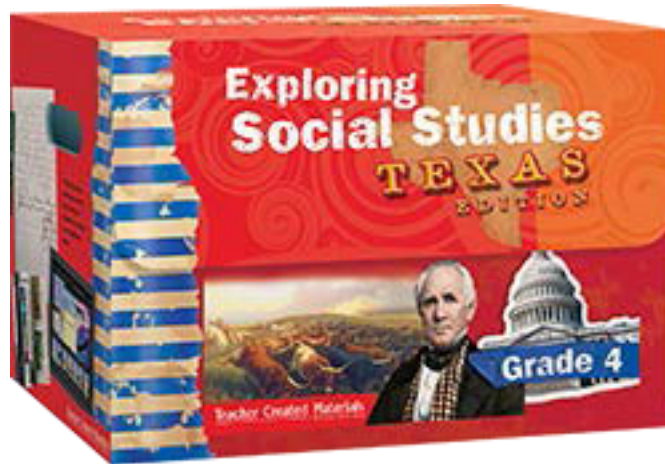


## Exploring Social Studies: Texas Edition: Grade 4



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- ***Texas in the 20<sup>th</sup> Century: Building Industry and Community* Leveled Reader**
- ***Texas in the 20<sup>th</sup> Century: Building Industry and Community* Lesson Plan with Corresponding NAACP Primary Source Document**
- ***Primary Sources: Texas To Be Free* Lesson Plan with Corresponding Texas Declaration of Independence Primary Source Document**



PRIMARY SOURCE READERS

## Texas in the 20th Century

The twentieth century was a time of great change in Texas. During this century, Texas grew from a land of farms and ranches to a state filled with large cities and industries. With these changes came new problems and tensions. Minority groups fought for equal rights, and a diverse population had to learn how to work together. By the end of the century, Texas had become a leader in many of the nation's industries.



