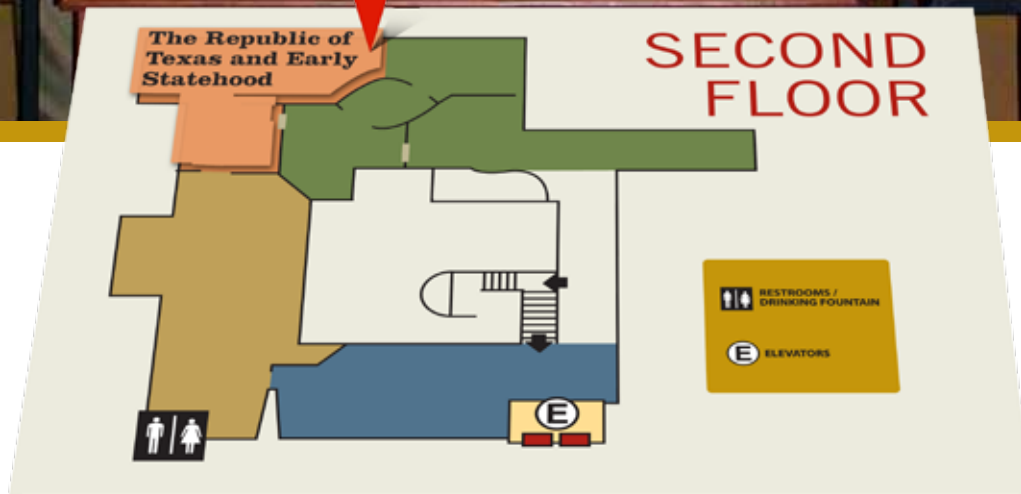
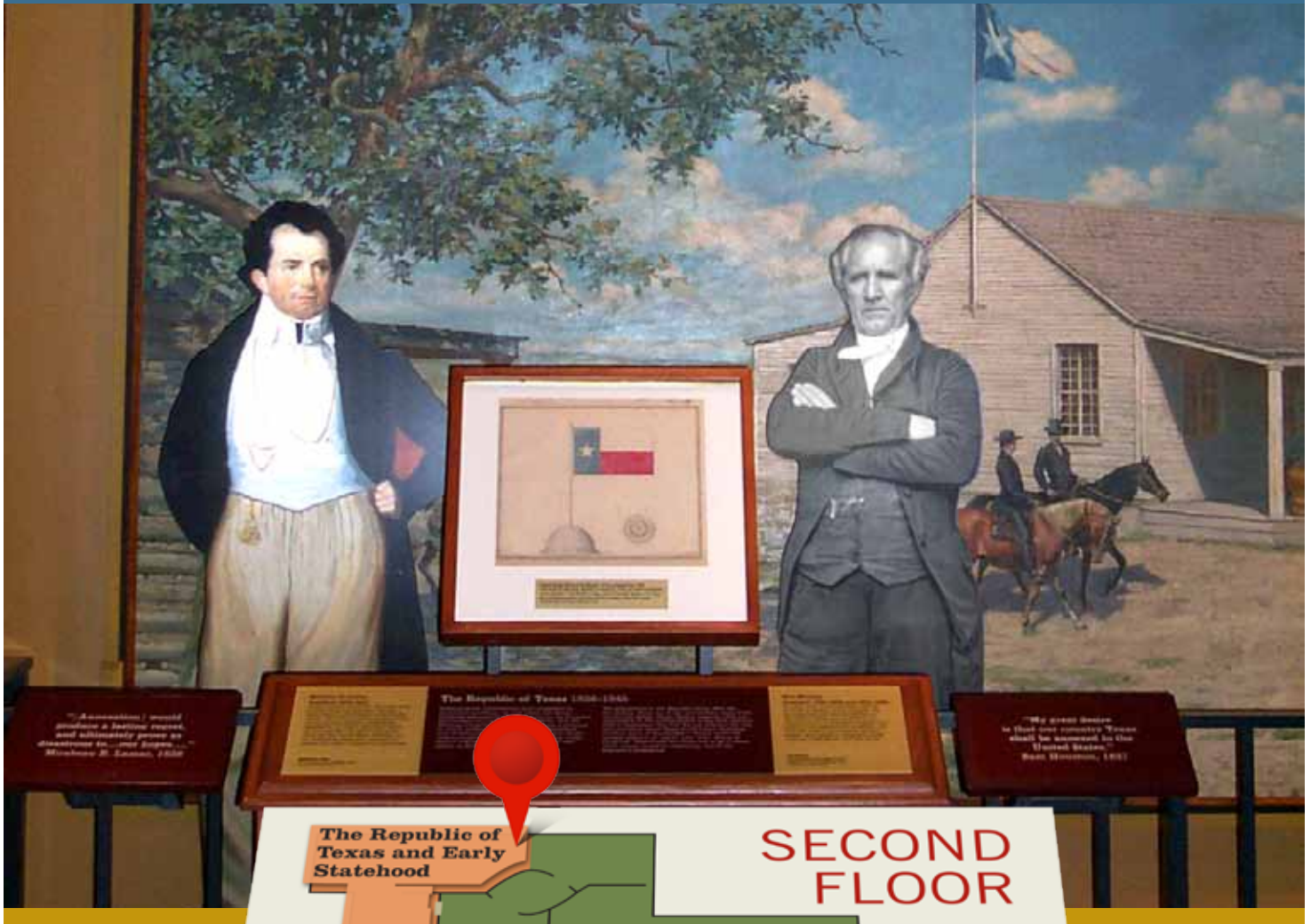


