

# The Question of Justice in Texas History

*Charity Zemzoum*

## INTRODUCTION

The question of justice in Texas history is a question that begs to be explored. From the lawless land that early settlers encountered in the early 1800s to the Mexican American revolution of the 1960s, again and again we see that the question of justice in Texas history demands attention. This question is relevant to Texas history as well as to modern Texas today.

We will explore the question of justice in Texas history in order to understand better the moral dilemmas faced by the founding fathers and mothers of Texas and by our ancestors. By asking this question and by studying events in Texas history, we can come to a better understanding of the injustices suffered by many Texans and how we, modern Texans, can strive to change our home for the better, and how we can seek to learn from the mistakes of the past so as not to repeat them.

In describing what the unit is about, I have given a brief explanation about why it is important to study the question of justice in Texas history. This unit will help students understand why the question of justice has been important in Western thought as well as specifically in Texas history. The main reason for teaching about justice is to teach students to recognize justice and injustice in all of its forms throughout history.

This unit will be taught to seventh graders in Texas History. It should take six weeks on a block schedule, for a total of fifteen class periods. Students will study the question of justice as it has been applied to Texas history, and how it can be applied today. Students will study the question of justice in written works about the seizure of lands from Mexico, slavery in Texas (including Sam Houston's opposition to it), the distribution of land in Texas, the battle of the Alamo, and social reform movements throughout Texas history. Again and again we will refer to Machiavelli's *The Prince*, and ask the rhetorical question: "Do the ends justify the means?" The unit will require students to write about the question of justice, as well as to apply it to historical and modern Texas.

### **The six-week unit will be addressed as follows:**

**Week 1:** Introduction to the question of justice and how it applies to Texas

**Week 2:** Slavery and freedom in Texas

**Week 3:** The seizure of lands from Mexico

**Week 4:** The Mexican American revolution of the 1960s

**Weeks 5 and 6:** Internet research and written report on selected topic; journal essays on topics; multi-media project; historical role-playing; discussion and debates

## **Week One**

We will begin with a brief discussion of our general idea of justice and what justice is. We will then begin reading and study of excerpts from Machiavelli's *The Prince*. We will discuss the question of whether or not the ends justify the means.

We will learn that Machiavelli originally wrote *The Prince* in 1513 in the hope of obtaining the favor of the ruling Medici family. We will study how Machiavelli deliberately made provocative claims and assertions in *The Prince* in order to impress the Medici family.

Students will learn that *The Prince* is a practical guide to the exercise of raw political power over a principality. Machiavelli repeatedly argued in *The Prince* that it is primarily the skill of the individual leader that determines the success of any state.

In *The Prince* Machiavelli discusses various bold means of acquiring political power over a state. It is Machiavelli's focus on practical success of a ruler by any means, even at the expense of traditional moral values, that earned his scheme a reputation for ruthlessness and cruelty.

After reading selections from *The Prince*, we will discuss the question of whether or not the ends justify the means. Is ruthlessness and cruelty ever justified when seeking political power? Can justice be found in the ends? Or are the means essential to the question of justice?

Following readings of selections from *The Prince* and following our class discussions, students will compose a written essay discussing whether or not ruthlessness and cruelty are ever justified when seeking political power. They will write about whether or not the means of obtaining and retaining power are essential to the question of justice.

Keeping these questions in mind, we will next begin to study and discuss several issues of justice in Texas history.

## **Week Two**

After reading selections from *The Prince*, we will begin studying the issue of slavery in Texas. We will read selections from *Texas and Texans*. We will begin with selections about Esteban (in chapter 5), the first known black man to enter Texas, who became a highly regarded shaman and Francisco Vasquez de Coronado's guide on his expeditions through Texas, searching for gold, in the 1540s.

As a class we will begin to study how slavery became an institution of significance in Texas with Stephen F. Austin's colony (*Texas and Texans*, chapter 6). When Stephen

Austin took over his father's *empresario* contract in 1821, it was agreed that settlers could receive free land for each man, woman, and child in the family, and in addition could receive eighty acres of land for each slave brought to Texas. From 1821 until 1836 the Mexican federal government and the state government of Coahuila y Texas threatened to outlaw slavery in Texas, but neither government formally adopted a policy to make slavery illegal. In 1836 Texas had an estimated population of 38,000, about 5,000 of whom were slaves.

We will progress to reading about Greenberry Logan and Hendrick Arnold, free African Americans who fought with the Texans at the Battle of San Antonio in 1835 (*Texas and Texans*, chapter 10). Hendrick Arnold was a scout for the Texas volunteer army who guided Ben Milam's column in the battle against the Mexican army. Greenberry Logan ran a boardinghouse with his wife after he purchased her freedom with earnings from his blacksmith's shop. We will learn that these men represented many free African Americans who migrated to Texas in search of a better life and volunteered to fight for Texas independence.

After reading about free African Americans in Texas, we will read about the adoption of the Texas Constitution in 1836 (*Texas and Texans*, chapter 10). Although the Texas Constitution was fashioned after the Constitution of the United States and contained a Bill of Rights guaranteeing freedom of speech, freedom of the press, freedom of religion and other basic civil rights, the Texas Constitution provided that slaves would remain the property of their owners, thereby making slavery a legal institution. The Constitution forbade Congress from freeing slaves in Texas and from preventing the importation of slaves from the United States. The Texas Constitution stated that free African Americans were not permitted to live in the new Republic of Texas unless they had been given permission by the Texas Congress.

