

Unit of Study:
*Exploration, Missions, & Colonization –
Change and Culture*

Cypress-Fairbanks Independent School District
Integrated Social Studies, Grade 4

Exploration, Missions, & Colonization Unit 4 Week at a Glance

Week	INSS Instructional Focus	Reading Workshop	Writing Workshop	Revising & Editing
1	Exploration of Texas (4.2A, 4.2B)	Literary Nonfiction	Prompt-based Essay	Insert Detail & Topic
2	Missions of Texas (4.2C, 4.16A)			Pronouns
3	Colonization & Settlement of Texas (4.2D, 4.2E)			Revise Word Choice & Sentences
4	Early Government & Economy of Texas (4.14B) Effects of Exploration (4.12C)	Poetry	Poetry	Adjective Use

GENERAL INFORMATION ABOUT UNIT 4

- ★ The lessons in this unit are geared toward the 4th grade TEKS. Teachers are encouraged to modify these activities as needed and choose resources that best fit their needs. **INSS objectives should be visible.** In the Unit Overview, the Bloom's verbs have been underlined and critical skills have been color-coded.
- ★ Please refer to **Dates of Remembrance** document in iXplore.
- ★ Vocabulary & current events resources are located in iXplore in INSS Resources.
- ★ Lessons should be integrated into the reading/writing workshop schedule during the following times; poetry, read aloud with accountable talk (20 minutes), independent reading and writing, group or share time. See the suggested schedule in iXplore.
- ★ You can access Journey's materials through the [Think Central](#) website. Some examples of materials you can use for read a-louds include; the student e-book, leveled readers, vocabulary readers, decodable readers, and the write-in reader.
- ★ Brain Pop has a new site called Brian Pop Educators. It is free to join and has some great resources and lesson plans for all subjects. <http://www.brainpop.com/educators/home/>
- ★ If you have a Discovery Education account, you will need to sign-in before viewing the video clips listed as resources.
- ★ [The Handbook of Texas](#), online version: great read aloud texts

Conceptual Lens:	Change and Culture
Social Studies TEKS:	<p>4.2(A) <u>summarize</u> motivations for European exploration and settlement of Texas, <u>including economic opportunity, competition, and the desire for expansion</u></p> <p>4.2(B) <u>identify</u> the accomplishments and <u>explain</u> the impact of significant explorers, <u>including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier (Sieur de la Salle)</u> on the settlement of Texas</p> <p>4.2(C) <u>explain</u> when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals <u>such as José de Escandón</u></p> <p>4.2(D) <u>identify</u> Texas' role in the Mexican War of Independence and the war's impact on the development of Texas</p> <p>4.2(E) <u>identify</u> the accomplishments and <u>explain</u> the economic motivations and impact of significant empresarios, <u>including Stephen F. Austin and Martín de León</u>, on the settlement of Texas</p> <p>4.12 (C) <u>analyze</u> the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>4.14(B) <u>identify and compare</u> characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas</p> <p>4.16 (A) <u>explain</u> the meaning of various patriotic symbols and landmarks of Texas, <u>including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions;</u></p>
Unit Overview:	Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions.
Literature Selections:	Teachers may choose a variety of literature for the read aloud selections to develop students' understanding of the social studies concepts. See Appendix A for suggested literature titles.

Exploration of Texas Overview: Week 1

Enduring Understandings/Generalizations	Guiding/Essential Questions
The student understands the causes and effects of European exploration and colonization of Texas and North America.	<ul style="list-style-type: none"> • What were the motivations of explorers to explore and settle Texas? • How did the explorers' presence impact the native people in Texas?
Students will . . .	
<ul style="list-style-type: none"> • participate in discussions about guiding questions and respond in written form. • use primary and secondary sources to gain information. • understand key vocabulary concepts. • <u>summarize</u> motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion. • <u>identify</u> the accomplishments and <u>explain</u> the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier (Sieur de la Salle) on the settlement of Texas. 	

