Mary Adams Maverick:  
A Texas Pioneer  
A curriculum unit that explores the life of a woman on the Texas frontier as it teaches students to use primary source documents

Lesson 4  
Mary Maverick and Texas History—Part 1  
Chapter 10—Flight

Enduring understandings for this unit:  
• People who write history use evidence from the past to describe and explain the events, people, and motivations that were part of a particular time period.
• Women’s contributions are often different but just as important to history as men’s contributions.
• Mary Adams Maverick played an important role in Texas history.

Essential questions for this unit:
• How does a historian use a primary source document to understand the past?
• Who was Mary Maverick and why is she important in Texas history?

TEKS:

Grade 4:
3(B) The student will describe the successes and problems of the Republic of Texas
22 (A) differentiate between, locate, and use primary and secondary sources . . .

Grade 7:
4(A) identify individuals, events and issues during the Republic of Texas . . . including annexation
21(A) differentiate between, locate, and use primary and secondary sources . . .

Note to Teacher: Lessons 4 and 5 are based on excerpts from the memoirs of Mary Maverick. You can provide the students with copies of both the diary pages and the corresponding memoir pages so they can see how the memoir has much greater detail than the diary does.
Materials:

1. The Maverick diary pages
2. Excerpts from Chapter 10 – Flight from the Maverick memoir
3. Comprehension questions

Objectives:

The students will:

A. Read the Maverick memoirs to gain information about events in Texas history.

B. Create a written or visual product that demonstrates understanding of the text.

Anticipatory set (Attention getter):

The teacher will:

A. Display a copy of the Maverick diary pages and allow students to read as much of them as they can decipher.

Procedure(s):

Teacher Note: The events related in the memoir are very exciting. If your class is not composed of strong readers it would probably be more effective for the teacher to read the memoir orally with expression. With older or more proficient readers they can read the material individually. However, to achieve the most from this primary source account it should be read in a woman’s voice.

1. The teacher will:

A. Introduce the lesson by explaining:

In this lesson you will be reading Mary Maverick’s first-person account about the evacuation of many of the women and children of San Antonio in 1842. Mary calls this the “Runaway of 1842.” This is a different event from what is commonly called the “Runaway Scrape of 1836.” Both of these events show the effects of the unresolved conflict between Texas and Mexico after the Texas Revolution of 1836.

The memoir excerpts that you are reading are divided into sections. These numbers are not part of the original document but were added to help students understand the document.
B. Guide the students through the reading of the diary excerpts, discussing the events that are happening and clarifying any vocabulary words that may be hard to understand.

C. Go over discussion questions either orally or allow the students to answer them in writing.

**Closure:** The teacher will ask students to choose their favorite part of the memoir and describe it in a sentence or two.

**Evaluation:** The students will choose one of the following activities and apply it to a section of the memoirs.

1. Write a newspaper story about the experience. Supplement your story with evidence from your textbook that pertains to Mary Maverick’s account of the events.

2. Imagine that you are the reporter for a television newscast and write a script for an interview with Mary Maverick.

3. Choose a scene from Chapter 10 of the memoirs and draw it with as much detail as possible.
Note to Teacher: This portion of the memoirs expands on the diary pages that begin on Tuesday evening, March 1, 1842. Synonyms for words that may be unfamiliar to the students are included in [brackets]. These are not part of the original diary or memoir. When you see . . . portions of the memoir have been left out. As much as possible spelling and grammar are exactly as they appear in the memoir.

Section 1

During the fall of 1841 and the following winter, many rumors came to the effect that the Mexicans were about to invade Texas in force. Sometimes friendly-minded Mexicans dropped in to warn us and even to entreat us not to remain and be butchered, for they felt sure the invading army would be vindictive and cruel.

1842

In February 1842, the scouts advised Captain Hays that a force had gathered on the right bank of the Rio Grande, had crossed to this side and was moving on toward San Antonio. We thought it must be a foraging party [a group searching for food or supplies] which would not venture into San Antonio, but our soldier friends insisted that the ladies and children should not remain any longer. Hasty preparations were made, and on March 1st, 1842, our little band started on the trip which we have always spoken of since as the “Runaway of ’42.”

Mrs. Campbell and Mrs. Moore waited a few days and did not afterwards overtake us. Mrs. Riddle had a two weeks old baby, (now Mrs. Eager), and could not move.