Complicating the fact that the Texas Constitution of 1836 made slavery in Texas legal was the existence of federal fugitive slave laws. Students will learn that federal acts of 1793 and 1850 provided for the return between states of escaped black slaves. The more rigorous of the fugitive slave laws was passed as part of the Compromise of 1850 (following the U.S.-Mexican War and the Treaty of Guadalupe Hidalgo).

The Compromise of 1850 commanded all good citizens to "aid and assist [federal marshals and their deputies] in the prompt and efficient execution of this law." Heavy penalties were imposed on anyone who assisted slaves to escape from bondage. Students will learn that when apprehended, an alleged fugitive was taken before a federal court or commissioner. He was denied a jury trial and his testimony was not admitted, while the statement of the master claiming ownership, even though absent, was taken as the main evidence against the fugitive. Because the fugitive slave laws were so weighted against the fugitives, many Northerners, previously unconcerned about slavery in the South, were now aroused to opposition of slavery.

This new Texas Constitution of 1836 and the fugitive slave laws placed free African Americans in an awkward position. The same African Americans who had fought to liberate Texas from Mexico were now unable to live in Texas without being granted permission to stay by Congress. African Americans who had previously been free would now be considered fugitives if they left Texas, and if apprehended would be taken before a federal court and denied a jury trial.

Students will discuss the issue of civil rights in Texas: where were the civil rights for African Americans, whether slave or free, in revolutionary Texas? Where can justice be found in this part of Texas history?

Next we will study how slavery expanded rapidly during the period of the Republic of Texas. By 1845, when Texas joined the United States, the state was home to at least 30,000 slaves. We will study how after Texas became a state in 1845, slavery grew even more rapidly than it had during the Republic period. The census of 1850 reported that 27.4 percent of the people in Texas were slaves, and the census of 1860 showed that 30.2 percent of the total population in Texas were slaves. Slaves were increasing more rapidly than the population as a whole. (*The Handbook of Texas Online. Slavery.*)

Students will study how slavery in Texas was a system of unfree labor used to produce cash crops for profit for the slaveholders. We will learn that slaves in Texas generally had the legal status of personal property. They could be bought and sold and hired out as their owner wished. They had no legal avenue to gain freedom. They had no property rights and did not have the right to marry.

Students will learn how Texas joined the Confederacy with The Texas Ordinance of Secession of February 2, 1861, against the wishes of Sam Houston, and became a slave state. After discussing the growth of slavery during the Civil War, we will learn that slavery formally ended in Texas after June 19, 1865 (now known as “Juneteenth”), when General Gordon Granger arrived at Galveston with occupying federal forces and announced emancipation. (*Handbook of Texas Online. Slavery.*)

This announcement was two and a half years after President Abraham Lincoln’s Emancipation Proclamation, which had become official on January 1, 1863. However, the Emancipation Proclamation had little or no impact on Texans because there were only a handful of Union troops to enforce the new order. When General Lee surrendered in April 1865, and General Granger arrived in Galveston in June 1865, the Union forces were finally strong enough to overcome the resistance and enforce the Emancipation Proclamation.

Several attempts to explain the two and a half year delay of the announcement of the important news of the official end to slavery have been handed down through the years. One story recounts how a messenger was murdered while traveling to Texas with word of the official end to slavery. Another story states that Union troops wanted Texas

slaveholders to reap one last cotton harvest before enforcing the Proclamation. However, the most commonly told explanation is that the news of the Emancipation Proclamation was deliberately withheld by the Texas slaveholders in order to maintain the labor force of unfree labor on the plantations. Whatever the actual reason was that the news was withheld, slavery remained in effect well beyond the official end of slavery in the United States. Again, students will ask themselves the question: where can justice be found in this part of Texas history?

Juneteenth is the oldest known celebration of the ending of slavery. From its Galveston, Texas origin in 1865, the observance of June 19<sup>th</sup> as the African American Emancipation Day has spread across Texas, the United States, and beyond. Students will learn how slavery and unfree labor finally ended in Texas in 1865, and how today people around the state and the country celebrate the end of slavery each year on June 19<sup>th</sup>.

### **Week Three**

We will spend at least one week (if not more) on the study the U.S.-Mexican War of 1846-1848, we will read the Treaty of Guadalupe Hidalgo (1848), and we will study the seizure of lands from Mexico. When the United States annexed Texas in 1845, the boundaries of the new state were not specified and were left for future interpretation and discussion with Mexico. Land grant maps drawn by Stephen F. Austin in 1829, 1833, and 1836 show that the Nueces River and not the Rio Grande, was the boundary between Texas and Mexico. The idea of the Rio Grande as a boundary dates back to the Louisiana Purchase in 1803 that supposedly defines Texas as extending to the Rio Grande.

Students will begin the study of the U.S.-Mexican War with an overview of historical events leading up to the war. We will begin with the year 1776, when the United States' 13 colonies declared independence from Britain, and then move on to 1803, when the U.S. bought vast lands west of the Mississippi River from Napoleon in the Louisiana Purchase.

