



## Grade 04 Social Studies Unit 07 Exemplar Lesson 03: The Annexation of Texas to the United States

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

### Lesson Synopsis

Students will explain the events that led to the annexation of Texas to the United States including the impact of the U.S.- Mexican War. Students will illustrate the different points of view concerning the Mexican War.

### TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

- 4.3** *History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:*
- 4.3E** Explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.
- 4.20** *Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:*
- 4.20A** Identify famous inventors and scientists such as Gail Borden and his contributions.

### Social Studies Skills TEKS

- 4.21** *Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:*
- 4.21D** Identify different points of view about an issue, topic, historical event, or current event.

## GETTING READY FOR INSTRUCTION

### Performance Indicators

**Grade 04 Social Studies Unit 07 PI 03**

Draw an illustration of people representing the different "sides" during the Mexican War (Texas, Mexico, United States). In thought bubbles for each, summarize the different points of view.

Standard(s): 4.3E , 4.20A , 4.21D

**ELPS** ELPS.c.1C

### Key Understandings

- Different points of view can cause conflict.
  - What issue was the central concern leading to war between Mexico and the United States?
  - Why might Texas have wanted a war between the United States and Mexico?

### Vocabulary of Instruction









- annexation
- manifest destiny
- cession

## Materials

- Refer to the Notes for Teacher section for materials.

### Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

-  [Handout: Annexation \(1 per student\)](#)
-  [Handout: Triangle \(1 per student\)](#)
-  [Handout: War with Mexico \(1 per student\)](#)
-  [Handout: Ballot \(six per page – 1 ballot per student\)](#)
-  [Handout: Propaganda Poster \(1 per student\)](#)
-  [Handout: Points of View \(1 per student\)](#)
-  [Teacher Resource: Lesson Activities KEY](#)
-  [Teacher Resource: P. I. KEY](#)

## Resources

- None identified

## Advance Preparation

- Become familiar with content and procedures for the lesson.
- Refer to the Instructional Focus Document for specific content to include in the lesson.
- Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
- Preview available resources and websites according to district guidelines.
- Prepare materials and handouts as needed.

## Background Information

The annexation of Texas forced the hand of Mexico and the United States leading to the U.S.-Mexico War. The conflict would decide the boundary of Texas/United States and result contribute to the idea Manifest Destiny. It would also set into motion the next conflict which would be the Civil War.

## GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCAPE” Tab within the “My Content” area.

## INSTRUCTIONAL PROCEDURES

Instructional Procedures ENGAGE – Annexation	Notes for Teacher NOTE: 1 Day = 50 minutes Suggested Day 1 – 15 minutes
<ol style="list-style-type: none"> <li>Project the Handout: <b>Annexation</b> to the class.</li> <li>Discuss with the class the vocabulary term <i>annexation</i>, how things will change for Texas, and what Sam Houston’s role will be.</li> </ol> <p><b>KEY</b></p> <ul style="list-style-type: none"> <li>Annexation – The process of a territory or country being added to</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Texas State Library and Archives</li> </ul> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>Handout: <b>Annexation</b> (1 per student)</li> </ul>

