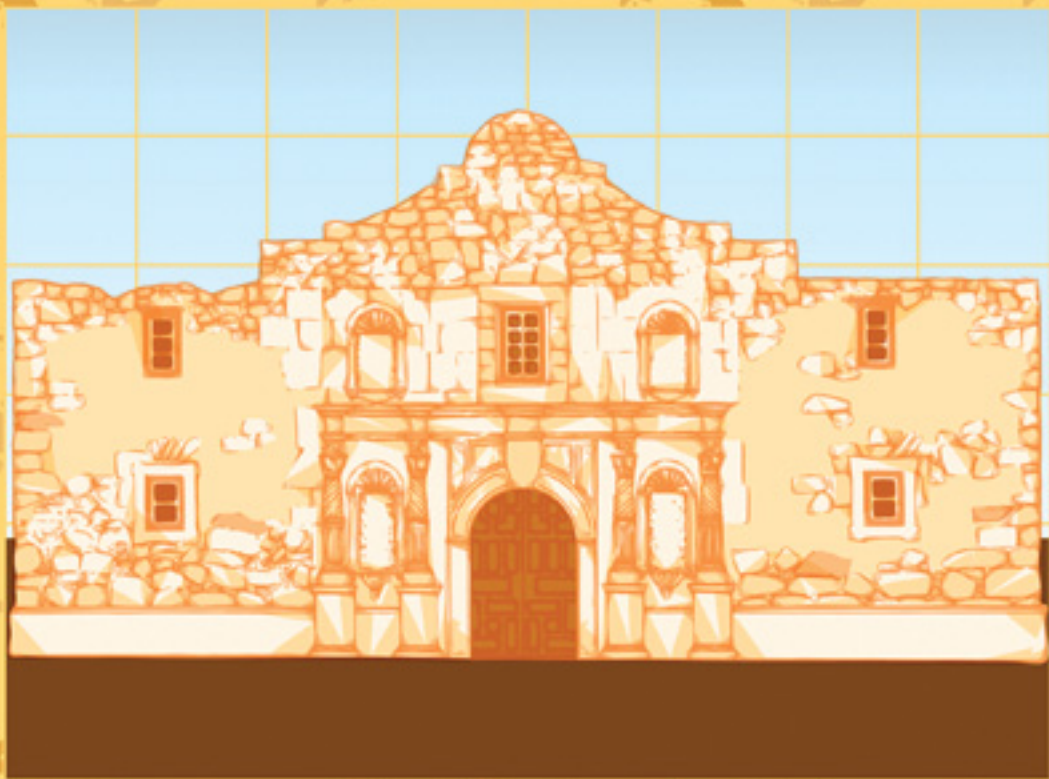


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ALAMO



An Interactive Unit on the Texas Revolution's Pivotal Event
and Its Personalities, 1835–1836

ALAMO

An Interactive Unit on the Texas Revolution's Pivotal Event and Its Personalities, 1835–1836

BARBARA LACEY and **BILL LACEY**, co-authors of **ALAMO**, have over 65 years of teaching history between them, mostly in grades 5–11. The Laceys also co-wrote **BONES & STONES**, an Interact simulation of pre-historic life. As a couple married over 40 years, they raised three wonderful daughters and now enjoy playing golf, traveling, and presenting at teaching history workshops, where they extol the virtues of using Interact products. One particular trip, to the Alamo in San Antonio, inspired this unit.

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The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. ALAMO is a standards-based unit addressing numerous History Thinking, U.S. History, and English Language Arts Standards. The content is the target of most state frameworks for American History. ALAMO provides many opportunities for both informal and formal assessment as students explore the events leading up to the siege and storming of the Alamo, and study the motivations and personalities of both attackers and defenders. The cooperative problem-solving and decision-making required in ALAMO also address Applied Learning standards.

National Standards for History Standards in Historical Thinking

Standard 1: *Chronological Thinking*

The student is able to:

- B. Identify the temporal structure of a historical narrative or story.**
- E. Interpret data presented in time lines and create time lines** by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.

Standard 2: *Historical comprehension*

The student is able to:

- B. Reconstruct the literal meaning of a historical passage** by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- D. Differential between historical facts and historical interpretations** but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past.
- E. Read historical narratives imaginatively**, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
- F. Appreciate historical perspectives** (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

STANDARDS

Standard 3: *Historical Analysis and Interpretation*

The student engages in historical analysis and interpretation. The student is able to:

- B. **Consider multiple perspectives** of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- C. **Analyze cause-and-effect relationships** bearing in mind multiple causation, including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- J. **Hypothesize the influence of the past**, including both the limitations and the opportunities made possible by past decisions.

Standard 4: *Historical Research Capabilities*

The student conducts historical research. The student is able to:

- B. **Obtain historical data from a variety of sources** including library and museum collections, historic sites, historical photos, journals, diaries...oral testimony from living witnesses...censuses, tax records, etc.

National Standards for U. S. History**Era 4: Expansion and Reform (1801–1861)****Standard 1**

United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

- 1C. The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

NCTE Standards for the English Language Arts

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions, (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print text, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience

Standard 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

California Applied Learning Standards

Standard 6. Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8. Students will understand the importance of teamwork. Students will work on teams to achieve project objectives

STANDARDS



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STUDENT CONTENT

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In ALAMO students learn first hand the causes, course, and results of the Texas Revolution of the 1830s. Of course, the siege and battle of the Alamo is the keystone to all of the revolution's events and is the heart of this unit. While participating in ALAMO, students gain valuable insights into Texas history and sharpen critical thinking skills. Specifically, your students experience the following:

Knowledge

- Learn the essential history of the Texas Revolution
- Place the events in Texas in the context of America's western expansion in the nineteenth century
- Learn common myths about the Alamo and discard or accept each in light of historical analysis and fact
- Become familiar with several history-makers who played key roles in the Texas Revolution
- Learn important geography of the region and how each site shaped events relating to the Texas Revolution
- Learn and make use of key historical terms and names relating to the Texas Revolution

Skills

- Practice effective group discussion and decision-making skills
- Utilize oral participation skills in front of small and large groups
- Prepare and orally present information in role-playing situations
- Take and organize notes during oral presentations
- Analyze and evaluate information presented by peers
- Read for understanding, research, and write to reflect knowledge

Attitudes

- Realize that warfare, especially a war for independence, is often brutal, inglorious, and uncompromising
- Honor the brave men on both sides at the Alamo, but especially the Texian garrison
- Understand that the martyrdom of the Alamo defenders had a huge impact on subsequent events, including the pivotal Battle of San Jacinto and, a decade later, the war with Mexico
- Understand that taking a defiant stand, especially a military one, involves accepting responsibility for one's actions and beliefs, and can lead to capture, imprisonment, or death
- Appreciate the dynamics of group interaction and cooperation
- Understand that hard work usually produces better results
- Learn that teamwork most often produces a better product and does so more easily than individual efforts

ESOPURPOSE



When visitors come to San Antonio to view the church and grounds, it is akin to a pilgrimage, an acknowledgement that the Alamo is indeed an awesome shrine for the men who defended its walls for 13 days in 1836, against a vastly superior Mexican army. Entering the cool, quiet interior of the mission itself, visiting pilgrims remove their hats and caps and read a sign on the door:

**Be silent, friend
Here heroes died
To blaze a trail
For other men**

Several have written that there are two Alamos: one is the Alamo in historical fact and the other the myriad myths we have created about it. While we like to think the Alamo of history is the version we Americans embrace, the Alamo of myth is more embedded into our collective imaginations and culture. Both levels have captured Americans—and especially Texans—for over 160 years.

Students begin their study of the Alamo by reading a comprehensive essay of events prior to, during, and after the destruction of the Alamo garrison. They then break into contingents to become experts on one of seven Texas Stars. Armed with their newly gained knowledge, they jigsaw into different groups and role-play their Texas Star to teach others about this individual. Students take notes on each presentation. They then return to their original contingents to discuss lesser-known individuals significant in the history of the Alamo. They create a butcher paper tapestry to present to the rest of the class.

The next major activity again involves role-playing. Within their contingents, students portray real characters from the Alamo story in episodes depicted in tableaux called *Frozen Moments*. The teacher stops and starts action by touching, and thus “unfreezing” the characters in a scene. These characters then respond to questions as the episode is played out.

The unit also includes map work, a comparison of the two sides, an explanatory Alamo dialogue, a poetry assignment, a research project, and an exciting competitive review simulating an exchange of artillery fire by both sides.

Differentiation

Like all INTERACT units, ALAMO provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, listening). The academic and kinesthetic activities appeal to a variety of learning aptitudes. Adjust the choice of activities to best fit your students and encourage their strengths.



SETUP DIRECTIONS

1. Before you Begin

Read this entire Teacher Guide and the Student Guide. Decide how you will use ALAMO in your classroom. These **Setup Directions** and the **Unit Time Chart** will guide you in your decision. Throughout the Teacher Guide, Interact employs certain editorial conventions to identify materials.

- In preparing materials, *class set* means *one per student*.
- One *Day* on the **Unit Time Chart** is the length of a normal *class period*—45 minutes to one hour.
- All masters and student handouts are listed by name using **ALL CAPITAL LETTERS**.
- Teacher reference pages are named in **Bold**.
- Student-created materials are named with plain text, beginning with capital letters (e.g., the Alamo “Shape” Booklet).
- Special events are named using *Italics* (e.g., *Alamo Festival*).

2. Timing Options

ALAMO will last 13 days if you use every lesson and activity (the same number of days of the siege and battle). ALAMO has been created to allow full participation in every element or, if time is severely limited, just one activity: it’s your choice. Adjust the teaching directions to fit your teaching objectives and the needs of your students.

Option 1: Use all of ALAMO

ALAMO is a complete instructional unit that immerses your students into the Texas of 1836 and will eventually shape and enhance their understanding of Texas and United States history. This includes **Alamo Mission Points** (AMPs) competition.

Option 2: Use selected activities and essays

Sections of ALAMO may supplement your regular westward expansion unit. Decide how many teaching days you have available to devote to the Texas Revolution. Pull out the elements you feel will best supplement your course and inspire your students.

Option 3: Insert specific ALAMO elements

The authors recommend that these lessons provide the essentials of understanding the Alamo story:

- The Alamo: An Overview**—Background essay
- Texas Star Reports**—Jigsaw biography activity
- Frozen Moments**—Interview/role-play reenactment
- Student Guide**—Complete all assignments



Up to 13 days



Cooperative Groups

The Mobile (Alabama) Greys, New Orleans Greys, Tennessee Mounted Volunteers, and the Gonzales Mounted Ranging Company were genuine contingents at the Alamo. The names of the remaining contingents reflect the times and the topic.

*The COOPERATIVE GROUP WORK RUBRIC establishes expectations (ground rules) for both individual and group behavior. The PROJECT SELF EVALUATION will ensure that students stay on task and are accountable for their own and their contingent's assignments. For more information, see **Assessments** (page 11).*



A large banner, "Come and Take It," greeted Mexican soldiers at Gonzales when they showed up to take away an artillery piece from the Texans in 1835.

3. Grouping Students

Students accomplish much of their work in seven cooperative groups (contingents) of 4–5. Membership in these contingents may remain constant through most activities, or may shift, depending on the needs and interests of your students.

- Craft your groups so that each group has a good mix of ability, gender, and ethnicity.
- Consider spreading out students who have artistic, dramatic, and kinesthetic abilities.
- Keep in mind that each contingent must work together smoothly and creatively.
- Make sure that each contingent has a somewhat take-charge student to act as "colonel" (group leader) to keep his/her compatriots focused on tasks and motivated.
- If your class has fewer than 28 students make adjustments:
 - Eliminate one or two of the Texas Stars (perhaps read the omitted bios together in class).
 - Eliminate *Frozen Moments* #7 (or allow one particularly effective contingent to present a second *Frozen Moments* scenario).

4. Establish a Classroom Atmosphere

Your room environment will affect the success of your students' experiences. Obviously your time and energy, limited though they may be, determine how much you can do to create a Texas Revolution ambiance within your classroom. If you plan to use ALAMO for at least five days, the time and effort to add visual flourishes will pay learning dividends.

a. Illustrations

It may not be easy to locate illustrations of this topic, but try to display some attractive and appropriate graphics on your boards and walls. If you will place students into the seven suggested contingents (*Bowie's Boys, New Orleans Greys, etc.*) consider creating large stand-up placards to mark the territory for each group in the classroom. This will generate a positive, competitive, and "revolutionary" atmosphere.

b. Bulletin Boards

If competition works within your classroom, consider the use of banners or a graffiti board to foster rivalries. Banners create the proper mood and increase student enthusiasm. Consider banners that broadcast clear messages:

- "Come and Take It!" "Victory or Death!" or "We will never Surrender!" (Texian banners)
- "Viva Mexico!" "Viva Santa Anna!" (Mexican banners)

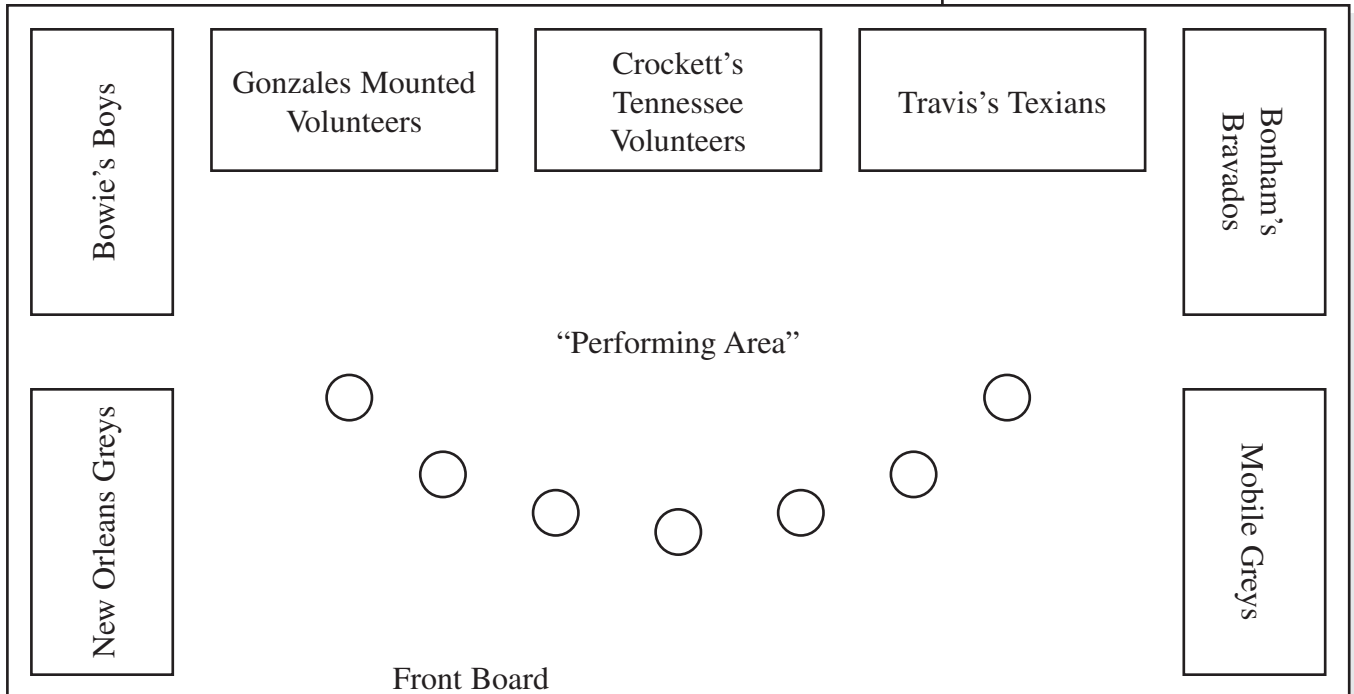


SETUP DIRECTIONS

5. Room Arrangement

Decide how you will rearrange your classroom desks to accommodate the activities your students will complete. Note the recommended configuration for the seven contingents. Move desks into those positions the day before beginning the unit. The suggested room arrangement will work for just about every activity in ALAMO. Even the reading of the essays may be completed in groups and, with some minor chair adjustments, the display copies can also be used effectively.

- Having seven distinct “territorial” areas for the contingents is fairly important most of the time. Make contingent signs/placards to mark off each table area.
- The designated “performing area” will do nicely for all of the oral presentations, *Frozen Moments*, oral readings, or award ceremonies.
- The **Bombardment! Competitive Review** may need a somewhat special arrangement. The panelists should be in front. See **Daily Directions** for this on **Day 11** (page 40).





6. Materials

ALAMO requires a minimum of additional classroom materials.

- Butcher paper (3'-4' lengths) — *one per contingent*
- Curtain or visual barrier — *one (recommended)*
- Folding table (6' length) — *one (seat seven panelists comfortably for Bombardment! competition)*
- Highlighters and/or marking pens — *one set per contingent*
- Lined paper (8.5" x 11") — *class set*
- Map resources (textbooks, maps, or atlases featuring Texas) — *enough for students*
- Name tags (self-adhesive or fabricated in class) — *class set*
- Pocket folders — *one per contingent*
- Research resources (encyclopedias, biographies, history texts) — *as many as possible (optional)*
- Visual aids and props — *as needed (student provided)*

7. Teacher Reference

Use these for your own record keeping or for background information. You may copy some for your students.

- ***Alamo Roster** — *one per class*
- **Answer Key: Texas Map**
- **Observation Log** — *as needed (optional)*
- **Answer Key: Bombardment! Study Guide**
- **Bombardment! Questions/Answers** — *one*
- **Bombardment! Key Targets (Mexican)** — *display copy*
- **Bombardment! Key Targets (Texian)** — *display copy*
- **Answer Key: The Two Sides**
- **Answer Key: Exam**
- **About Tex-Mex Cuisine** — *as needed (optional)*

* Record students' contingent and Texas Star Profile assignments on the **Alamo Roster**.

8. Reproducible Masters

Pages are listed in the order introduced. Duplicate in the quantity suggested in *Italics* (or as required for your classes).

- AMPs SCORE SHEET — *one per contingent (optional)*
- WHAT IS THE ALAMO? — *display copy*
- COOPERATIVE GROUP WORK RUBRIC — *one per contingent + one to post (optional)*
- EXTENSIONS — *class set (optional)*
- CONTENT RUBRIC — *class set + one to post (optional)*
- 1836: A PERSPECTIVE — *display copy*
- ALAMO "SHAPE" BOOKLET — *class set (optional)*
- THE ALAMO: An Overview — *class set*



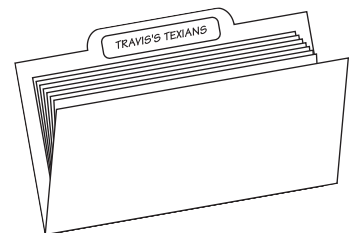
SETUP DIRECTIONS

- TEXAS TIME LINE — *display copy*
- THE ALAMO AT A GLANCE — *display copy*
- PARALLELS: Thermopylae and the Alamo — *display copy*
- AN ALAMO DIALOGUE — *class set*
- ALAMO POETRY — *class set*
- ALAMO DEFENDERS: Why They Stayed to Fight — *display copy or class set (optional)*
- TEXAS STAR PROFILES (#1–#7) — *one per contingent member (a different Texas Star for each contingent)*
- TEXAS STAR REPORT — *class set + display copy (optional)*
- PRESENTATION RUBRIC — *one per contingent + one to post*
- TEXAS STAR JIGSAW NOTES — *class set + display copy*
- PROJECT SELF-EVALUATION — *class set (optional)*
- OTHER NOTABLES IN THE ALAMO STORY — *four or five (cut apart) + display copy*
- FROZEN MOMENTS (#1–#7) — *one scenario per contingent (each student receives a copy)*
- FROZEN MOMENTS NARRATION — *one per Narrator*
- TRAVIS'S PLEA FOR REINFORCEMENTS — *class set or display copy (optional)*
- BOMBARDMENT! STUDY GUIDE — *class set (optional)*
- BOMBARDMENT! COMPETITIVE REVIEW — *class set*
- BOMBARDMENT! SCORE SHEET — *one per contingent + display copy*
- BOMBARDMENT! THE REAL SIEGE — *display copy*
- BOMBARDMENT! STORMING THE ALAMO — *enough for five contingents + display copy*
- BOMBARDMENT! SAN ANTONIO DE BEXAR — *enough for two contingents + display copy*
- EXAM — *class set or as needed (optional)*

9. Group Folders

Provide pocket folders for each contingent. A contingent folder helps the students stay organized and provides a handy portfolio.

- a. Place the Rubrics your students will use in this folder prior to Day 1 (the COOPERATIVE GROUP WORK, CONTENT, and PERFORMANCE RUBRICS).
- b. If you are using AMPs competition, place one AMPs SCORE SHEET in each contingent folder prior to Day 1.





Some **Frozen Moments** scenarios include only three roles, but each scenario includes four questions. Decide if two students will each take one question for the character with two opportunities to speak, or allow one student to be the Narrator at that time.



Consider distributing the **BOMBARDMENT! STUDY GUIDE** one or two days prior to this review or the final exam.

10. Special Unit Elements

Frozen Moments

These effective learning strategies invite interaction. They are mini plays that focus on historical events as experienced by groups of people. Scenes from history come alive when the actors unfreeze and play out a scene and interview. The audience receives a snapshot, a peek into a window, of a historical moment in time.