Our study of historical events leading up to the U.S.-Mexican War will next include 1819, when the Mexico-U.S. boundary established by Spain and the United States in the Adams-Onis Treaty. Students will next learn that in 1822 the Monroe Doctrine was stated by the U.S. In the Monroe Doctrine, the U.S. declared that it would not tolerate any European interference in the Western Hemisphere

Our studies will progress to the timeline of historical events in Mexico leading up to the U.S.-Mexican War. Students will learn that Mexico won its independence from Spain in 1824, and that Mexico became a republic in 1835. We will learn that although a new constitution in Mexico in 1835 centralized power, the Mexican states protested. In the midst of this same tumultuous year, Texas declared its independence from Mexico.

In order to crush the rebellion of the Texans, the Mexican army, led by General Antonio Lopez de Santa Anna, traveled to Texas in 1836. Santa Anna was victorious at

the battles at Goliad and at the Alamo in March of 1836, but he was captured by Sam Houston at the Battle of San Jacinto in April of 1836 when the Texan army finally defeated the Mexican army.

Students will learn that although Santa Anna was captured in Texas in 1836, eventually he was allowed to return to Mexico, and resumed the presidency of Mexico in 1841. However, Santa Anna's presidency did not last long; he was overthrown in Mexico in 1845. Students will learn that in that same year James K. Polk was elected President of the United States.

Once this timeline of historical events in Mexico and the United States has been established, students will read that in 1845, with the almost unanimous consent of its citizens, the Republic of Texas was annexed by the United States. We will discuss how this annexation of Texas by the United States was the underlying cause of the U.S.-Mexican War.

The problem was that Mexico objected to the annexation of Texas by the United States, holding fast to the assertion that Texas was still part of Mexico, regardless of the fact that Texans had fought and won their independence nearly ten years earlier in 1836 and had been formally recognized as an independent nation by the United States, Great Britain, France, and several other countries.

Students will learn that while some historians seek to blame the United States for the war, it can be asserted that the U.S.-Mexican War was clearly the fault of Mexican leaders such as President Mariano Paredes. The unwillingness of President Paredes to concede the loss of Texas even up until the late 1840s, and his refusal to negotiate with the United States in respect to the independence of Texas and its border, pushed the two nations to the brink of war.

Our class readings will continue on through April 25, 1846, which was after Texas joined the United States, and was when a large body of Mexican troops crossed the Rio Grande and ambushed a small group of American soldiers, killing sixteen and taking the remainder prisoner. U.S. troops under the command of General Zachary Taylor had taken up a position on the north bank of the Rio Grande in the spring of 1846, after Mexican President Mariano Paredes refused to negotiate with the United States and threatened an invasion of Texas.

At this point in our studies, students will pause to reflect upon the events leading up to the commencement of the U.S.-Mexican War. Students will be asked to reflect upon and write about the following topics: what could the U.S. have done to prevent this war? What could Mexico have done to prevent this war? Was this a just war? Do the ends justify the means? Do we see injustice in the fact that although Texas had won its independence from Mexico ten years earlier Mexico still considered the problem of Texas to be an internal problem? Do we see injustice in the fact that the United States annexed Texas without Mexico's consent? Or are these questions of injustice invalid?

We will continue to study the history of this war, and will learn that between 1846 and 1848 these two neighbors, the United States and Mexico, went to war. This war was a defining event for both nations, transforming a continent and forging a new identity for its peoples. By the war's end in 1848, and as a result of the Treaty of Guadalupe Hidalgo, Mexico lost nearly half of its territory, the present American Southwest from Texas to California, and the United States became a continental power.

Students will reflect upon how the issues raised during the U.S.-Mexican War are issues that we still grapple with today. These issues include the contradiction between stated ideals and actual practice, and the distinction between a “just” and an “unjust” war. Still more issues to consider are the ways we define citizenship and identity in a multicultural society, and the challenges that countries and government face when building democratic nations.

In order to better understand the causes and results of the U.S.-Mexican War, we will read and learn about the views of the United States and of Mexico. We will begin with learning about Manifest Destiny, a phrase used by leaders and politicians in the 1840s to explain continental expansion by the United States, and how this doctrine revitalized a sense of mission or national destiny for Americans.

In class we will discuss that during this time in history, the United States was experiencing a high birth rate and increases in population due to immigration. Because agriculture provided the primary economic structure, large families to work the farms were considered an asset. The U.S. population grew from more than five million in 1800 to more than 23 million by 1850.

Students will begin to understand that there was a need to expand into new territories to accommodate this rapid growth in the American population. It has been estimated that nearly four million Americans moved to western territories between 1820 and 1850.

Frontier land was inexpensive or, in many cases, free. During the 1820s and 1830s, Steven F. Austin’s colony in Texas, then a part of Mexico, gave away free land if the settlers met certain qualifications (such as converting to Catholicism). Expansion into frontier areas opened opportunities for new commerce and for individual self-advancement.

President Polk encouraged expansion and saw the coming war with Mexico as an opportunity for expansion. Polk knew that a war would greatly benefit the United States expansion, and later knew that the Treaty of Guadalupe Hidalgo was a legal loophole for the United States to obtain more land from Mexico.

