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## Primary Sources: Texas History

**This sample includes the following:**

**Teachers Guide Cover** (1 page)

**Table of Contents** (4 pages)

**How to Use This Product** (2 pages)

**Lesson Plan** (8 pages)

**Reader** (17 pages)

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**PRIMARY SOURCE READERS**

# TEXAS HISTORY

**Teacher's Guide**



**Teacher Created Materials**

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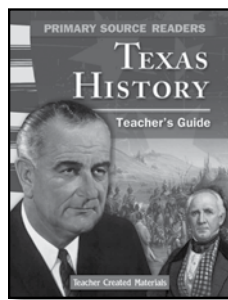
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# How to Use This Product

## Kit Components



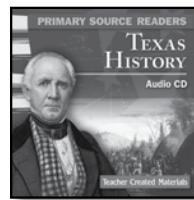
6 copies each of 16 paired books connected by a similar theme



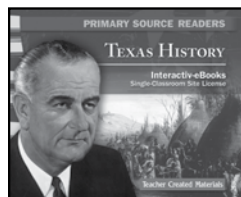
Teacher's Guide



Digital Resource CD



Audio CD



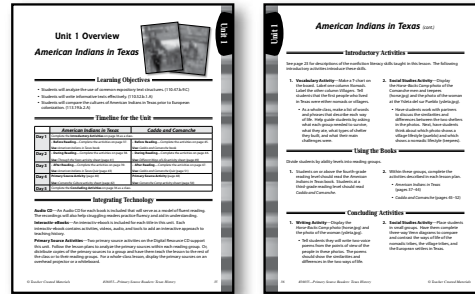
Interactiv-eBook DVD



# How to Use This Product *(cont.)*

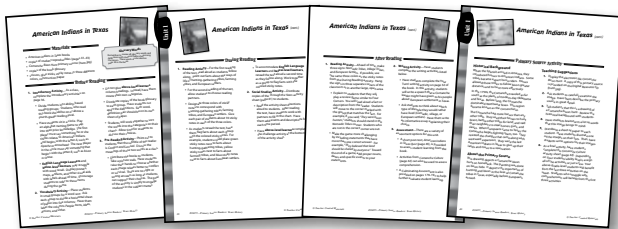
## Unit Organization

Each unit begins with an overview that includes the unit learning objectives; a timeline for the unit; a step-by-step description of the introductory activity; directions for using the books, digital primary sources, and interactiv-ebooks; differentiation strategies; and a step-by-step description of the concluding activity.

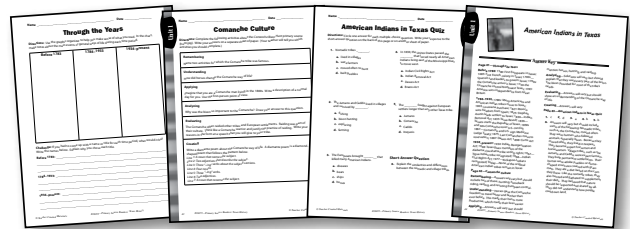


**Unit overview**

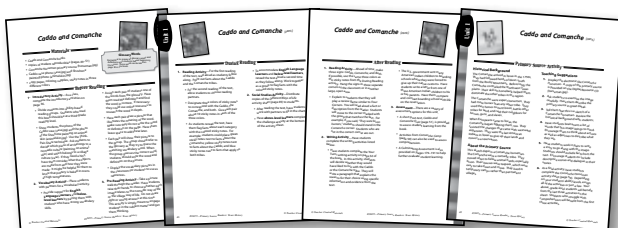
The heart of each unit is a set of paired books that are connected by a common theme. One book features a higher reading level and the other book features a lower reading level. Each unit includes a comprehensive lesson plan for each book.



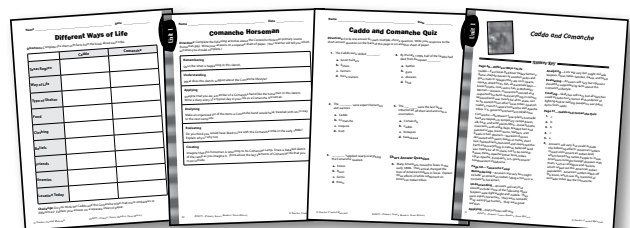
**Lesson for book with higher reading level**



**Student reproducibles and answer key**



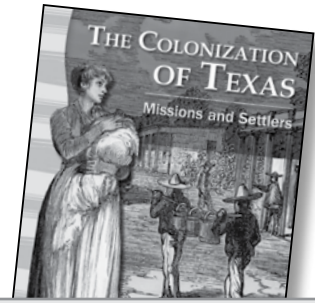
**Lesson for book with lower reading level**



**Student reproducibles and answer key**



# The Colonization of Texas



## Materials

- *The Colonization of Texas* books
- copies of student reproducibles (pages 77–79)
- *Stephen F. Austin* primary source (austin.jpg)
- copies of *Informative Essay Organizer* (inform.pdf)
- butcher paper, markers, lined paper, sticky notes, chart paper, large drawing paper

## Glossary Words

Remember to review all glossary words and definitions with students before beginning the lesson. These words are located on page 30 in the book.

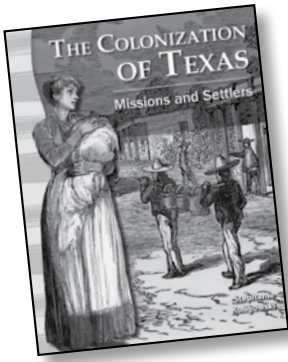
## Before Reading

- 1. Introductory Activity**—As a class, complete the introductory activities on page 72.

  - Divide the class into ability-based reading groups. Students who read this book should be on or above a fourth-grade reading level.
  - Hang a long sheet of butcher paper horizontally at students' eye level. Draw a horizontal line from one end of the paper to the other. Title the time line *The Colonization of Texas*.
  - Have students use markers to add events to the time line that they think relate to this period of Texas history.
- 2. Vocabulary Activity**—Have students choose partners for a vocabulary activity. Distribute *The Colonization of Texas* books and lined paper to each pair.

  - Ask students to write five sentences using vocabulary words. Each sentence must contain at least three words from the glossary. The words must be used correctly.
  - Challenge **above-level learners** to write a short story using as many of the words in the glossary as possible. The words must be used correctly.
- 3. Pre-Reading Activity**—Invite students to browse the text and read the chapter titles, sidebar headings, bold words, and captions. Discuss the accuracy of the time line they made during the introductory activities.

  - Ask **English language learners** to choose five words from the glossary. Have them illustrate the meanings of the words.
  - Assign **below-level learners** four of the most important words in the glossary—*colony*, *empresarios*, *mission*, and *settle*. Pronounce the words for them and explain their meanings. Ask students to use each word in a sentence.
  - Allow time for students to share their vocabulary sentences or images with the group.

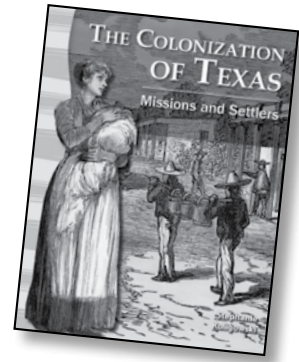


## The Colonization of Texas (cont.)

### During Reading

1. **Reading Activity**—For the first reading of the text, students will read with partners. Instruct partners to take turns reading each double-page spread aloud.
  - Give each pair 13 sticky notes, one for each chapter. Ask students to write the three most important supporting details in every chapter on their sticky notes.
  - To accommodate **English language learners** and **below-level learners**, pull them during the first reading of the text. Read the text aloud as they follow along. Use the Think-Aloud technique to help them identify supporting details for their sticky notes.
  - For the second reading of the text, have students take turns reading aloud. Pause after each chapter spread and ask pairs to share their important details.
  - On chart paper, create a simple grid with 13 boxes, one for each chapter. Add students' supporting details to the grid. Then, as a whole group, choose the three most important details from each chapter. Display the chart paper in the classroom.
2. **Social Studies Activity**—Distribute copies of the *Settling In* activity sheet (page 77) to students.
  - Read the activity sheet directions aloud to students. Have them use the graphic organizer to record facts about each group that colonized Texas.
  - Modify the activity sheet for **English language learners** and **below-level learners** by filling in the groups ahead of time (*French, Spanish missionaries, Spanish settlers, and Americans*). Ask them to record only the most important key words on the chart.
  - Encourage **above-level learners** to design a mural that illustrates the facts in the chart. If time allows, have them work together to paint the mural on large paper.

# The Colonization of Texas (cont.)



## After Reading

1. **Reading Activity**—Refer back to the supporting-details grid that the group created during reading.
  - As a whole group, use the supporting-details grid to identify the main idea of each chapter. Students should write the main idea on each of their 13 sticky notes. Allow **above-level learners** to work independently during this activity.
2. **Writing Activity**—Have students complete the writing activities listed below.
  - Have students complete the Your Turn! writing activity on page 32 of the book. In this activity, students will write haikus about Texas longhorns.
  - Allow **English language learners** to work with partners who are fluent in English during the poetry activity. Ask them to illustrate the poem after it is written.
  - Next, ask students to choose one important person or event from the text. Have them use books and online resources to find out more about the topic.
  - Provide research materials at the appropriate reading levels for **below level learners**.
- Students will write an informative essay about the topic. Distribute copies of the *Informative Essay Organizer* (inform.pdf) for them to use during the pre-writing stage.
- For another writing activity, ask students to refer back to the *Settling In* activity sheet (page 77). Have them choose one group of settlers. Then, challenge them to invent a character that represents that group.
- Have students write five diary entries from the point of view of their fictional character. The entries should include rich historical details about the colonization of Texas.

