

# Unit 6: The Republic of Texas

## 7<sup>th</sup> Grade Lesson Plan: The Santa Fe Expedition

### Extension

(45 – 60 minutes)

<b>Objective</b>	<p>In this optional one-day extension lesson, students will analyze 5 primary source excerpts about the Santa Fe Expedition to get a firsthand account of the key events, major challenges, and outcome of the expedition. Students will also identify and evaluate the author’s opinion of the expedition.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine the goals, key events, major challenges, and significance of the Santa Fe Expedition during the Republic of Texas era.</li> <li>2. <b><u>I will</u></b> analyze five primary source excerpts to determine the key information, challenges, and significance of the Santa Fe Expedition.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• President Mirabeau Lamar ordered the Santa Fe Expedition without the consent of congress to establish trade with Santa Fe and to persuade New Mexico to join the Republic of Texas.</li> <li>• The Santa Fe Expedition faced a number of challenges including shortages of food and water, illness, Texas Indian attacks, becoming lost, and eventually arrest and imprisonment by the Mexican military in Santa Fe.</li> <li>• Expeditioners were marched nearly 2000 miles to Mexico City and then Veracruz where they were imprisoned in the infamous Perote prison until their release several months later.</li> <li>• The Santa Fe Expedition was an embarrassing failure for Texas and the Lamar administration.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for main ideas and supporting evidence.</li> <li>• Making inferences and conclusions about a topic based on a primary source text.</li> <li>• Identifying and analyzing an author’s point of view in a primary source text.</li> </ul>
<b>Essential Question</b>	<p>What were the goals, key events, significant challenges, and outcomes of the Santa Fe Expedition?</p>

<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students analyze a map depicting the route of the Santa Fe Expedition to draw conclusions about the type of geography, environment and the different Texas tribes the expeditioners would have likely encountered on their journey.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read an introductory passage presenting the key information about the Santa Fe Expedition and then read five primary source excerpts from the journals and letters of expeditioner Thomas Falconer. Students answer questions to identify the goals, key events, challenges, and the significance of the expedition as well as evaluating Falconer's opinion about the expedition.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students write their own 3 to 5 sentence journal entry about an experience they might have had if they had been members of the Santa Fe Expedition.</li> </ul>
<b>Materials</b>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>)             <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visual representations of directions</li> <li>Chunking text information</li> <li>Significant information presenting in bold in the reading passages</li> <li>Sentence Stems and response options for short, constructed response questions</li> <li>Reduction in writing and answer choices</li> </ol>

<p><b>TEKS</b></p>	<ul style="list-style-type: none"> <li>• <b>7.04(A)</b> Identify individuals, events, and issues during the administrations of the Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups.</li> <li>• <b>7.04(B)</b> Analyze the causes of and events leading to Texas annexation such as security and public debt.</li> <li>• <b>7.20(A)</b> Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</li> <li>• <b>7.20(B):</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li> <li>• <b>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.20(F)</b> Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</li> </ul>
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## Teacher Guide: The Santa Fe Expedition Extension

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students examine a map showing Texas (including the historical and modern borders of Texas) with the Santa Fe Expedition route marked and labeled.</li> <li>• Students identify which regions of Texas the expedition would have passed through based on the map and predict what the expeditioners would have experienced based on their knowledge about these regions.</li> <li>• Slides 2 and 3 restate the directions, present a larger version of the image from the warm-up, and provide sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 provide the essential question and the “We will / I will” Statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Mirabeau Lamar and the Santa Fe Expedition</u></p> <ul style="list-style-type: none"> <li>• Students read a passage introducing the Santa Fe Expedition, its goals, some of the challenges it faced, and its outcome and significance. Information about the primary source materials used in the lesson is included.</li> <li>• Students identify and explain the main idea of the reading and the primary source materials that will be used in the lesson.</li> <li>• Slide 6 provides an image of Mirabeau Lamar and depicts again the map of the Santa Fe Expedition route.</li> </ul> <p><u>Thomas Falconer’s Account of the Santa Fe Expedition</u></p> <ul style="list-style-type: none"> <li>• Students read three excerpts from the journals of expedition member, Thomas Falconer. This portion of his journal was printed in the Houston <i>Morning Star</i> newspaper on Tuesday May 17, 1842.</li> <li>• In these excerpts Falconer explains the preparations that had been made for the journey, the general feelings about the journey from most expedition members, and one experience in which the expedition was attacked by a tribe of Plains Indians in Texas. Students answer questions about each excerpt.</li> <li>• Slide 7 shows the beginning portion of the photocopy of the newspaper article with Falconer’s account of the Santa Fe Expedition.</li> </ul>

