhoun to W. R. King, Aug. 12, 1844 (publicly printed)

“In order to regain her superiority she [Great Britain] not only seeks to revive and increase her own capacity to produce tropical productions, but to diminish and destroy the capacity of those who have so far outstripped her...Her main reliance is on the other alternative – to cripple or destroy the productions of her successful rivals. There is but one way by which it can be done, and that is by abolishing African slavery throughout this continent; and that she openly avows to be the constant object of her policy and exertions. It matters not how, or from what motive, it may be done – whether it be by diplomacy, influence, or force; by secret or open means; and whether the motive be humane or selfish, without regard to manner, means or motive. The thing itself, should it be accomplished, would put down all rivalry, and give her tue undisputed supremacy in supplying her own wants and those of the rest of the world. ... It is unquestionable that she regards the abolition of slavery in Texas as a most important step toward this great object of policy, so much the aim of her solicitude and exertions; and the defeat of the annexation of Texas to our Union as indispensable to the abolition of slavery there.” J. C.. Calhoun to W. R. King, Aug. 12, 1844 (publicly printed)

### **Central Clay Club of Northampton County [Pennsylvania]**

“[Pennsylvania] has to fight against the dishonest annexation of Texas, the extension of Negro Representation to a foreign people brought into our Union to weight down the free votes of the North, the payment of the untold debt of a foreign nation while our own States are loaded down with debt and their own territory wigheld from them, and to assert the validity of American treaties and the sanctity of American faith.” electioneering broadside on behalf of Henry Clay, Oct. 18, 1844.

### **George Allen (a Massachusetts clergyman)**

“It is now clear that the only design of the measure – the *avowed* design, too – is, to fortify, extend, and perpetuate the slave-holding power; to insure to the Slave-holding States the control of the General Government for all domestic purposes; and to make the General Government, in their hands, instrumental in effecting a foreign policy which shall place this country in immediate and constant hostility to England upon the great question of universal emancipation, and in reference to all measures and interests connected therewith.” pamphlet published in Boston by C. C. Little & J. Brown, 1844.

## Stephen A. Douglass

“Inasmuch, then, as the Rio del Norte was the western boundary of Louisiana, and Texas was included in the cession of 1803, all the inhabitants of that country were, by the terms of the treaty, naturalized and adopted as citizens of the United States; and all who migrated there between 1803 and 1819 went under the shield of the constitution and laws of the United States, and with the guaranty that they should be forever protected by them. ...Texas, including all of its territory and inhabitants, was, by the treaty of 1819, ceded to Spain...The American republic was severed, and a part of its territory joined to a foreign kingdom. American citizens were transformed into the subjects of a foreign despotism....Texas did not voluntarily assent to the separation; nay, she protested against it, promptly, solemnly, and in a spirit that becomes men who, knowing their rights, were determined to maintain them. ... We have no right to claim Texas, but Texas has a right to claim – to demand admission into the Union in pursuance of the treaty of 1803.” Speech of Stephen A. Douglass in the House of Representatives, Jan. 6, 1845.

“Without dwelling upon the numerous advantages that would attend the annexation of Texas, in stimulating the industry of the whole country; in opening new markets for the manufactures of the North and East; in brining the waters of Red river, the Arkansas and other streams flowing into the Mississippi, entirely within our territorial limits; in the augmentation of political power; in securing safer and more natural boundaries, and avoiding the danger of collisions with foreign power – without dwelling upon these and other considerations, appealing to our interests and pride as a people and a nation, it is sufficient argument with me that our honor and violated faith require the immediate reannexation of Texas to the Union.” Speech of Stephen A. Douglass in the House of Representatives, Jan. 6, 1845.

“The only pretext seized upon by the enemies of Texas for denying her independence is, that Mexico refuses to acknowledge it. They do not deny but what Texas is, in fact, independent; but they insist that she is not legally so, because Mexico has not honor enough to acknowledge the truth. ...If the consent of Mexico is essential to the independence of Texas, then it follows that Mexico never had any legal claim to Texas, for the reason that Spain never acknowledged the independence of Mexico until after Texas had separated from Mexico, and achieved her own independence.” Speech of Stephen A. Douglass in the House of Representatives, Jan. 6, 1845.

## Lesson Plan: Mexican War and Early Statehood

### TEKS Objective

#### Social Studies Texas History

4C - Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.

#### Essential Question

How did Texas statehood affect Texas and the United States?