Instructional Resources: Week 1

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Horizons Textbook pp. 124-127: The Spanish in Texas pp. 128-129: The French in Texas pp. 130-131: Timeline • 4th Grade Biographies (iXplore) • Texas History Trading Cards (iXplore) • Appendix A-Literature Selections • Appendix B – LaSalle's Travels – diary and bio • Appendix C – Explorer Character Trait Sample 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Written responses to guiding / essential questions • Explorer Content Frame • Character Trait Sample 	<ul style="list-style-type: none"> • Cabeza de Vaca – includes a short bio, a PPT of primary source documents and a worksheet that can be used for guiding questions. • DeVaca Cartoon – very entertaining short video • Francisco Coronado - includes a short bio, a PPT of primary source documents and a worksheet that can be used for guiding questions. • ThinkQuest: Coronado • ThinkQuest: René Robert Cavelier (Sieur de la Salle) • Texas Timeline: Early Exploration

Exploration of Texas Pacing Guide: Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	Read Aloud	Read Aloud/Independent Reading		
<ul style="list-style-type: none"> • Terms ✓ Explore ✓ Explorer ✓ Exploration ✓ Conquer ✓ Expedition ✓ Settlement ✓ Reasons for movement: Economic (job, education), Social (personal reasons), and Political (dealing with government) 	<p>Focus: Motives for Exploration</p> <ul style="list-style-type: none"> • Teacher can create an anchor chart with the title <i>Reasons People Move</i> and the following 3 categories; Economic (job, education), Social (personal reasons), and Political (dealing with government) • Ask students if they have ever moved. (Allow students time to think, pair and share.) Why do people move from one place to another? Define and discuss economic, social, and political reasons why people move. (Have students share with a neighbor. Teacher charts ideas from partner sharing.) 	<p>Focus: Cabeza de Vaca, Francisco Coronado, Sieur de La Salle</p> <ul style="list-style-type: none"> • Have students create the content frame below in their ISN. Teacher can use one of the many biographical resources as a read aloud or allow students to use them as independent reading. • Use the information from the readings to fill in the content frame. • This activity can be done individually, with a partner, or in a group. • If done in a group, students can share out in order to gain information about all explorers. <p><i>Enrichment Activity (%)</i>:</p> <ul style="list-style-type: none"> • Teachers: project Appendix C on a screen. Cover with a sticky note the part of the content frame that names the character trait of the explorer and why. After the students make a prediction about the trait for each explorer, reveal the character trait and have him or her justify the trait from the research they did on each explorer. • Students: Write the three explorers names in ISN. Make a prediction about the character trait that is covered by the sticky note. Write down examples of how that explorer exemplified that character trait through their actions and contributions. 		

	Accomplishments	Impact on Texas
Cabaza de Vaca		
Francisco Coronado		
Sieur de LaSalle		

Missions of Texas Overview: Week 2

Enduring Understandings/Generalizations	Guiding/Essential Questions
<p>The student understands the causes and effects of European exploration and colonization of Texas and North America.</p> <p>The student understands important symbols of Texas.</p>	<ul style="list-style-type: none"> • How did the missionaries influence the Native Americans in Texas? • What were the goals of the missionaries? • Why is it important to understand the changes that occurred to the Native American way of life?
Students will . . .	
<ul style="list-style-type: none"> • participate in discussions about guiding questions and respond in written form. • use primary and secondary sources to gain information. • understand key vocabulary concepts. • <u>explain</u> when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón. • <u>explain</u> the meaning of various landmarks of Texas, including various missions 	

Instructional Resources: Week 2

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Horizons Textbook pp. 132-133: Missions • 4th Grade Biographies: Jose' de Escandon (iXplore) • Texas History Trading Cards (iXplore) • Missions of Texas PPT (iXplore) • Appendix A-Literature Selections • Appendix D - The Missions of San Antonio 	<p>When: late 1600s to mid 1700s</p> <p>Where: Usually built near places already settled by American Indians</p> <ul style="list-style-type: none"> ✓ <i>Mission Ysleta</i> – the first Spanish mission in Texas; near El Paso ✓ <i>Mission San Jose</i> – in San Antonio; known as the “Queen of the Missions” ✓ <i>Alamo</i> – in San Antonio; established in 1718 as a way station between missions in East Texas and missions in Mexico; over 100 years when it became the site of the Battle of the Alamo during the Texas Revolution <p>Why: to strengthen their hold on Texas and to teach American Indians about their religion and customs</p> <p>Who: José de Escandón was a colonizer and the first governor of the colony of Nuevo Santandar, which extended from Northern Mexico to the Guadalupe River. He was sometimes called the “father” of the lower Rio Grande Valley.</p>	<ul style="list-style-type: none"> • Written responses to guiding/essential questions • Map Questions – Appendix D 	<ul style="list-style-type: none"> • 5 Missions of Old San Antonio – great site for a read aloud and visual • Life in a Spanish Mission • Mission Life • Texas State Historical Association: Jose' de Escandon bio • Don Jose de Escandon short story

