

**Santa Anna and Texas - Grade 4**  
Created by Rhonda Williams, 2004

**Objectives:**

The student will analyze Santa Anna's role in Texas history, from his surrender at the Battle of San Jacinto, through his role in the Mexican War. TEKS §113.6. Social Studies, Grade 4. (b) (3)(A,D)

The student will explain the meaning of selected patriotic symbols and landmarks of Texas, including the San Jacinto Monument. TEKS §113.6. Social Studies, Grade 4. (b) (17)(A)

The student will differentiate between, locate, and use primary and secondary sources such as biographies, artifacts, and print material to acquire information about Santa Anna and Texas. TEKS §113.6. Social Studies, Grade 4. (b) (22)(A)

The students will analyze information by comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. TEKS §113.6. Social Studies, Grade 4. (b) (22)(B)

The student will organize and interpret information in visuals, including charts and timelines. TEKS §113.6. Social Studies, Grade 4. (b) (22)(C)

The student will identify the elements of frame of reference that influenced the participants at the surrender by Santa Anna at the end of the Battle of San Jacinto. TEKS §113.6. Social Studies, Grade 4. (b) (22)(E)

The student will create a chart which compares the similarities and differences between different paintings, as well as written sources on this topic, based on research and experiences incorporating main and supporting ideas, using social studies terminology correctly, and using standard grammar, spelling, sentence structure, and punctuation. TEKS §113.6. Social Studies, Grade 4. (b) (23)(A-E)

**Teaching Activities:**

This lesson is to be used after the main units on the Texas Revolution, the Republic, and annexation have been completed.

**Focus Activity:**

Ask students to identify Santa Anna and write a 1-paragraph description of Santa Anna's role in Texas History in their journal.

**Painting Analysis Activity:**

Students will need a timeline that shows the major events of Santa Anna's life. If they have not already developed one, create one as a classroom discussion activity and have students record it in their journals.

Pull up the painting, *The Surrender of Santa Anna*, on the computer projector or transparency overhead projector.

Pass out the Painting Analysis Sheet. Ask students to complete the questions. Check and discuss answers.

**Assessment Activity:**

Many paintings have been done of the incident shown in this painting, and all present the material in a slightly different way. In fact, most textbooks contain at least one version. Ask students to open their textbook to its version, and then create a chart which shows similarities and differences between the two paintings. Discuss with students the possible reasons for the differences, including politics or artistic decision. If another version is not available, ask students to compare the details of the incident, as described in the textbook, with the painting, using the same chart. Ask students: If Sam Houston and the other Texans at the Battle of San Jacinto could have seen ahead to the Mexican War and the role that would be played by Santa Anna, do you think that they would have allowed him his freedom?

**Materials:**

[Painting of the Surrender of Santa Anna](#) by William Henry Huddle

[Painting Analysis Worksheet](#)

[Santa Anna, Antonio Lopez De](#) in *The Handbook of Texas*

[San Jacinto, Battle of](#) in *The Handbook of Texas*

Textbook

## Painting Analysis Sheet – The Surrender of Santa Anna



Sam Houston Memorial Museum

(Click image to access higher resolution)

Study the painting of the Surrender of Santa Anna for two minutes.

1. Using the title of the painting as a clue, identify the event the painting depicts. According to your textbook, when did this event occur?

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2. Describe what is happening in the center of the painting.

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3. Who is the injured man? What evidence in the painting leads you to this conclusion?

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4. Describe what the group of men in the left section of the picture is doing.

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5. Who is the man dressed in white? What evidence in the painting leads you to this conclusion?

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6. Why do you think that he is dressed in such a casual style?

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7. What items in the painting are intended to show you that this is art of a battle scene?

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