



## ▶ John C. Logan

### The Journey of John C. Logan

#### Overview

**PART I: *Opportunity*** – Analyze a primary source parallel using Logan’s December 1835 letter.

**PART II: *The Finest Country*** – Create a timeline of Logan’s journey through Texas based on information from his letters.

**PART III: *Some Hard Times*** – Describe how Logan’s life changed in the two months between December 1835 and February 1836.

**PART IV: *24th FEBY 1836*** – Compare Logan’s letter to the famous Travis letter written on the same day.

**PART V: *If I Should Fall In Battle*** – Learn how the government of Texas kept its promise to Logan and his heirs.

#### Introduction:

In November 1835, a young man named John C. Logan left his home in Kentucky and set out for Texas. Logan was seeking adventure as a volunteer soldier in the fight for Texas independence and an opportunity to improve his fortunes. As Logan and other volunteers made their way south, Texas settlers were on the verge of full-scale revolution against the government of Mexico.

In the months following his arrival in Texas, Logan traveled extensively through east and central Texas. His letters to friends and relatives back home reflected his thoughts and feelings about Texas as he and the other soldiers prepared to meet the Mexican Army. Logan also experienced the hardships of a common soldier and ultimately met his fate at Goliad, one of the 342 men massacred on orders from General Santa Anna. His story would have ended there had his personal letters not been preserved at the Texas General Land Office.

Using Logan’s letters and other primary source documents from the General Land Office Archives, students will learn about the last months of Logan’s life.

The following activities were created to introduce students to the life and times of John C. Logan. Each lesson was created as a “stand alone” activity, but the teacher may want to incorporate all five lessons as a unit.



## ▶ John C. Logan Part I: Opportunity

“I again take this opportunity of writing a few lines to you to let you know that I am still in the land of the living & in good health & I sincerely hope that these few lines may find you & all your fathers family & all my relations in the same ...”

-John C. Logan, 1835

### Activity Steps:

1. Display a copy of Logan’s original letter to the class. Ask students what they can learn about Logan and his time based on a visual analysis of the letter. Have your students share and discuss their observations.
2. Next, briefly explain Logan’s background to the students. (Please refer to the Unit Introduction). Tell them they will read and analyze Logan’s December 1835 letter to learn what it was like to be a soldier during the early days of the Texas Revolution.
3. Divide the class into pairs and distribute a transcript of the letter and a copy of the Document Analysis questions to each student. The Document Analysis questions are divided into two sections.
  - Transcripts of John C. Logan’s December 1835 and February 1836 letters
  - Castañeda map of Texas 1820 – 1836
  - John C. Logan and the Texas Revolution timeline
4. In pairs, the students will read the transcript of the letter. When they have finished reading, have the students alternate finding the answers to the questions for Section I only. One student will take the even numbered questions; the other student, the odd numbered questions. When all 10 questions have been answered, the students should share their findings with their partner and verify or modify their answers accordingly. When students have finished Section I, discuss answers as a class.
5. Next, students will complete Section II of the handout individually. They should be prepared to discuss their choice and how the selected passage contributes to a better understanding of the life and times of John C. Logan and the Texas Revolution.

### Suggested Activities:

- Give a dramatic reading of Logan’s letter to present to the class. Use music, props, etc., to enhance the presentation and audience experience.
- Imagine you are Logan’s cousin. Write a response to this letter and include any questions you may have about his experiences in Texas. What are your concerns and hopes as his close relative?

## Goals

- Read and analyze John C. Logan’s December 19, 1835 letter.
- Describe Logan’s life as a volunteer soldier.
- Determine how Logan’s experiences add to our understanding of the Texas Revolution.

### TEKS:

#### Social Studies, History 7.3

(C) Explain the issues surrounding significant events of the Texas Revolution.

#### Social Studies, Geography 7.21

(B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

(D) Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

#### Social Studies Skills 7.22

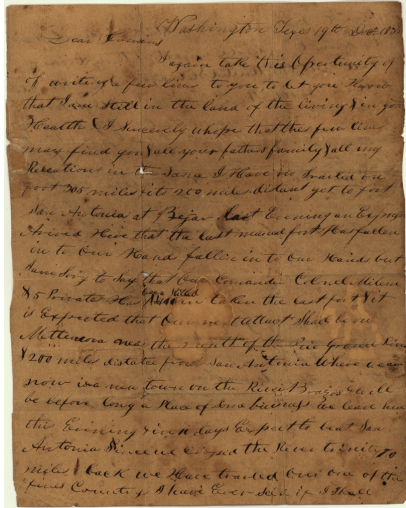
(D) Create written, oral, and visual presentations of social studies information.

### RESOURCES:

John C. Logan letter dated 19 December, 1835, and transcript.

Document Analysis handout

## ► John C. Logan Washington, TX Dec. 19, 1835



Dear Cousins,

I again take this opportunity of writing a few lines to you to let you know that I am still in the land of the living & in good health & I sincerely hope that these few lines may find you & all your father's family & all my relations in the same I have not traveled on foot 305 miles & its 200 miles distant yet to fort San Antonio at Bejar last evening an express arrived here that the last maned fort has fallen in to our hands fallen in to our hands but I am sorry to say that our commander Colonel Miles & 5 privates has been killed in taken the last fort & it is expected that our next attack shall be on Mattemora near the mouth of the Rio Grand River & 200 miles distant from San Antonio Where we are now is a new town on the River

Brazos & will be before long a place of some business we leave here this evening & in 10 days expect to be at San Antonio Since we crossed the river Trinity 70 miles back we have traveled over one of the finest Country I have ever seen it I shall live to see the liberty of this Country it shall be some considerable length of time before I shall visit the United States again & if I should fall in battle there is seven hundred & 40 acres of land coming to me in this Country which I leave to you if you think it worth your while to attend to it for the law says if any person fall in battle that his relation can have his bounty of land & his monthly wages for the time he has served the Country but I expect to see old Kentucky yet Please give my best respects to all your father's family & all my relations Give my best respects to Arnot Phillips no more at present but remains your affectionate cousin

J C Logan

To Lewis & Nancy Zearing

P S when you write to me direct to San Felipe de Austin

J C Logan

Of the Louisville Volunteers

Court of Claims File for John C. Logan, 17 August 1858, Court of Claims 004975, Records of the Court of Claims, Archives and Records Program, Texas General Land Office, Austin, TX.