Missions of Texas Pacing Guide: Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	Read Aloud	Read Aloud/Independent Reading		Current Events
<ul style="list-style-type: none"> ✓ Mission ✓ Presidio – fort built near a mission to house soldiers for protection 	<p>Focus: Jose' de Escandon.</p> <ul style="list-style-type: none"> • Use one of the resources listed above or in Appendix A as a read aloud on Jose' de Escandon. • As you read, have students take notes about his accomplishments. • Students can stop and jot questions in their ISN written response using guiding and essential. (%) • Use one of the resources in the Technology section to enhance the lesson. 	<ul style="list-style-type: none"> • Share background knowledge about the Spanish missions with students (Teacher's Notes) • Use the following resources as read alouds about missions in Texas. <ul style="list-style-type: none"> ✓ Horizons Textbook pp. 132-133: Missions ✓ Suggestions from Appendix A ✓ Appendix D ✓ Resources from the Technology section above • Students can stop and jot questions in their ISN written response using guiding and essential. (%) • Show students the Missions of Texas PPT in iXplore. As you explore the slides, have them jot down or turn and talk to a neighbor about similarities of the missions. • Appendix D Map questions: <ol style="list-style-type: none"> 1. Examine the location of the missions. What do their locations have in common? Why do you think that this was important? 2. Compare the dates of the first established mission, presidio (military town or encampment), and village with the dates of the first mission in the San Antonio River area. Why do you think the later missions were built in a more central part of Texas? 		<p>The Alamo is the most famous historical mission in Texas. Why do you think it has stood the test of time and why is it so important to Texas history?</p>

Colonization and Settlement of Texas Overview: Week 3

Enduring Understandings/Generalizations	Guiding/Essential Questions
The student understands the causes and effects of European exploration and colonization of Texas and North America.	<ul style="list-style-type: none">• What motivates a group of people to colonize?• What were the factors of choosing a colony location?• What was it like to live as a settler in Texas?• What did Stephen F. Austin and Martin de Leon contribute to Texas?• Why did the Spanish government want people from the US to settle Texas?• What factors caused the Texans to revolt against the Mexican government?• How did the Mexican War of Independence impact the development of Texas?
Students will. . .	
<ul style="list-style-type: none">• Participate in discussions about guiding questions and respond in written form.• Use primary and secondary sources to gain information.• Understand key vocabulary concepts.• <u>Identify</u> Texas' role in the Mexican War of Independence and the war's impact on the development of Texas.• <u>Identify</u> the accomplishments and <u>explain</u> the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.	

Instructional Resources: Week 3

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Horizons Textbook pp. 148-149: Timeline pp. 166-169: Mexican Independence pp. 172-175: Stephen F. Austin pp.178-179: Martin de Leon • 4th Grade Biographies: Stephen F. Austin, Martin de Leon (iXplore) • Texas History Trading Cards (iXplore) • Appendix A-Literature Selections • Appendix E- Stephen F. Austin pic & Bio • Appendix F – Martin de Leon Bio 	<p>What were the accomplishments and impact of significant empresarios? What were their economic motivations?</p> <ul style="list-style-type: none"> • Stephen F. Austin - Founded an Anglo-American colony in Texas; selected an ideal site for the colony; served as liaison between the colonists and Mexico; known as the “Father of Texas” - Encouraged other empresarios to request land grants for new Anglo-American colonies • Martín de León - Brought more than 100 families from Mexico to Texas; he and his wife (Patricia de la Garza de Leon) founded the town of Victoria - Brought the first Tejano ranchers to Texas; encourage the development of the cattle industry in Texas 	<ul style="list-style-type: none"> • Written responses to guiding / essential questions • Venn diagram activity 	<ul style="list-style-type: none"> • Stephen F Austin Bio • Stephen Fuller Austin • Stephen F. Austin's Old 300