Our party consisted of Mrs. Elliot, three children and two servants [slaves]; Mrs. Jacques, two children and one servant, also having Mr. Douglas, an invalid gentleman, in charge; Mrs. Bradley, six children and seven or eight servants; Messrs. [plural of Mister] Bradley, Jacques and
Elliott having remained behind to pack up and urge forward such of their goods as were most valuable. In the party was also Mr. Gautier, wife and child, Judge Hutchinson and wife in their carriage with driver, the only fine carriage in the caravan—and last but not least the tribe of Maverick. Mr. Maverick and I were mounted, as also our two servants Griffin and Wiley. Granville drove the wood cart drawn by two horses, which carried Jinny, Rachael and quite a number of children white and black. In the cart we had also the necessary clothing, bedding and provisions. . . . Mr. Maverick though we would go back very soon, and we left the house as it was with some gentlemen who would live there and care for it. We buried some articles under the storeroom floor and I left a bureau of drawers in the care of Mrs. Soto. In that bureau I placed some keepsakes, books, silver, my wedding dress and other articles I valued. Mrs. Soto begged me to send the bureau to her in the night time so that none of her neighbors should know. These things she faithfully kept for me till we returned in September 1847.

Our three children were sometimes in the wood cart and sometimes in front of the riders—Agatha the baby in my lap. . . . The weather was charming, the grass green and the whole earth in bloom—I cannot forget the gay gallops we had going ahead and resting ‘til the others came up. Strange that we refugees should be such a happy crowd, but so it was. So it always will be with youth and health – heedless of trouble and misfortune awaiting us.

The first day we traveled only five miles and camped on the west bank of the Salado. It rained gently on us that night and the children and I crept under our little tent. Mr. Maverick was on guard part of the time, or asleep in his blanket before the camp fire. Once, it rained so hard that he took refuge under Judge Hutchinson’s carriage, in which Mrs. Hutchinson was sleeping. . . .
March 2nd. We traveled eighteen miles to the Cibolo and four miles to Santa Clara and camped. Here Colonel Ben McCulloch, Mr. Miller and several other gentlemen met and camped with us – they had armed in haste and were going out to San Antonio to “meet the enemy.” They were as witty and lively as could be and we all sat late around the campfire enjoying their jokes and “yarns.” A guard was kept all night and in the morning when McCulloch’s party was about to leave us, Colonel McCulloch told the ladies that Indians had been seen lurking in the neighborhood, which was the reason they had given us their protecting presence during the night.

March 3rd, twelve miles to Flores’ Rancho near Seguin, and here we met Major Erskine of the Capote Farm who had come purposely to meet and conduct us to his place, in good old Virginia style. He was an old acquaintance and friend of Mr. Bradley, and also knew Mr. Maverick. We proceeded one mile further to Seguin when we camped for the night. Crossing the Guadalupe, Mrs. Elliot’s carriage turned over, breaking a shaft, but without injuring anyone.

March 4th, Mr. Maverick and my brothers and many others left us for San Antonio, and we went on twelve miles to Major Erskine’s. We were many, but they crowded us all into their hospitable house, gave us a fine supper, and a fine breakfast, and although Mrs. Erskine was an invalid confined to her bed at the time, they extended to us the kindest attentions, and treated us all like kin.

March 5th, after breakfast we insisted on relieving the kind people and taking care of ourselves. Mrs. Elliott, Mrs. Jacques and I took possession of the blacksmith shop, suburbs and adjacent country crowded rapidly into the central part of the town, and many came to our house, for five or six gentlemen, well known as brave men, were to be the defenders of our house in
case of an attack. The people came in pell-mell [in a big hurry], they crowded into my room and
Mrs. Riddle’s room, and there was no chance for sleep or privacy that long night. They ate all
the provisions [food] we had in the house, (tho’ stored in a large fireplace and covered up,) the
children cried, and we had a dreadful night of it. The men stood guard, they barricaded the doors
and windows, they furnished us women with pistols and knives and every hour or so they
reported, “All’s well.” Patrols and pickets took care of the various roads and altogether
everybody, except probably the old gentleman, had a frightful night . . .
Section 3

Mr. Maverick returned to us in April. He had found our house [in San Antonio] robbed of everything. . . . Mrs. Hutchinson’s piano had been chopped open with an axe and all kinds of damage had been done to anything belonging to Americans.

Mr. Maverick found it necessary to make another trip to the United States, and being desirous of leaving us in a perfectly safe place during his absence, he concluded to take us to the Colorado River near La Grange, and leave us there until his return.

April 16th, we set out for the Colorado, Andrew accompanying us, and traveled twelve miles to McClures.

