

## **Lesson Overview:**

*Who were some of the most famous heroes of the Texas Revolution, and why do we still remember them today?*

In this immersive, project-based lesson, students will analyze the key figures and events of the Texas Revolution through collaborative crafting and digital storytelling. Students will investigate and present on important individuals such as William B. Travis, James Bowie, David “Davy” Crockett, Susanna Dickinson, Juan Seguín, and others. They will also explore the causes and effects of the Texas Revolution learn about various figures’ roles in shaping critical Texas history.

## **Objectives**

### **SWBAT (Students Will Be Able To):**

- Identify and summarize the key events of the Texas Revolution.
- Describe the contributions of major figures in the Texas Revolution.
- Analyze cause-effect relationships in historical events (e.g., Alamo, San Jacinto).
- Present historical knowledge using visuals, voice, and text.

### **Social Studies TEKS**

- **4.3(A)** Analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto.
- **4.3(B)** Summarize the significant contributions of individuals such as William B. Travis, James Bowie, David “Davy” Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza.
- **4.3(C)** Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.
- **4.3(D)** Describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers.
- **4.3(E)** Explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.

Materials
<ul style="list-style-type: none"> <li>• Chart paper, markers</li> <li>• Printed bios of Revolution figures (differentiated versions available)</li> <li>• Tablets/laptops</li> <li>• Google Slides</li> <li>• “Hero Card Planning Template”</li> <li>• Primary source quotes (printed or audio)</li> </ul>

## Vocabulary

1. **Revolution** (*noun*): a sudden, radical, or complete change.
2. **Republic** (*noun*): a country governed by elected leaders chosen by citizens.
3. **Annexation** (*noun*): adding an area or region to a country or state.
4. **Contribution** (*noun*): the giving or supplying of something.
5. **Surrender** (*verb*): to give up completely.
6. **Independence** (*noun*): not being subject to control by others.
7. **Hero** (*noun*): a person admired for courage or achievements.

## Pacing Guide

Activity	Time	Purpose
1. Hook: “Texas Revolutionary Figures?” (Mini Gallery Walk + Think-Pair-Share)	10 minutes	Engage students by displaying images of key Texas Revolution figures like William B. Travis and Sam Houston. Students briefly discuss: “What makes someone a hero?” and share ideas with a partner to activate prior knowledge.
2. Collaborative Brainstorm: “What Makes a Hero?”	5 minutes	Students contribute traits (brave, loyal, determined) to a class anchor chart. This builds a lens for analyzing historical figures throughout the lesson.
3. Texas Revolution Station Rotation	25 minutes	Students rotate through 2 of the 3 key stations: Battle of the Alamo (Travis, Crockett, Bowie), Runaway Scrape & Texas Declaration (Susanna Dickinson and Enrique Esparza), Battle of San Jacinto (Sam Houston, Juan Seguín, and Antonio López de Santa Anna).

4. Wrap-Up: Reflection: “Who Would You Follow?” Quick Write + Share Out	10 minutes	Students choose a figure (e.g., Juan Seguín or Susanna Dickinson) and write a short response explaining who they would follow and why, using at least one historical fact. Volunteers share responses. Teacher quickly checks for understanding by asking: “How did your person contribute to the Texas Revolution?”
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**Hook/Engage: “Texas Revolutionary Figures”**

**Time: 10 minutes**

**Instructions:**

**1. Gallery Walk (Printed images or digital Padlet):**

- Display portraits or drawings of Travis, Bowie, Crockett, Seguín, Dickinson, Esparza, Houston, and Santa Anna.

**2. Discussion Prompts:**

- *What makes someone a hero?*
- *Are there different types of heroes in history?*

**3. Collaborative Brainstorm:**

- On chart paper: “What Makes a Revolutionary Hero?” - students brainstorm traits (e.g., brave, strategic, loyal, helpful, and determined).
- Teacher will write answers on a classroom poster board.
- Post the chart in classroom for use throughout the unit.

