

Unit 6: The Republic of Texas

7th Grade Lesson Plan: The Somervell Expedition and the Mier Fight Extension

(45 – 90 minutes)

Objective	<p>In this optional, one- or two-day extension lesson, students will read a chronological timeline of the events of the Somervell Expedition and Mier Fight, then create a written or visual representation of the events from one or more specific points of view.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine the chronological events of the Somervell Expedition and the Mier Fight and create our own representation of the events. 2. <u>I will</u> choose to create either journal entries, a storyboard, or a newspaper article based on the information provided in the chronological list of events from the reading.
Key Concepts	<ul style="list-style-type: none"> • In response to the two Mexican invasions of Texas in 1842, Sam Houston authorized a group of volunteers under Alexander Somervell to invade Mexico if there was a reasonable chance of success according to Somervell. • The Somervell Expedition raided and took over the towns of Laredo and Guerrero along the Rio Grande border. A separate group then continued without authorization. They were defeated at the Mier Fight and imprisoned in Mexico. • These events highlight Texas' military weakness and inability to protect its borders and territory during the Republic of Texas era.
Skills	<ul style="list-style-type: none"> • Reading comprehension • Evaluating multiple points of view regarding a specific historical event in Texas history • Creating a visual or written representation of significant events in chronological order.
Essential Question	What were the significant events of the Somervell Expedition and Mier Fight in chronological order, and what was the outcome?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students consider how they would respond to Mexico's two invasions of Texas if they were President Sam

	<p>Houston at that time. They provide justification for their response and one potential challenge or negative aspect of their plan.</p> <p>Lesson</p> <ul style="list-style-type: none"> As a class, in groups, or individually, students read the chronological description of significant events of the Somervell Expedition and Mier Fight. Students then choose to create a series of journal entries, a storyboard of images, or a newspaper article about the events described in the chronological reading. Students follow a rubric on their worksheet which details important elements of each option including whose point of view they should consider and the requirements for each activity. Additional time may be given inside or outside of class for students to complete their chosen activity. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students imagine they are representatives in the United States congress who have heard about the Somervell Expedition and Mier Fight. Students consider if the events would have a negative or positive influence on their opinions about Texas annexation to the United States.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Timeline of Events (<i>Suggested printing: 1 per individual student or partner group.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visual representations of directions Chunking text information Sentence Stems

	5. Reduction in writing and amount of work
TEKS	<ul style="list-style-type: none"> • 7.04(A) Identify individuals, events, and issues during the administrations of 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. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.20(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. • 7.20(D) Identify bias and points of view from the historical context surrounding an event that influenced the participants. • 7.22(C) Create written, oral, and visual presentations of social studies information.

Teacher Guide: The Somervell Expedition and the Mier Fight Extension

Warm-up	<ul style="list-style-type: none"> • Students imagine they are Sam Houston in 1842 after Mexico's two invasions of Texas. Students explain what they think they would do in response to the invasions if they were Sam Houston. • Students explain why they think their response would be good, and provide one potentially negative aspect of their plan. • Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and "We will / I will" statements for the lesson.
Lesson	<p><u>Timeline of Events</u></p> <ul style="list-style-type: none"> • Students read the timeline of events related to the Somervell Expedition and Mier Fight. • This can be done together as a class, in partners, or by individual students working on their own. Regardless of how this portion is carried out, it is beneficial for each student to have their own copy of the timeline to refer to as they complete the second part of this assignment. • Slide 6 is a title slide for this portion of the assignment. • Slide 7 provides a larger view of Frederic Remington's painting depicting the "Black Bean Episode." The image is included in the timeline of events. <p><u>Activity</u></p> <ul style="list-style-type: none"> • Students choose from three options to complete this portion of their assignment. They can create a series of journal entries, a series of images in a storyboard, or a newspaper article. Each of these options will give students the opportunity to demonstrate their understanding of significant events in chronological order from the timeline. • Students use the rubric provided on their worksheet to learn about the expectations and requirements for each option. • Slide 8 restates the directions from the student worksheets.

	<ul style="list-style-type: none"> • Slide 9 provides a sample journal entry. • Slide 10 provides a sample set of images from a storyboard. • Slide 11 provides a portion of a sample newspaper article. • For each sample, ask the students whose point of view is represented, how that might affect what information is displayed, and how it might appear differently if presented from an alternate point of view. • <u>Advanced</u> work includes more writing, description, detail, and a higher level of requirements for each option. • <u>Grade Level</u> work includes a grade-level appropriate amount of writing and requirements for each option. • <u>Foundations</u> work includes a reduced amount of writing and requirements for each option. <p>Note: The timeline and instructions for the three activity options should take one class period. Students may be given an extra class period or time outside of class to complete their chosen activity.</p>
Exit Ticket	<ul style="list-style-type: none"> • Students imagine they are a representative in the U.S. congress during the time of the Somervell Expedition and Mier Fight. They consider how news of these events might influence their opinion on the issue of Texas annexation to the United States. • Slides 12 and 13 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Source and Other Resources Used

- The Mier Expedition: The Drawing of the Black Bean, by Frederic Remington. 1896. The Hogg Brothers Collection, gift of Miss Ima Hogg. The Museum of Fine Arts, Houston. [The Mier Expedition: The Drawing of the Black Bean | All Works | The MFAH Collections](#)