Territorial expansion was but one element in America’s idea of progress. John L. O’Sullivan, a journalist, called it “Manifest Destiny.” The phrase first appears in print in July of 1845 in the “Democratic Review,” referring to the Texas issue. In his article, O’Sullivan was trying to defend the American claim to Texas. He stated that the United States had a Manifest Destiny to overspread the continent with its multiplying millions.

So, students will learn that Manifest Destiny was clear and unavoidable as far as Americans in the 1800s were concerned; Americans believed that Manifest Destiny was essential to the survival of our nation and our people. It was a destiny that led the United States not only to expand the area of freedom, but was a concept that involved progress in many different ways. The United States had a destiny to become a world leader in every area from industrial development to commerce and even to the arts and sciences.

Students will pause to reflect on Manifest Destiny and how this belief shaped the nation that we know today. Following class historical readings and class discussion, students will write in their journals about how the concept of Manifest Destiny forever changed the United States.

Americans had a reputation that they were in awe of nothing and nothing could stand in their way. What the nation could achieve knew no bounds. It was a period of tremendous, exciting change.

The 1830s and 1840s were really a kind of coming of age of the United States, for the American people and their institutions. There were drastic changes in political ways, economic development, and the growth in industrial establishment in this country with technological advances that made individual lives easier than they had ever been before.

We will continue on with our study of American expansionism by realizing that although Americans wanted to settle in new, previously unknown territory, at the same time those individuals never forgot that they were American citizens and that they wanted American laws to extend over them. This belief can be seen in the actions of American settlers in Texas in Stephen F. Austin's colony. Although they had to agree to be citizens of Mexico in good standing in order to obtain free land in Texas, often their actions showed that they still believed themselves to be Americans and to be protected by American law.

It will be stressed to students that we can't take the Mexican War out of this period and expect to understand it without looking at it in terms of what was going on in the United States. We will have to look at the attitudes of Americans during this time, at the ideology that was driving our country, and at the idea of a destiny that was guiding individuals and nations. The Mexican War was a part of that. The Mexican War must be seen in this context in order to make sense of it, and to ask ourselves questions about the justness or unjustness of this war.

In class we will have discussions about whether or not Manifest Destiny was a graceful way to justify something unjustifiable. We will note that Ulysses S. Grant, one of the most prominent of American military men and later a President of the United States, was himself a participant in the war. He later wrote in his memoirs that he thought that the war waged by the United States against Mexico was "wicked," and that although he thought so at the time, he did not have the moral courage enough to resign from the military.



It is important to understand both viewpoints of the U.S.-Mexican War. The Mexican view is that it is imperative to consider three important issues: first, Mexico's internal state of affairs during the 1840s; second, the problem of Texas; and third, the U.S. invasion of Mexican territory. Students will learn that Mexicans unequivocally viewed the seizure of land from Mexico as an invasion by the United States. We will ask ourselves again: where can the concept of justice be found in this noteworthy event in the history of Texas?

While the United States put into motion a quest for its Manifest Destiny in the 1840s, Mexico faced quite different circumstances as a newly independent country. Mexico finally achieved its independence from Spain in 1821, but the country suffered terribly from the struggle. The war caused severe economic burdens, and recovery was difficult. The fledgling nation's first attempts at creating a new government included placing the country under the rule of an emperor. In 1824, the monarchy was overthrown and a constitutional republic was formed. But internal struggles between the various political factions drained even more of the country's energy and resources.

Mexico won vast northern territories with its independence from Spain. These borderlands were underpopulated, so amid its internal political struggles and economic deficits, Mexico was also challenged to colonize these territories and guard its borders. Protecting and colonizing Mexico's northern territories proved to be nearly impossible for the staggering country. Constant warfare with Native Americans discouraged people from settling into the areas.

Students will read that both the Catholic Church and Mexico's military, the main guardians of the nation's traditions, were unable to exercise authority in the border areas. Frontier communities were poor, for the most part, and these poverty-stricken areas could not support the complex institutions that the central government tried to put in place. The communications necessary to unify the regions were slow and unreliable.

In class we will discuss that from the Mexican perspective, there were two facets to the problem of Texas. One problem was related to its separation from Mexico, and the other problem to its annexation to the United States. Regarding the first problem, Mexico continuously asserted from 1836 to 1845 that the secession of Texas was illegitimate, and thus Mexico reaffirmed its right to reincorporate this part of its territory by any means necessary, including the use of force. Moreover, Mexico considered that despite the recognition Texans had gained in other countries (especially the United States), the conflict was an internal problem within Mexico itself.

Students will learn that Mexicans living in what is now south Texas did not emigrate to the United States; it came to them. We will also learn that the majority of ordinary, working class people of the time had issued no invitations for takeover or conquest. Most Mexicans could not have envisioned the method used to segregate them economically or physically following the war, in wage work or in land swindles. The gestures of the U.S.

government are painfully obvious in the documents of the time: The census placed Americans in one column, Mexicans in another.

Our studies will continue to the border zone, that space in between two countries where the U.S. and Mexico rub against each other. Many of these people even talk about how they were “sold” to the U.S.