# ★ CHAPTER SEVEN ★

## THE REPUBLIC OF TEXAS AND EARLY STATEHOOD



## Overview

*Chapter 7: The Republic of Texas and Early Statehood* spans the period of the Republic of Texas through its early years as a state of the United States, concluding prior to the Civil War. The exhibits in this chapter represent 1836 through 1860 — Texas's years as an independent nation and its first years as a part of the United States. During their visit, students will investigate the challenges facing the new Republic, the annexation

of Texas to the United States, the opportunities that encouraged different people to immigrate to Texas, and how immigration impacted the Tejanos currently living in the state. Finally, students will discover the impact of cotton on the Texas economy.

Original design sketch of the Republic of Texas flag and seal, ca. 1839  
Courtesy Texas State Library and Archives Commission, Austin  
Painting, "Independence Hall at Washington on the Brazos," ca. 1852  
Courtesy Bank of America Collection

# ★ THE STORY OF TEXAS EDUCATOR GUIDE ★

## CHAPTER SEVEN: THE REPUBLIC OF TEXAS AND EARLY STATEHOOD

### Student Objectives

- ★ Participate in a debate to examine the reasons why Texas should remain a republic and the reasons why Texas should join the United States. Students will then write an editorial stating their opinion and provide evidence to support their position.
- ★ Investigate, evaluate, and present the issues that Texas faced as a new republic.
- ★ Identify and label the disputed borders between Mexico and Texas, and write about the impact that the Treaty of Guadalupe Hidalgo had on Mexican families north of the Rio Grande.
- ★ Identify and describe opportunities that encouraged immigrants to settle in Texas, and evaluate the impact of immigration on Texans.
- ★ Investigate and analyze the impact that the cotton industry had on the Texas economy and culture.

### Guiding Questions

- ★ Should Texas remain a republic or join the United States?
- ★ How did Texans address the issues that Texas faced as a republic?
- ★ What finally ended the war between Mexico and the U.S.?
- ★ How did immigrants shape Texas?
- ★ How did cotton impact the Texas economy and culture?

### TEKS

(TEXAS ESSENTIAL KNOWLEDGE AND SKILLS)

- § 113.15. Social Studies, Grade 4  
History 4.3C, 4.3D, 4.3E  
Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D  
Social Studies Skills 4.22A, 4.22C, 4.22D
- § 113.19. Social Studies, Grade 7  
History 7.3D  
History 7.4A, 7.4B, 7.4C  
Geography 11.A  
Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E  
Social Studies Skills 7.22A, 7.22D
- § 74.4 English Language Proficiency Standards  
Learning Strategies 1.C, 1.E  
Listening 2.I  
Speaking 3.D, 3.E, 3.G, 3.J  
Reading 4.G, 4.I, 4.J, 4.K  
Writing 5.B

### Materials

- *The Story of Texas Student Journal: Chapter 7: The Republic of Texas and Early Statehood*

# ★ THE STORY OF TEXAS EDUCATOR GUIDE ★

## CHAPTER SEVEN: THE REPUBLIC OF TEXAS AND EARLY STATEHOOD

### Set the Stage

After gaining its independence in 1836, the **Republic** of Texas faced many challenges. The new nation was deeply in debt, had few roads to connect towns and settlements, and did not have an established mail system.

Sam Houston and Mirabeau B. Lamar served as the first two presidents of Texas and shared similar views on several issues. Both presidents encouraged new settlement to help strengthen the economy and agreed that only white and Tejano men could become citizens of Texas. Under these laws, American Indians, African Americans — both free and enslaved — and women did not qualify for citizenship.

