

## **The Texas Revolution: Exactly Who Were the Texans?**

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### **INTRODUCTION**

As a social studies teacher, I feel a responsibility to help my students become good citizens, and I especially want them to be tolerant of others. In middle school, intolerance too often prevails, at least temporarily, as students gravitate toward others who share their point-of-view and some students even resort to bullying students who are “different.” As a classroom teacher I feel that I have an opportunity to have students work with people outside of their normal peer group. These opportunities often present some of the best lessons our students will learn no matter what the curriculum being taught. For some of the students who live in homogeneous neighborhoods, such opportunities may be limited to the classroom and are important to being able to relate to people in future situations such as diverse workplace environments.

My topic is the Texas Revolution, and I intend to use the people and events of that revolution as a study in point-of-view. My intent is to help students understand that there are at least two sides to every story and that their point-of-view in any situation depends on their past experiences and interests. War is an exciting topic and event in most students’ eyes, and the Texas Revolution had a few battles such as the Battle of the Alamo and the Battle of San Jacinto with which most students are familiar. The specific time period will be the early 1830s through the actual revolution in 1835 and 1836. We will begin in the early 1830s in order to set the background for what was happening that moved the people living in Mexican Texas to rebel against the government of Mexico. More specifically, we will review the position of the different groups involved in Texas during this time period, including where they came from, why they came to Texas, how long they had been in Texas, and with whom their allegiance would lie. The importance of the Texas Revolution through the eyes of a Texan is summed up by the inscription on the base of the San Jacinto Monument. It states:

Measured by its results, San Jacinto was one of the decisive battles of the world. The freedom of Texas from Mexico won here led to annexation and to the Mexican War, resulting in the acquisition by the United States of the states of Texas, New Mexico, Arizona, Nevada, California, Utah, and parts of Colorado, Wyoming, Kansas, and Oklahoma. Almost one-third of the present area of the American nation, nearly a million square miles, changed sovereignty.

Given the importance of the Revolution in Texas history, I feel it is an appropriate topic to achieve my goal of encouraging an awareness and tolerance of different opinions.

## SCHOOL ENVIRONMENT

I teach a culturally diverse student population, and there are often disagreements due to perceived cultural differences and a lack of cultural awareness. This unit will address the needs and desires of different groups of people during the time of the Texas Revolution. Giving the students experience in looking at situations from history from the point-of-view of the participants will hopefully help them become more aware of other peoples' thoughts and opinions. Hopefully, with assistance from the lessons, these seventh-graders will be able to make the leap from the different points-of-view in the Texas Revolution to the different points-of-view in their everyday lives.

In my opinion Texas history is the ideal class for bringing students from different backgrounds together. Even students who were in Texas in fourth grade – the other grade where Texas History is taught – often have little experience with Texas History. Fourth grade is full of preparation for reading, math and writing TAKS tests, and most students remember nothing of Texas history. Their knowledge of Texas history is usually formed from movies about the subject and movie depictions of heroes of the Alamo. Similarly, students I teach who were in Canada, China, Taiwan, Korea, Eritrea, El Salvador, Mexico, Nigeria, Guatemala, the Philippines and other countries and states in fourth grade have only Hollywood images of Texas history, if any at all.

As a native Texan, I think that the pride of Texans can be a unifying force among all the different cultures. We start the year in seventh grade with a unit on the cultures of Texas. As a part of that unit I have each student question relatives about their family background and we make a tally chart that shows all of the countries represented within our cluster of approximately 150 students. We usually have students whose ancestors are from at least 40 or 50 countries. There are always many students who are first-generation Americans and numerous students who were born in other countries. The students who have arrived from their home countries within the past few years still have strong allegiance to their homelands, and the cultures unit gives us a chance to share some of their customs and study the cultures of the ancestors of other students. Most of the students take great pride in participating in this unit and sharing information about their heritage. Prior to this time many of the students whose families have been in the United States for more than one generation have no knowledge of what countries their families came from. This unit on the Texas Revolution will be a great follow-up to the cultures unit to emphasize the idea that Texas is the place it is today because of all the different cultures that have contributed to our state. With the new state mandates on saying the Texas pledge daily and flying the Texas flag in addition to the United States flag in each classroom, being Texans can become a unifying force among the students. We can recognize our differences but also our common bond in being Texans, whether native or newly arrived.

The school in which I teach is a fine arts magnet and many of the students are involved in drama, music and art. Consequently, many of them are very enthusiastic

about role-playing. It will be my job to present students with and help them research the necessary information about people from a very different time in history. This will allow students to accurately represent a point-of-view. In addition, it will be necessary to assist them in making the connection between the role play in history and looking at other people's points-of-view in the present.

