



SAN JACINTO BATTLEGROUND STATE HISTORICAL PARK
A TEACHER'S CURRICULUM GUIDE

Written and Compiled by
Connie Carden and Patti Ballard
Deer Park Independent School District
Deer Park, Texas

Edited and Coordinated by
Larry Spasic, Curator of Education
Judy Rainey, Director of Public Relations
Thomas J. Zalar, Assistant Director

Published by the
San Jacinto Museum of History
San Jacinto Monument
Houston, Texas

OFFICE
Library
F
385.5
C37
1992

Copyright © 1992
San Jacinto Museum of History Association

Houston, Texas
All Rights Reserved

ISBN 0-940803-01-1



SAN JACINTO BATTLEGROUND STATE HISTORICAL PARK

A TEACHER'S CURRICULUM GUIDE

"The importance of this spot will someday be fittingly recognized and the patriotism of Texans will assert itself and a monument skyward will be built..."

Houston Post, November 18, 1897

Smoke from the Battle of San Jacinto had scarcely cleared before the awesome reality of what had happened at this site became fully appreciated by world leaders. In recognition of its international importance, Mirabeau B. Lamar, a future president of the new Republic of Texas, began frantically gathering documents relevant to the Texas Revolution in preparation for a history he planned to write. Although still privately owned, the site of the battle instantly became a tourist attraction, beckoning visitors from around the world who sought to understand how one of the greatest events in the continent's history could have occurred so quickly and with such apparent ease.

Strenuous efforts were undertaken to preserve and develop the battleground by the Texas Veterans Association, the Daughters of the Republic of Texas, and the Sons of the Republic of Texas, throughout the second half of the nineteenth century. Primarily because of the leadership of Jesse H. Jones, prominent Houston businessman and philanthropist, the early days of the twentieth century brought optimism that the significance of the battleground would soon be properly recognized at the site itself.

By the early 1920s, countless thousands of school children were visiting the battleground from around the State. As plans began to celebrate the centennial of Texas's independence in 1936 intensified, the needs of these school children played a vital role in the final design of the memorial to be built. On June 28, 1935 prominent Houston attorney and historian Clarence R. Wharton, wrote to the chairman of the Citizens Committee of Houston for the establishment of a memorial at the battleground. He suggested that the memorial hall then contemplated should serve as a museum, but he added that to accommodate the tradition of heavy school visitation, "above all things the hall should have an assembly room." One month later, the Citizens Committee recommended to the Texas Centennial Commission that the memorial contain a library and a museum in one wing of the building, an indoor auditorium in another, and an outdoor amphitheater. When the present-day San Jacinto Memorial Monument was completed in 1939, funds were not available to honor this original design. For the next four decades, hundreds of thousands of school children continued to visit the battle-



ground without an indoor facility in which the Texas Revolution and the Battle of San Jacinto could be properly interpreted with on - site explanations as to why it is one of the most important events in American history.

Finally in 1989, after years of tireless efforts and successful fund-raising, the San Jacinto Museum of History, the private non - profit educational organization which has owned and operated the Museum inside the San Jacinto Monument since 1939, opened the Jesse H. Jones Theatre for Texas Studies and premiered *Texas Forever!! The Battle of San Jacinto*. This 35 - minute, 42 - projector multi image interpretive program is the most historically accurate ever produced on this subject and has won the highest honors in international competition.

We are also proud to produce this *Teacher's Curriculum Guide* as the next logical step in our efforts to assist teachers in their instructional programs and to help them make their visit to the battleground a more meaningful educational experience for their students. To complement the *Guide*, we have also begun a program to conduct occasional workshops to assist teachers in the classroom as well as in their field trips.

This *Guide* is made possible by generous grants from Rockwell Fund, Inc., George and Mary Josephine Hamman Foundation, American Exploration Company, W.S. Bellows Construction Corporation, E.I. du Pont de Nemours & Company, Intercontinental Terminals Company, Rohm and Haas Texas Incorporated, Shell Oil Company Foundation, Simpson Pasadena Paper Company, Vinson & Elkins Attorneys at Law, and contributions from individual members of the San Jacinto Museum of History Association. We also gratefully acknowledge special assistance from Dr. Judy Reinhartz, professor of education, and Dr. Dennis Reinhartz, professor of history, at the University of Texas at Arlington; Ms. Sally Hill, typesetter; Mr. Frank Dengler, former superintendent of the Battleship *Texas*; and our many colleagues and friends at the Texas Parks and Wildlife Department who are responsible for the administration and care of the battleground, and monument, and the Battleship Texas.

We hope to receive suggestions from the teachers who use this *Guide* to help us make improvements in future editions. In the meantime, we will continue to build a stronger partnership with schoolteachers of Texas as we face the challenges, opportunities, and responsibilities we share together.

James C. Martin
Museum Director
April 21, 1992



Objectives

The student will:

- ★ Identify significant people, places, events, and ideas which contributed to the events of the Battle of San Jacinto.
- ★ Develop a time line which includes important events that led to the Battle of San Jacinto on April 21, 1836.
- ★ Evaluate the actions and contributions of individuals who played a part in the Texas struggle for freedom.
- ★ Analyze cause-and-effect relationships with regard to events which took place in the fight for Texas's freedom.
- ★ Compare and contrast the events that contributed to Texas's freedom.
- ★ Classify the events that contributed to Texas's freedom as victories or defeats.
- ★ Describe the conditions (including geography) that contributed to a Texas victory on April 21, 1836.
- ★ Relate the victory of April 21, 1836, to the later growth of the United States.
- ★ Reinforce geographic skills by completing the troop movement map.
- ★ Explain Sam Houston's battle strategy.
- ★ Recognize the role of Mexican Texans in the victory at San Jacinto.
- ★ On the map of Texas locate places and geographical features which are pertinent to the Battle of San Jacinto.



Pre-test/Post-test

Visit to the San Jacinto Battleground State Historical Park

1. Name four significant individuals who played a part in the Battle of San Jacinto.
2. List four different words that come to mind regarding San Jacinto.
3. Describe the situation or events that led to the Battle of San Jacinto.
4. In your own words, tell what happened at San Jacinto on April 21, 1836.
5. Explain the significance of the victory of the Texans at San Jacinto.



Know-Want-Learn Strategy

* 🍏 A good way to determine what students already know about a topic and what direction the teacher should follow in responding to their existing knowledge is to use the K-W-L strategy.

The teacher will:

1. Introduce the topic (example: the Battle of San Jacinto) and lead students in brainstorming what they KNOW about the topic.
2. Have students (individually or in groups) write what they think they KNOW about the topic on their worksheets (see attached page).
3. Next, have students (individually or in groups) generate and record questions about what they WANT to learn on their worksheets.
4. Students then should read the text, jotting down answers as they go.
5. Help students LEARN the information by confirming the information they think they know.
6. Finally, engage students in a discussion of what they learned from reading. If they were unable to locate answers to their questions, students should be encouraged to continue their search using other sources of information.

* 🍏 Apple symbol indicates for teacher use.

K

What I
Know

W

What I Want
to Find Out

L

What I Have
Learned



Divergent Questions

To Stimulate Journal Writing and Large or Small Group Discussions

1. List all the people associated with Texas's fight for freedom.
2. List all the places associated with Texas's fight for freedom.
3. List all the words that come to your mind when you see the word *republic*.
4. What would have happened if Colonel Juan Almonte was the dictator of Mexico instead of Santa Anna?
5. What would have happened if Stephen F. Austin had remained in prison in Mexico for more than two years?
6. Suppose the Mexican government had never given the people of Gonzales a cannon to use as protection from the Indians. What would have been the consequence?
7. What would have happened if there were no rivers in Texas?
8. In what ways would the struggle for Texas freedom have been different if large groups of reinforcements had arrived in time to aid the men at the Alamo?
9. How would the fight for Texas freedom have looked to a slave? . . . to the widow or child of a fallen soldier? . . . the President of the United States?
10. Suppose Sam Houston could have had all the _____ he wanted. What strategies would he have used? ... soldiers ... medicine ... supplies ... horses, wagons, boats ... landforms (valleys, mountains, etc.) ... Mexican officers.
11. How would _____ have viewed the Battle of San Jacinto? (current political leader) How would _____ have viewed the Battle of San Jacinto? (current political/military leader)
12. If you were Sam Houston's horse, Saracen, what would have you seen, tasted, smelled, and felt at the Battle of San Jacinto?
13. How is a dictator like a hammer?
14. I only know about war. Explain peace to me.
15. Suppose Sam Houston had not existed. Who would you judge to have been the best leader of the Texan troops? Defend your choice.



Vocabulary

• Prior to a study of and/or a visit to the San Jacinto Battleground and Monument, it is recommended that students become familiar with these vocabulary words.

ad interim government

archives

arrogance

artillery

bayou

breastworks

cavalry

chaos

compromise

constitution

daguerreotype

defeat

delegates

dictator

diorama

endorsed

government

halberd

independence

infantry

interpreter

lithograph

marsh

martyr

massacre

mutiny

Peace Party

petition

provisional government

regiment

regulars

reinforcements

representation

republic

retreat

revenge

Runaway Scrape

sentry

siesta

skirmish

surrender

treason

treaty

turmoil

unconditional surrender

victory

volunteers

War Party

LURKING THROUGH THE LIBRARY !

Topic

Vocabulary		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Directions: You are browsing through the library of a famous monument which houses a large collection of books related to your unit of study. Write the vocabulary words on the covers of the books, categorizing them as **people**, **objects**, **events**, and **ideas** associated with your unit of study.

People	Objects	Events	Ideas
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Significant People and Places Associated with the Battle of San Jacinto

People

Antonio López de Santa Anna
Martín Perfecto de Cós
Lorenzo de Zavala
Edward Burleson
Sam Houston
Juan Seguín
José Urrea
Joaquín Ramírez y Sesma

Juan Almonte
Sidney Sherman
Erastus "Deaf" Smith
Mirabeau B. Lamar
Henry Millard
George W. Hockley
Thomas J. Rusk
David G. Burnet

Places

Gonzales
San Felipe
Groce's Plantation
Harrisburg
Lynchburg
Washington-on-the-Brazos
Galveston
San Jacinto River
Bastrop
Nacogdoches

Vince's Bridge
Brazos River
Colorado River
New Washington
Richmond
Buffalo Bayou
San Jacinto

Suggestions for utilizing lists of significant people and places.

1. Categorize names according to their military allegiance (Texas or Mexico).
2. Play the "Who Am I?" game.
3. Locate places on a map of Texas.

Biographical Sketches



SAN JACINTO MUSEUM OF HISTORY • HOUSTON, TEXAS

Antonio López de Santa Anna

Antonio López de Santa Anna shaped the history of Mexico for decades. He became president of Mexico eleven times and was personally responsible for some of the most controversial and stimulating times in the history of North America.

He was born to middle-class Spanish parents on February 21, 1794, at Jalapa, Veracruz. At the age of 16, he was appointed a cadet in a Spanish infantry regiment responsible for controlling Indian tribes.

Following the revolution overthrowing Spanish rule in 1821, Santa Anna supported Agustín de Iturbide, first emperor of Mexico, who promoted him to brigadier general.

As a soldier, Santa Anna was a skilled tactician and an exceptional leader. In 1829, he defeated a Spanish invasion which earned him the title "Hero of Tampico." His charismatic leadership and military successes gave him public and military support powerful enough for him to be elected president of Mexico as a liberal in 1833. The

following year he abolished the Constitution of 1824, which was modeled after the American Constitution, and declared himself dictator.

As the self-proclaimed "Napoleon of the West," Santa Anna personally conducted the military operations during the Texas Revolution. Following his defeat at the Battle of San Jacinto on April 21, 1836, he was sent to Washington, D.C. He eventually returned to Mexico, where he helped overthrow the president of Mexico and again became dictator in 1841.

Four years later he was overthrown and exiled to Cuba. Santa Anna again returned to Mexico in 1847 during the U.S.-Mexican War. After a brief exile following the war, he was recalled to Mexico by the conservatives. However, he was again overthrown and banished by the liberals in 1855 after he sold the Mesilla Valley to the U.S. as the Gadsden Purchase.

In 1874, he was allowed to return to Mexico City, where he lived until his death on June 22, 1876.



SAN JACINTO MUSEUM OF HISTORY • HOUSTON, TEXAS

Lorenzo de Zavala

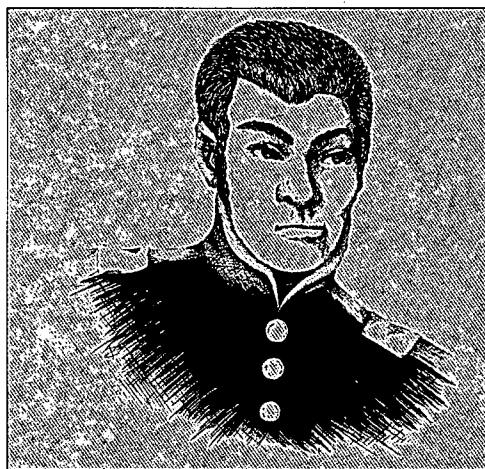
“If I knew my death would assure the liberation of Texas, I would not live another hour”

Lorenzo de Zavala, first vice-president of the Republic of Texas, chose to champion the causes of liberty and democracy throughout his life for both Mexico and Texas. His love of freedom, exceptional leadership, and perseverance gained him a significant place in history.