Today, many people who live in this area between the Rio Grande and the Nueces River acknowledge that they were never asked by diplomats in Washington D.C. or Mexico City to which nation they wished to belong.

The outcome of the war fixed Texas's southern boundary at the Rio Grande River. The treaty was created to stop the costly war and to gain more territory for the United States, but the Treaty of Guadalupe Hidalgo was the last stage of negotiations for peace. Students will learn about American expansionism and how the boundary dispute between Texas and Mexico resulted in seizure of lands from Mexico with the conclusion of the Mexican American War and the Treaty of Guadalupe Hidalgo.

Students will learn that the U.S.-Mexican War should leave us with a lesson for both countries. The lesson is that geographically and historically we are intimately intertwined, and that we can affect each other greatly. Of course, given the asymmetry of power, the U.S. affects Mexico more.

Again, students will be asked to ponder the question: where can justice be found in this event in Texas history? Was it just for the U.S. to use the opportunity of a war with Mexico to seize land? Can the expansionist policies of the U.S. be justified? How has the concept of Manifest Destiny affected the American viewpoint of what acts of aggression are justified?

It is my hope that the study of the U.S.-Mexican War will foster a deeper understanding of the common history of Mexico and Texas, and will encourage further exploration of this important event. Students will be encouraged to continue the study of relations between Mexico and Texas, as well as relations between Mexico and the United States, outside of the classroom and after this unit has been completed.

#### **Week Four**

Finally, students will read about the Mexican American Civil Rights Movement of the 1960s. The Mexican American Civil Rights Movement of the 1960s is one of the least studied social movements in modern history. We will focus on this movement to round out our studying of the question of justice in Texas history. This movement encompassed a broad cross section of issues, issues ranging from restoration of land grants, to farm workers rights, to enhanced education, to voting and political rights.

We will learn that this movement began in New Mexico in the early 1960s with Reies López Tijerina and the land grant movement, and that the movement was later picked up by “Corky” Gonzales in Denver (it is Gonzales who defines the meaning of Chicano through his poem “I am Joaquin.”) Further study will teach us that the movement embraces César Chávez and the farm workers before it turns to the struggles of the urban youth. Next we will learn that this movement culminates in growing political awareness and participation with La Raza Unida Party.

Students will watch segments of the video series *Chicano! History of the Mexican American Civil Rights Movement* in order to gain an understanding of the distribution of land in Texas (The Treaty of Guadalupe Hidalgo, 1848) and an understanding of the Mexican American revolution of the 1960s.

As we progress in the study of the question of justice in Texas history, students will keep a journal to record their thoughts on each new topic that we will study. Students will be encouraged to reflect upon the issues in which a lack of justice prevailed, and what he or she feels should have been done to right the wrongs inflicted during the early years of our state.

### **Weeks Five and Six**

Following four weeks of lecture, reading, discussion, and short projects on the question of justice, students will begin Internet research on justice in Texas history. Students will be allowed to choose from one of the following issues for research: slavery in Texas, seizure of land from Mexico, or Mexican American social reform movements in Texas history. The students will have two class periods (90 minutes each on block scheduling) in the computer lab to research the topic of their choice. The teacher will guide the students with their research, including basic instructions on Internet research (use of search engines and key words, etc.), as well as instructing students to include historical accuracy, primary sources, people, dates, and issues in their research.

The helpful hints for effective Internet research will include the following: try several search engines in order to research the information that you need; use key words; use Boolean search techniques.

Students will be encouraged to try several search engines in order to research historical information because the first search engine that a student uses may or may not pull up the exact information on the U.S.-Mexican War, American expansionism, the boundary dispute between Texas and Mexico, or the Treaty of Guadalupe Hidalgo that they are looking for. Students will be encouraged to try several search engines until they find the information that they need.

Good Internet search techniques are taught through the use of key words. Students should be taught that the use of key words is crucial in Internet research. Students will be

instructed to try key words such as “Texas,” “Mexico,” “Treaty of Guadalupe Hidalgo,” “expansionism,” “history,” “boundary dispute,” or dates such as “1848.”

Lastly, effective Internet research would not be possible without instructing students on the use of Boolean search techniques. Boolean search techniques can narrow search results. Using “AND,” “OR,” “NOT,” or quotation marks can really help students get the web page results that they want. A good example of a Boolean search for our research projects in Texas history would be: Texas AND Mexico AND treaty AND “Treaty of Guadalupe Hidalgo.”

When the Internet research has been completed, students will write a rough draft and then a final report on their chosen issue of justice in Texas history. The final reports will be presented in written form to the teacher and will be presented orally for the class.

The background information will be taken from literary works on slavery, land distribution, and the Mexican American social reform movement of the 1960s.

After brief lectures by the teacher the class will get involved in role-playing and will demonstrate issues of justice discussed in Texas history.

A written quiz will be given at the end of each week and will cover the major points in the week's discussion where students will demonstrate what they have learned, as a result of class lectures and discussions. Most questions will allow for some critical thinking and formations of solid opinions about what we have studied.

During the final class period, students will be asked to dress in historical clothing that represents an era in Texas history when justice was in question.