Colonization and Settlement of Texas Pacing Guide: Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
Holiday	Vocabulary	Read Aloud	Read Aloud	Read Aloud/Ind. Reading
<p>A HAPPY NEW YEAR</p> <p>Sam Rayburn Day-Jan. 6th</p>	<ul style="list-style-type: none"> • <u>Empresario</u> • Colony • Settlers • Land grant 	<p>Focus: Mexican War of Independence</p> <p>Use the following information as a read aloud to give the students some background knowledge as to why the Mexican War for Independence was important to Texas.</p> <p>1. <i>What was Texas' role in the Mexican War of Independence?</i></p> <p>The Mexican Independence War began in the year 1810 and continued till 1821. It was a struggle to achieve freedom from the oppressive rule of the Spanish colonizers by the Mexicans.</p> <p>2. <i>What was the war's impact on the development of Texas?</i></p> <ul style="list-style-type: none"> • Mexico invites settlers to move to Texas from Mexico and the U.S. • Texas was part of Mexico at the time and experienced the conflict of the war • Mexico sought and won independence from Spain • When Mexico gained independence, it gained control over Anglo colonization from the U.S. 	<p>Focus: Stephen F. Austin</p> <ul style="list-style-type: none"> • Use one of the resources listed above or in Appendix A as a read aloud on Stephen F. Austin. • As you read, have students take notes about his accomplishments, motivations to settle, and impact on Texas using the content frame below. • Students can stop and jot questions in their ISN written response using guiding and essential. (%) 	<p>Focus: Martin de Leon</p> <ul style="list-style-type: none"> • Use one of the resources listed above or in Appendix A as a read aloud on Martin de Leon. • As you read, have students take notes about his accomplishments, motivations to settle, and impact on Texas using the content frame below. • Students can stop and jot written response using guiding questions in their ISN. (%) • Create a Venn diagram in the ISN comparing and contrasting the accomplishments of Martin de Leon and Stephen F. Austin. (%)

	Motivations to Settle Texas	Accomplishments	Impact on Texas
Stephen F. Austin			
Marin de Leon			

Early Government & Economy of Texas Overview: Week 4

Enduring Understandings/Generalizations	Guiding/Essential Questions
<p>The student understands the basic economic activities of early societies in Texas.</p> <p>The student understands how people organized governments in different ways during the early development of Texas.</p>	<ul style="list-style-type: none"> • What were characteristics of the Spanish colonial and early Mexican governments? • How did those characteristics influence the inhabitants of Texas?
Students will . . .	
<ul style="list-style-type: none"> • participate in discussions about guiding questions and respond in written form. • use primary and secondary sources to gain information. • understand key vocabulary concepts. • <u>identify</u> and <u>compare</u> characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas. 	

Instructional Resources: Week 4

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Horizons Textbook pp. 166-169: Mexican Independence • Early Government PPT (iXplore) • Appendix A-Literature Selections 	<p>Conflict with Spain and Mexico lead to the Mexican War of Independence.</p> <p>Conflicts with the newly established Mexican government and the restrictions put on Anglo settlers in Texas lead to the Texas Revolution. Native American tribes were usually caught in the middle of all the conflicts and suffered loss of land and resources.</p>	<ul style="list-style-type: none"> • Written responses to guiding / essential questions • Venn Diagram Activity 	<ul style="list-style-type: none"> •

Early Government & Economy of Texas Pacing Guide: Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	Read Aloud/Independent Reading & Writing			Current Events
	<p>Focus: Government</p> <ul style="list-style-type: none"> • Use the Early Government PPT in iXplore for background knowledge on the similarities and differences of Spanish and Mexican forms of government. • Students can take notes in their ISN. • Have students create a Venn diagram comparing both forms of government using the information from their notes and independent reading. This activity can be done in pairs or a group. (%) 			<ul style="list-style-type: none"> • Have students write a response to the following question in their ISN: <p><i>What evidence can be found today that the Anglo and Tejano settlers left their mark on Texas?</i></p>

