

# Unit 5: The Texas Revolution

## 7<sup>th</sup> Grade Lesson Plan: The Goliad Massacre

### Extension Activity

(45 – 60 minutes)

<b>Objective</b>	<p>Students will be able to explain the causes and effects of the Goliad Massacre, as well as the important information and significance of the event to Texas history.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine important information about the Goliad Massacre, including its causes and effects, key events, and primary significance to the Texas Revolution.</li> <li>2. <b><u>I will</u></b> watch a short video about the Goliad Massacre and summarize key details and information from the video on my viewing guide worksheet.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Santa Anna’s centralist government had a policy of “no quarter” for Texas rebels during the Texas Revolution.</li> <li>• James Fannin did not send help to William B. Travis and the defenders at the Alamo.</li> <li>• A series of missteps led James Fannin’s defeat at the Battle of Coleto Creek and the imprisonment of his men at Presidio La Bahia at Goliad.</li> <li>• Despite Mexican General Jose de Urrea’s request for mercy, Santa Anna ordered all of the prisoners at Goliad to be executed. A small handful managed to escape.</li> <li>• A Mexican woman named Francita Alavez was instrumental in working to spare the lives of some of the men.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Listening comprehension skills</li> <li>• Identifying main idea and supporting evidence</li> <li>• Explaining and summarizing the significance of a historical event.</li> <li>• Note-taking skills</li> </ul>
<b>Essential Question</b>	<p>What were the causes, effects, key events, and significance of the Goliad Massacre?</p>

<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students are asked to consider what types of rules or expectations should be followed during wartime and to provide justification for their answers.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students watch a video from the Texas History for Teachers website in the Texas Revolution unit. A link to the video is included in the slideshow.</li> <li>Students use their worksheet as a viewing guide to record significant information during the video.</li> <li>Advanced work includes comprehension questions following the video.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students choose the two best answers from five possible options that most accurately describe the significance of the Goliad Massacre.</li> </ul>
<b>Materials</b>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>)             <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visuals representations of directions</li> <li>Chunking text information</li> <li>Sentence Stems and answer options provided for short, constructed response questions.</li> <li>Reduction in writing</li> <li>Questions for analysis of the material</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li><b>7.03(C)</b> Explain the issues surrounding significant events of the Texas Revolution, including the siege of the Alamo,</li> </ul>

	<p>William B. Travis' letter "To the People of Texas and All Americans in the World," Fannin's surrender at Goliad, and the Battle of San Jacinto.</p> <ul style="list-style-type: none"> <li>• <b>7.08(C)</b> Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</li> <li>• <b>7.20(B):</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> </ul>
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## Teacher Guide: The Goliad Massacre

The information about Goliad that is necessary for the TEKS is covered in the earlier lesson, Events of the Revolution. This lesson, the Goliad Massacre, is presented as an optional extension lesson to enhance student learning and overall understanding of the event. It can be omitted without missing any required content material based on state standards.

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students consider the fact that events during a war are often extreme and violent.</li> <li>Students are asked to consider what rules should be followed during wartime, given the extreme circumstances of any war.</li> <li>Slides 2 and 3 restate the directions for the warm-up and provide sentence stems to guide student responses when sharing with the class.</li> <li>Slides 4 and 5 provide the essential question and “We will / I will” Statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Video</u></p> <ul style="list-style-type: none"> <li>The lesson is centered around an 18-minute video which provides information about the Goliad Massacre.</li> <li>The video can be found <a href="#">here</a> at the Texas History for Teachers website in the Texas Revolution Unit under the “2 Tours” tab.</li> <li>Slide 6 also contains a link to the video.</li> </ul> <p><u>Worksheet</u></p> <ul style="list-style-type: none"> <li>Students watch the video, recording significant information on their worksheet.</li> <li>The worksheet breaks the information down into topics covered in the video. They are presented on the worksheet in the order in which they appear in the video.</li> <li><u>Advanced work</u>: Students take their own notes on the key events, main ideas, and major themes presented in the video. Encourage the students to paraphrase and summarize, not to try to write information word-for-word. Advanced work concludes with three short, constructed response questions analyzing information from the lesson.</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Grade Level Work</u>: Students take notes on the key events, main ideas, and major themes presented in the video by completing sentence stems provided in the worksheet.</li> <li>• <u>Foundations Work</u>: Students record key information from the video by choosing the correct response option to complete the sentence stems for each topic in the video.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students choose TWO of the five multiple choice options that best explain the significance of the Goliad Massacre.</li> <li>• Slides 8 and 9 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

- Hicks, William. [Presidio La Bahia: Aerial Exterior], photograph, December 15, 2021; (<https://texashistory.unt.edu/ark:/67531/metapth1490439/>: accessed March 21, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>
- Torget, Andrew J., 1978-. Texas History for Teachers: The Goliad Massacre, video, March 11, 2022; Denton, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth1490465/>: accessed March 21, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>