**ESL/ELL:** Sentence stem: “A hero is someone who is\_\_\_.”

**SPED:** Allow verbal responses and pair with a partner.

**GT:** Ask: “How could the outcome of Texas be different without your heroes’ effort?”

**Explore/Explain: Texas Revolution Station Rotation**

**Time: 25 minutes**

**Group Setup:**

**Students go to 2 out of the 3 Historical Stations, each focused on a major event or figure:**

1. Battle of the Alamo (William B. Travis, David “Davy” Crockett, James Bowie)
2. Runaway Scrape & Texas Declaration (Susanna Dickinson, Enrique Esparza)
3. Battle of San Jacinto (Sam Houston, Juan Seguín)

**Each Station Includes:**

1. Key figure bio card
2. Short primary source (quote, image, or diary excerpt)
3. Vocabulary word(s)

**Student Tasks:**

1. Complete “Event Summary” notes (cause, key people, effect).
  - What happened?
  - How were they involved?
  - Why did they matter?
2. Use chart to compare the figures by traits or actions.

**Accommodations:**

<b>ESL/ELL</b>	Bilingual word cards, recorded figure bios, sentence stems: “___ <i>helped Texas because...</i> ”.
<b>SPED</b>	Simplified bios and graphic organizers
<b>GT</b>	Bonus card: Research a lesser-known figure (e.g., Plácido Benavides, José Francisco Ruiz)

**Conclusion: “Who Would You Follow?” Exit Ticket**

**Time: 10 minutes**

**Instructions:**

4. Students choose a Texas Revolution figure they’d help in the Texas Revolution and write a journal explaining why.
  - Journal Entry must include at least 1 fact about the historical figure they chose.

**ESL/ELL:** Sentence stems (“*I would follow \_\_\_ because...*”).

**SPED:** Allow verbal responses instead of written.

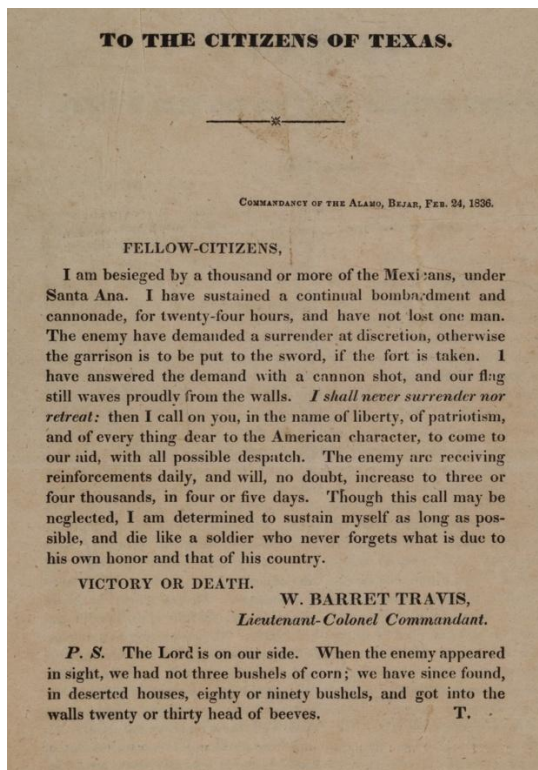
**GT:** Ask students: “*Who’s effort could have been more improved, and how?*”