# LOGAN LETTER DOCUMENT ANALYSIS—PART I

1. What assumption can you make about Logan's educational level? \_\_\_\_\_

\_\_\_\_\_

Evidence: \_\_\_\_\_

2. What Texas Revolutionary battle does Logan refer to in his letter? \_\_\_\_\_

3. What does Logan mean when he writes, "... I am still in the land of the living .." \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Does Logan plan to come home soon? \_\_\_\_\_

Evidence: \_\_\_\_\_

\_\_\_\_\_

5. What is Logan's reward for his military service? \_\_\_\_\_

\_\_\_\_\_

6. Summarize Logan's general impression of Texas. \_\_\_\_\_

\_\_\_\_\_

7. List three topics Logan addresses in the 1835 letter. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. List three adjectives that describe Logan and explain why you chose them. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. If you could ask Logan any question, what would it be? \_\_\_\_\_

\_\_\_\_\_

10. Make a prediction based on information from the letter. \_\_\_\_\_

\_\_\_\_\_







## ▶ John C. Logan Part II: The Finest Country

“Since we crossed the river Trinity 70 miles back we have traveled over one of the finest Country I have ever seen it I shall live to see the liberty of this Country ...”

-John C. Logan, 1835

### Activity Steps:

1. Show students the 1835 map of the United States. Explain to students that this map shows the western extent of the United States in 1835, the same year Logan journeyed to Texas to join the fight for independence from Mexico.
2. On the map, indicate the location of Logan's hometown of Louisville, Kentucky, and write beside it, “Logan.” Read aloud the following travel account from Charles B. Shain, who came to Texas with Logan as part of the Louisville Volunteers. As students read, call on other students to identify the places in the passage and annotate the map to highlight each location referred to in the passage:

*“I left Louisville on the 15th of November, 1835, under the command of Captain James Tarleton. On the 17th, our company arrived at the mouth of the Ohio [river], where we remained hunting game until the arrival of the steamboat, Baltic. We got to Natchez [Mississippi] on the 25th, and remained there one day, [We]reached Natchitoches [Louisiana] on the 28th. That night, we took up our line of march [to Texas]”.*

Now that students have followed Logan's journey to the border of Texas, they will use his letters to trace his travels through Texas to his final destination.

3. Divide students into pairs and provide each pair with one set of the following:
  - Transcripts of John C. Logan's December 1835 and February 1836 letters
  - Map of Texas, 1836
  - John C. Logan and the Texas Revolution Timeline (blank)
4. Using information from Logan's letters and the 1836 map of Texas provided, students should trace his journey across Texas and record any observations Logan made about his travels on the map.

5. Next, students will complete the John C. Logan and the Texas Revolution timeline. Provide pairs of students with the list of the major Texas Revolution events and have them place these events and the events of John C. Logan in sequential order on the timeline provided. (Refer to the Teacher Resource key for guidance).
6. When the map activity and the timeline are completed, project the 1836 map of Texas onto a whiteboard or Smartboard.
7. Call on volunteers to write their answers on the projected map. Encourage students to add information or ask questions about Logan's journey and events of the Texas Revolution from their timelines.
8. When finished, have students use their completed maps and timelines to answer the following questions:
  - What was the first Texas settlement Logan visited?
  - What were some potential geographic challenges Logan and the other Louisville men faced on their journey across Texas?
  - Which was the most challenging and why?
  - How many miles was Logan expected to march each day on the journey from Washington to Bexar (San Antonio) in order to arrive in 10 days?
  - Using the 1835 and 1836 Logan letters, calculate how many total miles Logan marched from Nacogdoches to Goliad.
  - How did the events of the Texas Revolution impact Logan's journey and experiences in Texas?

### Goals

- Identify the places visited by Logan.
- Trace the route of Logan's journey through Texas to his final destination.
- Calculate how far Logan traveled during his time in Texas.

### Teks:

#### Social Studies, History 7.3

(C) Explain issues surrounding significant events of the Texas Revolution.

#### Social Studies, Geography 7.8

(A) Create and interpret thematic maps.

#### Social Studies, Geography 7.9

(A) Locate places of importance during 19th century Texas.

#### Social Studies, Geography 7.11 (A)

Analyze why immigrant groups came to Texas and where they settled.

#### Social Studies, Geography 7.21

(A) Locate places of importance during 19th century Texas.

(B) Analyze information by sequencing and identifying cause-and-effect relationships.

(C) Organize and interpret information from timelines and maps.

### Resources:

Transcripts of John C. Logan's 1835 and 1836 Letters (Refer to Part I for the 1835 Letter)

Map of the United States, 1835

Map of Texas, 1836 John C. Logan and the Texas Revolution Timeline and Teacher Resource Key

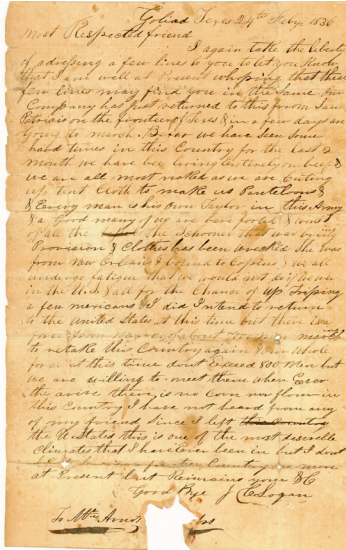


### Wrap Up Question:

What if these letters had never been written? What difference would it have made to our understanding of the Texas Revolution? Ask students to write a response to these questions and share with the class. List responses on the board and discuss as a class.



## ► John C. Logan Goliad, TX Feb. 24, 1836



Most Respected friend I again take the liberty Of adressng a few lines to you to let you know That I am well at Present whoping that these Few lines may find you in the same. Our Company has just returned to this from San Patricio on the frontier of Texas & in a few days are Going to march Bexar we have seen some Hard times in the country for the last 2 Month we have ben living Entirely on beef & We are all most naked as we are cutting Up tent cloth to make us Panteloons & Every man is his own Taylor in this Army & a good many of us are bare footed & worst of all the the Schooner that was bringing provision & clothes has been wrecked She was from New Orleans & bound to Copeno & we all undergo fatigue that we would not do if wer in the U.S. & all for the chance of up triping a few mexicans I did intend to return to the united states at this time but there is a force from mexico of about 7000 men marching to retake this Country again & our whole force at this time

dont Exceed 800 men but we are willing to meet them when Ever the arive there is no corn nor flour in this country I have not heard from any of my friend since I left this Country the U. States this is one of the most desireble climates that I have Ever been in but I dont like to live (illegible) (in a?) fronteer Country (illegible) (no?) more at present but Remains your OS

Good Bye

J C Logan

Court of Claims File for John C. Logan, 17 August 1858, Court of Claims 004975, Records of the Court of Claims, Archives and Records Program, Texas General Land Office, Austin, TX.





## ► The rest of the story...

After crossing the Trinity River, the Louisville volunteers were divided into two separate commands. In his letter written from Washington, Texas, on December 19, 1835, Logan states that his company would (arrive in) Bexar (San Antonio), a 10-day march from Washington. That would place their date of arrival in San Antonio on December 29. Charles B. Shain, another volunteer from Louisville, writes that his company arrived in San Antonio on December 27th.\* The two separate commands of the Louisville Volunteers, divided at the Trinity River crossing, arrived at San Antonio by separate routes, probably just a few days apart.

