

JAM T3.6

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.6A	GRADE 4-5	SCHEMA RIGHTS
TITLE PROD, POKE OR POLK?	TIME NEEDED 30 MINUTES	

DESCRIPTION If European exploration across North America ushered in an age of written laws and Constitutional government, what lessons can we draw from people or nations who take things that do not belong to them—whether through the barrel of a gun or the power of the purse?

LESSON FOCUS & GOALS The focus of this lesson is to examine if U.S. annexation of Texas outweighed its responsibility to play by the rules, in violation of the rule of law. The goal of this lesson is to consider how rights imply responsibilities we must fulfill in equal measure.

MATERIALS NEEDED

Print enough copies of this packet so each student has (1) role to play T3.6A. Note, there are (4) roles/packet; if there are 20 students in class, print (5) copies. For extensions 6B-G, print 1 copy/student

VOCABULARY

annex to take or appropriate, especially without permission

incite to stir, encourage, urge on; prompt to action

mutiny revolt, rebellion against constituted authority

HOOK POST OR READ ALOUD

Name the “lone star state.” What does *that* mean? What does it imply?

DIRECTIONS

Divide your class into groups of 4. For each group, print and deliver enough copies of this packet, giving one role/position to each student/group. **2)** Working in small groups, give individuals 10 minutes to read, annotate and complete prompts at the bottom of each page. **3)** Gathering as a class, take 10 minutes to work through as many GUIDING QUESTIONS as possible. **4)** Return to small groups and give students 10 minutes to collaborate on the EXIT TICKET found on the following page. **With any JAM, students are tasked with diagnosing the embedded conflict. The purpose of taking a role, therefore, isn’t to empathize too deeply, just enough to rationalize with the assigned viewpoint.*

TEACHER NOTES

Each JAM package is structured identically, 16 pages, including five (5) extensions, B-F, plus one debrief to deepen comprehension & expand writing skills. **Tip: co-create a visual timeline to illustrate scope & scale.**

T3.JAM.6A

GUIDING QUESTIONS

CLASS DISCUSSION

1. Before the **Texas Republic** was its own nation, to whom did that land belong? Before Tejas belonged to Mexico, to whom did it belong? Before Tejas belonged to Spain, through New Spain, to whom did it belong? Explain how the Texas Republic won its independence. Was this a contested matter? Explain.
2. What do you know about **Native nations** who lived across the Southern Plains?
3. Describe the Texas Republic's decade-long struggle to fight to become a sovereign nation. Who were they fighting? Did the US give money to support the cause?
4. Was slavery legal in the Texas Republic? Did that influence the US wish to annex?
5. What role did **Manifest Destiny** play in annexing Texas?
6. Can you infer from this JAM if the US achieved Texas through 1) annexation; 2) right of conquest; 3) a purchase agreement? Does that matter?
7. Where does this leave Native nations who lay aboriginal claim to this land?
8. What's the embedded conflict that caused the most harm in this JAM?

T3.JAM.6B

FROM CONFUSION TO CLARITY

PARTNER/ INDIVIDUAL

This written re-tell incorporates 1) **retrieval practice** and 2) **complex syntax**.

T3.JAM.6C

STRUCTURED JOURNAL

INDIVIDUAL WORK

This exercise uses **meta-cognition** to help students identify what they're thinking. Gaps in comprehension related to the JAM will reveal themselves; prepare to guide/clarify.

T3.JAM.6D

FROM CLARITY TO COMPLEXITY

PARTNER/INDIVIDUAL

This graphic organizer will help students transfer acquired knowledge from long-term memory back into working memory by 1) **retrieval practice** 2) **elaborating** ideas & details, 3) **analyzing** acquired knowledge by comparing & contrasting viewpoints

T3.JAM.6E

BECAUSE, BUT, SO

INDIVIDUAL WORK

Three sentence stems invite students to 1) **elaborate** details & ideas, 2) grapple with **complex syntax**, 3) manage **sequence**, flow & logic through conjunctions

T3.JAM.6F

CIRCLING THE TRUTH

GROUP WORK

This graphic organizer asks students to **interleave** schema, themes & details as they synthesize information into an elaborate re-tell. Great prep work for summary essay.

