



A Multiple Perspective Journal through the Texas Revolution via Graphic Design

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Abstract

Our ELED 3330 course charged us with being critical of our promotion of the hegemonic narrative. This inspired me to analyze 4th grade social studies TEKS to identify an opportunity for representation.

After a brief review of the literature, I used my skills in graphic design to develop a story utilizing primary sources that shares the Mexican perspective during the time immediately leading up to the Battle of San Jacinto.

Selected images from this graphic design will be shown. A lesson plan was also developed for implementation in a fourth grade classroom.

Introduction

Hidden narratives as stories that have been almost lost to time. Either they are **deemed not worth telling or they don't fit** into the pre-existing narrative. As expected, it took some digging to find a narrative. It took even more to find one that interested me. I was to find my story in the retreat and politics surrounding the retreat of the Mexican Army. I was able to find the bulk of my information from *Sea of Mud* (Dimmick, Gregg J. *Sea of Mud: the retreat of the Mexican Army after San Jacinto, an Archeological Investigation*. Texas State Historical Association) It was filled with translated dairy entries from the commanding officers and an analysis of said translations.

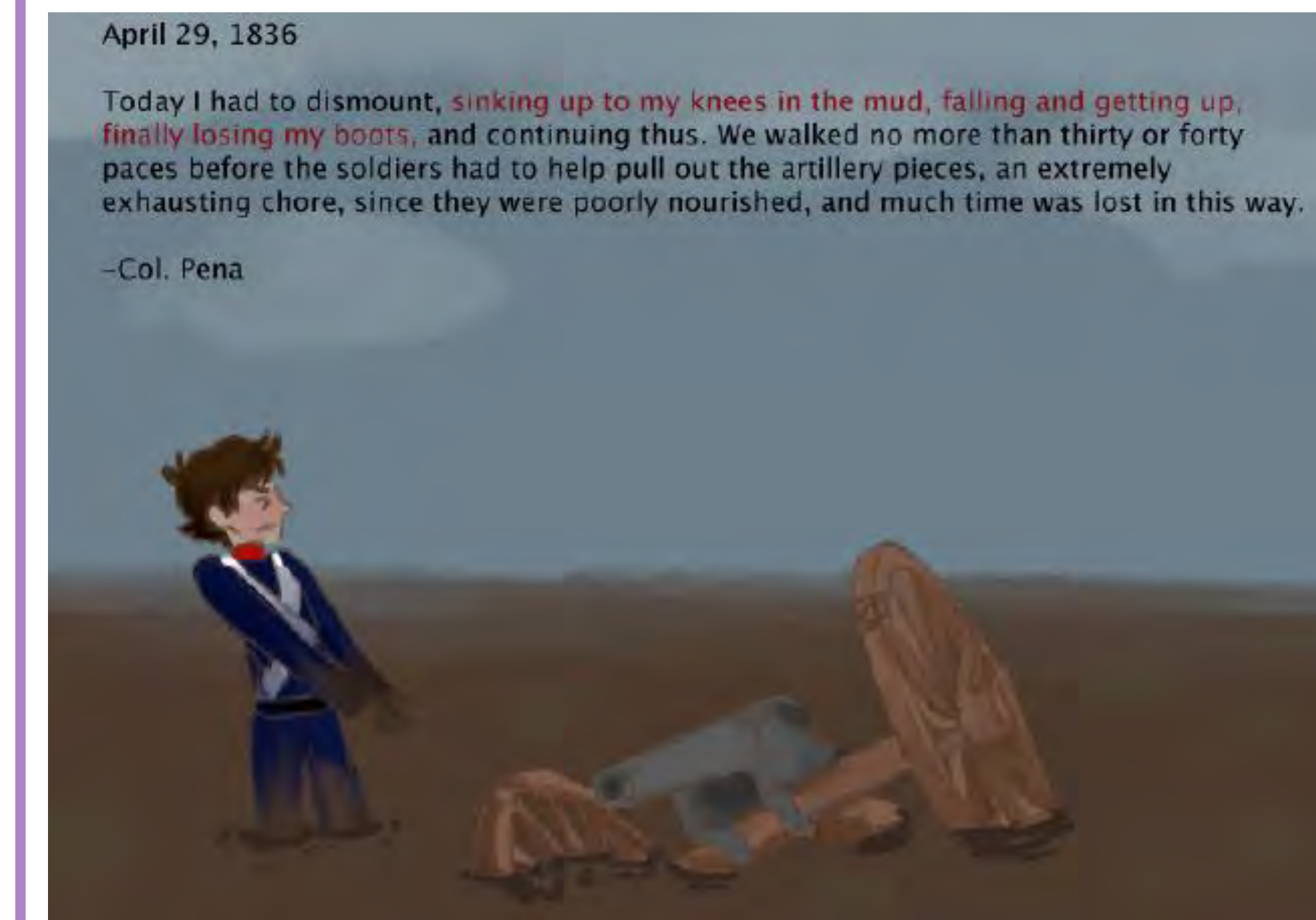
Purpose

The purpose of this project was to give **a voice to the "hidden narratives"**. This was done in the form of a comic strip. Its focus was the retreat of the Mexican army during the Federalist Uprisings/ Texas Revolution. The focus was on the inclusion of Mexican narratives in 4th TEKS to teach about the Texas Revolution.