Logan and the other volunteers arrived in Bexar after it had been taken by Texan forces during the Siege of Bexar. During their stay in San Antonio, all Texas volunteer units were reorganized. Logan, along with 300 to 400 other volunteers, left San Antonio on January 3, 1836, as part of an expedition led by Frank Johnson and James Grant. The expedition planned to march to San Patricio by way of Goliad and Refugio and then attack Matamoros. On January 21 the expedition reached Refugio, where Sam Houston pleaded with them not to continue their journey south toward Matamoros. Houston wanted to attack the Mexican army within the borders of Texas where they would have a better chance of success. He was able to convince most of the men to stay, but about 60 to 70 men left for San Patricio with Johnson and Grant. Houston were right. Johnson and Grant would be defeated in separate actions by General Urrea.

What happened to John C. Logan? Where was he during this time? Did he remain at Refugio with the main group, or did he leave with Johnson and Grant to meet the advancing Mexican army? If he went with Johnson and Grant, how did he survive their defeat? We will probably never know. What is known is that Logan was present at Goliad on February 24, 1836, the date of his last letter to home. In a little more than a month, Logan became one of 342 soldiers massacred by Mexican forces on Palm Sunday, March 27, 1836.

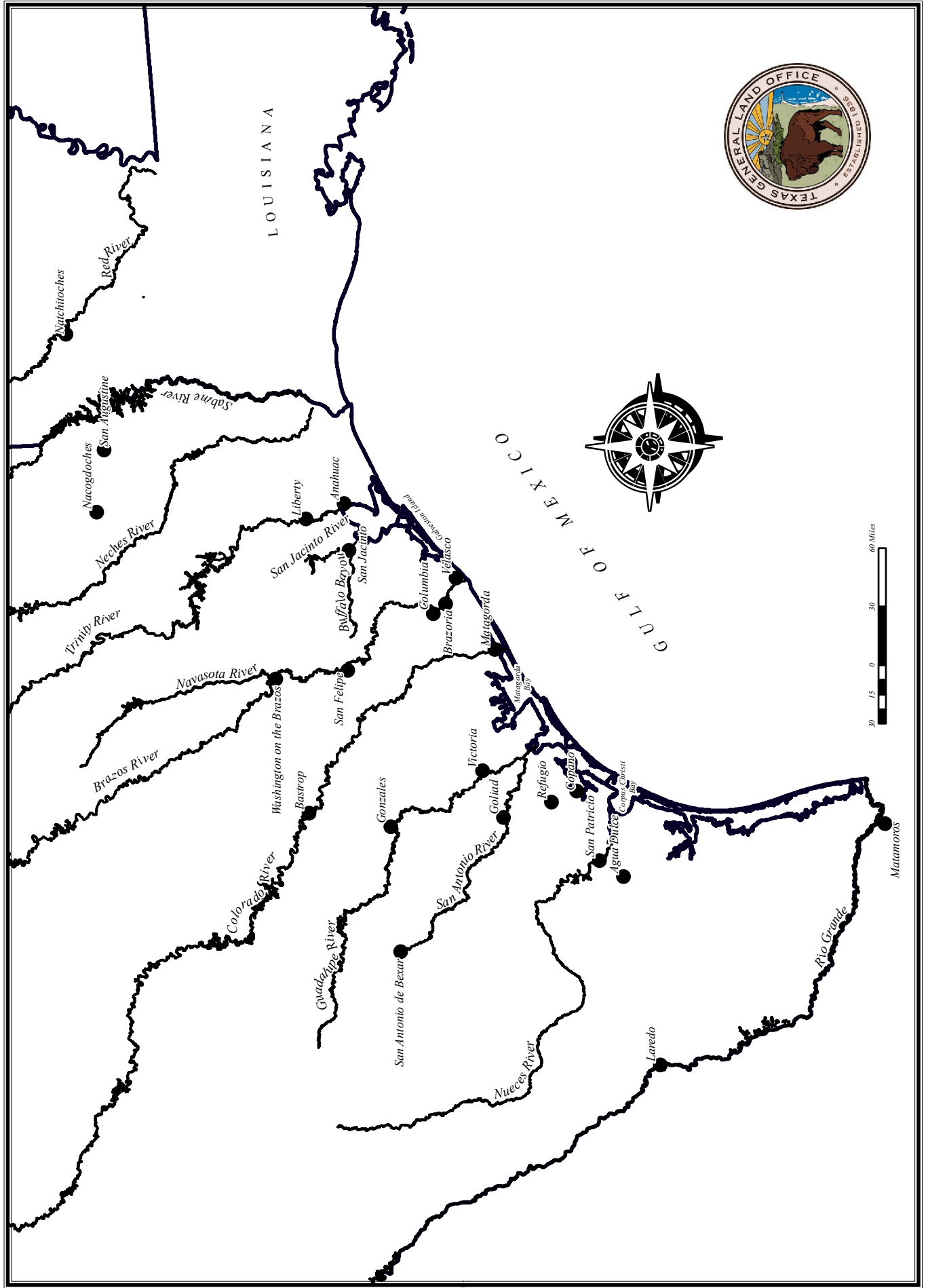
C. B. Shain's description of his journey across Texas, published in the Louisville Journal, June 30, 1836, San Jacinto Museum of History.