T3.JAM.6G

LISTEN

CLASS DISCUSSION

Students complete three sentence stems in preparation for a class-wide debrief

↓

PUTTING SCIENCE INTO THE SOCIAL SCIENCES

Science isn't just knowledge, it's a *process*. The scientific method is a step-by-step process that humans use to study phenomena. For our purposes, we'll use a 7-step process to run a JAM from start to finish. Use this template to help you organize a JAM.

BEFORE A JAM

1. **OBSERVATION** Engage with HOOK
2. **QUESTION** What do you find intriguing about this HOOK? _____

3. **HYPOTHESIS** Based on the HOOK we predict this JAM is going to address

 _____.

DURING A JAM

4. **EXPERIMENT** Divide your class into groups of four (4) students. If there are more than 4/group, that's fine! Some students can share a role. Next, run the JAM! Note, half-way through the JAM, re-convene small groups into one large group for a few minutes to answer GUIDING QUESTIONS found on next page.
5. **ANALYZE DATA** Organize data by using extensions B-F.

AFTER A JAM

6. **SHARE RESULTS** List the embedded conflict(s) here _____
 _____. What could historical figures have done to prevent injustice, violence & instability?

7. **NOTES** To prepare for the next JAM, list what students/players could do to maximize time, trust & creativity _____
 _____.

HELPFUL HINTS

Conflict is inevitable, yet humans have the capacity to choose how they engage. In that sense, managing conflict is an artform we could strive to master. JAMs are “task conflicts” based on historical records that position students to practice conflict by wrestling with multiple viewpoints in dynamic situations. The goal is to practice feeling uncomfortable so as to create a habit of invoking **metacognition**, thinking about what we’re feeling and thinking, before engaging in conflict. If so, we might be more apt to think before we speak, analyze seemingly opposite viewpoints, and find common ground. This includes identifying affect from cognition, keeping competing thoughts top of mind, *and* sequencing events into one timeline.

Rooted in rigor, JAMs aren’t easy. Competing data sets are discovered through skilled reading, healthy dialogue, and **phenomena**, occurrences or circumstances observed in real time. Taken together, students in a JAM are creating a living model of the past! At that rate, they’re facing a golden opportunity to practice the scientific method! See: **PUTTING SCIENCE INTO THE SOCIAL SCIENCES**. This includes following a step-by-step process whereby they’re thinking and behaving like scientists as they record, organize and analyze all data sets.

Anticipate confusion but be prepared for your students to grow and shine as they adapt and outwit history through this new learning strategy. These one-liners might help steady ‘em.

- *You are not the center of the universe.*
- *No person, no role, has all the answers; each role is merely one piece of the puzzle.*
- *If each role only presents a sliver of the world, what potential problem(s) will your group face when trying to make sense of reality?*
- *What’s the wrinkle? What’s the embedded conflict? What’s the JAM?*
- *Can you name the “elephant in the room” without losing anyone’s confidence?*
- *Emotions are neither good nor bad; they’re merely signposts that offer guidance as we try to navigate learning.*
- *The trick is learning how to get out of a JAM without creating a bigger mess.*

Name _____

L 750

1. Texas Republic

Throughout the early 1800s, Texas was controlled by a few different nations, but its fate as an independent nation was always apparent.

Since around 1521, New Spain, under Spanish control, mapped and claimed *Tejas y Coahuila*, including what we call Texas today. Then, in 1821, New Spain, called Mexico, declared its independence from Spain, becoming the second nation to claim that region. Like Spain, Mexico struggled to settle and control *Tejas*. In response, Mexico invited *Stephen Austin*, a U.S. citizen to colonize *Tejas*, in hopes he'd create a kind of border that would protect Mexico from Native nation attacks and raids.