### State Historic Site Connection

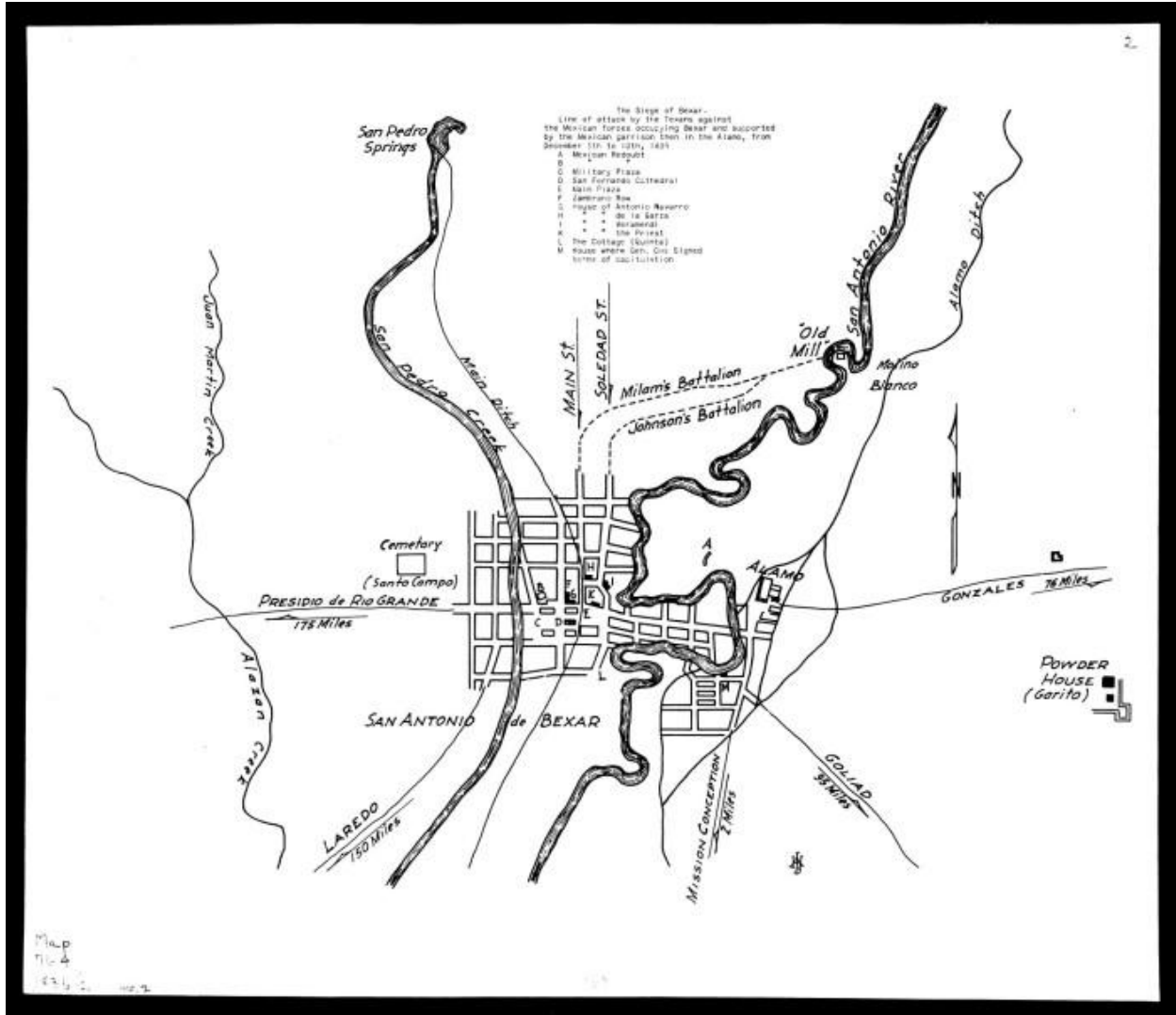
5. The [San Jacinto Battleground State Historic Site](#) is where the most important battle of the Texas Revolution happened. On April 21, 1836, the Texian army led by Sam Houston defeated the Mexican army led by Antonio López de Santa Anna. The battle lasted only about 18 minutes, but it had a very big impact. This victory helped Texas win its independence and become its own republic. Today, people can visit the battlefield and walk on the same land where the soldiers fought. Visitors can learn about the battle, the leaders, and the events that led to Texas becoming free. The site also has the San Jacinto Monument, which honors the soldiers who fought there. The San Jacinto Battleground helps us remember how one short battle changed Texas history and why it is still important today.
6. In 1836, Texas was fighting Mexico in the Texas Revolution. Col. James Fannin led about 300 Texan soldiers. They left their fort, but a much larger Mexican army found them. The Texans fought hard but ran out of supplies. The next day, they surrendered, thinking they would be treated fairly. Instead, they were taken to Goliad. A few days later, most of the Texan soldiers were killed. This sad event is called the Goliad Massacre. It made Texans more determined to fight. Later, they won a big battle and shouted, “Remember Goliad!” to honor the soldiers. Today, people can visit the [Fannin Battleground State Historic Site](#) to learn about this important event.
7. [Presidio La Bahia](#) is a very old fort in Texas that was built by Spanish soldiers in 1749. A fort is like a strong, protected place where soldiers lived and worked. This fort is special because it was one of the most fought-over places in Texas history. Different groups (Spanish, Mexican, and Texan soldiers) all used it at different times. Inside the fort is a chapel (a small church) called Our Lady of Loreto, which is one of the oldest churches in the United States and is still used today. A very sad event happened here in 1836 during the Texas Revolution. After a battle, a group of Texan soldiers led by Colonel Fannin were captured and held at the fort. Later, many of them were killed in what is called the Goliad Massacre. Because of this, people in Texas began saying “Remember Goliad!” to remind others of what happened and to keep fighting for independence. Over time, the fort fell apart, but in the 1960s people worked hard to restore and rebuild it so visitors today can see what it looked like long ago.
8. In 1836, Texas was still part of Mexico. During a time called the Texas Revolution, important leaders met in a small town called [Washington-on-the-Brazos](#). These leaders, called delegates, had a big decision to make. They wanted Texas to become its own country. On March 2, 1836, they signed an important paper called the Texas Declaration of Independence. This meant Texas was now free from Mexico! Even though there was still danger from the Mexican army, the leaders stayed and kept working. They wrote rules