  3. **Assessment**—There are a variety of assessment options for this unit.
    - A short post-test, *The Colonization of Texas Quiz* (page 79), is provided to assess student learning from the book.
    - Activities from *Stephen Austin at Work* (page 78) can also be used to assess comprehension.
    - A Culminating Assessment is also provided on pages 179–191 to help further evaluate student learning.



## The Colonization of Texas *(cont.)*

### Primary Source Activity

#### Historical Background

Moses Austin was an American businessman who was deeply in debt. Hoping for a financial windfall, he came up with an unusual idea. He decided to start an American colony in Texas. But he got sick and died before he could fulfill his dream. His dying wish was for his son, Stephen F. Austin, to lead the settlers to Texas.

Austin agreed to take over the colony. In 1821, he explored the Gulf Coast to find a location for the colony. He chose the fertile land between the Colorado and Brazos (BRAH-zohs) rivers. Back in America, he advertised the colony in newspapers across the country. Many people responded, but Austin carefully selected the colonists. He chose honest people who would work hard. The colonists had to be of good moral character. They also had to promise to learn the Spanish language and convert to the Catholic religion.

Stephen F. Austin began leading American settlers to Texas in 1821. They settled along the Brazos River near present-day Houston. The first 300 settlers in Austin's Colony are known today as the Old 300.

#### About the Primary Source

This painting shows Stephen F. Austin rallying colonists against the Karankawa Indians in 1824. A scout at the cabin door warns of an attack. Henry Arthur McArdle created the oil painting in 1875. McArdle was an Irish immigrant. He trained as an artist on the East Coast and settled in Independence, Texas. While painting portraits of Texas Civil War veterans, he became interested in painting scenes from Texas history.

#### Teaching Suggestions

1. Display the electronic file *Stephen F. Austin*. A copy of this primary source is provided on the Digital Resource CD (austin.jpg).
2. Review the historical background with students. Then, describe the primary source. Ask students to examine the painting carefully.
3. As a whole group, add cartoon-style talk bubbles to the image for each of the people.
4. As a final activity, have students complete the *Stephen F. Austin at Work* chart (page 78). Depending on your students' ability levels, assign all of the activities or just a few. Your above-grade-level students will benefit from the last three activities on the sheet. Students who struggle with comprehension will benefit from the first three activities.

# Settling In

**Directions:** Complete the chart with facts about each group that settled Texas.

Who moved to Texas?	Why did they move?	What did they do in Texas?

Name \_\_\_\_\_ Date \_\_\_\_\_

# Stephen F. Austin at Work

**Directions:** Complete the following activities about the *Stephen F. Austin* primary source (austin.jpg). Write your answers on a separate sheet of paper. (Your teacher will tell you which activities you should complete.)

**Remembering**

Explain the empresario system.

**Understanding**

Imagine that Stephen F. Austin wanted to find a replacement for himself as leader of the colony in Texas. Create a Help Wanted ad that describes the job and the skills and qualities required.

**Applying**

Design a business card for empresario Stephen F. Austin.

**Analyzing**

What made Austin's Colony one of the most successful colonies in history?

**Evaluating**

If you had lived during the 1820s, would you have wanted to join Austin's Colony in Texas? Explain why or why not.

**Creating**

Make a diorama of Austin's Colony in the early days.

Name \_\_\_\_\_ Date \_\_\_\_\_

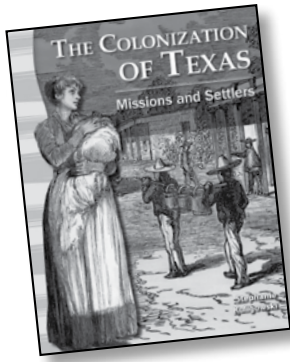
# The Colonization of Texas Quiz

**Directions:** Circle one answer for each multiple-choice question. Write your response to the short-answer question on the back of this page or on another sheet of paper.

- To strengthen its control of the northern border, New Spain sent \_\_\_\_\_ to settle Texas.
  - princes
  - missionaries
  - doctors
  - empresarios
- The Spanish army built forts called \_\_\_\_\_ to protect nearly every mission.
  - presidios
  - mestizos
  - conquistadors
  - empresarios
- Texas became a \_\_\_\_\_ province after the Mexican War of Independence.
  - Spanish
  - Mexican
  - American
  - French
- The first American settlers who followed Stephen Austin to Texas are called \_\_\_\_\_.
  - empresarios
  - conquistadors
  - the Old 300
  - rebels
- Stephen F. Austin was the first and most successful \_\_\_\_\_.
  - soldier
  - conquistador
  - mestizo
  - empresario

## Short-Answer Question

- Describe life at a Spanish mission in Texas during this time period.



## The Colonization of Texas (cont.)

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### Answer Key

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#### Page 77—Settling In

**Row 1**—The French/to find the mouth of the Mississippi River/failed to find the Mississippi River; built Fort St. Louis in Matagorda Bay

**Row 2**—Spanish missionaries/to strengthen Spain’s control of the region/built missions to teach the American Indians about Christianity

**Row 3**—Spanish settlers/free land from the Spanish government/became ranchers

**Row 4**—Americans/new opportunities and cheap land/they worked to make their huge plots of land profitable as farms and ranches

#### Page 78—Stephen F. Austin at Work

**Remembering**—People, called *empresarios*, recruited and guided settlers to Texas in exchange for land. The more settlers they recruited, the more land they were given.

**Understanding**—Responses will vary but should mention Stephen Austin’s duties, including issuing land titles, buying supplies, settling conflicts, writing and enforcing laws, exploring, making maps, and protecting the colony from American Indian attacks.

**Applying**—Responses will vary but should creatively reflect Austin’s many duties.

**Analyzing**—Stephen Austin took many deliberate steps to make his colony a success. He carefully selected a location that had fertile land. He chose colonists who were honest, hardworking people. He made sure they followed Mexico’s laws. He showed genuine concern and respect for the colonists, and viewed them as his family. He worked hard to make laws, enforce laws, plan out the colony, buy supplies, defend the settlers, settle conflicts, and advocate for them with the Mexican and U.S. governments.

**Evaluating**—Answers will vary.

**Creating**—Responses will vary.

#### Page 79—The Colonization of Texas Quiz

1. b
2. a
3. b
4. c
5. d
6. Answers will vary but should include the idea that each mission was like a small village with a church, a hospital, a cemetery, houses, workshops, gardens, farm fields, and pastures. Spanish priests, called *padres*, taught the American Indians about Christianity and tried to force American Indians to give up their traditional ways of life.



# THE COLONIZATION OF TEXAS

Missions and Settlers



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## Teacher Created Materials

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# Fierce Competition

In 1492, Spain sent Christopher Columbus to find a new route to the East Indies. Instead, Columbus stumbled upon a part of the world that almost no other European had visited. This came to be known as the **Western Hemisphere**, or the New World.

Spain believed that having land across the Atlantic Ocean would increase its power. Spain hoped to find gold and other riches there. As Spain claimed more land, its neighbors took notice, especially the French. Spain claimed land in the southern United States and Mexico. France claimed parts of Canada and the northern United States. In the 1680s, Texas became the focus of the fierce competition between these European powers.