## **UNIT BACKGROUND**

In the 1830s there were Mexican soldiers, citizens and government officials living in Mexico who had an impact on Texas. They had gained their independence from Spain in 1821 after the Spanish had occupied this land for approximately three hundred years. The Spanish government attempted to colonize Texas through the mission system in order to have citizens to protect their claim on the land. They would teach Native Americans farming, Catholicism, and the Spanish way of life. The Spanish government sent soldiers and priests to Texas but did not send Spanish families. They attracted some Native Americans (from more primitive groups who had difficulty finding enough food to survive) into the missions with promises of food, clothes, and protection from other Native Americans; but most groups were not interested in adopting the Spanish way of life. Nomadic groups such as the Apache and the Comanche were accustomed to hunting buffalo and other game, and farming had little appeal to them. Advanced groups like the Caddo had governments, religions of their own, support systems in place to protect against drought and attack by other groups and customs that they were not willing to give up. The Caddo also farmed, fished, hunted small game, gathered wild plants, and hunted buffalo so they had little need for Spanish intervention. Few of the Native Americans stayed in the missions for very long and the mission system was basically unsuccessful.

The students will have studied Native American groups living in Texas and will be prepared to discuss which of these groups would be most likely to move into a mission based on the particular group's experiences and situation. The town of San Antonio was the most successful area for the missions with five missions that eventually grew into a thriving community.

Moses Austin had petitioned the Spanish government to allow him to bring Anglo citizens from the United States into Texas in 1821 just prior to Mexico's independence from Spain. With the help of his friend, the Baron de Bastrop, Austin was able to convince the Spanish government official in San Antonio to accept his proposal as a sincere attempt to colonize Texas. The Spanish government at first felt that this was an attempt by the United States to take over Texas. Moses Austin died before realizing his dream, but his son, Stephen F. Austin, was eventually able to get an *empresario* contract from the new government in Mexico City to allow him to bring his original Old Three Hundred colonists into Texas. The Mexican government allowed the *empresarios* to sell land in Texas at one tenth the cost of land in the United States. In return for affordable land, the colonists agreed to obey the laws of Mexico, practice the catholic religion, learn

to speak Spanish, and be of good moral character. The Mexican government would adopt the use of this tactic which the Spanish government had reluctantly agreed to try, too late, in order to obtain loyal citizens to occupy land that now belonged to Mexico. There were both Anglo and Mexican *empresarios*. Even though Mexico City was thriving, few people from Mexico had moved into Texas. The Native groups in Mexico were not nearly as hostile as some of those in Texas and the land was not as dry as in the San Antonio area so colonization by Mexican citizens in Texas had not been very successful. The land was still mainly occupied by Native American groups and the Americans were just across the border in Louisiana. The Mexican government felt, as did the Spanish government, that the United States was a threat.

Living in Texas there were Mexican soldiers, Mexican government officials, *Tejanos* who were of Mexican descent but who were citizens of Texas, Native Americans who had been in Texas for long periods of time, Native Americans who had been forced to move West due to westward expansion by Anglo-Americans, slaves and free blacks from the United States, Anglo-Americans who came from the United States, and people who came to Texas directly from Europe. The Institute of Texan Cultures reports of the word Anglo: "The term Anglo is used in Texas and the U.S.-Mexico border region to describe a "white" person from the U.S. who is not of Hispanic or Mexican descent- and can be of many heritages."(*The Anglo Americans*) Also according to the Institute, this differs from an earlier use of the term "Anglo-American" describing "people from England, Scotland, or Wales" (*The Anglo Americans*).

The *Tejanos* were in a difficult predicament when it was time to choose sides in the Revolution. Their ancestors were Mexican but they were Texans. Some of them fought on the side of Mexico and others fought with the Texas army. There were instances, just as in the American Civil War, where family members fought on opposing sides in the struggle. Unfortunately, some of the Anglos who moved into Texas right before the Revolution began and after the Revolution ended viewed all *Tejanos* as Mexicans rather than as loyal citizens of Texas. The story of Juan Seguin is one that shows the prejudice and injustice faced by *Tejanos*. Juan Seguin and his father had both been political figures in San Antonio and Juan was a leader in the Revolution, but later he was forced out of Texas back into Mexico and was given a choice of a lengthy jail sentence or fighting as a Mexican soldier against the United States in the Mexican-American War. He ended up fighting for Mexico but eventually returned to Texas.

Mexican Colonel Juan Bradburn represented the opposite side of the Tejano situation. He was actually born in Virginia as John Bradburn, but moved to Mexico and married a Mexican woman. He was probably resented in Texas during the period before the Revolution because he represented the Mexican government instead of the interests of the other Anglos in Texas where he was stationed in Anahuac. William Travis, a young lawyer from the United States living in Texas actually angered the Anglo citizens of Anahuac in 1832 shortly after his arrival when he challenged Colonel Bradburn. However, when Bradburn had Travis arrested, the citizens of Anahuac protested on

Travis's behalf and he was released. According to H.W. Brand, when Travis had lived in Texas longer and been around Austin's colonists in San Felipe, who became some of his clients, he became more understanding of their tolerance of the Mexican government (237-238).

