

Mier y Terán Visits Texas - Grade 7

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Lesson Plan Summary:

In this lesson plan, students will describe Mexico's response to the Fredonian Rebellion and explain how Texans reacted to the Law of April 6, 1830. Students will create a cartoon strip illustrating these events, using accurate historical details and information found in their textbooks and on the TIDES site.

Objectives:

The student understands traditional historical points of reference in Texas history. The student is expected to:

- identify the major eras in Texas history and describe their defining characteristics;
- apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

TEKS §113.23. History, 7.1(A, B)

The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. The student is expected to:

- identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions
- identify the impact of the Mexican federal Constitution of 1824 on events in Texas
- trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin
- contrast Spanish and Anglo purposes for and methods of settlement in Texas.

TEKS §113.23. History, 7.2(B, D, E, F)

The student understands the location and characteristics of places and regions of Texas. The student is expected to: locate places and regions of importance in Texas during the 19th and 20th centuries. **TEKS §113.23. Geography, 7.9(A)**

The student understands the effects of the interaction between humans and the environment in Texas during the 19th and 20th centuries. The student is expected to: explain ways in which geographic factors have affected the political, economic, and social development of Texas. **TEKS §113.23. Geography, 7.10(B)**

The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to:

- analyze why immigrant groups came to Texas and where they settled
- analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas.

TEKS §113.23. Geography, 7.11(A, B)

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:

- sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps
- identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants
- support a point of view on a social studies issue or event
- use appropriate mathematical skills to interpret social studies information such as maps and graphs.

TEKS §113.23. Social studies skills. 7.21 (B, C, D, E, H)

The student communicates in written, oral, and visual forms. The student is expected to:

- use social studies terminology correctly
- use standard grammar, spelling, sentence structure, and punctuation
- transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate
- create written, oral, and visual presentations of social studies information.

TEKS §113.23. Social studies skills. 7.22 (A, B, C, D)

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. **TEKS §113.23. Social studies skills. 7.23(B)**

Engage:

Ask students why the life and attitude/opinions of the people living in Texas in the 1800's may have been different from the people living in Mexico. Record students' responses in two columns on the board and discuss.

Ask students to recall the events that lead to the Fredonian Rebellion. Solicit students' predictions on how the Mexican government may have reacted to the incident.

Explore:

The teacher will prepare a graphic organizer on a large sheet of paper or on the white board. Students will copy the same set-up of the graphic organizer into their notebook. Teachers may also provide a print out of the graphic organizer. Students will fill in their graphic organizer with information and events that involved Mier y Terán's visit to Texas. As a class, complete the master graphic organizer while reading and discussing the section of Mier y Terán's Visit to Texas.

Display the TIDES map [1837 map of Texas, Mexico, and part of the United States](#) and ask students to trace Mier y Terán's journey. Students will locate Mexico, Mexico City, Laredo, San Antonio, San Felipe de Austin, and Nacogdoches. Have students calculate the distances from each major stop and the total mileage traveled.

Invite students to consider and share possible difficulties Mier y Terán may have encountered during his journey.

Show students Mier y Terán's original report. If possible, have a Spanish speaking student orally translate the report to the class.

The teacher will show the class sentence strips of the main events. Volunteers will arrange the events in chronological order.

Activity:

Students will create a cartoon strip of the main events. Cartoon panels should include both images and text. Using cash register paper, students will cut the paper sufficient in length to create at least an eight panel comic strip.

Assessment:

Teacher observation, student participation, and completed cartoon strip.

Extensions:

1. Students will create a sequel cartoon strip to illustrate "Trouble at Anahuac."
2. Students may write a letter home to Mexico. Letters should be written from the viewpoint of a traveler who toured Texas with Mier y Terán.

Materials:

[1837 map of Texas, Mexico, and part of the United States](#)

Graphic Organizer sheet

Sequencing Main Events sheet

LCD

Computer

Cash register receipt rolls for comic strips

Writing utensils

Paper

Colored pencils or markers

Textbook

Graphic Organizer

Mier y Terán's Visits Texas

Who:

Why:

What:

Significance:

When:

Where:

Sequencing Main Events

The Fredonian Rebellion worried Mexican leaders.

Immediately, the Mexican government sends General Don Manuel Mier y Terán to Texas.

Mier y Terán sees that Americans living in Texas are not loyal to Mexico and writes a report.

Mier y Teran suggests inviting people from Europe and Mexico to settle in Texas.

The Mexican Gov. imposes the Law of April 6, 1830; 1st canceling most empresario contracts.

2nd. The Mexican Gov. outlaws slavery.

3rd. The Mexican Gov. places tariffs/ taxes on good from the United States.

Last, the Mexican Gov. builds new garrisons and sends soldiers to Texas - Texas settlers become angry.