He was born on October 3, 1789, near Mérida, Yucatán. His political career began early as a young liberal and advocate of democratic reforms in New Spain. His political views kept him in a Spanish dungeon for three years during which time he studied medicine and English. Following his release in 1821, he represented Yucatán in the Spanish courts in Madrid. When he learned of the Mexican Declaration of Independence and overthrow of Spanish rule, he promptly returned to Mexico.

In 1833, he was appointed minister to France by President Antonio López de Santa Anna but returned to Texas in July 1835 after learning of Santa Anna’s abolishment of the Constitution of 1824. He became active in the events of the Texas Revolution and attended the Convention of 1836 at Washington-on-the-Brazos, where he signed the Texas Declaration of Independence on March 2. He was elected *ad interim* vice-president of the new Republic on March 17, 1836. Santa Anna considered him one of the main instigators of the Revolution.

Following the defeat of Santa Anna’s army, de Zavala offered his home, located on Buffalo Bayou across from the battlefield, as a hospital for the Texan and Mexican wounded. He resigned as vice-president in October and died less than a month later on November 15, 1836.



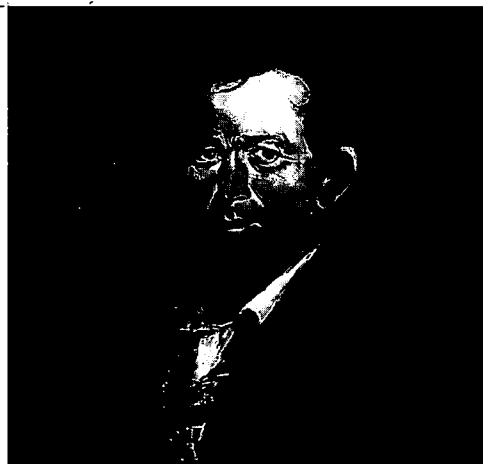
José Urrea

José Urrea was born in 1797 and reared in Durango, Mexico. He began his military career in 1809 as a cadet in the Spanish Army. After the revolution, which won Mexico's independence from Spain, he rose to the rank of captain and shortly after retired from the military. He again entered military service in 1829 and became a lieutenant colonel in 1831.

Urrea supported Santa Anna's rise to power, and in 1835 he was given the rank of general and ordered to Matamoros to participate in the campaign in Texas. His forces defeated James Fannin's troops at Coleto Creek

near Goliad on March 20, 1836. Urrea left Goliad shortly before the execution of Fannin and his men to join Santa Anna's forces, but before he was able to reach the main army, the Battle of San Jacinto was over.

Urrea continued to serve Mexico as a successful military leader. He was appointed commandant and general of the department of Sonora from 1842 to 1844 and actively participated against United States forces during the U.S. - Mexican War. He died a victim of cholera while in Durango, Mexico, in 1849.



SAN JACINTO MUSEUM OF HISTORY - HOUSTON, TEXAS

Erastus (Deaf) Smith

Erastus (Deaf) Smith was born in Dutchess County, New York, on April 19, 1787. He came to Texas first in 1817 but stayed only a short time. In poor health, which caused his hearing loss, he returned in 1821 and made San Antonio his home. The time he spent wandering through Texas restored his health, but he remained deaf. In 1822, he married Guadalupe Ruíz Duran; they had four children.

At the beginning of the Texas Revolution, Deaf Smith was neutral, but when he went to visit his family in San Antonio and Mexican soldiers refused to let him enter, he went to Stephen F. Austin to join the Texan side. After the surrender of General Martín Perfecto de Cós following the siege of Bexar, Deaf Smith went to meet Sam Houston and was sent to gather

information on the fall of the Alamo. He returned bringing Mrs. Almeron Dickenson and her baby to Houston's camp.

When the army was reorganized in 1836, Houston put Smith in command of a company. Smith is remembered for destroying Vince's Bridge and then returning to take part in the Battle of San Jacinto.

After the revolution, Deaf Smith was captain of a company of rangers for a time before he retired. He died on November 30, 1837, and was buried in Richmond. Upon learning of Smith's death, Sam Houston wrote, "My friend Deaf Smith, and my stay in darkest hour, is no more!!! A man, more brave, and honest never lived!!!"



Juan N. Seguín

Juan Seguín was born in San Antonio in 1806. His father, Erasmo, as alcalde of San Antonio, assisted Stephen F. Austin in his colonization efforts. The Seguíns were well-respected leaders of the community, their ancestors having first settled there in 1722.

Seguín was appointed political chief of the San Antonio district. He became a critic of Santa Anna and his policies early on. In fact, when General de Cós marched into Texas, Seguín started an opposition to de Cós by Mexican ranchers.

Seguín was involved with the siege of Bexar in December 1835. In January 1836, he was commissioned a captain in the regular cavalry with instructions to report to William Travis. He was with Travis on February 3, 1836, when the small group rode into San Antonio to reinforce the troops at the Alamo.

Seguín might have been one of the victims of Santa Anna's slaughter, but his services were needed as a messenger

to send word to Colonel Fannin at Goliad that the Alamo was in need of assistance. Because Seguín spoke fluent Spanish and knew the land well, he was chosen to send the message through enemy lines. By the time Seguín was able to return to San Antonio, the Alamo already had fallen. Houston gave Seguín orders to make sure all settlers had left their land during the retreat of the Texans. Seguín rejoined Houston and fought gallantly at the Battle of San Jacinto, was promoted to lieutenant colonel, and was given the responsibility of setting up a military government in San Antonio.

He was elected to the Senate of the new Republic of Texas in 1838 and twice held the office of mayor of San Antonio.

Unfortunately, new immigrants to Texas from the southern United States did not make a distinction between those Mexicans who fought with Santa Anna and those who had proudly and bravely served the cause of Texas

Seguín

(from previous page)

freedom. Seguín, along with other Mexican-Texans who were loyal to Texas, suffered discrimination.

Seguín was a wealthy landowner and powerful politically, which made some newcomers jealous. He was subjected to much cruelty and felt the need to flee for his life. It was a terrible decision to make, but he sadly chose to move to Mexico in 1842.

When Santa Anna heard that his old enemy Juan Seguín was in Mexico,

Seguín was given two choices: rot in prison or wear a Mexican uniform and fight with Mexico. Seguín was forced to march into Texas as a member of a Mexican force. Many Texans who had formerly supported him now believed him to be a traitor.

In 1848, after the Treaty of Guadalupe Hidalgo, Seguín was allowed to return to his beloved Texas. He died in Nuevo Laredo in 1889.



Thomas J. Rusk

Thomas Jefferson Rusk was born on December 5, 1803, in Pendleton District, South Carolina.

As a young man he practiced law and formed a business with miners and land speculators who took his money and fled to Texas. He followed them and decided to settle in Texas. He served as inspector general for the Texas Army from 1835 to 1836. As a delegate from Nacogdoches to the Convention of 1836, Rusk signed the Declaration of Independence and was elected by the Convention of 1836 as secretary of war of the Texas government. He later

participated in the Battle of San Jacinto. After the battle he served as brigadier general in command of the Texas Army. He was later elected chief justice of the Texas Supreme Court and became one of the first Texans elected to the United States Senate.

After his wife's death from tuberculosis on April 23, 1856, Rusk became despondent and committed suicide at his home in Nacogdoches on July 29, 1857. His grave in Oak Grove Cemetery, Nacogdoches, has a marker erected by the State of Texas.



Juan N. Almonte

Born May 15, 1803, in Necupetaro, Michoacán, Juan Almonte was sent to be educated in the United States, where he acquired social and political principles which influenced a considerable portion of his public life and career.

In 1834, he made an inspection tour of Texas, writing a detailed report on what he found. He accompanied Santa Anna to Texas in 1836 and was taken prisoner at San Jacinto. Prior to his arrival at San Jacinto, Almonte is remembered as the officer in charge of fifty dragoons that sped toward New Washington. Their goal was to

intercept President Burnet and his cabinet. As Almonte's men started to fire on the fleeing group, Almonte noticed that a woman was in the tiny rowboat and refused to order his men to fire.

After returning to Mexico with Santa Anna in 1837, he continued in diplomatic and military service. In 1845, he was the Mexican diplomat to Washington. He demanded his passport and broke off diplomatic relations with the United States over the annexation of Texas to the United States. After being appointed as envoy to France, Almonte died in Paris on March 21, 1869.



Edward Burleson

Edward Burleson was born in North Carolina in 1793. He lived his early years in Tennessee, Alabama, and Missouri. Before coming to Texas, he had military experience serving in Missouri and Tennessee, achieving the rank of colonel.

Burleson moved to Texas in 1830 as a part of Austin's second colony at Bastrop. He was a delegate to the Second Convention of Texas, held in San Felipe in 1833.

Edward Burleson was elected colonel of the only regiment organized by Stephen F. Austin in October 1835. In November 1835, Austin was sent to enlist men for

the Texans' cause, and Burleson was given temporary command of the Texas Army.

On March 12, 1836, Col. Burleson became commander of the First Regiment of Texas Volunteers which he commanded at the Battle of San Jacinto.

After San Jacinto, Burleson served as brigadier general of the militia, commanded the regulars in battles with Texas Indians, served in the House of Representatives, was elected vice-president of the Republic, and at his death in 1851 was president pro tempore of the Texas Senate.



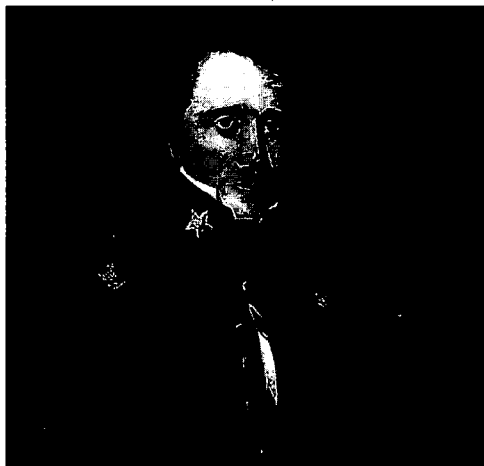
David G. Burnet

David G. Burnet was born in Newark, New Jersey, on April 14, 1788. Prior to his political career in Texas, he joined Francisco Miranda's expedition to free Venezuela from Spain in 1806. He later attempted to establish a trading post at Natchitoches, Louisiana, but the venture failed and he developed tuberculosis. While ill, he fell into the hands of the Comanche Indians who nursed him back to health for two years.

Burnet's political life began in Texas with his election to the Convention of 1833, for which he drew up the resolutions for separation of Coahuila from Texas. On March 16, the Convention of 1836 elected Burnet

president of the *ad interim* government of Texas. After the Battle of San Jacinto and when a measure of order was established, Burnet called an election which resulted in the selection of Sam Houston as president. Burnet served as vice-president from November 10, 1838, until Mirabeau B. Lamar's resignation on December 13, 1841, again made Burnet president.

At the end of the term, he retired to the town of San Jacinto until 1846, when he became secretary of state. Burnet spent the last years of his life in Galveston at the Preston Perry home. He died on December 5, 1870.



SAN JACINTO MUSEUM OF HISTORY • HOUSTON, TEXAS

Sidney Sherman

One of ten children of Micah and Susanna Sherman, Sidney Sherman was born on July 23, 1805, in Marlboro, Massachusetts.

Sherman was captain of a volunteer company of state militia in Kentucky when he sold his cotton bagging company and used the money to equip a company of fifty-two volunteers for the Texas Revolution. When Sam Houston organized his first regiment at Gonzales in March 1836, Edward Burleson was made colonel, and Sherman, lieutenant colonel. On the retreat across Texas, Sherman was eager to fight.

On the afternoon of April 20, 1836, as the opposing armies faced each other at San Jacinto, Sherman called for volunteers to seize the Mexican cannon, but the weapon was withdrawn. He commanded the left wing of the Texas army, opened the attack, and has been credited with the battle cry, "Remember the Alamo."

After the fighting was over, President Burnet sent Sherman to the United States to raise more troops. Eventually Sherman and his wife established their home on a bluff below the San Jacinto Battleground. In 1839, the family moved to Crescent Place on San Jacinto Bay. After annexation, Sherman moved to Harrisburg, where he organized a company to build the first railroads in Texas.

The Sherman family suffered many losses in the years that followed. The Harrisburg sawmill, owned by Sidney Sherman and DeWitt Clinton Harris, was destroyed in a fire. His residence as well as the railroad office at Harrisburg also burned.

During the Civil War, Sherman was appointed commandant of Galveston until he became ill. He spent his last years in poverty, invalidism, and retirement at Galveston. He died there at the home of his daughter on August 1, 1873.

George W. Hockley

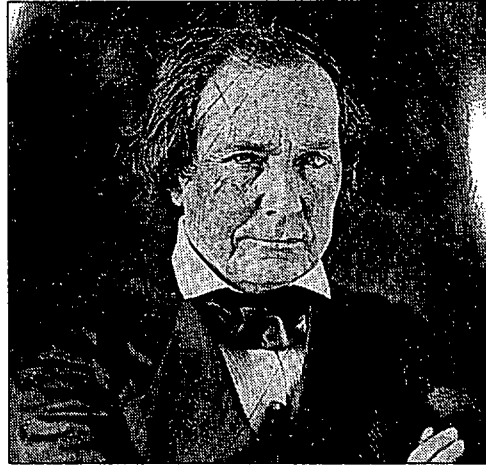
George Washington Hockley was born in Philadelphia in 1802.

While working in Washington, D.C., as a clerk in the War Department, he met Sam Houston, who influenced Hockley to move to Tennessee. After leaving Tennessee in 1835, Hockley followed Houston to Texas and was made chief of staff when Houston was named commander in chief of the Texas army.