We will study several works about various events in Texas history, and will explore whether or not justice was compromised as an outcome of these events. We will also read several literary works that discuss the question of justice, and we will consider how each applies to a specific time and place. We will further discuss whether the principles of justice found in specific times throughout history can be applied to all of history, and why these principles seem to have been applied sporadically throughout Texas history.

Teaching strategies will include reading, lecture, cooperative learning, group projects, Internet research, written reports, journals, and short essays.

### **Lesson Plan One: Readings on Slavery**

#### ***Lesson Objective:***

The student will understand the history of slavery in Texas from the period of colonization through Reconstruction.

***Instructional Activities:***

Selected readings about slaves and free African Americans in Texas, beginning with Spanish exploration of Texas and continuing through the colonization period, Texas Revolution, Republic of Texas, Civil War, and Reconstruction. Readings will focus on specific examples of slaves and free African Americans, including but not limited to Francisco Vasquez de Coronado's guide Esteban, Greenberry Logan, Hendrick Arnold, and Joe Travis. Students will also read about the Texas Constitution of 1836 and about the fugitive slave laws that demanded that slaves and any African American considered to be a fugitive from Texas be returned to Texas by other states.

Students will receive the following instructions for reading and analyzing historical selections about slavery:

- Do the assigned reading.  
The historical texts are the beginning content of the study of justice in Texas history. Students who do not read, will not learn. Students who come to class without having read the required material as homework will not fully comprehend the class discussion. Listening to others who have read the material previously is not a substitute for understanding the reading material on your own. Students who rely on the opinions of other students for their information won't develop intellectual independence.
- Consider the context.  
Each reading comes from a historical context. As students approach each text, they should keep in mind who wrote it, when and where it was published, for what audience it was originally intended, and what purposes it was supposed to achieve. Introductory information in our *Texas and Texans* textbook will get the class off to a good start.
- Take your time; don't rush through the reading.  
Be sure to allow plenty of time for reading the historical material for class. Each student has a different learning style and some may need extra time for reading and preparing for class discussions. Some students may need to read the same text several times in order to gather all information. Other students may need only to read the text once in a patient and diligent manner. No matter what your learning style is, be sure to slow down as you read and make sure that you are understanding the text in its historical context.
- Spot crucial passages  
When reading the historical texts, what matters most is not always obvious. Students must be sure to outline the texts with good notetaking so that the important points of the text becomes clear. With practice in this class and through reading the text at home, students will soon be able to point out the most important portions of each historical document.

- Identify central themes.  
Although the central theme of the text may be stated clearly and explicitly, many authors choose to present the themes more subtly in the context of the document. Remember that the historical themes may be obvious to the reader, or the reader may have to extrapolate the theme from the text.

***Resource Materials:***

*Texas and Texans* textbook (chapters 5, 10, 11)

***Assessment:***

Notes from readings, class discussions

**Lesson Plan Two: Seizure of Lands from Mexico**

***Lesson Objective:***

Students will study the Mexican American War, American expansionism, the boundary dispute between Texas and Mexico, and the Treaty of Guadalupe Hidalgo through selected readings in class and through Internet research on these topics. Teacher will provide instructions on Internet research in class.

***Instructional Activities:***

Internet research, class readings

***Assessment:***

Class discussion, Internet research

Students will be taught Internet search techniques through the following instructions:

- Try several search engines in order to research the information that you need.  
The first search engine that you try may or may not pull up the exact information on the U.S.-Mexican War, American expansionism, the boundary dispute between Texas and Mexico, or the Treaty of Guadalupe Hidalgo that you are looking for. Try several until you find the information that you need.
- Use key words.  
Don't forget that using key words is crucial in Internet research! Try key words such as "Texas," "Mexico," "Treaty of Guadalupe Hidalgo," "expansionism," "history," "boundary dispute," or dates such as "1848."
- Use Boolean search techniques.  
The use of Boolean search techniques can narrow your results. Using "AND," "OR," "NOT," or quotation marks can really help you get the web page results that you want. For example: Texas AND Mexico AND treaty AND "Treaty of Guadalupe Hidalgo."

Students will receive the following instructions for class discussions regarding the seizure of lands from Mexico:

- **Be prepared**  
In order to have a good class discussion, students must be informed! This means that during every class, students will have read the material assigned for the class period, will pay careful attention to what others have already said, and will think carefully before speaking.
- **Respect others**  
Participants in class discussions show a personal respect for each other. Students owe it to each other to listen well and to give each other the benefit of doubt in interpreting what has been said. Although we may not find ourselves in total agreement on the issues that will be discussed, we must never attack or make fun of each other personally.
- **Expect conflict**  
When a student expresses disagreement with an expressed opinion, this is not disrespectful. This disagreement is an acknowledgment that we are taking the matter seriously. Although our class discussions may become heated, we must always deal with each other fairly
- **Ask questions**  
There is no such thing as a stupid question! It is always proper to ask for a clarification of the meaning of something that has already been said. The teacher or another student will be happy to repeat what has been said or to clarify a matter that is up for classroom discussion.