- Students work within their contingents. Each group is assigned one of seven scenarios depicting some aspect of the Alamo's fall. Students select one of four roles and study the question and response outlines particular to that character.
- The teacher serves as a Narrator. (The role of Narrator can rotate among students.)
- Provide some sort of stage and/or a curtain or visual barrier to separate, lift, or unfold so groups can set up in private during the short break (from 60–90 seconds) between *Frozen Moments* scenarios.
- The Narrator provides both context (by reading a short introductory paragraph to set the scene) and content (by asking interview questions of the four characters) for the audience. This is most effective if the Narrator presents/reads his/her part dramatically.
- Special Tips
 - Determine a certain gesture or noise to unfreeze the actors.
 - Make LARGE number tags (1–4) as well as name tags for the four interviewees within each scenario. Different students often portray the same characters during one *Frozen Moments* scenario.

Bombardment! Competitive Review

To aid them as they prepare for a unit-ending test, separate students into Texian and Mexican “camps.” These adversaries answer review questions and, if correct, “fire” artillery shells into each other’s positions (artillery pieces, soldiers, headquarters, hospital, magazine) hidden on two separate battle grids.

- Seat artillerymen at the front of the room, behind a long, rectangular table.
- Begin the competition with volunteers from each contingent to make up the first panel.
- After every 5–7 questions, break to form new panels.
- Each individual and contingent can keep score or you may keep a running score for each contingent on a front board.



11. Planning for Culminating Activity

Students exhibit their understanding of the history and personalities of the Alamo by composing poetry to read/perform at an *Alamo Festival*. If possible, include a Tex-Mex culinary feast to provide a fitting closure to your ALAMO unit of study.

Alamo Poetry

- a. Given choices between several poetry formats, students produce poetic “masterpieces” from a selection of topics covered in the previous activities.
- b. Encourage students to prepare their poems for both display and recitation. It is recommended that you compose your own poem(s) prior to introducing the assignment (on Day 3).
- c. Consider reading your own poem(s) at the *Alamo Festival*. Sharing your own creations will set an excellent example and will inspire your students.
- c. Consider keeping the best poems from year to year and using them as examples of “typical” student work.

Tex-Mex Feast

Motivate and educate students about Tex-Mex cuisine.

- a. Have students sign up days before to bring in Tex-Mex foods. (Perhaps stage a chili “cook-off” contest.)
- b. Ask for parental help with the cooking and serving.

12. Debriefing

Allow time for students to discuss (debrief) their understanding of the history after each activity. These discussions may be within contingent groups, or with the entire class.

13. Extensions

The optional **Extensions** and **Alamo “Shape” Booklet** projects will broaden the depth of student understanding. Introduce them on **Day 1**, and assign a due date. Allow an additional day or two at the conclusion of the unit for students to share their work, then display the projects within the classroom or in a common area of the school. Study these handouts and determine whether your instructional schedule can accommodate this enrichment.

14. Incentives and Awards

Some teachers prefer competitive activities within their classroom; some do not. ALAMO includes a competitive scoring option of **Alamo Mission Points** (AMPs). This extrinsic motivational “wrinkle” is added to enhance the unit’s competition and is not intended to mock or trivialize an event in which around 800 men died. A point system might motivate more students to complete their work faster and better. Use these points at your discretion.



Only teaching pages refer to the points; student pages do not. Determine the minimum content standards for your classes (See **Assessments**, page 11) and establish **Alamo Mission Point** (AMPs) values to correlate.

- a. Award AMPs as rewards to encourage contingents to stay on task and work quietly and efficiently and at the conclusion of every activity.
- b. The Lt. Colonel keeps records for each contingent (or rotate this responsibility).
- c. Contingents can earn extra AMPs by completing one or more Extension projects. The number of AMPs rewarded for each project will depend on the time and effort put into it and the quality of the finished product.
- d. Consider awarding AMPs for routine tasks and assignments that are outside the ones specified in the unit.

Intangibles

Your own personal enthusiasm, and any other techniques you have utilized to generate interest in this or any other historical era will add immeasurably to your students' overall experiences.



ALAMO provides ample opportunity to assess student learning.

1. Determine Assessment Standards

ALAMO is designed for students from middle school through early high school grades. Establish your own level of what “meets the standard” for your class or curricular requirements.

- a. The **Texas Star** activity has three parts—two separate pages of content, and an oral presentation. The TEXAS STAR REPORTS and TEXAS STAR JIGSAW NOTES are objective indications of student content knowledge. The oral presentations will be more subjective in assessment.
- b. Student Guide work requires that students demonstrate understanding of written work, complete a map accurately, and summarize important individuals and motivations relating to the Alamo battle.
- c. The **Frozen Moments**, **Alamo “Shape” Booklets**, and **Alamo Poetry** tasks allow for success by students who use a variety of learning styles. Encourage student creativity and innovation. Assess effort as well as results.
- d. The **Bombardment! Competitive Review** requires that students know details of historical content and be able to communicate this information under pressure.
- e. The **Exam** consists of questions from the competitive review and various materials and activities within ALAMO. Use this or an exam of your own design. Also, consider using short essay questions appropriate for the level of your class.
- f. Require that students who do not “meet the standard” on any part of an assessment to redo that section. Sometimes students need more instruction and a second chance to demonstrate what they know. Consider allowing students to retake a test after reviewing with you. Also consider allowing them to retake a test orally.

2. Performance Assessment

ALAMO includes rubrics to assess student content knowledge, skills at following directions, oral presentations, and cooperative group work. Individual students, regardless of how their contingents finish in the simulation, may strive to achieve a score of “4” — **Exemplary** using each of these rubrics.

Always post rubrics before students begin work on the related assignment. Complete the COOPERATIVE GROUP WORK rubric for all students at least *twice*: first after three days and again at the end of each major activity. After the first evaluation, students generally attend to their tasks better and work to improve their rubric scores by the end of the unit.



Remember, a rubric is supposed to report what all students know and understand. For example, in an essay rubric you cannot include mechanics with content because it “clouds” the assessment. The tendency will be to average work that merits a 4 (Exemplary) in content with a 2 (Nearly There) in mechanics and end up with a 3 (Expected) for the assignment — a rating that in fact does not describe content or mechanics. Make a separate rubric for every aspect of assessment.



3. What do Rubric Scores Mean?

When completing performance assessments, focus on “student work.” This work is *not* limited to written work. It includes demonstrated skills, oral exchanges, individual and cooperative group behavior, processes, strategies, and any other evidence that proves that the students have learned the targeted content or skill and can apply what they know.

4 — Exemplary — Generally this rating describes student work that exceeds the standard for the activity. The descriptor includes words such as “consistently,” “complete,” “with detail,” “actively,” and “willingly.” Students who earn a “4” demonstrate leadership and knowledge during participation in the simulation.

3 — Expected — Generally this rating describes work that meets the standard with quality. The descriptors lack some of the positive adjectives of a “4,” but this student has mastered the content or skill and can demonstrate his/her understanding in an application setting.

2 — Nearly There — Generally this rating describes work that almost meets the standard. Sometimes inconsistent effort or a misconception of the content will result in a “2” rating. This student needs to try a little harder, or needs to revise his/her work in order to meet the standards described.

1 — Incomplete — Generally this rating describes work that has not yet met the standard in content and/or skill. This student will require more instruction and another opportunity to demonstrate a knowledge or skill, or will require alternative instruction and assessment.



Building a Cooperative Community of Learners **Adapted from *The Jigsaw Classroom in 10 Easy Steps***

The **Jigsaw Model** was developed in the early 1970s by Dr. Elliot Aronson, author of *Nobody Left to Hate: Teaching Compassion after Columbine* (2000). This model, designed to encourage empathy and compassion, also encourages the suspension of biases, competition, and exclusionary attitudes and behaviors. It is an ideal social structure to use at the elementary, middle, and senior high school levels. Jigsaw groups closely mirror the authentic workplace where small and diverse groups of people must pull together in order to be successful.

What is Jigsaw?

Jigsaw is a specific cooperative learning technique shown to reduce conflict among students, improve motivation and accountability, promote structured learning, and increase enjoyment and meaningfulness of the learning process. The Jigsaw approach is a valuable tool in reducing student feelings of rejection, isolation, and anger. Students are organized into four- to six-member Jigsaw teams that are heterogeneous in terms of gender, academic skills, ethnicity, and social maturity. Classmates, who might otherwise never interact, work toward a common goal while learning to be inclusive, empathic, and genuinely appreciative of each group member.

Why Jigsaw?

Cooperative learning is more than placing students into groups and asking them to work together. Unstructured cooperative groups work for some of the people some of the time but have left many teachers dissatisfied with the overall experience. Jigsaw offers structure, function, and purpose.

Just like a jigsaw puzzle, each piece—each student's part—is essential for the completion and full understanding of the final product or the final discussion and assessment. Thus, each student is essential. That is what makes this model so effective and so far-reaching socially, psychologically, emotionally, and academically. Dr. Aronson's web site (jigsaw.org) contains his overview of the technique, its history, tips for classroom implementation and management, and the first chapter of his book.

RESOURCES/BIBLIOGRAPHY



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- The Alamo* (1960) John Wayne's epic, patriotic vision of the siege and battle against Santa Anna's numerically superior Mexican army. Exciting, if flawed by many inaccuracies and stilted dialogue. (192 minutes)
- The Alamo* (2003) This Disney version of the Alamo battle stars Billy Bob Thornton (Crockett) and Dennis Quaid (Houston).
- The Alamo: Thirteen Days to Glory* (1987) A television miniseries starring Alec Baldwin (Travis), James Arness (Bowie), Brian Keith (Crockett) with Raul Julia as a volcanic Santa Anna. Shown on cable channels occasionally. (156 minutes)
- Davy Crockett: King of the Wild Frontier* (1955) Fess Parker stars in a film compiled from Disney's television programs that exploded into Crockett mania in mid-1950s America. Images of Crockett using "Old Betsy" to kill Mexicans cemented the belief in the minds of baby boomers that Davy died heroically. (93 minutes)
- Seguín* (1982) Unique in a sense, this PBS television production shows the *Tejano* defender's side of the Alamo's fall, covering ground that most textbooks or films don't deal with. Edward James Olmos stars as Santa Anna.



Documentaries

- “The Alamo” (2003) Originally produced in 1996, this two part, two hour program narrated by Tom Berenger and with commentary by respected scholars is shown on The History Channel from time to time. Highly recommended.
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UNIT TIME CHART



NOTE: This Unit Time Chart is only an example. Alter it to fit your classroom situation.

DAY 1	DAY 2	DAY 3
<ul style="list-style-type: none"> • Introduce unit • Establish contingents/make folders • AMPs SCORE SHEET (<i>optional</i>) • WHAT IS THE ALAMO? • COOPERATIVE GROUP WORK RUBRIC • EXTENSIONS (<i>optional</i>) • CONTENT RUBRIC • 1836: A PERSPECTIVE • ALAMO “SHAPE” BOOKLET (<i>optional</i>) <p>Teacher Reference</p> <ul style="list-style-type: none"> • Alamo Roster 	<ul style="list-style-type: none"> • Students read background information • Student Guide graphic organizer, pages 4, 5 • THE ALAMO: An Overview • TEXAS TIME LINE • THE ALAMO AT A GLANCE • PARALLELS: Thermopylae and the Alamo 	<ul style="list-style-type: none"> • Student Guide Map assignment, pages 6, 7 • Introduce Alamo Poetry task • AN ALAMO DIALOGUE (<i>optional</i>) • ALAMO POETRY
DAY 4	DAY 5	DAY 6
<ul style="list-style-type: none"> • Student Guide, page 8 • Introduce <i>Texas Star</i> Jigsaw Activity • ALAMO DEFENDERS: Why They Stayed to Fight • TEXAS STAR PROFILES (#1–#7) 	<ul style="list-style-type: none"> • Collect and score Student Guide Map assignment, page 7 • Clarify Jigsaw tasks • Expert groups meet in strategy sessions • TEXAS STAR REPORT • PRESENTATION RUBRIC • TEXAS STAR JIGSAW NOTES • PROJECT SELF-EVALUATION (<i>optional</i>) <p>Teacher Reference</p> <ul style="list-style-type: none"> • Answer Key: Texas Map • Observation Log (<i>optional</i>) 	<ul style="list-style-type: none"> • <i>Texas Star</i> presentations • TEXAS STAR JIGSAW NOTES
DAY 7	DAY 8	DAY 9
<ul style="list-style-type: none"> • Contingents profile lesser-known personalities • OTHER NOTABLES IN THE ALAMO STORY <p>Teacher Reference</p> <ul style="list-style-type: none"> • About Tex-Mex Cuisine (<i>optional</i>) 	<ul style="list-style-type: none"> • Introduce <i>Frozen Moments</i> • FROZEN MOMENTS (#1–#7) • FROZEN MOMENTS NARRATION 	<ul style="list-style-type: none"> • Contingents prepare <i>Frozen Moments</i> presentations



UNIT TIME CHART

NOTE: This Unit Time Chart is only an example. Alter it to fit your classroom situation.

DAY 10	DAY 11	
<ul style="list-style-type: none">• <i>Frozen Moments</i> presentations• TRAVIS'S PLEA FOR REINFORCEMENTS (<i>optional</i>)• BOMBARDMENT! STUDY GUIDE Teacher Reference <ul style="list-style-type: none">• Answer Key: Bombardment! Study Guide	<ul style="list-style-type: none">• <i>Bombardment! Competitive Review</i>• Test preview• BOMBARDMENT! COMPETITIVE REVIEW• BOMBARDMENT! SCORE SHEET• BOMBARDMENT! THE REAL SIEGE• BOMBARDMENT! Storming the Alamo• BOMBARDMENT! San Antonio de B��xar Teacher Reference <ul style="list-style-type: none">• Bombardment! Questions/Answers• Bombardment! Key Targets (Mexican)• Bombardment! Key Targets (Texian)	
DAY 12	DAY 13	
<ul style="list-style-type: none">• Collect and score The Two Sides (Student Guide, page 8)• Collect Alamo "Shape" Booklets• Unit test• AN ALAMO DIALOGUE (<i>optional</i>)• EXAM (<i>optional</i>) Teacher Reference <ul style="list-style-type: none">• Answer Key: The Two Sides• Answer Key: Exam	<ul style="list-style-type: none">• <i>Alamo Festival</i> (Alamo Poetry presentations and Tex-Mex feast) Teacher Reference <ul style="list-style-type: none">• About Tex-Mex Cuisine (<i>optional</i>)	



DAILY DIRECTIONS

DAY 1

Day 1

Objectives

- Introduce unit
- Establish contingents/make folders

Materials

- Student Guide — *class set*
- WHAT IS THE ALAMO? — *display copy*
- COOPERATIVE GROUP WORK RUBRIC — *one per contingent + one to post (optional)*
- EXTENSIONS — *class set (optional)*
- CONTENT RUBRIC — *class set + one to post (optional)*
- 1836: A PERSPECTIVE — *display copy*
- ALAMO “SHAPE” BOOKLET — *class set (optional)*
- Lined paper (8.5" x 11") — *class set*
- Pocket folders — *one per contingent*

Teacher Reference

- **Alamo Roster** — *one*

Preparation

1. Decide student contingent assignments and complete an **Alamo Roster**.
2. Decide whether your students will complete an EXTENSION and/or ALAMO “SHAPE” BOOKLET research activity.

Procedure

1. Have students take out lined paper. As a motivator ask them to number 1 through 7 on the paper. Then ask them to answer these questions:
 1. What is the Alamo?
 2. Where is the Alamo?
 3. What two forces fought at the Alamo?
 4. Who won the battle?
 5. What famous persons died at the Alamo?
 6. Approximately when did the battle occur? (month/year)
 7. Why should we spend the next ____ days involved in the story of the Alamo?
2. When students have finished, display the WHAT IS THE ALAMO? display copy and discuss their responses to the seven questions. Add detail and color as appropriate.



This is an important day because students will get the “feel” and overview of the unit, if not necessarily the historical content.

Option: Show the last five minutes of the Walt Disney film, *Davy Crockett: King of the Wild Frontier* (see **Resources/Bibliography** on page 15). Have a lively discussion about the controversy surrounding Crockett’s death and some Alamo “myths” that are perpetuated in our popular culture.

DAILY DIRECTIONS

DAY 1



3. Distribute the Student Guides and read the page 1. Tell students the scope and approximate sequence of the unit, what they will be doing and for how long. Turn to page 2. Read and explain how students will work in contingents. Distribute and review the COOPERATIVE GROUP WORK RUBRIC. (If you will use the **Alamo Mission Points** (AMPs) competition, introduce how this will work in your classroom.)
4. **Option:** Distribute the EXTENSIONS information and review. Answer any questions. Distribute the CONTENT RUBRIC and go over your expectations. If you are using competition and points, explain how Extension projects enable students to earn extra AMPs.
5. Display a copy of 1836: A PERSPECTIVE and go over its interesting contents. Note that it reflects on the year 1836, as well as past and future events.
6. Move students into their contingents. Have them select a “colonel” to lead them for today. The title is mostly honorary and ceremonial, yet, expect leadership from the colonels. Explain if, how, and how often students will change role responsibilities.
7. If time, distribute contingent folders and have students decorate with a flag and contingent motto. Instruct students to keep all handouts and other materials in these folders throughout the unit.
8. Distribute the ALAMO “SHAPE” BOOKLET information. Introduce it and go over the requirements and establish a due date. If not already done, distribute the CONTENT RUBRIC and go over your expectations.



Day 2

Objectives

- Read background information
- Student Guide graphic organizer, pages 4, 5

Materials

- Student Guides — *from previous day*
- THE ALAMO: An Overview — *class set*
- TEXAS TIME LINE — *display copy*
- THE ALAMO AT A GLANCE — *display copy*
- PARALLELS: Thermopylae and the Alamo — *display copy*
- Contingent folders — *from previous day*

Preparation

Decide how your students will learn the information from the background essay, THE ALAMO: An Overview.

1. **Option 1:** Distribute the essay and read it aloud as a class.
 - a. Call on various students to take turns reading.
 - b. Add details and flourishes as you wish.
2. **Option 2:** Distribute the essay and read aloud the first three paragraphs (*Introduction*, *Texas Thermopylae*, and *The Alamo*) as a class. Add any clarification as needed.
 - a. Assign the following paragraphs to each of the seven contingents:
 - Contingent 1: *“Gone to Texas,” Conflict*
 - Contingent 2: *Texas Revolution, Hostilities Begin, Travis, Bowie, and Crockett*
 - Contingent 3: *The Siege Begins, Inside the Alamo*
 - Contingent 4: *“Fortress” Alamo, Santa Anna Decides*
 - Contingent 5: *The Final Assault, Travis Dies at the North Wall, A “Slaughterhouse”*
 - Contingent 6: *Texians Overwhelmed, Bowie and Crockett Die, Aftermath*
 - Contingent 7: *Revenge at San Jacinto, Four Icons*
 - b. They should read the paragraphs aloud and discuss within their contingent.
 - c. Tell them they should prepare to orally share what they learn with the rest of the class (they may assign a spokesperson).
 - d. Call on each contingent in order. Clarify and elaborate on information shared, as needed.



THE ALAMO AT A GLANCE contains the significant information that all students should know and understand about the Alamo. Reinforce these concepts throughout the unit.



Procedure

1. Transition from **Day 1** by asking some key questions. Also, preview today's scope and sequence. Students don't need to be in contingents today, unless they will read the overview essay as contingents.
2. Distribute or have students take out their Student Guides and turn to pages 2 and 3. Introduce the **Glossary**. Suggest that students refer to the **Glossary** as they encounter new vocabulary in their reading.
3. Distribute THE ALAMO: An Overview and allow students to read.
4. After completing the reading and discussion, have students turn to pages 4–5 in the Student Guide and complete **The Road to Glory** graphic organizer individually, in pairs, or as a contingent. This will reinforce important data.
5. As time permits, in order, show and discuss the background display copies TEXAS TIME LINE and THE ALAMO AT A GLANCE. Discuss as necessary.
6. Display PARALLELS: Thermopylae and the Alamo. Read it aloud to your students with some dramatic flair before assigning them to copy the poem down on their own paper, minus the underlined words. Then assign the task of filling in the missing words to reflect the Alamo specifics, making the parallels between the two events obvious.
7. If time, select some students to read their poems.
8. Have students place their Student Guides in their contingent folders and store in the classroom.



Day 3

Objectives

- Student Guide Map assignment, pages 6, 7
- Introduce Alamo Poetry task

Materials

- Student Guides — *from previous day*
- AN ALAMO DIALOGUE — *class set (optional)*
- ALAMO POETRY — *class set*
- CONTENT RUBRIC — *class set + one to post (optional)*
- Contingent folders — *from previous day*
- Mapping resources (textbooks, maps, atlases featuring Texas) — *enough for students*

Preparation

1. Prior to introducing ALAMO POETRY, compose examples of the various poem styles to read for your students.
2. Decide how students will select topics for their poetry compositions.

Procedure

1. Transition from yesterday and preview today's schedule and **Objectives**.
2. Put students into their contingents and dramatically announce each contingent name (e.g., "New Orleans Greys"). Distribute AN ALAMO DIALOGUE. Assign the reading of this four-person conversation within each contingent. Each student has a role to read. If you have five in some contingents, have two students share one role.
3. Introduce the map assignment by having a few students locate Texas on a large U.S.A. wall map. Point out the location of Texas in America's southwest, its size relative to other states, and some of its major cities and landforms.
4. Have students take out their Student Guides and turn to pages 6–7. Provide adequate textbooks or other classroom resources with maps of Texas in them to enable students to find key locations. Explain the task and assign it as homework (or class work, if you wish). Collect on **Day 5**, or at your convenience.