Houston and Lamar differed in opinion over many more issues than they agreed upon, including American Indian relations, land management, and debt. Houston negotiated treaties with American Indians while he was in office and believed that a peaceful co-existence was possible. Lamar, however, denied them land and forced them out of Texas. In managing Texas's vast amounts of land, Houston favored giving land to settlers as a source of future property taxes; Lamar favored reinstating the empresario system and setting aside land for public schools and universities. To deal with the large national debt, Houston collected tariffs at the port of Galveston and disbanded the standing army in favor of smaller militias and ranger units, while Lamar requested money for programs and issued paper money to try to stimulate the economy. Despite efforts from both presidents, the debt continued to grow.

Sam Houston supported **annexation** to the United States, believing that Texas needed to become a part of the U.S. in order to survive. He played on U.S. fears that Texas might form an alliance with Great Britain to block U.S. expansion across North America. Lamar thought that Texas should remain a **republic** and, as part of its **Manifest Destiny**, eventually expand its borders to the Pacific Ocean. The Texas Congress eventually agreed with Houston and, in 1845, voted in favor of **annexation**, making Texas the 28th state. Afterwards, Texas sold or gave away millions of acres of public land to immigrants, railroads, and developers from the United States to

encourage settlement; to fund education, roads, or other public improvements; and to pay off debts.

By **annexing** Texas, the United States began preparing for a confrontation with Mexico. The conflict came quickly, and in 1846, the U.S. went to war with Mexico over the disputed border between Mexico and Texas. Mexico claimed the Nueces River as the border, while the U.S. claimed the Rio Grande. In 1848, the war ended with the signing of the Treaty of Guadalupe Hidalgo, identifying the Rio Grande as the official boundary between Texas and Mexico.

The **annexation** of Texas to the United States encouraged further immigration from the U.S. Texas was promoted as a land of plentiful game, fertile soil, an ideal climate, and endless opportunities. The state's population tripled between 1850 and 1860 and by 1860, at least 75 percent of the population had been born outside of Texas.

### VOCABULARY

**Annex** to add a territory to an existing political body such as a country, state, or city

**Manifest Destiny** the 19th-century belief or doctrine that it was the right and duty of the U.S. to expand its territory over the North American continent. Lamar believed that Texas should expand its borders to the Pacific Ocean as part of its Manifest Destiny

**Republic** a nation in which the power lies in the hands of the citizens who vote for officers and representatives responsible to them

**Slave state** a state of the Union in which slavery was legal before the Civil War

# ★ THE STORY OF TEXAS EDUCATOR GUIDE ★

## CHAPTER SEVEN: THE REPUBLIC OF TEXAS AND EARLY STATEHOOD

San Antonio, a cultural and commercial center of the state for some time, represented the growing diversity of Texas's population with Spanish, English and German speakers living in the same city. Immigrants soon outnumbered established Tejano families in San Antonio and elsewhere. Many Tejanos, feeling overwhelmed, struggled to maintain their customs, their land, and their voices in the new state government. Jose Antonio Navarro played an important role as an advocate for Tejanos in Texas.



Jose Antonio Navarro, ca. 1865  
State Historical Park  
San Antonio

As the new state's population grew, its economy did, too. Over the next decades, Texas generated millions of dollars exporting cotton from Galveston. Cotton was known as "white gold" because of its high value. Texas was **annexed** as a "**slave state**," and many landowners considered the institution of slavery to be an essential component of the cotton industry and, as a result, the Texas economy. Enslaved African Americans played an important role in cotton and crop production, working physically, emotionally, and mentally demanding jobs — often from sunrise to sunset, six days a week. Throughout the years of slavery in Texas, slaves resisted the system in both passive and active ways: creating community in spite of conditions, using craft skills as a respite, committing subtle acts of disobedience, and attempting escape.



### Before the Museum

#### BUILD BACKGROUND

1. Ask students to imagine that it is 1845, and to consider whether they think Texas should remain a republic or join the United States.
2. Divide students into two groups — those who think Texas should join the U.S. and those who think Texas should remain a republic.
3. Instruct each group to prepare reasons for their choice.
4. Hold a debate between the two groups.
5. Create the following chart for the classroom. Record each group's reasons for joining the United States or remaining a republic.

Join the United States	Remain a Republic

6. After students have presented their evidence, take a vote to determine how many students would join the United States and how many students would not.
7. Students then write an editorial explaining their position on annexing Texas to the United States. The editorial should include the following:
  - ★ Their position on annexation
  - ★ At least three reasons to support the opinion
  - ★ Historical facts to support the opinion
8. Students read their editorials to classes throughout the school and take a survey to see how other students feel about the issue.