Anglos from the southern United States mostly came to Texas for the opportunity to acquire land at twelve and a half cents an acre versus a dollar and twenty five cents an acre in the United States. Some of them were plantation owners who had worn out the land that they were using by planting the same crops year after year. Some were people who simply could not afford to buy land in the United States, but were given an opportunity in Texas. Stephen F. Austin was a very successful *empresario* because of how well he screened prospective colonists in the United States and because he was such a source of assistance and support to his colonists once they came to Texas. He learned to speak Spanish fluently and was able to read documents and speak directly with Spanish government officials. He worked long days and helped his colonists in many ways including extending them credit to purchase land and letting them barter or trade goods for their land. Austin received more *empresario* contracts and was able to bring additional colonists into Texas earning him the nickname, "the Father of Texas." However, all of the *empresarios* were not as conscientious as Austin in recruiting or supporting their colonists. The information on Anglo-Americans from the Institute of Texan cultures indicates that some of the Anglos who had come to eastern Texas were expecting that Texas would be annexed by the United States. In addition, other people took advantage of the fact that "Mexico and the United States had no type of agreement giving creditors permission to collect money owed or to return fugitives from justice seeking refuge in Mexico. Mexican Texas was a safe place for those needing somewhere to start their lives over again" (*The Anglo Americans*).

There were filibusters from the United States such as James Long and Haden and Benjamin Edwards living in Texas before the formal Anglo colonization of Texas and many of these people wanted to take Texas for the United States. However, much of what is written portrays Austin and many of the Anglo colonists as law-abiding citizens of Mexico who were not overly anxious to be annexed by the United States or to become independent. This satisfaction or acceptance of the Mexican government appeared to last as long as the Mexican authorities did not interfere with the citizens of Texas. It appears that in reality most of the Anglo colonists did not learn Spanish or practice the catholic religion. There were not nearly enough priests to travel through Texas to perform marriages and conduct church services, so the colonists were generally able to practice their preferred religions. In addition, slavery was against the law in Mexico but this law was not enforced in Texas.

Indians far outnumbered Anglo settlers in the early 1820s, but different groups had different relationships with the Mexican government and the Texans. The Cherokee, Delaware, and Kickapoo were some of the groups that had moved to Texas from the United States while the Karankawa, the Wichita, the Apache, the Caddo, the Comanche,

and the Tonkawa had been in Texas for years. Because of Sam Houston's relationship with the Cherokee with whom he had lived when he was younger, Houston was able to negotiate an agreement with them not help the Mexican government in the Texas Revolution. Some people feel that the time he spent traveling to meet with the Cherokee could have been better spent recruiting and preparing the Texas troops to fight.

## **IMPLEMENTATION STRATEGIES**

This unit represents approximately two weeks in my social studies curriculum for seventh grade Texas History. Most of the work will be completed in groups. As stated earlier, I feel that working with students outside their normal peer group is a part of the learning process. For this reason, for the majority of the school year, I assign students to groups rather than allowing them to select their groups. Even though our students are in a cluster of approximately 150 students, which facilitates teachers knowing students better, the students seem to mostly associate with students they already know. Assigning groups assures that new students and students who are not part of a clique will not feel left out, as well as ensuring that students become familiar with all of their classmates.

I envision including information about the living conditions in the southern United States, Ireland and other places that caused all of these people to be in Texas at this point in time. Students would also be aware that the citizens of *Coahuila y Tejas* were mostly loyal citizens of Mexico as long as the Mexican Constitution of 1824 was being enforced. Texas was never allowed to be a state of its own as most Texans wanted badly, but the Constitution of 1824 gave them limited freedom of speech and shared the responsibility for government between the federal government and the local governments. They did not have freedom of religion nor the right to a trial by jury according to the constitution. However, they were mostly left alone as long as the Federalists were in power. The Federalists believed in sharing power between the federal government and the state governments. However, the Centralists believed that the Central government should be in full control of all states. This gave officials in San Antonio less authority to rule Texas. As long as the Federalists were in power, the Texans were allowed to practice their own religions. They spoke English and were able to elect local Texans as government officials. There is even some evidence that they were allowed to hold trials by jury. It was not until President Antonio Bustamante and Centralists started to ignore the Constitution of 1824, enforce laws stringently such as those involving slavery, and pass new laws such as the Law of April 6, 1830 which outlawed further immigration from the United States, that people questioned their loyalty to Mexico.