In 1825, Stephen Austin and 300 friends, the *First 300*, moved from St. Louis, Missouri to *Tejas*, and become Mexican citizens with the goal of settling *Tejas* and transforming it into an economic powerhouse. However, shortly after their arrival, Mexico amended its constitution, introducing a new legal framework that restricted states' rights, abolished slavery, and imposed new taxes. These changes frustrated U.S. emigrants, including Austin, who preferred the original Mexican constitution. Tensions escalated when Mexican authorities imprisoned Austin for what they said amounted to **inciting a rebellion**.

Next, Austin's followers overtook a small mission, the *Alamo*. To retaliate, Mexican President General Santa Ana attacked. Those who managed to escape Santa Ana, including *Sam Houston*, declared independence. The *Texas Republic* was born! Soon, Texian soldiers re-grouped and led a counteroffensive at the *Battle of San Jacinto*. There, Texans captured Santa Ana in a decisive victory, coercing him to sign the Treaty of Velasco by which Mexico relinquished Texas—all the way to the Rio Grande. *But is a treaty valid if it's signed by a prisoner of war?*

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

Why? What was their intention? _____

Name _____

L 850

2. US Congress

In 1845, tensions were rising along the U.S. western border inside the newly established nation, the *Texas Republic*, and foreign nations began pressuring Congress to act quickly!

Looking back, the newly independent nation of Mexico used land grants to invite US citizen Stephen Austin and 300 of his friends to settle inside *Tejas y Coahuila*, Mexico in 1825. The *First 300* moved to Tejas and became Mexican citizens since it promised “states rights.” Under this agreement, emigrants vowed to cultivate farms, initiate cattle ranching, and generally create economic prospects. However, many brought enslaved humans with them, despite this being illegal in Mexico. No sooner, the Mexican government amended its Constitution, implemented taxes, and enforced the slavery ban. Austin urged Mexico to reconsider its new laws; to no avail. Austin’s followers **revolted** against Mexico in 1836 at the *Alamo*, leading Mexican President General Santa Ana to launch a brutal attack.

The US born Tejanos who managed to escaped Santa Ana’s advancing army, including *Sam Houston*, declared independence! The *Texas Republic* was born! *What next?* Could the Texas Republic maintain its sovereignty, or would the U.S. **annex** it? If so, Mexico threatened war. Besides, there weren’t enough votes in Congress to support annexation, as adding a slave state would shift the balance of power in Congress, potentially leading to civil war.

Unwilling to create a law to annex Texas, US Congress could allocate funds to provide financial support to help the Texas Republic defend itself against Native nations. How much? A \$10,000,000 loan would go a long way to support the Texas Rangers as they US tried their best to defend Texians against Native nation raids, attacks and kidnappings.

Where? _____

When? _____

What happened first? _____

What happened next? _____

Then what happened? _____

Why? What was their intention? _____

_____.

Name _____

L 850

3. US President Tyler

In 1836, following Mexico's attack on the *Alamo*, where Texans **revolted** against Mexico and declared independence to form their own nation, the *Texas Republic* was born.

Nearly one decade later, after watching to see if the Texas Republic could maintain its sovereignty or not, US President Tyler introduced the *Tyler-Texas treaty*, aiming to **annex** Texas. Yet a significant majority of Congressmen opposed the treaty. Some worried Mexico would retaliate if the U.S. proceeded with annexation, leading to a war Congress didn't want to fund or fight. Others feared admitting Texas, a slave state, would shift the balance of power in Congress from "free states" to "slave states," increasing the risk of civil war. On the other hand, if Tyler did not advocate for annexation, would the U.S. lose its chance to claim Texas and risk it falling back into the hands of Mexico, or even Native nations. Meanwhile, Texas Republic President *Sam Houston* approached the United Kingdom (UK) to mediate talks that would establish diplomatic relations between Texas and Mexico. The danger? If the Texas Republic forms an alliance with the UK and Mexico, both of which abolished slavery, this might undermine US slavery.