**Texas  
History**



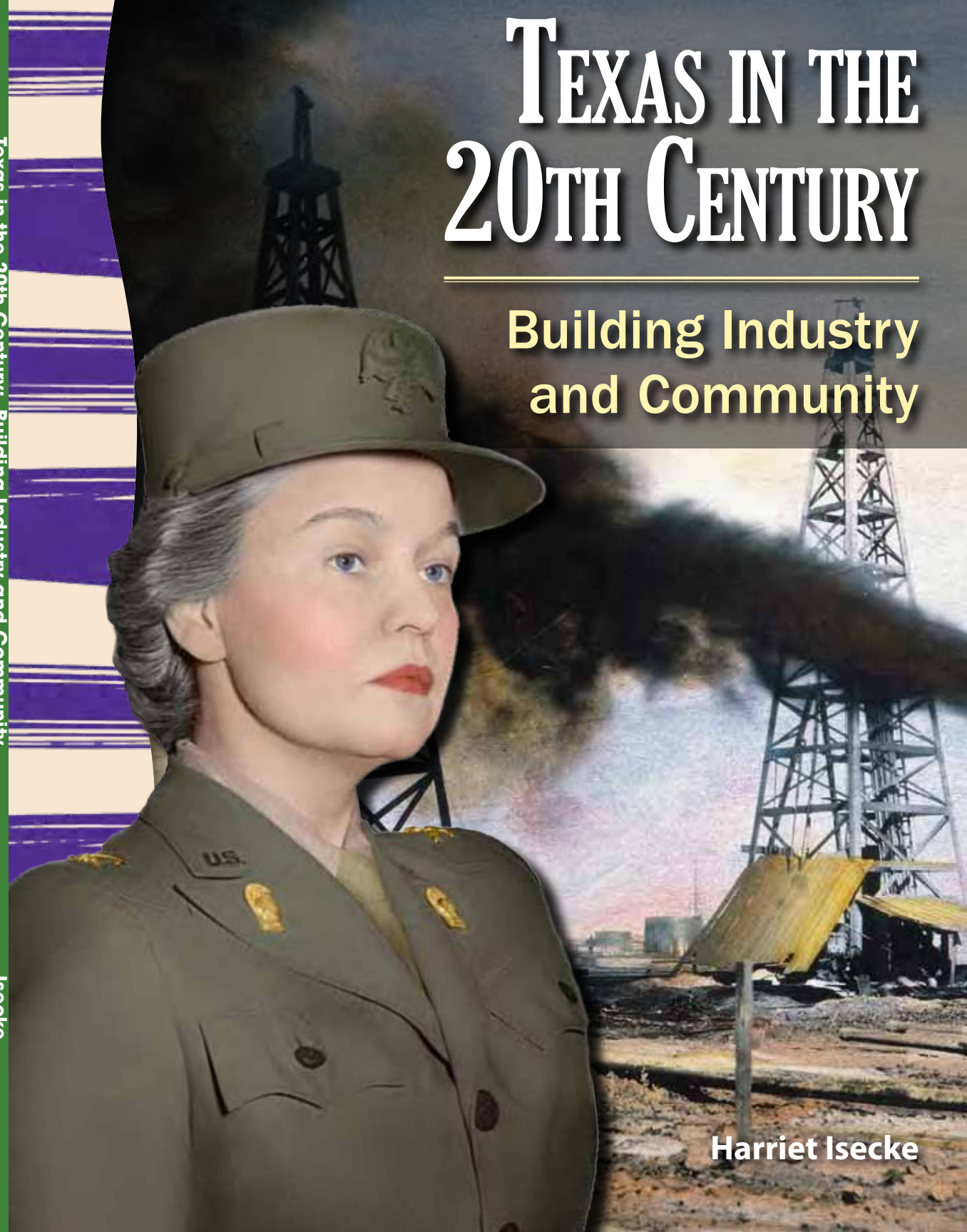
TCM 16209

Texas in the 20th Century: Building Industry and Community

Isecke

# TEXAS IN THE 20TH CENTURY

## Building Industry and Community



Harriet Isecke



## Consultant

**Devia Cearlock**  
K–12 Social Studies Specialist  
Amarillo Independent School District

## Publishing Credits

Dona Herweck Rice, *Editor-in-Chief*  
Lee Aucoin, *Creative Director*  
Marcus McArthur, Ph.D., *Associate Education Editor*  
Neri Garcia, *Senior Designer*  
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# Changing with the Times

The twentieth century was a time of great change for Texas. In 1900, Texas was a land of farms and ranches. But by the end of the century, Texas was filled with cities and **industries**. Houston (HYOO-stuhn), Dallas, and San Antonio (an-TOHN-ee-oh) were bustling cities. Companies thrived around the state.

Texas saw changes in its population, too. In the first part of the twentieth century, most Texans were **Anglos** (ANG-glohzh). These are white people who came from Europe (YOOR-uhp) to North America. Most of the Anglos were **Protestants**. But by the end of the century, people of all ethnic and religious groups called Texas home.

The power in Texas also shifted during these years. In the early 1900s, Texas was a state where white men had most of the power. But by the end of the century, women and **minorities** had gained more rights and influence.

Dallas, 1920



In the early days, Texas was a place where people lived simple lives tied closely to the land. Over time, Texas grew into a producer of goods. Its cutting-edge technology made life easier. The state's research facilities helped change the world. All of these changes greatly affected the way Texans lived.

Dallas, 2012



## Religious Differences

When American settlers first arrived, Texas was part of Mexico. Settlers were given land, and they were supposed to become Catholic. But, not all of them did. By the time Texas became a state in 1845, most people were Protestant. Today, many Texans consider themselves to be **evangelical** (ee-van-JEL-i-kuhl) Christians. However, there are many other religions observed around the state.

## Big Business

In the twentieth century, many Texans became successful by growing cotton, ranching cattle, and drilling for oil. These industries caused more people to focus on Texas real estate, or property, as a way to earn money.



# Industries in Texas

## King Cotton

The twentieth century brought great changes to Texas industries. There were **booms** when industries grew and **busts** when they failed. The cotton industry in Texas faced its share of booms and busts between the years 1900 and 2000.

By the start of the century, cottonseed was the second-largest industry in Texas. Lumber was the largest. Cottonseed could be used to make many different things from cooking oil to soap.

In the early 1900s, Texans had built too many mills. Soon, there was not enough cotton to supply all of the mills. By 1919, the cotton boom became a bust. Then in 1931, Texas passed a new law. It limited the amount of land that could be used for planting cotton. This protected the cotton industry.

In the 1940s, World War II increased the demand for cooking oil. But there was not enough cottonseed to make the oil. So Texans began making oil from other crops like peanuts and soybeans.

Starting in the 1960s, Texas farmers tried growing other grains. These crops brought farmers more money. But cotton was still big business in Texas. In 1990, Texas produced about half of the cottonseed oil that the United States shipped to other countries.

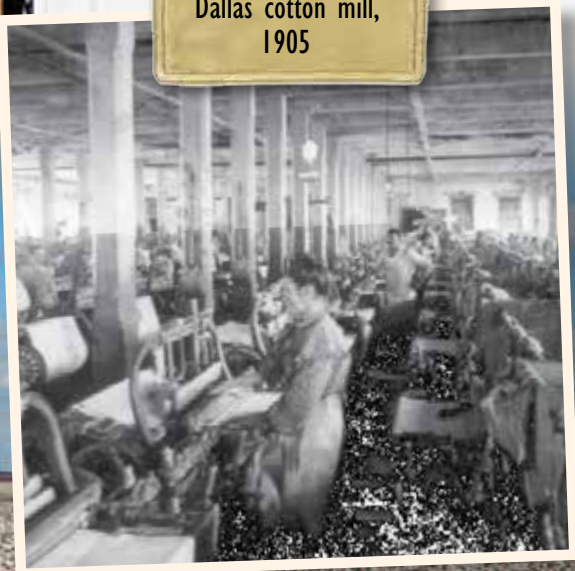
## Farming for Money

Commercial agriculture (AG-ri-kuhl-cher) means "farming for money." It is when farmers grow food to sell rather than just for their families. During the twentieth century, Texas became a big commercial agriculture state.

## Four Parts

The cottonseed can be broken down into four parts: oil, fibers, hulls, and meal. Cottonseed oil makes margarine, cooking oil, and salad oil. The fibers are used to make paper and furniture stuffing. Seed hulls are used for cattle feed, fuel, and soap. The meal of the cotton seed is used to make animal food.