#### Critical Vocabulary

Migration

Emigration

Ethnicity

Manifest Destiny

#### Building Background Knowledge

1. For homework: ask students to locate a newspaper, magazine, or internet article relating to current problems along the United States – Mexican border. The articles could relate to border crossing issues, the U. S. Border Patrol, drug traffic issues, immigration, etc.
2. Have students answer the following questions about their article:
  - a. What is the main idea of the article? Locate the thesis statement in the article.
  - b. What facts did the author use to support the thesis or main idea? Use specific quotes from the text to support your evidence. (Minimum of 3 facts)
  - c. Do you agree or disagree with the author’s point of view? Use specific quotes from the text to explain your position. (Minimum of 3)
  - d. Was the author objective in his views or was there bias present? Cite at least one example.
  - e. How does this article relate to our studies in Texas History? Why is the topic significant?

#### Hook

1. With the class analyze the attached political cartoons. (Use the SDA Document Analysis strategy.)

#### Activity

1. Divide the class into teams of four.
2. Have each team research one of the following events of early Texas statehood: The Constitution of 1845, border disputes, Mexican War, Treaty of Guadalupe Hidalgo, migration to Texas, Indian Reservation Policy and western frontier forts, Compromise of 1850.
3. Ask teams to capture their information in the content frame provided below.
4. Have students create a visual representation of their research, such as a political cartoon, illustrated timeline, free form map or webbing illustration, poster, etc.

5. Students should complete a Walk-About Review to collect information from other teams.

### **Be a Star Bonus**

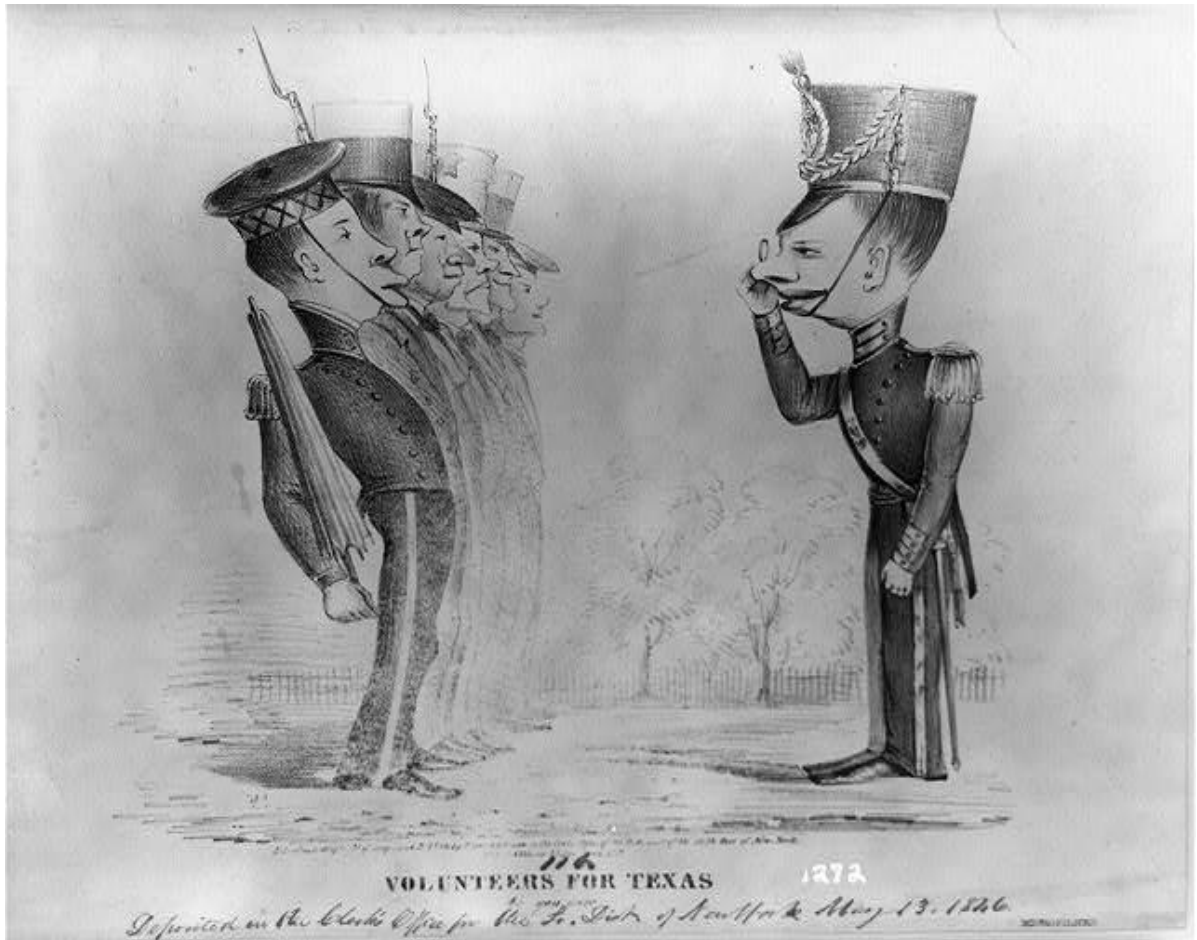
Texas as a republic had continuing conflicts with Mexico, economic issues, and an ever increasing population. Predict the consequences of remaining an independent nation. What are the benefits of joining the United States? Write an opinion paper to state your opinion and provide supporting evidence. Present your paper to the class.