Christopher Columbus



## A Grand Plan

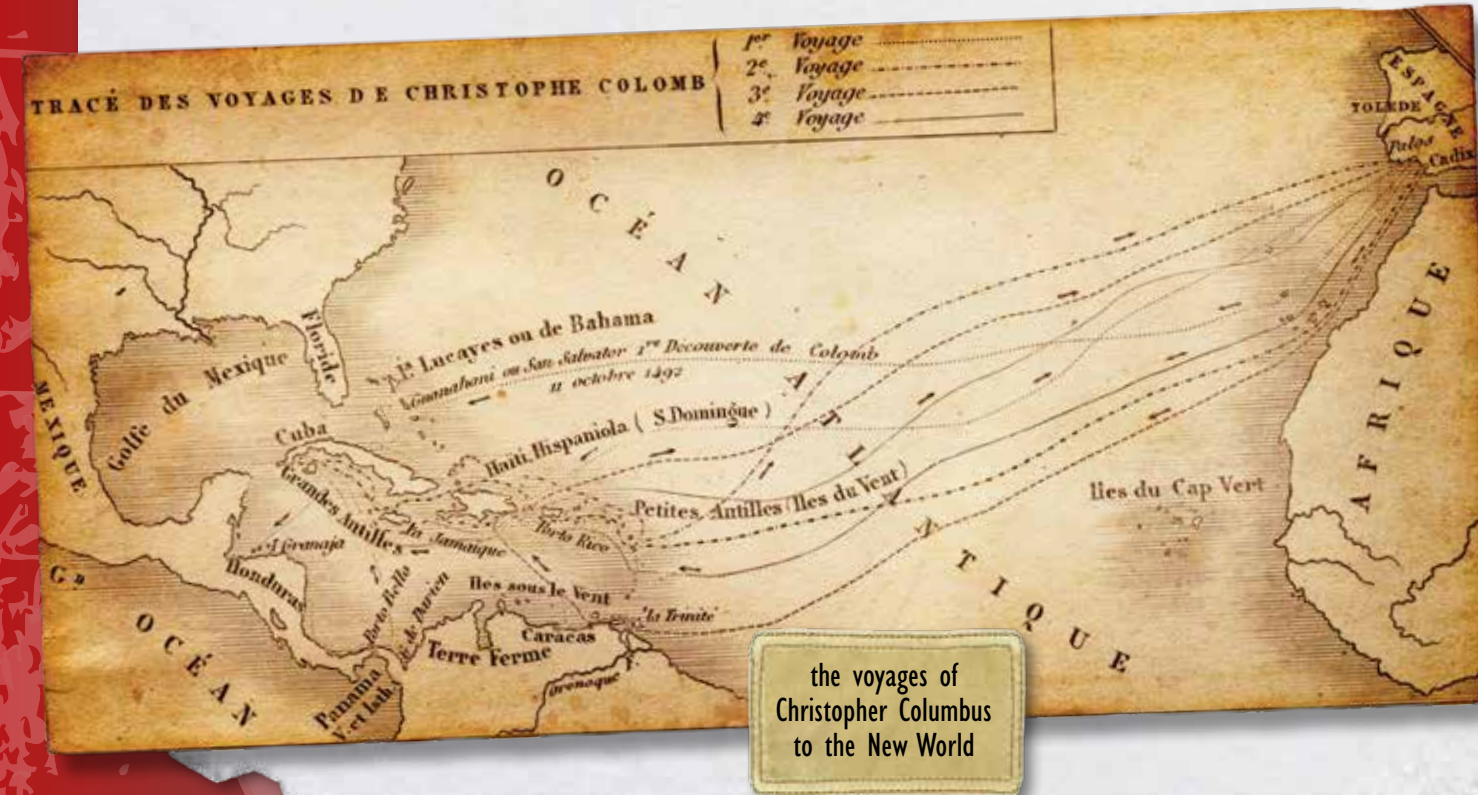
In 1684, King Louis XIV of France sent La Salle to America to build a fort at the mouth of the Mississippi River. From this base, the French could attack the Spanish and take over their gold and silver mines in Mexico.

## Lost River

When La Salle returned to the Gulf of Mexico, he could not find the Mississippi River. He mistakenly entered Matagorda (mah-tah-GOHR-duh) Bay on the Texas coast. It was here, 400 miles (644 km) from the Mississippi, that he built Fort St. Louis. The **colony** did not last long, but it changed the course of Texas history.

Spain had claimed Texas in the early 1500s but did not **settle** the region for decades. In 1682, French explorer René-Robert Cavelier Sieur de La Salle (ruh-NEY raw-BEAR ka-vuh-LYEE sewr day luh sahl), followed the Mississippi River to the Gulf of Mexico. He later built a French fort on the Texas coast.

Spanish soldiers were sent to destroy the French fort. By the time they found it in 1689, it was deserted. The Spanish reacted by building their first **mission** in East Texas.



# New Spain

## Missions and Presidios



Hernán Cortés

Hernán Cortés was a Spanish **conquistador** (kon-KWIS-tuh-dawr). His mission was to conquer the New World. In 1521, he destroyed the Aztec Empire in Mexico. He claimed the land for Spain. The colony of New Spain stretched from Panama to the southwestern United States.

Nearly 100 years passed before the Spanish settled the northern frontier. This was the region north of the Rio Grande. It included present-day California, Nevada, Arizona, New Mexico, Utah, Colorado, and

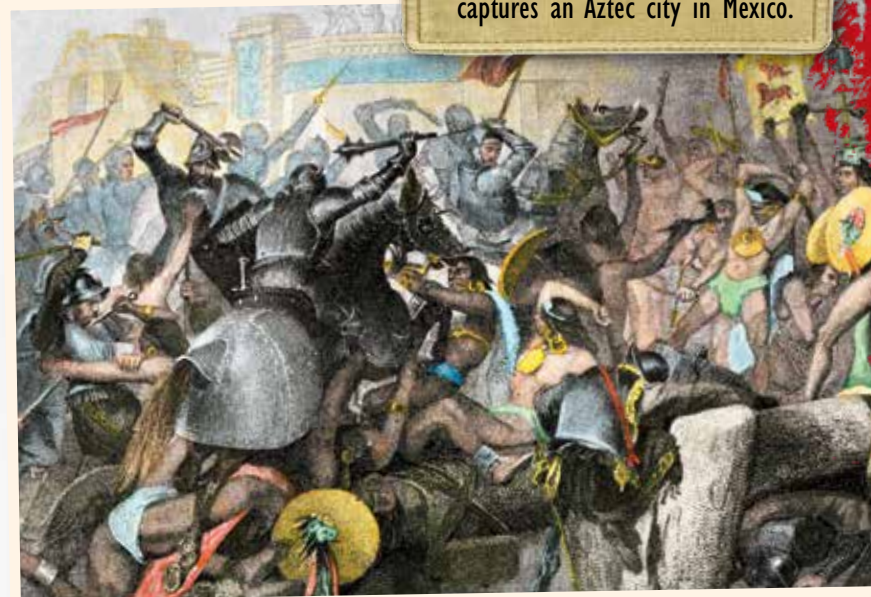
Texas. Spanish control in these places was weak.

To strengthen its hold, the Spanish government sent **missionaries** to settle the region. The missionaries were Roman Catholic priests who wanted to teach American Indians about Christianity. They built churches, schools, and houses. These villages were called *missions*.

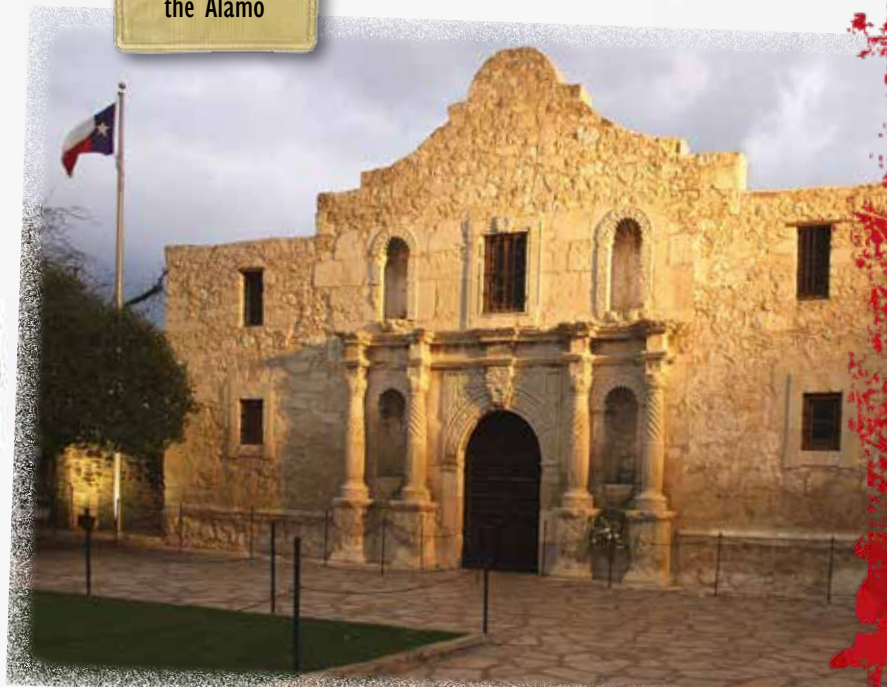
The Spanish army built a **presidio** (pri-SID-ee-oh), or fort, near almost every mission. Spanish soldiers were stationed at the presidios. They protected the missions from **hostile** American Indians. The mission and presidio system was designed to strengthen Spain's hold on the region.

The first attempt to start a mission was in 1632. Slowly, missionaries colonized the area. In all, 35 Spanish missions were built in Texas between 1632 and 1793.

The Spanish army of Cortés captures an Aztec city in Mexico.



the Alamo



## Aztecs

The Aztecs were American Indians who built a large empire in central and southern Mexico in the 1400s and 1500s. They were master farmers. Their religious beliefs were closely tied to the changing seasons and the calendar. They would offer human sacrifices to the gods in order to receive good crops.

## Another Attempt

The Spanish realized that they needed to get supplies to their East Texas missions easily. In 1717, Spain built the San Antonio de Béxar (sahn ahn-TOH-nee-oh deh BEH-har) and de Valero (deh bah-LEH-roh) mission churches in San Antonio. They chose San Antonio for its central location in Texas. San Antonio de Valero is better known today as "the Alamo."