Dallas cotton mill, 1905



cotton market, Gainesville, 1910



cotton inspection

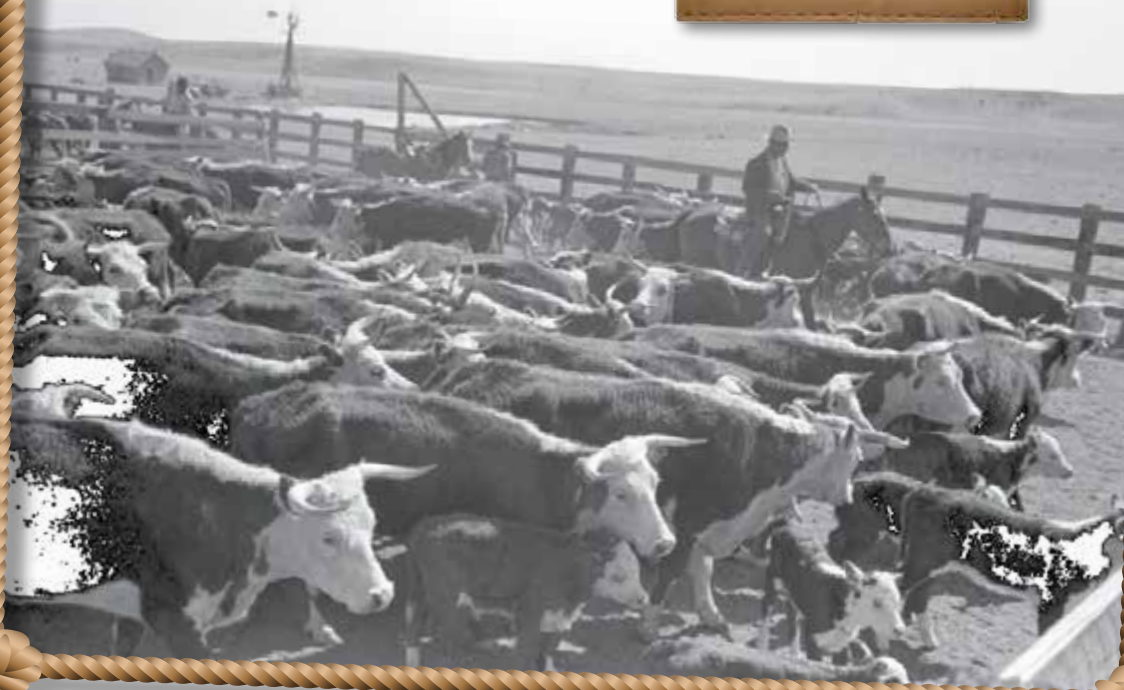


cottonseed





rounding up cattle near  
Marfa, Texas, 1939



## Cattle Country

Cattle came to Texas with the first Spanish settlers. It was not long before cattle ranching became big business. But ranchers had their share of ups and downs in the twentieth century.

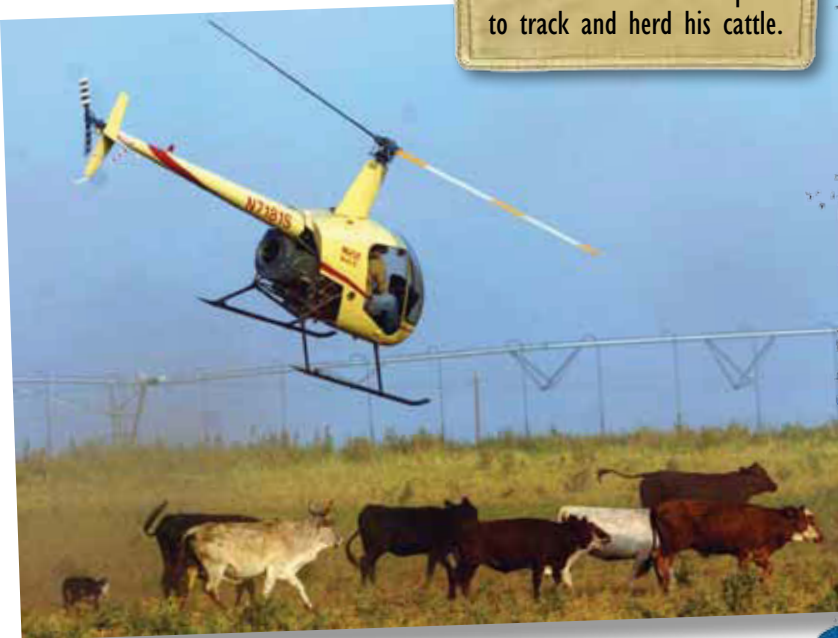
In the early 1900s, the Texas cattle industry was struggling. The steady stream of settlers moving to Texas decreased the open **range**. This meant there was less land for the cattle to feed on. Then, in 1914, World War I increased the demand for beef. Cattle ranching boomed again.

In 1929, the U.S. economy crashed. Many ranchers had taken financial (fi-NAN-shuhl) risks in the **stock market**. By the early 1930s, these ranchers were ruined. A bad **drought** (drowt) made things worse. It caused much of the grass to die. Cattle prices fell.

During the **Great Depression**, the government helped the cattle industry. They bought and killed many cattle. This meant there were fewer cattle to fight over good **grazing** land. The start of World War II also increased the demand for beef. The cattle market slowly recovered.

Later in the twentieth century, Texas cattle ranchers began using modern technology. They added helicopters and computers to their tools. Today, Texas is still the leading producer of beef in the country.

A rancher uses a helicopter  
to track and herd his cattle.