You may instead use AN ALAMO DIALOGUE on Day 12 as a final review prior to the EXAM.

If you can locate a copy of "The Ballad of the Green Berets," play it for the students, and then sing the Alamo version that appears in the handout.

DAILY DIRECTIONS

DAY 3



You may ask students to submit poetry drafts as they produce them. That way you can keep ahead of the assessment and be certain that the poems presented all meet or exceed your established standard.

5. Distribute ALAMO POETRY and thoroughly discuss with students. Be certain that students understand the scope of the assignment and your expectations. If not yet distributed, hand out the CONTENT RUBRIC.
 - a. Dramatically read the examples provided.
 - b. Explain how students will sign up for a poetry topic.
 - c. Give students a due date for their poems: **Day 13**, or your own specific unit calendar date.
 - d. Encourage students to write their poems on a large piece of paper or poster board and to illustrate. Inform students that their creations will be displayed/exhibited.



Day 4

Objectives

- Student Guide, page 8
- Introduce *Texas Star* Jigsaw Activity

Materials

- Student Guides — *from previous day*
- ALAMO DEFENDERS: Why They Stayed to Fight — *display copy or class set (optional)*
- TEXAS STAR PROFILES (#1–#7) — *one per contingent member (a different Profile for each contingent)*
- Contingent folders — *from previous day*
- Research resources (encyclopedias, biographies, history texts) — *as many as possible (optional)*

Procedure

1. Transition from yesterday and preview the day's schedule and **Objectives**.
2. Have students take out their Student Guides and call attention to **The Two Sides** on page 8. Explain that students will complete this chart as they learn information throughout the unit. Give students a due date for when the chart is to be complete: **Day 12** or your own specific unit calendar date.
3. **Option:** Distribute or show the display copy of ALAMO DEFENDERS: Why They Stayed to Fight. Students, like adults, always seem to wonder why more didn't escape before the final assault. This short essay might satisfy them.
4. Introduce the upcoming jigsaw activity by explaining how this particular learning strategy works, its objectives, etc. (See **The Jigsaw Classroom**, page 13).
 - a. Each contingent will be assigned one of seven *Texas Stars*.
 - b. As homework students read over their TEXAS STAR PROFILE to prepare for Expert Group work on **Day 5**. Suggest that students take notes on their reading.
 - c. On **Day 5** the contingents will meet as Expert Groups to:
 - Discuss their profiles, pool their knowledge, and individually complete a TEXAS STAR REPORT on their person.
 - Discuss how to role-play, using techniques, props, costume ideas, etc.
 - Rehearse role-playing with each other in pairs within their contingent/expert group.



Depending on the time available and your course requirements, you may require that students complete additional research on their Texas Star.

DAILY DIRECTIONS

DAY 4



*As you distribute the seven profiles to the contingents, ensure that **Bowie's Boys** receive the profile on Jim Bowie, the **Tennessee Mounted Volunteers** receive the profile on David Crockett, and **Travis's Texians** get their man. Randomly distribute the other four profiles to the remaining four contingents.*

5. Distribute a TEXAS STAR PROFILE to each member of each contingent. (For example, give every member of the *New Orleans Greys* contingent Stephen Austin, and give every member of the *Tennessee Mounted Volunteers* David Crockett.)
6. Allot any time remaining to reading the TEXAS STAR PROFILE biographies.



Day 5

Objectives

- Collect and score **Texas Map** (Student Guide, page 7)
- Clarify Jigsaw tasks
- Expert groups meet in strategy sessions

Materials

- Student Guides — *from previous day*
- TEXAS STAR REPORT — *class set + display copy (optional)*
- PRESENTATION RUBRIC — *one to each contingent + one to post*
- TEXAS STAR JIGSAW NOTES — *display copy*
- COOPERATIVE GROUP WORK RUBRIC — *as needed*
- PROJECT SELF-EVALUATION — *class set (optional)*
- Contingent folders — *from previous day*

Teacher Reference

- **Answer Key: Texas Map**
- **Observation Log** — *as needed (optional)*

Procedure

1. Transition from the previous day by reviewing the jigsaw activity (see **Daily Directions** for **Day 4**). Today students stay in their contingents. They are Expert Groups meeting in a strategy session.
2. Distribute and display the TEXAS STAR REPORT and discuss its purpose and what student responsibilities will be. Also, make clear your expectations. Most time today is set aside for their role-play preparation for **Day 6**. They will:
 - Discuss their profiles, pool their knowledge, and complete an individual TEXAS STAR REPORT on their person.
 - Discuss how to role-play, using techniques, props, costume ideas, etc.
 - Rehearse role playing with each other in pairs within their Expert Groups.
3. Remind students to include information from every blank on the TEXAS STAR REPORT in their role-play presentation. Distribute the PRESENTATION RUBRIC and discuss. Answer all questions and clarify again your expectations before releasing them to work in their Expert Groups for the remaining time.
4. **Option:** Distribute the PROJECT SELF-EVALUATION to reinforce the idea of personal and group accountability.

DAILY DIRECTIONS

DAY 5



Both the **PROJECT SELF-EVALUATION** and **COOPERATIVE GROUP WORK RUBRIC** will help students stay focused and on task.

If your class is large enough, establish five Jigsaw Groups. (Count off by fives.)

Depending on the size of the class, there could be two students representing one profile or one student representing two profiles.

For those contingents with five or more students, decide how they will share role-playing within the new Jigsaw Groups. One could role-play the person, the other his/her sidekick (e.g., Colonel Travis and Joe, his slave; or David Crockett and a fellow Tennessean).

5. As students work, circulate throughout the classroom and evaluate students using the **COOPERATIVE GROUP WORK RUBRIC** or **Observation Log**.
6. With five minutes remaining in the period, call students' attention and preview the Jigsaw activity for **Day 6**.
 - a. Students will count off (from 1–4) within each contingent.
 - b. They will form four Jigsaw Groups, with seven students in each. (Each student will be from a different contingent). Each Jigsaw Group will include at least one student representing each of the seven profiles.
 - c. Students will take turns role-playing the person their contingent researched. Other students will take notes based on the information shared.
 - d. Display the copy of the **TEXAS STAR JIGSAW NOTES**. Point out that the categories are all on their **TEXAS STAR REPORT**. Remind students to touch on all of these categories during their role-play presentations.
 - e. After all role-play presentations, while students are still in these Jigsaw Groups, the class will discuss each of the seven Texas Stars.
7. Collect Student Guides to evaluate the **Texas Map** on page 7.



Day 6

Objectives

- *Texas Star* presentations

Materials

- Student Guides — *from previous day*
- TEXAS STAR JIGSAW NOTES — *class set*
- PRESENTATION RUBRIC — *as needed*
- Contingent folders — *from previous day*

Procedure

1. Transition from **Day 5** and quickly review what will happen today.
 - a. Students will number off (from 1–4) within each contingent.
 - b. They will form four Jigsaw Groups, with seven students in each (each student will be from a different contingent). Each Jigsaw Group will include at least one student representing each of the seven profiles. (Depending on the size of the class, there could be two students representing one profile.)
 - c. Students will take turns role-playing the person their contingent researched. Other students will take notes based on the information shared.
 - d. Show the copy of the TEXAS STAR JIGSAW NOTES. Point out that the categories are all on their TEXAS STAR REPORT. Remind students to touch on all of these categories during their role-play presentations.
 - e. After all role-play presentations, while students are still in these Jigsaw Groups, the class will discuss each of the seven *Texas Stars*.
2. Distribute the TEXAS STAR JIGSAW NOTES and explain how to use it/fill it in as each *Texas Star* is playing his or her role within the Jigsaw Group. Allow five minutes for students to fill in their own character's profile in one of the profile squares and to look over their TEXAS STAR REPORT filled in during their expert session yesterday.
3. Instruct students to number off and form Jigsaw Groups. Inform each group where to meet. "All #1s will meet in one Jigsaw Group here; #2s here; and #3s over there..." etc. Arrange for Jigsaw Groups to have some space where students can share without unduly disturbing another Jigsaw Group. Each Jigsaw Group will include all seven *Texas Stars*.

DAILY DIRECTIONS

DAY 6



During this discussion, you or a student might use the front board to graphically cluster information on each Texas Star. Encourage further note-taking by students at this time.

4. Using their TEXAS STAR REPORTS, students then role-play in order #1–#7, imparting important and interesting data about themselves, making sure they touch upon the five categories on the TEXAS STAR JIGSAW NOTES. As they do, the other six jot down the essentials of each historical personality.
5. Allow enough time for all profiles to be presented, perhaps 25–35 minutes (this allows 3–5 minutes for each “Star” to present. As the activity plays out, move through the classroom, monitoring the presentations within the groups. Evaluate presentations using the CONTENT and/or PRESENTATION RUBRICS.
6. After all role-play presentations, while students are still in these Jigsaw Groups, have a discussion on each of the seven Texas Stars.
7. Collect TEXAS STAR JIGSAW NOTES and TEXAS STAR REPORTS. If appropriate, award AMPs for completed work.



Day 7

Objectives

- Contingents profile lesser-known personalities

Materials

- Student Guides — *from previous day*
- OTHER NOTABLES IN THE ALAMO STORY (1–2) — *four or five (cut apart) + display copy*
- Butcher paper (3'–4' lengths) — *one per contingent*
- Contingent folders — *from previous day*
- Highlighters and/or marking pens (include black) — *one set per contingent*

Teacher Reference

- **About Tex-Mex Cuisine** — *class set or display copy (optional)*

Preparation

1. Cut apart the eight profiles of the OTHER NOTABLES IN THE ALAMO STORY. Clip all like profiles together. (Make eight sets of profiles—one set of Juan Seguín, one of Louis Rose, etc.)
2. Determine which seven profiles you will distribute to the seven contingents. Consider preparing a model butcher paper summary of the eighth profile to demonstrate for students.

Procedure

1. Transition from **Day 6** and preview today's agenda. Have students meet in their regular contingents after being in Jigsaw Groups yesterday.
2. Display the copy of OTHER NOTABLES IN THE ALAMO STORY as you distribute sets of profiles to the contingents.
 - a. Briefly review all eight.
 - b. Focus on the one that you will not give out to the seven contingents and show your model.
3. Distribute butcher paper to the seven contingents along with the highlighters or markers, including black. Give these guidelines:
 - a. You have 20 minutes to illustrate the biography/contributions of the person or persons whose profile you just received.
 - Use the butcher paper.
 - Use simple illustrations with few words. Consider using symbols.
 - b. Share the workload in the discussion, decision-making, and illustrating task.
 - c. Make sure your names are on the work.

DAILY DIRECTIONS

DAY 7



- d. Prepare a 2–4 minute explanation of the “tapestry” you have created.
 - Every student must say something during this presentation.
 - The presentation must be thorough and try to convince the audience that this notable is the most important supporting player.
4. Monitor and pace students as they work. After 20–25 minutes, reiterate the last guideline above. Allow five more minutes, then begin the presentations.
5. During the presentations, you may want to add details or clarify data presented. Award AMPs as appropriate.
6. Consider displaying the butcher papers on your wall, arranging them to form a flowing story of “brave” individuals who, for some reason, fall short in fame to the memory of Travis, Crockett, and Bowie.
7. Distribute or show the display copy of **About Tex-Mex Cuisine**. Go over its contents to motivate students to prepare such foods for Day 13.
8. Consider having students sign up to bring food on Day 13, perhaps enlisting parental help at the same time.



Day 8

Objectives

- Introduce *Frozen Moments* activity

Materials

- Student Guides — *from previous day*
- FROZEN MOMENTS (#1–#7) — *one scenario to each contingent (each student receives a copy)*
- FROZEN MOMENTS NARRATION — *one per Narrator (optional)*
- Contingent folders — *from previous day*
- Name tags (self-adhesive or fabricated in class) — *class set*

Preparation

1. Decide on assignments of *Frozen Moments* scenarios to the various contingents. Logically, the contingents should receive scenarios based on the Texas Stars earlier assigned:
#1 — Austin contingent #5 — Crockett contingent
#2 — Bowie contingent #6 — Dickinson contingent
#3 — Travis contingent #7 — Houston contingent
#4 — Santa Anna contingent
Make note of the assignments.
2. Decide if you will act as Narrator, or if students will rotate this responsibility. Make available to these students a copy of FROZEN MOMENTS NARRATION to preview.
3. If you haven't kept up on the awarding of AMPs, take care of this task now. Also, you might take time during the day to have student scorekeepers do a subtotal to see which contingents have the most AMPs.
4. Be sure that students clearly identify their character by name and by their interview order when each *Frozen Moments* scenario begins. Both the Narrator and the audience need to know the identity of the interviewee.
5. Some *Frozen Moments* scenarios indicate dramatic and/or specific actions by characters. Decide if *Frozen Moments* groups will enlist the help of "extras" to further any action indicated within the scenarios, or if all action will be pantomimed. Give clear instructions about scripted actions prior to releasing students to work.



The most cherished Alamo myth of all is Colonel Travis's "line in the dirt" speech. This melodramatic address to the Alamo garrison is clearly on shaky historical ground, with little evidence to support its veracity. Yet, some cling to its accuracy, saying, in effect, that just because there is little proof that it happened doesn't mean that it didn't or couldn't have happened. Such an episode, it is pointed out, would be typical of Travis and his era.

Procedure

1. Transition from **Day 7** and introduce the *Frozen Moments* activity by explaining the following:

"*Frozen Moments* are scenes from history that come alive when players 'unfreeze' and bring to life an interview and a dramatic scene. The audience receives a snapshot, a peek into an historical moment in time. Today, each contingent will receive one *Frozen Moment* scenario.

Frozen Moments #1: 'Retreating into the Alamo'

Arrival of Mexican troops in San Antonio forces the Texians to retreat into the mission compound, thus beginning a 13-day siege.

Frozen Moment #2 'Tightening the Noose' As Santa Anna bombards the compound and its adobe walls, William B. Travis assumes sole command and informs the world of the garrison's plight.

Frozen Moment #3 'Facing the Grim Facts'

Colonel Travis forces the garrison's men to face up to the reality of no further outside reinforcements from Gonzales or Goliad, and has the men cross a line to die with him. Louis Rose flees soon after.

Frozen Moment #4 'The Battle Plan is Set'

General Santa Anna meets with his staff to tell them of his battle plans and of his decision to give no quarter (show no mercy) to the armed rebels inside the Alamo.

Frozen Moment #5 'The Final Assault'

The siege culminates with a final assault to breach the Alamo's walls. In turn, Travis, Bowie, and Crockett meet their deaths, as do all defender-combatants.

Frozen Moment #6 'Houston Hears the Alamo Survivors' Story'

Two weeks after the Alamo's fall, survivors Susanna Dickinson and Joe, Travis's slave, give an eyewitness account of the event to General Sam Houston in Gonzales.



Frozen Moment #7 ‘Santa Anna Surrenders to Houston’

Only six weeks after the Alamo is overrun by Mexican troops, General Sam Houston wins a decisive victory. He accepts the surrender of General Santa Anna. The Mexican leader makes promises that result in Texas independence.”

2. Distribute one FROZEN MOMENTS scenario to each contingent (each student should have a copy). Go over with students the *what’s* and *how’s* of this activity.
 - a. Have students read aloud the introductory paragraph and **This is How it Works** sections. Emphasize both contingent and individual responsibilities.
 - b. Point out that each scenario covers a different period of time during the siege and assault.
 - Each contingent will make one of these scenarios come alive through both an interview and some dramatic action.
 - Suggest that contingents brainstorm costumes or props to make their scenario more dramatic and realistic.
 - c. When students seem clear on the activity, have contingents begin work.
 - Allow enough time for students to read over and select or be assigned one of the four roles. (If there are more than four students in a contingent, have two share roles, or allow one to be the Narrator for that particular *Frozen Moment*.)
 - Encourage group discussion and brainstorming.
3. Before the period ends, consider demonstrating how the activity will work (i.e., how the historical characters will be “unfrozen” to be interviewed and then promptly “refrozen” before the action moves on to the next frozen character in the episode).
 - a. Each scenario will open with the four characters “frozen” in place.
 - b. A Narrator will touch a character on the shoulder or otherwise signal him/her to “thaw” out and initiate an interview.
 - c. After being activated, the character will respond to the interview question in a natural, conversational tone.
 - The character will impart as much information as possible in the response.
 - Hopefully, the character will not read responses to the interview question.



Frozen Moments are fashioned after the tableau idea of student presentations of information. Insist that students in each **Frozen Moments** tableau remain “frozen” before and after their particular interview.

DAILY DIRECTIONS

DAY 8



You may ask students to submit poetry drafts as they produce them. That way you can keep ahead of the assessment and be certain that the poems presented all meet or exceed your established standards.

- d. After the response, the Narrator will “refreeze” that character and move on to the next.
 - e. After all four characters have been interviewed, the curtain will close. After 60–90 seconds the next *Frozen Moments* scenario will begin.
4. Tell students that **Day 9** will be a preparation/work period. Suggest that they reread their FROZEN MOMENTS handout and bring in costume pieces or props to bring reality to their particular re-created scene.
5. Remind students of their Alamo Poetry projects due on **Day 13**. Also, check on progress of the Alamo “Shape” Booklets if they have been assigned.



Day 9

Objectives

- Contingents prepare *Frozen Moments* presentations

Materials

- Student Guides — *from previous day*
- FROZEN MOMENTS (#1–#7) — *from previous day*
- FROZEN MOMENTS NARRATION — *one per Narrator*
- CONTENT RUBRIC — *if needed + one to post*
- PRESENTATION RUBRIC — *if needed + one to post*
- COOPERATIVE GROUP WORK RUBRIC — *as needed*
- PROJECT SELF-EVALUATION — *class set (optional)*
- Contingent folders — *from previous day*

Procedure

1. Transition from **Day 8**. Remind students that today their contingents will prepare for the presentations of the seven *Frozen Moments* scenarios on **Day 10**.
2. Review all of your expectations. Have students take out or distribute the CONTENT and PRESENTATION RUBRICS and post within the classroom. (You may instead write your own expectations on the front board.) Whatever the criteria, be sure that students know what specifics they will be accountable for by the end of the period. Examples: “I expect every student to be productive and to personally contribute to the ideas and structure of your particular episode;” “By the end of the class period, you need to show me...”
3. Allow time for students to work.
4. **Option:** Distribute the PROJECT SELF-EVALUATION to reinforce the idea of personal and group accountability.
5. As students work, circulate throughout the classroom and evaluate students using the COOPERATIVE GROUP WORK RUBRIC.



Both the PROJECT SELF-EVALUATION and the COOPERATIVE GROUP WORK RUBRIC will help students stay focused and on task.



Day 10

Objectives

- *Frozen Moments* presentations

Materials

- Student Guides — *from previous day*
- FROZEN MOMENTS NARRATION — *one per Narrator (from previous day)*
- CONTENT RUBRIC — *as needed*
- PRESENTATION RUBRIC — *as needed*
- TRAVIS'S PLEA FOR REINFORCEMENTS — *class set or display copy (optional)*
- BOMBARDMENT! STUDY GUIDE — *class set (optional)*
- Contingent folders — *from previous day*
- Curtain or visual barrier — *one (recommended)*

Teacher Reference

- **Answer Key: Bombardment! Study Guide**

Preparation

1. Before starting the *Frozen Moments* presentations, set up the staging area. See **Setup Directions # 5, Room Arrangement** on page 5.
2. Check that student Narrators are prepared (if relevant) and check with all groups for absences. Make substitutions from other contingents if necessary.

Procedure

1. Go over your expectations for the upcoming performances and audience behavior.
2. Review the process of “unfreezing” each interviewee. Make clear what signal the Narrator will use to “unfreeze” interviewees (tap, bell, touch, a word, etc.)
3. Allow contingent #1 to set up, then begin the Narration.
4. Proceed through the Narration, allowing a brief break for groups to set up between scenarios. (Allow each contingent from 60–90 seconds to set up behind the curtain.) Evaluate presentations using the CONTENT and/or PRESENTATION RUBRICS.
5. After all have performed, lead a brief discussion about the *Frozen Moments* activity and the content presented.



DAILY DIRECTIONS

DAY 10

6. If there is time, display or distribute TRAVIS'S PLEA FOR REINFORCEMENTS and analyze this vital document and primary source. Either as a class or individually have students respond to the questions posed.
7. Consider distributing the BOMBARDMENT! STUDY GUIDE to allow students to prepare for the competition.



Day 11

Objectives

- *Bombardment! Competitive Review*
- Test preview

Materials

- Student Guides — *from previous days*
- BOMBARDMENT! COMPETITIVE REVIEW — *class set + display copy (optional)*
- BOMBARDMENT! SCORE SHEET — *one per contingent + display copy*
- BOMBARDMENT! THE REAL SIEGE — *display copy*
- BOMBARDMENT! STORMING THE ALAMO — *enough for five contingents + display copy*
- BOMBARDMENT! SAN ANTONIO DE BEXAR — *enough for two contingents + display copy*
- Contingent folders — *from previous day*

Teacher Reference

- **Bombardment! Questions/Answers** — *one*
- **Bombardment! Key Targets (Mexican)** — *display copy*
- **Bombardment! Key Targets (Texian)** — *display copy*

Procedure

1. Transition from **Day 10** and introduce the competitive review that simulates the Alamo siege.
2. Distribute a class set of BOMBARDMENT! COMPETITIVE REVIEW. Read aloud with students exactly what will happen during this exciting review activity. Emphasize how to play the game, what each side's objectives are, and how many AMPs the contingents can earn by destroying various items or personnel.
 1. The Moderator will pose a question to all artillerymen on the panel.
 - a. The artilleryman will raise a hand to be recognized if he/she knows the answer.
 - b. The Moderator will call on the first person to raise a hand.
 2. If the answer is correct, the artilleryman uses the schematic to determine where (at which specific square on the battle zone grid) he/she would like to fire a "cannonball."
 - a. The artilleryman calls out the coordinates of the targeted square. (The cannonball is fired.)
 - b. The Moderator determines if the artillery hit a target or missed and hit an empty square.
 - c. Mark all hits and misses and any points earned on your **Bombardment!** schematic.