In the 1844, President Tyler lost his bid for re-election. James Polk, who'd run on a platform of *Manifest Destiny*—an expansionist message created by a US journalist and embraced by citizens nationwide—won the White House. Outgoing Tyler took Polk's victory as his cue to spend his remaining time as President crafting a new treaty. This time, both houses of Congress agreed to sign the treaty so when President Polk arrived in Washington D.C. for his first day in office, December 29, 1845, Texas was **annexed**, becoming the 28th state.

Next, President Polk sent diplomats to Mexico City to purchase Texas in hopes of avoiding war. Would Mexico agree to sell its claim? Would \$15,000,000 be sufficient to convince Mexico to release its claim to Texas? Would money keep the peace?

Who? _____

Where/When? _____

What happened? _____

What happened next? _____

What happened after that? Why? What was their intention? _____.

Name _____

L 950

3. US Army soldier

In May 1846, young US Army soldier Ulysses Grant found himself on the disputed border between Mexico and Texas, between the Nueces River and the Rio Grande. Face to face with Mexican soldiers, Grant may have pondered the question: *"Whose land is this?"*

It was widely known that many Native nations lived across these lands since time immemorial. Later, it was claimed by Spain, but only until Mexico declared its independence in 1821, and they received legal claim. Yet like both Spain and Mexico, the Texas Republic struggled to hold their claim on this land. Meanwhile, Grant knew Comanche warriors were likely observing him at that very moment. Everyone knew and feared their strength.

As a soldier, however, Grant had taken an oath to protect the US Constitution. In the context of Texas and the disputed border—which was secured by coercing Mexico's President General Santa Ana into signing the *Treaty of Velasco* at the *Battle of San Jacinto*—Grant questioned his mission, saying,

"I thought so at the time, when I was a youngster, only I had not moral courage enough to resign. I had taken an oath to serve eight years, unless sooner discharged, and I considered my supreme duty was to my flag. I had a horror of the Mexican War, and I have always believed that it was on our part most unjust. The wickedness was not in the way our soldiers conducted it, but in the conduct of our government in declaring war. The troops behaved well in Mexico, and the government acted handsomely about the peace. We had no claim on Mexico. Texas had no claim beyond the Nueces River, and yet we pushed on to the Rio Grande and crossed it. I am always ashamed of my country when I think of that invasion." **Ulysses Grant**

**Two decades later, President Lincoln appointed Ulysses Grant to serve as General of the Union Army during the Civil War. One decade later, Grant was elected US President.*