Texas longhorn



## Texas Longhorns

Longhorns were a type of cattle bred in Texas. They were hearty enough to survive the dry climate. Ranchers raised these cattle for meat and leather.

## Modern Ranches

By the end of the twentieth century, ranches looked very different from how they had once appeared. They had miles of fencing instead of unfenced fields. They had permanent corrals, or pens, to keep horses and cattle. They even had loading chutes or ramps to easily move cattle up or down.

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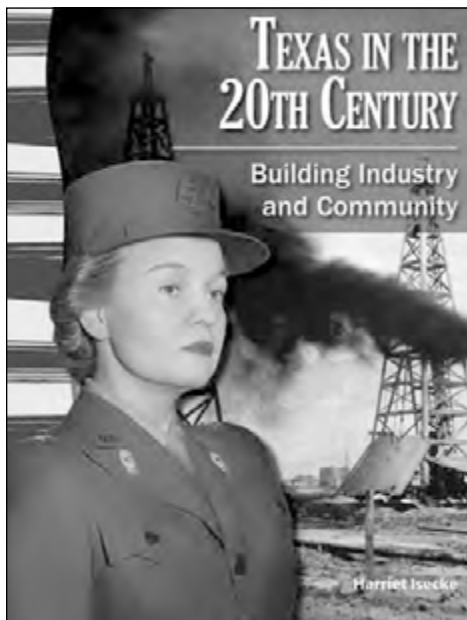
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# **Primary Source Readers Texas History**

## **Texas in the 20th Century: Building Industry and Community**



### **Author**

*Meg Dombro, M.A.Ed.*

### **Teacher Created Materials**

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Huntington Beach, CA 92649  
<http://www.tcmpub.com>

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# *Texas in the 20th Century*



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## **Learning Objectives**

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- Students will analyze the use of common expository text structures. (110.47.b.9.c)
- Students will write informative texts effectively. (110.52.b.1.A)
- Students will understand how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the twentieth century. (113.19.b.6)



# Texas in the 20th Century (cont.)



## Materials

- *Texas in the 20th Century* books
- copies of student reproducibles (pages 7–11)
- index cards, sticky notes in three different colors, lined 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**—Tell students there were many events and inventions that affected Texas during the twentieth century. Texas became a more urban state. People around the nation used more oil and gas produced in Texas. World War II helped Texas to grow and develop. Ask students what they think would be different if they lived in Texas 100 years ago. Have them Think-Pair-Share to discuss their ideas with each other.
  - Make a list of students' ideas. Add the fact that many industries developed in Texas during the last century.
- 2. Vocabulary Activity**—Students will work independently for the first part of this activity. Then, have students share information with classmates.
  - Assign each student a vocabulary word from the glossary.
  - Distribute index cards. Students will write the definition in their own words, draw a picture of the word, and use the word in a sentence.
- 3. Pre-Reading Activity**—Have students preview the text independently.
  - Give students a blank vocabulary grid to fill out information learned from classmates. Give students time to teach each other about the word on which they are now an "expert."
  - Tell students that they will be reading about the changes that happened in Texas from 1900–1999. Ask them to browse the text for clues about these changes.
  - Distribute sticky notes to each student. Have them write one change they see in the text on each sticky note. These notes will be used later in the lesson.
  - Accommodate **English language learners** and **below-level learners** by having the changes already written on the sticky notes. As they preview the text, have them place the sticky note in the text where they find a description of the change.



## Texas in the 20th Century (cont.)

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### During Reading

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- 1. Reading Activity**—Provide direct instruction to students about the signal words used with each text structure:  
**Sequence (S)**—before, earlier, finally, first, last, later, next, second, then;  
**Compare and Contrast (CC)**—although, but, different from, instead, like, on the other hand, similar to, unlike, while, yet;  
**Cause and Effect (CE)**—as a result, because, due to, for this reason, so that, then...so, if...then, therefore, this led to;  
**Progression of Ideas (POI)**—also, another, for example, in addition, that is to say, etc.
  - For the first reading of the text, students will take turns reading aloud with partners. Ask them to identify the text structures in each section.
  - Distribute sticky notes to each pair. Instruct them to flag any headings, sentences, phrases, and words that help them identify the text structures in each section.
  - **Above-level learners** may choose to create a graphic organizer of the text rather than use sticky notes. They could create a time line, or a cause-and-effect chart, etc.
  - Allow time for students to present their findings about the text structures. Confirm that this text uses compare-and-contrast, cause-and-effect, sequence, and progression-of-ideas text structures.
- 2. Social Studies Activity**—Distribute copies of the *That Was Then, This Is Now* activity sheet (page 7) to students.
  - For the second reading of the text, read aloud as students follow along. Pause to discuss the text structure of each section.
  - Have students add facts to the graphic organizer as they read.
  - Modify the activity for **below-level learners** by providing them with three different colors of sticky notes. They will use one color to flag facts about Texas toward the *beginning* of the century (around 1900), another color to flag facts about Texas toward the *end* of the century, and a third color to flag facts about Texas that *stayed the same*. This will eliminate the laborious task of taking notes on the graphic organizer for students who struggle with reading and writing.
  - Instead of completing the graphic organizer, pull **English language learners** into a small group after the second reading of the text. Challenge them to verbally compare life at the beginning and at the end of the century as you record their ideas on a Venn diagram on chart paper.



