Republic of Texas Money
National and Regional Identity

Goals
Students will understand how money reflects regional and national identities.

Content Area, Grade Level
Social Studies, Art
Grade 7

Time Allotment
One 45- to 50-minute session

Texas Essential Knowledge and Skills (TEKS)
Social Studies 113.23

7.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

(A) identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo;

7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

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Art 117.35

7.2 Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks based on direct observations, personal experience, and imagination;

7.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways that international, historical, and political issues influence artworks;

(B) analyze selected artworks to determine cultural contexts;

Resources Needed

- Republic of Texas money cut-out sheets (http://library.uta.edu/k12/historysLessons/)
- Republic of Texas Money–National and Regional Identity worksheet (http://library.uta.edu/k12/historysLessons/)
- Copies of current U.S. currency (Supplied by teacher)

Implementation

1. Divide students into small groups of four.

2. Give each group a set of Republic of Texas money from the cut-out sheets.

3. Distribute a worksheet to each student.

   a. Each student will study the bills and record their observations on the sheet.

4. Direct students to share their observations with each other in their group.

   a. What Texas values are highlighted on the bills?

5. Ask the students how the Republic of Texas bills promote a national identity.

   a. Do they show the diverse population of Texas?

   b. What messages about Texas are the bills trying to communicate?

   c. Why did Texas use those images or symbols on their currency?

6. Show students pictures of current U.S. money

   a. What differences are there between the Republic of Texas money and the U.S. money?
b. What similarities are there?

c. How do the U.S. bills promote a national identity?

7. Reconvene as a class and review with students the definitions for a national identity and a regional or state identity.

8. Have students identify their own national and regional identities. Responses may include American, Texan, southerner, Mexican.

9. Have students design their own money by selecting objects from their personal lives to include. The goal is to create bills that reflect their own values and identity. Have students create the bill with whatever tool is appropriate—computer, photos, simple drawing.

   a. Ask students to write why they selected particular objects for their “funny” money.

**Evaluation**

As a formative assessment instrument, the student fills in worksheets about the Republic of Texas bills. As teacher circulates among students during their research, the teacher can visually verify cooperation in small groups. Teacher can also use classroom questioning to verify progress. The production of the personalized “funny” money can be a formative or summative assessment. Use own criteria to determine this.

**Extensions/Adaptations**

- Bring in a speaker or re-enactor to talk about life during the Republic of Texas era. Contact your local historical society or history museum for speaker suggestions.

**Conclusion**

This lesson will give the students an opportunity to work together collecting information that will be used as they complete their tasks. They will learn how money is a symbol of national identity and how it is used to tell others about our culture.