Who? _____

Where? _____

When? _____

What happened? _____

Why? What was the goal? _____

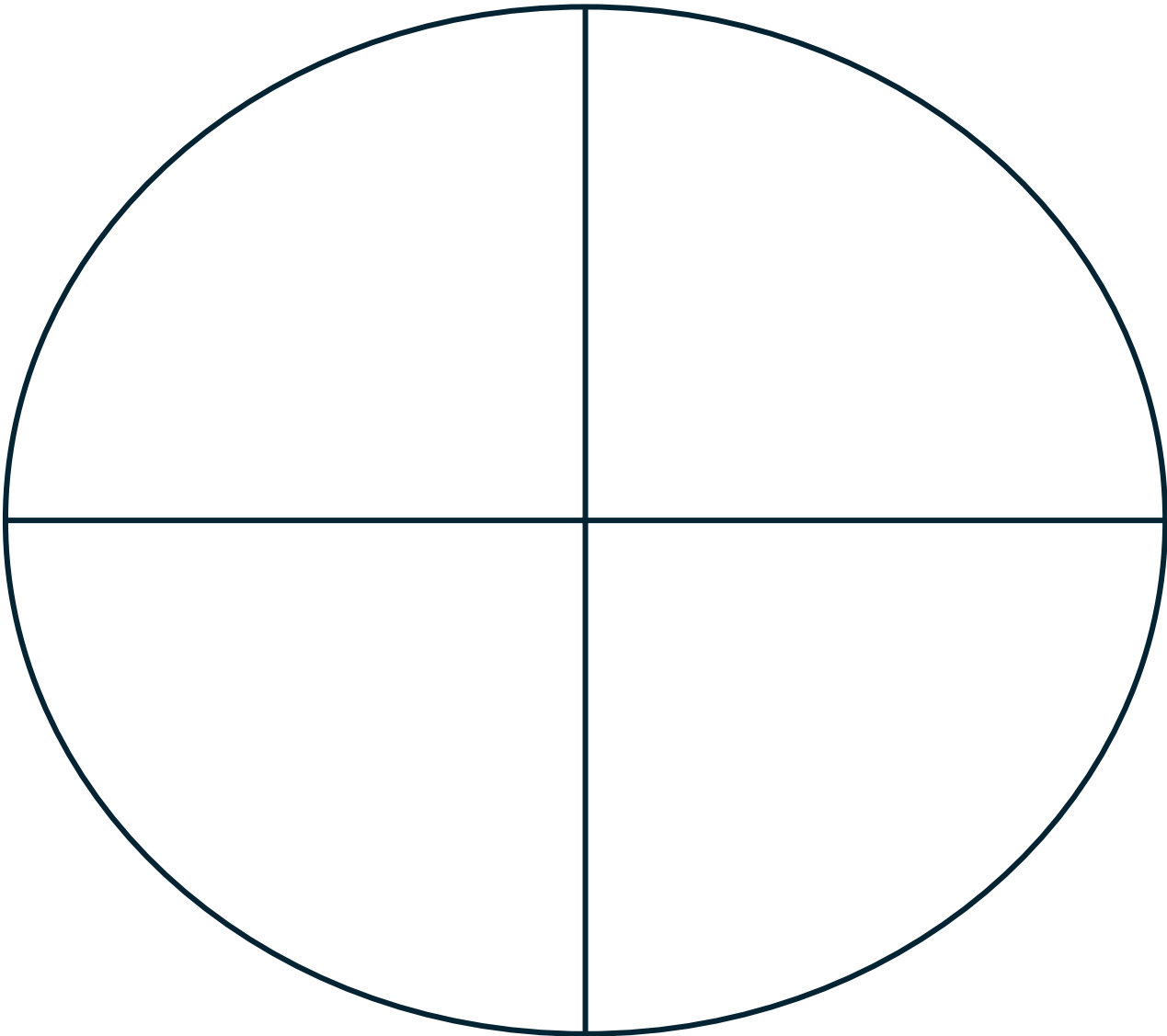
JAM T3.6

Names _____, _____, _____, _____

EXIT TICKET WHAT'S THE JAM?

The JAM refers to the thread that connects the (4) viewpoints, the underlying issue few people say aloud. It's the sticky bit; the embedded conflict. *Delicate, nuanced & complex.*

DIRECTIONS 1) Label each quadrant: one role/quadrant. 2) Detail each quadrant with key events, players, including cause and effect—use your notes! 3) Gather as a class to answer GUIDING QUESTIONS. 4) Return to small groups to discuss/identify the wrinkle, aka, the “embedded conflict,” aka the JAM. 5) Name the JAM below.



The root cause of the JAM is _____.

1521



2026

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.6B	GRADE 4-5	SCHEMA RIGHTS
EXTENSION FROM CONFUSION TO CLARITY		

DIRECTIONS FILL IN THE BLANKS

From 1521 to 1821 _____ laid claim to a large portion of North America, including modern-day Texas. Then, in 1821, _____ claimed independence from _____. Next, the new Mexican government invited US citizen _____ and the First _____ to settle in _____.

No sooner, the Mexican government re-wrote its constitution, restricting _____, forbidding _____ and imposing _____. Austin and his friends did NOT like these changes! Soon they led Tejas in revolt! Mutiny started at the _____, (1836) which Mexico's President General Santa Ana won. Except Texians led by Sam Houston immediately declared independence, and the _____ was born! Next, Houston's small militia defeated Santa Ana at the Battle of _____. *Plus*, and this is key, they forced Santa Ana, a prisoner of war, to sign the Treaty of _____ by which Mexico relinquished _____, south to the Rio _____.