for their new country (a constitution) and started a government for the new nation called the Republic of Texas. Because of this, Washington-on-the-Brazos is often called “the place where Texas became Texas.” It was the birthplace of the Republic of Texas. Today, you can visit the Washington-on-the-Brazos State Historic Site to learn more. If you go, you can walk where the leaders met and imagine what it felt like when Texas became its own country. It’s a fun and exciting way to experience history in real life!

## Resources



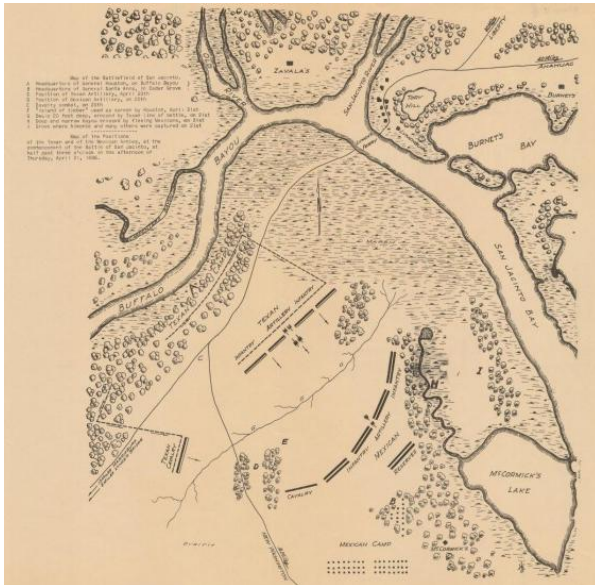
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[Texas Revolution Video](#)