During the Battle of San Jacinto, Hockley was in command of the "Twin

Sisters," the two artillery pieces. He later accompanied Santa Anna and Juan Almonte to Washington, D.C.

Hockley and Houston continued their friendship through the years, and Hockley served in positions of colonel of ordnance and secretary of war. He made his home in Galveston but died in Corpus Christi on June 6, 1854. The State of Texas erected a monument at his grave in the Old Bayshore Cemetery in Corpus Christi in 1936.



SAN JACINTO MUSEUM OF HISTORY • HOUSTON, TEXAS

Mirabeau B. Lamar

Mirabeau Buonaparte Lamar was born near Louisville, Georgia, on August 16, 1798. As a boy he was an omnivorous reader and an accomplished fencer who began writing verse and painting in oil.

From 1819 to 1828 Lamar had a brief partnership in a general store at Cahawba, Alabama, published a newspaper, served as secretary to the governor of Georgia, and established the *Columbus Enquirer*. In 1829, he was elected state senator. He was a candidate for re-election when his wife died of tuberculosis on August 20, 1830.

In 1835, Lamar sold his interest in the *Enquirer* and followed James W. Fannin to Texas to collect historical data. While in Texas, he decided to settle there and immediately declared for Texas independence. He joined the Texas Army as it moved eastward. When the Mexican and Texan forces faced each other at San Jacinto on April 20, 1836, Thomas Rusk and Walter Paye Lane were surrounded by the enemy. Lamar's quick action saved their lives and brought him a salute from the Mexican

lines. Before the Battle of San Jacinto, he was commissioned a colonel and assigned to command the cavalry. Ten days after the battle, he was named secretary of war in David G. Burnet's cabinet and demanded that Santa Anna be executed as a murderer.

In September 1836, Lamar was elected vice-president in the first national election. He campaigned for the presidency of Texas and was successful, since the candidates who opposed him, Peter W. Grayson and James Collingworth, both committed suicide before election day. Lamar opposed the annexation of Texas to the United States and thought Texas should remain a Republic and ultimately expand to the Pacific Ocean.

Lamar's proposal that the Congress establish a system of public education earned him the title of "Father of Education." He is famous for the quote, "It is admitted by all, that a cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, is the

Lamar

(from previous page)

noblest attribute of man.”

In later years, Lamar served in the U.S. - Mexican War and did some writing and traveling. In February 1851, he married again. Two months after returning from a diplomatic mission in Nicaragua, he died of a heart attack at his Richmond plantation on December 19, 1859.



Samuel Houston

Sam Houston was born in Virginia in 1793. His father was a plantation owner who preferred the military life, leaving the farming responsibilities to his wife. Early in Houston's life, his father died and his mother moved the family to Tennessee. An adventurous, independent child, Houston chose to live with the Cherokee Indians, from whom he learned and appreciated Indian culture.

After three years, Houston left the Indians and joined the United States Army. After distinguishing himself in battle and gaining the attention, admiration, and friendship of Andrew Jackson, Houston left the army and studied law.

Houston was able to study three years, worth of law in 18 months and began practicing law, gaining the attention of his fellow citizens. He became a district attorney, leader of the militia, congressman, and governor of Tennessee.

After a brief unsuccessful marriage, Houston left the governor's office and joined his friends, the Cherokees. For several years, he advocated for the Indians in Washington, D.C., before being sent by President Jackson to observe the Indian situation in Texas.

Houston established a law practice in Nacogdoches and became interested in politics.

His commanding presence and oratorical skills early identified Houston as a leader. He participated in the Convention of 1833 and Consultation of 1835. He was elected major general of the Texas Army and assumed the command of the forces rebelling against the tyrant Santa Anna.

Houston was a signer of the Texas Declaration of Independence and the commander of the forces at San Jacinto that gained Texas its independence.

Houston

(from previous page)

When the new Republic of Texas was established, Houston was its first elected president. He served as president of Texas twice, first senator to Washington, D.C. from the new state of Texas, and governor of Texas.

In 1840, he married Margaret Lea, who provided him a happy home and eight children.

Houston was opposed to the secession of Texas from the United States and was removed from the governor's office after Texas voted to join the Confederate States of America.

Houston died at his home in Huntsville in 1863. His last words were: "Texas, Texas, Margaret."



SAN JACINTO MUSEUM OF HISTORY - HOUSTON, TEXAS

Martín Perfecto de Cós

Martín Perfecto de Cós served as a leader in the Mexican Revolution of 1810. His stature as a military leader improved after he became Santa Anna's brother-in-law.

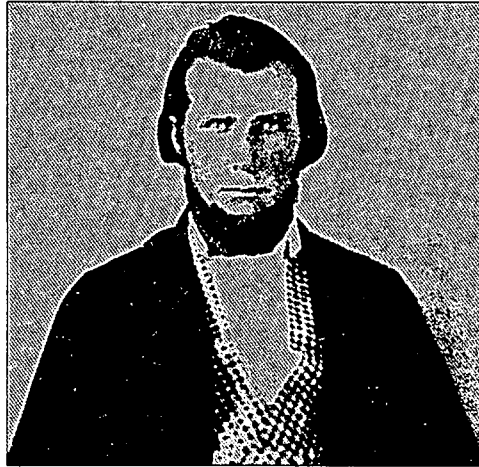
De Cós was sent to investigate Texans' refusal to pay customs duties at Anahuac in September 1835.

Later he was responsible for abolishing the legislature for the state of Coahuila y Texas and brought 500 men into Matagorda Bay to establish a military government in Texas. It was his responsibility for removing from Texas those American settlers who were considered troublemakers to the Mexican government.

The Texans resisted Cós's efforts and laid siege to Bexar in the fall of 1835. Finally in December 1835, he surrendered to the Texans, agreed to leave Texas, and pledged to stop fighting against the Texans.

Santa Anna would not honor Cós's pledge and he was required to return to Texas with a column to attack the Alamo. De Cós reinforced Santa Anna on the morning of April 21, 1836, at San Jacinto.

De Cos was taken prisoner at San Jacinto but later released. He commanded a post at Tuspán during the U.S.-Mexican War.



Henry Millard

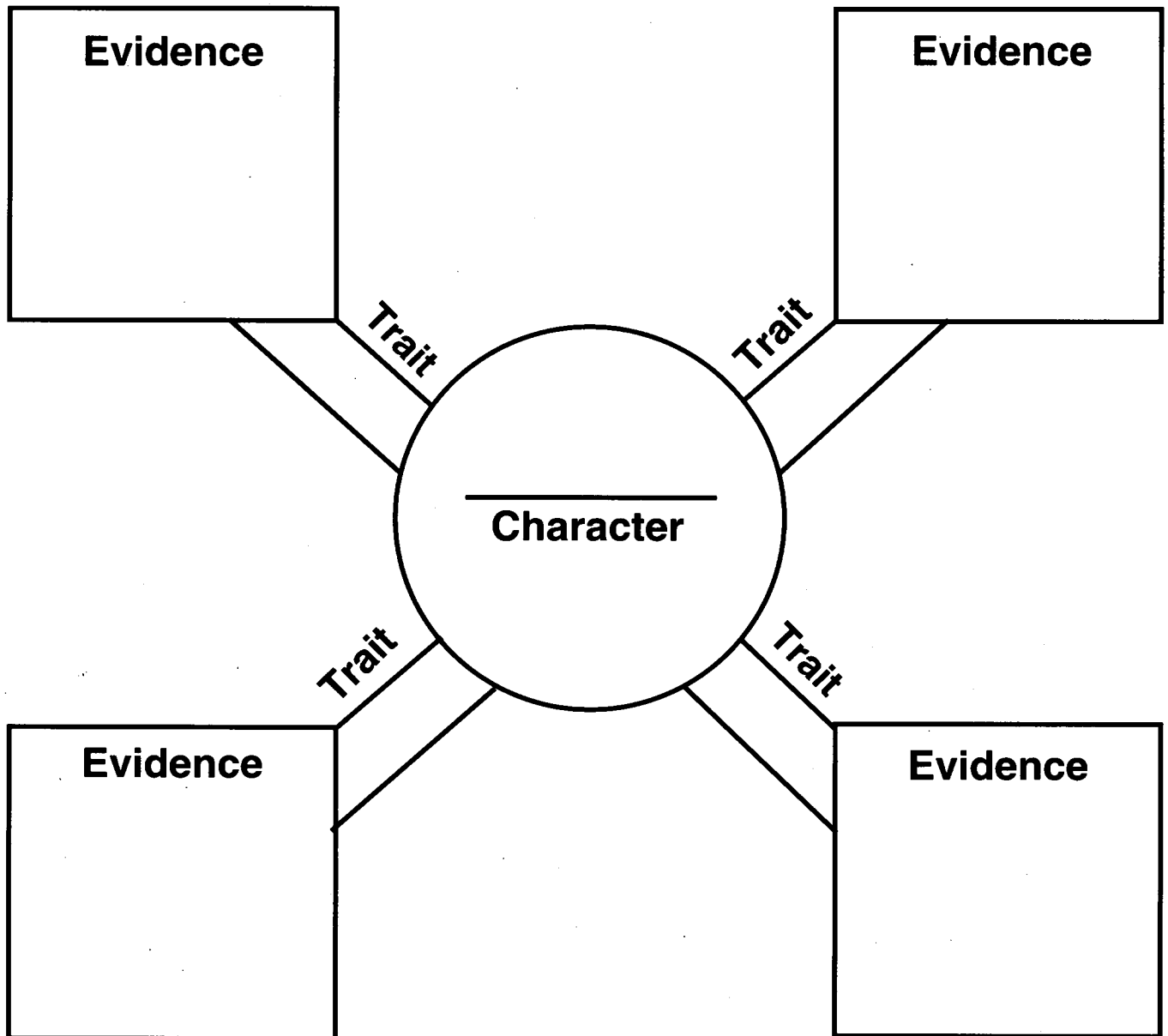
Henry Millard was born in Mississippi in 1807. In 1835, he moved to Liberty, Texas, which he represented in the Consultation and on the General Council. He was commissioned as lieutenant colonel of the 1st Regiment of the Texas Army. Millard commanded the right flank of the Texas forces at the Battle of San Jacinto.

In 1835, Millard laid out a town which he named Beaumont for the family of his wife. He served as chief justice of Calhoun County from 1839 to 1841 and died in Galveston in 1844.

Hendrick Arnold

Hendrick Arnold, a free Negro who had come to Texas from Mississippi in 1826, settled in Stephen F. Austin's colony on the Brazos River. He was selected leader of one of the parties at the siege of Bexar in December 1835. Colonel Francis W. Johnson made special mention of Arnold in his official report on the battle. Arnold served as a member of Erastus (Deaf) Smith's spy company, and he also served at the battle of San Jacinto. He died during a cholera epidemic in Bexar in 1849.

Monumental Designs



Directions: Select a character associated with San Jacinto (see Biographical Sketches). Fill in the chart using the information gained from your study. Then use life-size sheets of butcher paper to design a monument honoring this person. Include an inscription created from the information on the chart.

Who Am I?

Play "Who Am I?" as an oral review of significant people involved in the Texas Revolution. Cut the cards apart and distribute them to students. Each card has an answer to the question posed on a previous card and a question to be answered on the next card.

Beginning and Ending Card

End: I am David G. Burnet.

Start: I was known as El Presidente. I marched through Texas to put down rebellious Texans. My troops were successful in several campaigns before losing not only the battle but the war.

Answer: I am Santa Anna.

Question: I was Santa Anna's brother-in-law. I brought reinforcements to the San Jacinto Battleground.

Answer: I am General de Cós.

Question: I supported the Texans's cause and was elected vice-president of the *ad interim* government of the newly declared Republic of Texas.

Answer: I am Lorenzo de Zavala.

Question: Sam Houston placed me in charge of the First Regiment of Texas volunteers.

Answer: I am Edward Burleson.

Question: I was commander-in-chief of the Texas Army. I was responsible for leading the Texans to victory at San Jacinto.

Answer: I am Sam Houston.

Question: Earlier I had left the Alamo with dispatches to the Texans and led the Ninth Company of Texas Volunteers, made up entirely of Mexican-Texans.

Answer: I am Juan Seguín.

Question: I was the Mexican commander who engaged Fannin in combat. Fortunately for the Texans, my troops never made it to San Jacinto.

Answer: I am José Urrea.

Question: In 1834, I was sent on an inspection tour of Texas. I was back in 1836 as an army officer. Fortunately for members of the Texas government, I was a gentleman and did not fire on them as they fled because I noticed a lady in their boat.

Answer: I am Juan Almonte.

Question: I was Sam Houston's scout. I was responsible for burning Vince's Bridge, cutting off an easily accessible avenue of escape for the Mexican Army.

Answer: I am Deaf Smith.

Question: I brought a regiment of volunteers from Kentucky. On April 20, 1836, I led the Texan cavalry in an attempt to capture the only Mexican cannon at San Jacinto.

Answer: I am Sidney Sherman.

Question: I was in charge of the infantry, otherwise known as regulars, during the Battle of San Jacinto.

Answer: I am Henry Millard.

Question: I was appointed secretary of war after March 2, 1836. I fought at San Jacinto.

Answer: I am Thomas Rusk.

Question: I was in charge of the cavalry at the Battle of San Jacinto and later became president of the Republic.

Answer: I am Mirabeau B. Lamar.