# The United States in 1836

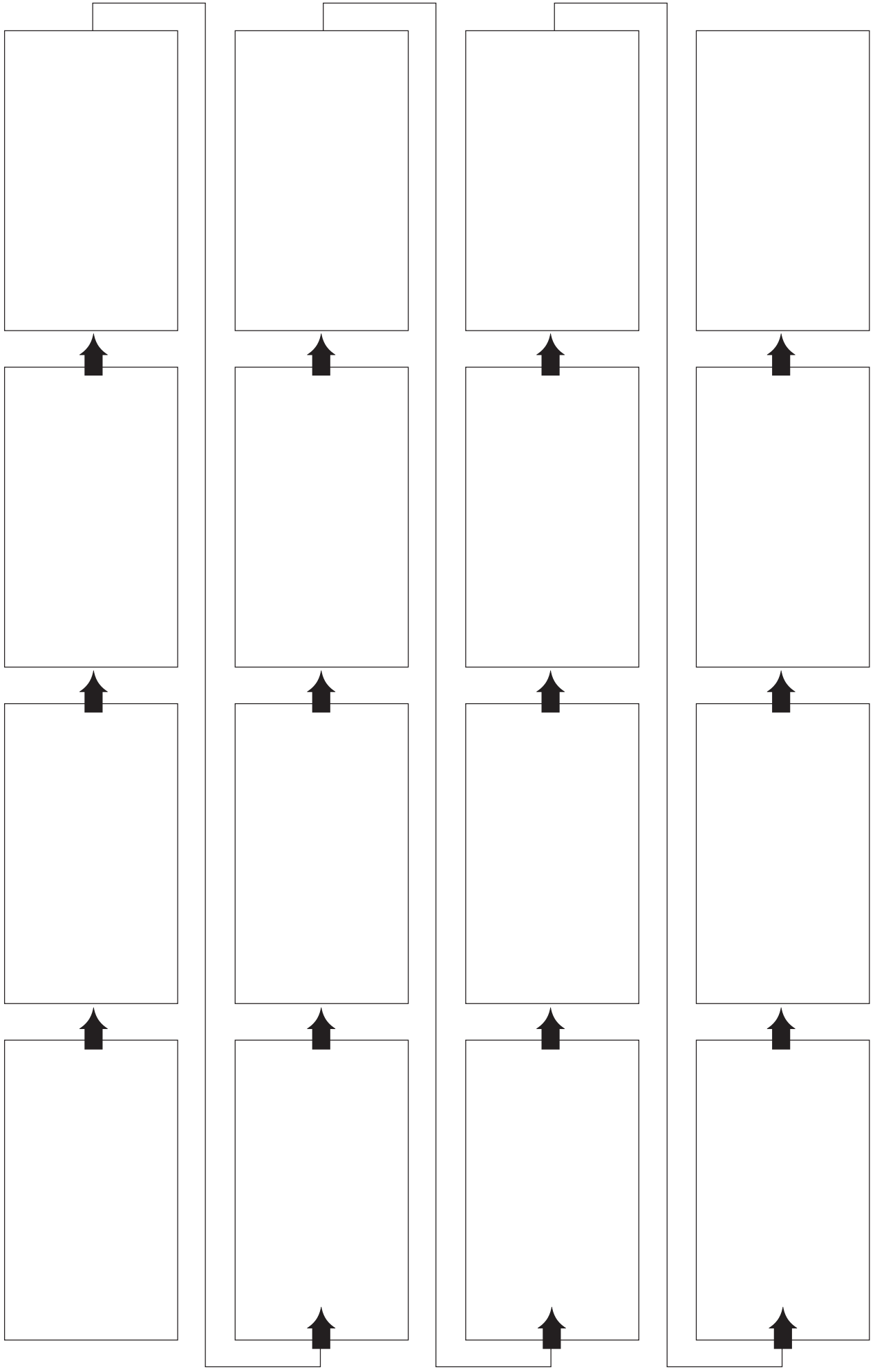


# Texas 1836



# JOHN C. LOGAN AND THE TEXAS REVOLUTION TIMELINE

Use information from Logan's letters and major events from the Texas Revolution to complete the timeline below.





# JOHN C. LOGAN AND THE TEXAS REVOLUTION TIMELINE (TEACHER'S KEY)

Use information from Logan's letters and major events from the Texas Revolution to complete the timeline below.





## ▶ John C. Logan Part III: Some Hard Times

“... We have seen some Hard times in the country for the last 2 Month we have ben living Entirely on beef and we are all amost naked as we are cuting Up tent cloth to make us Panteloons & Every man is his own Taylor in this Army ...”

-John C. Logan, 1836

### Activity Steps:

1. Place students in pairs.
2. Provide half the students with a copy and transcript of the December 1835 letter and the other half with the February 1836 letter and transcript.
3. Display one of the Logan letters and ask the students what can be inferred about the time period based on a visual analysis of the letter. Lead a general discussion using these topics: paper and ink used, style of writing, salutation, words used, corrections, signature, etc.
4. Have the students read their assigned letters, making notes in the margins about questions they have, unfamiliar words, or any other comments about the letter.
5. When finished, each student who has read and commented on the December 1835 letter should pair with a student who has read and commented on the February 1836 letter.
6. Distribute one copy of the Logan Letters Comparison to each pair of students and have them consolidate, discuss, and compare their information from both the 1835 and 1836 letters. The pairs of students should identify any changes in Logan's circumstances in the intervening two months and write those changes in the left hand margins of the sheet next to each topic.
7. Distribute a copy of the Logan Letters Acrostic to each pair of students. Explain that each response should address a change in Logan's circumstances over the two-month period.
8. When finished, ask pairs to share their acrostics and summary statements.
9. Discussion questions:
  - How do you think Logan's friends and family back in Kentucky reacted to the February 1836 letter?
  - In what ways are the experiences of today's military service people similar and different from those of Logan's day?
  - Would the change in circumstances change your mind about serving in the army? Would you stay or leave? Explain.

### Goals

- Read and analyze Logan's 1835 and 1836 letters.
- Describe the changes in Logan's life and circumstances.
- Explain how these changes affected his duty as a soldier.

### TEKS:

#### History 7.3

(A) Trace the development of events that led to the Texas Revolution.

#### Geography 7.11

(B) Analyze how immigration and migration to Texas have influenced Texas.

#### Social Studies Skills 7.21

(A) Locate and use valid primary sources such as documents.  
(B) Analyze information by comparing, contrasting, summarizing and drawing conclusions.  
(D) Identify different points of view about an issue.

#### Social Studies Skills 7.22

(C) Express ideas orally based on research.  
(D) Create visual and written materials such as graphic organizers.

### RESOURCES:

John C. Logan's 1835 and 1836 letters (images and transcripts; refer to Part II of Unit 6)

Logan Letters Comparison handout

Logan Letters: Acrostic handout



### Suggested Student Activities:

1. Interview a family member or friend who has served or is serving in the military and compare his/her military experience with Logan's. Some suggested interview questions may include:
  - What motivated your military service?
  - What benefits did you receive as a result of military service?
  - Where were you stationed and how did this experience affect you?
  - How did the experience change or impact your life?
2. Create a Venn diagram that compares the two experiences and summarize how their and Logan's experiences are different and similar.
3. Edit Logan's February 24, 1836, letter and correct any grammar, punctuation, and spelling errors found. Re-write the letter incorporating these corrections.
4. Determine if these corrections changed the meaning and purpose of the letter and write a short paragraph explaining these changes.

# LOGAN LETTERS COMPARISON—PART III

After analyzing each letter individually, consolidate your information into the following categories in pairs. Share your answers with your partner comparing differences and similarities. Discuss how Logan's circumstances changed between the 1835 and 1836 letters, and note those changes in the left margin.

**1. Logan's purpose for writing:**

1835 \_\_\_\_\_  
\_\_\_\_\_

1836 \_\_\_\_\_  
\_\_\_\_\_

**2. Major events taking place in Texas:**

1835 \_\_\_\_\_  
\_\_\_\_\_

1836 \_\_\_\_\_  
\_\_\_\_\_

**3. Logan's impression of Texas:**

1835 \_\_\_\_\_  
\_\_\_\_\_

1836 \_\_\_\_\_  
\_\_\_\_\_

**4. Reward for service in Texan Army:**

1835 \_\_\_\_\_  
\_\_\_\_\_

1836 \_\_\_\_\_  
\_\_\_\_\_

**5. Hardships/challenges experienced by Logan:**

1835 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1836 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# SOME HARD TIMES ACROSTIC—PART III

Use your knowledge of John C. Logan and write a statement beside the letter that relates to change in the circumstances of John C. Logan from December 1835 to February 1836. The first one has been done for you as an example.

