

★ CHAPTER FIVE ★

A GROWING SENSE OF SEPARATENESS

Building the Lone Star Identity 1821-1936

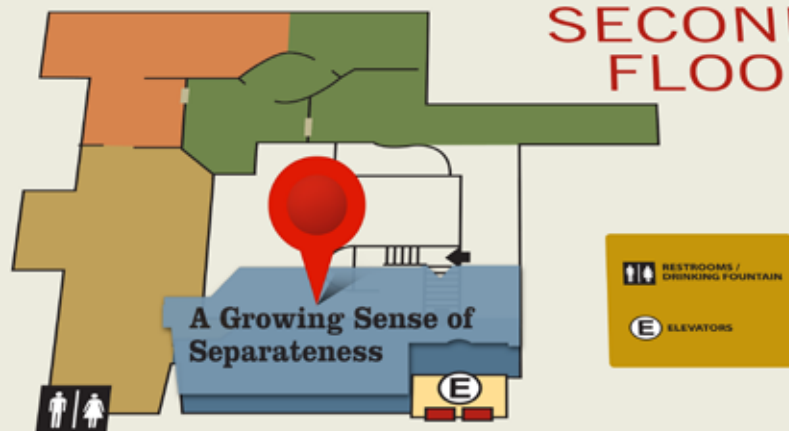
The Lone Star is the symbol of Texas.

It is the mark of an identity earned by generations of Texans who have committed their lives to this place.

From 1836, when a single star was chosen for the flag of a newly independent Republic of Texas, to the Texas Centennial in 1936,

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Overview

Chapter 5: A Growing Sense of Separateness begins at the entrance of the Second Floor exhibits and stretches through Stephen F. Austin's jail cell to the Points of View Panel. The exhibits in this chapter represent the 1820s and 1830s — when Tejas was a part of Mexico. At this time Tejanos and Texians began building a political and cultural identity separating themselves from the Mexican government. During their visit, students will investigate how Stephen F. Austin persuaded immigrants from the

United States to come to Tejas, locations where American immigrants settled in Tejas, and the changes enacted by the Law of April 6, 1830. Finally, students will examine evidence that shows how the anger against the Mexican government grew among the people who lived in Tejas.

Plaster sculpture of Sam Houston, ca. 1894
Courtesy The Briscoe Center for American History
The University of Texas at Austin
Photo by Rebecca Kinnison

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER FIVE: A GROWING SENSE OF SEPARATENESS

Student Objectives

- ★ Label a map to identify where immigrants from the United States settled in Tejas and identify the natural resources that were available to the settlers.
- ★ Participate in a discussion of the challenges of settling in Tejas and adapting to the Mexican law.
- ★ Write a journal page describing life in Tejas from the perspective of a young settler.
- ★ Evaluate the benefits of the Law of April 6, 1830, for the Mexican government and the consequences for the Texians.
- ★ Evaluate different points of view regarding who should govern Tejas and then explain students' own opinion.
- ★ Observe and record information and ideas from exhibits that represent the time between the 1820s and the 1830s to determine how the relationship that the Tejanos, Texians, and Stephen F. Austin had with Mexico changed over time.

Guiding Questions

- ★ Why did Mexico allow settlers from the United States to begin settling Tejas in 1821?
- ★ Why were settlers unhappy with the Mexican government over the Law of April 6, 1830?
- ★ How did Stephen F. Austin lead the settlers from the United States?
- ★ Who did the people of Mexico, Tejas, and the United States feel should govern Tejas?

TEKS

(TEXAS ESSENTIAL KNOWLEDGE AND SKILLS)

- § 113.15. Social Studies, Grade 4
 - History 4.2D, 4.2E
 - Geography 4.8A, 4.8B
 - Government 4.14B
 - 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 7.2D, 7.2E, 7.2F
 - History 7.3A
 - Geography 7.11A
 - 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 5: A Growing Sense of Separateness*



Early Settlers, original scratchboard illustration by Mark Weakley, San Antonio

Set the Stage

In 1821, Mexico gained independence from Spain but was suffering economically. The Mexican government established land agents called *empresarios* to bring **immigrants** to Tejas, strengthening the economy through land sales and new settlements. Stephen F. Austin was an *empresario* who persuaded American settlers to come to Tejas. The Mexican government required **immigrants** to become Mexican citizens, abide by all Mexican laws, and adopt the Catholic religion. The *empresario* system provided the legal means for **immigrants** from the United States to settle in Tejas.

