

# Unit 5: The Texas Revolution

## 7<sup>th</sup> Grade Lesson Plan: The Battle of San Jacinto

### Extension Activity

(45 – 60 minutes)

<b>Objective</b>	<p>Students will be able to identify, explain, and analyze the causes, effects, key events, and historical significance of the Battle of San Jacinto based on information presented in a 14-minute video documentary.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> analyze the causes, effects, key events, and significance of the Battle of San Jacinto.</li> <li>2. <b><u>I will</u></b> watch a video about the Battle of San Jacinto, take notes on key information from the video, and answer questions related to the information in the video.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The Battle of San Jacinto was the final battle of the Texas Revolution.</li> <li>• The Texian capture of Santa Anna was what officially ended the war, though Mexico would not recognize Texas independence until after the U.S.-Mexico War of 1846 to 1848.</li> <li>• Sam Houston’s strategic retreat from Santa Anna leading up to the Battle of San Jacinto was widely unpopular with many Texans at the time, however it was necessary for him to recruit and train more troops for the Texas army.</li> <li>• Santa Anna agreed to the terms of surrender while he was a captive of the Texian army and government. For this reason, Mexico did not recognize his surrender as valid.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying significant information from a short video documentary.</li> <li>• Note-taking skills.</li> <li>• Identifying and explaining cause-and-effect relationships between historical events</li> <li>• Analyzing primary source quotes for meaning and bias/point of view.</li> </ul>
<b>Essential Question</b>	<p>What were the causes, effects, and most significant events of the Battle of San Jacinto?</p>

<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students record their observations about the famous painting depicting Santa Anna's surrender to Houston and his army, and they predict how the image might relate to the day's lesson.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students watch a short, 14-minute documentary about the Battle of San Jacinto, taking notes during the video on significant components of the battle, and answering questions about the key events, causes, effects, and significance of the battle after they finish viewing.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students complete three sentence stems about one important cause, one event, and one significant effect of the Battle of San Jacinto.</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. A link to the video is provided in the slideshow</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 response options for short, constructed response questions</li> <li>Reduction in answer choices and writing</li> <li>Vocabulary assistance for the video and primary source reading passages</li> </ol>

## TEKS

- **7.01(B)** Explain the significance of the following dates: 1836, Texas Independence.
- **7.03(B)** Explain the roles played by significant individuals during the Texas Revolution, including Sam Houston, Antonio Lopez de Santa Anna.
- **7.03(C)** Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, the Siege of the Alamo, William B. Travis' letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto.
- **7.08(C)** Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.
- **7.20(A)** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- **7.20(B)**: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.
- **7.20(D)** Identify bias and points of view from the historical context surrounding an event that influenced the participants.
- **7.20(E)** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.
- **7.20(F)** Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.

## Teacher Guide: The Battle of San Jacinto Extension

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students make observations about William Henry Huddle’s painting, “The Surrender of Santa Anna,” and predict how the image relates to today’s lesson.</li> <li>• Slide 2 presents a larger version of the image for easier and clearer viewing.</li> <li>• Slide 3 provides sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Video Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Student worksheets begin with significant vocabulary terms from the video and provides the part of speech and the definition within the context of the lesson.</li> <li>• <u>Slide 6</u> provides a larger display of the vocabulary chart from the student worksheet.</li> </ul> <p><u>Before You Watch</u></p> <ul style="list-style-type: none"> <li>• Students will make predictions about the correct answer to four True or False questions about the major themes in the video.</li> <li>• <u>Slide 7</u> provides a larger display of the True or False questions from the student worksheet.</li> </ul> <p><u>While You Watch</u></p> <ul style="list-style-type: none"> <li>• Students are directed to take notes on events or actions in the video that helped lead to the Texan victory at the Battle of San Jacinto.</li> <li>• <u>Slide 8</u> provides a larger display of the note-taking portion of the student worksheet.</li> <li>• <u>Slide 9</u> provides the link to the video from the Texas History for Teachers website.</li> </ul> <p><u>After You Watch</u></p> <ul style="list-style-type: none"> <li>• <u>STEP 1</u>: Students are directed to return to the True or False questions from the “Before you watch” Segment of the</li> </ul>

	<p>worksheet to answer the T/F questions now that they have completed the video.</p> <ul style="list-style-type: none"> <li>• Encourage students to consider and compare their answers from before and after the video.</li> <li>• Slide 10 restates the instructions and shows an enlarged version of the T/F questions from the “Before you watch” segment.</li> <li>• <u>STEP 2</u>: Students answer questions about the video. This step can be completed individually, in groups or partners, or as a class.</li> <li>• Slide 11 restates the directions for this step and shows again the painting of Santa Anna’s surrender.</li> <li>• Advanced Work: Students take notes on key information about the Battle of San Jacinto presented in the video and answer short, constructed response questions for comprehension and analysis.</li> <li>• Grade Level Work: Students take notes on key information about the Battle of San Jacinto presented in the video and answer multiple-choice and short, constructed response questions for comprehension and analysis. The short, constructed response questions provide sentence stems and answer options to guide student responses.</li> <li>• Foundations Work: Students take reduced notes on key information about the Battle of San Jacinto presented in the video and answer multiple-choice and short, constructed response questions for comprehension and analysis. The Multiple-choice questions have one answer option eliminated and the short, constructed response questions provide sentence stems and answer options to guide student responses.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students create three short answer responses using the sentence stems provided to explain one significant cause, event, and effect of the Battle of San Jacinto.</li> <li>• Slides 12 and 13 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

- Littlejohn, E. G., 1862-. Texas History Stories: The Alamo, Remember Goliad, Story of San Jacinto., periodical, 1901; Richmond, Virginia.  
(<https://texashistory.unt.edu/ark:/67531/metaph14381/>: accessed March 26, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.
- Highsmith, Carol M, photographer. *Painting, "Surrender of Santa Anna," by William Henry Huddle, in the South Foyer of the Texas Capitol, Austin, Texas.* April 17, 2014. Photograph. Library of Congress Prints and Photographs Division.  
<https://www.loc.gov/item/2014632129/>
- The Battle of San Jacinto Video. Texas History for Teachers. [The Texas Revolution - Grade 7, Unit 5 - Texas History for Teachers](#)
- [Transcript of announcement concerning the progress of the Texas Revolution and opening emigration to Texas, April 14, 1836], text, April 14, 1836; (<https://texashistory.unt.edu/ark:/67531/metaph216994/>: accessed March 27, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.