The topic is one of which most students have some background knowledge, no matter how accurate it is, and therefore they approach it with a little more interest and confidence. The students will learn more about the events of history that were a part of the Texas Revolution and some of the significant individuals and their contributions to Texas independence from Mexico. Specifically, we will study the Battle of Gonzales, where the Mexican troops wanted the Texans to return a cannon that the Mexican

government had loaned or given the Texans to defend themselves against attacks by hostile Native American groups. Given growing hostilities between the Mexican government and the Texans, the Mexican officers did not want their cannon used against them in case of a conflict. That was when the Texans made the famous “Come and Take It” banner to hang on the cannon. This battle is recognized as the first battle of the Revolution and is coined as the “Lexington” of the Texas Revolution because of its similarities to the first battle of the American Revolution. We will also study the first battle of Goliad where the Texas troops waged a surprise attack against the Mexican soldiers at the garrison and we will explore the role that confidence and momentum from the two quick victories at Gonzales and Goliad played in the battle of San Antonio. We can also speculate on what role overconfidence played in the Battle of the Alamo after the Texans mostly went home after the Battle of San Antonio and did not train before the infamous battle of the Alamo. They did not think that Santa Anna would come into Texas until spring. They underestimated his anger at the events that had taken place in Texas.

At this point, I would plan on having discussions and/or written scenarios about times when students achieved success and then became overconfident and did not prepare sufficiently for another task or event. The other topic that could be discussed at this point is being aware of how others will react to your actions. Some of my seventh graders are totally unaware of the impact that their words and actions have on others.

In addition, we will study the Battle of the Alamo, the Battle of Coleto Creek, the Massacre at Goliad, the Runaway Scrape, and the Battle of San Jacinto. The Alamo will teach a lesson in what happens when people are willing to die for their beliefs. Anyone who did not want to die for this cause was given an opportunity to leave. This could lead to a discussion or brief skit dealing with beliefs versus peer pressure. The Battle of the Alamo also is a great lesson in looking at different ways that history is reported. There are differences of opinion as to how David Crockett died at the Alamo. Did he die fighting or did he surrender? There are different stories depending on whose account you read.

The Battle of Coleto Creek and the Massacre at Goliad added fuel to the fire of Texans determination to win the war. We will also look at how the results may have been different if Fannin had not delayed in following Sam Houston’s orders and left Goliad before General Urrea and his men captured them. Four hundred Texan soldiers would have been saved and perhaps there would not have been as much momentum going into San Jacinto. I will have the students review the events of the revolution from the Battle of Gonzales through the Massacre at Goliad and speculate on how public opinion in the United States and Texas would have changed as the conflict progressed. They will also have to look at possible changes in attitudes of the various groups in Texas after each of these events.

As a result of studying this unit, students will be more aware of the diversity of Texas throughout its history, not just in recent years. The students will also gain a better understanding of the geography of Texas, where important events occurred in the state, why geography is important in studying history and why it is important in a war. The strategy of the Battle of San Jacinto using the element of surprise, cutting off escape routes, and using geography to the advantage of the home country makes it an exciting battle to study. The geography at San Jacinto with the Texans marching across land where they were hidden from the enemy by the slope of the land and using the sun in the eyes of the enemy as additional coverage allowed the Texan troops to get very close to the Mexican troops and attack before the Mexicans could retrieve their weapons and get into formation to fight. Thus the battle was over in eighteen minutes. In this case, however, Santa Anna may have been overconfident and the Texans were so full of emotion after the Alamo and Goliad that even though the battle was won early, the Texans continued to fight for hours and killed a lot more Mexican soldiers than necessary. Again I would have students find similar situations in their own lives and school competitions that could parallel what happened at San Jacinto. What happens at a football or basketball game when one opponent has a much larger and better team than the other team? Do you keep your starters in and run up the score or do you give everyone a chance to play? Does your opinion depend on which team you are playing on or supporting? How would you feel in each situation?

The unit will also help students tell the difference between primary and secondary sources by giving them exposure to both through passages pulled from novels, diaries, journals and articles written during and since the time of the Revolution. There are some examples available in the textbook from the Anglo Texan point-of-view. It will be my job to find sources of information to represent other points-of-view. Until recently, most of the information available on the Texas Revolution was written from the American point-of-view, but increasingly there is access to materials written by Mexican soldiers, *Tejanos*, free blacks, slaves and others who represent different points-of-view.

The unit will also help students learn to support a particular point-of-view on an issue even if it is not their point-of-view by first having the students look at how different groups view different issues. They will then have to communicate the information they learn with classmates through written, oral and/or visual presentations.