By the mid-1820s, Mexico began to consider withdrawing their invitation to new American settlers. Few of the new settlers living in Tejas took the conditions of their immigration seriously and followed the customs they brought with them. Squatters from the U.S. also settled illegally and claimed land in eastern Tejas, ignoring Mexican laws. The Mexican government took several steps to control their country which were not popular with many settlers from the United States. In 1824, the Mexican government combined the provinces of Tejas and Coahuila to form the Mexican state of Coahuila y Tejas. In 1829, the Mexican government abolished slavery throughout Mexico but exempted existing slaveholders living in Tejas. Many settlers became angry over the Mexican government's new laws and began speaking out for control over their own affairs.

Mexico began to fear that the United States would want to annex Tejas and sent an expedition to observe what was happening. After receiving reports that **Texians** and some **Tejanos** were allying themselves with the U.S., Mexico passed the Law of April 6, 1830, which banned further colonization of Tejas by immigrants from the U.S. Angry with the new law, **Texians** held conventions to organize their efforts and call for a repeal of the Law of 1830. Stephen F. Austin traveled to Mexico City to speak on behalf of the citizens of Tejas who wanted Mexico to lift the ban on immigration from the U.S., allow Tejas to separate from Coahuila, and establish a state government. Mexico granted some of the requests except for separate statehood and government. Because of this, Stephen F. Austin finally lost his previously held belief that Tejas

could have all their desires met and still remain a part of Mexico and wrote a letter to citizens of Tejas suggesting that they organize a state government. President Santa Anna ordered Mexican officials to arrest Austin for encouraging rebellion in Tejas. Austin remained imprisoned for almost one year after being taken into custody.

People in Tejas, Mexico, and the United States each had different opinions about who should govern Tejas. Many Americans who settled in Tejas on their own felt frustrated by Mexico's inability to provide adequate protection and support for the region. They wanted to establish their own government and militia. Established **Tejanos** also protested because they felt the Law of April 6, 1830, threatened their trade and way of life. Some leaders in the United States felt that annexing Tejas would help the country expand to the Pacific coast. Other U.S. leaders opposed annexing Tejas, because they did not want another slaveholding state to join the Union. Mexico feared that the United States would attempt to take over Tejas and that settlers from the United States would support U.S. efforts to take control. In response, Santa Anna resolved to quiet the rebellious protestors in Tejas.

Vocabulary

Colony A territory or region controlled by a different country

Empresario A person who has been granted the right to settle on Mexican land in exchange for recruiting and taking responsibility for new settlers; a land agent

Immigrant A person who leaves one country to settle permanently in another

Tejano A Texan of Hispanic descent

Texian English-speaking Texans during Spanish and Mexican rule



Before the Museum

BUILD BACKGROUND

1. Read the following scenario to students:
It is 1822 and Stephen F. Austin is helping your family immigrate to Tejas. Your family will build a new home in San Felipe de Austin, the capital of Austin's colony. Because Tejas is under Mexican rule, your family has to take an oath to abide by Mexican laws and adopt the Catholic religion.
2. Students work in groups to complete the following:
 - ★ Locate and label San Felipe de Austin on a map of Tejas that best represents the land during the 1820s.
 - ★ Discuss and list the natural resources that will help you survive.
 - ★ Discuss and record the challenges that you may have adjusting to a new culture and following new rules and laws.
3. Students form two larger groups based on their opinions – those who think the transition or move will be easy and those who think it will be difficult.
4. Each group presents their position to the class, providing examples to support their conclusions.
5. Students write a page from a personal journal from the point of view of a young immigrant to Tejas. The journal entry should include how the young settler feels about the agreement his or her family made to follow Mexico's laws and religious beliefs, what it might be like to live near new people and cultures, and how their family builds shelter, gathers and prepares food, and copes with illness.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: How did the relationship that the Texians, Tejanos and Stephen F. Austin have with Mexico change over time?
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.



Engage at the Museum

1. Gather students around the *Se Invita a Colonizar* exhibit that is located at the entrance of the second floor. Ask students what they think Texas might have been like in the early 1800s. Discuss students' ideas about the following: Texas's shape/boundaries, cities, people, government, and the land and its resources.
2. Read the subtitle "An Invitation is Extended to Colonize." Ask students to examine the Texas map in the middle of the display. Discuss how this map looks compared to a present-day Texas map. Observe boundary lines, towns, and types of labels. Using all information presented in the exhibit, ask:
 - ★ Can you find Tejas on the map?
 - ★ What does Tejas look like?
 - ★ What country was Tejas a part of? Tejas was part of the Mexican state of Coahuila y Tejas.
 - ★ Why would someone from the United States want to go to Tejas? Stephen F. Austin advertised Tejas for its rich and beautiful land containing natural resources and valuable wild cattle and horses.
 - ★ Where was Austin's Colony located? Austin's colony was located on the coastal plain between the Brazos and Colorado Rivers. San Felipe de Austin became the capital of Austin's colony.
 - ★ How did settlers get to Austin's Colony? Most settlers traveled to Austin's Colony using dirt paths. They came to sell cotton, obtain land, shop for supplies, and send mail.