This text is from the BOMBARDMENT! COMPETITIVE REVIEW student handout.

*For variety, consider giving the student competitors the **answers** and have them give the appropriate matching **questions** to earn "hits." Perhaps more challenging thinking will occur.*



- Write the *points earned for each hit* in the targeted square.
 - Write an *M* for *miss* in empty targeted squares.
3. If the answer is incorrect, the question is directed to the artilleryman who raised his/her hand second, and so on, until there is a correct response.
 4. The **Bombardment! Competitive Review** ends when either all Texian forces on the schematic are wiped out or all questions have been asked.
3. Distribute a BOMBARDMENT! SCORE SHEET to the Colonel from each contingent and display the same sheet to help explain AMPs in this activity.
 - a. The Colonel will act as scorekeeper for the first round of questions.
 - b. At the end of the first panel, the retiring artilleryman becomes scorekeeper.
 - c. The retiring artillerymen take turns being scorekeepers for later rounds of questions.
 4. Display BOMBARDMENT! THE REAL SIEGE and go over its contents, making students aware of how the review game matches up to the real 13-day siege.
 5. Divide the class into the two unequal sides at the Alamo.
 - a. Appoint five of the seven contingents to be attacking Mexicans.
 - b. The remaining two contingents will be the Alamo's Texian garrison.
 - c. Emphasize again how rapid and correct responses to the questions determine which competitor fires artillery shells.
 - d. Tell students that each contingent will keep separate scores on their own paper.
 - e. Remind students to keep track of what was in each square hit (this includes empty squares, too).
 6. Distribute BOMBARDMENT! STORMING THE ALAMO to the Mexican contingents and BOMBARDMENT! SAN ANTONIO DE BEXAR to the Texian contingents. Show the display copies of first one map and then the other to explain what students see on their maps and what targets they want to hit when they get a chance to lob cannon balls at their foes.



Since this review is introduced as a competition, it is the only student handout that mentions AMPs.

Contingents could designate one member to be scorekeeper rather than rotating this responsibility.

Consider isolating the two Texian contingents from the rest to simulate the reality of the garrison predicament in 1836.

DAILY DIRECTIONS

DAY 11



*You may need a referee to determine which hand went up first. In the event of a tie, consider reading the question, then counting **one, two, three...** allowing all those whose hands were raised at the same time to answer in unison. An incorrect answer is obvious. Allow all correct responders a chance to lob shots at their opponents.*

*Consider adding **Glossary** terms / definitions to the Bombardment! questions.*



*At some point near the unit's end, consider showing the last 30 minutes of the John Wayne film, *The Alamo*. Have students do a T-chart on the film: Accuracies / Inaccuracies.*

7. When you are sure that students understand the procedures and rules, ask for one volunteer from each contingent and impanel your first seven competitors.
 - a. Like a game show host/questioner, throw out the first question from **Bombardment! Questions/Answers**.
 - b. Watch carefully for the first student to raise a hand.
 - c. Be certain you illuminate the correct maps for the two sides just before they “fire” cannonballs after correct answers.
 - d. Privately refer to **Bombardment! Key Targets (Mexican)** and **Bombardment! Key Targets (Texian)** to score hits and misses.
 - e. Refer back to the rules and procedures as needed.
8. Proceed through the activity, marking hits and misses on your map display copies as students mark on their schematics.
 - a. Adjust the pace of firing off questions to the time it takes to locate the hits and misses on the two **Bombardment! Key Targets** display copies.
 - b. Announce the hits and misses to your students. Change panels about every 5–7 questions.
9. When the competition ends, add up scores and announce a winner—Mexicans or Texians. Award AMPS as appropriate. Afterward, review key data and preview the unit test that students will take on **Day 12**.
10. Before class ends, remind students of their Alamo Poetry projects and presentations due on **Day 13**. Remind students that their Alamo “Shape” Booklets are due on **Day 12**.
11. Remind students that you will collect their completed Student Guides on **Day 12**. (Students have completed assignments on pages 4–5, 7, and 8.) Suggest that they study the Student Guide information, as well as the essay **THE ALAMO: An Overview** for the unit text on **Day 12**.



Day 12

Objectives

- Collect and score **The Two Sides** (Student Guide, page 8)
- Collect Alamo “Shape” Booklets
- Unit test

Materials

- Student Guides — *from previous day*
- Alamo “Shape” Booklets — *student prepared*
- EXAM — *class set or as needed (optional)*

Teacher Reference

- **Answer Key: The Two Sides**
- **Answer Key: Exam**

Procedure

1. Collect Student Guides to evaluate **The Two Sides** on page 8.
You may also evaluate the **Road to Glory** graphic organizer on pages 4–5.
2. Collect Alamo “Shape” Booklets.
3. Administer unit test.



Day 13

Objectives

- *Alamo Festival* (Alamo Poetry presentations and Tex-Mex feast)

Materials

- Alamo Poetry projects — *student created*
- Awards or certificates — *as needed (optional)*
- **About Tex-Mex Cuisine** (*optional*)

Procedure

1. Transition from **Day 12** and preview what will happen today (the *Alamo Festival* with poetry readings and partaking of Tex-Mex foods.)
2. When you are ready to hear students perform their poems, make a list of the order of presentations on the board. Begin with volunteers.
3. To “prime the pump,” dramatically perform a poem of your own composition. In a pinch, choose one of the examples on the student handout. Whatever you choose to do, set a high and dramatic standard.
4. Award final AMPs, determine the winning contingent, and hand out any awards and or certificates.
5. Thank the cooks, servers, poets, and all participants in ALAMO, then break for the *Alamo Festival* and a Tex-Mex feast!

ALAMO ROSTER
(VOLUNTEER CONTINGENTS)

NEW ORLEANS GREYS	Colonel: _____ _____ _____ _____ _____	BOWIE'S BOYS	Colonel: _____ _____ _____ _____ _____
TENNESSEE MOUNTED VOLUNTEERS	Colonel: _____ _____ _____ _____ _____	MOBILE GREYS	Colonel: _____ _____ _____ _____ _____
GONZALES MOUNTED RANGING COMPANY	Colonel: _____ _____ _____ _____ _____	TRAVIS'S TEXIANS	Colonel: _____ _____ _____ _____ _____
BONHAM'S BRAVADOS	Colonel: _____ _____ _____ _____ _____		

ANSWER KEY: TEXAS MAP

TEACHER REFERENCE



OBSERVATION LOG

Name: _____ Date: _____

Skills	Criteria				Points
Communicating The teacher observed this contingent offering ideas, speaking clearly, and actively listening to each other.	1 Incomplete	2 Nearly There	3 Expected	4 Exemplary	
Respecting The teacher observed this contingent encouraging and supporting the ideas and efforts of others.	Incomplete	Nearly There	Expected	Exemplary	
Participating The teacher observed all contingent members contributing to their task.	Incomplete	Nearly There	Expected	Exemplary	
	Total Points				

Teacher Comments:

ANSWER KEY: BOMBARDMENT! STUDY GUIDE TEACHER REFERENCE

- | | |
|--|--|
| 1. February–March, 1836 | 17. Stephen Austin |
| 2. San Antonio | 18. <i>surrender or retreat; death</i> |
| 3. Santa Anna | 19. Susanna Dickinson |
| 4. Mexico | 20. James Fannin |
| 5. 60–90 minutes | 21. South palisade area |
| 6. William B. Travis, David Crockett,
Jim Bowie | 22. In the church |
| 7. Colonel William B. Travis | 23. North wall |
| 8. In the pre-dawn darkness, 5–6 a.m. | 24. <i>Viva Mexico! or Viva Santa Anna!</i> |
| 9. Goliad | 25. No mercy! No surrender!
No prisoners! |
| 10. <i>Remember the Alamo!</i> or
<i>Remember Goliad!</i> | 26. Santa Anna ordered them cremated in
three funeral pyres. |
| 11. 182 | 27. Battle of San Jacinto |
| 12. around 600 | 28. Austin was in the U.S. recruiting
soldiers and securing financial support
for Texas. |
| 13. Tennessee | 29. Typhoid |
| 14. General Sam Houston | 30. Thermopylae |
| 15. Slavery, taxes, immigration (any two) | |
| 16. James Bonham | |

BOMBARDMENT! QUESTIONS/ANSWERS

TEACHER REFERENCE

1. In what months and year did the Alamo siege and battle take place?
February–March, 1836
2. In what modern Texas city is the Alamo located?
San Antonio
3. Who was the President-General who led his army against the Texian garrison?
Santa Anna
4. What country opposed the Texas Revolution and sent troops to crush the insurrection?
Mexico
5. What kind of battle was it during the first 12 days before the final assault?
Siege
6. What country were most of the Alamo defenders from?
U.S.A.
7. About how long was the final assault and battle?
60–90 minutes
8. Who were the three most famous defenders killed in the Alamo?
William B. Travis, David Crockett, Jim Bowie
9. Who was in command inside the Alamo?
Travis
10. What was the Texas army military rank of Travis and Bowie?
Colonel
11. What time of the day did the final assault on the Alamo take place?
In the pre-dawn darkness, 5–6 a.m.
12. What rallying cry was used weeks later to spark revenge against the Texian's enemy?
Remember the Alamo! Remember Goliad!
13. What massacre only days after the Alamo assault further inspired Texians to seek revenge on the Texian's enemy?
Goliad
14. What is the best estimate of historians of how many Texians died defending the Alamo?
182
15. How many soldiers did the Mexicans lose in the attack on the Alamo?
around 600
16. David Crockett and his sharpshooters come from what state?
Tennessee
17. Colonel Travis hoped for reinforcements from this Texas town closest to the Alamo.
Gonzales (32 did come late in the siege.)
18. Who was commander-in-chief of all Texas armies at the time of the Alamo siege?
General Sam Houston
19. Name two of the three main issues that separated Texians from the government in Mexico City?
Slavery, taxes, immigration
20. Which of the “Big Three” of the Alamo defenders was killed first (and where)?
Travis...at the north wall
21. What did the Texas delegates at a convention in Washington-on-the-Brazos do on March 2, 1836—as the Alamo siege reached a peak?
Declared Texas independence
22. What did U.S. immigrants departing for Texas scribble on paper left on cabin doors?
G.T.T.—Gone to Texas
23. The Texians believed that Mexico's restrictive laws passed in 1830 took away rights granted them under what liberal document?
Constitution of 1824
24. Name the supreme messenger/courier for Colonel Travis who fought his way back into the Alamo to deliver his message and fight.
James Bonham
25. In the context of world history, the hopeless siege and Battle of the Alamo has been compared to what ancient Greek battle of 480 BCE?
Thermopylae

BOMBARDMENT! QUESTIONS/ANSWERS

TEACHER REFERENCE

26. Who was the famous *empresario* who brought the first 300 families to settle in Texas?
Stephen Austin
27. Finish Colonel Travis's message to the outside world, sent in a letter of February 24: "I shall never _____. Victory or _____!"
surrender or retreat; death
28. Who was the only adult Anglo survivor of the Alamo battle?
Susanna Dickinson
29. The largest cannon in the Alamo siege and battle fired how large an iron ball?
18-pound
30. Who commanded the Goliad garrison and failed to come to the Alamo's aid?
James Fannin
31. What part of the Alamo's perimeter did Crockett and his men protect?
South palisade area
32. Where did "the last stand" take place within the compound?
In the church
33. Through which wall did the Mexican army first breach and flood into the compound?
North wall
34. What signaled the final assault?
A bugle call
35. What eerie medieval tune accompanied the final assault?
"The Deguello"
36. What was one cry Mexican *soldados* said as they assaulted the Alamo walls?
Viva Mexico! or Viva Santa Anna!
37. In Texas lore, who decided not to fight and jumped the wall the night before the attack?
Louis "Moses" Rose
38. Santa Anna had a blood-red flag/banner flown atop the town church during the siege. What did it signify?
No mercy! No surrender! No prisoners!
39. How were the dead bodies of the Texians disposed?
Santa Anna ordered them cremated in three funeral pyres.
40. At what battle did the Texians get revenge for the Alamo and Goliad massacres?
Battle of San Jacinto
41. Following the Alamo battle, Sam Houston and his Texas army fled eastward to fight the Mexicans later. What do Texans call this strategic retreat?
The Runaway Scrape
42. About how long did it take for General Houston's Texians to defeat the Mexican army at the San Jacinto River?
18 minutes
43. Before he came to the Alamo, what kind of job did David Crockett have?
Congressman from Tennessee
44. Besides story telling, what other talent did Crockett display during the siege?
Played the fiddle
45. Before he came to the Alamo, what was the profession of William B. Travis?
Attorney/lawyer
46. If Jim Bowie had never died in the Alamo, what might he still be famous for?
Popularizing the use of his brother's 'Bowie' knife/America's most famous knife fighter/fighting alligators
47. Where was Texas founder Stephen Austin during the siege of the Alamo?
In the U.S. recruiting soldiers and securing financial support for Texas
48. What specific kind of animal was hunter David Crockett famous for shooting?
Bear
49. Which of the "big three" in the Alamo came to Texas first, married into a prominent Mexican family, and immersed himself into San Antonio life?
Jim Bowie

BOMBARDMENT! QUESTIONS/ANSWERS

TEACHER REFERENCE

50. During most of the siege, co-commander Jim Bowie was bed-ridden with this disease.
Typhoid or pneumonia

51–65 TRUE OR FALSE – Since true-false answers require no real second guesses, ask these questions by going down the panelist line #1–7. Also, to get a correct answer, make each panelist correct all false statements to make them true.

51. The men who defended and died at the Alamo were all hardy frontiersmen, mostly hunters and farmers.
False (*Alamo defenders came from all walks of life: there were doctors, lawyers, land speculators, and civil servants, as well as farmers and hunters.*)
52. Santa Anna wanted the Alamo garrison to surrender before the final assault and made serious efforts to accomplish this.
False (*Santa Anna wanted the destruction of the Alamo to be a fearsome lesson to the rebellious Texans.*)
53. Another nickname for the Bowie knife was “Arkansas Toothpick.”
True
54. During the final assault, Jim Bowie probably died in bed, probably returning fire when attacked.
True
55. The best and most accurate account of the Alamo battle is Mrs. Susanna Dickinson’s.
False (*There is no single reliable/best account of the battle of the Alamo. Survivors were all hidden inside the chapel. Susanna Dickinson changed details of her story over time.*)
56. Most historians generally accept the story of Travis drawing a line in the dirt to see which defenders would fight and die with him.
False (*Many consider this a popular legend.*)
57. It is a fact that around 10–12 local *Tejanos* fought and died defending the Alamo.
True

58. Once the Mexicans surrounded the Alamo on February 23, the defenders inside were trapped and no one came in or out.
False (*Many rode out to deliver messages; James Bonham left to seek reinforcements... and returned.*)
59. During most of the final assault, it was dark, and black gunpowder smoke formed a haze over the Alamo compound.
True
60. Even before the final assault, Mexican artillery fire and musket fire had killed nearly a third of the Texian garrison.
False (*No one inside the Alamo was killed until the final assault.*)
61. Many of the rifles used by the Texans were superior to the muskets of the Mexican soldiers, having a range advantage of up to 100 yards.
True
62. Storming the Alamo and killing the rebels defending it was the primary military objective of Santa Anna’s march into Texas.
False (*His main objective was to catch and destroy Houston’s forces. The Alamo was “but a small affair.”*)
63. Despite receiving continued bad or no news from Texas patriots outside the Alamo, Travis and the rest of the garrison believed almost to the end that they would be reinforced.
True
64. The first Texian to hear the full story of the Alamo’s fall was James Bonham, Houston’s super scout, who met up with Susanna Dickinson and Joe on the road to Gonzales.
False (*“Deaf” Smith was Houston’s scout who heard the story first; Bonham was killed in the Alamo chapel in “the last stand.”*)
65. A big question mark in the defense of the Alamo is what difference it would have made if Colonel Fannin and his 400 men from Goliad had relieved the garrison early on.
True

BOMBARDMENT! KEY TARGETS (MEXICAN)

TEACHER REFERENCE

	A	B	C	D	E	F	G	H	I	J	K	L
1								ART.	ART.	ART.		
2			ART.	T.S.		T.S.		MAG.				
3						HORSE						
4			T.S.			T.S.			T.S.	ART. PALIS.		
5			T.S.		CATTLE				CROCK.	ART. PALIS.		
6				S.Q.	S.Q.	S.Q.	S.Q.	HOSP.		ART.	ART. PALIS.	
7	T.S.								T.S.		BOWIE	
8	ART.		T.S.	T.S.		T.S.		W.			T.S. S.Q.	ART.
9	TRAVIS										T.S. S.Q.	
10	T.S.										T.S. S.Q.	
11	ART.	O.Q.	O.Q.	O.Q.	T.S.	H.Q.		T.S.			ART. 18#	
12												

(Note: If squares have more than one item, it will take TWO hits.)

- ART. (Artillery) [12] — K-11 (18-pounder), A-8, A-11, C-2, H-1, I-1, J-1, J-4, J-5, J-6, K-6, L-8, L-9
- BOWIE (Jim Bowie) [1] — K-7
- CATTLE (Cattle Herd) [1] — E-5
- CROCK. (David Crockett) [1] — I-5
- HORSE (Horse Herd) [1] — F-3
- HOSP. (Hospital) [1] — H-6
- H.Q. (Texian Headquarters) [1] — F-11
- MAG. (Magazine / Ammunition) [1] — H-2
- O.Q. (Officers Quarters) [3] — B-11, C-11, D-11
- PALIS. (Palisades) [3] — J-4, J-5, K-6
- S.Q. (Soldiers Quarters / Barracks) [7] — D-6, E-6, F-6, G-6, K-8, K-9, K-10
- TRAVIS (Colonel Travis) — A-9
- T.S. (Texian Soldiers) (groups of 10) [17] — A-7, A-10, C-4, C-5, C-8, D-2, E-11, F-2, F-4, F-8, H-11, I-4, I-6, K-8, K-9, K-10
- W. (Well) [1] — H-8

BOMBARDMENT! KEY TARGETS (TEXIAN)

TEACHER REFERENCE

	A	B	C	D	E	F	G	H	I	J	K	L
1	ART.	M.S.	S.Q.	S.Q.		M.S.	ART.	M.S.	S.Q.			
2	M.S.	M.S.						S.A.G.	S.Q.			
3	M.S.	S.Q.	ART.									
4	S.Q.											
5									ART.	M.S.		
6							ART.	O.Q.	M.S.	S.Q.		
7		M.S.		S.A.G.		S.A.G.			S.A.G.			
8				C.F.	C.F.		O.Q.					
9		M.P.	M.P.									
10						H.Q.						
11				O.Q.	O.Q.		C. FLAG					
12									S.A. S.A.G.			

(Note: If squares have more than one item, it will take TWO hits.)