#### PREDICT

1. Give a copy of the *Story of Texas Student Journal* to each student. Ask students the Thinking Ahead question: How did annexation to the United States shape Texas's future?
2. Students discuss and record the type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



# ★ THE STORY OF TEXAS EDUCATOR GUIDE ★

## CHAPTER SEVEN: THE REPUBLIC OF TEXAS AND EARLY STATEHOOD



### Engage at the Museum

1. Gather students in *The Republic of Texas* exhibit. Discuss students' ideas of what it means for Texas to be a republic.
2. Ask students to imagine being leaders of the new republic, and discuss the following questions:
  - ★ What decisions do you need to make to help organize the Republic of Texas?
  - ★ What concerns do the citizens of Texas have now that they have gained their independence?
3. Students look at the exhibit panels to identify the different issues that the leaders of Texas had to address:
  - ★ Who will recognize us as a nation?
  - ★ How will we secure our borders?
  - ★ Can we share the land with Native Americans?
  - ★ How will we pay our debts?
  - ★ How will we manage our land?
  - ★ Who can be citizens of the republic?
  - ★ Where will our capital be?
  - ★ Annexation or empire?
4. Divide students into small groups and assign each group one of the issues. Students will study the exhibit to learn about the issue. Each group will then present their findings to the whole class as well as their opinion for how Texas should address the issue.



### Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of the Student Journal: How did annexation to the United States shape Texas's future?
2. Explain that students will identify and analyze the events that took place when Texas was a republic and during its early years as a state.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of the Student Journal or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

**7.1: The Republic of Texas** - Compare and contrast how Mirabeau B. Lamar and Sam Houston dealt with issues facing the new republic.

**7.2: The U.S. Goes to War Over Texas** - Use the exhibit to draw in the disputed boundary between Texas and Mexico.

**7.3: Settling the Border** - Explain how the Treaty of Guadalupe Hidalgo affected the Mexican families north of the Rio Grande.

**7.4: Immigrants Shape San Antonio** - Write what Tejanos, Americans, and Germans might say about how their lives are affected by immigration.

**7.5: White Gold** - Explain why cotton was called "white gold." How was cotton important to Texans and the economy?

4. After investigating and recording information in their Student Journals, groups should present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their Student Journal.



## After the Museum

### DRAW CONCLUSIONS

1. Students share the information they gathered in their Student Journal during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the Student Journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. The artifacts, newspapers, and letters explain how joining the United States helped Texans to overcome many challenges, especially the dispute with the Mexican government over borders. The United States fought the war with Mexico to defend Texas's borders resulting in the Treaty of Guadalupe Hidalgo which ended the war and identified the Rio Grande as the boundary between Texas and Mexico. The annexation of Texas to the United States also encouraged further immigration from the U.S. and generated millions of dollars through cotton imports and exports in Galveston. The annexation into the U.S. helped define and change the Texas identity.

### EXTEND STUDENT LEARNING

- ★ Students research Sam Houston or Maribeau B. Lamar. Students write a speech outlining their beliefs on slavery, annexation, American Indian relations, and other issues presented at the Museum. Students give their speech to the class.
- ★ Students research immigrants who came to Texas from other countries during the 1840s and 1850s. Create a presentation that answers the following:
  - Where did the immigrants come from?
  - Why did they come to Texas?
  - Where did they settle?
  - What types of jobs did they hold?
  - What traditions did they bring?
  - How has their culture impacted Texas?

- ★ Students research immigration to Texas today. Create a presentation that answers the following questions:

- Where are immigrants coming from?
- What attracts immigrants to Texas?
- What contributions do immigrants make to Texas?
- What traditions do immigrants bring with them?

### ACTIVITY 7.4: IMMIGRANTS SHAPE SAN ANTONIO

As a Tejano what might you say about the number of immigrants coming from the U.S. and Europe?

As an immigrant from the United States, what might you say about finding new opportunities in Texas?

As an immigrant from Germany what might you say about starting a new business in Texas?

### ACTIVITY 7.5: WHITE GOLD

Explain why cotton was called “white gold.” How was cotton important to Texans and the economy?

## ★ THE STORY OF TEXAS STUDENT JOURNAL ★



### CHAPTER SEVEN:

THE REPUBLIC OF  
TEXAS AND EARLY  
STATEHOOD

STUDENT NAME \_\_\_\_\_



#### Question:

How did annexation to the United States shape Texas's future?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?

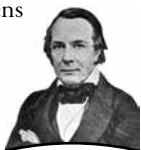


After exploring this chapter I learned .....