Topic	Suggested Literature
Colonization and Settlement	<ul style="list-style-type: none"> • <i>Explorers in Early Texas</i>, Betsy Warren • Time For Kids Reader: <i>Coronado Explores</i> (Teacher Edition, p. 21) • Time For Kids Reader: <i>Martin de Leon</i> (Teacher Edition, p. 25)
Missions Amazon Search	<ul style="list-style-type: none"> • <i>Missions and Presidios</i>, Raymond Bial • <i>Spanish Missions</i>, Christin Ditchfield • The Spanish Missions of Texas, Megan Gendell • <i>The Lady in the Blue Cloak: Legends from the Texas Missions</i>, Eric Kimmel • The Missions of Texas, Janey Levy • Time For Kids Reader: <i>In a Spanish Mission</i> (Teacher Edition, p. 17)
Biographies (also check the technology section for online biographies)	<ul style="list-style-type: none"> • <i>Austin: The Son Becomes Father</i>, Mary Dodson • <i>Stephen F. Austin; The Father of Texas</i>, Jean Flynn • On the Texas Trail of Cabeza de Vaca, Peter Lourie • <i>The Life and Times of Stephen F. Austin</i>, Russell Roberts • <i>A Gone-To-Texas Dual Biography: Moses Austin and Stephen F. Austin</i>, Betsy Warren
KidBiz Articles	<ul style="list-style-type: none"> •

LIBRARY RESOURCES

http://www.cfisd.net/dept2/library/library_el.htm

Check your campus library page for online resources to use for social studies content lessons and read alouds.





January 1685 - I will not be stopped! I have claimed the land along the Mississippi for King Louis XIV and now I am going to colonize the mouth of the Mississippi River. I will not let the colonist, the soldiers, or the Spanish stop me.

I should have recorded the exact location of my first voyage to the mouth of the Mississippi. I am not sure where we are and after losing a ship to Spanish pirates in the West Indies, the colonist are becoming concerned but I will not be stop!

I saw land today and I have sent out one of my men to scout the area but I don't think this is the mouth of the Mississippi River. I believe I have overshot my target at least 400 miles and on top of that, we lost another boat today that ran aground on a sandbar, losing valuable supplies. I must claim as much land as possible for France. I will not be stopped!





February, 1685 - In the year of our Lord 1685, I claimed land for King Louis XIV, the king of France. With what ships we had left, we sailed inland and have begun building Fort St. Louis. We have had some encounters with natives who call themselves, Karankawas. They seemed friendly but after they claimed some of our lost supplies, fighting broke out and now I don't see them to be friendly or helpful. This will cause problems for us.





<http://www.thc.state.tx.us/lasalle/lasfsl.html>



March 1686 - we are desperate for supplies. My brother and I and 50 men have set out to find the Mississippi River but we have had no luck. We tried again but I came home with only eight survivors and I found only 45 colonists left at Ft. St. Louis. Most have died of disease or have been killed by the natives.

I must find the Mississippi if I am to maintain this colony in the name of King Louis!



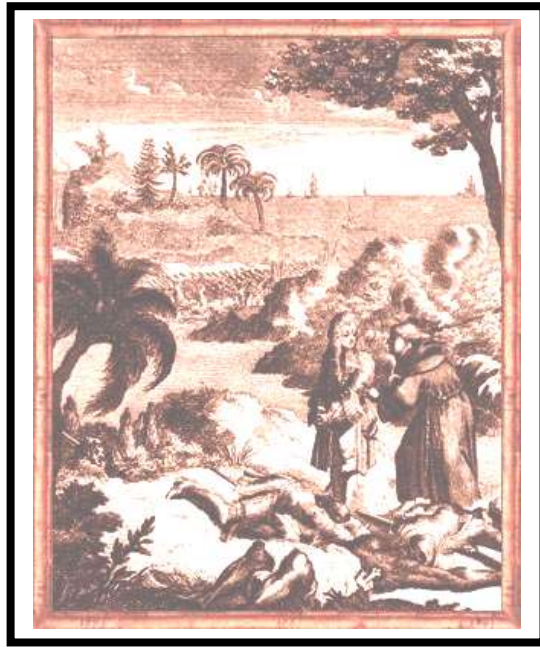


www.texasbeyondhistory.net



January 12, 1687 - I am trying once more to make my way to the Mississippi River. Even though Fort St. Louis needs men to protect it, I have taken as many men as I am able to and have headed east. I do not trust them all. In fact, as we travel farther and farther away from the fort, I believe that some are plotting to kill me. My friend, Henri Joutel has warned me to be a less rigid leader and not to boast so much of my knowledge and good health. He believes it will be my downfall but these men are weak and jealous. I will need to be more watchful as we continue our journey to the Mississippi River.