### **Image Gallery**

Related images may be found at [http://sanjacinto-museum.smugmug.com/CurriculumGuide/4C-Statehood/25578027\\_WJwNhF](http://sanjacinto-museum.smugmug.com/CurriculumGuide/4C-Statehood/25578027_WJwNhF)

For use with the lesson Hook:

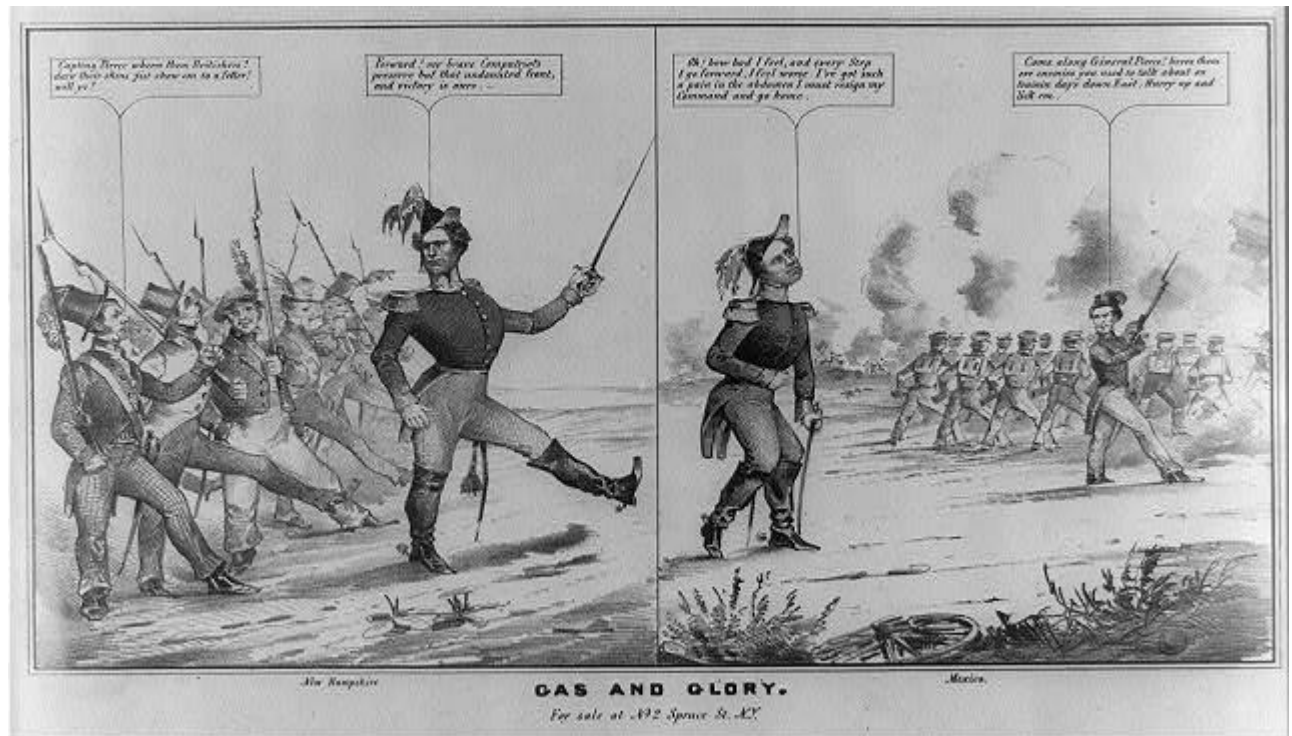
“Volunteers for Texas. As you were” by Thomas Odham <http://www.loc.gov/pictures/item/2008661464/>