- ART. (Artillery) [5 or 6] — A-1, A-6, C-3, G-1, G-6, I-5
- C.F. (Camp Followers) [2] — D-8, E-8
- C. FLAG (San Fernando Church “Red Flag”) [1] — G-11
- H.Q. (Mexican Headquarters) [1] — F-10
- M.P. (Mexican Peddlers) [2] — B-9, C-9
- M.S. (Mexican Soldiers) (groups of 10) [9] — A-2, A-3, B-1, B-2, B-7, F-1, H-1, J-5, I-6
- O.Q. (Officers Quarters) [4] — D-11, E-11, H-6, G-8
- S.A. (Santa Anna) [1] — I-12
- S.A.G. (Santa Anna’s Generals) [5] — F-6, F-7, I-7, H-2, I-12
- S.Q. (Soldiers Quarters / Tents) [7] — A-4, B-3, C-1, D-1, I-1, I-2, J-6

ANSWER KEY: THE TWO SIDES

TEACHER REFERENCE

The Dates: February 23–March 6, 1836

The Place: The Alamo, outside San Antonio, “the heart of Mexican Texas”

Type of Battle: Siege and final assault

	MEXICO	TEXAS
Personnel	<p>Commander: <i>El Presidente-General Antonio Lopez de Santa Anna</i></p> <p>Size of Force: 5,000–6,000 in Army of Operations (regular infantry and cavalry)</p> <p>Number taking part in the attack: 1,800 attacked</p>	<p><u>At the Alamo</u></p> <p>Commanders: <i>Colonel William B. Travis, Colonel James Bowie</i></p> <p>Size of Force: <i>Approximately 200 Texian Patriots (Anglos and Tejanos)</i></p> <p><u>Not at the Alamo</u></p> <p>Commander: <i>Sam Houston</i></p> <p>Other leader(s): <i>Stephen Austin, James Fannin</i></p> <p>Nearby reinforcements: <i>Goliad, Gonzales</i></p>
Objectives	<ul style="list-style-type: none"> • <i>Get revenge on the Texians for the Battle of Béxar (the first Alamo siege) in December 1835 (and humiliating Santa Anna’s brother-in-law, General Cos)</i> • <i>Find and destroy Houston and his army and put an end to the so-called “Texas Revolution”</i> • <i>Drive Anglo-Americans out of the Mexican state of Texas</i> 	<ul style="list-style-type: none"> • <i>Reject the Mexican laws passed in 1830 that limited immigration, outlawed slavery, and imposed taxes and military occupation</i> • <i>Maintain Anglo-Texan authority in Goliad and San Antonio as well as in eastern Texas</i> • <i>Defend the Alamo as the first line of defense of Anglo-Texas</i>
Strategies	<ul style="list-style-type: none"> • <i>Use a large Army of Operations to punish the rebels for disobeying Mexican laws</i> • <i>Lay siege to the Alamo and kill or execute all Texian defenders</i> • <i>Spare a few to carry the message of terror to all rebels, including General Sam Houston</i> 	<p>Colonel Travis</p> <ul style="list-style-type: none"> • <i>Stay in the Alamo and fight to the death even if no reinforcements come</i> • <i>Use the Alamo as a symbol of liberty against tyranny (“Victory or Death”)</i> • <i>Keep the revolution moving toward independence, despite confusion and indifference from the Texas provisional government</i> <p>General Houston</p> <ul style="list-style-type: none"> • <i>Use the Alamo as a symbol of liberty against tyranny (“Remember the Alamo!”)</i> • <i>Avenge the Alamo massacre by defeating the Mexicans at the right time and place</i> • <i>Force Mexico to recognize Texas’ independence</i>

ANSWER KEY: EXAM TEACHER REFERENCE

Multiple Choice

1. B
2. C
3. A
4. D
5. A
6. C
7. B
8. B
9. A
10. B
11. D
12. C
13. A
14. D
15. A

True/False

16. T
17. T
18. F
19. T
20. F
21. T
22. T
23. T
24. T
25. T

Matching

26. C
27. E
28. A
29. B
30. D
31. C
32. D
33. B
34. E
35. A

ABOUT TEX-MEX CUISINE

TEACHER REFERENCE

What is it?

Essentially Tex-Mex food is really America's version of Mexican food—Rio Grande style. Mexican food originated with the Mayan and Aztecs peoples of ancient times. These two advanced civilizations introduced all kinds of foods we commonly eat, including tomatoes, peanuts, avocados, beans, and chili peppers.

So...what's the difference between Mexican and Tex-Mex food?

Well, as the delights of Mexican food spread into the border territories (and later states of the southwest), cooks made changes to reflect the local products, spices and tastes that were slightly different from original Mexican recipes. This new cuisine is Tex-Mex.

What local products and spices are used in Tex-Mex food?

Tex-Mex foods include cheese, onions, beans, rice, sour cream, *masa* (corn flour), olives, and meats (pork, chicken, beef, and seafood) and certain spices like cumin and oregano.

What dishes make up Tex-Mex food?

American favorites from the southwest include enchiladas, tacos, tortilla chips, and burritos. Some recent additions to this favorites list are chimichangas, fajitas and flautas.

Is there one particular food that is the true symbol of Tex-Mex food?

Yes...chili/Texas chili, "a bowl of red," as it's called in Terlingua, Texas. Chili is Mexican food for Texans. They invented the food we eat today with crackers or cornbread. Chili cook-offs are held all over the southwest, but Terlingua is a magnet for chili cooks. Chili is the official dish of the Lone Star State.

Where can we find recipes for Tex-Mex food?

Three excellent cookbooks are in the Resources (page 16). Also, check your local library or bookstore.

One final question: What did the Texians in San Antonio in the 1830s eat?

Before retreating into the Alamo in late February, 1836, the Anglo-Texians ate real Mexican food (whatever that is), without the later adaptations that would come to form Tex-Mex food. Once trapped inside the Alamo walls, they ate a mostly monotonous diet of corn and beef, which predictably played havoc with the defenders' digestive tracts. Interestingly, many women who came north with the Mexican army stayed in San Antonio to become "chili queens," making the dish in washtubs and selling it from the military plaza where Santa Anna earlier had made his headquarters.



AMPS SCORE SHEET



Contingent: _____

Members:

_____	_____
_____	_____
_____	_____

<i>Activity/Task</i>	<i>Date</i>	<i>AMPs Earned</i>
TOTAL		

1. What is the Alamo?

(A church and compound)

2. Where is the Alamo?

(In downtown San Antonio, Texas)

3. What two forces fought at the Alamo?

(A Mexican army of between 5,000–6,000 infantry and cavalry vs. about 200 Texian volunteers)

4. Who won the battle?

(The Mexicans)

5. What famous persons died at the Alamo?

(Jim Bowie, David Crockett, and William B. Travis)

6. Approximately when (month/year) did the battle occur?

(February–March 1836 [March 6])

Why should we spend the next _____ days involved in the story of the Alamo?



COOPERATIVE GROUP WORK RUBRIC

Name: _____

Contingent: _____

4 — Exceeds the Standard —

- You *consistently* and *actively* help your contingent achieve its goals by communicating well with other members (use quiet voices, speak clearly, listen actively).
- You *consistently* and *actively* encourage your contingent to work together (praise others, seek others' ideas, and allow no put-downs).
- You *consistently* and *actively* participate in all contingent tasks, ask for help when needed, and *willingly* accept and complete all necessary work.

3 — Meets the Standard with Quality —

- You *usually* help your contingent achieve its goals by communicating well with other members (use quiet voices, speak clearly, listen actively).
- You *usually* encourage your contingent to work together (praise others, seek others' ideas, and allow no put-downs).
- You *usually* participate in all contingent tasks, ask for help when needed, and complete necessary work.

If your evaluation is less than *Expected*, try to use your cooperating skills more consistently.

2 — Inconsistently Meets the Standard —

- You *make some effort* to help your contingent achieve its goals.

1 — Has not Met the Standard —

- You *make little or no effort* to help your contingent achieve its goals.





EXTENSIONS



Complete one or more of these projects. Earn extra credit for your contingent and for yourself. Work carefully to satisfy the **Preparation, organization, and detail** requirements of the **Content Rubric**.

- Draw or make a replica of one of these flags:
 - Flag of United States in 1836
 - Texas colonists flag (with “Come and take it” slogan)
 - Flag of Mexico
 - Flag used at San Jacinto (featured sword-wielding goddess of liberty with “Liberty or Death” banner hanging from blade)
 - Lone Star flag
 - Flag of the first company of Texan volunteers from New Orleans
 - Flag of Texas as a Republic
- Draw a map or schematic of the Alamo in 1836.
- Make a model of the Alamo.
- Draw or make a replica of a broadside to recruit and raise money for the Texas Revolution/War.
- Create a pictorial timeline for this period in Texas history.
- Create a newspaper with articles on the significant events surrounding the Alamo, including pictures, advertisements, political cartoons, etc.
- Draw and describe the clothing of the Texans/Mexican army.
- Create a poster designed to recruit people to come to Texas: a *Call to Arms* rallying people for independence.
- Draw and describe weapons, guns, cannons used during this battle.
- Write and illustrate a postcard as if you are one of the combatants, a woman, or a child at the Alamo (address it to yourself).
- Create a “baseball card” for one of the important people in this period of Texas history.
- Create a game board depicting the events of the Texas Revolution.
- Create a shoe box “Time Capsule” for this event.

CONTENT RUBRIC

Name: _____

Contingent: _____

Preparation, organization, and detail

4 — Exceeds the Standard —

- You provide an **excellent explanation** of your project.
- Your information is **very well organized**, and you provide **more information** than expected.
- You **consistently provide** detailed descriptions.
- You **meet** the criteria for the assigned project.

3 — Meets the Standard with Quality —

- You provide an **accurate and appropriate explanation** of your project in an **organized** manner.
- You **provide some** detailed descriptions.
- You **meet** the criteria for the assigned project.

2 — Inconsistently Meets the Standard —

- You offer only **some information** about your project and/or are **somewhat disorganized**.
- You **seldom provide** detailed descriptions.
- You **meet some of** the criteria for the assigned project.

1 — Has not Met the Standard —

- Your project offers **too little information** or is **disorganized**.





1836: A PERSPECTIVE



When the Alamo fell on March 6, 1836...

- Andrew Jackson was serving his last year as the seventh president.
- Thomas Jefferson, the third president, had been dead for almost 10 years; George Washington for 36 years.
- The United States was 60 years old.
- South Carolina nearly seceded from the union three years ago over a tariff issue.
- Future President Abraham Lincoln was 27 years old and was admitted to the Illinois bar.
- James Madison, our fourth president, was near death. (He died in June.)
- The Erie Canal had been in operation for 11 years.
- The Monroe Doctrine was 13 years old.
- President Jefferson purchased the Louisiana Territory from France 33 years ago.
- Future Civil War Generals Robert E. Lee and U.S. Grant were 29 and 13 years old respectively.

And in the future...

The United States was...

- 13 years from the California gold rush
- 11 years from the Mormon trek to Utah
- 25 years from the Civil War
- 9 years from Texas statehood
- 23 years from the birth of 24th President Theodore Roosevelt
- 99 years from the birth of rock legend Elvis Presley

1836



ALAMO “SHAPE” BOOKLET (RESEARCH PROJECT)



You will make a booklet on the Alamo and one of the *Texas Stars* from the Texas Revolution. In addition to what you learn while studying this unit, you will conduct research to learn more specific information to enhance your project.

Cover

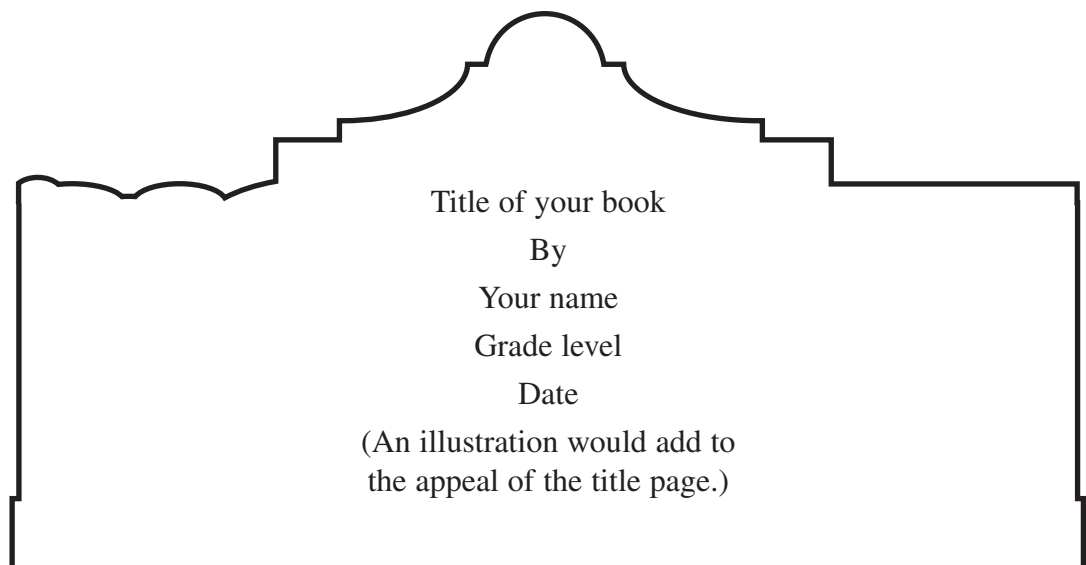
Draw an outline of the Alamo church

- The entire book will be in the shape of the cover.
- You must make it neat, and as accurate as possible.
- Use construction paper for the cover.

Inside The Book

- Use unlined white paper for the pages of the book.
- Type or computer print the text. If handwritten, all writing must be in ink.
- Include color illustrations throughout the booklet. Use a medium of your choice.

Title page The following should be centered on the first page of your booklet.



Page 2 Write a summary of the causes/events leading up to the battle at the Alamo (no more than three paragraphs).

Page 3 Write a paragraph on the battle highlights (the final assault).

Page 4 Draw and label a diagram of the Alamo mission and compound.

Page 5 Write a paragraph on the person you most admire and why.

Page 6 This page is your choice. Write about clothing, uniforms, weapons, statistics, geography, music, etc.

Page 7 Create a timeline showing the “13 Days of Glory.”



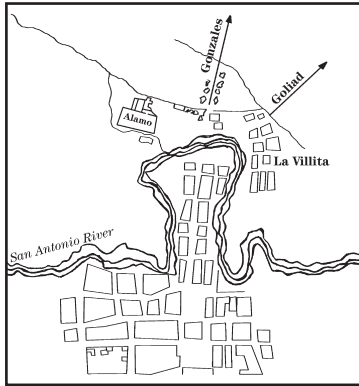
THE ALAMO: AN OVERVIEW



Introduction

February 23, 1836

San Antonio de B  xar (BAY • har)*



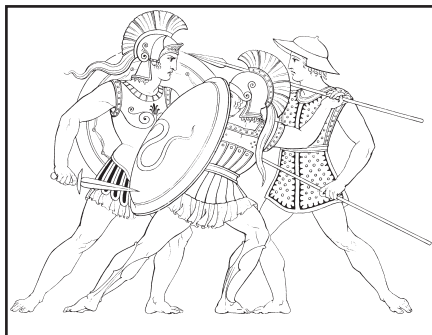
Mexican General Santa Anna entered the town surrounded by his soldiers. Eight-year old Enrique Esparza was crossing the plaza. His heart beating rapidly, the boy ran home to tell his parents of the arrival

of Mexico's *El Presidente*. Unable to flee, the boy and his *Tejano* family quickly took refuge with the Texian garrison inside the walls of the Alamo. The sun settled over the Texas countryside. The doors to the Alamo compound slammed shut with a loud thud. Over the next several days, Enrique lived behind the walls of the Alamo. A survivor of the ensuing battle, he would later recall the sounds of cannon and rifle fire. He and his mother huddled with other *Tejano* families inside the chapel. From their sanctuary they would hear the shouts and screams of the wounded and dying.

* *San Antonio de B  xar* is now known as *San Antonio*.

Texas Thermopylae

Enrique was too young to be a soldier. Thus, he was a non-combatant eyewitness to one of American history's most famous battles. The battle of the Alamo was fought between Anglo-Texian settlers and Mexican troops. Many historians have compared the heroic stand at the Alamo with the



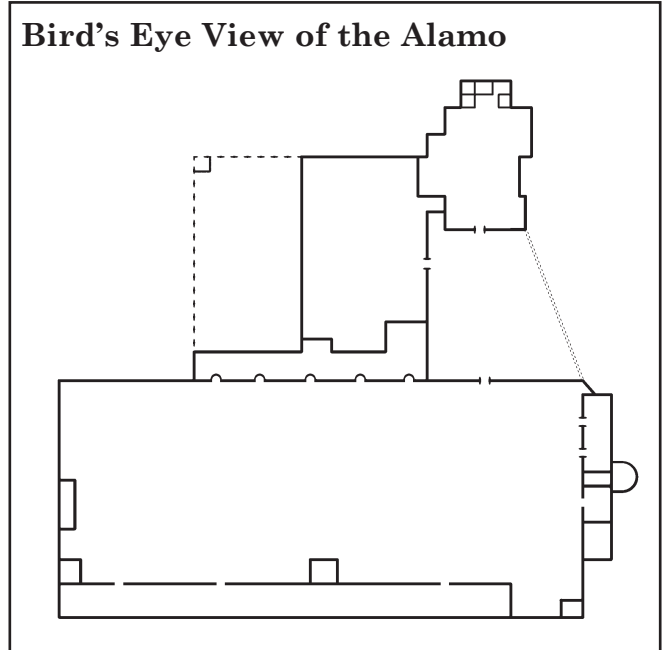
battle of Thermopylae. *Thermopylae*, or *Hot Gates* was a narrow pass in northern Greece.

There a small band of Greek warriors fought bravely against an invading Persian army in 480 BCE. The battle delayed the Persian invasion of Greece. The Greek soldiers willingly sacrificed their lives to try to save their country.

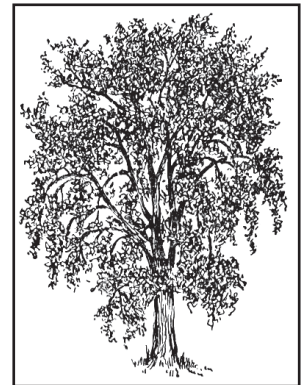
The Alamo

The Alamo struggle took place at an old Spanish mission compound in what is now south central

Bird's Eye View of the Alamo



Texas. Spaniards built missions and presidios to bring their culture to the frontiers of North America. Missions like the Alamo offered religion, food, and lodging. The presidio walls offered protection in the vast wilderness of the continent. The Alamo mission compound was near the village of San Antonio. The word *Alamo*, meaning *cottonwood* for the trees native to the area, was the popular name given to the compound early on. The mission was built several times. The present site was established in 1756. To this day, the Alamo stands as a symbol of freedom, sacrifice, honor, and duty.





THE ALAMO: AN OVERVIEW



“Gone to Texas”

How did this battle come about? Who were these Texians? Why were they defending an abandoned Spanish mission compound next to a small Mexican town? The battle was the result of events that began several years earlier. In the early 1800s American settlers were pushing West. They were seeking a better life, more fertile lands, and adventure. Some frontier families decided to head for Texas, which was then part of Mexico. Both the Spanish and Mexican governments gave Stephen Austin permission to colonize Texas. He brought the first 300 families



into Texas in 1823. They nailed signs of “G.T.T.” — Gone to Texas — to doors of abandoned cabins and barns. Texas settlers received grants of land from Mexico. They promised to become Mexican citizens, join the Catholic Church, and obey Mexican laws. At first this seemed easy to

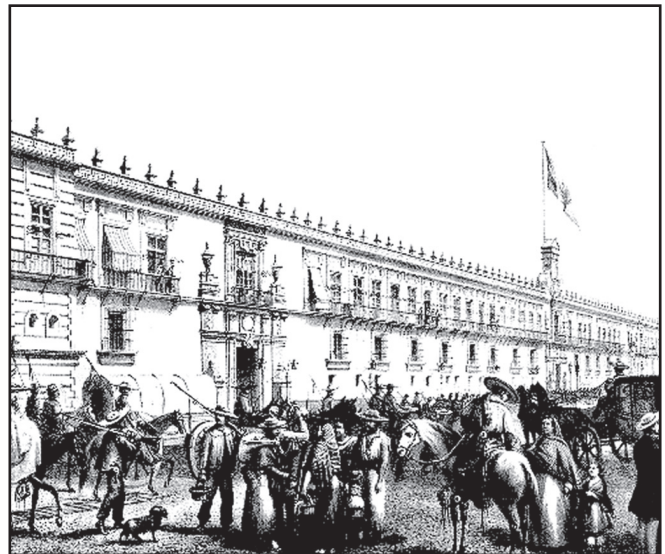
do. Mexico adopted a Constitution in 1824 that guaranteed many rights to the settlers. By 1830, the number of Anglos in Texas had grown to over 30,000. Officials in Mexico City became alarmed. They feared the influence of the many Anglo settlers in Texas.



Conflict

Several issues soon divided the Texian settlers and Mexican authorities. These differences eventually led to the siege and battle at the Alamo. The first rumblings of Texian rebellion came in April 1830. The government in Mexico City believed that the Texians were out of control. These “renegade” Texians took advantage of their distance from the capital. As a result, Mexico passed new restrictive laws that:

- Limited immigration from the United States
- Banned slavery
- Imposed additional duties (taxes) on imported goods



Mexico also suspended colonization contracts and required that foreigners (Texians) have passports. These restrictive laws angered the Texians. The Texians believed that these laws weakened their rights. They wanted the right to self-government promised by the more liberal Mexican Constitution of 1824. The Mexican government sent troops to Texas in 1831. The troops enforced the new laws. As a result, the idea of revolution in Texas took hold. It would not take much of a spark for Texians to resist the new laws.



THE ALAMO: AN OVERVIEW



Texas Revolution

During the early 1830s Texians debated what to do. They considered two choices:

1. They could break away from Mexico and create an independent Texas.
2. They could make Texas a self-governing Mexican state.

Stephen Austin traveled to Mexico City to present the second possibility. He was arrested as he made his way back to Texas. By 1835, the actions of *Presidente* and Dictator Antonio López de Santa Anna made the growing conflict worse. Santa Anna partly caused the Texas Revolution. He had



taken away several rights guaranteed by the Constitution of 1824. Texians felt betrayed. They felt much like the American colonists in the 1760s and 1770s. They wanted to get back what they saw as their God-given rights as

citizens. They chose to revolt against rule from Mexico, just as an earlier generation had revolted against rule from England. They decided to form an independent republic.

Hostilities Begin

During 1835, relations between Mexico and Texas worsened. Conflicts arose over the collection of taxes in Anahuac. In addition, the Mexicans attempted to recapture a cannon from Anglos in Gonzales. The Texians draped a banner with the defiant words, “Come and Take It!” In September the Texians declared

war on Mexico. Santa Anna sent General Martín Perfecto de Cós to San Antonio. In November, Texians began a siege of the Alamo to force the Mexican garrison to leave. This was called the Battle of Béxar. General Cós surrendered on December 10. The Texian provisional government now controlled the Alamo. Colonel James C. Neill commanded the occupying garrison.