I would also like to initiate some discussion of bias in written materials by having students look at who the authors are and what their anticipated point-of-view would be. We would then perhaps rewrite or verbally reword the material from a different point-of-view. Many people feel that Stephen F. Austin truly felt that the best interests of the colonists was in obeying the laws of Mexico and upholding the promises that they made when they entered Texas. On the other hand, H. W. Brands in *Lone Star Nation* points out that Austin had become a wealthy man because of the Mexican government and that he may have put more trust in the Mexican government and resisted moves toward independence because he might lose his position of power (234). Brand also speculates

that when Sam Houston disappeared for a time shortly before the Revolution, perhaps he was planting the seeds for Revolution rather than spending additional time with the Cherokee as most history textbooks report (234).

A center-based format will be utilized where groups of students rotate from one center to another to study background information presented in packets which would include written information, pictures and maps. The students would have to read, discuss, and respond to questions about what life was like for each group presented and where they came from before coming to Texas. Especially for lower level students, the discussions would be more guided using questions for students to respond to as a group and then additional questions to be completed independently allowing students to summarize the information. These packets will include information about the few individuals students are required to study according to the TEKS. In addition, information about people who represent more diverse groups will be included.

Another lesson would allow students to role play different situations such as a conversation between Stephen F. Austin before he was arrested in Mexico City and one of the other settlers, such as William Travis, who was not as patient with the Mexican government.

Simulations of both the Consultation at San Felipe in 1835 and the Convention of 1836 at Washington-on-the-Brazos would allow most students to be involved in a simulation where they would have to use negotiation skills and identify what types of things are negotiable and non-negotiable. Students would have to represent the different groups and areas of Texas. We could decide whether or not to have representation from the groups that would not have really been represented during the 1830s such as blacks and Indians. Perhaps they could have nonvoting representatives such as Washington, D.C. has now.

I plan to include music from the time period so that students could have an idea of what instruments were available. Students will also be allowed to use some artistic skills such as designing appropriate flags and other signs, banners and pictures. There are many more flags in Texas history than the publicized six flags of Texas and many of them are from battles and skirmishes during the Revolution. Students will be required to have some knowledge of the type of clothing worn so that any pictures drawn would fairly accurately reflect the time period. I would like to create a classroom atmosphere that helps the students delve into the 1830s. If the room is decorated before the simulations, they will be more realistic.

## LESSON PLANS

### Lesson Plan 1: Declaration of Independence

This lesson will begin with a review of the pertinent background information on the situation in Texas leading up to the Revolution starting with the reasons that Mexico wanted Texas colonized and the reasons that various groups ended up in Texas. The students will be divided into groups of four and given approximately thirty minutes for the first part of this lesson. Each group will have available short biographical sketches on each of the following:

- a slave,
- one of the free blacks such as Hendrick Arnold, Greenbury Logan, or William Goyens,
- a settler from the southern United States,
- a Tejano such as Martin de Leon, Juan Seguin, or Lorenzo de Zavala,
- a Mexican soldier,
- a Texan who came to Texas directly from Europe such as the Irish,
- the Comanche who had lived in Texas for years; and
- the Cherokee who moved to Texas from the United States.

After reviewing and discussing each biographical sketch in groups, students will list the reasons each group settled in Texas. This will be done as a chart on large sheets of paper that can be posted on the wall. When each group has compiled their individual lists, we will hang them and make sure that everyone understands that the Mexican government felt that they needed the Anglo settlers in order to protect their claim on Texas and that the Anglo settlers wanted the land in Texas at affordable prices. The chart should include Anglo settlers from the U. S., *Tejanos*, free blacks, slaves, Native Americans who had been in Texas for long periods of time, and Native Americans who had been forced westward as more Anglo settlers moved onto their land in other states.

When this part of the lesson is completed, students will brainstorm and as a group we will create a contract such as the one the settlers of Austin's Old Three Hundred might have signed before they came to Texas. Textbooks can be used to research the terms of the contracts. Students should remember that in exchange for land costing anywhere from 4 cents to 12 and a half cents an acre in Texas as opposed to \$1.25 an acre in the United States, the settlers agreed to live under certain conditions. Settlers agreed to obey the laws of Mexico (briefly review that the Mexican Constitution of 1824 allowed limited freedom of speech, no trial by jury, proclaimed the Catholic religion to be the religion of Mexico, and named Spanish as the official language of Mexico), become Catholic, learn Spanish, and be of good moral character.

When the contract is finished, the groups will be given five minutes to recall or refresh their memories of the Declaration of the People of Texas in General Convention

Assembled from the Consultation that met in San Felipe in November, 1835. The highlights of this document are available in the textbook. The basic three ideas were that Texans were loyal citizens of Mexico, that they would still uphold the Constitution of 1824, and that they opposed Santa Anna.