Date Created/Published: 1846. Summary: A scornful portrayal of the poor caliber of American volunteers for the Mexican War. The print evidently appeared at the outset of the conflict, as the Library's impression was deposited for copyright on May 13, the day on which President Polk signed the proclamation of war. News of Gen. Zachary Taylor's initial engagement with enemy troops near the Rio Grande River first reached Washington on Saturday, May 9, prompting mass enlistments for the popular cause of protecting the newly annexed Texas territory. A large percentage of the enlistees were Irish immigrants, most of them inexperienced militarily. The artist shows an awkward group of volunteers standing at attention before a young, chinless, and obviously untested officer who regards them through a monocle. The officer is dressed in a neat uniform, while all but one of the volunteers wear civilian clothes. The sole enlistee in uniform holds a parasol instead of a musket.



Nathaniel Currier, "Gas and Glory" <http://www.loc.gov/pictures/item/2008661552/>



Summary: A satire on Franklin Pierce's alleged ineptness as an officer during the Mexican War. There are two scenes. In the left frame, in "New Hampshire," Pierce trains a band of volunteer militia, exhorting them, "Forward! my brave Compatriots preserve but that undaunted front, and victory is ours." A soldier on the far left asks, "Capting Pierce wheres them Britishers! darn their skins just show em to a feller! will ye?" In contrast, in "Mexico" at right, Pierce lags behind his troops, holding his stomach and complaining, "Oh! how bad I feel, and every Step I go forward, I feel worse. I got such a pain in the abdomen I must resign my Command and go home." A soldier with the group looks back, saying, "Come along Ginerall Pierce! heres them ere enemies you used to talk about on trainin down East: Hurry up and lick em." The print was no doubt issued during the 1852 presidential campaign when Pierce was the Democratic candidate.



## Early Statehood for Texas!

Texas is unique among all the states! Texas is the only one of the fifty U. S. states to have been an independent republic prior to becoming a state. Annexation had been controversial, Mexico was a continuing problem, a state government had to be created, maps changed, Indians controlled and people were coming to Texas in large numbers from the United States and foreign nations.

In the content frame below collect information about the events in Texas between becoming a state and the Civil War.

Event	Main Idea	Important details	Significance
1845 Constitution			
Border disputes			
Mexican War			

Indian Reservation Policy			
Treaty of Guadalupe Hidalgo			
Migration to Texas			
Frontier Forts			
Compromise of 1850			

# SDA Discussion Strategy for Document Analysis

**S** - The “S” stands for structure of the document. This is what you can tell about the document before you ever get into the detail content of the document. The first thing to determine is the **type of document**. Some documents are inherently biased (editorials, editorial cartoons). Others may or may not be biased. It’s important that students immediately understand if a document is inherently biased because it is a certain type of document. Ask..... **Is this document biased?**

The next question to ask is **who created the document, when and for whom? What do you know about the creator of this document?** You can’t always determine who created a document, when and for whom but if you can, that is a powerful clue to the bias of the document. Then ask the question **what do you know about the time during which the document was created?** If the time was 1863, it has to be analyzed in light of the Civil War.

**D** - The “D” stands for details. Now you are going to look very closely at the document. At this stage you are not drawing any conclusions. Ask students to only **Look at the title and/or caption** of the document. **Look at the details that you see, read or hear in the document**. It is very difficult for students not to make inferences as they look at the details. If they draw conclusions too soon, they often misinterpret the document. As a rule of thumb, tell students that if they can’t put their finger on it, they can’t mention it in this phase of the discussion.

**A** - The “A” stands for analysis. Finally, the students can begin drawing conclusions. To prompt them you can ask questions like:

**What is the subject of the document?**

**What is the main idea of the document?**

**What inferences can you make?**

**Can you trust this document to be accurate?**

*Use the one page handout below until you are comfortable with the process and questions.*

# Oral Discussion Method for Document Analysis



**Structure**

What type of document is this?  
Who created the document? When? For whom?  
What, if anything, do you know about the author?  
Is this document biased?  
What do you know about the time period during  
which this document was created?



**Details**

What is the title and/or caption of the  
document?  
What details do you see/read/hear/in the  
document?



**Analysis**

What is the subject of the document?  
What is the main idea of the document?  
What inferences can you make?  
Can you trust this document to be factually  
accurate?