**D**elighted to see such a beautiful country.

**F**rontier country is no place to live.

**E**

**E**

**C**

**B**

**E**

**R**

**M**

**U**

**B**

**A**

**E**

**R**

**R**

**Y**

**1835**

**1836**

Write a one-sentence summary that best describes Logan's change in circumstances.

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## ACROSTIC SAMPLE RESPONSES/TEACHER RESOURCE—PART III

Use your knowledge of John C. Logan and write a statement beside the letter that relates to change in the circumstances of John C. Logan from December 1835 to February 1836. The first one has been done for you as an example.

**D**elighted to see such a beautiful country.

**F**rontier country is no place to live.

**E**very step takes us closer to Bexar.

**E**ager to come home.

**C**ame upon a new town called Washington.

**B**eef is all there is to eat.

**E**xpect to retake Texas.

**R**est is what we need.

**M**y health is good!

**U**niforms are scarce.

**B**ounty land reward for military service.

**A**rrmy has no shoes.

**E**ach man fights for liberty.

**R**eady to fight when the time comes.

**R**elatives will see me again.

**Y**our friend, Goodbye.

**1835**

**1836**

Write a one-sentence summary that best describes Logan's change in circumstances.

Although Logan was eager to come to Texas and fight, he discovered that being a  
soldier required sacrifice and hardship.

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## ▶ John C. Logan

### Part IV: Feb. 24, 1836

“GOLIAD TEXAS, 24th Feby 1836. Most Respected friend I again take the liberty Of addressing a few lines to let you know That I am well at Present whoping that these few lines may find you in the same ...”

-John C. Logan, 1836

#### Activity Steps:

1. Divide the class into pairs and distribute the Logan and Travis letters and accompanying transcripts. One student in each pair will be responsible for reading and analyzing one of the letters.
2. Before students read their assigned letter, ask them to look for key words and phrases that will help them understand the letter, make notes on what they have read, and write any questions they may have about the document.
3. When students have finished reading their assigned letter, distribute the Travis/Logan comparison chart and ask pairs to discuss each category of comparison as it relates to Travis and Logan. After completing all categories, ask paired students to discuss their answers and complete the “Logan’s story” statement.
4. Ask for student volunteers to read their “Logan’s story” statements and discuss how both documents together help to clarify our understanding of the Texas Revolution.

There are no known portraits of John C. Logan. Ask students to paint a portrait of Logan based on information presented in his letters.

- What would he look like?
- How would he be dressed?
- What scene could be depicted in the portrait’s background?

Because not all students are comfortable doing artwork, students may choose to write about how he may have looked. When finished, display the portraits around the classroom with an “artist’s explanation” of why the painting may be an accurate depiction of John C. Logan.

## Goals

- Compare and contrast the Travis and Logan letters.
- Assess Logan’s contribution to Texas and the Texas Revolution.

#### TEKS:

##### Social Studies, History 7.3

(B) Explain the roles of significant individuals during the Texas Revolution.

(C) Explain the issues surrounding significant events of the Texas Revolution.

##### Social Studies, Citizenship 7.18

(A) Identify the leadership qualities of elected and appointed leaders of Texas.

##### Social Studies Skills 7.21

(B) Analyze information by comparing and contrasting and drawing conclusions.

(D) Create written, oral, and visual presentations of social studies information.

(F) Identify bias in written, oral, and visual material.

##### Social Studies Skills 7.22

(D) Create written, oral, and visual presentations of social studies information.

#### RESOURCES:

Logan letter and transcript

Travis letter and transcript

Logan/Travis comparison chart

# TRAVIS/LOGAN COMPARISON CHART—PART IV

**PART A. Using information from the letters, complete the boxes below for each comparison category.**



**TRAVIS**



**LOGAN**


**DATE WRITTEN**

**REASON FOR WRITING**

**IMMEDIATE SITUATION**

**HARDSHIPS**

**HOPES**


**PART B. Complete the following sentence:**

Although William B. Travis is the soldier history remembers, John C. Logan's story is also important because ...

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**PART C. Extension (Choose one to complete on a separate sheet of paper).**

1. Write a letter to Logan's family explaining the events of the Texas Revolution after the massacre at Goliad.
2. Compose a eulogy memorializing the life and contributions of John C. Logan to the Texas Revolution.
3. Research the land grant rewards for military service Logan mentions in his letters. What were these land grants, how many acres were involved, where were the grants located, and who received them?





## ▶ John C. Logan Part V: If I Should Fall in Battle

“... If I should fall in battle there is seven hundred & 40 acres of land coming to me in this Country which I leave to you if you if think it worth your while to attend to it ...”

-John C. Logan, 1836

### Activity Steps:

Review the vocabulary and resources with students. Explain that these are legal documents (binding in a court of law), which students will need to understand before they begin writing the final chapter of John C. Logan’s story.

#### Warm up

Show students the following quote from Logan’s December 1835, letter:

“...there is seven hundred & 40 acres of land coming to me in this Country which I leave to you if you if think it worth your while to attend to it...”

#### Directions

1. Ask students to speculate what motivated Logan to write this sentence. After discussion, tell students they will write the last chapter of John C. Logan’s story. Explain that his reference to land played a large part in shaping his legacy in Texas.
2. Print out the station placards for each of the following: Bounty, Donation, Headright, Heir, Petition, Testimony, Act.
3. Organize the classroom into seven learning stations. Place a station placard along with the corresponding documents at each station.
4. Divide the students into groups of equal numbers and provide each group with a copy of the “If I should fall in battle” worksheet.
5. Explain to the students that their group will visit each station to read and analyze the documents to determine how they contributed in telling the final chapter in John C. Logan’s story.
6. As the groups visit each station, guide them in discovering clues within the documents to help them connect the documents to Logan’s story.
7. When all stations have been visited, have the groups analyze their findings and piece together what they think may have happened after Logan’s death.
8. Individually, or in groups, students will write the ending to Logan’s story to present to the class. After the presentations, discuss the similarities and differences between students’ ideas. Provide a copy (Teacher Resource sheet) or share with students the actual ending to the story and ask them to compare and contrast their version with the correct one. Students should also discuss how they reached their own conclusions.

## Goals

- Define words and terms used in the Texas land granting process.
- Describe the process of how veterans or heirs received land in Texas.
- Examine legal documents to determine how they relate to Logan and his heirs.
- Write the “final chapter” to Logan’s life and legacy in Texas.

### TEKS:

#### Social Studies, History 7.3

(C) Explain the issues surrounding significant events of the Texas Revolution.

#### Social Studies, Geography 7.10

(C) Identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications.

#### Social Studies, Geography 7.11

(A) Analyze why immigrant groups came to Texas and where they settled.

#### Social Studies Skills 7.21

(A) Use valid primary sources to acquire information about Texas.

(B) Analyze information by comparing, contrasting and drawing conclusions.

#### Social Studies Skills 7.22

(D) Create written, oral, and visual presentations of social studies information.