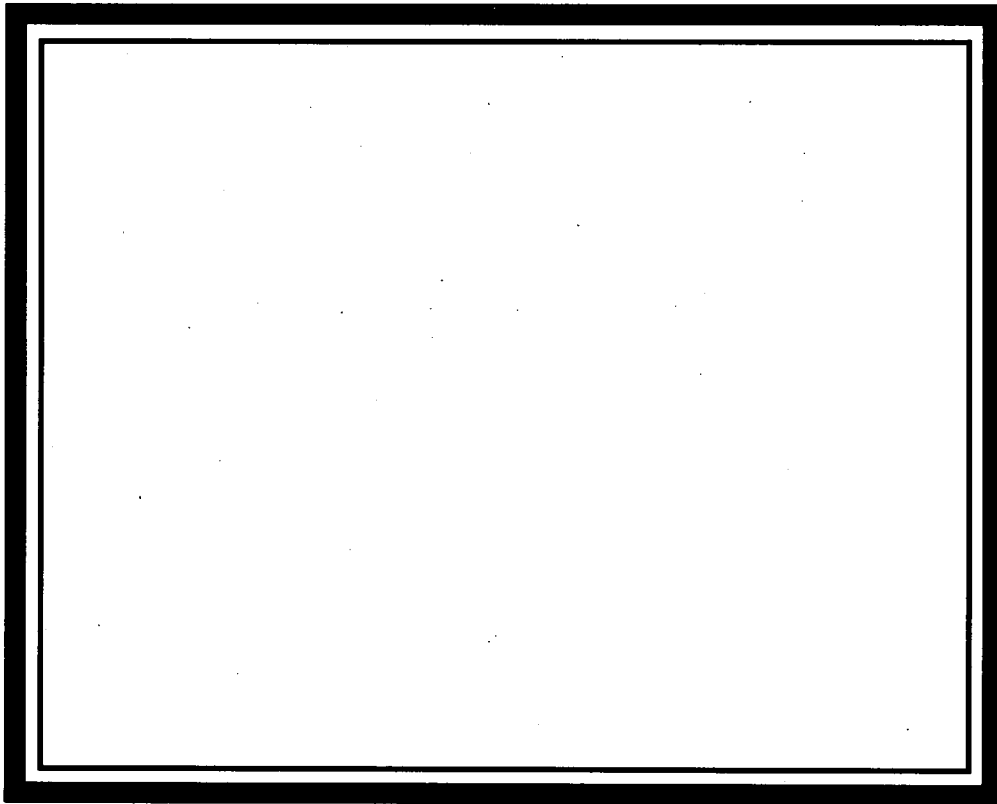
Question: My men made up the artillery unit, including the "Twin Sisters," at the Battle of San Jacinto.

Answer: I am George Hockley.

Question: I was elected president of the *ad interim* government of the Republic of Texas. My government had to flee Santa Anna's troops by boat.

A Texas Freedom Hall of Fame

You are in charge of a Texas Freedom Hall of Fame (or Battle of San Jacinto Hall of Fame). Whom would you select? Tell what the person's qualifications are for being placed in this hallowed hall. Use the frame below to write or illustrate the reasons this person is famous.





A Texas Time Line

• Have students construct a time line which includes important dates and events that happened between October 1, 1835, and May 1, 1836. You might want to provide students with dates and have them locate the appropriate event or vice versa. Patterns of the monument on the following page may be used to make the time line.

Suggestions for events and dates.

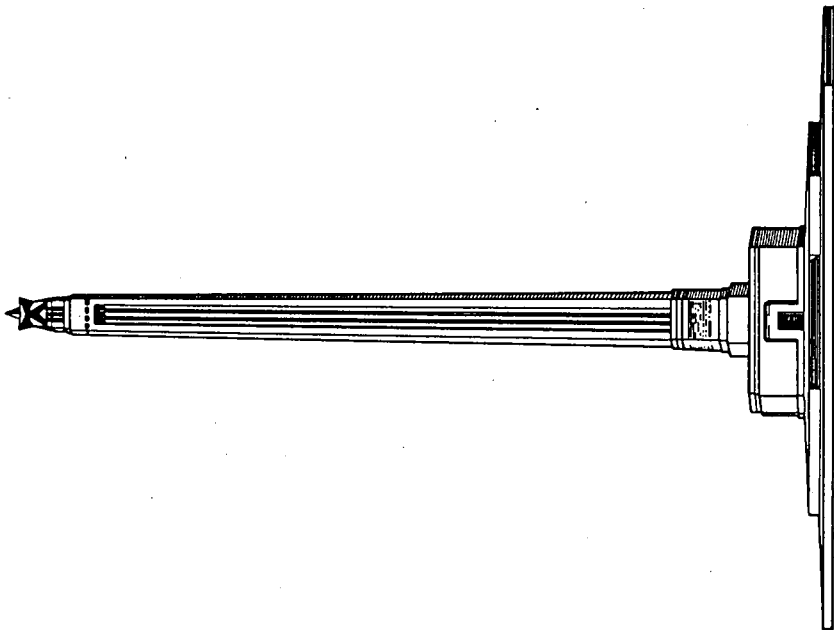
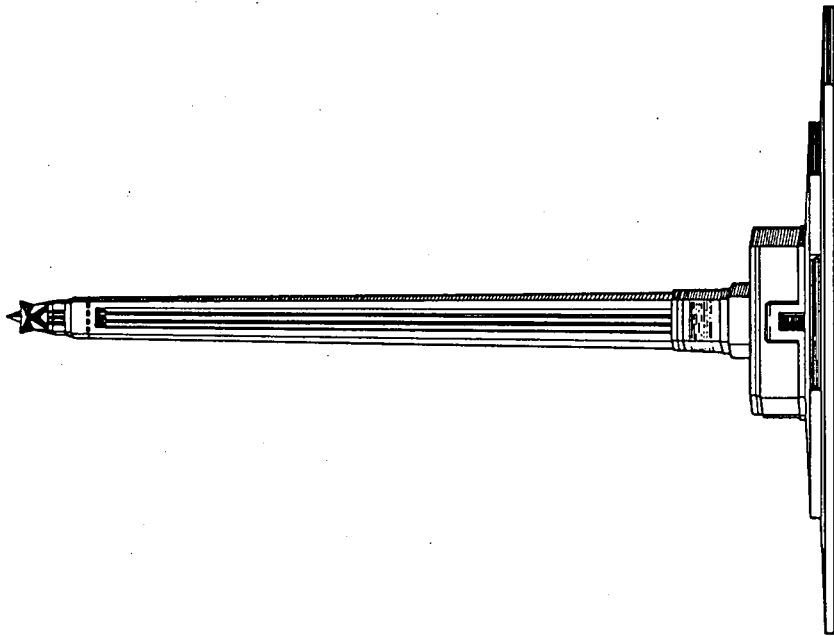
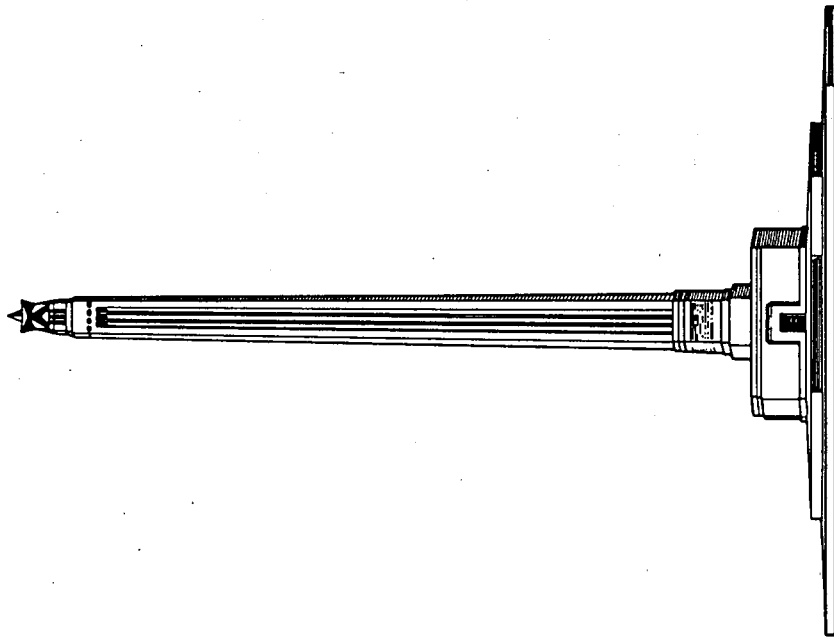
Battle of Gonzales - October 2, 1835
Texans capture La Bahía (Goliad) - October 9, 1835
Consultation at San Felipe - November 3, 1835
Texans capture San Antonio - December 10, 1835
Texans capture the Alamo - December 25, 1835
Battle of the Alamo begins - February 24, 1836
Texas Declaration of Independence - March 2, 1836
Fall of the Alamo - March 6, 1836
Battle of Refugio - March 14, 1836
Battle of Victoria - March 21, 1836
Goliad Massacre - March 24, 1836
Battle of San Jacinto - April 21, 1836

This time line could be done in several ways:

1. **Whole Class:** By adding more events or working in pairs, a class could construct a single time line to display on a bulletin board or hang on string "clothesline"-style. Students could write their event and date under enlarged versions of patterns of the San Jacinto Monument or star.
 2. **Small Groups/Individuals:** Students can work in small groups to create their time lines by using smaller versions of the patterns and/or fewer events. By dividing up the dates/events among group members, you can make the task more manageable.
- **Extension:** Divide the class in half. Let one half represent the Texan Army and the other half represent the Mexican Army. Using the patterns with events/dates as manipulatives, have students arrange the events from most to least damaging from that group's perspective.

One alternative is to subdivide the Texan/Mexican group into smaller groups. By having students in the small groups come to an agreement about the ranking of these events and dates, a higher level of involvement and discussion often occurs.

SAN JACINTO TIME LINE





You Can't Win 'Em All

● In this activity, students brainstorm to identify events and battles which were a part of the Texas Revolution and classify them as victories or defeats for the Texans. The "scroll" pattern on the following page could be used to record responses.

Suggestions for classifications:

Anahuac

Battle of Gonzales

Battle of the Alamo

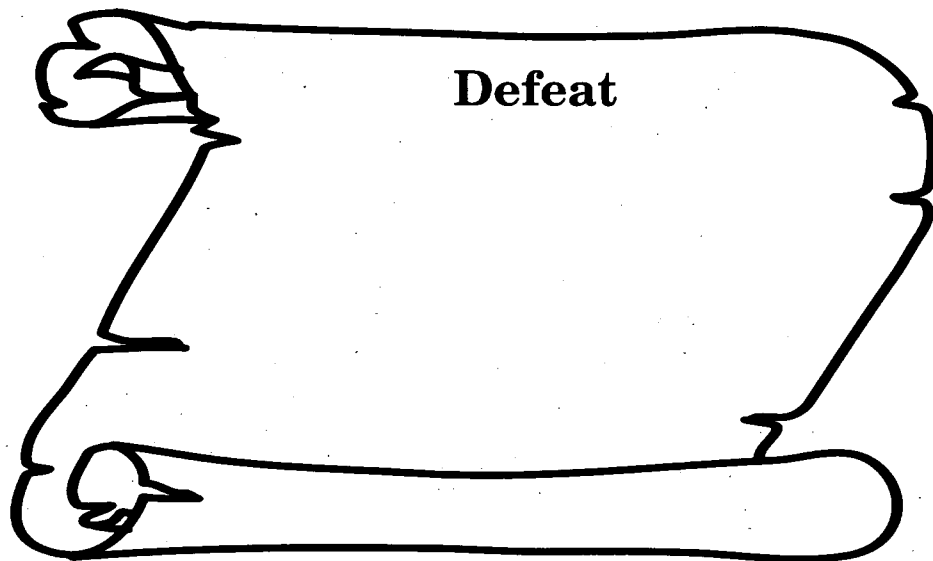
San Patricio

Agua Dulce Creek

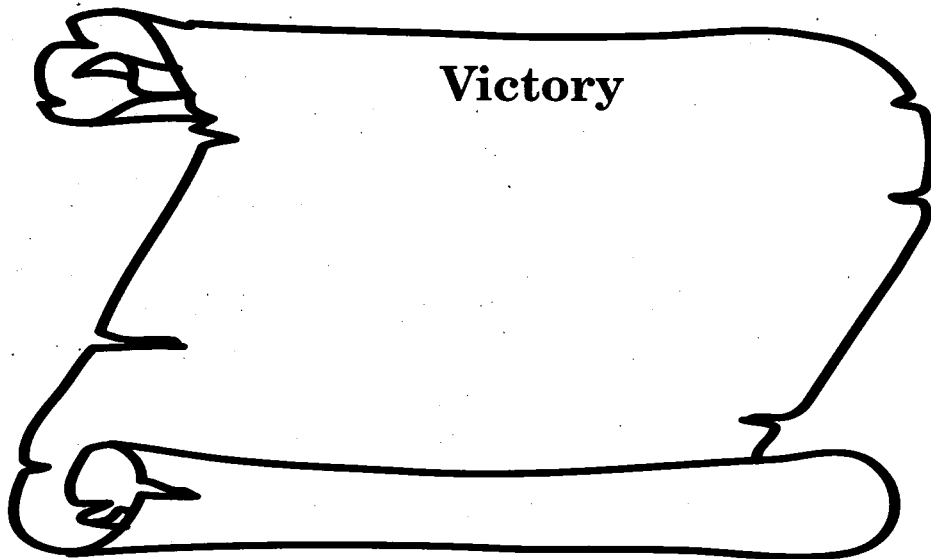
Refugio

Goliad Massacre

Battle of San Jacinto



Defeat



Victory



A Child Remembers

• The following is a copy of an original diary entry by Dilue Rose, later Mrs. Ira A. Harris, who experienced the Runaway Scrape and aftermath of the Battle of San Jacinto. Her diary chronicles the events of those frantic days through the eyes of an eleven-year-old girl.