# Walk-About Review

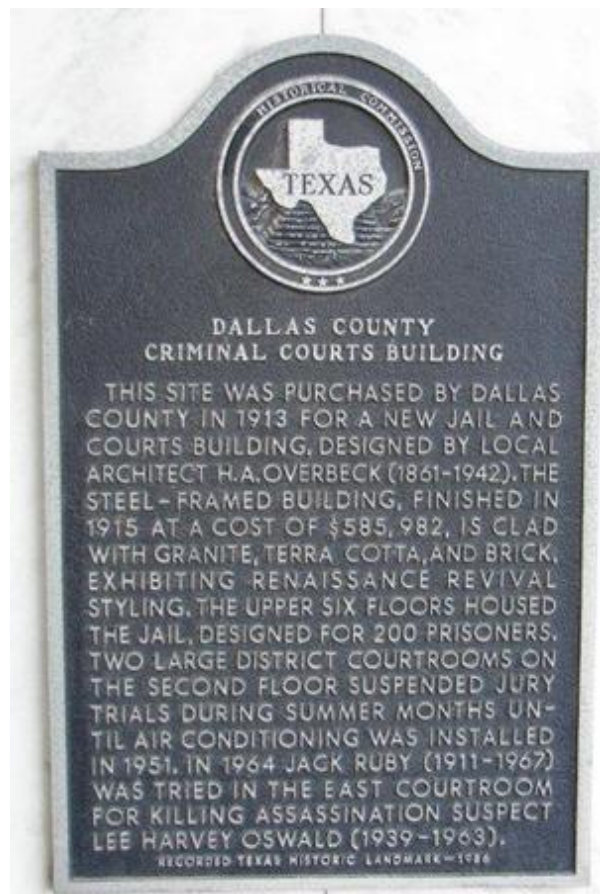


- Students walk around the room, gather information from others at random, and jot down new information to add to their own notes or graphic organizer.
- Teacher can direct the activity, requiring a time limit, a specified number of new ideas, or a specific number of people the students must speak with to complete the activity.
- This activity works well with some type of graphic organizer (venn diagram or content frame)

## Example:

“Jot down as many new ideas as you can in the next 3 minutes about \_\_\_\_\_. You will then walk around to other students and collect 5 additional pieces of information.”

# Historical Markers



## Criteria for Selection

You are requested to submit a proposal for a new historical marker in Texas. You will also be part of the final Selection Committee. Your proposal must meet all the criteria for selection of an event, person, or place to be honored by a marker. Your nominee must be worthy of selection for influencing social, political, economic, or artistic achievement in the state of Texas.

1. Select your person, place, or event.
2. Respond in writing to each question in the criteria list below. (Product page 1)
3. Create the marker with the inscription in 90 words or less. (Product page 2)

Criteria considered by the committee in selecting historical markers include:

- Did the subject change Texas? Explain how.
- Has the subject added significant value to society and/or profoundly impacted the people of Texas?
- How does the subject differ from other historical subjects during the same historical era?
- Has the subject inspired others in some way?
- Where should the marker be located and why?

After all proposals are submitted, the entire class will act as the official Selection Committee. Selections will be determined by the greatest long lasting impact on Texas. The top ten (10) markers will be displayed on a bulletin board showing where in Texas they will be located. (Teachers: This last paragraph may be deleted or changed to fit your classroom situation.)



## Propaganda Exercise

### Propaganda Techniques

1. Bandwagon - suggests that a person should do something because "everyone's doing it." If you don't want to be left out, you'd better join the crowd.
2. Name Calling - attacks someone's reputation. Slang terms are sometimes used.
3. Direct Order - gives a direct order to do something.
4. Transfer - uses positive or negative feelings toward something and applies them to something else.
5. Card Stacking - presents only one side of the story - your side.
6. Testimonial - shows a famous person who supports a certain position.
7. Word Magic - uses emotional words to convince people to adopt a certain position.

### Assignment:

You are a member of the Committee on Public Information. You have been assigned to draw a propaganda poster to gain support in Texas for the war effort.

Follow these guidelines....

1. Choose a specific propaganda technique.
2. Answer the key questions below before you begin to draw.
  - a. Who is the target audience?
  - b. What is the underlying message?
  - c. What patriotic symbols should be used?
  - d. What catchy slogan should be used?
3. Use your imagination and creativity but make sure your poster is historically accurate.
4. Use color to add interest to your poster.
5. Do not trace or copy your poster from another source.
6. Put your name and your answers to the questions above on the reverse side of your poster.
7. Be prepared to share your finished poster with the class.

Examples: <http://www.loc.gov/pictures/search/?st=grid&co=wwipos>  
[http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-World-War-II/26151029\\_f7kx5](http://sanjacinto-museum.smugmug.com/CurriculumGuide/7E-World-War-II/26151029_f7kx5)