http://www.civilization.ca/vmnf/explor/lasal_e1.html

On March 19, 1687, La Salle was shot by his own men in an unknown location in East Texas. Out of this expedition, nine men will survive and make it up the Mississippi River to Canada. They were LaSalle's brother Abbe Jean Cavelier, his friend Henri Joutel, and seven other men. From there, Joutel will travel to France to ask King Louis XIV to rescue those left at Fort St. Louis. He will refuse. Most remaining at the fort will either die or be killed by the Karankawas. A group of six French children will be the exception. Five of these six children came from the Talon family. They will be found by Spanish soldiers and taken to Mexico City.

While La Salle may not have achieved his goal of successfully claiming land for France, it did renew Spanish interest in Texas. The colony of Fort St. Louis made the Spanish fear that the French would try to claim land in the Americas. This will spark a renewed interest in Texas and the Spanish will find ways to settle it.

Explorer Character Trait Response Sample

Cabeza de Vaca
–
He traveled from Spain to explore Texas.

Sticky Note

Character Trait: Tireless
Why: Cabeza de Vaca was determined to stay alive after having many things go wrong on his expedition.

Sieur de la Salle –
He traveled from France and claimed lands in Texas for France.

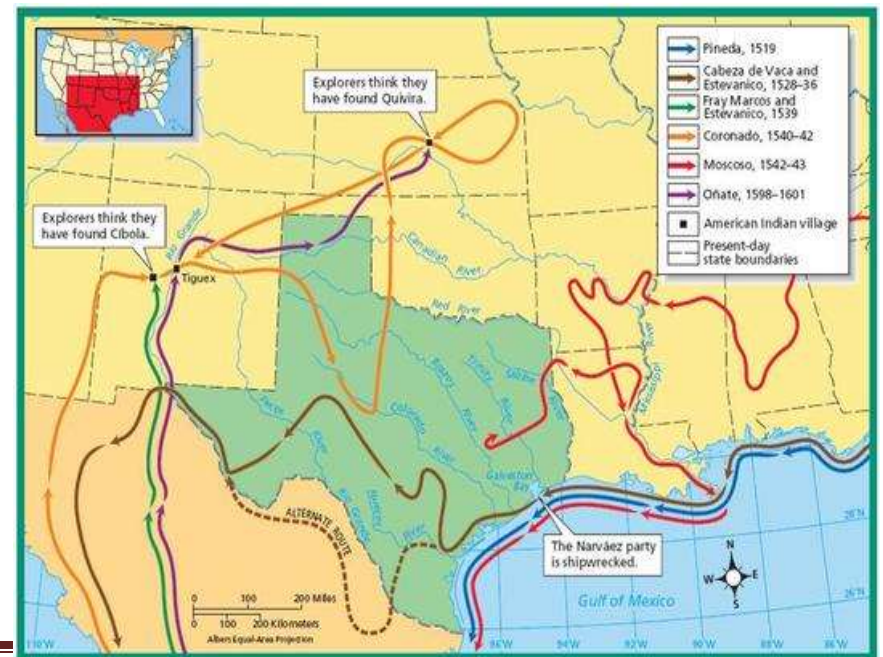
Sticky Note

Character Trait: Competitive
Why: Sieur de la Salle was competitive because he wanted to beat the Spanish to claim lands for France.

Francisco Coronado –
He traveled from Spain to search for the Seven Cities of Gold.

Sticky Note

Character Trait: Hopeful
Why: Coronado was hopeful that he would be the one to discover the golden cities.



The Missions of San Antonio

Between the years of 1680 and 1793, thirty-six missions were founded in Texas. Five of these were built along the banks of the San Antonio River, all within a twelve-mile radius of the present city. Along with the *presidio*, the missions were designed to serve as temporary outposts for “Christianizing” the Indian and making him a Spanish citizen. To accomplish this task, they were allowed ten years by Spanish law. But bringing Texas under control proved difficult, and the missions at San Antonio remained open from their founding years in the early 1700s to the 1820s.