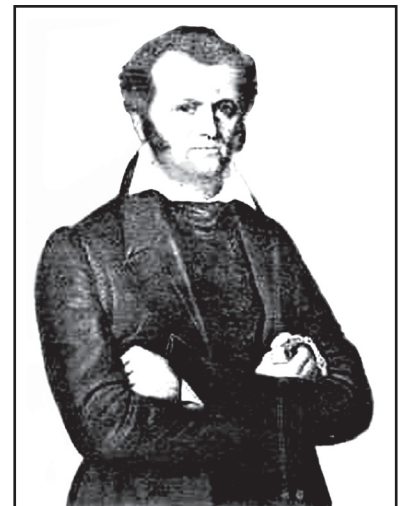
Travis, Bowie, and Crockett

General Sam Houston sent Jim Bowie to San Antonio. He was ordered to abandon or destroy the Alamo mission

compound. He and Colonel Neill were then to go to Gonzales. They obeyed none of these orders.

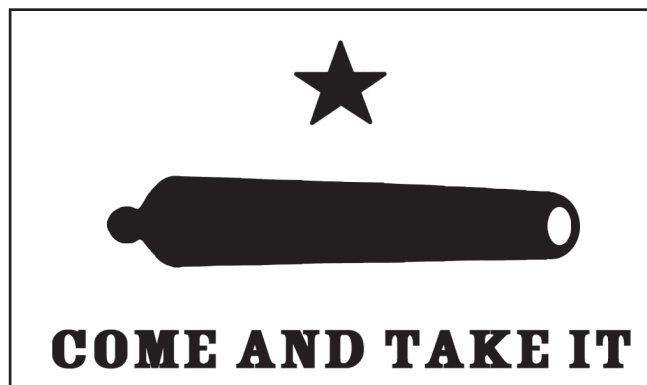
Instead, Bowie and Colonel Neill began to fortify the mission and strengthen the garrison. William Barret Travis

arrived to replace Neill in December 1835. He agreed to continue work to defend the mission compound. He also made serious efforts to recruit more soldiers for the garrison. Sharing command was not easy. Bowie and Travis did manage to



work out a suitable joint-command compromise. Colonel Travis sent out emotional appeals for more soldiers. He received very few recruits. On February 8, 1836, David Crockett, frontier celebrity and recent congressman from Tennessee, arrived.

He and his volunteers became an important part of the Alamo garrison.





THE ALAMO: AN OVERVIEW



The Siege Begins

Within days after Crockett's arrival, the situation became tense. There were rumors of a large Mexican army coming to San Antonio to crush resistance. On February 23, rumor turned to fact: Mexican cavalry rode into town. The Texians and some *Tejanos* retreated into the Alamo. Santa Anna arrived with more troops. His army totaled between 5,000–6,000 *soldados*. On February 24, Santa Anna demanded unconditional surrender. Travis responded with a cannon shot. The time



had come to take a stand for freedom and Texas independence. The Texians would defend the mission and their rights. They would try to delay or stop the enemy's march through Texas. The noose began to tighten. Santa Anna set up a series of artillery batteries. The Mexican army started a pattern of

bombardment. Their goal was to terrorize the trapped rebels and damage or knock down the walls of the Alamo. For the next 12 days, the Alamo garrison was under siege. Colonel William "Buck" Travis was in command because Jim Bowie became too ill to share decision-making. About 32 volunteers from Gonzales arrived in the middle of the siege. This brought the number of defenders to nearly 200.* Now it was a waiting game.

*We do not know how many actually defended the Alamo. Estimates range from 182 to 253. Many historians accept a count of 182 defenders.

Inside the Alamo

The Texians faced up to the likelihood of no reinforcements and violent death. A letter from Travis to the outside world spelled out the risks for the doomed men. On February 24 Travis wrote: "I shall never surrender or retreat...victory or death." Meanwhile the Texian patriots watched their food and ammunition supply dwindle. They were also aware of the blood-red banner the Mexicans flew from the tower of the church in San Antonio (800–1000 yards away). The red flag meant no prisoners would be taken. Despite these odds, the spirits of the men of the Alamo remained fairly high. The humor of folksy frontiersman David Crockett helped. Crockett displayed his talents with a fiddle. He offered positive speeches to lift the gloom. Crockett, however, admitted to one of the survivors, Susanna Dickinson, that he was somewhat claustrophobic and preferred to "die in the open air." "I don't like to be hemmed in," he told her. However, the hope for reinforcements and the waiting must have been hard on the nerves of the men. There was periodic shelling of the fortress and Mexican bands played the eerie cavalry tune *Deguello* (*cut throat; behead*). The need for



constant lookouts to warn of sudden attack caused the Texians to suffer lack of sleep and anxiety. They were outnumbered and outgunned. Water was in short supply. Drinking it made many men sick. Many suffered from dysentery, diarrhea, or even typhoid fever (e.g., Bowie). Their situation looked hopeless. Even so, all defenders except one chose to stay in the Alamo and fight to the death.



THE ALAMO: AN OVERVIEW



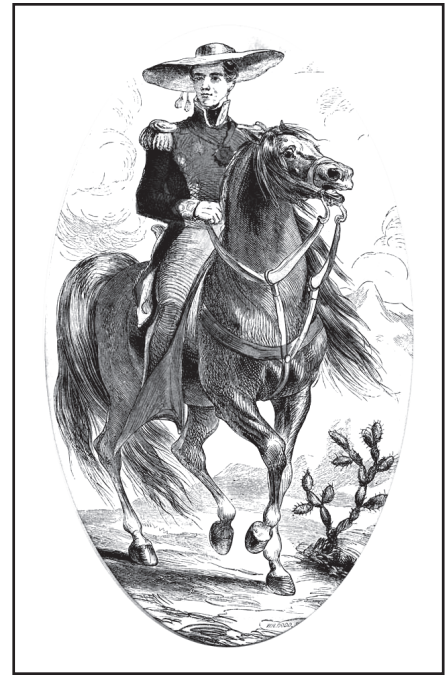
“Fortress” Alamo

The Alamo was not an effective fortress. The Texians (under “engineer” Green Jameson) worked to reinforce the structure and walls, but they could not change the outcome of the battle. As they waited for the attack, Travis and his

southeast wall/palisade had been strengthened. But these efforts would never be enough to block—or keep out for long—a massive attack.

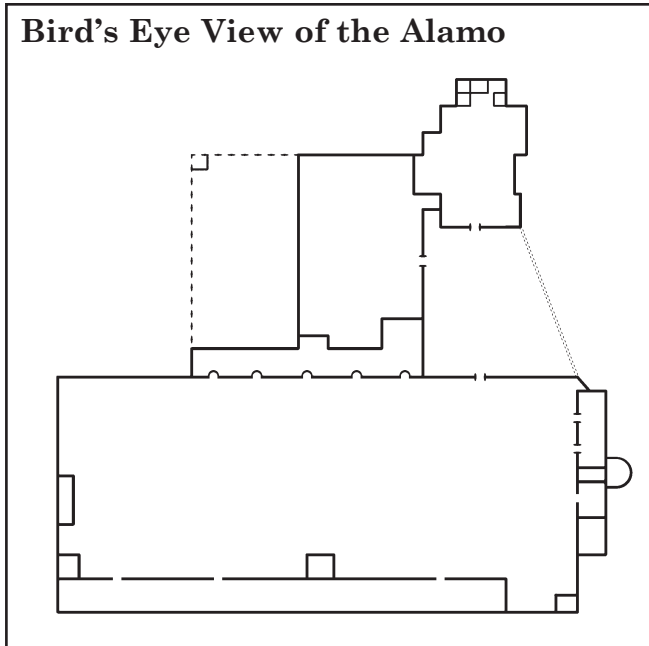
Santa Anna Decides

By Saturday, March 5, General Santa Anna decided it was time to stop the cat-and-mouse game. After twelve days of siege, Santa Anna feared the garrison was about to surrender. This would rob him of the bloodshed he needed to set an example for the rest of Texas. So he called a meeting of his staff officers to discuss his plans. He would throw his infantry at the walls and smash the rebels. Some of the discussion centered on the taking of prisoners. On this matter Santa Anna was clear: no prisoners; all defenders



must die. Santa Anna’s challenge: to assault this “fort” manned by skilled American riflemen waiting behind 12-foot high walls. Santa Anna’s men listened to him repeat his orders. He reviewed the lines of attack and spoke of the victory he expected would follow. Before dawn the next day, at the signal sounded by bugles, the final assault would begin.

Bird’s Eye View of the Alamo



Texians must have studied their “prison” fortress. What they saw was three and a half acres of dry, bare ground. It was surrounded by about a quarter mile of mostly 12-foot walls. There were gaps of wooden palisades (a fence of pointed stakes). Shorter walls made up the outer boundary. Realistically, this sized fortress would require at least 500 sharpshooters and artillerymen to defend it. Yet the walls, trenches, wells, palisades, redoubts, and artillery batteries (see **Glossary**) must have given the men some confidence. There were 18 artillery pieces (one fired 18-lb. cannon balls) within the grounds. The Alamo garrison could hold off some attacking soldiers for a time. But there were just too many flaws and weaknesses in the mission’s defense. For the most part, there were no good places to oppose major assaults. There were no firing port-slots in the walls—the Texians’ upper bodies were exposed when they fired on the enemy. The north wall and



THE ALAMO: AN OVERVIEW



The Final Assault

During the day of March 5, and through the night, the men inside the Alamo prepared themselves for the battle to come. That last hour before the break of dawn, many in the compound were trying to sleep, some unfortunately as lookouts. Thus, many of the Texians did not see or hear the Mexican *soldados* (soldiers) as they got ready for the attack. On command, Mexican buglers sounded the call to arms. Military bands filled the cold, dark morning with the *Deguello*, alerting the enemy of the attack. With cries and shouts of *Viva Mexico!* and *Viva Santa Anna!* perhaps 1,500 *soldados* advanced toward the Alamo walls.

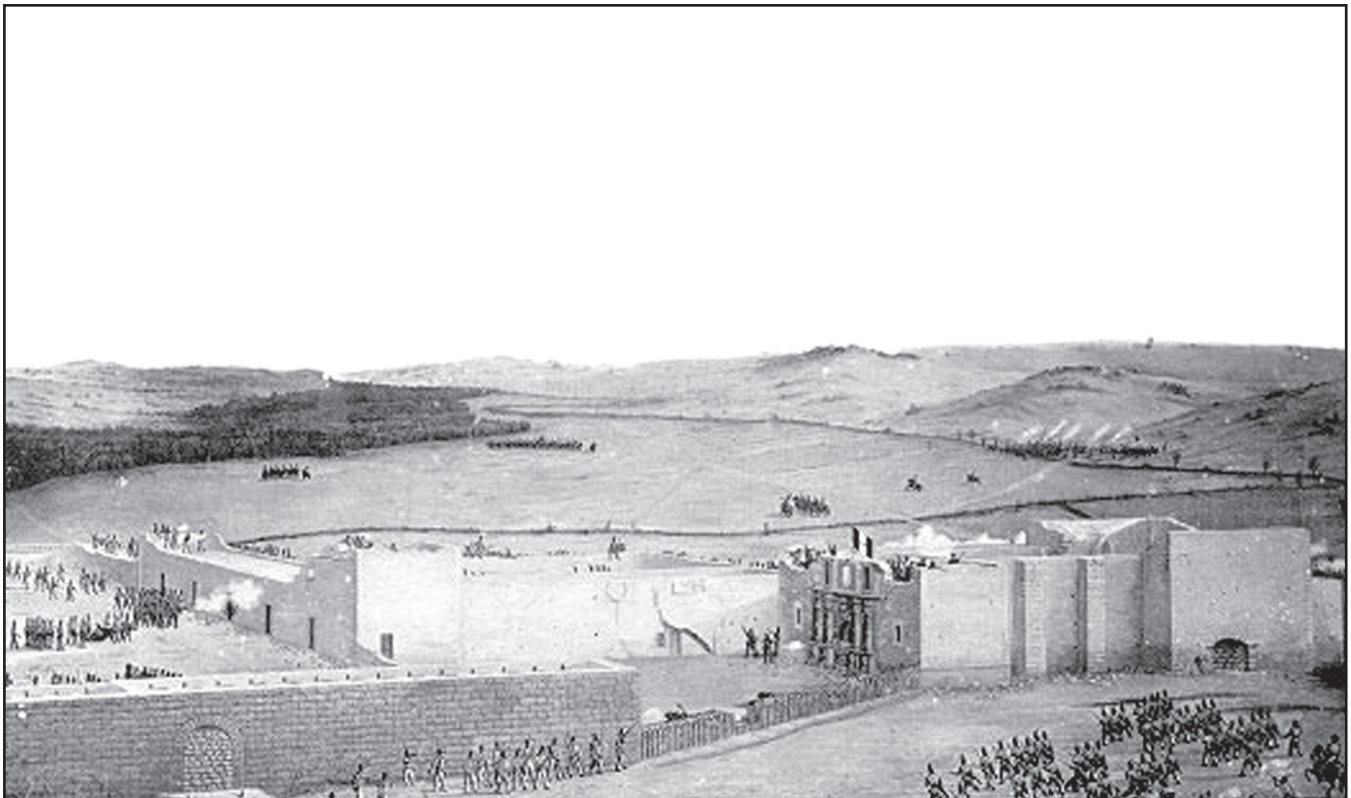
Travis Dies at the North Wall

Inside the compound many of the Texians had a delayed reaction. Travis himself had been in a fitful sleep since 2 a.m. One of the defenders woke him with, "The Mexicans are coming!" Travis quickly grabbed his saber and shotgun. He dashed to the north wall. Confusion was all around him in the large plaza area. Other defenders also ran to positions on the walls,

palisades, or behind artillery pieces. Within minutes of reaching his post, Travis encouraged his men with shouts. He saw the first large wave of Mexican *soldados* coming toward him at the base of the north wall. Almost immediately Travis was shot in the forehead. He fell back onto the ground and died. He was perhaps the first Texian to die this day.

A "Slaughterhouse"

The Mexicans lifted scaling ladders at the outside base of the north wall. The Texians responded with a fierce barrage. Many *soldados* were hit and died. Bodies piled up within minutes. This made the site look like a slaughterhouse. Despite the loss of life at the north wall, the Mexicans continued their assault. Climbing the north wall, *soldados* kept advancing. Elsewhere in the compound, Texian rifle fire slowed the attack. At some points on the perimeter, they tore apart Mexican forces. *Soldados* dropped from cannon, rifle fire, or pistol shots. The valiant Texian defense could delay the assault, but could not change the outcome of the battle.





THE ALAMO: AN OVERVIEW



Texians Overwhelmed

After pushing back the first few waves of *soldados*, the Texians were overwhelmed. They were unable to keep their weapons loaded and meet each new set of attackers with force. Finally the north wall was breached (broken through). Mexicans flooded into the compound. At the south wall and wood palisade, the Mexicans found



little resistance in the second attack. David Crockett and his Tennessee

volunteers had left their position to aid the other defenders at the breached north wall. Meanwhile, attackers battered the barred doors, windows, and small entrances. Then they climbed over or went through the west wall. The final fight now began. Mexican *soldados* pushed from all sides. They forced the defenders to fall back to the open plaza area or into the long and low barracks (soldier quarters) facing the plaza. Some ran into the church. Most of the fighting now became hand-to-hand combat. Many Texians resorted to using rifle butts, tomahawks, fists, and feet.

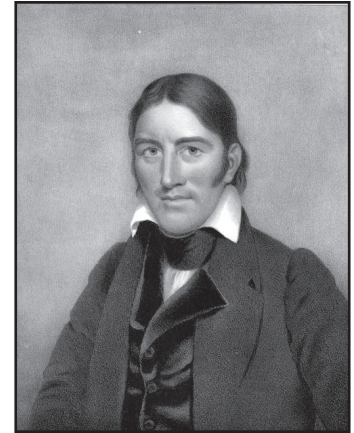
Bowie and Crockett Die

In the pre-dawn darkness, it took considerable time for the *soldados* to find all of the defenders.



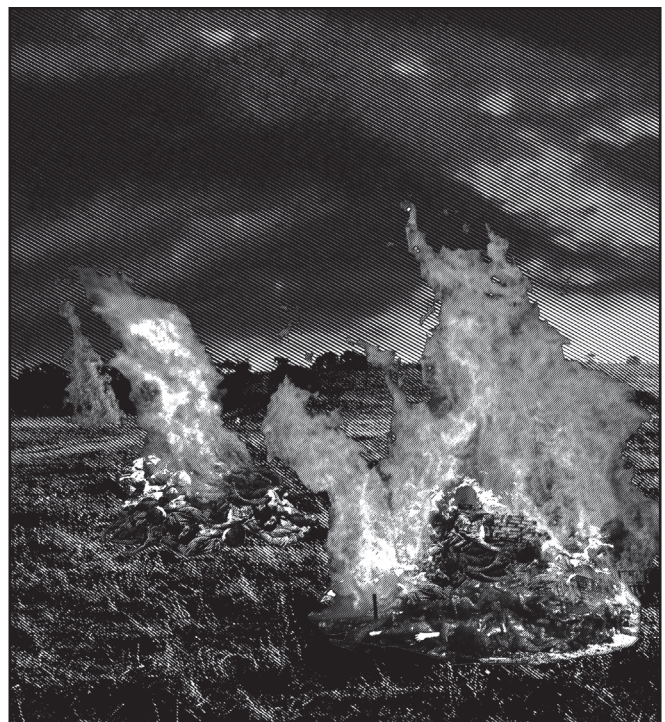
They entered the barracks. Going from room to room, they killed the retreating Texians. In one room near the south main gate, Mexican troops found Jim Bowie, bed-ridden and near-death. Probably returning fire, Bowie was quickly shot and

stabbed. At nearly the same time, David Crockett met his end, probably fighting and dying in front of the Alamo hospital. Other Texians met similar deaths as the massacre played out. Within 60–90 minutes (we really don't know exactly) it was all over.



Aftermath

All of the Texian defenders of the Alamo were dead. Within a few hours of the battle, Santa Anna ordered all the bodies stacked with wood and tallow and burned in three funeral pyres. Once lit, these fires burned for the better part of that day and the next. Perhaps a dozen people within the compound survived the battle. They had not taken part in the fighting and were spared. In this group were Susanna Dickinson and her daughter, Colonel Travis's slave, Joe, and an unknown number of *Tejana* women and their children.





THE ALAMO: AN OVERVIEW

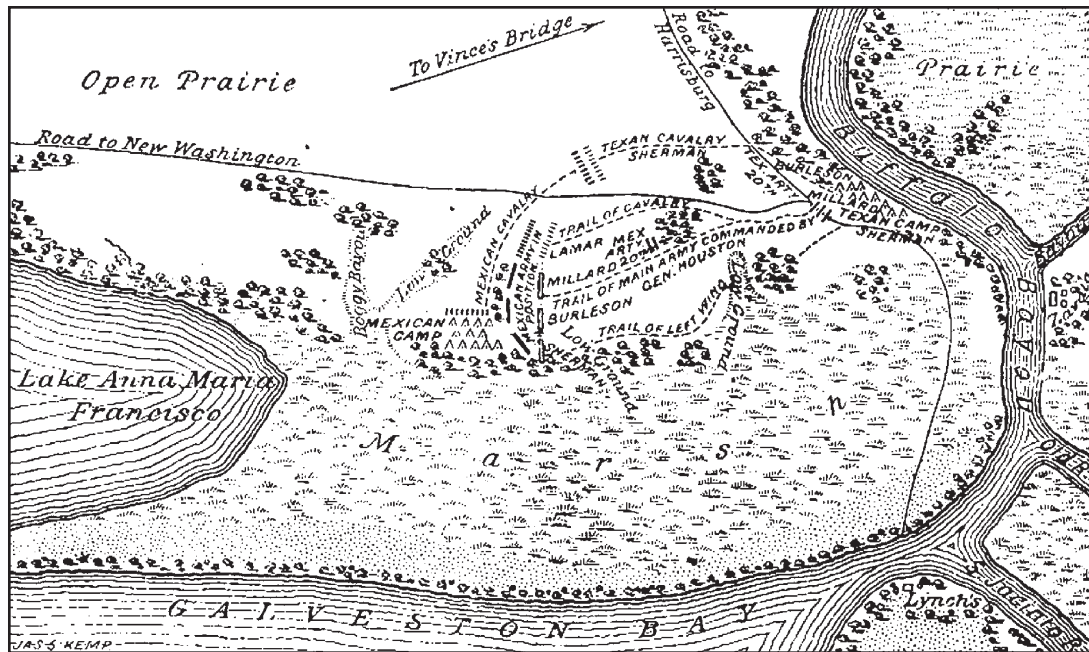


Revenge at San Jacinto

To Santa Anna the Alamo was part of a larger goal. He wanted to destroy the Alamo garrison. More important, he wanted to destroy Sam Houston's rebel army. Santa Anna considered the Alamo an "easy" victory. ("A small affair," he called it). In reality, the battle proved to be very costly. The Mexican general spent 13 days at the Alamo. This delay gave General Sam Houston time to recruit more soldiers. Six weeks later the two armies met at the San Jacinto River in east Texas. General Houston got lucky. He and his 900 troops surprised 1,250 of Santa Anna's *soldados* at siesta time. With shouts of, "Remember the Alamo!" and "Remember Goliad!" Houston's army attacked without mercy. In 18 minutes the Texans slaughtered 650 of the enemy. They captured around 600 *soldados*, including perhaps 200

Four Icons

Houston's victorious army was inspired by the destruction of the Alamo garrison. The men who died there became enshrined forever as heroes. As Texan and national heroes, they achieved in death a lasting legacy that they might never have reached in life. Three of the Alamo defenders are remembered above the rest. David Crockett, Jim Bowie, and William Travis are revered heroes. They are icons of self-sacrifice for a noble cause. There is a fourth icon—the Alamo itself. It has changed shape and size. Much of its 1836 compound has disappeared. There is no horse corral or open courtyard. But the slightly altered church still stands. It is the centerpiece of the Alamo complex in downtown San Antonio. It has been restored, preserved, and maintained by The Daughters of the Republic of Texas. Interest and fascination with the Alamo's history and legend



seriously wounded. They also captured the Mexican general himself. This victory brought a successful end to the revolution. It was a glorious beginning for the Texas Republic.

continue to lure thousands of visitors to the site. There they can visualize and marvel at the sacrifice and bravery of those remarkable men who took a heroic stand "for God and Texas."