At this point students will receive an assignment for a role to play at the Convention at Washington-on-the-Brazos in March of 1836. Each student will also be given a copy of the Texas Declaration of Independence to examine. They will then discuss the Declaration with a partner who represents the same group of people and highlight parts of the document that they can quote in their support of or condemnation of the document based on who they are representing.

By this point in the school year, 7<sup>th</sup> graders should be familiar with using context clues to interpret the meaning of the document. Phrases such as “invited and induced,” “to colonize its wilderness,” “unknown tongue,” and “corrupt, tyrannical government” could be used by the colonists. Some phrases such as “denies us the right of worshipping” could be used by representatives of both sides to prove their point-of-view. Students will list what things they would like to see accomplished at the Convention. They prioritize their list so that they will know what points they are willing to compromise on and what is most important in their opinion. They should then decide who else at the convention might be their ally who they could negotiate with in order to improve their chances of accomplishing their goals for the Convention.

The first part of the next class period will be spent holding a mock Convention with people voicing their opinions of the Declaration of Independence. The participants would be all of those listed above even though they would not have all been included in a Convention in 1836. Mexican officials would also be included to represent that point-of-view. Hopefully, after the discussion, the students will see that there are merits to more than one point-of-view.

After the discussion, there would be recommendations as to what action should be taken by the citizens of Texas after the Convention. Each group can only submit one recommendation. When the recommendations are made, delegates would be allowed one minute to comment in favor of or against a recommendation. After all the comments, there will be about ten minutes for caucusing to try to rally support for recommendations and then there would be a vote. During the final ten minutes of class the students would write a journal entry reflection on their experience at the Convention.

The next class session will start with a few students sharing their journal entries from the last lesson with the class. We would then spend about ten to fifteen minutes discussing an issue relevant to the current school year such as dress code, testing, scheduling, eligibility for extra curricular activities, in school suspensions, etc. and look at that issue from the point-of-view of different students, teachers, administrators,

parents, and others. It would be important for students to reflect on why others might have a different point-of-view on the issue.

The next ten to fifteen minutes will be spent discussing a conflict or issue going on in the world at the current point in time. Since current events and the Model UN global classrooms curriculum are part of my classroom all year long, it will be easy to have a discussion on a world or local event. Once again, the students must try to figure out why someone else would see the issue differently. The students will then spend a few minutes writing a journal entry on the importance of understanding different points-of-view.

## **Lesson 2: Events of the Revolution through the Use of Maps**

The students will again work in groups of four. Using the textbook as a resource, they will capture the events of the Revolution on a map. Before filling out the map, they must record the events on paper in some type of graphic organizer and have it reviewed by the teacher before they proceed. The map will have to be on large, bulletin board type paper (the large post-it sheets that can be hung around the room would be ideal). They will have had plenty of practice from the beginning of the year in sketching maps, especially of Texas. However, if any group feels challenged in sketching the map on a large scale, there will be a stencil of a large Texas map available that can be cut and pasted. The group maps will be required to have a map key and map scale, which will have been taught in the geography unit, so group decisions will have to be made concerning what symbols and colors to use. Group decisions will also be made on how to share the responsibilities of the project so that individual assignments are fairly equal. All maps must show the sequence of events of the Texas Revolution including conventions, major battles, and troop movements for both sides, and the Runaway Scrape using both symbols and colors. Significant towns, rivers and borders should be clearly labeled. This activity should take approximately one hour to complete the maps. During the next class, students must stand up in front of the class and explain their finished product. This project will result in a finished product that would be assessed by a rubric evaluating accuracy, thoroughness, neatness, creativity, and teamwork. At the beginning of the next class session, the students will write a journal entry sharing what they learned about the events of the Texas Revolution.

## **Lesson 3: Hindsight Analysis: Is it really 20/20?**

Referring to the maps created in Lesson 2, this lesson will look at key events such as Mexico insisting the colonists return the cannon at Gonzales, Santa Anna's attack of the Alamo, Travis defending the Alamo after receiving orders to the contrary, Fannin remaining at Goliad after receiving orders to leave, Houston's retreat from Santa Anna's troops, and treatment of Santa Anna after his capture. For each event I would pose what if questions or should this have happened questions. For example, should Santa Anna have been adamant about recapturing the Alamo? What if Travis and his men had deserted the Alamo? I will have to anticipate student responses and be able to ask

leading questions in order to keep the discussion moving in an appropriate direction. An important part of this lesson would be in speculating why people acted and reacted as they did?

There are many what if questions relating to the Texas Revolution: What would have happened if Mexico had continued to follow the Constitution of 1824? Would Texas still be a part of Mexico? What about the concept of Manifest Destiny where the United States was determined to own all the land from the Atlantic to the Pacific? Was there a conspiracy early on in Texas to try to achieve this goal? The students will hopefully see how easily the course of history can be changed.