For the next 10 years, the Texas Republic struggled to survive. It raised a militia, called the _____ to protect itself from Native nation attacks. After all, the entire region in question was their aboriginal land. Government leaders in Washington D.C. observed, many of them wanting to _____ Texas as a state. Others feared annexing Texas would lead to _____, plus it would appear as if the US was violating international law by taking something it didn't own. Instead, the US government gave the Texas Republic a loan of \$ _____.

As if political maneuvering wasn't already complex, a US journalist coined the term _____, the idea that it was God's plan the US expand its political boundaries from the Atlantic to the Pacific Ocean, including Texas and the American West. Then, in 1844, a new President was elected, President _____, on the promise to expand the nation's boundaries. His first day in office, he signed a law, a _____ to annex _____. Next, he sent diplomats to Mexico to purchase Texas for \$ _____. Would Mexico agree to accept the money and relinquish Texas? Or did this mean _____? Either way, in 1846, Polk sent _____ to the Rio Grande.

NAME

DATE

SUBJECT SOCIAL STUDIES

LESSON #T3.JAM.6C

GRADE 4-5

SCHEMA RIGHTS

EXTENSION STRUCTURED JOURNALING

1. What are the most important ideas in this JAM? _____

2. This is what I don't completely understand ... _____

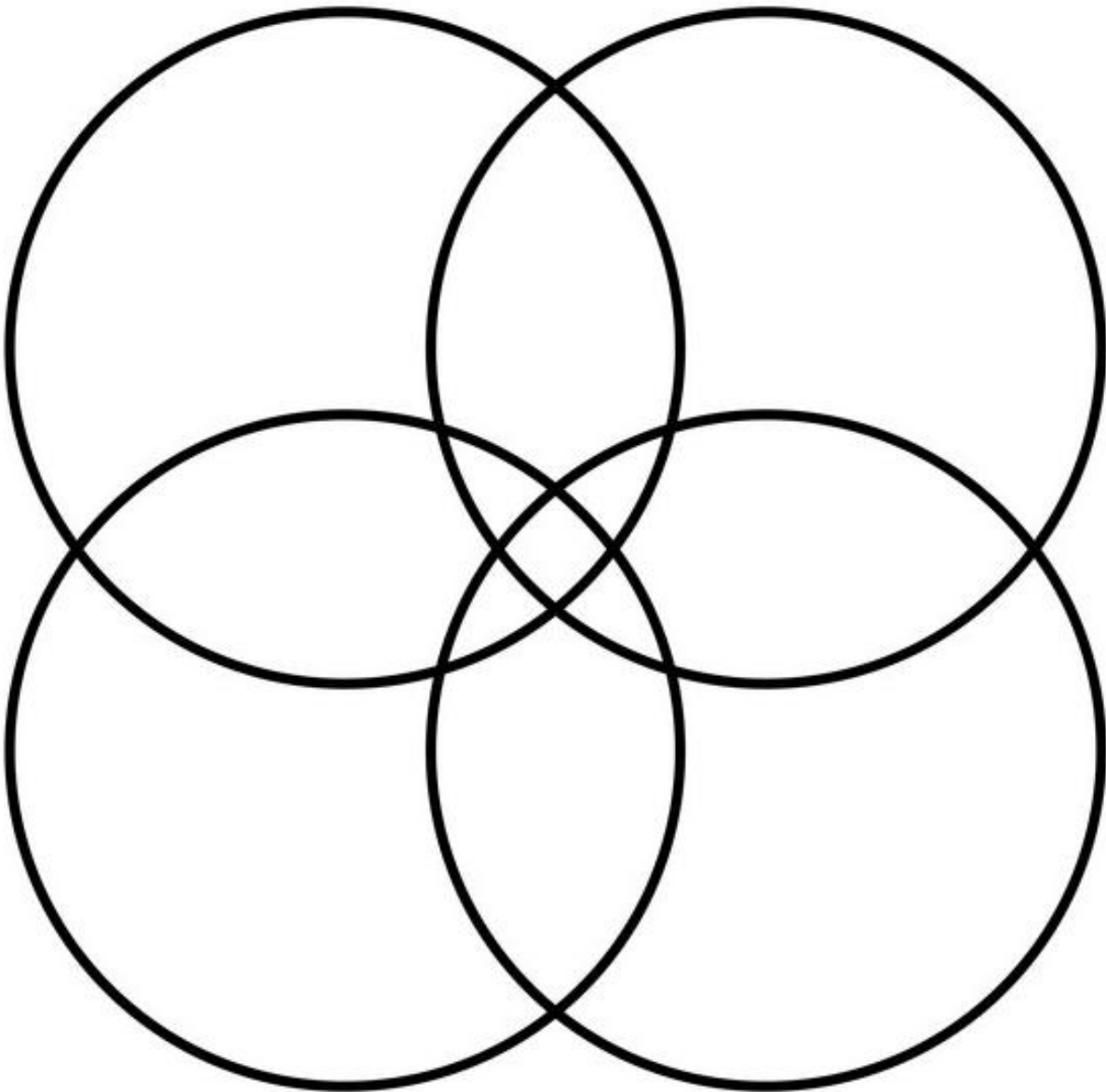
3. This JAM connects to my reality in that ... _____