## Mission Life

Spanish missions were busy places. Each mission was a small village. It usually had a church, a hospital, a cemetery, houses, and workshops. It also had gardens, farm fields, and **pastures**.

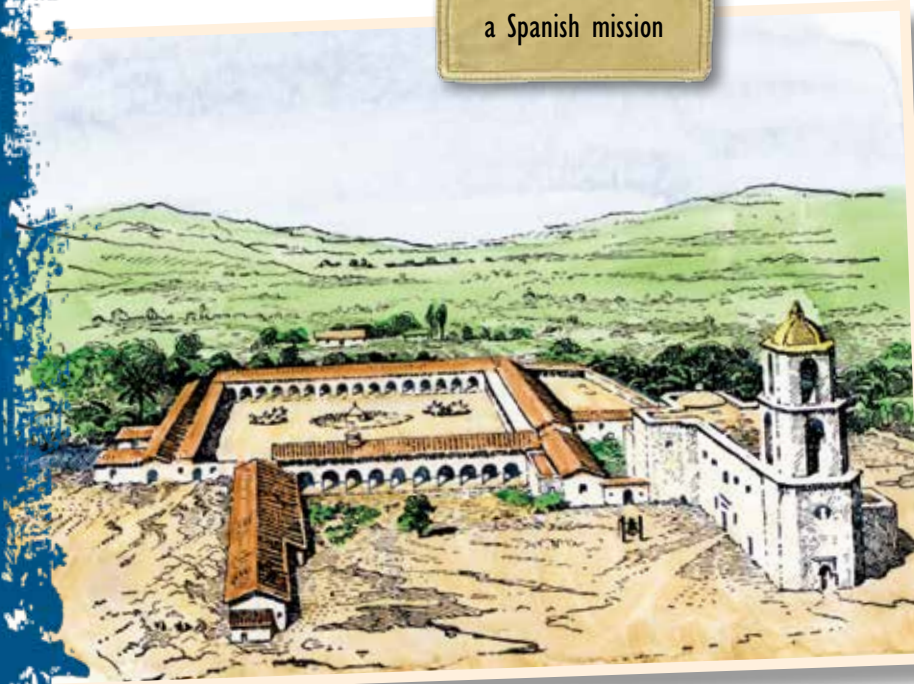
Spanish priests, called *padres* (PAH-dreyz), lived and worked at the missions. Their main work was teaching American Indians about Christianity. Padres wanted American Indians to follow the teachings of Jesus Christ.

### Teamwork

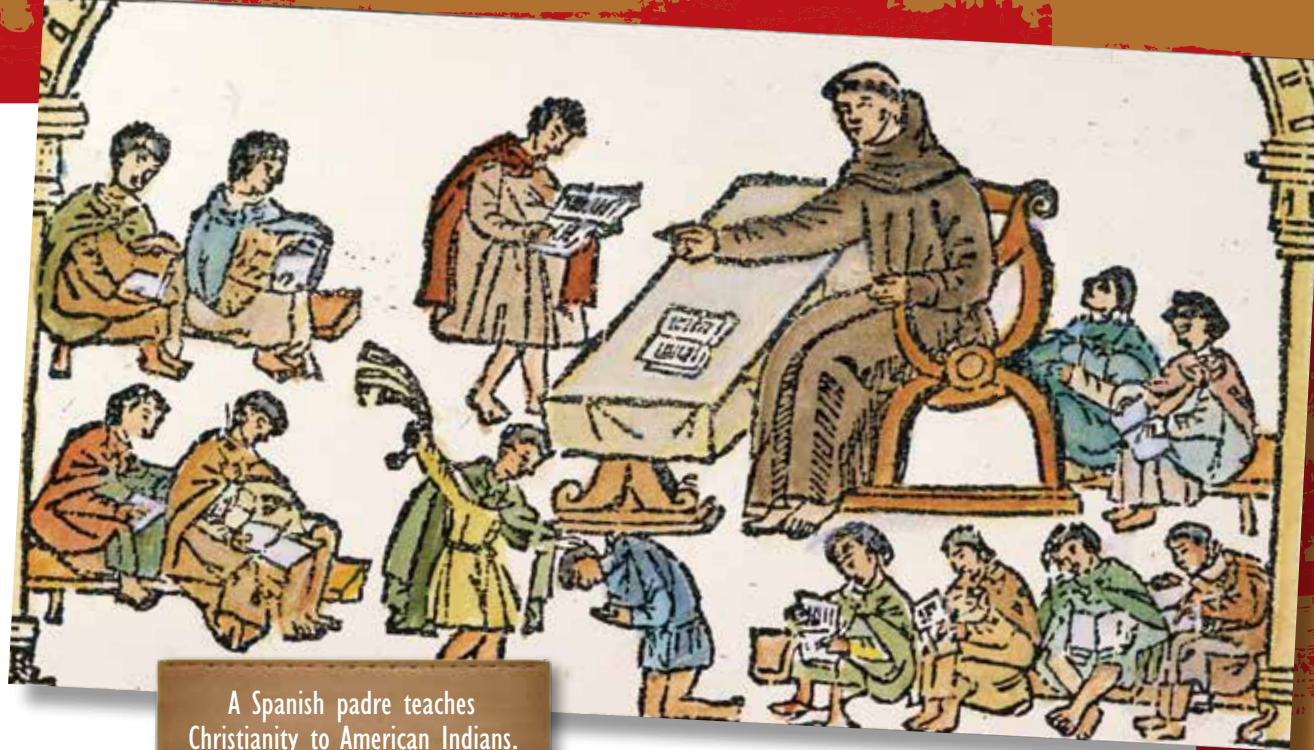
Most missions were staffed by two padres. One padre managed the day-to-day business of the mission. The other padre was in charge of spiritual duties, such as teaching religious lessons and holding religious services.

### Too Close for Comfort

Presidios were built within one mile of most missions. Soldiers had to be close enough to defend the missions from American Indian attacks. But building a presidio too close to a mission was a recipe for disaster. Spanish soldiers made friendly tribes uncomfortable. They were known to harass American Indians and get into fights with them.



a Spanish mission



A Spanish padre teaches Christianity to American Indians.

Many padres forced American Indians to **convert** to Christianity. They outlawed American Indian religious practices. Men and women who were caught worshipping in the old ways were punished for witchcraft. They were whipped and sometimes even hanged. Spanish soldiers helped the padres enforce these religious laws.

Not only did the padres want to change the American Indians' spiritual beliefs but they also tried to change their traditional ways of life. They encouraged the **nomadic** (noh-MAD-ik) tribes to settle into village life. They taught them farming methods and skilled trades. They wanted them to speak and dress like Spaniards.

Many American Indian tribes in Texas did not like that the missions were built on their hunting grounds. These hostile tribes attacked the missions. The many attacks forced the Spanish to leave many of the Texas missions.

## A Good Trade



Bernardo de Gálvez

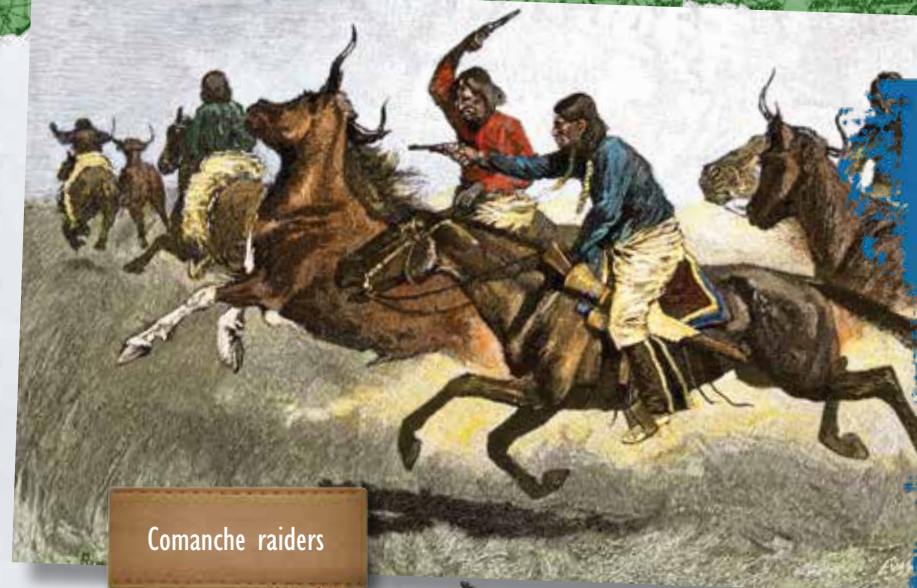
Spain's King Charles III knew that his soldiers and the American Indians in Texas always seemed to be fighting. He wanted New Spain to thrive. But for this to happen, relations between the Spanish and the American Indians needed to improve.

The king asked a soldier named Bernardo de Gálvez (behr-NAHR-doh deh GAHL-bes) to find solutions to New Spain's problems. Gálvez said Spain should only have two Texas missions. Spain closed all of its missions except for San Antonio de Béxar and La Bahía.

Gálvez also wanted a new approach to American Indian relations. The French had lived in relative peace with the American Indians for many years. Gálvez studied the ways of the French and came up with a new plan for Spain.