### Resources:

Logan land grant certificates: Bounty, Donation, Headright

The brothers of John C. Logan: Petitions

Hunter and Bernard: Testimonies

Certifying the legal heirs of John C. Logan





### Wrap Up Questions:

**Where did the heirs of John C. Logan locate this land in the public domain?**

1. If time and curriculum requirements permit, have the students research where Logan's land grants are located in Texas:
2. Go to the Texas General Land Office, Land Grant Database website:  
<https://s3.glo.texas.gov/glo/history/archives/land-grants>
3. For the Original Grantee enter, "Logan, John C."
4. Use the Texas General Land Office land grant database to search for the John C. Logan land grant files. Write down the county and abstract number for notes. You may be surprised where these grants are located.
5. Explore the links which will take you to various Logan documents. What do you notice about the land grants?(example: Ellis County Abstract 649 is for 640 Acres granted to John C. Logan)?

# IF I SHOULD FALL IN BATTLE ACTIVITY SHEET—PART V

**PART A. Use this activity sheet to record your group's findings at each station.**

## **BOUNTY**

Definition: \_\_\_\_\_

Date of document: \_\_\_\_\_ Why was it written? \_\_\_\_\_

What connection does it have to the story? \_\_\_\_\_

## **DONATION**

Definition: \_\_\_\_\_

Date of document: \_\_\_\_\_ Why was it written? \_\_\_\_\_

What connection does it have to the story? \_\_\_\_\_

## **HEADRIGHT**

Definition: \_\_\_\_\_

Date of document: \_\_\_\_\_ Why was it written? \_\_\_\_\_

What connection does it have to the story? \_\_\_\_\_

## **HEIR**

Definition: \_\_\_\_\_

Date of document: \_\_\_\_\_ Why was it written? \_\_\_\_\_

What connection does it have to the story? \_\_\_\_\_

## **PETITION**

Definition: \_\_\_\_\_

Date of document: \_\_\_\_\_ Why was it written? \_\_\_\_\_

What connection does it have to the story? \_\_\_\_\_

## **TESTIMONY**

Definition: \_\_\_\_\_

Date of document: \_\_\_\_\_ Why was it written? \_\_\_\_\_

What connection does it have to the story? \_\_\_\_\_

## **ACT**

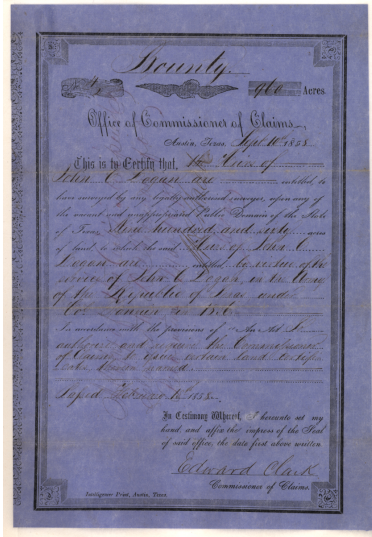
Definition: \_\_\_\_\_

Date of document: \_\_\_\_\_ Why was it written? \_\_\_\_\_

What connection does it have to the story? \_\_\_\_\_

**PART B.** When finished, discuss your findings. How did these documents contribute to the rest of Logan's story? Begin putting the story together using the information from these sources. Use the reverse side of this paper to write a rough draft. If you are working in a group, choose one person to be the recorder to write your group's ending to the incredible story of John C. Logan.

## ► Donation No. 4/2 Office of Commissioner of Claims Austin, Texas, Sept. 10, 1858



This is to certify that, the Heirs of John C. Logan are entitled, to have surveyed by any legally authorized surveyor, upon any of the vacant and un-appropriated Public Domain of the State of Texas, Nine Hundred and Sixty acres of land, to which the said Heirs of John C. Logan are entitled, by virtue of the service of John C. Logan, in the Army of the Republic of Texas under Col. Fannin in 1836.

In accordance with the provisions of "An Act" to authorize and require the Commissioner of Claims to issue certain land certificates therein named.

Passed Febr'y 15th 1858

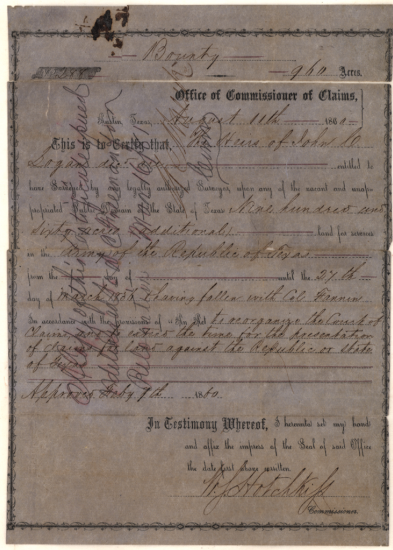
In Testimony whereof, I hereunto set my hand, and affix the impress of the Seal of said office, the date first above written.

Edward Clark  
Commissioner of Claims

John C. Logan Bounty Certificate No. 4/2, 10 September 1858, Milam Bounty #001673, Texas Land Grant Records, Archives and Records Program, Texas General Land Office, Austin, Texas.



## ► Bounty No. 288 Office of Commissioner of Claims Austin, Texas, August 11, 1860



This is to certify that the Heirs of John C. Logan [deceased] are entitled to have Surveyed by any legally authorized Surveyor, upon any of the vacant and unappropriated Public Domain of the state of Texas Nine Hundred and Sixty acres additional land for services in the Army of the Republic of Texas from the — day of — until the 27th day of March 1836 and having fallen with Col. Fannin, In accordance with the provisions of “An Act” to reorganize the Court of Claims, and to enter the time for the presentation of claims for land against the Republic or State of Texas.

Approved Febr’y 7th 1860

In Testimony Whereof, I hereunto set my hand and affix the impress of the Seal of said Office the date first above written

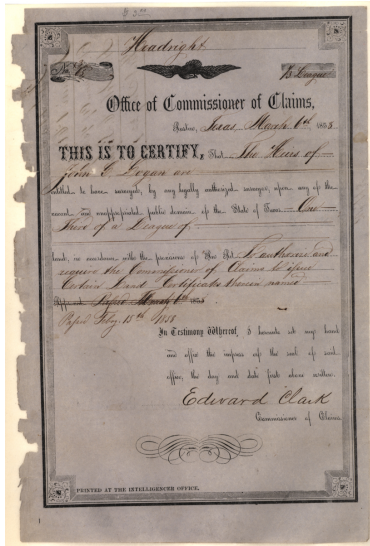
WJ. Hotchkiss  
Commissioner

John C. Logan Bounty Certificate No. 288, 11 August 1860, Milam Bounty #001553, Texas Land Grant Records, Archives and Records Program, Texas General Land Office, Austin, Texas.