The Alamo church is one of the most recognized buildings in the

world. Its image immediately conjures up brave men holding off attackers. However, in 1836, the facade of the church did not look like it does today. In fact, the recognizable rounded gable (the "hump") atop the Alamo church was not added until 1850. Yet this is the structure we are all most familiar with when we visualize the Alamo.



TEXAS TIME LINE



1821	Moses and Stephen Austin colonize Texas, bringing 300 families.
1822	Mexico becomes independent from Spain.
1824	Mexican Constitution of 1824 adopted.
1828	Jim Bowie enters Texas.
1829–32	Mexico limits further Anglo immigration and slavery in Texas and starts to collect customs duties and taxes.
1831	William B. Travis enters Texas; Mexico sends troops to Texas to enforce laws of 1830.
1832	American settlers at Anahuac challenge Mexican authorities; Santa Anna elected president of Mexico, soon becomes dictator.
1833	Settlers in Texas petition for separate Mexican statehood; Stephen Austin is sent to Mexico City with statehood request; Austin jailed for two years.
Sep 1835	Relations between Mexico and Texas fall apart; Consultation of 1835 declares war on Mexico; Austin returns and finds Texians defiant and militant.
Oct 1835	Mexican troops occupy/fortify the Alamo; Texians in Gonzales open fire on Mexican soldiers in first action in war for independence.
Nov–Dec 1835	Anglo-Texians besiege the Alamo; Santa Anna leads his army north to punish Texas.
Dec 10, 1835	Texians capture the Alamo from General Cós and Mexican garrison.
Jan 1836	Bowie arrives in San Antonio, instructed by Sam Houston to destroy the Alamo or abandon it. He does neither, choosing instead to defend it.
Feb 3–8, 1836	Travis comes to San Antonio; David Crockett and his Tennessee volunteers arrive five days later.
Feb 11, 1836	Travis and Bowie agree to a joint command.
Feb 23, 1836	Texians retreat into Alamo compound as Mexican troops start to enter San Antonio. Santa Anna rides into San Antonio; 13-day Alamo siege begins.
Feb 24, 1836	Bowie takes to his sick bed with typhoid; Travis assumes sole command and then sends emotional appeal for reinforcements to Texians and “All Americans.”
March 1, 1836	32 men from Gonzales increase Alamo garrison to about 182.
March 2, 1836	Delegates at Washington-on-the-Brazos vote unanimously for Texas independence and sign a declaration.
March 6, 1836	The Alamo falls to Mexicans; all defenders are killed and their bodies cremated in funeral pyres.
March 27, 1836	Santa Anna orders the execution of up to 350 Texians who surrendered at Goliad.
Mar–Apr 1836	Houston, informed of Alamo’s fate, takes his army east in “the Runaway Scrape.”
April 21, 1836	Houston and 900 Texians defeat 1,250 Mexicans under Santa Anna at San Jacinto River; Texas independence is assured.
May 14, 1836	Houston forces Santa Anna to sign treaties recognizing independence of Texas and to remove his Mexican forces from the new Republic.
Sep 1836	The Texas Constitution is ratified in a general election. Sam Houston is elected the first president of Texas. Stephen Austin serves as Secretary of State.
1836–1845	Texas is an independent republic.
1845	Texas admitted to the United States as the 28th state.



THE ALAMO AT A GLANCE



- What is the *Alamo*? It is an old abandoned mission in San Antonio, Texas, that was the scene of a famous battle in 1836.
- Who fought in the battle of the Alamo? Facing each other were Mexicans and Texas patriots called Texians (Mexican citizens from the U.S.A. who lived in the Mexican state of Texas).
- Why did they fight? Texians rebelled against the change in laws and harsh Mexican leadership. To punish them and crush the rebellion, President-General Santa Anna marched his Army north into Texas. He proceeded to San Antonio de Béxar to start his campaign of terror.
- When did they fight? The siege and battle of the Alamo lasted from February 23–March 6, 1836. (The siege included February 29th—1836 was a leap year.)
- What kind of battle was it? For 12 days the Mexican army laid siege to (surrounded, cut off, and bombarded) the Alamo compound. In the predawn darkness of the thirteenth day, the Mexican infantry (foot soldiers) assaulted the mission in a fierce battle.
- How big was the Alamo? The Alamo was a compound of about 3.5 acres. It included a church/chapel (the building that is now the symbol of the Alamo), a large plaza, a corral, a livestock pen, and soldiers quarters (barracks).
- How long did the battle last? It started with Mexican buglers signaling the attack at about 5 a.m. It ended when all resistance ceased at about 6:30 a.m. (90 minutes in all)
- Who won? The larger Mexican force (Santa Anna had 5,000–6,000 troops, but sent about 1,800 into the attack) eventually stormed the mission walls, breached them, and killed the entire Texian garrison (182–253) who defended the Alamo. Santa Anna lost about 600 *soldados*.
- What were the results? Historians debate whether the delay caused by the Alamo siege actually benefited General Sam Houston and his Texas army. What it did do was provide a stirring rallying cry (“Remember the Alamo”), an incentive for revenge, and a wake-up call compelling the Texans to unite, organize, and face up to the Mexican military threat.

PARALLELS: THERMOPYLAE AND THE ALAMO

In 1836 many Americans compared the battle of the Alamo with the ancient Greek battle of Thermopylae. In that battle, a small army of Spartan soldiers fought in a narrow, mountainous pass. They sacrificed themselves to delay the invading Persian army. Study the poem below.

Men of Valor

Here Leonidas and his Spartans fought
To delay a Persian force...but were caught
In the narrow pass of rugged Thermopylae
His own and warriors' death a certainty.
The 300 chose not escape but to stay,
So Greeks could stand and fight another day.

Write your own updated version of this poem on your own paper.
Change the underlined words to make the poem relate to the Alamo.





AN ALAMO DIALOGUE



Roles: Two teacher-historians and two students

Scene: Two students are eating lunch just minutes after class where they learned about the siege and battle at the Alamo, March 6, 1836. They are fascinated about the event. But they are also overwhelmed by the details and the endless questions that emerge. This dialogue may help them and others.

Student 1: Exciting stuff.

Student 2: What? *(pause)* You have tuna or cheese?

Student 1: Cheese. *(pause)* The Alamo. You know, in history class today.

Student 2: Oh, yeah. But I still have a lot of questions about it.

(Two history teachers come in and overhear the lunchtime conversation.)

Teacher 1: We did our job, Robert. Our students are talking about our lessons outside of class.

Teacher 2: Right, Allen. But the Alamo is fascinating.

Student 1: Why? I mean we have our reasons. How do you account for the obsession that Texans and the rest of America have for it?

Teacher 1: Perhaps it's familiar ground. But there's still mystery to it.

Teacher 2: And it's probably unique in our history. The courageous stand. The defiance against a larger enemy force. I guess it's our Thermopylae.

Student 2: Oh, right. The Greek battle in 480 BCE.

Teacher 2: Correct. That stand, like the Alamo in 1836, had all the same elements of sacrifice and heroism. Leonidas, his 300 Spartans, and some allies holding off, literally blocking, the Persian advance through northern Greece to defeat the Hellenes and capture Athens.

Student 1: We studied that last year. *(pause)* Hey, it is like the Alamo!

Teacher 1: The similarities are there. Greeks and Texians standing up against a larger force.

Teacher 2: With certain death at the end.

Teacher 1: Other reasons for its fascination are the legends—the brave men—who died in the Alamo.

Student 1: Bowie, Crockett, and Travis.

Teacher 2: Among many more. But these three men became legends and cemented their own place in history.

Teacher 1: For all three, it was—pardon my sick joke here—a great career move; at least for Bowie.



AN ALAMO DIALOGUE



Teacher 2: Yes. Bowie was dying anyway. Crockett perhaps still had visions of a political career in Texas and probably Travis, too. Travis was a lawyer after all. But in dying at the Alamo they became legends, immortals. You usually don't get that much mileage out of political office, unless you're Abraham Lincoln or Andrew Jackson. (*pause*) Yes, dying in the Alamo did extend their celebrity in a sense.

Student 1: But why did they die? I mean all 182 could have escaped almost up until the final assault.

Teacher 2: Perhaps as individuals they could have escaped. Certainly not in the units some of them were in.

Student 2: Units?

Teacher 1: Yes, units. There were several. Like the *Mobile Greys*...or the *Gonzales Mounted Ranging Company*.

Student 1: And they fought together as a unit? Like in the Gulf War?

Teacher 2: Probably. We don't know exactly where every man in the Alamo was during the siege and last attack. But we can assume Crockett and his Tennesseans, for example, fought together at the south "wall" palisade.

Teacher 1: At least until the weaker north wall was breached and they ran to shore up that perimeter.

Student 1: Can we get back to...why they stayed and died?

Teacher 2: That may be a tough one to answer. No Anglo combatant defender survived to tell us what they were thinking during that time as they faced death.

Teacher 1: I'll try, though. (*pause*) These Texians were patriots, committed to the cause of the Texas revolution. It was a cause worth fighting for. (*pause*) They had pride. (*pause*) They relished a fight. And they were drawn to Texas for land and because they knew the next fight was there.

Teacher 2: Hmm. (*pause*) I think they got caught up in the sweep of history. The defenders were in the Alamo on March 6, 1836, because they chose to be there.

Teacher 1: That fact is illustrated by super messenger-courier James Bonham. He fought his way back into the Alamo to fight just hours before the assault!

Teacher 2: Good point. Remember, too, that some—though not all— of these men were tough frontiersmen, accustomed to death, violence, and a...good fight.

Teacher 1: They seemed to take more risks in their lives than we might today.

Teacher 2: I would agree. But in the end they were, you could say, common men who rose to uncommon heights.

Student 1: Would you say life was more dangerous out on the frontier, in the Texas colony?

Teacher 1: Yes. And there was no doubt a streak of rough and wild behavior in them. Maybe not in Crockett, or Travis, or in Amos Pollard, the Alamo's chief surgeon. But in Bowie certainly, and many of the others.



AN ALAMO DIALOGUE



Student 2: And they knew they were going to die. All 182 defending this old mission compound for 13 days against Santa Anna's 5,000. Those are bad odds for survival—even in the mind of a frontier gambler!

Teacher 2: They are bad odds, as you say. But I think they believed, somehow, even up to Travis's speech on March 5, that the garrison would be relieved by more reinforcements from Gonzales and Goliad. At least these added numbers might make it a fair fight. The Texians, by the way, thought they could hold the Alamo indefinitely with 500 men.

Teacher 1: At least until the powder, food and water ran out. Actually they did have wells in the compound.

Teacher 2: That's true. As commander, Travis did make sure they had dug wells.

Teacher 1: But reinforcements didn't come...after the 32 from Gonzales...and maybe a few more that Crockett might have guided into the fortress late in the siege.

Student 1: Is this where James Fannin comes in?

Student 2: Or doesn't come in, you mean.

Teacher 2: Ha! (*pause*) Well, he was expected at the Alamo with maybe 300–350 men. He developed “a case of the slows” after a stalled march...

Teacher 1: He felt he needed to stay near Goliad, or Fort Defiance, to defend it. Days later, when the Mexican army attacked, the Goliad garrison surrendered. Santa Anna executed every one of them.

Student 1: Where were Sam Houston and his army at this time? Couldn't he help?

Teacher 2: His ragged rebel army (if it was an “army” at all) was in and around Gonzales. Houston was in Washington-on-the-Brazos voting for independence. But Houston wasn't ready yet to do battle with Santa Anna. Besides, he was upset with Travis and Bowie.

Student 2: Upset? Why?

Teacher 1: Houston weeks earlier had sent Bowie to San Antonio with orders to blow up or abandon the mission fortress. Bowie disobeyed. In fact, he resolved to stay, fortify, and defend it. He said, “We will rather die in these ditches than give it up.”

Teacher 2: When Travis showed up days later, he agreed with Bowie. Travis said, “It is the key to Texas.”

Teacher 1: One of only a few things they agreed on, I might add. Their joint command was not smooth, at least at first.

Student 1: What about Davy Crockett?

Teacher 2: David Crockett. The “Davy” was not his invention. I think we can thank Walt Disney for the folksy change.

Student 1: Okay, what about David Crockett?



AN ALAMO DIALOGUE



- Teacher 1:** Well, in the end he too chose to stay, obviously. But I think he—although we’ll never know—wanted to surrender, or at least fight outside the walls. He felt penned in.
- Teacher 2:** As Travis had pointed out, they could flee, surrender, or stand, fight, and—after March 5th—die. *(pause)* Crockett stayed.
- Teacher 1:** He stayed...like the others.
- Student 2:** I’m curious about Crockett’s death. Does it really matter if he died heroically in battle, or if he was executed by Santa Anna’s orders after pleading for mercy?
- Teacher 2:** To many—especially Texans—it does matter. Some people believe that how a man dies reflects on his life and character. Only one source—a Mexican officer’s—claims Crockett was executed. He probably died like the rest, fighting bravely at the end, maybe even swinging his rifle like a baseball bat. Regardless of how he died, he easily proved his mettle in so many ways. He is a hero.
- Teacher 1:** Mrs. Dickinson said his body was found near the church with several Mexican *soldados* lying near him.
- Student 1:** Travis and Bowie—their deaths matter, too?
- Teacher 2:** For the same reasons, yes. Travis died early in the final assault, maybe the first defender to fall. He was at the north wall and took a bullet in the forehead.
- Student 2:** And Bowie?
- Teacher 1:** Well, Bowie, actually, was a non-factor. As you know, he had been ill.
- Teacher 2:** Yeah. He came down with typhoid.
- Student 1:** Typhoid?
- Teacher 2:** Probably. We don’t know for sure. But the symptoms indicate typhoid or pneumonia. Anyway, he was ill, and getting worse every day. Bowie was near death when the Mexicans burst through the door of his room in the low barracks at the south wall.
- Teacher 1:** I doubt he even fired a shot at his attackers, although he was a scrapper. If he could, he would. I like to think he resisted and exchanged fire.
- Student 2:** So...all 182 died...heroically. By the way, is that the final number—182?
- Teacher 2:** Hmm. You’ve raised another excellent point: the exact number. *(pause)* The Alamo has enshrined the names of 189. But some recent scholarship suggests the possibility of 253 or more.
- Student 1:** 253! Where did the other...*(pause)* 70 or so come from?
- Teacher 2:** One reliable Mexican primary source, the report of General Ramírez y Sesma, states that 253 bodies were cremated in the three pyres ordered that day by Santa Anna.
- Student 2:** And these bodies were the defenders in the compound?



AN ALAMO DIALOGUE



Teacher 1: Not quite. Again, reliable sources tell another story: that 70–75 men jumped the east wall and tried to escape as the battle wound down and the defenders had no place to go. But they were chased down by lancers on horseback and killed outside the Alamo, in an orchard or grove near the compound.

Student 1: Do we know where these extra 70 men came from?

Teacher 2: We don't know for sure. The Mexican count of 253 bodies certainly doesn't square with the 189 listed at the Alamo. Some historians believe Crockett left the Alamo near the end of the siege (March 4 or 5) and guided 70–80 men into the compound. Where they came from exactly is a mystery.

Student 2: Another 70 heroes unaccounted for in most history books. Could that be?

Teacher 1: It could. Here it is over 165 years later and we still care. We continue to debate and ask more questions about the Alamo siege and battle.

Teacher 2: Right. And no doubt years from now—maybe another 165 years—we'll be asking the same questions. Where and how did Crockett die? How many Texians died there? Did Bowie defend himself? Did the siege really delay Santa Anna and give Houston time to assemble an army? Did it matter? Hopefully, some new questions will surface, too.

Student 1: So...summing up. Perhaps 253 or so Texians...

Teacher 2: Hold up! Let's not forget the maybe a dozen *Tejanos* who died in the battle. Keep in mind Bowie, Travis, and Crockett had only been in Texas a matter of weeks. They were hardly more patriots than the *Tejanos*.

Student 1: (*continuing*)...and at least a dozen local *Tejanos* all died on March 6, 1836 during a 60–90 minute final assault by the Mexican army. This was an act of defiance against the unjust government of President Santa Anna.

Teacher 1: Correct.

Student 2: And by doing so they gave their lives to delay the Mexican sweep through Texas to crush the rebellion?

Teacher 2: Probably, yes.

Student 1: And this delay afforded precious time for General Sam Houston to recruit and train an army eventually to do battle with Santa Anna's force—six weeks later at San Jacinto.

Teacher 1: More important, it gave Americans a battle cry: "Remember the Alamo!"

Student 2: And since there were few survivors—no Anglo defenders lived—some aspects of the Alamo's siege and battle have been buried in "myth and counter myth."

Student 1: Meaning—some things we'll never know.

Teacher 1 and Teacher 2: (*in unison*) Correct!



ALAMO POETRY



Your Poetry Task

A poet is able to choose from many types of poems (called formats). The many different poetry formats allow a poet to be very creative. Follow the guidelines and create a poem relating to the Alamo.

1. Choose one of these topics:

Stephen Austin	Sam Houston	William B. Travis	Causes of the Conflict
James Bonham	Benjamin Milam	Loyal <i>Tejanos</i>	The Final Assault
James Bowie	Louis “Moses” Rose	Alamo Survivors	Inside the Alamo
David Crockett	Juan Seguín	The Alamo Mission	Jose Enrique de la Peña
James Fannin	Erastus “Deaf” Smith	Battle of San Jacinto	Antonio Lopez de Santa Anna
A poem that tells the full story			

2. Study the five poetry formats below (Renga, Tanka, Ballad, 1–2–3, and Rap). Choose a format.
3. Write and illustrate your poem on white paper (8.5" x 14") or on poster board (22" x 28").

Poetry Formats

Renga (compose two 5–line stanzas)

Each stanza has a segment of three lines and a segment of two lines. Create an image to tell the theme. Be specific. Link each line with the preceding line with connective images. Repeat words to connect the stanzas (transition). Create a proper ending for the theme.

Vary the syllable length in each line.

Limit each line to 2–7 syllables.

Each Renga stanza is read in one breath.

Tanka (compose two 5–line stanzas)

Create a mood of courage, sadness, or tragedy.

Employ strong images with metaphors and similes.

Each Tanka stanza is read in one breath.

Each line of a stanza has a specific syllable length

Line 1 — 5 syllables

Line 2 — 7 syllables

Line 3 — 5 syllables

Line 4 — 7 syllables

Line 5 — 7 syllables

Renga

Heroes

“Caged”...
in the Alamo—
A stand for liberty

By a garrison of men
Who stayed and fought

When the assault came,
The “tiger” emerged
Until...

Now immortalized...
182 Texas heroes.

Tanka

“Juan Seguín”

Texas patriot,
Alcalde of old Béxar. (BAY • har)
“Outside” the walls,
A loyal friend of Texas.
Mostly, his efforts ignored.



ALAMO POETRY



Ballad (compose three 4–line stanzas)

Ballads are stories that originated as folksongs centuries ago. They are a good way of dramatizing the strong feelings of events such as the Alamo battle. Think of each stanza as a verse to a song. The story in your ballad should be told from beginning to end. You may write your words to fit the melody of a well known ballad or country song.

1–2–3 Poem (compose eight 3–line stanzas)

Each line of a stanza has a specific syllable length

Line 1 — 1 syllable

Line 2 — 2 syllables

Line 3 — 3 syllables

24 lines total

1–2–3 Poem

*Soldados in the
“Final Assault”*

They came at 5 a.m.	Then the sun came up on
in the dark cold, pre-dawn;	the rubble. The bodies
first breaching the north wall,	of the brave defenders
men fighting hand to hand.	were burned in three pyres.

Ballad

(Somewhat to the tune of the 1966 hit “The Ballad of the Green Berets”)

Brave men who chose to die
Matching arms under a Texas sky.
They challenged and lost to a larger foe
Those fighting men in the Alamo.

The “outside” ignored their letters of plea,
So...they stood and died for you and me.
Bowie, Crockett, Travis—the big three,
They risked it all for their liberty.

On March sixth, the stories say
The attack came early on the thirteenth day.
Battling hand to hand and toe to toe
Those fighting men in the Alamo.

Death finally came before the March sun arose,
Santa Anna on horseback, in victory pose.
The years now have passed, and the legend will
grow
Of those fighting men in the Alamo.

Rap (compose a rap to explain a selected topic)

Rap is an oral form of poetry. Rap will do nicely with topics related to the Alamo siege and battle. Listen to some “Rap” on the radio for its rhythm, beat, and style.

Rap includes four accented beats per line (130 beats per minute).

The rapper modulates his/her voice from loud to soft when reciting.