French merchants trade with American Indians at the mouth of the Mississippi River.



Comanche raiders



18th-century rifle

The Comanche (kuh-MAN-chee) and Apache (uh-PACH-ee) tribes in Texas would **raid** settlers to get guns, horses, and other European goods. Gálvez recommended opening **trade relations** with these tribes. If the American Indians could get the goods they wanted through trade, then they would no longer need to conduct raids.

Gálvez's plan was a success. The Spanish began trading guns, horses, blankets, kettles, and knives, in return for animal hides and food items. The Spanish and the American Indians lived peacefully in Texas for many years.

## Changing Hands

The French claimed the Louisiana Territory in 1682. In 1762, the French turned over control to Spain. And in 1800, Spain returned the territory to France.

## Exciting Life

Bernardo de Gálvez was born in Spain in 1746. He began his military career as a teenager. In 1768, he arrived in New Spain, where he led campaigns against the hostile Apache tribe. Gálvez returned to Europe to study military science and French culture. In 1777, he was made Governor of the Louisiana Territory. In that role, he helped the American colonists in the fight against Great Britain.

# The Louisiana Territory

The Louisiana Territory was at the heart of the North American continent. The territory contained many resources. One of the most important resources was the Mississippi River. It had become a key route for travel and **commerce**.

In 1800, France controlled the vast Louisiana Territory. The area divided the ever-growing United States from New Spain. Still, the Spanish feared Americans would take over their land.

In 1776, American colonists had declared their freedom from Great Britain. The population of the new nation grew quickly due to high birth rates and **immigration**. Americans needed more space to grow.

Settlers ventured across the Appalachian (ap-uh-LEY-chee-uhn) Mountains. They moved into the valleys of Cumberland, Tennessee, and the Ohio Rivers. Their survival depended on the goods they shipped down the Mississippi River and on to New Orleans.

The Louisiana Purchase is announced in three languages for the people of New Orleans.



the Louisiana Purchase of 1803

**Steal of a Deal!**  
The U. S. paid \$15 million for the Louisiana Territory. It stretched from the Mississippi River west to the Rocky Mountains and from Canada south to the Gulf of Mexico. This territory spanned 525 million acres. At a cost of about four cents per acre, that was a bargain!

**Explore and Collect**  
In 1804, President Thomas Jefferson sent an expedition to explore the Louisiana Territory. U. S. soldiers Meriwether Lewis and William Clark led the Corps (kor) of Discovery. They met American Indians, collected plants and animals, and found a route to the Pacific Ocean.

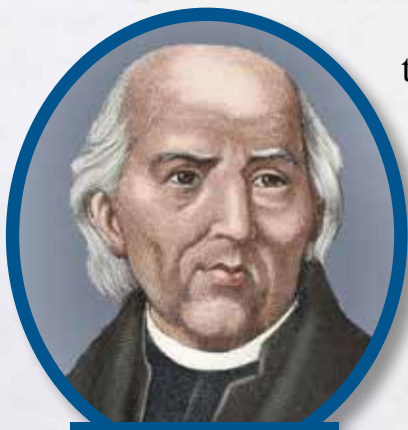
In 1803, U. S. President Thomas Jefferson purchased the Louisiana Territory from France. It doubled the size of the nation overnight! It also gave the United States control of the Mississippi River and the port of New Orleans.

This purchase removed the **buffer** between New Spain and the United States. The two countries were now next-door neighbors. The American invasion that Spain feared seemed even more likely.



# Mexican Independence

## Revolutionary Padre



Father Miguel Hidalgo

For 300 years, Spain controlled Mexico and the southwestern United States. But in 1810, a Catholic priest named Father Miguel Hidalgo (mee-GELL ee-DAHL-goh) called for Mexican independence, or freedom. He wanted to end Spanish rule of Mexican territories.

Hidalgo was born in 1753. He served as a priest in Dolores, Mexico. He taught the local people new skills and farming methods. Hidalgo started factories that made bricks and pottery. He trained people in leather making and beekeeping.

Most of Hidalgo's **parishioners** (puh-RISH-uh-nerz) were poor American Indians and **mestizos** (me-STEE-zohz). Mestizos are people with both American Indian and European ancestors. Hidalgo wanted to help them enjoy a better living and make them less dependent on the government.

Father Hidalgo encourages the people of Mexico to fight for their independence.



the arrest of Father Hidalgo

## Time for Independence?

In 1808, France invaded Spain. Many people, including Hidalgo, thought this was a good time for Mexicans to take back their government from Spain. They no longer wanted to answer to a king across the Atlantic Ocean.

## Battle Cry

On September 16, 1810, Father Miguel Hidalgo gave his *Grito de Dolores* (GREE-toh deh doh-LORE-ehs), or "Cry of Dolores." This is the most famous speech in Mexican history. Hidalgo asked, "Will you recover the lands stolen 300 years ago from your forefathers by the hated Spaniards?" These words started the Mexican War of Independence.

Hidalgo joined a secret society to work for Mexican independence from Spain. But in 1810, the authorities found out. Friends warned Hidalgo to flee, but he stood his ground.

On September 16, 1810, Hidalgo declared war on Spain. About 800 men marched with him from Dolores to the capital of Mexico. Along the way, the army grew to 100,000. They came close to taking over the capital city, but they failed. Hidalgo was caught and killed. Today, he is remembered as the Father of Mexican Independence.



## The Fight for Freedom

Father Miguel Hidalgo was killed in 1812. But the **rebellion** he had started continued. José María Morelos (moh-REH-lohs) took over leadership of the **rebel** army.

Like Hidalgo, Morelos was a Mexican-born Catholic priest. He also proved to be a skilled military leader. Under his command, the rebels won 22 battles in nine months. They forced the Spanish out of many **provinces**.



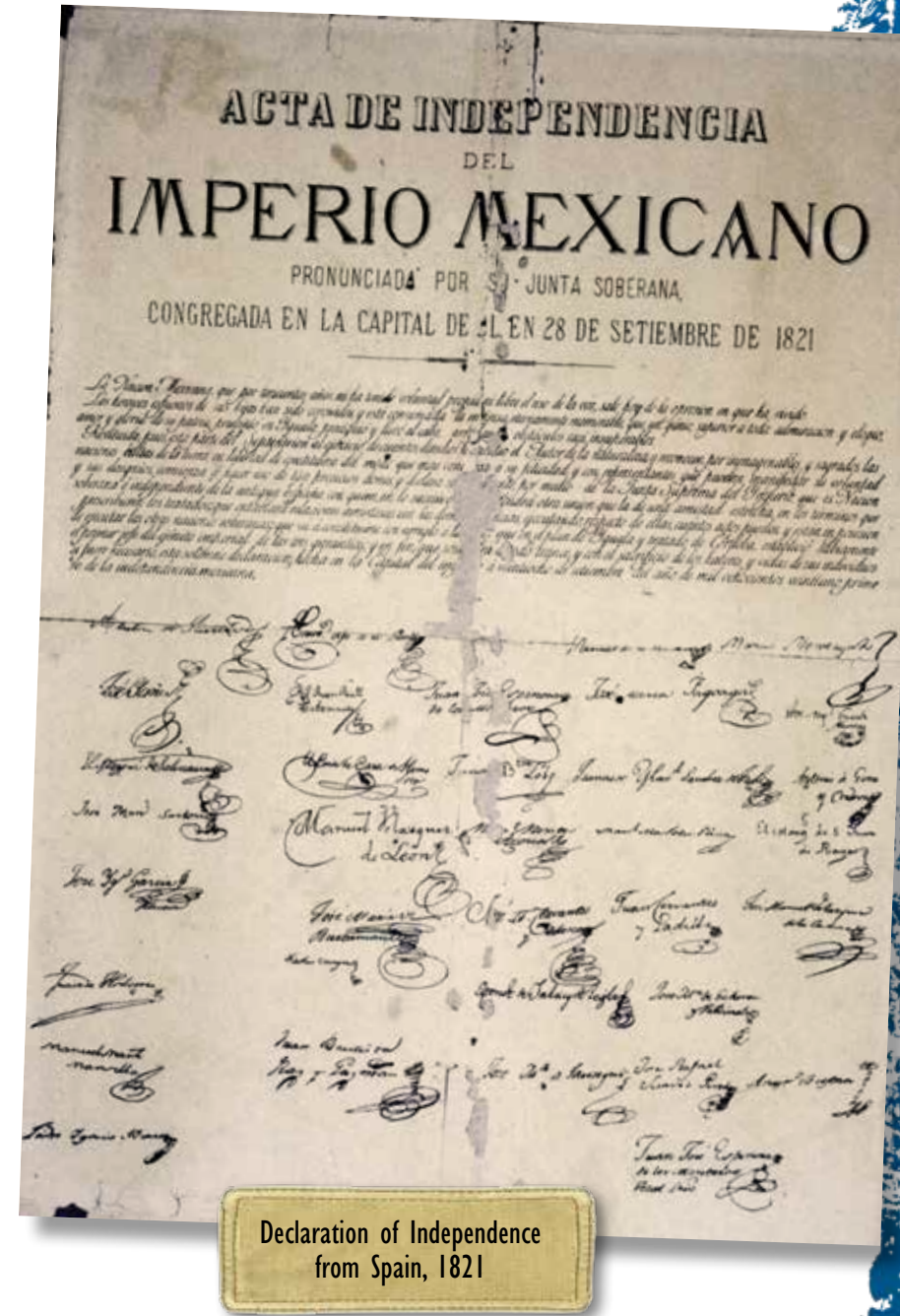
Father José María Morelos

In 1813, Morelos called together leaders from the provinces under his control. He presented the *Sentiments of the Nation*. The document declared Mexican independence. It set up a new government, ended slavery, and erased racial divisions.