## ► Headright No. 3/65

Office of Commissioner of Claims Austin, Texas, March 6, 1858



This is to certify, that the Heirs of John C. Logan are entitled to have surveyed, by any legally authorized surveyor, upon any of the vacant and un-appropriated public domain of the State of Texas One Third of a League of land, in accordance with the provisions of "An Act" to authorize and require the Commissioner of Claims to issue certain Land Certificates therein named

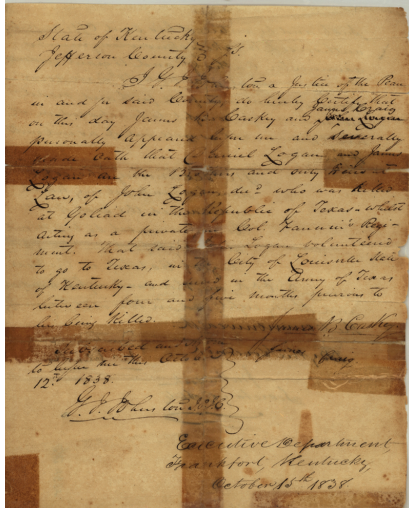
Passed Febr'y 15th 1858

In Testimony Whereof, I hereunto set my hand and affix the impress of the seal of said office, the day and date first above written

Edward Clark  
Commissioner of Claims

John C. Logan Headright Certificate No. 3/65, 6 March 1858, Fannin 1 #001185, Texas Land Grant Records, Archives and Records Program, Texas General Land Office, Austin, Texas.

## ► State Of Kentucky Jefferson County



I, G.J. Johnston, a Justice of the Peace in and for said County, do hereby certify that on this day, James B. Caskey and James Craig personally appeared before me and Severally [Individually] made oath that Daniel Logan and James Logan are the Brothers and only Heirs [by] Law, of John Logan dec'd [deceased] who was killed at Goliad in the Republic of Texas – Whilst [While] acting as a private in Col. Fannin's Regiment.

That said John Logan volunteered to go to Texas, in the city of Louisville, State of Kentucky – and served in the Army of Texas between four and five months previous to his being killed.

James B. Caskey

Subscribed and Sworn To before me this

October 12, 1838

G.J. Johnston, J.p.J.C.

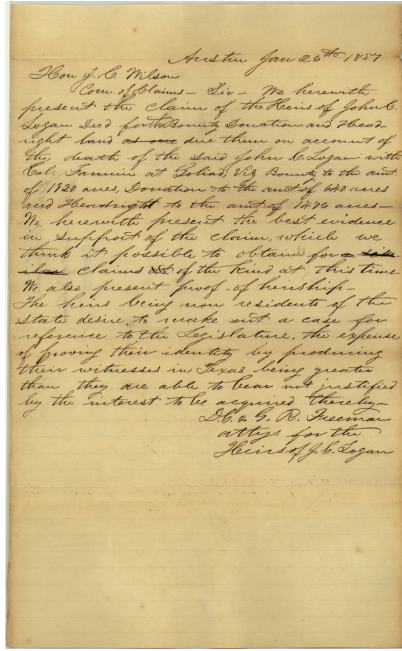
Executive Department Frankfort, Kentucky

October 15th, 1838

Certifying Heirs of John C. Logan, 12 October 1838, Court of Claims #004975, Archives and Records Program, Texas General Land Office, Austin, Texas.



## ► Austin Jan. 26, 1851



Hon. J.C. Wilson

Com. Of Claims – Sir - We herewith present the claims of the Heirs of John C. Logan dec'd for the Bounty, Donation and Headright land due them on account of the death of the said John C. Logan with Col. Fannin at Goliad; Viz Bounty to the amt. of 1920 acres, Donation to the amt. of 640 acres and Headright to the amt. of 1476 acres.

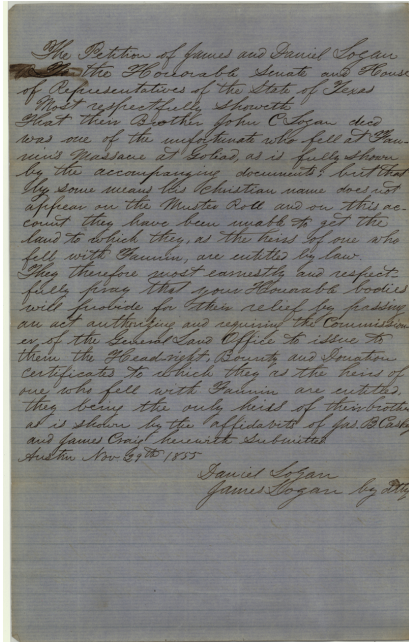
We herewith present the best evidence in support of the claim, which we think it possible to obtain for claims of the kind at this time. We also present proof of heirship – The heirs being now residents of the state desire to make out a case for reference to the Legislature, the expense of proving their identity by producing their witnesses in Texas being greater than they are able to bear not justified by the interest to be acquired thereby –

D.C. & G.R. Freeman  
Attys for the  
Heirs of John C. Logan

Certifying Heirs of John C. Logan, 26 January 1851, Court of Claims #004975, Archives and Records Program, Texas General Land Office, Austin, Texas.



## ► The Petition of James and Daniel Logan



To the Honorable Senate and House of Representatives of the State of Texas

Most respectfully showeth that their brother John C. Logan dec'd was one of the unfortunate who fell at Fannin's Massacre at Goliad, as is fully shown by the accompanying documents; but that by some means his Christian name does not appear on the Muster Roll and on this account they have been unable to get the land to which they, as heirs of one who fell with Fannin, are entitled by law. They therefore most earnestly and respectfully pray that your Honorable bodies will provide for their relief by passing an act authorizing and requiring the Commissioner of the General Land Office to issue to them the Headright, Bounty, and Donation Certificates to which they as the heirs of one who fell with Fannin are entitled, they being the only heirs of their brother as is shown by the affidavits of James B. Caskey and James Craig herewith submitted.

Austin Nov. 29th 1855

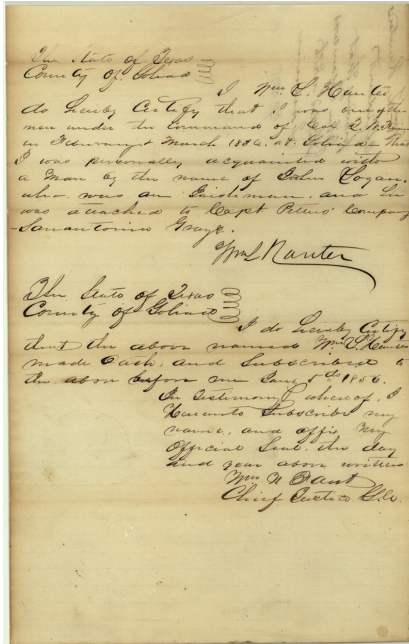
Daniel Logan

James Logan by atty

John C. Logan's Brothers' Petition to the Texas Legislature, 29 November 1855, Court of Claims #004975, Archives and Records Program, Texas General Land Office, Austin, Texas.



