

"The Goliad Massacre"  
Federalist and Centralist in Mexican Texas  
Palm Sunday, March 27, 1836

A lesson plan created for The  
National Endowment for the Humanities  
Landmarks of American History  
Remembering the Alamo Teachers Workshop  
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My lesson plan will take the learner up the ladder of Bloom's Taxonomy with the focus being on the Goliad Massacre.

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**Part I KNOWLEDGE**

Students will be able to identify the key differences between the idea of a Centralist government and a Federalist government as well as key individuals during the Texas Revolution as background knowledge leading up to the Goliad Massacre.

**Centralist**

Strong national government  
A paid national army  
Roman Catholic Church as official government of Mexico  
Slavery was not allowed

**Federalist**

Limited central government  
Local militias  
No official religion  
Slavery was allowed

**Key individuals for the case study**

<u>Centralist</u>	<u>Federalist</u>
General Antonio Lopez de Santa Ana	Sam Houston, Commander
General Jose de Urrea	Colonel James W. Fannin
Don Carlos de la Garza	Irish colonists

<http://www.tshaonline.org/handbook/online/> Valid research.

<http://www.thealamo.org/educational.html> Official website of the Alamo.

<http://www.sanjacinto-museum.org/> Official website commemorating the Battle of San Jacinto, the end of the Texas battles for Independence.

<http://www.tamu.edu/ccbn/dewitt/goliadmassacre.htm> Texas A&M University research and pictures of those at the Massacre.

<http://texancultures.com/> A plethora of information on all Texas cultures brought to you by the University of Texas at San Antonio's Institute of Texan Cultures.

## **Part II MAP MAKING SKILLS/COMPREHENSION**

The students will create a map of Tejas y Coahuila (parts of present day Texas) and locate the following places.

- a. Rivers: Rio Grande, Nueces River, Gulf of Mexico
- b. Presidios/Missions: Presidio del Rio Grande, Alamo, Presidio la Bahia
- c. Towns: San Antonio de Bexar, Goliad, Refugio, Laredo, Matamoros
- d. Label the routes taken by:
  1. General Antonio Lopez de Santa Ana and General Jose de Urrea as they march north to "squash" the Texian Rebellion.
  2. Commander Sam Houston upon hearing of the fall of the Alamo
  3. Commanders James W. Fannin & Frank W. Johnson as they march south towards Matamoros to face the enemy Mexican Army.

Teachers: I have included a historical map for your reference as well as an example of what the student's completed map may look like.

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## **Part III APPLICATION**

Create a list of 10 interview questions for any two of the above characters. The interview is to be held between two individuals of your choice. You must inform the individuals that they are not allowed to bring any weapons to the interview, they must be on their "best behavior" and an interpreter will be provided. (Optional: Switch papers and answer each other's questions, remember to base your answers on historical facts.)

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## **Part IV ANALYSIS/SORTING A TIMELINE**

In small groups, provide students with an envelope filled with strips of paper containing major historical events during this time period. (See attachment.) The groups will place these events in chronological order and glue them down on a large piece of Manila paper.

## Cut-outs for Timeline Activity

(Teachers: do not include the years on the cut out strips for the students)

- 1823 Mexico becomes a Federalist country and grants emprasarios huge amounts of land to colonize northern Mexico. Emrparasarios then sold a “league and a labor” for \$12 to anyone who applied. (4,428 acres + 177 acres)
- 1829 Mexico is abruptly and forcefully changed into a Centralist style of government.
- 1830 Mexico tries to prevent immigration from the United States
- 1835 Texians revolt against Mexican President General Antonio Lopez de Santa Ana. Fighting breaks out at Gonzalez over the “Come and Take It” cannon. Stephen F. Austin calls for the Federalist *Constitution of 1824* to be restored.
- 1836 Texas declares Independence from Mexico March 2<sup>nd</sup>

**Santa Ana attacks & captures the Alamo  
March 6<sup>th</sup>**

**Don Carlos de la Garza intervenes and asks the Mexican officers to release his Irish friends. General Urrea agrees and they are not killed in the “Massacre.”**

**Colonel James Fannin and his troops are victims of the “Goliad Massacre” under direct order of Santa Ana. March 27<sup>th</sup>.**

**General Sam Houston quickly defeats the Mexican Army at San Jacinto and Santa Ana is captured and held as a prisoner of war.**

**Santa Ana signs the Treaty of Velasco  
May 14<sup>th</sup>**

**Part V SYNTHESIS**

Reenact or recreate how you believe the conversation between Don Carlos de la Garza and General Jose de Urrea when de la Garza intervened for his Irish neighbors. Also include the reactions of the other soldiers with Colonel Fannin that were not spared.