# Texas in the 20th Century (cont.)



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## After Reading

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- 1. Reading Activity**—Students will work in pairs for this activity. Assign each pair one of the double-page spreads in the book. Distribute index cards to each pair.
  - Have them reread to identify main events in their assigned sections. Students will then write one main event on the front of an index card and its date on the back.
  - Collect the index cards from the whole class and shuffle them.
  - Explain to students that they will need to work together to reorganize the events in chronological order.
- 2. Writing Activity**—Students will complete the writing activities listed below.
  - Have students complete the Your Turn! writing activity on page 32 of the book. Assign students one of three roles: cotton farmer, cattle rancher, or oil tycoon.
  - Tell students to imagine that they have worked in Texas for most of the century. They will write a letter to a friend in which they discuss the changes in their profession during the twentieth century.
  - Next, place students into mixed ability groups so that there is one cotton farmer, one cattle rancher, and one oil tycoon. Students will read their letters in their small groups.
- Have students work together to write informative essays about the changes in Texas industry during the twentieth century. They must address the following changes in each industry: cotton, cattle, and oil. Ask students to be sure to include a lot of details to inform their readers.
  - Distribute copies of the *Informative Essay Organizer* (page 11). Review it with the whole class. If time permits, provide direct instruction about organizing ideas for informative writing.
  - Pull **English language learners** and **below-level learners** into a small group to model how you would organize ideas for an narrative essay on a subject that is familiar to them. Use the Think-Aloud technique.
- 3. Assessment**—There are a variety of assessment options for this unit.
  - A short posttest, *Texas in the 20th Century Quiz* (page 9), is provided to assess student learning from the book.
  - Activities from *Fighting for Our Rights* (page 8) can also be used to assess comprehension.



## Texas in the 20th Century (cont.)

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### Primary Source Activity

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#### Historical Background

The twentieth century was an exciting time in America. But many Americans wanted society to be fairer. For much of the twentieth century, African Americans were segregated. This meant that they were forced to remain separate from white people. Reformers tried to change unfair laws. The period when reformers worked to obtain equal rights for all citizens is called the *civil rights movement*. African Americans and white people organized and led the movement. Most worked toward this goal through petitions, rallies, sit-ins, and other nonviolent protest demonstrations.

#### About the Primary Source

This photo shows the 32nd Annual Conference of the National Association for the Advancement of Colored People (NAACP). The NAACP fights for African American civil rights. This photo was taken in Houston, Texas, in 1941.

#### Teaching Suggestions

1. Make and display an overhead transparency of the primary source *NAACP in Texas* (page 10).
2. Review the historical background information with students.
3. As a whole group, examine the photo. Study the figures, their body language, and facial expressions. Look for details in the scene.
4. As a class, re-create the scene from the photo. Assign students to represent specific people in the photo. Create a tableau. Work together to determine what the people in the scene may have been thinking and what they may have said if you talked to them about why they were attending this conference.
5. Distribute copies of the *Fighting for Our Rights* activity sheet (page 8) to students. Depending on your students' ability levels, assign all of the activities or just a few. Your above-level learners will benefit from the last three activities on the sheet. Students who struggle with comprehension will benefit from the first three activities on the sheet.



# That Was Then, This Is Now

**Directions:** As you read, record details about how Texas was the same and how it was different in the early part of the twentieth century and the latter part of the twentieth century. Also, record details about why the change took place.

Texas at the beginning of the twentieth century	Texas at the end of the twentieth century	Why did it change?

# Fighting for Our Rights

**Directions:** Complete the following activities about the *NAACP in Texas* primary source (page 10). Write your answers on a separate sheet of paper. (Your teacher will tell you which activities you should complete.)

## Remembering

What is happening in this photo?

## Understanding

Write a thought bubble for at least three of the people in the photo to show what his or her thoughts might be during this conference. Be sure to include why they are at the conference and what they hope to achieve.

## Applying

Imagine that you are a speaker at this NAACP conference. Write a short speech explaining the NAACP's goals for Texas.

## Analyzing

Design a graphic organizer to compare and contrast the various reform movements in Texas during the twentieth century.

## Evaluating

African American boys are posing with the American flag at the front of this group. Explain why you think they decided to include young people and an American flag in the photo.

## Creating

Create a protest sign that someone fighting for equality in Texas in the twentieth century might have carried during a nonviolent protest. Remember that there were many other people fighting for equal rights at that time, not just African Americans.



# Texas in the 20th Century 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.

1. In 1931, \_\_\_\_\_ helped revive the struggling cotton industry.
  - a. climate change
  - b. a new law
  - c. a drought
  - d. World War II
  
2. In 1901, Anthony Lucas struck oil under \_\_\_\_\_ near Beaumont, Texas.
  - a. Pattillo Higgins
  - b. Exxon City
  - c. Spindletop Hill
  - d. Fort Worth
  
3. The period of time in the early 1900s when reformers worked for social change was known as the \_\_\_\_\_.
  - a. Progressive Era
  - b. Great Depression
  - c. Great War
  - d. Reformation
  
4. In 1903, the women’s suffrage movement came to Texas to help give women the right to \_\_\_\_\_.
  - a. vote
  - b. carry a gun
  - c. get an education
  - d. get divorced
  
5. During World I, Germany sent Mexico the Zimmerman Note promising to give Mexico \_\_\_\_\_ if it fought on Germany’s side.
  - a. money
  - b. Texas
  - c. honor
  - d. peace

## Short-Answer Question

6. Many changes happened in Texas during the twentieth century. Pick the change that you believe was the most important and write a paragraph explaining how that change affected Texas.