After the meeting, the rebel army faced a series of defeats.

In 1815, Morelos was caught and killed. Small bands of rebels continued to attack the Spanish Army. But by 1820, the rebellion was almost crushed.

In 1821, many Spanish **loyalists** living in Mexico grew angry with Spain. They felt that Spain was not treating Spaniards living in Mexico fairly. They then decided to join the fight for Mexican freedom. In 1821, rebel forces defeated the Spanish Army. Mexico had finally won its independence.



Declaration of Independence from Spain, 1821

### Servant Leader

At the meeting of the congress, the representatives gave José María Morelos the title of *generalissimo* (hen-eh-rahI-EES-seem-oh), or "general." People would have addressed him as *Your Highness*, but Morales rejected this idea. He asked instead to be called *Siervo de la Nación* (see-YEHR-boh deh lah nah-see-OHN), or "Servant of the Nation."

### Mexico's Future

A loyalist general turned rebel leader came up with a plan for Mexico's future. Agustín de Iturbide (ee-TOOR-vee-teh) promised three things—Mexico would be an independent monarchy, people born in Mexico and Spain would have equal rights, and the Roman Catholic Church would remain the official religion. This was a future upon which most Mexicans could agree.

# Settling Texas

## Attracting Settlers

When Spain ruled Texas, it had a hard time convincing people to move there. People were fearful of the harsh climate and hostile American Indians. The Spanish needed a stronger barrier of people to protect its northern border. So they gave land to small groups of Spanish settlers willing to move to Texas.

These hearty settlers developed a new way of life. The hot, dry climate was not good for growing crops. But Texas had millions of acres of open range where animals could graze. The settlers became **ranchers**. This means they earned a living by raising and selling livestock, especially cattle. They sold their animals in New Spain's southern regions.



Texas rancher's cabin

By the early 1800s, Texas did not have many people. Settlers had little protection from Comanche raiding parties. American Indians still posed a more serious threat to the Spanish than American settlers did.



Comanche Indians raid settlers.

In 1820, Spain began offering land to Americans who promised to bring settlers to Texas. These leaders were called **empresarios** (ehm-preh-SAH-ree-ohs). This method of **recruiting** residents to Texas is known as the *empresario system*.

## Cattle Arrive

The Spanish began bringing cattle to New Spain in the 1690s. The first herds grazed in pastures near San Antonio and Goliad (GO-lee-ad) in the 1730s. They provided food for the missionaries and soldiers in the area.



Texas longhorn

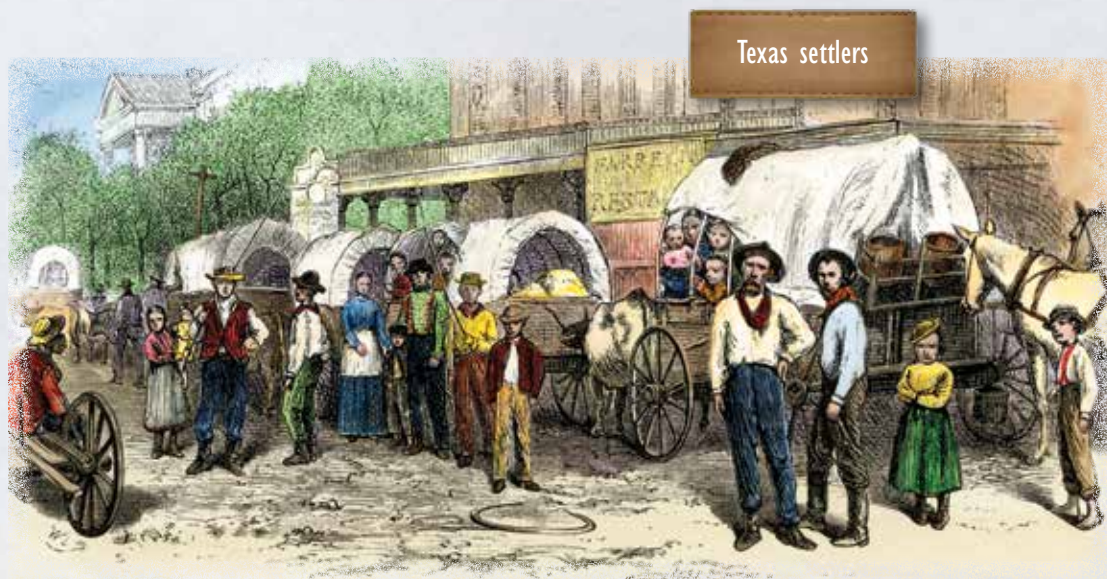
## Texas Longhorns

In the early days of Texas settlement, small long-horned Spanish cattle were bred with cattle from the East. This produced a breed of cattle with long horns, long legs, and lean bodies. They were intelligent animals suited for life on the hot, dry Texas plains. They became known as Texas longhorns.

## The Old 300

Moses Austin was a bold businessman. He made his fortune in the lead-mining industry, first in Virginia and then in Missouri. But bad business decisions left him deeply in debt.

Moses knew that ordinary jobs would not pay the bills, so he came up with an unusual idea. Moses wanted to start an American colony in Texas. In 1820, he traveled to San Antonio to get permission from the Spanish governor.



On the trip home, Moses became ill. When he reached Missouri in January 1821, he learned that the Spanish had granted a permit for an American colony. Moses was to be the first empresario! He quickly began making plans.

Sadly, Moses never recovered from his illness. His dying wish was for his son, Stephen F. Austin, to establish the colony. But at about the time of Moses's death, Mexico won independence from Spain. The fate of the colony was uncertain.

Stephen F. Austin was allowed to take over his father's empresario contract. He began leading American settlers to Texas in 1821. They settled along the Brazos (BRAH-zohs) River near present-day Houston. The first 300 settlers in Stephen's colony are known today as "the Old 300."