4. I wonder... _____

5. I also wonder... _____

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #3T.JAM.6D	GRADE 4-5	SCHEMA RIGHTS
EXTENSION FROM CLARITY TO COMPLEXITY		

DIRECTIONS *How is this graphic organizer different from the first one?* **1)** In the margin of this 4-Way Venn Diagram, label each circle with the JAM's (4) viewpoints. **2)** Consider how some viewpoints' characteristics overlap, or share intentions, goals or actions. **3)** In the shapes *don't* overlap with others, list what makes that viewpoint unique from all others.



NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.6E	GRADE 4-5	SCHEMA RIGHTS
ASSESSMENT BECAUSE, BUT, SO		

DIRECTIONS Complete the following sentence stems in a way that demonstrates as much perspective as you're able, putting history into its full context

1. The US embraced the term **Manifest Destiny**, implying the US would spread from the Atlantic to the Pacific Ocean **because** _____

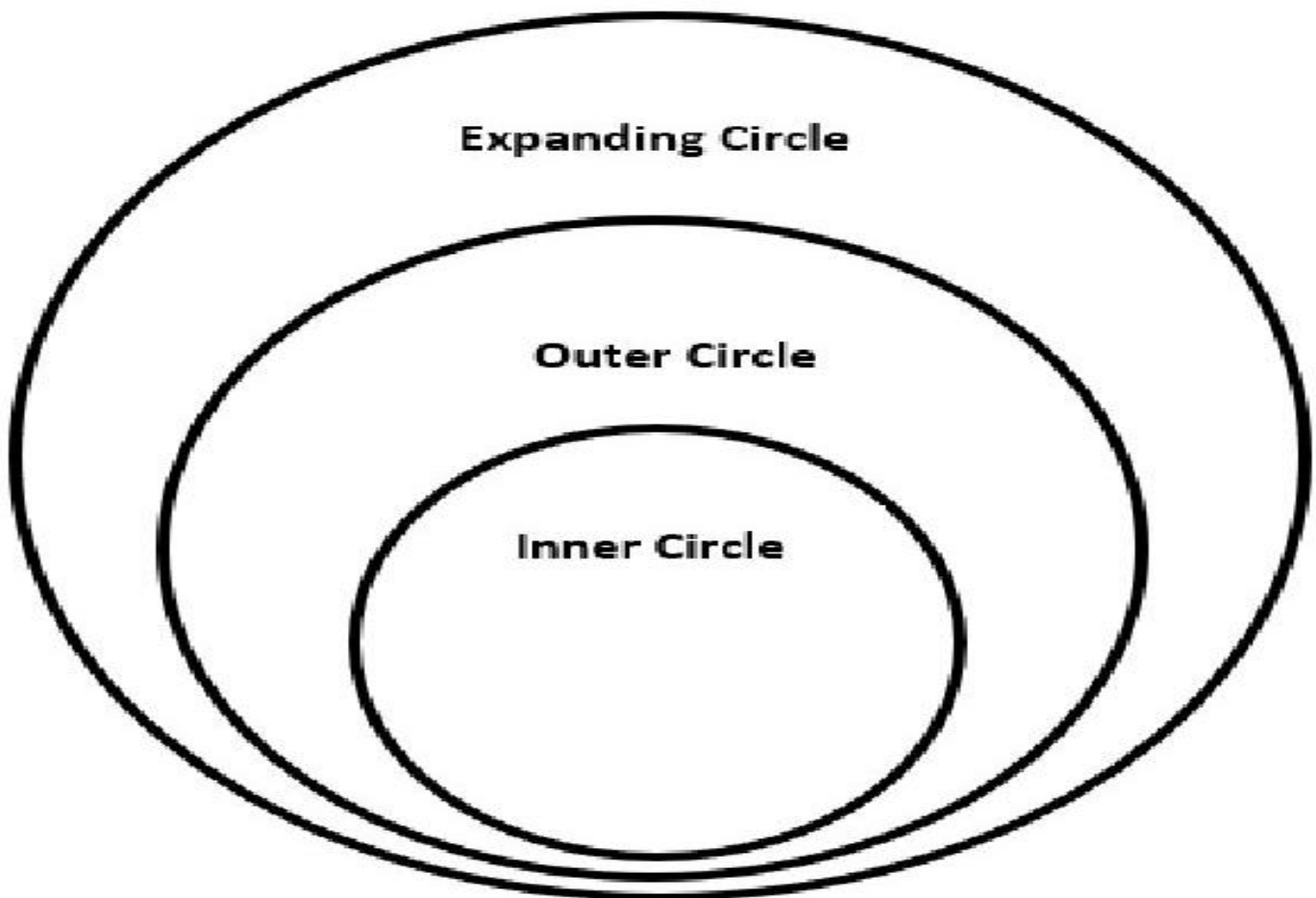
2. The US embraced the term **Manifest Destiny**, implying the US would spread from the Atlantic to the Pacific Ocean **but** _____