A more complete transcript can be found in the *Southwestern Historical Quarterly*, 4, January 1901.

Another fine reference to Mrs. Harris's account, along with the reminiscences of other women at various times in Texas history, is in *Texas Tears and Texas Sunshine*, Jo Ellen Powell Exley, ed., Texas A&M University Press, 1985.

Suggested activities:

1. Discuss primary source material.
2. Have students write a diary entry as a child experiencing the Runaway Scrape before reading Dilue Rose Harris's account.
3. After reading the account, have students illustrate a particularly poignant or interesting part of the diary.
4. Compare/contrast the life (interests, responsibilities, etc.) of a child in 1836 to a child today.



Excerpt from Dilue Rose Harris's Diary, April 1836

April, 1836 - On the San Jacinto Battlefield.

We arrived at Lynchburg in the night. There we met several families that we knew, and among them was our neighbor, Mrs. West. She had travelled with Moses Shipman's family.

We crossed the San Jacinto the next morning and stayed until late in the evening on the battlefield. Both armies were camped near. General Santa Anna had been captured. There was great rejoicing at the meeting of friends. Mr. Leo Roark was in the battle. He had met his mother's family the evening before. He came to the ferry just as we landed, and it was like seeing a brother. He asked mother to go with him to the camp to see General Santa Anna and the Mexican prisoners. She would not go, because, as she said, she was not dressed for visiting; but she gave sister and me permission to go to the camp. I had lost my bonnet crossing Trinity Bay and was compelled to wear a table cloth again. It was six weeks since we had left home, and our clothes were very much dilapidated. I could not go to see the Mexican prisoners with a table cloth tied on my head for I knew several of the young men. I was on the battlefield of San Jacinto the 26th of April, 1836. The 28th was the anniversary of my birth. I was eleven years old. We stayed on the battlefield several hours. Father was helping with the ferry boat. We visited the graves of the Texans that were killed in the battle, but there were none of them that I knew. The dead Mexicans were lying around in every direction.

Mother was very uneasy about Uncle James Wells, who was missing. Mr. Roark said uncle had been sent two days before the battle with Messrs. Church Fulcher, and Wash Secrest to watch General Cos. They had gone to Stafford's Point, and were chased by the Mexicans and separated. Fulcher and Secrest returned before the battle. Mr. Roark says the burning of Vince's Bridge prevented several of the scouts from getting back.

Father worked till the middle of the afternoon helping with the ferry boat, then he visited the camp. He did not see General Santa Anna, but met some old friends he had known in Missouri. We left the battlefield late in the evening. We had to pass among the dead Mexicans, and father pulled one out of the road, so we could get by without driving over the body, since we could not go around it. The prairie was very boggy, it was getting dark, and there were now twenty or thirty families with us.

THE IMPORTANT THING

• If students are unfamiliar with the book, *The Important Thing*, by Margaret Wise Brown, it would be worthwhile to read this short book to them prior to this assignment. Then have them use the following frame to write their version of what is important about the Battle of San Jacinto.

Example:

The important thing about the Battle of San Jacinto is _____

It _____.

It _____.

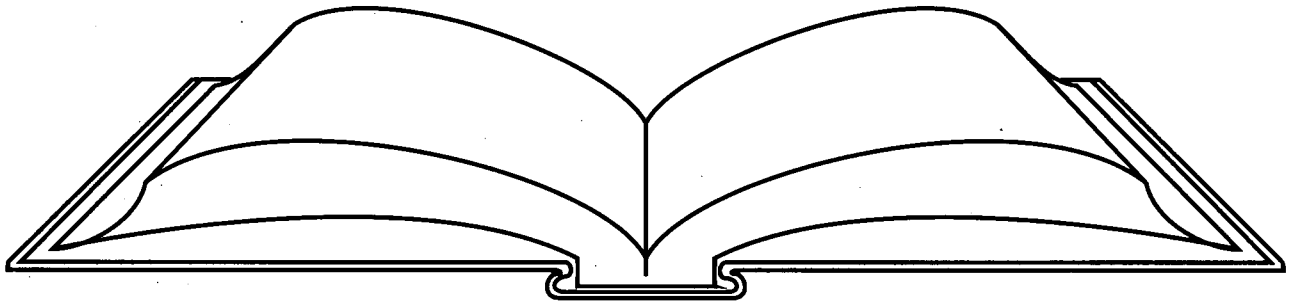
It _____.

But the most important thing about the Battle of San Jacinto is _____

_____ because _____

DESCENDANT'S DIARY

Directions: You are the descendant of a soldier at San Jacinto. Your grandparents have willed you an authentic diary that once belonged to that person. Write one descriptive entry that you found in the diary. Remember that the entry would be written from the viewpoint of the actual historical character.





He Stands Corrected

• The following is an excerpt from an account written by Robert Hunter, a son of Dr. Johnson Hunter of Fort Bend County. Robert Hunter arrived in Texas with his family in 1822 and wrote a narrative describing his activities from the time of his arrival through the Battle of San Jacinto. It was edited by Beulah Gayle Green and published by Cook Printing Company, Austin, Texas, in 1936. The narrative provides students with an account of an incident which took place as the Texas army moved toward Harrisburg. The lack of spelling and language skills were preserved by the editor, providing students with the opportunity to put their proof reading skills to use. By making an overhead transparency of the passage or duplicating it for student use, language/spelling skills can be reinforced.

The following incident makes one wonder what Houston really intended to do at the much-talked about "Fork in the Road." The commander-in-chief had borrowed a team of oxen from Mrs. Pamela Mann to haul Dr. N. D. Labadie's medical equipment to the Trinity River. Pvt. Hunter, an eyewitness, later described the argument that took place between Mrs. Mann and Gen. Houston when the oxen were turned toward Harrisburg:

The road forked and the Harrisburg road turned to the right, almost rightangle. We got about 10 or 12 miles down the road and Mrs. Mann over took us out on the big prairie hog wallow and full of water and a very hot day. She rode up to the general and said, general you tole me a dam lie, you said you was going on the Nacogdoches road. Sir, I want my oxen. Well, Mrs. Mann, we can't spare them. We can't get our cannon along without them said Houston. I don't care a dam for your cannon I want my oxen. She had a pare of holster pistols on her saddle pummel and a very big knife on her saddle. She turned around to the oxen and jumpt down with the knife cut the rawhide tug that the chane was tide with No body said a word. She jump on her horse with whip in hand and away she went in a lope with her oxen. Capt Rover [Rohrer] rode up to general Houston, & said we cant git a long with out them oxen. The cannon is don boged down . . . The Capt & nother man, started back for the oxen . . . The general rased up in his saddle, hollowed, Capt Rover [Rohrer] that woman will fite. The Capt said, dam her fiteing. Houston jumpt down off[f] his horse, & said come Boys, les git this out of the mud . . . He put his shoulder to [the] wheel . . .

(Camp had been made, before Wagon Master Rohrer rejoined his command, to be greeted by irreverent shouts.)

The Boys hollowed out, hai Capt where is your oxen. She would not let me have them. How come your shirt tore so, & some of the Boys would say Mrs. Mann tore it off[f] him. What was that for. She wanted [it] for baby rags.



Revolutionary Recollections

● Use the quotations below to familiarize students with significant people of the Texas Revolution.

Suggested activities:

1. Write the "Quote of the Day" - - on the chalkboard.
2. Read the quote orally. Students attempt to guess the author of the quote and/or the circumstances surrounding it.
3. Write the quote on one index card and the author's name on another. Pass out cards and have students circulate to match the two. Students can report back or share their quotes with the class.
4. The previous activity can be used as a technique for pairing students to conduct research on significant individuals of the San Jacinto campaign.

"Santa Anna will be found skulking in the grass masquerading as a person of much lower station."

— Sam Houston

Who demanded of Houston that "the dead Mexicans be taken off my land"?

— Peggy McCormick (landowner on whose land the Battle of San Jacinto was fought)

"Gentlemen! I applaud your bravery, but damn your manners."

— Sam Houston (as he tried to stop the carnage at the Battle of San Jacinto)

“El Presidente! El Presidente!”

- Santa Anna’s soldiers (as he was being marched into the victorious Texans’ camp. At that time the Texas soldiers were not aware of the importance of their captured prisoner.)

“ . . . I put myself at the disposition of the brave General Houston. I wish to be treated as a general should when a prisoner of war.”

- Santa Anna (as he was taken before Sam Houston as a prisoner)

“He is a base, unprincipled bloody monster. War is our only resource. No halfway measures, but war in full!”

- Stephen F. Austin (after he was released from prison in Mexico)

“If we’re not going to fight, I’m going home. My family needs me.”

- A typical soldier in Sam Houston’s army (frustrated by Houston’s continued retreat)

“Me no Alamo, Me no Goliad”

- Some of Santa Anna’s troops (trying to escape the fury of the revengeful Texans at San Jacinto)

“My country will do justice to those who serve her. The rights for which we fight will be secured, and Texas free.”

- Sam Houston (address of Houston to army before leaving Harrisburg for Lynchburg, April 19, 1835)

“The enemy are laughing you to scorn, you must fight them.”

- President David G. Burnet (as he criticized Sam Houston’s retreats)

“Remember the Alamo!” and “Remember Goliad!”

— Soldiers in the Texas Army at the Battle of San Jacinto

“If I knew my death would assure the liberation of Texas, I would not live another hour.”

— Lorenzo de Zavala (address to group of Texas statesmen after a price was placed on de Zavala due to his opposition to Santa Anna’s abolition of the Constitution of 1824 and his declared intent to join the Texans. Santa Anna gave instruction to capture de Zavala.)

“They are better equipped than we and their numbers are greater, but God and right are with us and will give us the victory.”

— Thomas J. Rusk (part of his address to the Texas Army before the Battle of San Jacinto)

“I want six men. I am going to burn the bridge. I want six men who are willing to follow me through, or perish in the attempt.”

— Deaf Smith (before burning Vince’s Bridge)

“Cheerfully will I encounter formidable dangers to assure my country’s independence. I would joyfully perish on the field of battle shouting the war cry, God and Liberty, Victory or Death, of those heroes.”

— Juan Seguín (February 1837 -- Memorial Service for the Alamo dead)

Mystery Character Game

• This game may be played in small groups or as a class. The student whose birthday is closest to April 21 will start the game by secretly choosing a known person who was involved in the struggle for Texas's freedom. The rest of the group may then ask questions about that person, but the questions can be answered only with "yes" or "no."

Example: Mystery character is Juan Seguín.
 Did the person fight in the Texan Army? Yes.
 Was he an officer? Yes.
 Did the person fight at the Alamo? No.
 Was the person born in the United States? No.

The game may be set up with a limit on the number of questions asked. The person who correctly guesses the mystery person can choose the next mystery person, or points can be awarded if playing in teams.

Variations: The game also could be played as a Mystery Place Game (Alamo, Gonzales, Washington-on-the-Brazos, etc.) or a Mystery Object Game (Bowie knife, Twin Sisters, etc.).

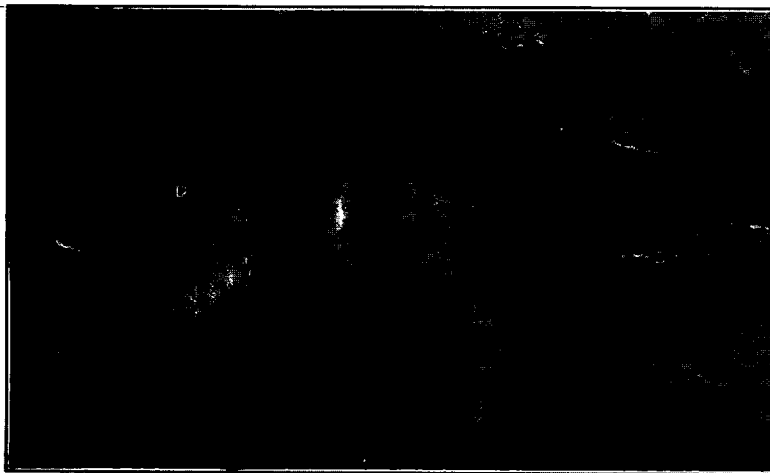
THE EYES OF TEXAS ARE UPON YOU

TEACHER KEY

🍏 Locate these "eyes" from portraits in the museum. Write the names of the persons who match the eyes on the line.