On April 17th, we traveled twenty-eight or thirty miles to Mr. Chadong’s on the west bank of the Navidad. It was on this day’s trip that I experienced a memorable foreboding which saved us from disaster. We had traveled about twenty-two miles when we reached a lone log house, where a family, O’Bar, I think, had been massacred by the Indians four years previously. This house was much used by travelers as a stopping place, and we had expected to stop there, and now it was dusk and very cloudy, and we had every reason to wish to remain there during the night, for it was eight miles to the next place; but as I rode up to the doorless cabin and looked into the large room, which appeared all right, a strange feeling of danger came over me so strongly that I turned and said to my husband and brother, “Don’t think of staying here for something very dreadful will happen if you do.” They laughed and bantered me on being afraid of Indians, but I answered. “Not Indians, I don’t know what it is, but we must go on.”

We, people and beasts, were all very tired, but I was so urgent that we all went on after waiting for the cart a little while. Soon after, a tremendous thunder storm swept over us, the
wind whistled mournfully, the lightning flashed vividly about us and the rain poured down in torrents. A tree at the roadside, just ahead of us, was torn to pieces by a lightening stroke. The road was full of water directly and our horses could only walk, so that it was after midnight when we approached Chadong’s house. But our trouble was not ended then—a ravine [deep water] crossed our path between us and the house and it was overflowing its banks. Andrew swam over and found a fair crossing, and then came back and led my horse. Agatha was sleeping in my arms at the time. I had kept her tolerably dry, and she slept peacefully though it all. Lewis was asleep in front of his papa and was kept dry by his Mexican blanket. After we had called repeatedly Mr. Chadong opened his door, and when he learnt who we were he apologized for keeping us out in the storm so long. He said he had to be cautious because of the dangerous times, and that it was not safe to let everybody in. He told us of a better crossing, and Andrew went back to guide the balance of our people over, and returned holding Sam in his arms.

The kind people of the house did all they could for us—they built big fires, spread beds for us on the floor, and the children were soon asleep again. I turned about, and dried my clothes upon me and did not sleep ‘til near day, the hogs were so noisy under the house, and the fleas so thick within. On the 18th and 20th, the Navidad was impassable, and so we moved into Mr. Chadong’s corn crib [building where food for animals is stored] and kept house for ourselves.
Section 4

In the course of the day a man following our route informed us that the storm of the previous night had blown down the deserted log cabin which I had refused to enter, roof and big logs all in ruins lay scattered upon the ground. We were very thankful for our Divine guidance from this certain death to some of us, had we camped in the house.

Our travel of the day before had been uncommon to say the least. We crossed the “bald prairie” which Indians were believed to be always watching, and through which ran their trail, generally passed over by them in the full of the moon, to steal and often murder or take captives. We had a very early start and only stopped at mid-day to lunch, and to rest our animals—the cart was lightly loaded and the people preferred to walk much of the time—but in eighteen hours we had gone twenty-eight or thirty miles—and we were wet, hungry, and tired dreadfully yet no one of us was sick, or even had a cold.

While we were living in the corn crib, Mrs. Chadong invited us to dine with her. She had young chickens and green peas, and tarts of Mustang grapes, sweetened with molasses, the only sweetening to be had. They had coffee without milk or cream, although they were large cattle owners. They were very kind and hospitable to us, and we enjoyed the excellent dinner and their good cheer very much.
Section 5

April 30th. Today Mr. Maverick left us to go to Alabama. He left to collect some money due him in Tuskalossa and also for the purpose of bringing back with him my sister Elizabeth. None of my brothers were married and as I was the only one who could offer her the comforts of a home, she had concluded to brave our wild country and unite her fortune with ours.

May 13th. Anton Lockmar rode expressly from San Antonio with letters from John Bradley and J. W. Smith, from which we learned that all Americans had left that place again—that seven hundred Mexicans were ten miles below and would probably seize the town, for our volunteers had disbanded and gone home. Radaz and some others were captured by the Mexicans thirty miles below San Antonio. About twenty men under Hays were out west and had overstaid their appointed time, and fears were entertained for their safety—Cornelius Van Ness had been accidentally shot and killed by James Robinson.

May 23rd. Agatha had burning fever for three hours. Dr. Wells gave her senna.

May 24th. News from LaGrange gave report that fifty Comanches had been seen on Peach Creek twenty miles from us. Most of the young men in that vicinity left in pursuit of the Indians.

May 26th. The young men returned, had found no fresh trail.

June 2nd. Heard of Major Tom Howard and Mr. Hudson passing through Columbus going west. They were in the Santa Fe expedition, had been taken prisoners and had escaped.

June 11th. Mr. Maverick returned from Alabama with my sister Lizzie. They came upon horseback from Galveston, via Mobile and New Orleans, having bought horses for themselves and a new saddle for me.
June 21st. We returned to General Dancy’s and took up our residence at his place until we could provide a home for ourselves. This place is in Fayette County, opposite La Grange on the Colorado.