3. The US embraced the term **Manifest Destiny**, implying the US would spread from the Atlantic to the Pacific Ocean **so** _____

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.6F	GRADE 4-5	SCHEMA RIGHTS
EXTENSION	CIRCLING THE TRUTH	

DIRECTIONS **1)** Select ONE theme (perhaps the embedded conflict you named at the end of the JAM) that you believe unites all (4) viewpoints. Write it down in the *Inner Circle*. **2)** Choose any (3) of the “5 Strands” of Social Studies—**geography, history, government, culture, economics**—that you think demonstrate *how and why* different roles chose the paths or strategies they did. Write those words in the *Outer Circle*. **3)** Use “Retrieval Practice” to list details that support the three strands you listed in the outer circle. **BONUS:** Use this graphic organizer to write a one-paragraph summary essay.

POTENTIAL THEMES (CHOOSE ONE): POWER, MONEY, DEMOCRACY, AUTHORITY, MONEY, BALANCE, KNOWLEDGE,



NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.6G	GRADE 4-5	SCHEMA GAME THEORY
EXTENSION LISTEN: CLASS-WIDE DEBRIEF		

DID YOU KNOW? Oral storytelling is an integral component of Native nations culture that offers neurological and cognitive benefits. For example, storytelling supports resiliency by promoting early literacy through social cognition, language processing, and memory storage. This is evidenced by the fact that Native nation stories have been scientifically validated as reliable records of historical events going back thousands of years. In summary: *active listening is an unparalleled learning strategy.*

DIRECTIONS Complete these sentence stems to summarize your thoughts (5-7 minutes). Next, bring these pearls of wisdom to share in a class-wide debrief so you and your classmates can practice speaking & listening.

1. One historical event that happened during this JAM that the world needs to spend more time thinking about is _____

_____.
_____.
2. One behavioral pattern that I noticed during the historical events of this JAM that could support sustainability in the world today is _____

_____.
_____.
3. One thing my small group did well in this JAM, a behavioral pattern that I believe could make the world safer or more sustainable is _____

_____.
_____.