Mirabeau B. Lamar



Erastus "Deaf" Smith



Antonio López de Santa Anna



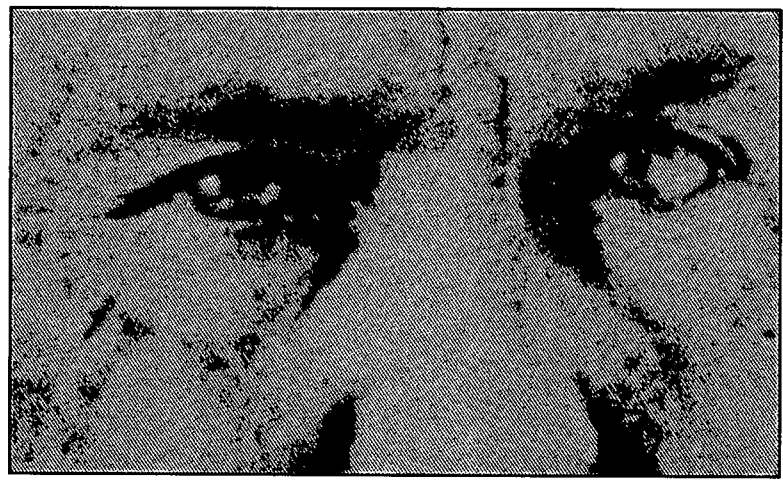
Sidney Sherman



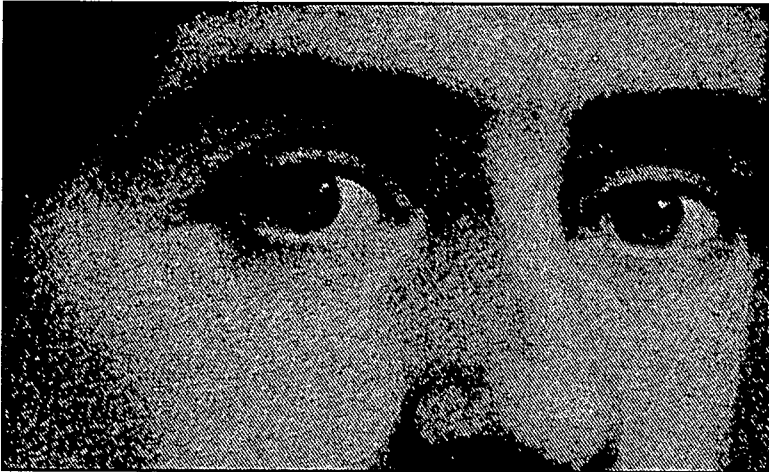
Stephen F. Austin

THE EYES OF TEXAS ARE UPON YOU

Locate these "eyes" from portraits in the museum. Write the name of the person who matches the eyes on each line.







MUSEUM DETECTIVES

(A Game for History “Buffs”)

Directions: You are a famous detective who has found a mystery object in the closet of the museum. Below list five clues to its identity. Have a partner select one clue at a time to identify the object. Each clue is worth ten points. The team which has the least points upon guessing the object is the winner. Go for it!



CLUE 1: Describe the *smell, taste, and texture* of the object.

CLUE 2: Describe the *place where the object would have been found*.

CLUE 3: Describe the *owners* of the object.

CLUE 4: Describe the *size and color* of the object.

CLUE 5: Describe the *use or function* of the object.



21 Question Salute to *Texas Forever !!*

Answers to the following questions can be found in the multi-image presentation *Texas Forever!! The Battle of San Jacinto*. Teachers should choose questions that are appropriate for their class.

1. Why did the Spanish government allow the Anglos to settle Texas?
2. Why did Stephen F. Austin come to Texas?
3. Why did Anglo settlers come to Texas? What did Texas have to offer?
4. How did the American Revolution influence Mexico's revolt against Spain?
5. What was Stephen F. Austin's early attitude about the treatment of colonists by Mexico?

How did Stephen F. Austin's attitude toward the Mexican government change?

What reasons did he have for the change?

6. Would Texas have remained a part of Mexico if Santa Anna had not become dictator?

List reasons Texans had for/for not declaring independence from Mexico.

7. List some reasons early Anglo settlers became angry with the Mexican government.

Were these complaints valid?

How were Anglo colonists treated by the Mexican government?

8. Place in order the various forms of government New Spain/Mexico had: dictatorship/ monarchy/ democracy.
9. Note the appearance of a common Texas soldier. (Is he bearded? Does he have a uniform?)
10. Why were Sam Houston's soldiers so upset with him?
11. Was it a good decision for Houston to retreat rather than face Santa Anna earlier?



-
12. What would have happened if Houston had chosen to turn left, instead of right, at the fork in the road?
 13. Should the Texans have been scared of Santa Anna?
 14. What geographic features aided Sam Houston at the Battle of San Jacinto?
 15. Name three to five Mexican or Texan officers commanding forces at San Jacinto.
 16. Why did Santa Anna lose the war?
 17. Did San Jacinto lead to further conflicts?
 18. What happened to Texas after San Jacinto?
 19. What happened to Texas in 1845? What was the result of this occurrence?
 20. How did the outcome of the Battle of San Jacinto lead to the current boundaries of the U.S.?
 21. Why was the final result of the U.S.-Mexican War important to the U.S.?



H.O.T.* Topics

• Use these questions to stimulate higher-order thinking:

1. What if Santa Anna had made camp on the ridge instead of on the other side?
2. What if Vince's Bridge had not been destroyed?
3. What would have happened if Santa Anna's officers had been given more authority?

If he had delegated more power, how might the events have changed?

4. Discuss the group mentality that led Sherman to skirmish the afternoon of April 20, 1836.
5. How did the Revolution affect the economy of Texas? (Texas was an agricultural state. Many farms were destroyed by troops while Texas farmers were fighting in the war.)
6. Mexican political influence in Texas ended with the Revolution, but the cultural influence is still with us today. List cultural contributions in the following areas:
 - a. cities/counties
 - b. streets
 - c. arts - music, painting
 - d. food
 - e. clothing
 - f. religion
 - g. architecture
 - h. language

7. Develop two facts and two opinions about the Battle of San Jacinto.

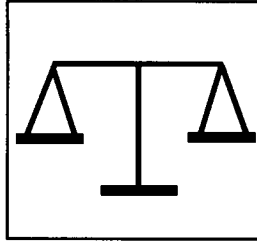
8. Would Santa Anna have given Sam Houston the same courtesy and spared his life if the Mexicans had won at San Jacinto?

Why or why not?

Were there any advantages to allowing him to live?

* Higher-Order Thinking

JUST OR UNJUST



Directions: Select a concept or an event from this unit. Debate whether the decisions made were *just* or *unjust* in the eyes of the people living at the time. Then debate whether the decisions are considered *just* or *unjust* by the students of today. All statements should be backed by supporting evidence.

Suggestions for concepts/events:

1. Houston's retreat
2. No quarter (taking no prisoners)
3. Allowing Santa Anna to live
4. Almonte's not firing on the *ad interim* government
5. Sherman's skirmish on April 20, 1836
6. The Runaway Scrape

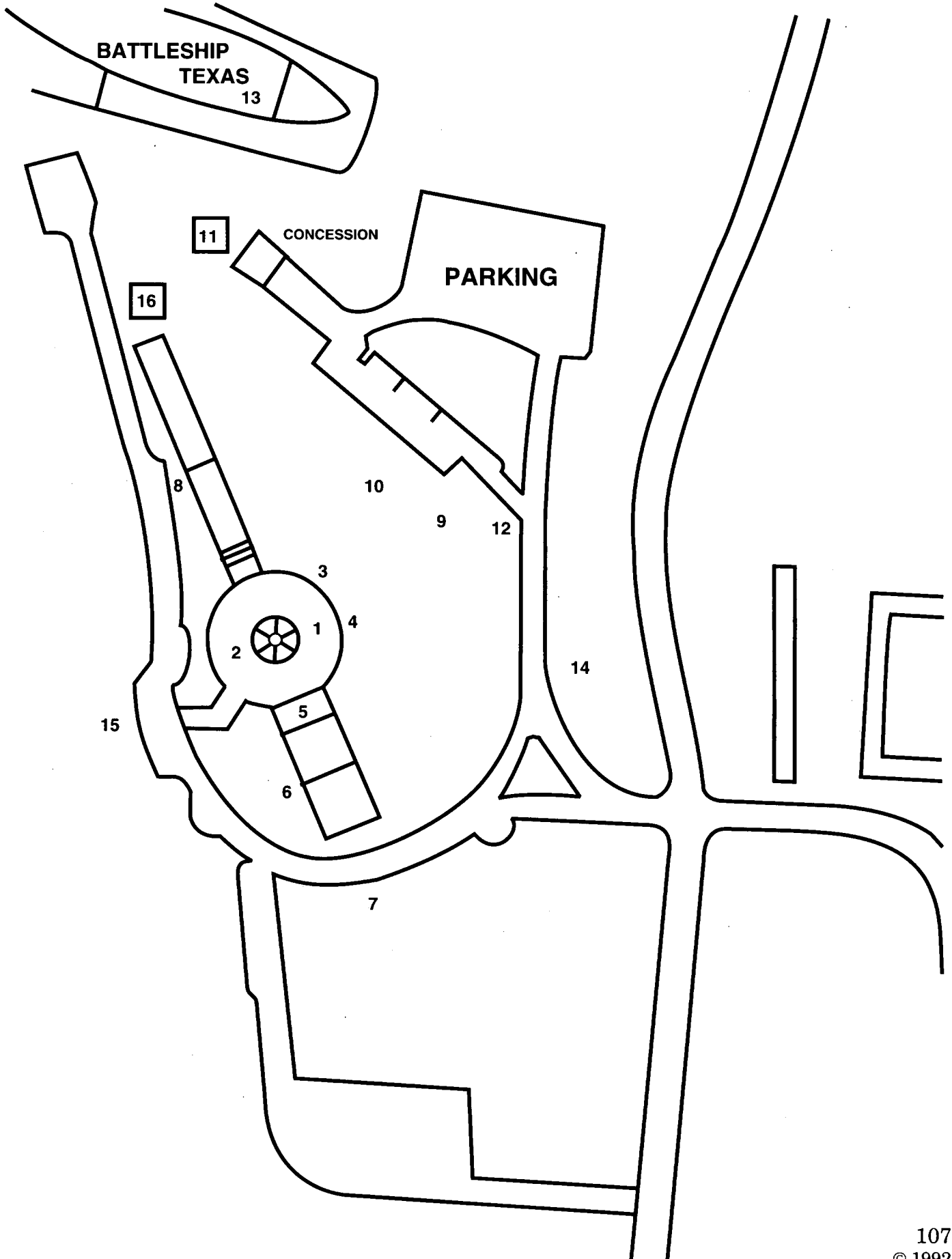
Concepts/Events:

1. _____
2. _____
3. _____

How historical characters would have felt: _____

How students today feel: _____

Battleground - Sam Houston's Camp





21.

Battleground - Sam Houston's Camp

• The following information can be used with the map on page 107 as you tour significant sites in Sam Houston's Camp.

1. Sundial

The Daughters of the Republic of Texas dedicated the sundial to men who died at the Battle of San Jacinto. The battle took place at what time? _____

2. Burleson's Camp

Edward Burleson was commander of the volunteers. Burleson's regiment was to the immediate _____ of Sherman on the battle line. Edward Burleson later served as an officer in the war with Mexico.

3. Twin Sisters

Sam Houston received two six-pound cannons that were gifts from the people of Cincinnati, Ohio. Houston's soldiers nicknamed the weapons the _____. (These are replicas. The real cannons were smaller.)

4. De Zavala Cemetery

On March 16, 1836, an election was held and David G. Burnet was nominated as president. Lorenzo de Zavala was nominated as _____.

5. Wall Plaques

LEFT

The movement to establish the San Jacinto Battleground as a patriotic shrine was begun in 1856 by a group of _____.

CENTER

From its organization in 1891, the _____ of the Republic of Texas became leaders in this work.

State one way the Daughters of the Republic of Texas (DRT) helped at the San Jacinto Battleground. _____

RIGHT



In 1936, the state and nation began the construction of the Monument to honor all Texas _____.

6. Millard's Camp

Henry Millard commanded _____ companies. These men were located to the right of George W. Hockley who was on Burleson's _____.

7. Lamar's Camp

On the afternoon of April 20, there was a small skirmish between the Texas Cavalry and the Mexican _____. A private from Georgia named Mirabeau B. Lamar fought bravely and was placed in charge of the entire Texas _____ the next day. Lamar served as _____ under Sam Houston from 1836 to 1838 and was elected _____ in 1838.

8. Sherman's Camp

Sidney Sherman commanded the volunteers from Ohio and Kentucky. The battle line was formed with Sherman's regiment on the left flank. Sherman became a businessman in Harrisburg and organized the first _____ in Texas.

9. Brigham Grave Marker

This grave marker is a tribute to Mr. B. R. Brigham, who was one of nine Texans who died because of wounds received during the Battle of San Jacinto. List three other Texas soldiers who died (answers will vary).

1.

2.

3.

Who spoke to the Texas Army two days before the Battle of San Jacinto?

Who wrote about the bravery of the Texas fighters one day after the Battle of San Jacinto?

10. Cemetery



-
11. This statue is a tribute to the fidelity of pioneer masons under whose outstanding leadership the cornerstone of the Republic of Texas was laid.

List three pioneer masons inscribed on this statue (answers will vary).

- 1.
- 2.
- 3.

12. Tombstone Rubbing

Find the tombstone of a child. What might have caused his/her death?

Find the tombstone of a soldier who died at the Battle of San Jacinto.

Name him _____

13. Battleship

The Battleship _____, a veteran of two world wars and many campaigns, is moored at the battleground. The state of Texas was the first to save its namesake battleship. The only survivor of the _____ class, the Battleship *Texas* was renovated between 1988 and 1990.

14. Advance under General Rusk

Thomas J. Rusk was chosen Secretary of _____ in 1836. After Sam Houston was wounded, Rusk became commander of the Texas Army. Rusk later became the first Texan, along with Sam Houston, to be elected to the United States _____.

15. Santa Anna brought to Sam Houston

Beneath an _____ that grew near the site, General Antonio López de Santa Anna, president and dictator of the Republic of Mexico, was brought as a captive on April 22 before General Sam Houston, commander-in-chief of the Texas Army, who had been seriously wounded the previous day in the Battle of San Jacinto. (The actual site is now beneath the water in the Houston Ship Channel to the west.)