Suggested Duration: 3 days

<p>another country</p> <ul style="list-style-type: none"> <li>• Changes – No longer a nation, will need to elect new leaders, will have to do what the U.S. government says, pay taxes to the U.S. (Suggested ideas)</li> <li>• Sam Houston’s role – leader in Tennessee, Republic of Texas, and state of Texas</li> </ul>	<p>TEKS: 4.3E</p>
<p><b>EXPLORE – Events that led to the annexation of Texas</b></p>	
<p>1. Organize students into groups of three.</p> <p>2. Provide each student the Handout: <b>Triangle</b> and the Handout: <b>War with Mexico</b>.</p> <p>3. Students gather information about the different points of view about Mexico and the United States going to war. See Teacher Resource: <b>Lesson Activities KEY</b></p>	<p><b>Suggested Day 1 (continued) – 35 minutes</b></p> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Triangle</b> (1 per student)</li> <li>• Handout: <b>War with Mexico</b> (1 per student/class set)</li> <li>• Teacher Resource: <b>Lesson Activities KEY</b></li> </ul> <p>TEKS: 4.3E; 4:21D</p>
<p><b>EXPLAIN – Issues related to the annexation of Texas</b></p>	
<p>1. Ask questions such as those below to encourage students to recall the multiple sides of the issue.</p> <ul style="list-style-type: none"> <li>• <b>What issue was the central concern leading to war between Mexico and the United States?</b></li> <li>• <b>Why might Texas have wanted a war between the United States and Mexico?</b></li> </ul> <p>2. After hearing the three points of view, organize students into groups of three to discuss the points of view.</p> <p>3. Ask:</p> <ul style="list-style-type: none"> <li>• <b>Which point of view is the most valid for going to war?</b></li> </ul> <p>4. Provide each group a ballot from the Handout: <b>Ballot</b></p> <p>5. Students vote.</p> <p>6. Tally votes on the board. Discuss if/as necessary.</p>	<p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Ballot</b> (six per page – 1 ballot per student)</li> </ul> <p>TEKS: 4.3E; 4:21D</p>
<p><b>ELABORATE – Propaganda</b></p>	
<p>1. Review the major contributions of Gail Borden, publisher, surveyor, inventor and founder of the Borden Company:</p> <ul style="list-style-type: none"> <li>• Published the Telegraph and Texas Register newspapers.</li> <li>• Mexican soldiers raided the newspaper and threw the press into Buffalo Bayou.</li> <li>• Helped lay out the plan for the city of Houston.</li> <li>• Invented the canned milk process.</li> </ul> <p>2. Ask: <b>Would Gail Borden be for or against going to war with Mexico? Why? How could Mr. Borden’s newspapers help or hurt the war efforts?</b></p> <p>3. Organize students into small groups and provide each student the Handout: <b>Propaganda Poster</b>.</p> <p>4. Students discuss the primary source on the attachment and answer the questions about the source.</p> <p>5. Each small group shares with the class after they are complete.</p> <p>5. See Teacher Resource: <b>Lesson Activities KEY</b></p>	<p><b>Suggested Day 2 (continued) – 15 minutes</b></p> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Propaganda Poster</b> (1 per student)</li> <li>• Teacher Resource: <b>Lesson Activities KEY</b></li> </ul> <p>TEKS: 4.3E; 4:20A; 4:21D</p>
<p><b>EVALUATE – Performance Indicator</b></p>	

Suggested Duration: 3 days

### Grade 4 Social Studies Unit07 PI03

Draw an illustration of people representing the different “sides” during the Mexican War (Texas, Mexico, United States). In thought bubbles for each, summarize the different points of view.

Standard(s): 4.3E , 4.20A , 4.21D

**ELPS** ELPS.c.1C

#### Materials:

- Handout: **Triangle** (completed on Day 1)
- Handout: **War with Mexico** (completed on Day 1)

#### Attachments:

- Handout: **Points of View** (1 per student)
- Teacher Resource: **P. I. KEY**

**TEKS:** 4.3E, 4.20A; 4.21D

## Annexation

The process of a territory or country being added to another country

Texas is annexed to the United States on December 29, 1845.

## What will change?



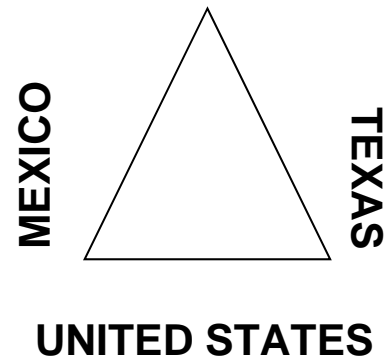
Sam Houston and Thomas J. Rusk served as the first two senators of Texas following the state's annexation in 1846. Houston tells Rusk, "I've been in this place before." In what capacity did Houston previously deal with Washington?

- A Friend of Andrew Jackson
- B Second Lieutenant in the U.S. Army
- C U.S. Representative from Tennessee
- D President of the Republic of Texas
- E All of the Above

Source: Texas State Historical Association: <http://www.tshaonline.org/quiz/0302q.html>

## Triangle

Reasons to Go to War	Reasons NOT to Go to War
1.	1.
2.	2.



Reasons to Go to War	Reasons NOT to Go to War
1.	1.
2.	2.

Reasons to Go to War	Reasons NOT to Go to War
1.	1.
2.	2.

## War with Mexico

At the end of the Texas Revolution the Treaties of Velasco were signed on May 14, 1836 ending the war. Before Santa Anna left Texas, he acknowledged Texas as an independent Republic. The government of Mexico did not. Mexico believed Texas still belonged to them. Problems between Texas, Mexico, and the United States continued.