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**Part VI EVALUATION/PERSUASIVE PAPER**

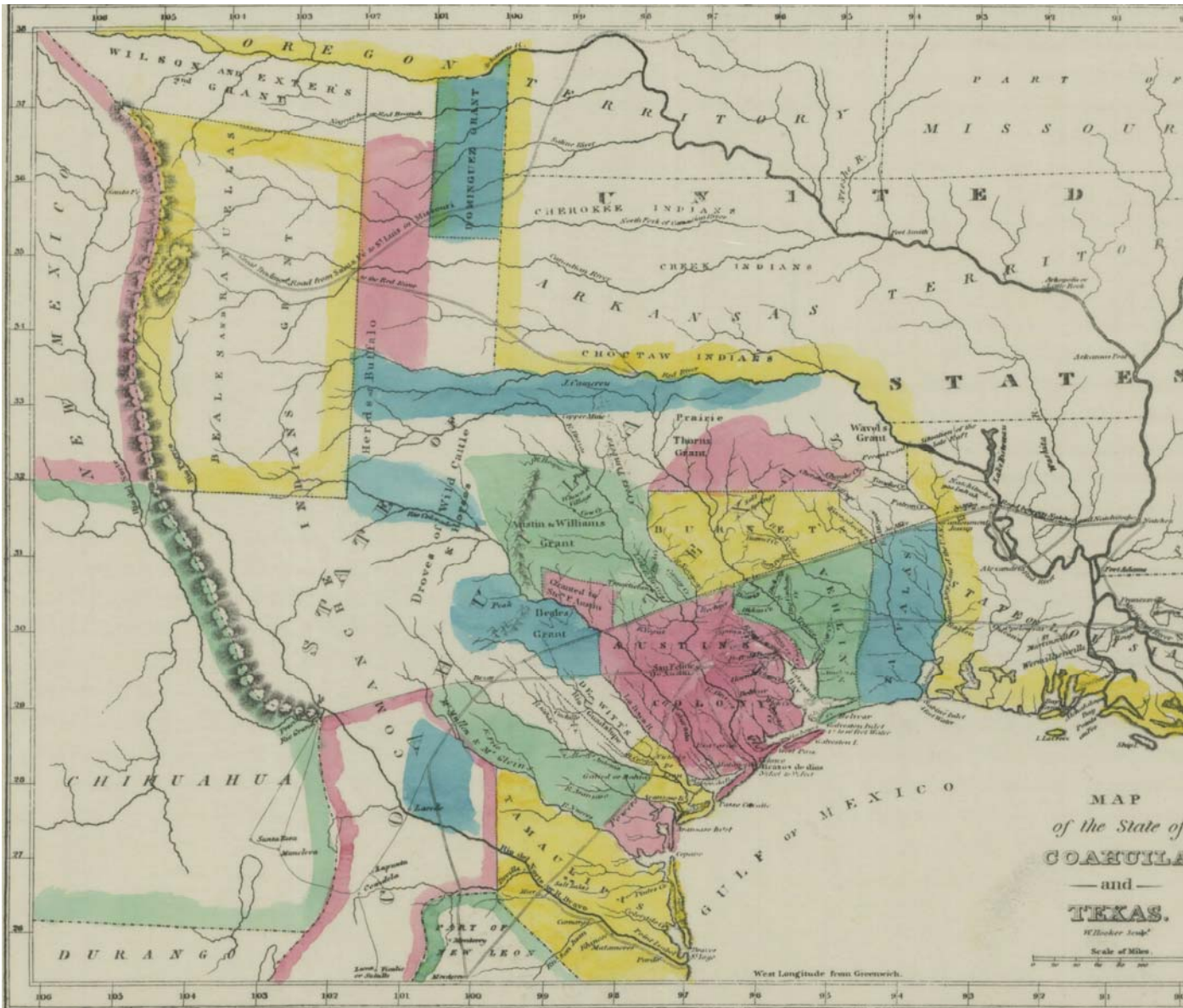
One half of the class will be divided and labeled as "Federalist" and the other side as "Centralist". The students will then write a one page argument defending their respective sides. (See rubric for grading)

# FEDERALIST OR CENTRALIST? Grading Rubric

Persuasive Paper Due on: \_\_\_\_\_

	Criteria				Pts.
	4	3	2	1	
<b>Position Statement</b>	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated.	Position is clearly stated and consistently maintained. References to the issue(s) at hand are <b>missing</b> .	Position is stated, but is <b>not maintained consistently</b> throughout work.	Statement of position <b>cannot</b> be determined.	_____
<b>Supporting Information</b>	Evidence clearly supports the position; evidence is <b>sufficient</b> .	Evidence clearly supports the position; but there is <b>not enough evidence</b> .	Argument is supported by <b>limited evidence</b> .	Evidence is <b>unrelated</b> to argument.	_____
<b>Organization</b>	Structure of work is <b>clearly</b> developed.	Structure developed reasonably well, but <b>lacks clarity</b> .	Some attempt to structure the argument has been made, but the structure is <b>poorly developed</b> .	There is a <b>total lack</b> of structure.	_____
<b>Tone Of Paper</b>	Tone is <b>consistent</b> and enhances persuasiveness.	Tone enhances persuasiveness, but there are <b>inconsistencies</b> .	Tones <b>do not</b> contribute to persuasiveness.	Tone is <b>inappropriate</b> to purpose.	_____
<b>Sentence Structure</b>	Sentence structure is <b>correct</b> .	Sentence structure is generally correct. Some <b>awkward sentences</b> do appear.	Work contains structural <b>weaknesses and grammatical errors</b> .	Work <b>pays little attention</b> to proper sentence structure.	_____
<b>Punctuation &amp; Capitalization</b>	Punctuation and capitalization are <b>correct</b> .	There is <b>one error</b> in punctuation and/or capitalization.	There are <b>two or three</b> errors in punctuation and/or capitalization.	There are <b>four or more</b> errors in punctuation and/or capitalization.	_____
				<b>Total----&gt;</b>	_____

**Teacher Comments:**



MAP  
of the State of  
**COAHUILA**  
— and —  
**TEXAS.**

W. B. Beckwith, Jr. del.  
Scale of Miles

West Longitude from Greenwich.