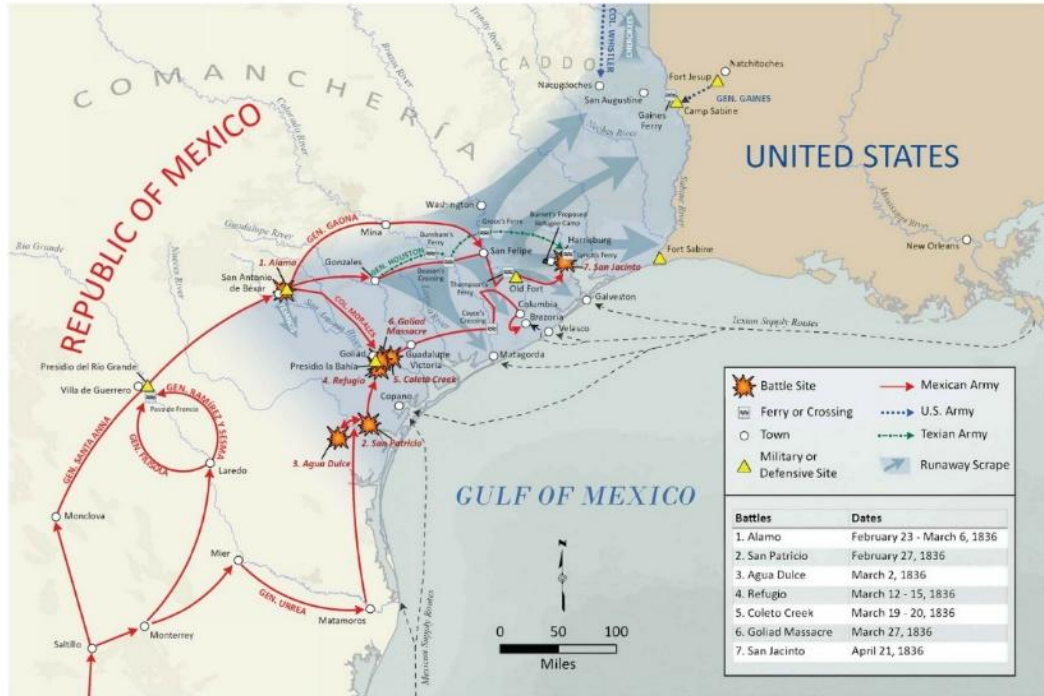
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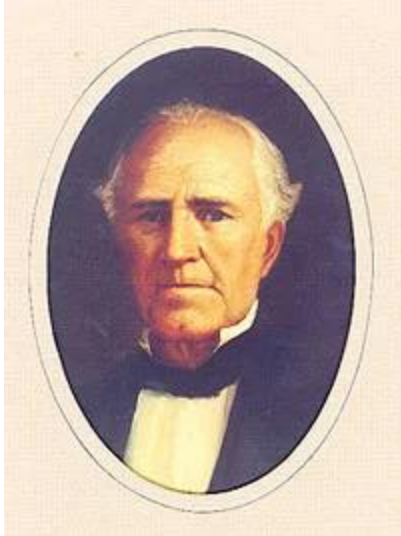


Events of the Texas Revolution  
January - April, 1836



Compiled by Miquel Wong, Lita Rabecky, Lynette Carr, Kelley Bonnell, and Tomasz Pienkowski, 2020. Based on research by Dr. Stephen Haggis, Francis Paul Prucha's Guide to the Military Posts of the United States, and maps by Donald S. Frasier in Mapping Texas History. Collaboration to 51600000 (https://www.51600000.com/history). Research courtesy of EDS. The Texas General Land Office makes no representations or warranties regarding the accuracy or completeness of the information displayed on this map or the data from which it was produced. This map is NOT suitable for navigational purposes and does not purport to depict or establish boundaries between private and public land.

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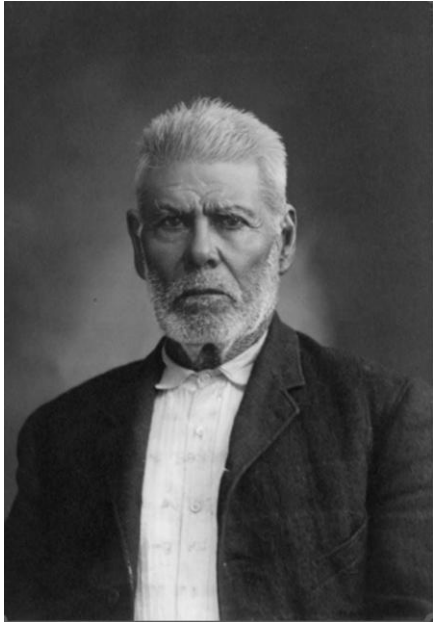
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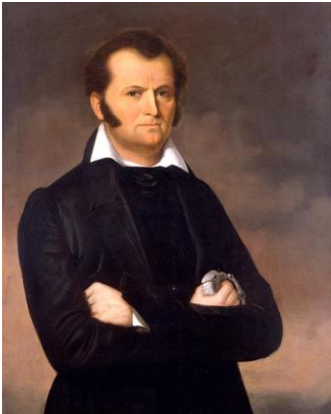
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