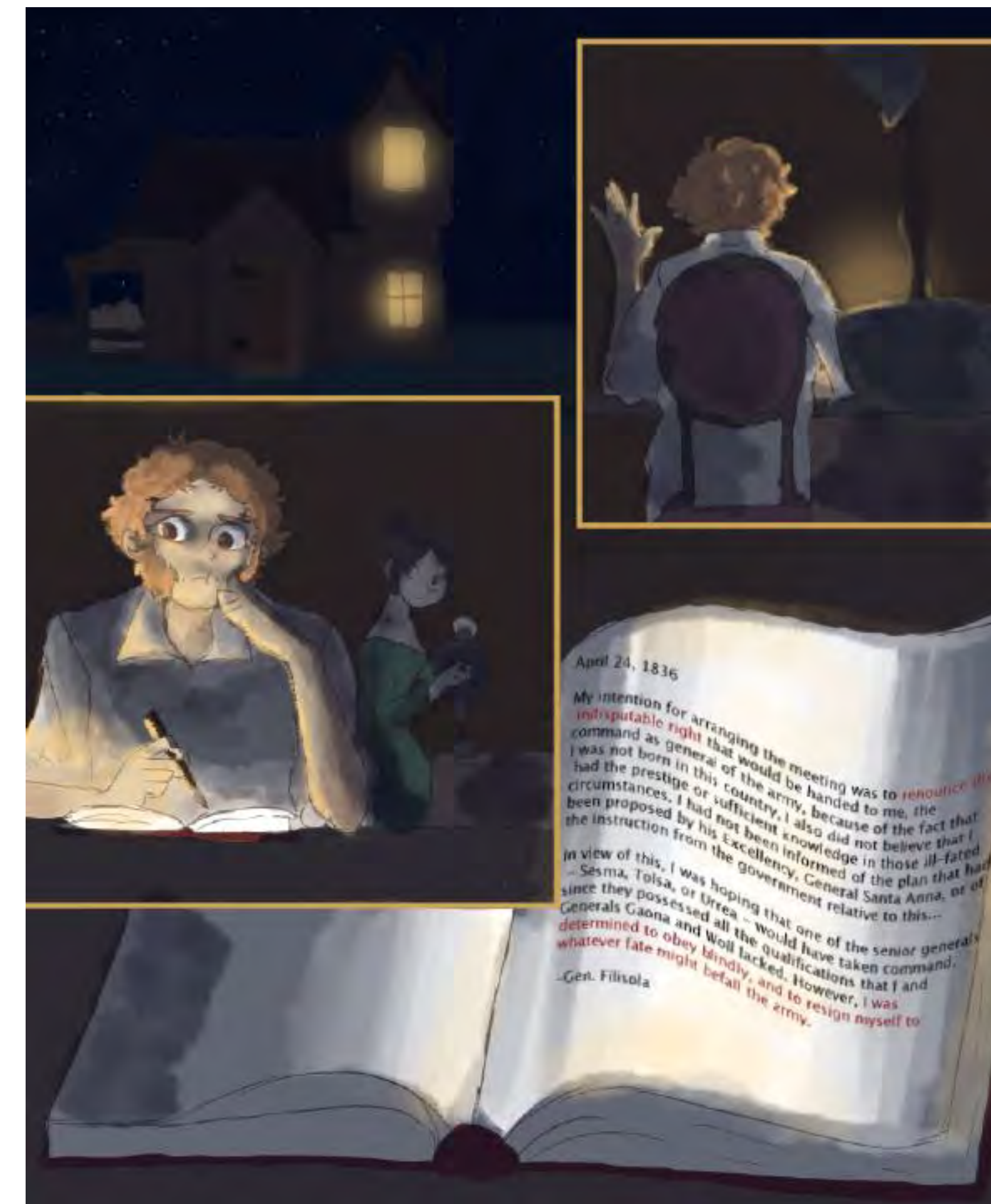
Materials & Methods

After reading through the dairy entries. I selected the ones I considered the most important. Very early on in this process of design and drafting, I decided that I would be using none of my own words, just direct quotes from the entries. I did this in an attempt to give the most accurate version of this narrative possible.

In addition to the comic, I also created a lesson plan. In the lesson students will be allowed to make their own comics about hidden narratives during the same period in history.



Selected Images



References

Dimmick, Gregg J. *Sea of Mud: the Retreat of the Mexican Army after San Jacinto, an Archeological Investigation*. Texas State Historical Association, 2006.
TEKS "Chapter 113. Texas Essential Knowledge and Skills for Social Studies Subchapter A. Elementary." *Texas Essential Knowledge and Skills*, Texas Education Agency, 1 Aug. 2020. <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html>

Conclusions

It was important to me that this project be aligned with the Texas Essential Knowledge and Skills (TEKS).

4.3(B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza.

I found it strange that while Vicente Filisola was mentioned in the TEKS, I never remember learning about him. It is also strange to me that his political rival Jose Urrea. Urrea played a much larger role in United States history. In addition, Filisola spent much of his time in the Texas revolution directly under Santa Anna's control while Urrea had a certain degree of autonomy.