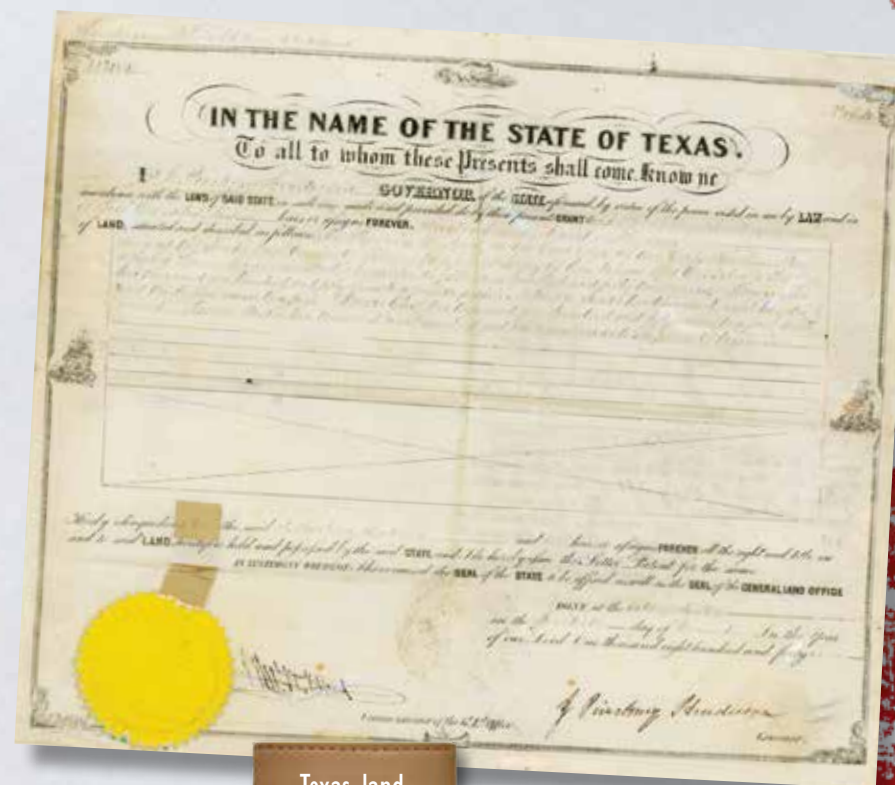


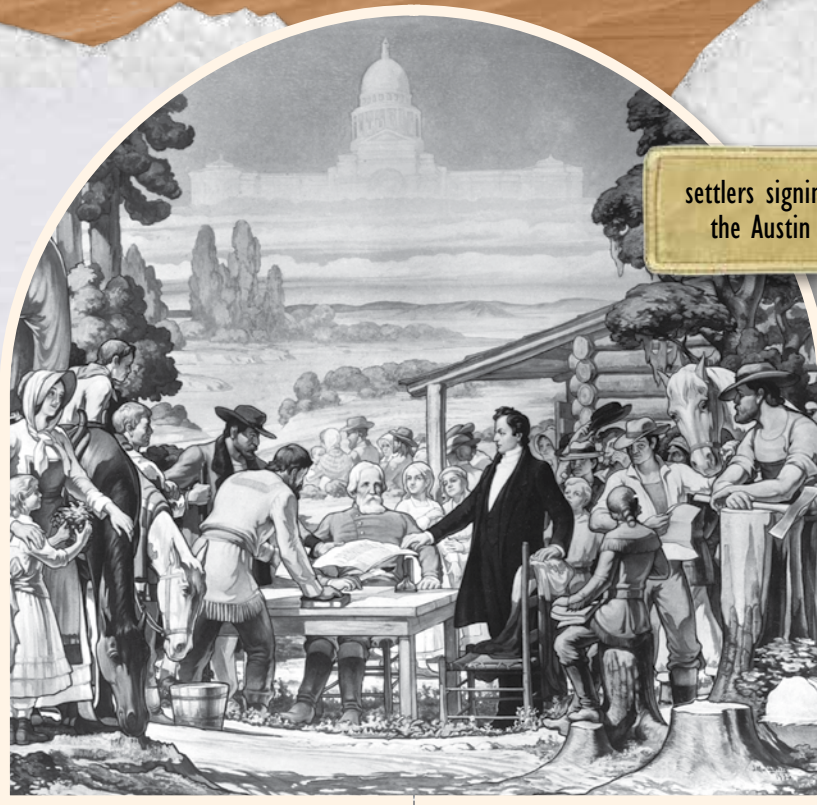
Stephen F. Austin

## The Father of Texas

As a young man, Stephen F. Austin had managed his father's lead-mining business. He also served in the Missouri legislature. At the time of his father's death, the 27-year-old was starting over. He had moved to Louisiana to study law and work as a newspaper editor.

Austin was not thrilled with his father's plans for a Texas colony. But his father's dying wish was for Austin to establish the colony. Out of respect for his father, Austin gave up his own career plans. He established the colony and became known as the "Father of Texas."





settlers signing up for the Austin colony

Once chosen, the colonists had to agree to follow certain rules. Mexico required colonists convert, or change religions, to be Catholic. The colonists had to be of good moral character. They had to promise to learn the Spanish language. And they had to swear loyalty to Augustin I, the Emperor of Mexico. Mexico wanted colonists to be loyal subjects.



Augustin I, Emperor of Mexico

## Planning Ahead

Stephen F. Austin's colony in Texas was one of the most successful in history. This was due to careful planning. Austin wanted to make his father's dream become a reality.

In 1821, Austin explored the Gulf Coast to select the perfect location. He chose the fertile land between the Colorado and Brazos rivers. Ranchers could get at least a **league** of grazing land. A league is 4,428 acres. Farmers could get a **labor** of land for growing crops. A labor is 177 acres. The colonists would pay Austin 12.5 cents per acre.

Austin advertised the colony in newspapers across the country. Many people responded. Austin carefully selected colonists. He was in charge of the colony's success. He would also be in charge of law and order in the colony. So Austin looked for honest people who would work hard.

## Bargain Shopping

In 1821, the United States was still recovering from an economic crash. Land prices had risen to about \$1.25 per acre. Americans were attracted to Texas because of the low prices for land. Many people were even willing to change religions to own land in Texas.

## Success Story

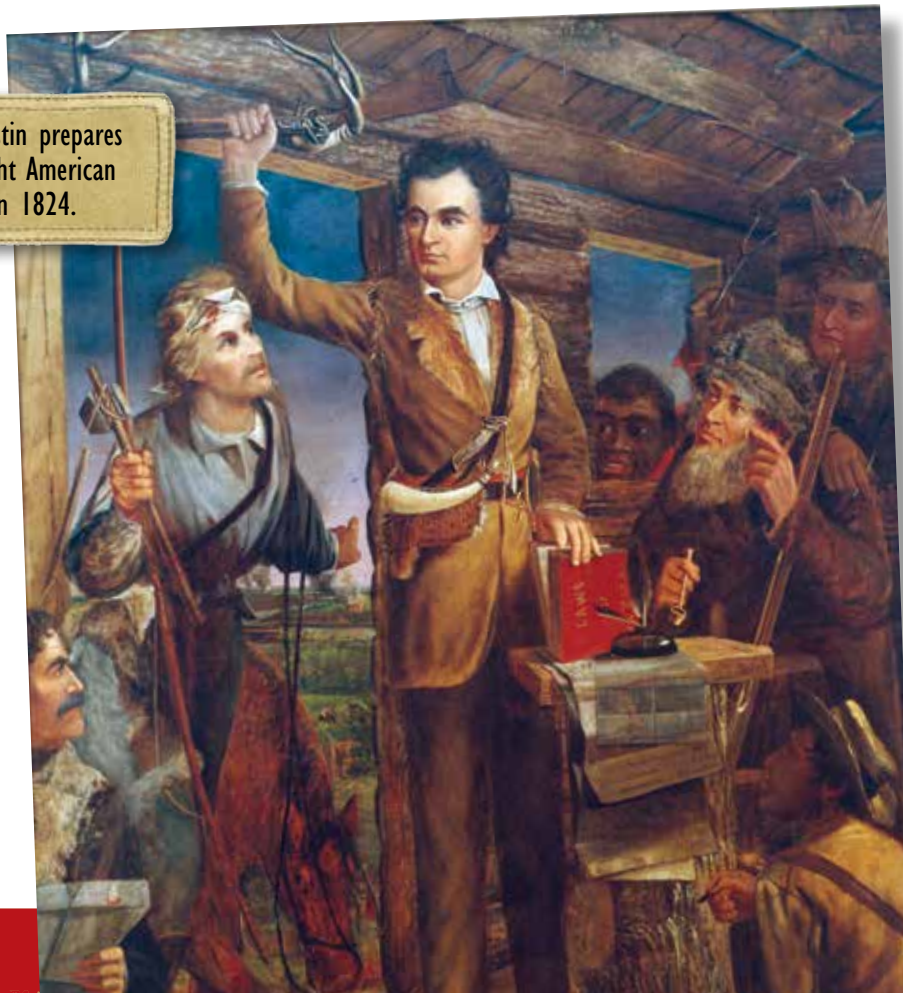
Stephen F. Austin was the first and most successful empresario. Between 1821 and 1828, he made four contracts to settle 1,200 colonists in Texas. As part of the empresario system, Austin got land based on the number of settlers he brought to Texas. By 1834, he had earned 197,000 acres of bonus land for himself.

## Settling In

Austin worked hard for the success of his colonists. He said, “I look upon them as one great family who are under my care.” The colonists saw his genuine concern and treated him with great respect.

Until they elected their own leaders, Austin served as the police force, the court system, and the public works department for the colony. He issued land titles to new colonists. He settled conflicts among neighbors. He wrote laws and enforced them. Austin bought supplies with his own money to help new arrivals get settled. He defended the colony from American Indian attacks. He even explored the coast and made maps of the land.

Stephen F. Austin prepares Texans to fight American Indians in 1824.



Austin still looks over Texas.

The colonists had their work cut out for them, too. Settlers wanted the largest land grants available. So most families signed up as both farmers and ranchers. This meant that each family was given nearly 5,000 acres of land.

As soon as colonists arrived in Texas, they had to clear land, plant crops, and build houses. Since Austin had chosen hardworking settlers, all but a few were successful. More Americans started moving to Texas. By 1830, more than 1,500 families lived in the Austin Colony.

## On Their Own

The first Texas colonists had to grow or make everything they needed. There were no stores, restaurants, or roads. Families built small log cabins. They ate corn and pork and drank coffee for every meal. When they needed new clothes, they made them from animal skins.

## Civilization Comes

In 1824, Stephen F. Austin established the colony's first town, San Felipe de Austin. Stores and inns sprang up. There was a school and a log storehouse that doubled as a Catholic church. In 1829, a printing office began publishing a newspaper and the first book printed in Texas.