The Republic of Texas grew stronger over the years by creating economic and political ties with the United States, Great Britain, and other countries in Europe. These countries recognized Texas as an independent nation. Trade was good, and Texans settled into a more comfortable and secure way of life.

The term Manifest Destiny was a belief that the United States was going to extend from the Atlantic Ocean to the Pacific Ocean. The United States wanted to annex Texas into the United States. There were issues in annexing Texas. Many people believed annexing Texas would lead to war with Mexico. Others did not want to annex another slave state into the Union.

In 1845, Texas became the 28<sup>th</sup> state of the United States even though slavery and the boundary of Texas were still issues. The boundary of Texas had always been an issue between Texas and Mexico. Now it was an issue between Mexico and the United States. Mexico believed that the Nueces River was the border of Texas. Texas believed the border was the Rio Grande River.

Due to the belief in manifest destiny, President James Polk offered to negotiate a deal with Mexico to buy California and determine the Texas boundary at the Rio Grande. Mexico refused the deal. President Polk ordered US General Zachary Taylor to move his troops to Fort Brown near the Rio Grande River. The United States decided the boundary of Texas and the United States was the Rio Grande River. Mexican military commander, Francisco Mejia ordered Taylor and the United States troops to leave the territory. When Taylor refused to withdraw, General Arista moved his army north of the Rio Grande. On May 8 and 9, battles were fought. Taylor claimed victories for the United States.

The US won the war. The Treaty of Guadalupe Hidalgo was signed on February 2, 1848. The treaty granted the U.S control of Texas; established the U.S.-Mexican border at the Rio Grande River, and took control of California, Nevada, Utah, and parts of Colorado, Arizona, New Mexico, and Wyoming. In return, Mexico received \$15,000,000 US dollars. This exchange is known as the Mexican Cession. Mexicans living in the conquered lands could choose to return to Mexico or stay and become American citizens.

Excerpts from:  
Mexican American War. (2008, April 2). New World Encyclopedia, . Retrieved 15:09, March 25, 2013 from [http://www.newworldencyclopedia.org/p/index.php?title=Mexican\\_American\\_War&oldid=681526](http://www.newworldencyclopedia.org/p/index.php?title=Mexican_American_War&oldid=681526).

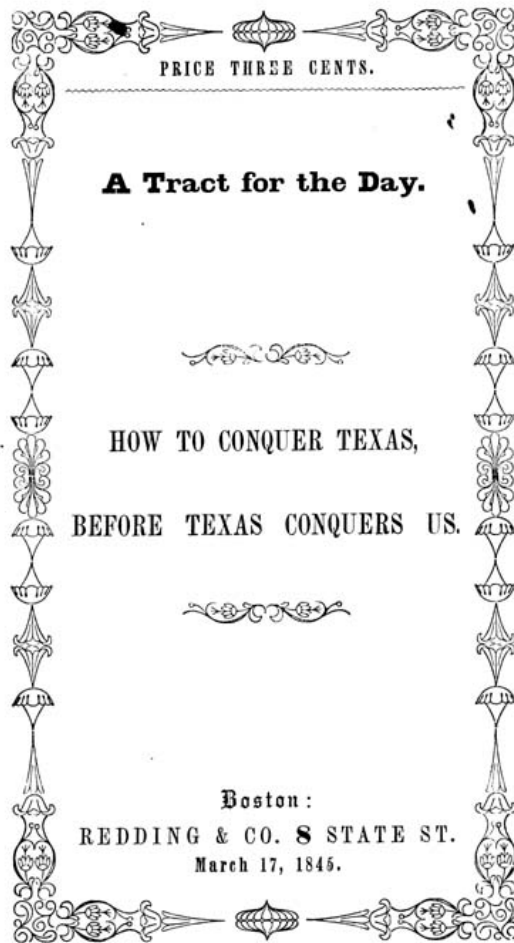
## Ballots

<p>Check off whose point of view is the most valid for going to war.</p> <p> United States _____</p> <p> Mexico _____</p> <p> Texas _____</p>	<p>Check off whose point of view is the most valid for going to war.</p> <p> United States _____</p> <p> Mexico _____</p> <p> Texas _____</p>
<p>Check off whose point of view is the most valid for going to war.</p> <p> United States _____</p> <p> Mexico _____</p> <p> Texas _____</p>	<p>Check off whose point of view is the most valid for going to war.</p> <p> United States _____</p> <p> Mexico _____</p> <p> Texas _____</p>
<p>Check off whose point of view is the most valid for going to war.</p> <p> United States _____</p> <p> Mexico _____</p> <p> Texas _____</p>	<p>Check off whose point of view is the most valid for going to war.</p> <p> United States _____</p> <p> Mexico _____</p> <p> Texas _____</p>