16. Restrooms/Water



Battleground—Santa Anna's Camp

• These questions can be used in discussion with students as you visit Santa Anna's Camp.

1. Which army was fighting from this location?
2. Compare/contrast this cannon with what you know about the "Twin Sisters."
3. Why do you think breastworks were placed from marker No. 13 to marker No. 15?
4. Could the Mexican soldiers see the Texas soldiers advance across the plain of San Jacinto? Why/why not?
5. What were the advantages/disadvantages of Santa Anna locating his camp here?
6. What was blocking a retreat by the Mexican Army to the south and east? Why could the Mexican Army not retreat to the north and west?
7. Who died here?



FYI:

FYI is a section that details information gathered through research by historians concerning the San Jacinto Battleground State Historical Park, the San Jacinto Monument, and the San Jacinto Museum of History.



FYI:

Painting of Sam Houston in the Exhibit Gallery

Stephen Seymour Thomas, who created this magnificent painting, was born in San Augustine, Texas, in 1868. Thomas displayed a gift for painting early, and the development of this gift was encouraged by his family. The family willingly moved to expand his educational opportunities. While studying in New York City, he was encouraged to move to Paris.

While studying in Paris, Thomas painted this picture at the encouragement of the women of Texas who had raised money for a Texas Building for the Chicago World's Fair. The ladies wanted an appropriate picture to adorn the building.

After the World's Fair, the portrait was exhibited in Paris until 1898 before being moved to the United States. In 1920, Thomas and his wife presented the painting to the City of Houston. It was moved from the Public Library to the San Jacinto Museum of History in April, 1951, where it continues to honor the memory of one of Texas's finest heroes.



FYI:

Museum Dioramas

The dioramas were developed by Edward Wilkinson, an Englishman who chose to become a citizen of the United States, and made Texas his home. He studied architecture at Rice Institute and gained notice for the miniature buildings he developed to illustrate scale models. It was these scale models that led to his commission to construct the dioramas displayed at the San Jacinto Museum of History.

He researched every detail to make the dioramas authentic. They were constructed of clay and wood. All the figures were hand-carved. If you look carefully at the tavern, you will see a figurine wearing glasses. That is a model Wilkinson made of himself. Observe the Steamboat House. Why do you think it is called this?



FYI:

***Texian Soldiers of the Revolution* by Stephen L. Hardin, Ph.D.
Paper presented at the Annual Meeting of the Texas State Historical Association, Dallas, Texas, March 9, 1991, deposited in the Library of the San Jacinto Museum of History.**

What were the soldiers like? Fierce in battle and restless in camp, they were great fighters, but poor soldiers. Once they had the smell of gunpowder in their nostrils they were indomitable, but getting them to stay around for the battle was often a problem. Independent and insubordinate, they were an officer's nightmare. But then, most of the officers were touchy of their honor and quick to resign. The army was disorderly, unprofessional, and amazingly lucky. In the final assessment, San Jacinto was not a battle in which Texians triumphed, but one Santa Anna botched — in short, the merest accident under heaven. On the other hand, Texian soldiers demonstrated wonderful initiative and marksmanship, as well as remarkable physical courage. Jacksonian egalitarians, they mirrored the vices and virtues of their age. They were not paragons of culture and refinement If they must be judged, let it be by the standards of their times, not our own.



FYI:

Abstract

“Texian Iliad: A Narrative Military History of the Texas Revolution, 1835-1836”

by Stephen L. Hardin, Ph.D., 1989 Department of History, Texas Christian University; Dissertation Advisor: Grady McWhiney, L.B.J. Professor

This dissertation is a military history of the Texas Revolution of 1835-1836. It traces the battles, leaders, weapons, tactics, and the organizations of both the Mexican and Texian forces.

The study concludes that officers and men marched to Texas battlefields with preconceived notions of combat. The rebellious American colonists were, for the most part, inheritors of the militia traditions of the North American woodlands, wary of regular army discipline, and jealous of the right to elect their own commanders. The Mexicans were more formal in their approach to military affairs and were strongly influenced by the rigid nineteenth-century European linear formations. Military dictator Antonio López de Santa Anna, the Mexican commander-in-chief, attempted to emulate the Emperor Napoleon to the point of parody. Both sides discovered that conditions in Texas rendered prior tactics ineffectual.

Geography and distance were to play important roles. The dissertation introduces the woodland-prairie hypothesis, which asserts that Texas forces tended to perform better in those areas where they were able to secure natural cover. Protected behind obstacles, Anglo frontiersmen, armed with their accurate Kentucky long rifles, could normally hold their own against superior numbers of Mexicans armed with the smoothbore, and hence inaccurate, Brown Bess muskets. The Mexicans, on the other hand, were far more effective on the vast, open coastal prairies of southern Texas, an area that had become the center of Tejano ranching culture. There the Mexicans were able to employ their superior equestrian skills to maximum advantage, while Texas infantrymen were deprived of natural cover.

It was not mere happenstance that the military disasters of the Alamo and Goliad should occur on the Hispanic plains while the victory of San Jacinto took place on terrain which Americans had made their own. Texas conditions forced the participants to reevaluate and adapt their traditional tactical modes. The dissertation, drawing upon a number of primary documents, traces that process.



FYI:

Address by Jesse H. Jones At the Laying of the Cornerstone of the San Jacinto Memorial Monument, San Jacinto Battleground Park, 101st Anniversary of Texas Independence April 21, 1937 (Houston: San Jacinto Centennial Association, n.d.).

We are assembled to lay the cornerstone of this beautiful monument, which is being erected to honor the memory of the men who offered their lives to win the independence of Texas.

Few battles of the world have been more decisive or had a greater influence over civilization than the Battle of San Jacinto. It changed the map of the North American continent and opened the way for the United States to extend its boundary to the Rio Grande and the Pacific. It sealed the destiny of the Texas Republic and confirmed its Declaration of Independence. It established liberty where tyranny sought to enthrone itself



Battleship *Texas*



Table of Contents

1. Objectives
2. Battleship *Texas* Group Learning
3. A Battleship *Texas* Time Line
4. Questions on the Diagram of Battleship
5. Design a Battleship
6. Battleship *Texas* Specifications
7. Teacher Reference



Objectives

The student will –

- ★ identify significant events and contributions of the USS *Texas*.
- ★ recognize the following terms: battleship, dreadnought, flagship, restoration, fleet, commission, knots.
- ★ be able to sequence the events of the USS *Texas's* military service.
- ★ become familiar with the deck plan of the ship by reading a diagram.
- ★ locate geographic areas in which the USS *Texas* saw duty.
- ★ design a battleship according to teacher-specified criteria.



TEACHER INFORMATION SHEET

Battleship *Texas* Group Learning

• Prepare cards using the following vocabulary words:

1. dreadnought
2. flagship
3. "Mighty T"
4. restoration

Distribute a card to each student. Students then form groups which include all four different vocabulary words. If the class size is not divisible by four some students may be paired.

Each group will receive four information sheets labeled dreadnought, flagship, "Mighty T," and restoration.

Students will first read the instruction sheet related to their own vocabulary word to determine their responsibilities. They will then read their responsibilities and information sheets, answer the questions on paper, and teach the information to their fellow group members.

This provides all the students with basic information about the Battleship *Texas* and makes each child an "expert" in one aspect of Texas history.

BATTLESHIP TEXAS

STUDENT INSTRUCTION SHEET

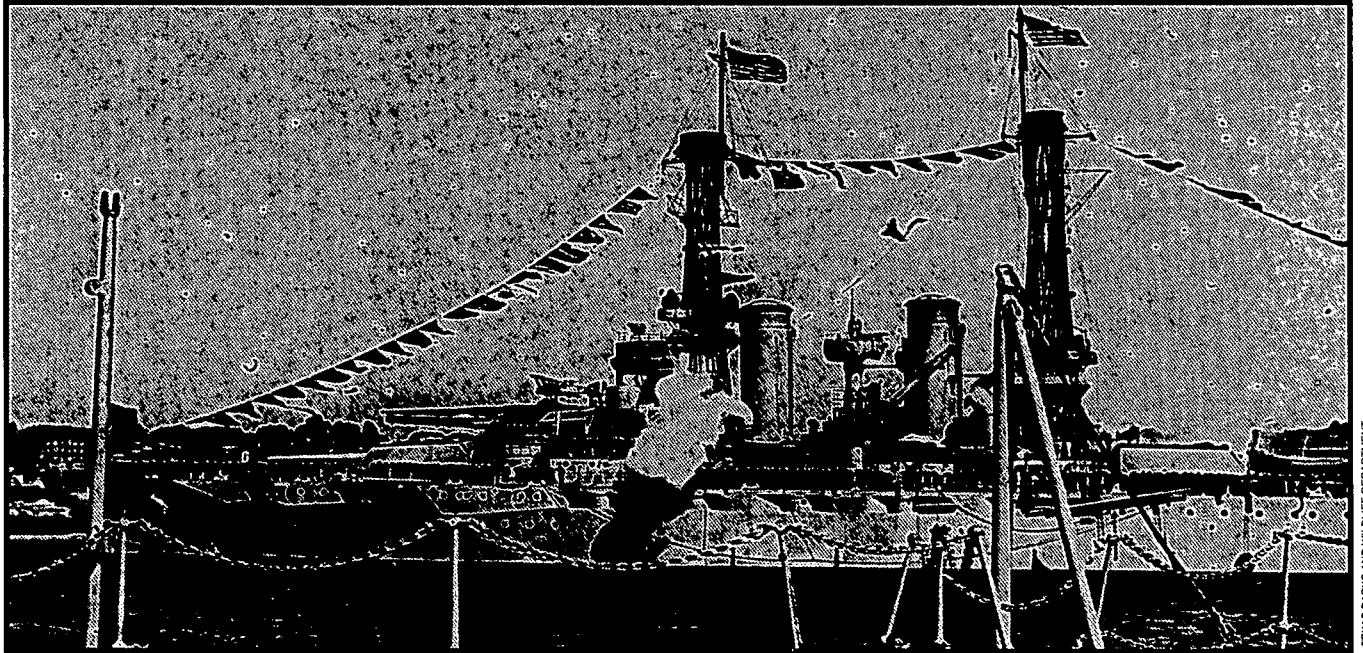
1. Read your information sheet. It matches your vocabulary card.
2. Write a definition of your vocabulary word.
3. Write answers to the questions on the information sheet.
4. Summarize for your group the information you have learned, including the answers to the questions.

Students should follow this order in sharing their information within the group:

1. dreadnought
2. flagship
3. "Mighty T"
4. restoration

You are the only source the other group members have for learning this information, so do a good job on your section of the work.

DREADNOUGHT



The USS *Texas*, in full dress, firing a salute, September 1919.

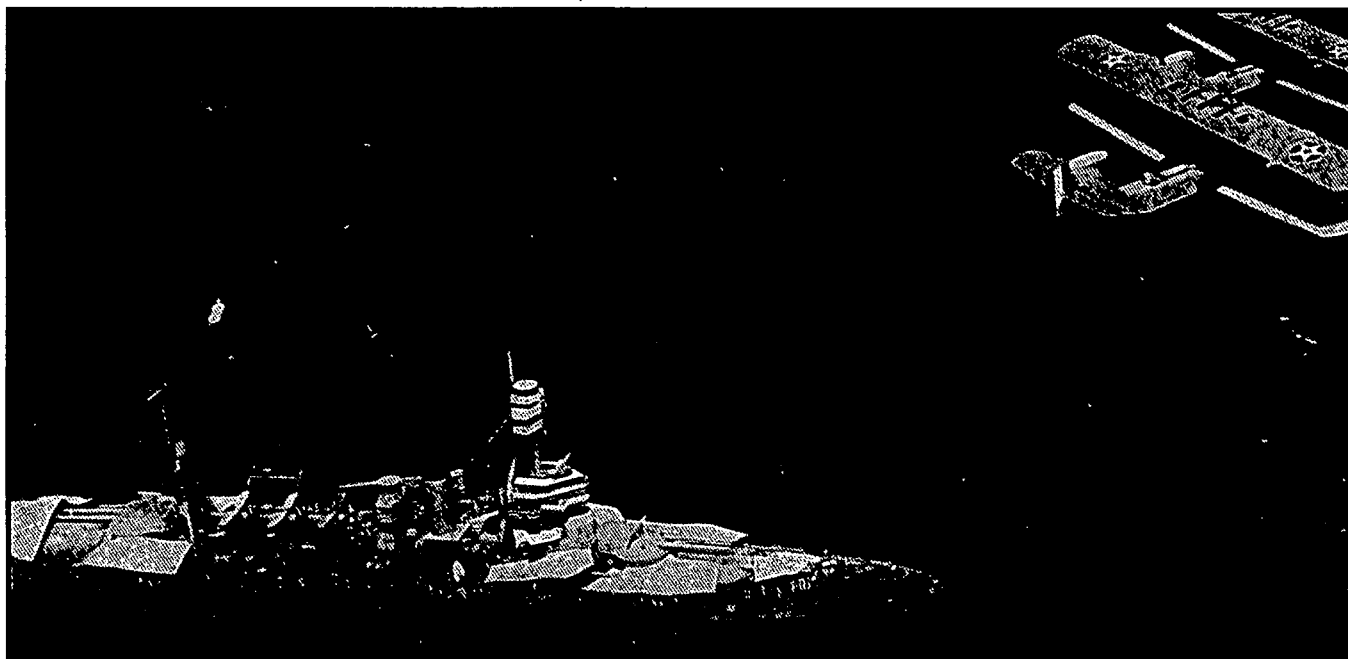
On March 12, 1914, the USS *Texas* was commissioned. She was one of the first super-dreadnoughts of the decade and the most powerful weapon in America's naval arsenal.