### ACTIVITY 7.1: THE REPUBLIC OF TEXAS

Mirabeau B. Lamar and Sam Houston both served as president of Texas, but they had very different views on many issues. Complete the Venn diagram comparing and contrasting how Lamar and Houston handled issues such as:

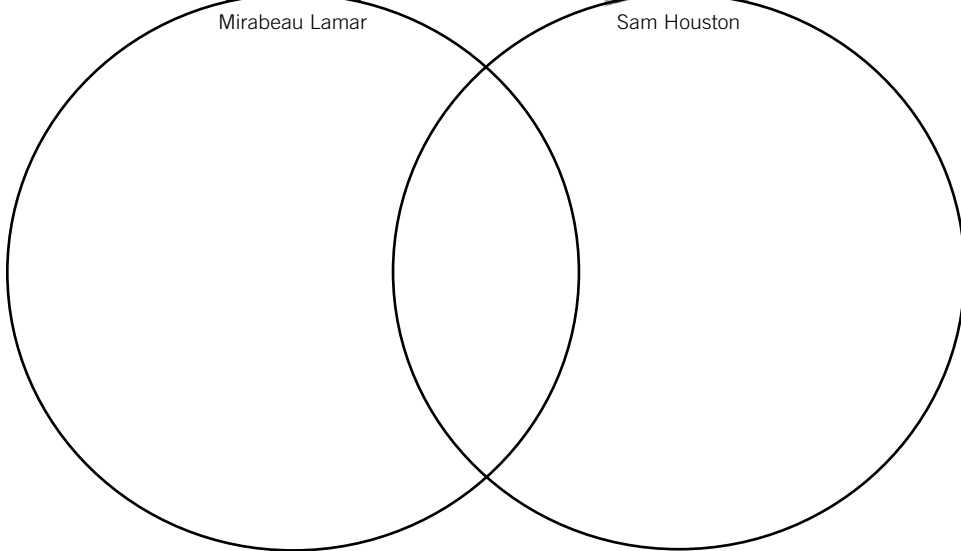
- ★ How to secure borders
- ★ How to pay debt
- ★ How to manage land
- ★ Who can be citizens
- ★ How to share land with Native Americans
- ★ Where to locate the capital
- ★ Annexation or empire



Mirabeau Lamar



Sam Houston



Which leader do you agree with most? \_\_\_\_\_

Explain why \_\_\_\_\_

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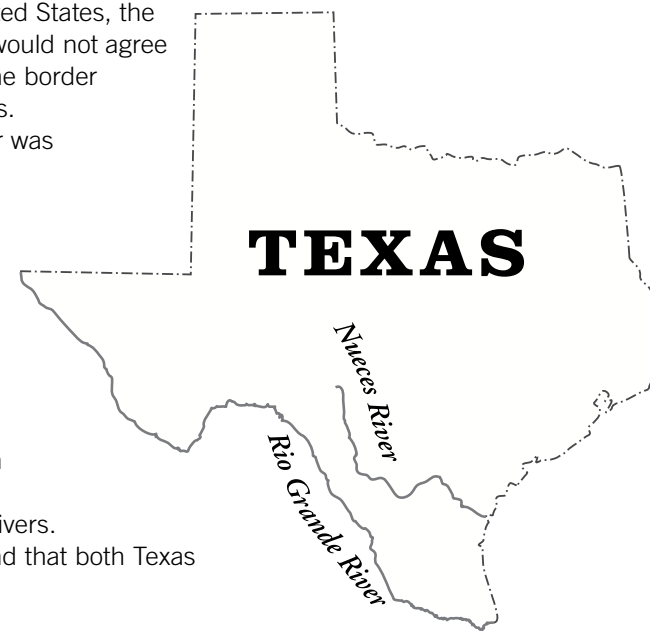
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### ACTIVITY 7.2: THE U.S. GOES TO WAR OVER TEXAS

After Texas joined the United States, the Mexican government still would not agree that the Rio Grande was the border between Mexico and Texas. Mexico claimed the border was the Nueces River.



Use the exhibit to shade in the area between the Rio Grande and the Nueces Rivers. The shading shows the land that both Texas and Mexico claimed.

### ACTIVITY 7.3: SETTLING THE BORDER

The \_\_\_\_\_, signed in 1848, ended the war between the U.S. and Mexico. The treaty stated that the Rio Grande was the border between Texas and Mexico. This border extended up to the southern boundary of New Mexico.

Explain how the treaty affected the Mexican families north of the Rio Grande. As a young Tejano, where would you want to live and why?

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