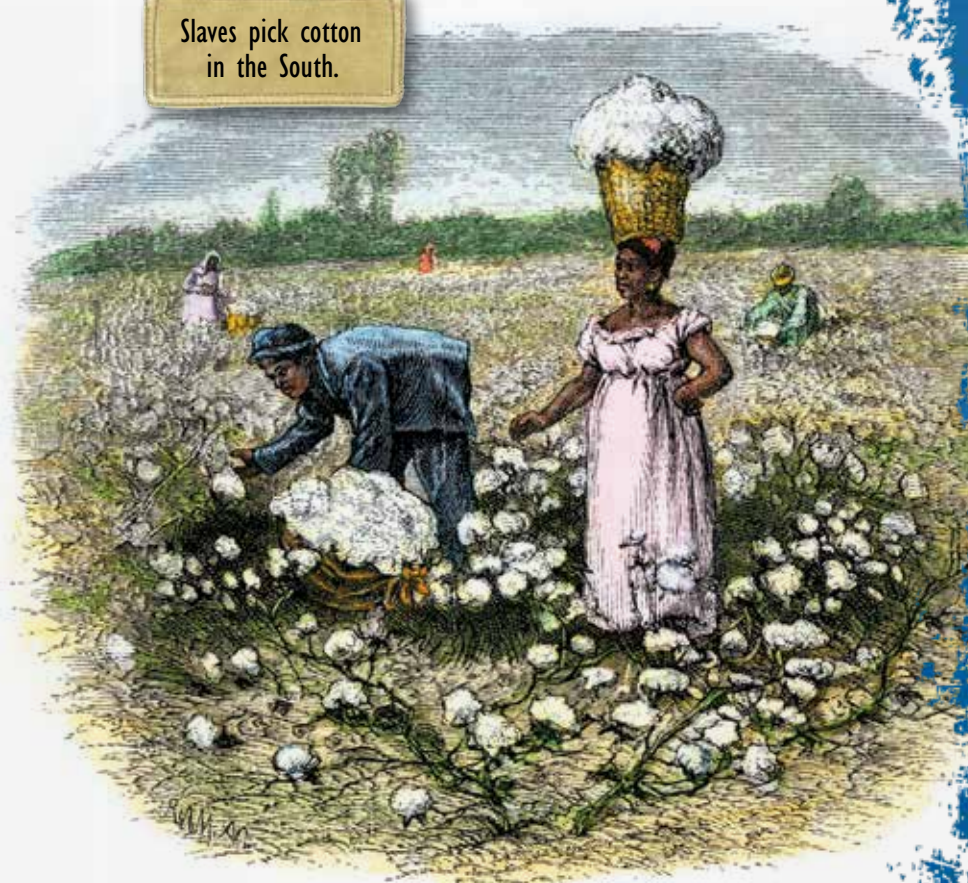
# Breaking the Rules

Mexico feared an American invasion. They did not want Americans to take over Texas. They wanted a northern frontier filled with loyal Mexican citizens.

Austin encouraged his colonists to follow the laws of their new homeland. He had a good relationship with Mexican officials. He kept peace with his Mexican-born neighbors by treating them fairly.

But as more Americans flooded across the border, it became harder to get them to follow the rules. Mexican leaders became nervous. Many of the new settlers were **squatters** without land grants. They were poor Americans who picked plots of land and called them their own. Squatters did not follow the laws.

Slaves pick cotton in the South.



Another problem was slavery. American settlers were allowed to bring their slaves with them to Texas. But most Mexican-born Texas residents strongly disagreed with slavery. They found it hard to live around slavery. This caused tension among neighbors.

## A Keen Observer

Mary Austin Holley was Stephen F. Austin's cousin. She visited Texas in 1831, and later published her observations. The book, called *Texas*, was the first English-language book about the region.

## Change of Heart

Austin believed he could not attract enough colonists to Texas unless slavery was allowed. He knew that many Southerners would not move unless they could take their slaves with them. So, he asked the Mexican government to change their views on slavery. In 1828, they did just that. But by 1830, Austin started a quiet campaign to end slavery in Texas.



map of Texas, 1820-1836



Andrew Jackson

## A New Revolution

By 1828, more than 20,000 Americans lived in Texas. Americans outnumbered Mexicans. In some areas, they outnumbered them by as much as 10 to one!

At the same time, Andrew Jackson was elected president of the United States. Jackson made no secret of his plans to expand the United States. He offered to buy Texas from Mexico, but the Mexicans refused to sell.

To assert its control over Texas, the Mexican government passed the Law of April 6, 1830. The law banned Americans from moving to Texas. The American colonists did not like this law, and many simply ignored it.

It soon became clear that Mexico could not enforce the new law, so it lifted the ban in 1834. By 1835, more than 1,000 Americans were moving to Texas every month!

In 1834, General Antonio López de Santa Anna (ahn-TOH-nee-oh LOH-pehs deh sahn-tah AH-nah) became president of Mexico. He limited the powers of local governments. Some people rebelled, but Santa Anna crushed them. Santa Anna's **brutality** made the Americans nervous, so Austin began to plan for Texas independence. Americans and Mexican-born Texans soon joined together to fight in the Texas Revolution.



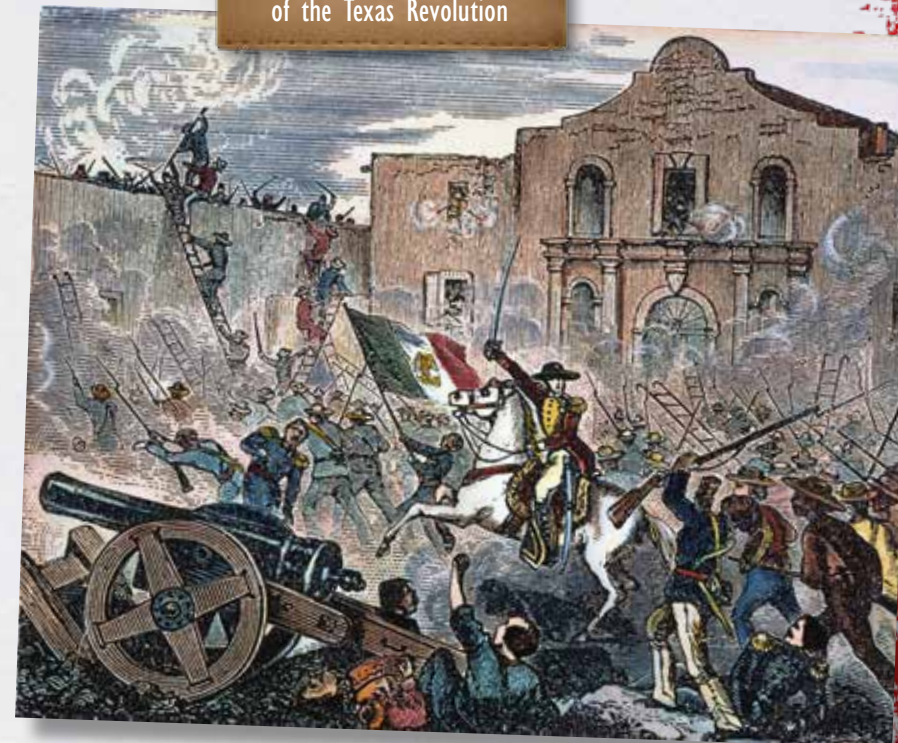
Antonio López de Santa Anna

### "Napoleon of the West"

Antonio López de Santa Anna was born in Mexico in 1794. His parents were middle-class Spanish colonists. Santa Anna joined the Spanish Army and fought the rebellion led by Father Miguel Hidalgo in 1810.

Later, Santa Anna switched sides. He fought against the Spanish Army near the end of the Mexican War of Independence. He was a brave soldier, but he was also vicious and power hungry. He proudly called himself the "Napoleon of the West," referring to the ruthless French dictator.

the Alamo at the beginning of the Texas Revolution



# Glossary

**brutality**—cruel and ruthless behavior

**buffer**—a protective barrier from something harmful

**colony**—a country or area under the control of another country; a group of people living there

**commerce**—the buying and selling of goods and services

**conquistador**—a Spanish conqueror of the Americas in the sixteenth century

**convert**—to adopt new religious beliefs

**empresarios**—people given land grants by the Mexican government to make a settlement and recruit people to live there

**hostile**—very unfriendly

**immigration**—the act of moving to a new country

**labor**—a plot of land measuring 177 acres, issued for planting crops

**league**—a plot of land measuring 4,428 acres, issued for grazing livestock

**loyalists**—supporters of the ruling power during a conflict

**mestizos**—people of mixed American Indian and European descent living in Mexico

**mission**—a religious and military outpost established by the Spanish during colonization

**missionaries**—people who share their religious faith with others, usually in other countries

**nomadic**—having no fixed home; moving with the seasons in search of food

**parishioners**—people within the field of activity of a Catholic church

**pastures**—land used for animal grazing

**presidio**—a Spanish fort staffed by soldiers

**provinces**—districts or regions of a territory

**raid**—to attack suddenly; to steal or destroy property

**ranchers**—people who raise livestock, such as cattle or horses

**rebel**—a soldier who opposes the government in power

**rebellion**—open resistance to one's government

**recruiting**—selecting or getting the services of someone

**settle**—to establish a place to live

**squatters**—people who settle on land without rights or titles

**trade relations**—relationships based on the buying and selling of goods

**Western Hemisphere**—the part of the world that includes the continents of North and South America

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## **Your Turn!**

The hot, dry climate of Texas made farming difficult. But the wide open lands were perfect for raising livestock. The Spanish first brought cattle to Texas in the 1690s. The cattle provided food for the soldiers and missionaries. The Spanish cattle were bred with cattle from the East. This produced a breed of cattle with long horns, long legs, and lean bodies. They were known for their intelligence and ability to thrive on the hot, dry Texas plains. They became known as Texas longhorns.

### **Tribute to Texas Longhorns**

Pay tribute to the Texas longhorn by writing a haiku about this symbol of Texas. A haiku is a three-line poem with five syllables in the first line, seven syllables in the second line, and five syllables in the third line.