## ► The State of Texas County of Goliad



I, William L. Hunter do hereby certify that I was one of the men under the command of Col. J.W. Fannin in February and March 1836, at Goliad - That I was personally acquainted with a man by the name of John C. Logan, who was an Irishman, and he was attached to Capt. Pettus' Company - San Antonio Grays

William L. Hunter

I do hereby certify that the above named Wm. L. Hunter made oath, and subscribed to the above before me, Jan'y 5th 1856.

In testimony whereof, I hereunto subscribe my name, and office, my Official

Seal this day and year above written.

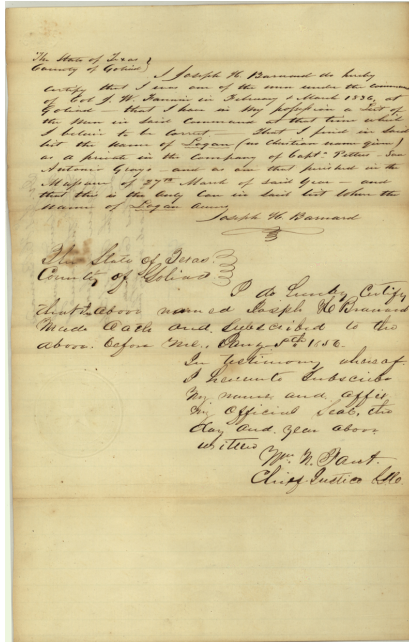
Wm. N. Fant

Chief Justice, Goliad

Testimony of William Hunter, 5 January 1856, Court of Claims #004975, Archives and Records Program, Texas General Land Office, Austin, Texas.



## ► The State of Texas County of Goliad



I, Joseph H. Barnard do hereby certify that I was one of the men under the command of Co. J.W. Fannin in February and March of 1836, at Goliad – that I have in my possession a list of the men in said command at the time which I believe to be correct – that I find in said List the name of Logan (no Christian name given) as a private in the Company of Capt. Pettus – San Antonio Grays and as one that perished in the Massacre of March 27th of said year - and that this is the only case in said list where the name of Logan occurs.

Joseph H. Barnard

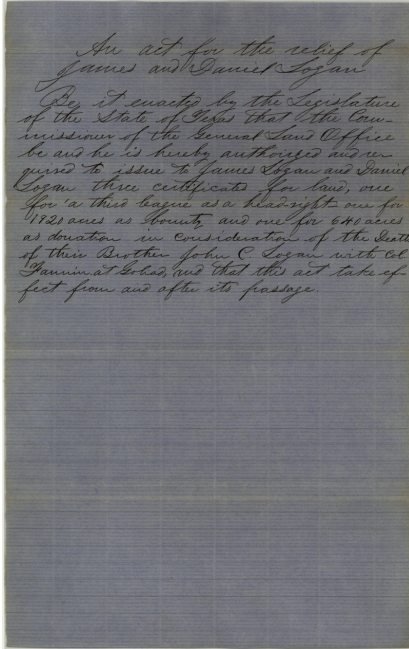
I do hereby certify that the above named Joseph H. Barnard made oath and subscribed to the above before me August 5th, 1856 In testimony whereof I hereunto subscribe my name and office my Official Seal, the day and year above written.

W. N. FANT

Chief Justice, Goliad

Testimony of Joseph Barnaby, 5 August 1856, Court of Claims #004975, Archives and Records Program, Texas General Land Office, Austin, Texas.

## ► Proposed Act for the relief of James And Daniel Logan



Be it enacted by the Legislature of the State of Texas that the Commissioner of the General Land Office be and is hereby authorized and required to issue James Logan and Daniel Logan three certificates for land, one for a third of a league as a headright – one for 1920 acres as Bounty – and one for 640 acres as Donation in consideration of the death of their brother John C. Logan with Col. Fannin at Goliad, and that this act take effect from and after its passage.

February 13th, 1858

Proposed Act for James and Daniel Logan, 13 February 1858, Court of Claims #004975, Archives and Records Program, Texas General Land Office, Austin, Texas.



**D**escribe the document

**E**xplain the concept

**S**tate the unit

**C**omb for *unique* features and *new* vocabulary

**R**ead, and as you read ask yourself, “what is this about?”

**I**ndicate your responses in the appropriate box

**B**ring it all together

**E**xamine findings

*Adapted from the Dominican University School of Education DESCRIBE Primary Source Analysis Strategy.*



# DESCRIBE

## GRAPHIC ORGANIZER

### 2 Concept/Unit

### 1 Title and description of document

### 3 Unique features

### New vocabulary

### 4 Read - Ask a question - Answer

a.

b.

c.

### 5 Bring it all together



Travis lines are in RED  
Logan lines are in BLUE

**T** To the People of Texas and all Americans in the World,

**L** Most Respected Friend,

**T** I am besieged, by a thousand or more of the Mexicans under Santa Anna.

**L** I again take the liberty of addressing a few lines to you to let you know that I am well at present hoping these few lines might find you in the same.

**T** I have sustained a continual bombardment and cannonade for 24 hours and have not lost a man.

**L** We have seen some hard times in this country for the last two months and we have been living entirely on beef.

**T** The enemy has demanded a surrender at discretion, otherwise, the garrison are to be put to the sword, if the fort is taken...

**L** We are all most naked as we are cutting up tent cloth to make us pantaloons.

**T** I have answered the demand with a cannon shot, & our flag still waves proudly from the walls –

**L** And a good many of us are bare footed.

**T** I shall never surrender or retreat.

**L** And worst of all the Schooner that was bringing provisions and clothes has been wrecked.

**T** Then, I call on you in the name of Liberty, of patriotism, and every thing dear to the American character, to come to our aid, with all dispatch.

**L** There is a force from Mexico of about 7,000 men marching to re-take this country again.

**T** The enemy is receiving reinforcements daily & will no doubt increase to three or four thousand in four or five days.

**L** Our whole force at this time don't exceed 800 men but we are willing to meet them whenever they arrive.

**T** If this call is neglected, I am determined to sustain myself as long as possible & die like a soldier who never forgets what is due to his own honor & that of his country.

**L** There is no corn or flour in this country and I have not heard from any of my friends since I left the United States.

**T** Victory or Death

**L** Goodbye





<p><b>I suggest</b> Areas that need work</p>	<p><b>Criteria</b> Standards for this Performance</p>	<p><b>I see</b> Evidence of exceeding Standards</p>
	<p><b>Volume</b> Student could be heard by most of the audience , and maintained audible consistency throughout.</p>	
	<p><b>Pacing</b> Student read the script at a rate that was neither too fast or too slow.</p>	
	<p><b>Speaks Clearly</b> Student pronounces most of the words correctly and speaks clearly and distinctly during most of the reading.</p>	
	<p><b>Expression</b> Student successfully performed reading with feeling and meaning. Gestures and facial expressions were used appropriately and naturally.</p>	
<p><b>0-80 points</b></p>	<p><b>80-95 points</b></p>	<p><b>95-100 points</b></p>