## ***NAACP in Texas***





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

# Informative Essay Organizer

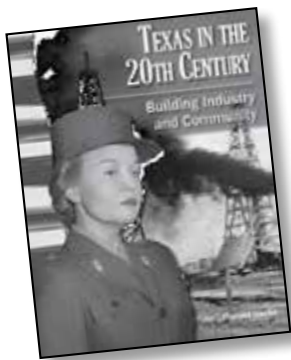
Introduction and Thesis Sentence.

Main Idea 1, Supporting Details 1, 2, 3.

Main Idea 2, Supporting Details 1, 2, 3.

Main Idea 3, Supporting Details 1, 2, 3.

Conclusion, Restate Main Ideas 1, 2, 3.



## ***Texas in the 20th Century*** (cont.)

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### **Answer Key**

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#### **Page 7—That Was Then, This Is Now**

Answers will vary but may include the following: Farms and ranches—commercial agriculture, WWII, rising land prices—cities and industries.

#### **Page 8—Fighting for Our Rights**

**Remembering**—Answers will vary but might include the following: People are gathered together for a photograph. African American boys are posing in front of the American flag.

**Understanding**—Answers will vary but may include the following: I am proud to be fighting for equal rights. I want the Jim Crow Laws to be outlawed. I wonder if I will be safe here.

**Applying**—Speeches will vary, but should include details about discrimination and civil rights.

**Analyzing**—Answers will vary but should include information about women’s rights, African-American rights, and Tejanos.

**Evaluating**—Answers will vary but may include the following: The boys represent the future generation of African-American Texans. The flag represents their patriotism. The flag is a reminder that the United States was founded on the principle of equality.

**Creating**—Answers will vary.

#### **Page 9—Texas in the 20th Century Quiz**

1. b
2. c
3. a
4. a
5. b
6. Answers will vary.



# To Be Free

## Standards/Objective

- Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. (NCSS)
- Students understand the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. (TEKS 4.3)
- Students understand how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. (TEKS 7.3) Students use decision-making skills to organize the Texas Declaration of Independence. (TEKS 7.23)
- Students will organize the main points of the Texas Declaration of Independence by writing news articles.

## Materials

Copy of the facsimile *Texas Declaration of Independence*; Copies of the historical background information (page 32); Copies of the student activity sheet, *Investigating the Convention* (page 33); For optional use: *Excerpt of the Texas Declaration of Independence* (page 34) or *Text of the Texas Declaration of Independence* available on the CD (independ.pdf); Copies of the *Text of the Declaration of Independence* available on the CD (1776.pdf)

## Discussion Questions

- Explain what a declaration of independence is. For what reasons would one need to be written?
- For what reasons did the men at the convention know that war was inevitable?
- What were the reasons Texas declared independence from Mexico?
- In what ways did the Mexican government enforce strict rules and regulations for Texas settlers?

## Using the Primary Source

Provide students with copies of the historical background information (page 32) and discuss it with the students. What were some of the Texas settlers' complaints?

Have students read the Declaration of Independence of 1776. Put students in groups of four. Have students work together to draft their own Texas Declarations of Independence. Students can use the 1776 Declaration of Independence as a model. The *Text of the Declaration of Independence* is available on the CD (1776.pdf). Have the groups present their declarations to the class.

Hand out copies of the Texas Declaration of Independence. Students should read and analyze the document. Younger students may need some help in interpreting the language in the document. Students should compare their declarations to the actual Texas Declaration of Independence. What was included in the original that the groups didn't include in their declarations? After analyzing the actual Texas Declaration of Independence, have students organize the information from the document using the student activity sheet (page 33) and write newspaper articles about the declaration and the convention.

## Extensions

Have students rewrite the Texas Declaration of Independence using their own words.

Compare and contrast the Texas Declaration of Independence to the 1776 Declaration of Independence. In what ways might the writers of the Texas Declaration have used the United States Declaration as a model?

# To Be Free *(cont.)*

## Historical Background Information



The Mexican territory in what is now Texas was a large area controlled by Spain for over a hundred years. In 1821, Spain lost control over Mexico and Texas. The Mexican government gained control of the Texas region. Anglo American settlements were rare in the early days of Texas. This began to change once Spain turned Texas over to Mexico. The Mexican government was willing to allow Americans to set up settlements in Texas. The *empresarios* (land agents) of each new colony were allowed to set up their own governments and military. Old debts were forgotten. These settlers were exempt from taxes for five years. The only stipulations that Mexico placed on the newcomers were Mexican citizenship and following the Catholic faith.

By the 1830s there were more American settlers living in Texas than there were Mexican settlers. This was a great source of concern for Mexican dictator, General Santa Anna. He realized that he had little control over the territory. Santa Anna also realized that he had no control over the militias and commerce of Texas. In response, Santa Anna began imposing strict laws on settlements. He also declared the territorial borders closed to American settlers. The settlers in turn asked the Mexican government to be allowed to become a separate state. This request was denied.