The mission compounds were all built on a similar plan, very much like a medieval fortress. There was a large center square enclosed by stone walls up to 8-feet tall and over 3-feet thick, the walls reinforced by dwellings and workshops. Doors opened into the *plaza*, and the parapet roof served as a rampart. Over the main gate, a tower was equipped with muskets, ammunition, and cannon; and each corner **bastion** had a swivel gun that could rake two walls.



Each mission had a *convento* (monastery) with cells for the friars, and *cloisters* (covered walkways), adjacent to the church. There was a porter’s lodge, refectory, kitchen, offices, and workshops, all connected under a common roof and arranged around a *patio*.

Housing for the friars and Indians was built first, and then the stone walls for protection. Planting was begun immediately, and irrigation ditches dug, with a main acequia that channeled water through the compound. The granary was built soon after the shelters were up. Later, store rooms, workshops, and a stable were added. The church was the last to be built, allowing greater time for decorative sculptures and ornaments, woodwork, and ironwork.

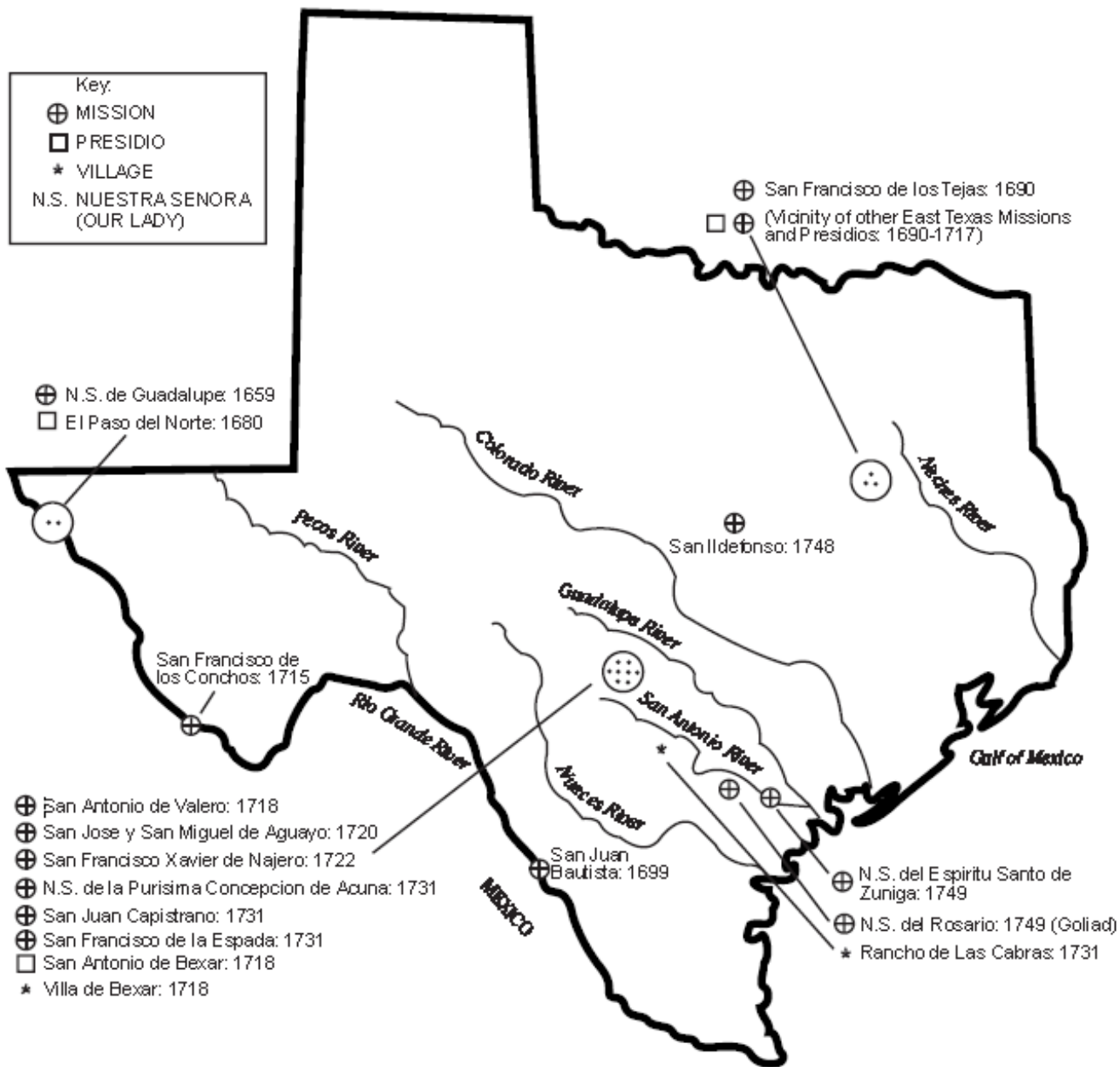
As missionary life progressed, smaller interior patios provided privacy for the Indians and the families of the resident soldier or two. Throughout the enclosed “township,” vegetable gardens, orchards, grape vines, and flowering plants were cultivated along the banks of the *acequia* and its off-shoots, and there were bathing pools.