The follow-up to this lesson will be relating the situation to modern times. The students will in groups discuss a decision that they made or something that they could have done differently and speculate on how this may have changed their life or their relationship with someone.

## APPENDIX

The following TEKS strands established by the Texas Education Agency will be covered:

- SS TEKS 7.3a **History**. The student can explain the roles played by significant individuals during the Texas Revolution including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio Lopez de Santa Anna, and William B. Travis.
- SS TEKS 7.3b **History**. The student can explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.
- SS TEKS 7.8.a **Geography**. The student can create thematic maps, graphs, chart, models, and databases representing various aspects of Texas during the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- SS TEKS 7.10b **Geography**. The student can explain ways in which geographic factors have affected the political, economic, and social development of Texas.
- SS TEKS 7.11a **Geography**. The student can analyze why immigrant groups came to Texas and where they settled.
- SS TEKS 7.11b **Geography**. The student can analyze how immigration to Texas in the 19<sup>th</sup> and 20<sup>th</sup> centuries have influenced Texas.
- SS TEKS 7.17.c **Citizenship**. The student can express and defend a point-of-view on an issue of historical or contemporary interest in Texas.
- SS TEKS 7.21d **Social Studies Skills**. The student can identify points-of-view from the historical context surrounding an event and the frame of reference that influenced the participants.
- SS TEKS 7.21e **Social Studies Skills**. The student can support a point-of-view on a social studies issue or event.

## ANNOTATED BIBLIOGRAPHY

### Works Cited

Brands, H.W. *Lone Star Nation: How a Ragged Army of Volunteers Won the Battle for Texas Independence—and Changed America*. New York: Doubleday, 2004.

This history, written by a Texas A&M professor, reads like a novel with emphasis on the major characters in Texas history. He starts with the colonization of Texas in the 1820s and continues through Sam Houston's death in 1863.

Institute of Texian Cultures. *The Anglo Americans*. San Antonio, TX: The University of Texas Institute of Texan Cultures at San Antonio, 2002.

<<http://www.texancultures.utsa.edu/txttext-anglo-american/htms/AngloAmericans.htm>>.

This online article gives insight into the origin and role of Anglos in Texas history. It covers the *empresarios*, slavery in Texas, and how Anglos became a majority in Texas as early as the 1830s.

### Supplemental Resources

#### *Teacher Resources*

Campbell, Randolph B. *Gone to Texas: A History of the Lone Star State*. New York: Oxford UP, 2003.

This is an updated history of Texas which claims to broaden and deepen the traditional story. It has two chapters which cover Mexican Texas and the Texas Revolution. This work gives six reasons that are usually given as possible causes of the revolution and what the author feels were the real combustibles and sparks. It also goes through the battles and gives pros and cons of the battle of the Alamo for both sides and what happened after that battle from the perspective of the pro- and anti-Houston proponents.

Clarke, Mary Whatley. *Chief Bowles and the Texas Cherokees*. Norman, OK: Univ. of Oklahoma Press, 1971.

This book tells the story of the Chickamauga Cherokees who were forced to relocate several times and finally settled in Texas. It details what happened when Anglo settlers tried to take their land.

Davis, John L. *Texans One and All*. San Antonio, TX: The University of Texas Institute of Texan Cultures, 1998.

This book gives basic information about twenty-six of the ethnic groups that are part of the many cultures of Texas. It addresses when, where and why people came to Texas and talks about some of their customs.

Davis, John L. *Texans One and All*. San Antonio, TX: The University of Texas Institute of Texan Cultures, 2000.

<<http://www.texancultures.utsa.edu/publications/texansoneandall/texans.htm>>.

This online version of the book has links to much more detailed information about some of the twenty-six cultural groups. There are activities and extensive bibliographies associated with the expanded information presented. The online version also utilizes RealOne Player to provide read-alouds that can be used with reluctant readers.

Davis, William C. *Lone Star Rising: The Revolutionary Birth of the Texas Republic*. New York: Free Press, 2004.

This account of the Texas Revolution spends time discussing the different cultures involved in the conflict. The author looks at roles of Mexicans, Texans (Anglo-Texans), and Tejanos, as well as at the characters known for their roles in the Revolution.

De la Teja, Jesus F. *A Revolution Remembered: The Memoirs and Selected Correspondence of Juan N. Seguin*. Austin: State House Press, 1991.

Dr. Jesus F. de la Teja has written a biographical study of Juan Seguin's memoirs which were first published in 1858 as an apology for fleeing Texas. The memoirs are included as well as the biographical study entitled "The Making of a Tejano." This is a well researched essay on the Seguin family starting with Juan's grandparents.

*Handbook of Texas Online*. General Libraries at the University of Texas at Austin and the Texas State Historical Association. <<http://www.tsha.utexas.edu/handbook/online/>>.