The people of Texas viewed Santa Anna's rule as harsh and unfair. So in response, a convention was held at Washington-on-the-Brazos in 1836. After discussing the issues at hand, it was decided that a committee should write a Declaration of Independence for the people of Texas. This committee included: George C. Childress, James Gaines, Edward Conrad, Collin McKinney, and Bailey Hardeman. The committee worked on the declaration for only one day before it was presented to the members of the convention on March 2, 1836. It was believed that Childress came to the convention with the declaration already written, so he is often credited as the author.

The document describes the unfair treatment by the Mexican government. It addressed the promises that were made to settlers and how they were broken when General Santa Anna began the new colonization laws. The list of grievances included what the people of Texas had tried to do to improve the situation imposed upon them.

Fifty-nine delegates signed the declaration and the original copy of it was sent to Washington, D.C. Five Texas towns were chosen to receive complete copies of the declaration: Bexar, Brazoria, Goliad, Nacogdoches, and San Felipe. Handbills of the text were printed in San Felipe and distributed throughout Texas.

While the convention was meeting, Texans were under siege at the Alamo by General Santa Anna's troops. This battle would be tragic for the Texans, but it would strengthen their resolve to fight for their independence.

Name \_\_\_\_\_

# Investigating the Convention

## Background Information

By the 1830s there were more American settlers living in Texas than there were Mexican settlers. In response to this influx of Americans, Santa Anna increased his hold on the region by enforcing strict rules on the settlers. When the settlers petitioned the Mexican government to be allowed to become a separate state, this petition was denied. The people of Texas viewed Santa Anna's rule as harsh and unfair. So, in response, a convention was held at Washington-on-the-Brazos in 1836. On March 2, 1836, a Declaration of Independence for the people of Texas was signed.

## Activity

**Directions:** You are a well-known newspaper reporter and have been asked to cover the dramatic convention at Washington-on-the-Brazos so that people in the United States can understand what the settlers in Texas are facing. Write a brief news article for a magazine describing the contents of the Texas Declaration of Independence and the events of the convention. Your article should include the answers to the questions listed below.

1. Describe the purpose of the opening paragraph of the document.
2. According to the declaration, what promises did the Mexican government break in regards to the colonization laws?
3. Describe how, according to the document, the Mexican government reacted when Texas petitioned to be a separate state.
4. How did the Mexican government restrict Texas settlers from worshiping in their own ways?
5. Describe any statements about troops being sent to Texas.
6. For what reasons did the settlers say they had to take up arms against Mexico?

## Challenge

The disagreement between Texas and Mexico was largely based on the way the Constitution of 1824 was disregarded. Write a paragraph comparing and contrasting the Federal Constitution of the United Mexican States (1824) to the Constitution of The Republic of Texas (1836). These constitutions can be found online.



# Excerpt of the Texas Declaration of Independence

When a government has ceased to protect the lives, liberty and property of the people, from whom its legitimate powers are derived, and for the advancement of whose happiness it was instituted, and so far from being a guarantee for the enjoyment of those inestimable and inalienable rights, becomes an instrument in the hands of evil rulers for their oppression. . . .

Nations, as well as individuals, are amenable for their acts to the public opinion of mankind. A statement of a part of our grievances is therefore submitted to an impartial world, in justification of the hazardous but unavoidable step now taken, of severing our political connection with the Mexican people, and assuming an independent attitude among the nations of the earth.

The Mexican government, by its colonization laws, invited and induced the Anglo-American population of Texas to colonize its wilderness under the pledged faith of a written constitution, that they should continue to enjoy that constitutional liberty and republican government to which they had been habituated in the land of their birth, the United States of America.

In this expectation they have been cruelly disappointed, inasmuch as the Mexican nation has acquiesced in the late changes made in the government by General Antonio Lopez de Santa Anna, who having overturned the constitution of his country, now offers us the cruel alternative, either to abandon our homes, acquired by so many privations, or submit to the most intolerable of all tyranny, the combined despotism of the sword and the priesthood.

It has sacrificed our welfare to the state of Coahuila, by which our interests have been continually depressed through a jealous and partial course of legislation, carried on at a far distant seat of government, by a hostile majority, in an unknown tongue, and this too, notwithstanding we have petitioned in the humblest terms for the establishment of a separate state government, and have, in accordance with the provisions of the national constitution, presented to the general Congress a republican constitution, which was, without just cause, contemptuously rejected.

It incarcerated in a dungeon, for a long time, one of our citizens, for no other cause but a zealous endeavor to procure the acceptance of our constitution, and the establishment of a state government.

It has failed and refused to secure, on a firm basis, the right of trial by jury, that palladium of civil liberty, and only safe guarantee for the life, liberty, and property of the citizen.

It has failed to establish any public system of education, although possessed of almost boundless resources, (the public domain), and although it is an axiom in

political science, that unless a people are educated and enlightened, it is idle to expect the continuance of civil liberty, or the capacity for self government.

It has suffered the military commandants, stationed among us, to exercise arbitrary acts of oppression and tyranny, thus trampling upon the most sacred rights of the citizens, and rendering the military superior to the civil power.

It has dissolved, by force of arms, the state Congress of Coahuila and Texas, and obliged our representatives to fly for their lives from the seat of government, thus depriving us of the fundamental political right of representation.

It has demanded the surrender of a number of our citizens, and ordered military detachments to seize and carry them into the Interior for trial, in contempt of the civil authorities, and in defiance of the laws and the constitution.