Microsoft. (Designer). (2010). Clip art [Web Graphic]. Retrieved from <http://office.microsoft.com/en-us/images/>



## Propaganda Poster



4

Good men and true have now to labor in and on Texas, to avert the dangers of annexation. Those dangers were manifold. They included

I. The injury inflicted by the measure on the Federal Constitution.

II. The weakness of the Federal Government, more dangerous as the extent of territory of the Union increases.

III. The continuation, through an undefined time, of slavery, in a region adapted to it as Texas is by its position.

IV. The destruction of the balance of power between free and slave States, and Atlantic and western States.\*

V. The introduction into the Union of an unprincipled population of adventurers, with all the privileges of a State of naturalized citizens.

VI. The creation of an enormous State, in time to become the real Empire State of the country. Texas, with three hundred and ten thousand square miles of territory, is admitted as one State, into the Union. If she remain such, she will prove the Austria of the confederacy, to overrule all opposition.†

Source: Grade 4 - Texas Annexation: United We Stand?  
Resources 4 Educators

[http://education.texashistory.unt.edu/lessons/psa/Texas\\_Annexation/](http://education.texashistory.unt.edu/lessons/psa/Texas_Annexation/)

### Propaganda

*Information spread on purpose by an organization or movement that may help or harm another.*

1. Is this propaganda for or against the annexation of Texas?

\_\_\_\_\_

2. Explain one reason for your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How does this political argument compare to political arguments today? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Points of View

*In the box, explain how war would affect your country, state, or your daily life.*



*As an U.S. citizen, the United States winning the war would mean...*

*As a Mexican citizen, Mexico losing the war would mean...*



*As a Texan, the United States winning the war would mean ...*

*BONUS: As a woman in the United States, the United States going to war would mean ...*



## Lesson Activities **KEY**

### EXPLORE – Events that led to the annexation of Texas (Day 1)

Reasons to Go to War	Reasons NOT to Go to War
Mexico 1. Nueces River is the boundary 2. Texas still belongs to Mexico Affects Texas 1. Determine the boundary of Texas 2. Finally claim independence from	Mexico 1.The boundary was the Rio Grande 2.Mexico would be going to war against the United States
Mexico United States 1. Manifest Destiny 2. Mexico attacked the United States	Affects Texas 1.War on the home front 2.The boundary is the Nueces River
	United States 1. War with Mexico 2. The boundary is the Nueces River

### ELABORATE – Propaganda (Day 2)

- Is this poster for or against the annexation of Texas? Against
- Explain one reason for your answer. The author was against slavery and admitting Texas would expand slavery in the United States.
- How does this political argument compare to political arguments today? Students opinion

## P.I. KEY

1. Provide each student the Handout: **Points of View** on which to illustrate the different “sides” during the Mexican War (Texas, Mexico, and the United States). In the “thought” bubbles for each summarize the different points of view.
2. In the boxes, explain how war would affect one’s country, state, or daily life.
3. Students may use the Handouts: **Triangle** and **War with Mexico** to complete task.

### Suggested Key

- As a U.S. citizen, the United States winning the war would mean...
  - new territories that might be slave states
  - the United States would extend from coast to coast
  - the Rio Grande would be the United States boundary
- As a Mexican citizen, Mexico losing the war would mean...
  - land lost to the United States
  - the Nueces would not be the Mexican boundary
  - Texas belonged to the United States
- As a Texan citizen, the United States winning the war would mean...
  - the Rio Grande river would be the boundary of Texas
  - Texas belong to the United States
  - Tejanos would have to decide whether to live in the United States or Mexico
- BONUS: As a woman from the United States, the United States going to war would mean ...
  - American men would be go to war and leave the family alone
  - I would have to take care of the farm or business by myself