August 22. Mr. Maverick, with servant Griffin, J. Beale, Grif. Jones and Mr. Jackson set off for San Antonio to attend the Fall Term of Court. Griffin went along to bring back whatever he could find of our furniture. Lizzie and I and Colonel Dancy accompanied them six or seven miles of their way. I felt much depressed at saying goodbye, and deplored the necessity of his going so much, that Mr. Maverick remarked: “Almost you persuade me not to go.” Alas! Too surely and swiftly came a terrible sorrow.
Memoirs of Mary A. Maverick  
Chapter 10—Flight  
Discussion Questions

Section 1

1. Why were the women and children being removed from the San Antonio area?

2. How many people were in the group?

3. What did Mary Maverick leave with Mrs. Soto? Why do you think she did not take these things with her?

4. What was the total length of time the Mavericks were gone from their San Antonio home?

Section 2

1. Why did Colonel McCulloch and several others join the Maverick group?

2. Why did people from the “suburbs and adjacent country” crowd into the house where the Mavericks were staying?

3. What evidence do you have that the danger was real?

Section 3

1. Why did Mr. Maverick move his family further east?

2. How did Mary save the family from a possible disaster?

3. What had happened to the O’Bar family?

4. Give several examples of the dangers that the Maverick party had to face to get to a safe place to stay.

5. Why did Mary have a hard time sleeping in the Chadong’s house?

6. How was Mary’s premonition of disaster confirmed to be true?
7. Mary describes the previous day as “uncommon to say the least.” What made the day “uncommon?” How do you think you would have coped in those circumstances?

8. Compare the meal Mary describes to a typical dinner meal for a family today. What similarities or differences do you see?

Section 4

1. This section contains a series of individual dates. How long is the time span covered in this section?

2. Why was Mr. Maverick returning to Alabama? Was his trip successful?

3. Mary describes a number of men coming and going through their area. Use your textbook index to see if you can identify any of these men and describe their role in Texas history.

4. Use your textbook to research the Santa Fe Expedition. Are the two men listed in Mary’s diary included in your textbook? How does Mary’s account of those days add or subtract from the textbook’s account of that time period?

5. Mary’s entry on August 22 ends with “Alas! Too surely and swiftly came a terrible sorrow.” What do you predict will happen to bring her sorrow?
To establish the historical context of a document it is necessary to ask certain questions. Use the following questions to help you examine historical documents.

| (S) SPEAKER | What is the document describing or relating?  
|            | What are the key points the document is trying to make? |
| (O) OCCASION | When and where was the document written?  
|            | How might this affect the meaning of the source? |
| (A) AUDIENCE | For whom was the document created?  
|            | Is the document written to appeal to a certain audience? |
| (P) PURPOSE | What was the author of the document trying to accomplish by creating it? |
| (S) SUBJECT | Who is the author of the document?  
|            | What do you know about the author?  
|            | What is the author’s point of view? |
**SOAPS: A method of analyzing historical documents**
*(Teacher’s copy for Mary’s Diary)*

To establish the historical context of a document it is necessary to ask certain questions. Use the following questions to help you examine historical documents.

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<tr>
<th>(S) SPEAKER</th>
<th>What is the document describing or relating?</th>
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<td><em>Mary Maverick’s life in the Republic of Texas</em></td>
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<td></td>
<td>What are the key points the document is trying to make?</td>
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<td></td>
<td><em>an explanation of the many experiences she had during this time period</em></td>
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<th>(O) OCCASION</th>
<th>When and where was the document written?</th>
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<td></td>
<td><em>Primarily in San Antonio de Bexar and other places where she lived during this time period</em></td>
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<td></td>
<td>How might this affect the meaning of the source?</td>
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<td></td>
<td><em>She was a witness to much of what she related in her diary; in other cases she tell what people told her about the events</em></td>
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<th>(A) AUDIENCE</th>
<th>For whom was the document created?</th>
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<td></td>
<td><em>For herself to record and remember the events of her life</em></td>
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<td>Is the document written to appeal to a certain audience?</td>
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<td></td>
<td><em>The diary is not, the memoirs are to make a public statement about the events she witnessed or knew about in early Texas history.</em></td>
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<th>(P) PURPOSE</th>
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<th>Who is the author of the document?</th>
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<td><em>Mary Adams Maverick</em></td>
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<td>What do you know about the author?</td>
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<td><em>Answer will depend on background knowledge provided to students.</em></td>
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<td>What is the author’s point of view?</td>
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<td></td>
<td><em>A first person account sympathetic to the Anglo Texan perspective of events.</em></td>
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