Government of the missions was modeled on the Spanish system. Each compound was independent, with limited jurisdiction. Natives of ability and prestige were appointed by a Spanish authority; thereafter, the civil officers were elected from among their own tribe. A governor, captain, *alcalde* (mayor) and *alguacil* (constable), constituted a council. Military officers were appointed by the head of the mission, or by a native “captain-general,” a title of highest authority. The Indians had their own jail, and prescribed and inflicted minor punishment. Laborers were under the control of an Indian overseer.

Throughout the early years, Indian runaways were a constant problem. While military and missionary went off in pursuit to bring them back to the mission, many Indians returned voluntarily, some from hunger, others to escape the terrors of savage Apaches.

By the 18th Century, mission Indians were utilized as teachers and colonists at new locations, and nearly every army that was led from San Antonio against the Apaches and Comanches contained a strong contingent of mission Indians.



Stephen F. Austin

Stephen F. Austin is known as the “Father of Texas.” He studied law and became a lawyer. His father, Moses Austin, had received a land grant from the Spanish government to take settlers to Texas. Sadly, his father became ill and could not take the settlers to Texas, so he asked Stephen to do it for him. Stephen agreed to do it although he did not really want to.

Stephen Austin had to ask the Mexican government if he could take settlers to Texas. Austin became an *empresario*, a person given a large piece of land to settle, and took 300 families to Texas. These families were called the “Old Three Hundred.”

Stephen F. Austin supported Texas becoming a republic and became its first Secretary of State under the Republic of Texas President Sam Houston.



<http://www.lsjunction.com/people/austin.htm>

De León, Martín



Martín De León was a man of “firsts.” He was the first (and only) Mexican **empresario** to found a colony in Texas. (Empresarios were people like Stephen Austin, who were given permission to set up colonies.) De León was also one of the first to drive cattle across a Texas trail.

De León was born into a wealthy family who had moved to Mexico from Spain. In 1805, he went to Texas for the first time. He decided that this was where he wanted to live. He built a ranch and raised livestock he brought from Mexico.

A few years later, Martín De León decided to become an empresario. At that time, Texas belonged to Mexico, and Mexico belonged to Spain. Therefore, he had to ask the Spanish governor for permission. Twice, the governor said no. So De León continued as a rancher. By 1816, he had established a large cattle ranch near San Patricio. In 1823, on a trip to New Orleans to sell his cattle, he thought again about becoming an empresario. He wanted to settle a Texas colony on the Guadalupe River.

By then, Mexico had gained its independence from Spain. The Mexican government was now interested in making new colonies. So this time, governing leaders said yes to Martín De León's request. In 1824, with 41 Mexican families, De León founded the town of Nuestra Señora Guadalupe de Jesús Victoria. It was the only colony settled mainly by Mexican people.

Martín De León and his wife raised ten children in Victoria. Their ranch was huge. It covered thousands of acres. To some people, De León was known as “Capitán Vacas Muchas” (Captain of Lots of Cows).

In 1833, a cholera epidemic spread through the area. Martín De León caught the disease and died. But he left behind a successful colony and the beginnings of the Texas ranching industry.