In the early years, the "Mighty T" sailed with the U.S. fleet in the Atlantic and Caribbean oceans. When war was declared with Germany, she joined Allied patrol operations in the North Sea and was part of the battle group that escorted the German fleet to surrender on November 21, 1918.

After World War I, the *Texas* played a vital role in the development of naval aviation. The first flight from a U.S. Navy battleship was made on March 9, 1919, from the USS *Texas* when Commander McDonnell piloted a Sopwith Camel biplane from a platform built atop Turret Two. In May, she escorted the Navy's seaplane NC-4 on the first trans-Atlantic flight.

1. Define dreadnought.
2. What was special about the USS *Texas*?
3. In what geographic areas did she sail?
4. Why was the USS *Texas* important to aviation?

FLAGSHIP



Flagship of the American fleet, the USS *Texas* went to the Pacific in January, 1931.

TEXAS PARKS AND WILDLIFE DEPARTMENT

The USS *Texas* steamed with the Pacific Fleet until 1925, when she was ordered to the Norfolk Navy Yard for refitting and modernization. The Washington Naval Limitations Treaty of 1922 had outlawed new ships, forcing the modernization of old U.S. vessels. The *Texas* emerged from the shipyard two years later as the queen of the American fleet once again, with modern oil-fired boilers, two tripod masts, and additional armor and torpedo blisters protecting her. She was named the flagship of the U.S. fleet and cruised the ocean during the 1930s as an impressive symbol of American naval power.

With the attack on Pearl Harbor in December 1941, which destroyed many ships in the U.S. fleet, the *Texas* was again at war. She was among the oldest ships in the fleet, yet her new anti-aircraft guns, radar, and fire control equipment made her one of the most powerful American support ships in World War II. She took on vital convoy duty through November 1942 and fired at her World War II enemy for the first time during the 1943 invasion of North Africa.

1. Why was the *Texas* modernized?
2. What improvements were made?
3. Why was she so important to the Navy?

“MIGHTY T”



Rear Admiral Bryant and Captain Baker stand with the shell that hit the USS *Texas* at Cherbourg in 1944. The shell, which did not explode, became the ship's talisman and is still on display on the *Texas*.

On D-Day, June 6, 1944, the USS *Texas* took part in the Allied landings at Normandy as part of the largest amphibious assault group ever assembled. In spite of heavy cover fire, many American lives and much equipment were lost in the first confusing hours of the landing. The bombardment lasted throughout that day and into the next. The “Mighty T” knocked out gun emplacements, sniper nests, and supply transports, firing at any target she could find. The *Texas* also supplied medical care to the wounded and took on many prisoners briefly while they were being transferred to outlying transports.

Later that month, the *Texas* received the first hit of her 30-year career off the shore at Cherbourg. A 240mm shell ricocheted off the conning tower and exploded under the pilot house, injuring 13 and killing the helmsman, the only battle fatality suffered by the USS *Texas*. Soon after, another 240mm shell slammed into her but did not explode. The shell was disarmed and has since traveled with the ship as a souvenir of the fight.

In December 1944, she steamed to the Pacific for the pre-invasion bombardment of Iwo Jima. In April 1945, she stood off Okinawa, joining the largest and most difficult battle of the Pacific War. At battle for the next 50 days, the *Texas* fended off kamikaze attacks and spent four shiploads of ammunition.

1. What important roles did the "Mighty T" play on D-Day?
2. The *Texas* has been fortunate in her career. Give two examples of her good fortune.
3. Find Normandy, Iwo Jima, and Okinawa in your atlas. Discuss the geographic range of the USS *Texas*.

RESTORATION



Since 1948, the *Texas* has rested at the San Jacinto Battleground State Historical Park. Photo, February 1988.

TEXAS PARKS AND WILDLIFE DEPARTMENT

With the Japanese surrender in September 1945, the “Mighty T” retired to the Philippines, where many of her crew were recognized for valor and her captain received the Bronze Star. The *Texas* was assigned to Magic Carpet duty, bringing more than 4,000 war-weary troops home from the Pacific. After three Magic Carpet trips, she was placed on inactive duty.

The battle-scarred warship was saved from target practice by Texas citizens who rallied together and raised the money to berth the warship in Texas. The Navy turned the battleship over to the state, and on April 21, 1948, the USS *Texas* found her new home at the San Jacinto Battleground.

On December 13, 1988, restoration was begun to repair the vessel in Galveston. Since returning to her berth at the San Jacinto Battleground State Historical Park in September 1990, she has welcomed visitors who want to see the last remaining dreadnought and only surviving U.S. Navy ship that saw service in both World Wars.

1. Why do you think it was called Magic Carpet duty?
2. What was supposed to happen to the USS *Texas*?
3. Why is the Battleship *Texas* so special?



Teacher Reference

Vocabulary

dreadnought – Derived from the British battleship HMS *Dreadnought* of 1906, which had greater long-range linepower and faster speed than preceding warships, this term refers to a battleship whose main armament consists of big guns of the same caliber.

restoration – a return to former condition.

“Mighty T” – nickname of the USS *Texas*.

flagship – the ship that carries the commander of a fleet or his subdivision and flies his flags.

Information about Color Camouflaging

The Battleship *Texas* was painted gray in the Atlantic because of the danger of German U-boats (submarines). When the periscope was up, the gray color of the battleship would blend with the horizon.

In the Pacific, aerial attacks were the problem. Painted blue, the Battleship *Texas* blended more easily with the Pacific Ocean.



A Battleship *Texas* Time Line

• These events in the history of the Battleship *Texas* listed on the following pages can be cut apart and put on index cards or sentence strips. They can be distributed and used as a sequencing activity for students. Students can choose one or more events to illustrate or work in groups to illustrate a sequence of events (example: World War II Campaign).

**June, 1910 – Battleship was
authorized.**

**March 12, 1914 – USS *Texas*
was commissioned.**

**1914 – USS *Texas* supported the
Marine landing at Veracruz.**

November 21, 1918 – USS *Texas* joined the battle group that escorted the German fleet to surrender.

1916 – USS *Texas* became one of the first (if not the first) United States battleships to mount anti-aircraft guns.

March 19, 1919 – USS *Texas* became the first U.S. Navy battleship to launch an airplane when Commander McDonnell piloted a Sopwith Camel biplane from a platform on Turret Two.

1925 – USS *Texas* was refitted and modernized at the Norfolk Navy Yard, and its coal burners were replaced with oil burners.

January 1939 – USS *Texas* became the second United States battleship with radar.

November 1942 – USS *Texas* sailed for North Africa during World War II in Operation Torch.

1943 – USS *Texas*'s big guns were fired in action for the first time in World War II.

June 6, 1944 (D-Day) – USS *Texas* was moved into position off the Normandy coast opposite Omaha Beach with the largest amphibious assault group assembled to date.

June 1944 – USS *Texas* received the first hit of her 30-year career off Cherbourg, France, injuring 13 and killing the helmsman -- the only battle fatality on the *Texas*.

December 1944 – USS *Texas* steamed to the Pacific. In February 1945, she moved into position for the pre-invasion bombardment of Iwo Jima.

Late March 1945 – USS *Texas* sailed to Okinawa to join the largest and most difficult campaign of the Pacific War. *Texas* fended off kamikaze attacks and spent four shiploads of ammunition.

May, 1945 – USS *Texas* was retired to the Philippines.

April 21, 1948 – After the citizens of Texas rallied to save *Texas* from being used as a bombing target, the battleship was berthed at the San Jacinto Battleground, the first U.S. memorial battleship.

1977 – The USS *Texas* was designated a National Historic Landmark.

1988 – An overhaul of the *Texas* began. The hull steel was repainted; gun mounts, gun directors, and replica radar installed; and *Texas* was painted in 1945 blue camouflage.

**September 8, 1990 – The ship
reopened, with restoration
an ongoing process.**

WHERE ARE YOU ON THE BATTLESHIP?

Use the diagram of the *Texas* on the following page to answer these questions:

1. How many turrets are on the main deck? _____
How many guns? _____
2. On what deck would you find the admiral's cabin? _____
3. Crew space is located on what deck? _____
4. Could you get a haircut on the USS *Texas*? _____
5. If you were on the main deck and became sick, would you need to go below (downstairs)? _____
6. What statement could you make about the speed of the Battleship *Texas* in 1927 compared to 1914? (see General Data) _____
Why do you think this change took place? _____
7. List two areas of the battleship that sailors would not wish to visit.

8. How is a battleship like/unlike a submarine?

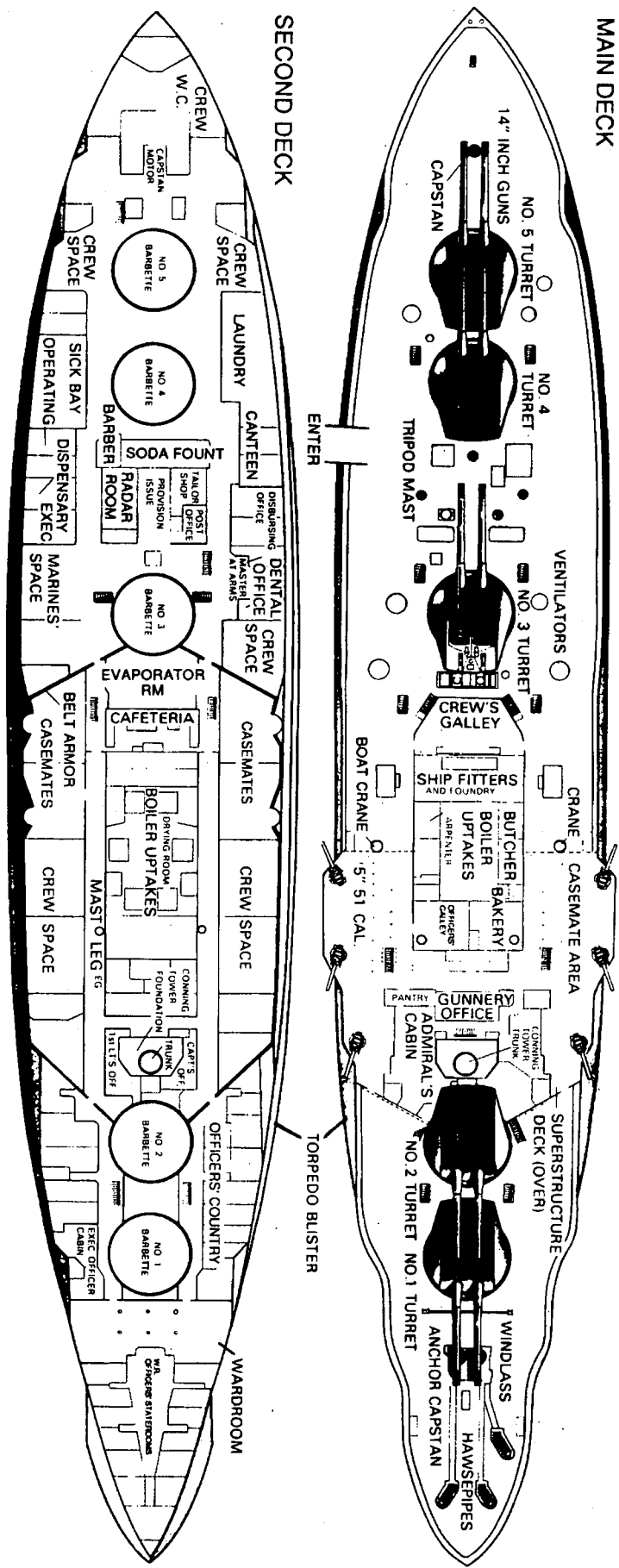
9. Would you rather be an officer on board the *Texas* or a member of the crew, and why?

10. List five areas of the *Texas* that you think will be interesting to see.

THE BIRTH OF A BATTLESHIP

Using the outline of the main and second decks below, design a battleship that would either:

1. Be appropriate for battle now.
2. Be useful in protecting the environment.
3. Help promote world peace.



BATTLESHIP TEXAS

General Data

Hull Number: BB35
 Builder: Newport News Shipbuilding and Drydock Co.
 Laid Down: April 17, 1911; Launched: May 18, 1912
 Commissioned: March 12, 1914
 Length Overall: 573'
 Max Beam: (1914): 95' (1927): 106'
 Normal Draft: (1914): 28'5" (1927): 28'6"
 Displacement: (1914): 28,000 tons (1927): 34,000 tons
 Speed: (1914): 21 knots (1927): 20.4 knots
 Complement: Crew, 1,625; Officers, 100; Marines, 84 (peacetime)

Armament:

Main Battery: 10 14 inch/45 cal. guns in 5 turrets
 Range: 12 miles
 Projectiles (Armor Piercing): 1500 lbs.
 High Explosive: 1275 lbs.
 Full Broadside (Armor Piercing): 15,000 lbs.
 Rate of Fire: 1.5 Rounds per Minute
 Turret Crew: 70 men

Secondary Battery:	(21) 5"/51	1914	1945
Torpedo Tubes:	(4) 21" TT	(6) 5"/51	(10) 40mm quads
Antiaircraft		(10) 3"/50	(44) 20 mm