### **Lesson Plan Three: Mexican American Social Reform Movement of 1960s**

#### ***Lesson Objective:***

Students will learn about the Mexican American social reform movement of the 1960s through the viewing of selected parts of the video, *Chicano! History of the Mexican American Civil Rights Movement*

***Instructional Activities:*** Selected parts of the video will be viewed in consecutive class periods.

#### ***Assessment:***

- Class discussion regarding the leaders of the reform movement--Reies López Tijerina, “Corky” Gonzales, and César Chávez—and their efforts to effect change in Mexican American society in Texas and other southwestern states.
- Students will write summaries of what each leader in the reform movement accomplished through his actions and efforts. Students will focus on the direct change in the lives of Mexican Americans living in Texas as a result of the social reform movement of the 1960s.

***Follow-up Activities:***

- discussion of using the Mexican American social reform movement of the 1960s as the focus of the upcoming multi-media project
- discussion of using this reform movement as the subject of the upcoming Internet research and report focusing on injustices throughout Texas history.

**Lesson Plan Four: Journal Writing**

***Lesson Objective:***

Students will compare and contrast the three topics in Texas history that we have studied where the question of justice can be asked. Students will be encouraged to reflect upon the issues in which a lack of justice prevailed, and what he or she feels should have been done to right the wrongs inflicted during the early years of our state.

***Instructional Activities:***

Students will use readings from previous classes as well as their own notes to compare and contrast the effects of slavery, seizure of lands from Mexico, and the Mexican American social reform movement of the 1960s in Texas.

Students will be given the following discussion questions and topics for journal writing:

- Compare and contrast the welfare of African Americans in Texas up to and including the Texas Revolution, and after the Texas Constitution of 1836.
- Why was Abraham Lincoln called an example of a Machiavellian leader? How did Lincoln justify the Civil War? Do you think that the end (the abolition of slavery) justified the means (a war of brother against brother)? Do you think that Lincoln was right to act the way that he did?
- Compare and contrast the status of Mexicans living in Texas up to and including the U.S.-Mexican War, and the status of Mexicans living in Texas after the Treaty of Guadalupe Hidalgo in 1848.
- Compare and contrast the status of Mexican Americans living in Texas up to the Mexican American Social Revolution of the 1960s, and the status of Mexican Americans living in Texas after the Mexican American Social Revolution of the 1960s. What changed? What was different for Mexican Americans after this social revolution?
- Discuss the use of Internet research in Texas history. How can Internet research be an effective tool for historical research?

***Assessment:***

Grades for each journal essay = class work grade

***Follow-up Activity:***

Class discussion of various journal topics



## **Lesson Plan Five: Internet Research on Selected Topic**

### ***Lesson Objective:***

The student will be able to use the Internet to research his or her choice of the following topics: slavery in Texas, seizure of land from Mexico, or Mexican American social reform movements in Texas history. Research will include information on: events, facts, and impact of each of these topics.

### ***Instructional Activities:***

Discussion of Internet research (review) and discussion of what information will be required for writing reports about slavery in Texas, seizure of land from Mexico, or Mexican American social reform movements in Texas history. Instructional activities include student work in the area of media literacy: use of Internet for research, and use of printer.

### ***Resource Materials:***

Computers, Internet, printer, instructions and suggestions on research from teacher.

### ***Assessment:***

Written notes on research = class work grade

### ***Follow-up Activities:***

- discussion of success of Internet research
- discussion of helpful hints for additional use of Boolean searches in historical Internet research.

## **Lesson Plan Six: Writing Rough Drafts and Final Reports on Selected Topic**

### ***Lesson Objective:***

Write rough draft (one class period) and final reports (another class period) on slavery in Texas, seizure of land from Mexico, or Mexican American social reform movements in Texas history. Drafts and reports will be at least three written pages in length plus cover page, map (if applicable), and two illustrations/pictures representing the topic. Information in report will include: history, significant people, events, outcome, impact on present. Internet research from previous classes must be included, and sources of information must be cited.

### ***Instructional Activities:***

Writing rough drafts and final reports: slavery in Texas, seizure of land from Mexico, or Mexican American social reform movements in Texas history.

### ***Resource Materials:***

Notes from Internet research.

***Assessment:***

Rough draft = quiz grade. Final report = test grade.

Each student's report will be evaluated using the following **rubric**:

**100 points:** very well organized written report representing complete research on selected topic; highly unified, concise, and coherent paragraphs; excellent use of grammar and spelling; absence of errors in written report.

**85 points:** organized written report representing research on selected topic; coherent paragraphs; effective use of grammar and spelling, with some errors; few errors overall in written report.

**70 points:** poorly organized written report representing research on selected topic; paragraphs lacking coherence or unity; multiple errors in grammar, spelling, and mechanics of writing.

Students will be asked to contribute to this assessment rubric by determining how much research should be included in report, how many facts should be considered essential, and how well-written the report should be required to be for the designated points.

***Follow-up Activity:***

One-on-one teacher/student meetings to discuss written reports on selected topic and the grading rubric as applied to each report.

**Lesson Plan Seven: Multi-Media Project on Injustices throughout Texas History**

***Lesson Objective:***

Create illustrations of examples throughout Texas history when the existence of justice was called into question.

***Requirements of Project:***

- Students may be as creative as they want!
- Create illustrations of five examples of injustice in Texas history. The illustrations must be clearly labeled and must have a brief explanation of what the illustration represents.
- Project may be in the form of a poster or booklet, using plain white or colored paper.