### The Capture of the Santa Fe Expedition

- This portion of the assignment focuses on a transcript of the letter from Mexican Colonel Archilayte to New Mexico governor Manuel Armijo directing him to order the surrender of the Santa Fe expeditioners. The letter was included in the original article from the previous part of the assignment.
- Slide 8 shows a portrait of New Mexico governor Manuel Armijo.

### Thomas Falconer's Thoughts on the Expedition

- The primary source excerpt for this portion of the assignment was taken from a letter Falconer wrote to a friend. In the letter, he provides his own opinion of the goals of the expedition and his own point of view about these goals.
- Slide 9 shows an old photograph of Perote prison in Veracruz where Falconer and the other expedition members were imprisoned. It also shows a photocopy of the letter used in this portion of the assignment.
- This last section of the assignment (page 5, Thomas Falconers Thoughts on the Expedition) can be omitted in the interest of time.

### Differentiation

- Advanced: Students read five excerpts from Thomas Falconer's journal entries about the Santa Fe Expedition and from a letter Falconer wrote to a friend about his experience. Students identify and summarize key information, and analyze the author's point of view about the expedition by answering short, constructed response questions.
- Grade Level: Students read five excerpts from Thomas Falconer's journal entries about the Santa Fe Expedition and from a letter Falconer wrote to a friend about his experience. Students identify and summarize key information, and analyze the author's point of view about the expedition by answering short, constructed response questions with sentence stems provided to guide responses, multiple-choice questions, and multi-select questions.
- Foundations: Students read five excerpts from Thomas Falconer's journal entries about the Santa Fe Expedition and

	<p>from a letter Falconer wrote to a friend about his experience. Readings have key information presented in bold lettering. Students identify and summarize key information, and analyze the author's point of view about the expedition by answering short, constructed response questions with sentence stems and response options provided to guide responses, multiple-choice questions with one answer option eliminated, and multi-select questions with one answer option eliminated.</p>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students write their own journal entry about the Santa Fe Expedition from the point of view of someone who experienced the journey firsthand.</li> <li>• Slides 10 and 11 restate the directions and provide directions for sharing student responses with the class.</li> </ul>

## Primary Sources and Other Resources Used

- Falconer, Thomas. [Typed transcript of letter from Thomas Falconer to Alfred Austin], letter, January 12, 1842; San Luis Potosi, Mexico.  
(<https://texashistory.unt.edu/ark:/67531/metapth586983/>: accessed May 8, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Southwestern University.
- Falconer, Thomas. [Letter from Thomas Falconer to Alfred Austin], letter, January 12, 1842; San Luis Potosi, Mexico.  
(<https://texashistory.unt.edu/ark:/67531/metapth586975/>: accessed May 9, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Southwestern University.
- The Morning Star. (Houston, Tex.), Vol. 3, No. 343, Ed. 1 Tuesday, May 17, 1842, newspaper, May 17, 1842; Houston, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth1497765/>: accessed May 8, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>
- [Portrait of Thomas Falconer], photograph, August 1854; (<https://texashistory.unt.edu/ark:/67531/metapth586979/>: accessed May 9, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Southwestern University.
- Map of the Santa Fe Expedition Route. This image was created using the Wikimedia Commons image: A Blank Map of Texas and edited to include information about the Mexican borders of Texas, and all entities that Texas shared a border with in 1840. This file is licensed under the [Creative Commons Attribution-Share Alike 2.5 Generic](#), [2.0 Generic](#) and [1.0 Generic](#) license.  
[https://commons.wikimedia.org/wiki/File:Texas\\_blank\\_map.svg](https://commons.wikimedia.org/wiki/File:Texas_blank_map.svg)
- Portrait of Manuel Armijo by Alfred S. Waugh. Palace of the Governors, New Mexico History Museum. Catalog of American Portraits. The Smithsonian. [Manuel Armijo | Smithsonian Institution](#)