Map of Texas with parts of adjoining states, ca. 1834-1835. Courtesy the Dolph Briscoe Center for American History, University of Texas at Austin



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their Student Journals: How did the relationship that the Texians, Tejanos and Stephen F. Austin have with Mexico change over time?
2. Explain that students will identify and analyze the events that took place during the 1820s and 1830s to help answer the question.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of their Student Journals or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

5.1: An Invitation Is Extended To Colonize

Label a map of Tejas with settlements, rivers, and resources, and write about how Stephen F. Austin persuaded immigrants from the United States to come to Tejas.

5.2: A Growing Sense of Separateness

Identify what the Law of April 6, 1830, declared. Complete the table to explain why the Mexican government would enforce this new law and how the law affected settlers.

5.3: From a Jail in Mexico City

Describe what it might have been like for Stephen F. Austin to live in the jail in Mexico. Identify primary sources that help you understand what life was like for Austin.

5.4: Different Points of Views

Read the points of view of people in Tejas, Mexico, and the United States and then write who you think should govern Tejas.

4. After investigating and recording information in their *Story of Texas Journals*, each group will present the information they gathered to the class while standing near the displays they used for their research.
5. Students record what they learn from the group presentations in their Student Journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their Student Journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of their Student Journals. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. The documents, letters, and Stephen F. Austin's jail cell help tell the story of how Mexico welcomed the immigrants to Tejas, but eventually felt threatened by their desire for freedom and their growing relationship with the U.S.


EXTEND STUDENT LEARNING


- ★ Create a sign that will persuade families to move from the United States to Tejas. Consider including the following information in your sign.
 - Heads of families may purchase 177 acres for farming or 4428 acres for raising stock.
 - Empresario fee is 12½ cents per acre.
 - State fee is 30 dollars, to be paid within six years.
 - Families must agree to convert to the Roman Catholic religion and abide by the laws of Mexico.
 - Soil is ideal for planting cotton, sugar, and a variety of fruits and vegetables.
 - Land is rich and beautiful and contains many resources.
- ★ Research Stephen F. Austin's life and create a digital biography. Include the following:
 - Early years
 - Accomplishments as an Empresario
 - Other roles he played in Texas history
 - Later years
- ★ Research Mexico in the 1820s. Create a presentation that includes information about the geography, government, and culture.


ACTIVITY 5.4: DIFFERENT POINTS OF VIEW

People in Tejas, Mexico, and the United States each had different opinions about who should govern Tejas. Read about each point of view.

Record each point of view. Then write what you think the citizens of Tejas should do.

	Mexico's Point of View

	Tejas's Point of View

	America's Point of View

I think the people of Tejas should _____

★ THE STORY OF TEXAS STUDENT JOURNAL ★



CHAPTER FIVE:
A GROWING SENSE OF
SEPARATENESS

STUDENT NAME



Question:

How did the relationship that the Texians, Tejanos and Stephen F. Austin have with Mexico change over time?

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?



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After exploring this chapter I learned _____

ACTIVITY 5.1: AN INVITATION IS EXTENDED TO COLONIZE

Mexico gained its independence from Spain but needed money. The Mexican government hired land agents called *empresarios* that encouraged immigrants to settle in Tejas. Immigrants from the United States strengthened the economy by farming, ranching, trading, and paying taxes.

Use the exhibit to help you label San Antonio de Bexar, San Felipe de Austin, and Nacogdoches. Also label rivers and resources important to settlers.



How did Stephen F. Austin persuade immigrants from the United States to come to Tejas?

ACTIVITY 5.2: A GROWING SENSE OF SEPARATENESS

In 1822 Mexico wanted people from the U.S. to come settle in Tejas. By 1830 Mexico changed its mind. They passed the Law of April 6, 1830.

Identify what the Law of April 6, 1830, stated. Complete the table explaining why the Mexican government would pass this new law and how it affected settlers.

The Law of April 6, 1830, declared that _____

Why should Mexico pass the Law of 1830?	Reasons why citizens of Tejas disliked the Law of 1830.

ACTIVITY 5.3: FROM A JAIL IN MEXICO CITY

Stephen F. Austin was arrested in Mexico City for writing a letter to the town council of Bexar. He suggested they join with other towns and organize a local government. Listen to the program to hear parts of Austin's diary that he wrote during his time in prison.

Describe what it would have been like for Stephen F. Austin to live in the jail in Mexico. Identify primary sources that help you understand what life was like for Austin.

I think _____