It has made piratical attacks upon our commerce, by commissioning foreign desperadoes, and authorizing them to seize our vessels, and convey the property of our citizens to far distant ports for confiscation.

It denies us the right of worshipping the Almighty according to the dictates of our own conscience, by the support of a national religion, calculated to promote the temporal interest of its human functionaries, rather than the glory of the true and living God.

It has demanded us to deliver up our arms, which are essential to our defence, the rightful property of freemen, and formidable only to tyrannical governments.

It has invaded our country both by sea and by land, with intent to lay waste our territory, and drive us from our homes; and has now a large mercenary army advancing, to carry on against us a war of extermination.

It has, through its emissaries, incited the merciless savage, with the tomahawk and scalping knife, to massacre the inhabitants of our defenseless frontiers.

It hath been, during the whole time of our connection with it, the contemptible sport and victim of successive military revolutions, and hath continually exhibited every characteristic of a weak, corrupt, and tyrannical government. . . .

We are, therefore, forced to the melancholy conclusion, that the Mexican people have acquiesced in the destruction of their liberty, and the substitution therfor of a military government; that they are unfit to be free, and incapable of self government.

The necessity of self-preservation, therefore, now decrees our eternal political separation. . . .



UNANIMOUS  
**DECLARATION OF INDEPENDENCE,**

BY THE  
**DELEGATES OF THE PEOPLE OF TEXAS,**  
**IN GENERAL CONVENTION,**

AT THE TOWN OF WASHINGTON,

ON THE SECOND DAY OF MARCH, 1836.

WHEN a government has ceased to protect the lives, liberty, and property of the people, from whom its legitimate powers are derived, and for the advancement of whose happiness it was instituted; and so far from being a guarantee for their inestimable and inalienable rights, becomes an instrument in the hands of evil rulers for their oppression. When the Federal Republican Constitution of their country, which they have sworn to support, no longer has a substantial existence, and the whole nature of their government has been forcibly changed, without their consent, from a restricted Federal Republic, composed of Sovereign States, to a consolidated Central Military despotism, in which every interest is disregarded but that of the army and the priesthood, both the eternal enemies of civil liberty, the ever ready minions of power, and the usual instruments of tyrants. When, long after the spirit of the constitution has departed, moderation is at length so far lost by those in power, that even the semblance of freedom is removed, and the forms themselves of the constitution discontinued, and so far from their petitions and remonstrances being regarded, the agents who bear them are thrown into dungeons, and mercenary armies sent forth to force a new government upon them at the point of the bayonet.

When, in consequence of such acts of malfeasance and abduction on the part of the government, anarchy prevails and civil society is dissolved into its original elements, in such a crisis, the first law of nature, the right of self preservation, the inherent and inalienable right of the people to appeal to first principles, and take their political affairs into their own hands in extreme cases, enjoins it as a right towards themselves and a sacred obligation to their posterity to abolish such government, and create another in its stead, calculated to rescue them from impending dangers, and to secure their welfare and happiness.

Nations, as well as individuals, are amenable for their acts to the public opinion of

mankind. A statement of a part of our grievances is therefore submitted to an impartial world, in justification of the hazardous but unavoidable step now taken, of severing our political connection with the Mexican people, and assuming an independent attitude among the nations of the earth.

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In this expectation they have been cruelly disappointed, inasmuch as the Mexican nation has acquiesced in the late changes made in the government by General Antonio Lopez Santa Ana, who having overturned the constitution of his country, now offers, as the cruel alternative, either to abandon our homes acquired by so many privations, or submit to the most intolerable of all tyrannies, the combined despotism of the sword and the priesthood.

It hath sacrificed our welfare to the state of Coahuila, by which our interests have been continually depressed through a jealous and partial course of legislation, carried on at a far distant seat of government, by a hostile majority in an unknown tongue, and this too, notwithstanding we have petitioned in the humblest terms for the establishment of a separate state government, and have, in accordance with the provisions of the national constitution, presented to the general congress a republican constitution, which was, without a just cause, contemptuously rejected.

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It has, through its emissaries, incited the merciless savage, with the tomahawk and scalping knife, to massacre the inhabitants of our defenceless frontiers.

It has been, during the whole time of our connection with it, the contemptible sport and victim of successive military revolutions, and hath continually exhibited every characteristic of a weak, corrupt, and tyrannical government.

These, and other grievances, were patiently borne by the people of Texas, until they reached that point at which forbearance ceases to be a virtue. We then took up arms in defence of the National Constitution. We appealed to our Mexican brethren for assistance: our appeal has been made in vain; though months have elapsed, no sympathetic response has yet been heard from the interior. We are therefore forced to the melancholy conclusion, that the Mexican people have acquiesced in the destruction of their liberty, and the substitution therefor of a military government; that they are unfit to be free, and incapable of self government.

The necessity of self preservation, therefore, now decrees our eternal political separation.

*We, therefore, the delegates, with plenary powers, of the people of Texas, in solemn convention assembled, appealing to a candid world for the necessities of our condition, do hereby resolve and DECLARE, that our political connection with the Mexican nation has forever ended, and that the people of Texas, do now constitute a FREE, SOVEREIGN, and INDEPENDENT REPUBLIC, and are fully invested with all the rights and attributes which properly belong to independent nations; and, conscious of the rectitude of our intentions, we fearlessly and confidently commit the issue to the decision of the supreme Arbiter of the destinies of nations.*

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