This handbook is one of the most extensive resources for Texas history. The index is broad and topics and people are easy to access.

Hardin, Stephen L. *Texian Iliad: A Military History of the Texas Revolution*. The University of Texas Press, 1994.

Hardin avoids politics and just looks at the military operations. He includes the major battles as well as less known battles.

Hunt, Lenoir. *My Master: The Inside Story of Sam Houston and His Time*. Dallas: Manfred Van Nort, 1940.

Jeff Hamilton shared his experiences as Sam Houston's slave and servant with Lenoir Hunt. Hamilton was purchased by Houston when he was a boy being sold to pay a debt. He was a friend to Houston's children and remained with the Houston family long after slavery ended.

Long, Jeff. *Duel of Eagles: The Mexican and U.S. Fight for the Alamo*. New York: William Morrow and Company, 1990.

This is an account of the Alamo that gives the Mexican as well as the American side of the battle.

McComb, David G. *Texas: A Modern History*. The University of Texas Press, 1989.

This history uses folklore, maps and historical photographs and includes contributions of women, blacks, Indians and others who are often excluded. It is written more for a general audience than for historians and includes sections which could be used as part of the background information in teaching units.

McCarthy, Cormac. *Blood Meridian or the Evening Redness in the West*. New York: The Modern Library, 1985.

This novel tells of the violence that existed in the area near the Texas/Mexico border in the mid-nineteenth-century.

Nackman, Mark Edward. *A Nation Within a Nation: The Rise of Texas Nationalism*. Port Washington, NY: Kennikat Press, 1975. This book traces the development of nationalism in Texas starting with the period when Texas was a province of Mexico.

Pena, Jose Enrique de la. *With Santa Anna in Texas: A Personal Narrative of the Revolution*. Texas A&M UP, 1997.

This is the diary of a Mexican soldier who traveled with Santa Anna during the Texas Revolution.

Ragsdale, Crystal Sasse. *Women & Children of the Alamo*. Austin: State House Press, 1994.

These are the tales of the over a dozen survivors of the Alamo.

Santos, Richard G. *Santa Anna's Campaign against Texas, 1835-1836: Featuring the Field Commands Issued to Major General Vicente Filisola*. Salisbury, NC: Documentary Publications, 1982.

This book is included in the bibliography of most encyclopedia articles on Santa Anna.

Smithwick, Noah. *The Evolution of a State, or Recollections of Old Texas Days*. The University of Texas Press, 1983.

These are memories as recorded by a blacksmith who lived in Texas from 1827 until just before the Civil War. His book was first published in 1900.

Woolfolk, George. *The Free Negro in Texas, 1800-1860: A Study in Cultural Compromise*. Ann Arbor: University Microforms Intl, 1976.

The author looks at free blacks in Texas at a time when the laws did little to support their freedom and then when they were by law prohibited from being in Texas without government approval.

### ***Student Resources***

Fritz, Jean and Elise Primavera. *Make Way for Sam Houston*. Putnam Publishing, 1986.

This young adult book tells the story of Sam Houston's entire life.

Grisham, Noel. *Crossroads at San Felipe*. Austin: Eakin Press, 1980.

The town of San Felipe de Austin was not only the capital of Austin's original colony, but it was the site of the Consultation Convention and other meetings and it was burned during the Runaway Scrape. According to the author, San Felipe was very important in the fight for independence. It includes a map of Pre-statehood Texas.

Kerr, Rita. *Juan Seguin: A Hero of Texas*. Austin: Eakin Press, 1985.

This biography of Juan Seguin tells of his early life as well as his role in the battle for San Antonio, as a messenger at the Alamo, and during and after the Battle at San Jacinto.

Marvin, Isabel R. *One of Fannin's Men: A Survivor at Goliad*. Dallas: Hendrick-Long, 1997.

This author searched through genealogical records, newspaper articles, census reports and other documents to write a children's book about a survivor of the Goliad massacre. It begins with a field trip to La Bahia and a boy who lives in Goliad and hates history, especially Texas history.

Rice, Melinda. *Messenger on the Battlefield*. Plano: Republic of Texas Press, 2001.

This is a work of historical fiction about division in a family of Mexican heritage living in Texas at the time of the Texas Revolution. It is part of a "Lone Star Heroines" series that tells the story from the point-of-view of a young girl in the family.

Spellman, Paul N. *Race to Velasco*. Dallas: Hendrick-Long, 1997.

This is a young adult book that combines actual historical events and characters with a fictional adventure story.

Wade, Mary Dodson. *I Am Houston*. Houston: Colophon House, 1993.

The author has written a biography of Sam Houston that includes much on his early life as well as his years in Texas. One of the sources was one of his slaves who stayed with the family beyond Houston's death.