***Resource Materials:***

Reading materials from earlier in course, notes from Internet research

***Assessment:***

Project = class work grade.

***Follow-up Activity:***

Students will present their projects to the class as a whole; students will explain what each illustration represents and why the student chose those specific illustrations to represent injustice in Texas history.

## **Lesson Plan Eight: Discussion and Debates**

### ***Lesson Objective:***

Teacher will provide a starting point for a student-led discussion and debate on the various injustices previously studied in Texas history. Students will be reminded to be prepared for the debate, to respect others and their opinions of whether or not a certain issue should be seen as an injustice, and to expect conflict to arise in this debate.

### ***Resource Materials:***

All notes from course, written report, and multi-media project.

## **Lesson Plan Nine: Role-playing Various Issues of Justice in Texas History**

### ***Lesson Objective:***

Role-playing will be used to demonstrate issues of justice discussed in Texas history.

### ***Requirements of Project:***

- During the final class period, students will be asked to dress in historical clothing that represents an era in Texas history when justice was in question.
- Students will work in partners or small groups (not more than four students) and will prepare skits for role-playing. Each small group of students will focus on one area that we have studied where justice is in question in Texas history.
- Students will perform skits and will role-play to demonstrate a particular time in history when justice was in question. Students will wear historical clothing in order to portray that historical time period effectively.

### ***Resource Materials:***

All notes and information from the course; selected readings from course

### ***Assessment:***

Role-playing in small groups = one quiz grade for all participants in group

## ANNOTATED BIBLIOGRAPHY

Anderson, Adrian; David G. Armstrong; Jeanie R. Stanley; and Ralph A. Wooster. *Texas and Texans*. New York: Glencoe Division of Macmillan/McGraw Hill, 1993.

The history of Texas and its peoples is explained in this textbook for seventh graders.

Bugbee, Lester G. "Slavery in Early Texas." In *Political Science Quarterly* 13 (December 1898).

Slavery in early Texas is discussed and analyzed within the confines of the political climate of the early time period.

Campbell, Randolph B. *An Empire for Slavery: The Peculiar Institution in Texas, 1821-1865*. Baton Rouge: Louisiana State University Press, 1989.

Slavery in Texas is explained as a "peculiar institution," and the reasons why slavery lasted as long as it did are explored.

<http://www.tsha.utexas.edu/handbook/online/articles/view/SS/yps1.html>

Handbook of Texas Online.

"Slavery." The Texas State Historical Association, 1997.

Exhaustive resources on the history of Texas, including primary source documents, are made available online.

Machiavelli, Nicolo. *The Prince*. Translated by David Wootton. Indianapolis: Hackett, 1995.

Machiavelli presents the questions of whether or not the ends justify the means.

<http://www.albany.edu/jmmh/vol3/chicano/chicano.html>

Mendoza, Valerie. *The Journal for MultiMedia History*. Vol. 3 (2000).

Video review of the video, *Chicano! History of the Mexican American Civil Rights Movement*. NLCC Educational Media, 1996. The Mexican American Civil Rights Movement of the 1960s is discussed.

McCarthy, Cormac. *Blood Meridian or The Evening Redness in the West*. New York: Vintage International, 1985.

Based on historical events that took place on the Texas-Mexico border in the 1850s, *Blood Meridian* follows a fourteen-year-old boy who leaves Tennessee for Texas and discovers a lawless land where Apaches are being murdered for their scalps.

Nicolle, Pam. *Texas on the Web*. Cary, Ill.: Forest Technologies, 2000.

Online resources for Texas history, government, and industry for teachers and students in grades 4-8.

Plato. *Republic*. Books 1-3.

Plato addresses the question of justice.

<http://www.acusd.edu/~villegas/>

Villegas, Juan. *The Treaty of Guadalupe Hidalgo*.

The Mexican American War ends with the Treaty of Guadalupe Hidalgo in 1848.

### **Internet Resources**

[www.albany.edu/jmmh/vol3/chicano/chicano.html](http://www.albany.edu/jmmh/vol3/chicano/chicano.html)

*Chicano! History of the Mexican American Civil Rights Movement* (video review)

[www.tsha.utexas.edu/handbook/online/index.new.html](http://www.tsha.utexas.edu/handbook/online/index.new.html)

Handbook of Texas Online

[www.texancultures.utsa.edu/main/](http://www.texancultures.utsa.edu/main/)

ITC – Institute of Texan Cultures

[www.juneteenth.com](http://www.juneteenth.com)

Juneteenth – World Wide Celebration

[www.lsjunction.com](http://www.lsjunction.com)

Lone Star Junction

[www.texasalmanac.com](http://www.texasalmanac.com)

Texas Almanac

[www.lsjunction.com/events/events.htm](http://www.lsjunction.com/events/events.htm)

Texas History timeline

[www.pbs.org/kerawar/ushmexicanwar](http://www.pbs.org/kerawar/ushmexicanwar)

U.S. – Mexican War

[www.pbs.org/weta/thewest/wpages/wpgs000/w010\\_001.htm](http://www.pbs.org/weta/thewest/wpages/wpgs000/w010_001.htm)

Welcome to the West