ALAMO DEFENDERS: WHY THEY STAYED TO FIGHT



The Alamo defenders are remembered as a group in poems, books, films, and on commemorative plaques. Yet, all of them were individualists. They were a varied group and they came from everywhere. Some were rugged frontiersmen, and some were trained in a profession. Some were famous before they arrived to defend the Alamo, like Crockett and Bowie. Others have since become heroes because of their key roles in the siege, like Travis and Bonham. The names of most of the Texians who died fighting for independence are lost in history (e.g., James Tylee, Richard Starr). Yet, these brave souls who stood up to the Mexican army and perished in the early dawn of March 6, 1836, had common traits. These traits explain in part why they chose to stay and fight.

One of the traits that most of them had in common was that they wanted a fresh start to make a new life. Texas offered something better than what they left behind—mostly hope and opportunity. Some have called this “Texas Fever.” The promise of a new life in a new land was made noble by the “battle for liberty.” The defenders sensed their efforts might make a difference. Their fate, as one put it, was “now inseparably united with that of Texas.”

Specifically, of the defenders:

Age Range

Youngest	15
----------	----

Oldest	55
--------	----

Place/Country of Origin

Hispanic	11
----------	----

Born in Mexico or Texas	9
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From Tennessee	33
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The rest were from 19 other States

From other countries	6
----------------------	---

Professions Represented

Doctors	7
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Attorneys	6
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Military Experience

- Many had fought in Indian wars, a few in the War of 1812
- None could be considered professional soldiers, despite holding rank in the new Texas army

But this list really doesn’t explain the character of the men of the Alamo. When Travis asked Crockett to assume a position at the weak south wall and palisade, the Tennessean accepted the



ALAMO DEFENDERS: WHY THEY STAYED TO FIGHT



request as an honor, and as a loyal “private” under Travis’s command. James Butler Bonham, Travis’s supreme messenger, made several dangerous trips outside to Goliad and Gonzales to secure much needed reinforcements. He returned the last time to fight his way back into the Alamo! This speaks highly of Bonham’s personal courage, sacrifice, and loyalty to the cause. Bonham believed that Colonel Travis deserved responses to his requests for reinforcements...so he rode back. Further, about a dozen of the defenders were local Mexican *Tejanos* who certainly could have escaped and blended into the town’s fleeing population. They did not leave.

If one were to construct a profile of the Alamo defenders and probe the reasons why all but one stayed, it could be summed up in two statements:

- 1) Each defender stayed because he was asked to stay.
- 2) Each defender stayed because his co-commanders—Travis and Bowie—were ready to sacrifice their lives to help Texas.

Texas historian T. R. Fehrenbach goes further in his analysis of why these patriots stayed to fight. Wrote Fehrenbach,

[These men] rode to the scent of trouble...[Bowie and Travis had] a combination of strategy, stubbornness, and...sheer exaltation. There was a core of barbarian hardihood, and barbarian war-likeness...different as they were.

He further writes about the others who followed these two,

In the Alamo, in the shadow of Santa Anna’s blood-red flag, loyalty to Bowie, to Travis, and in some way few of them could define, to their land and people, and to themselves, held them fast.

Some say that Texas cast a spell on these men who went to this paradise and died for it. In March 1836, at least 182 were bewitched.



The Founder & Mediator

Founder of Texas

Stephen Fuller Austin, Texas patriot, was not killed in the Alamo on March 6, 1836. But he had an important role in events surrounding the Alamo during the Texas revolution. As a result, he has earned a place in both Texas and United States history. Austin helped establish the original Anglo-American colony in Texas. Then over the next 15 years he helped solve problems that came up between Texian settlers and Mexican authorities.



Like Father, Like Son

Stephen Austin was born in Virginia in 1793. As he gained experience and grew into adulthood, Austin displayed qualities that would make him a special kind of leader. Stephen had a pleasing personality along with a dark, handsome appearance. He was also well-educated for his day. Later, as the Texas Revolution played out, Austin also showed a single-minded determination. All these traits were challenged when Stephen's father, Moses Austin, decided to found an American colony in Spanish Texas. In 1821, Moses Austin arranged for 300 families to settle in Texas. They promised to become Spanish citizens and Roman Catholics. In exchange they would receive large land grants. The 300 families chose lands along the Brazos, Colorado, and Bernard Rivers. With his grant, Austin settled at San Felipe de Austin (Austin) where he would oversee the colony's development. Moses Austin died unexpectedly in 1821, just as plans for the colony were finalized.

Austin as *Empresario*

In 1822, Mexico became independent from Spain. According to Mexican officials, that made the grant agreements invalid. The job to get land grants for the Texas families now fell to Stephen. He traveled to Mexico City to plead his colony's case. While there, Stephen learned the Spanish language. He became skilled in making political deals. His hard efforts helped him secure the grants and earn the title, *empresario*, or contractor. Austin secured additional grants of land from the Mexican government for 900 more families. Although other *empresarios* also brought Anglos into Texas, Austin was the most successful. He eventually located nearly 1,500 families in Texas.



Austin the Mediator

Over the next few years, Stephen Austin became a mediator, or peacemaker. He settled issues over slavery in Texas, continuing immigration from the United States, and tariffs. Austin himself saw slavery in Texas as an economic necessity. Mexican law, however, outlawed the practice of slavery. Austin worked to please both sides, but especially his colonists. He was able to get certain exemptions. This freed his settlers from laws that stopped slavery and limited further immigration into Texas.



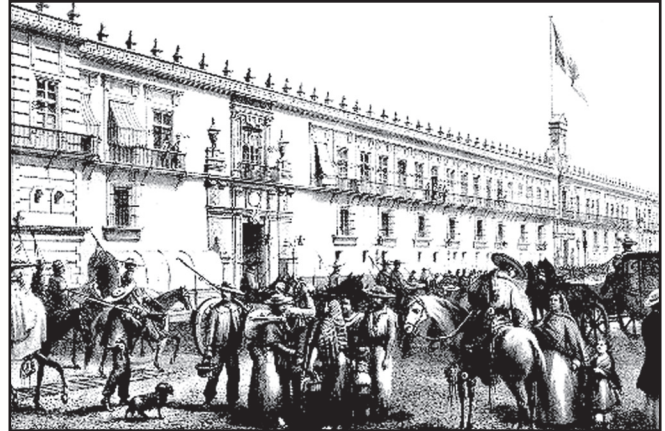
TEXAS STAR PROFILE #1:

STEPHEN F. AUSTIN

1824

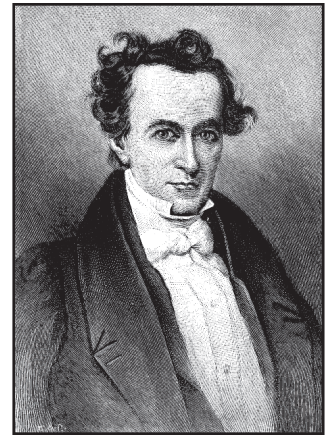
The Texas Revolution

Despite his efforts as a mediator, however, Anglo Texas was pushing toward revolution and independence. Austin continued to play a vital part in these events between 1832 and 1836. He even served as president of the Convention of 1832. Austin called on those who attended to follow moderation. By the next year, delegates to the Convention of 1833 were not as moderate. They faced the fact that Santa Anna had come to power again in Mexico. Austin, as the representative of Anglo Texas, was sent to Mexico City. Here he was able to get help for Texas. This included the repeal of laws unfavorable to Texians. While traveling back to Texas, Austin was suddenly arrested in Saltillo. He was charged with inciting a revolution. A letter Austin wrote earlier to an important official in San Antonio had asked leaders to push for Texas statehood. The letter fell into Mexican hands. For this “treasonous” act, Austin was imprisoned in Mexico City until late 1834. He was under house arrest until July 1835.



Independent Texas

Finally released, Austin returned to Texas. He found much had changed in the 28 months he had been gone. Dissatisfaction had increased and moderation seemed no longer in favor. Austin was elected to command troops at the first siege of the Alamo in San Antonio. Mexican soldiers under General Cós had retreated there. As Austin prepared for this task, other leaders asked him to be one of three agents to go to large United States cities. They wanted him to seek recognition for Texas, secure finances and arms, and recruit soldiers. Austin accepted. He was gone from Texas from December 1835 to June 1836. By the time he returned, he had missed the fall of the Alamo. He also had missed the signing of proclamations making Texas an independent republic. The new nation had made heroes of the men of the Alamo and General Sam Houston after his victory (April 21) at San Jacinto. Houston easily won a presidential election in September 1836. Austin placed a distant third. Just as he looked forward to retiring to private life, President Houston appointed Austin as his secretary of state. He died soon after at age 43.



The Austin Legacy

Austin deserves to be called the “Father of Texas.” He carried out his father’s dream of colonizing Texas. Austin also resolved conflicts that divided Anglo Texians and Spanish-Mexican authorities. Austin’s efforts were important in the development of Texas from the original settlement to an independent republic. Perhaps few Texians in those years had the skills to be as effective as was Austin. The Texas capital city of Austin, where he is enshrined, is a tribute to the man whose legacy is second only to that of Sam Houston.



TEXAS STAR PROFILE #2: ANTONIO LOPEZ DE SANTA ANNA



The Enemy

“The Bad Guy”

Perhaps no one in the history of U.S. western expansion is more despised by Americans than Mexico’s Antonio López de Santa Anna. He is the one person most responsible for the siege of the Alamo and the deaths of all men defending the mission. If there are good guys and bad guys in the Alamo story, Santa Anna—in the American version—is the bad guy, the enemy.

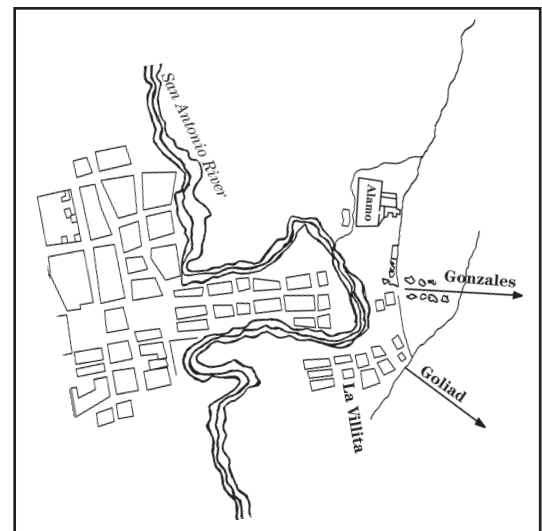
A Man of Contradictions

Like most people in power, Santa Anna had supporters and detractors. He was bright, handsome, ambitious, and an effective leader. Santa Anna could also be vain, compulsive, cruel, and power-hungry. From 1833 until the 1850s, he was Mexico, for good or bad. His personal mark on his country’s development was huge. He was a Mexican patriot, but most of what he did was for his own ambitions. He wanted to match the feats of his idol, Napoleon Bonaparte. Santa Anna used, abused, and frequently killed those who opposed him. In the process, he ignored running his country. Mexico became corrupt and its finances nearly bankrupt.



North to Texas

In the spring of 1835 Anglo-American rebels were stirring things up in Texas-Coahuila, a province of Mexico. Santa Anna began to organize an army of nearly 6,000 Mexicans and Indian captives. He planned to march north to put a stop to revolts in Texas. Santa Anna’s general staff warned him that taking a large army that far north in winter and crossing a desert was a bit insane. He ignored their advice. Santa Anna soon organized his Army of Operations and led his soldiers north to Texas. He would give no quarter (showed no mercy) to the Texas rebels. Along the way, he and his army, like his idol Napoleon, would live off the land. But the war had to be over before the heat and swarming insects would take their toll in late spring and summer.



At the Alamo

Weeks of crossing deserts finally brought the Army of Operations to San Antonio. They arrived on February 23, 1836. An immediate surprise attack on the Alamo probably would have spared both sides much bloodshed. But his army was strung out for miles and large artillery pieces were not yet in place. Santa Anna would have to wait. After days of artillery shelling he had inched closer to the mission fortress. On March 5, Santa Anna met with his staff. He wanted to hear their reactions to his plan to storm the Alamo’s walls in the early morning of Sunday, March 6. Not all were in agreement with their



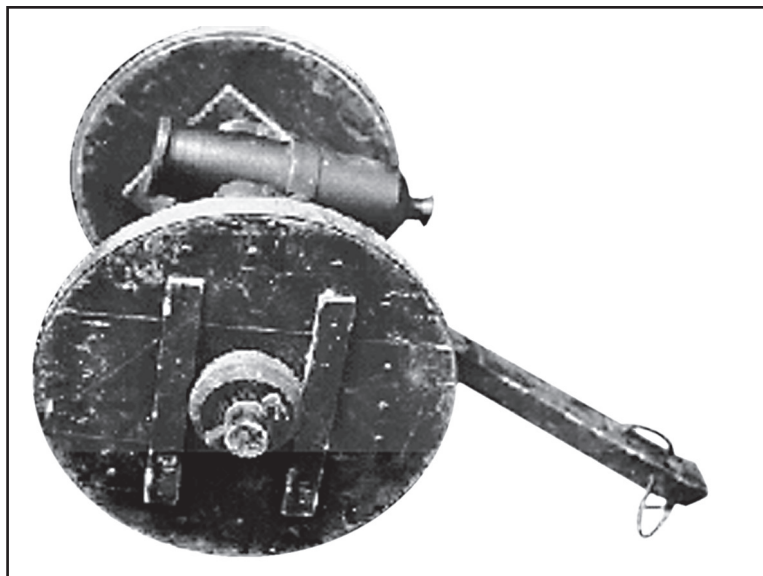
TEXAS STAR PROFILE #2: ANTONIO LOPEZ DE SANTA ANNA



leader. Some were against killing the defenders and taking no prisoners. But to disagree meant disloyalty and possible execution.

An Hour of Violence

The actual attack started about 5 a.m. and lasted about an hour or so. When it was over, the 182 defenders had been killed. Many of them were shot and bayoneted several times by Mexican soldiers wanting to impress their general. Some Texians who had survived the assault and asked for mercy were quickly executed. Santa Anna ordered that the corpses be burned in huge funeral pyres.



“Remember the Alamo...and Goliad!”

Just days later the Mexican forces attacked Texians at Goliad. Nearly 350 Texians surrendered. Santa Anna ordered their execution. Santa Anna then tried to destroy every farm and home in his quest to catch Sam Houston. His goal was to defeat Houston in battle and win the war. These Mexican victories were complete, but turned out to be short-lived. The rebels soon got revenge. The Texians were stirred by the battle cry “Remember the Alamo” and “Remember Goliad”

Houston and San Jacinto

Hoping to crush the remaining rebel forces, Santa Anna pushed his army further east. But near the San Jacinto River Sam Houston’s 900-man army stood up to the 1,250 Mexicans. Houston found the enemy in a “natural trap.” During siesta time on April 21, he ordered a surprise attack. With cries of “Remember the Alamo” and “Remember Goliad,” the Texans got revenge. They settled the score in only 18 minutes. When the dust cleared, around 650 Mexican *soldados* were dead and around 200 more lay wounded. Around 600 were taken prisoner including *Presidente-General* Santa Anna. He had tried to hide his identity before begging for mercy.

Beyond San Jacinto

As a prisoner, the defeated Santa Anna agreed:

- 1) to withdraw his Mexican army south of the Rio Grande;
- 2) never to take up arms against Texas;
- 3) to promote Texas independence when he returned to his capital, Mexico City.

All this was in return for his life. Santa Anna then became a prisoner in Washington, D.C. He met with U.S. President Andrew Jackson before returning to Mexico in February 1837. He was welcomed home as a returning hero. Santa Anna resumed his political career in Mexico. By the 1860s, however, his popularity had declined and he had few supporters. Santa Anna spent the next few years in exile. He returned to Mexico City, harmless and poor. He died, at age 82 in June 1876.





The Folksy Celebrity

The Legend

David Crockett was one of the “Big Three” defending the Alamo in 1836. Earlier he enjoyed fame and fortune as a bear hunter, a storyteller, and backwoods politician from Tennessee. He left his old life and went to Texas seeking more fame, glory, and opportunities. As one of 182 Texian defenders of the Alamo mission in San Antonio, Crockett became part of American myth. He chose to stay, fight, and die at the hands of the larger Mexican army. Thus, he and the other Alamo defenders live on as legends. His high-spirited life and dramatic death, as well as television and film versions of his life and death, have made him a heroic figure in American history.



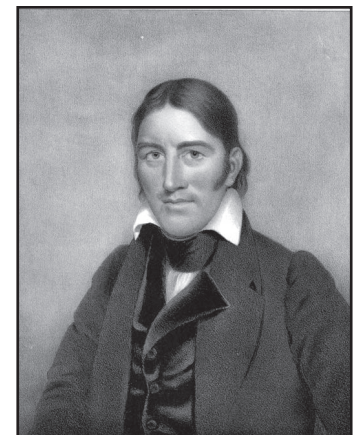
The Bear Hunter and Superstar

Born in Tennessee in 1786, Crockett’s real life reveals a series of hard knocks and many bad business decisions. (He was almost always in debt.)

As a young man, he worked as a farmer trying to make a living for a growing family. Farming, however, failed to fulfill his dreams. Crockett believed he was destined to be something more than a struggling small businessman, or a farmer. He finally walked into the forest of western Tennessee to hunt bears. He soon walked into American frontier lore as an extraordinary bear hunter. He reported without too much exaggeration that in one hunting season, he killed 105 bears! He also was good at telling tall tales about his encounters with the furry critters. Crockett became his era’s version of Daniel Boone, the previous generation’s frontier superstar.

The Politician

Soon his fame as a sharpshooter and storyteller spread. Crockett pursued a political career. By the early 1820s he was elected to the Tennessee legislature. He took an active role in public land policy in the west. Starting in 1827 he served three terms in the U.S. House of Representatives. Crockett’s fame, charm, and storytelling stirred the Tennessee people. While stumping (campaigning) for office, his “Be sure you are right then go ahead” philosophy appealed to voters. His popularity spread nationally. He even thought about running for president. His 1834 autobiography was an attempt to use his fame to achieve election success. It worked for a while. But as a Whig politician he challenged the policies of President Andrew Jackson once too often. Crockett failed to get elected to a fourth term. At age 49, he decided to pack up, leave the United States, and head for Texas.



“Gone to Texas”

Like hundreds of other restless men, David Crockett headed southwest to Texas. Texas was in the early stages of a revolution against Mexico. As he made his way west with friends, Crockett was hailed along the trail as a hero. He entertained these supporters with homespun speeches and humorous stories. He thought he might have a bright political future in Texas. He also thought this popularity might include a career as a land agent selling land to his many friends.



TEXAS STAR PROFILE #3: DAVID CROCKETT

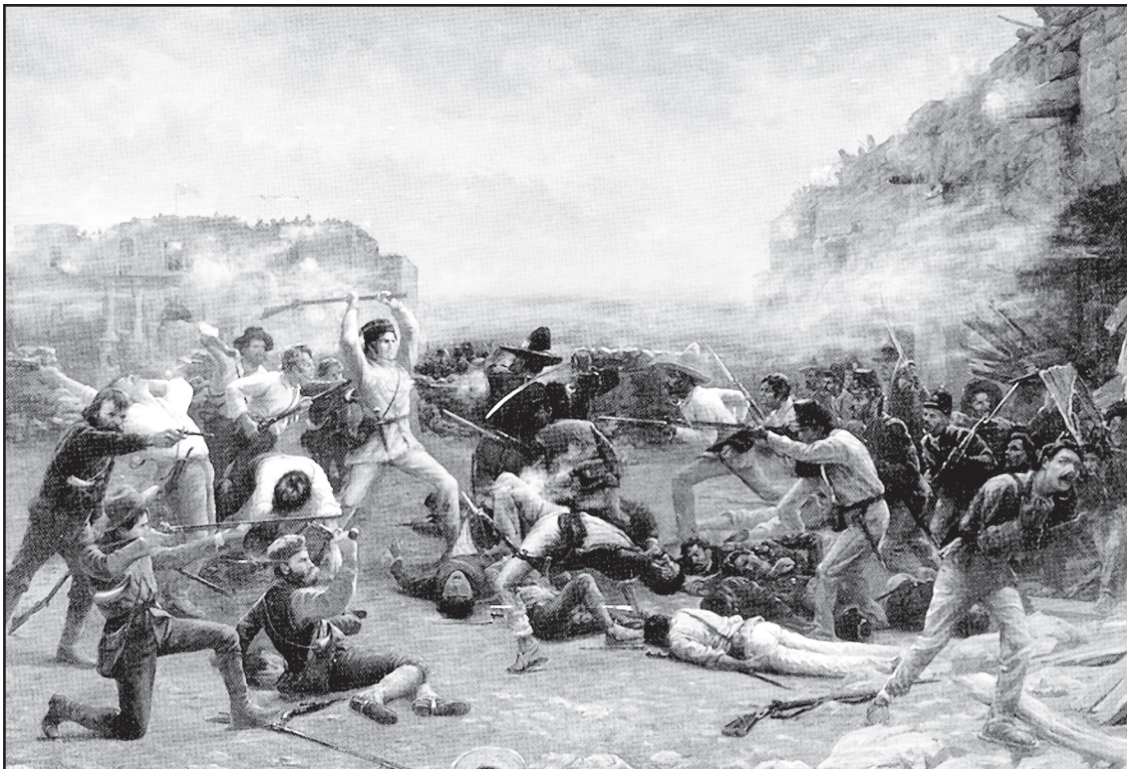
1824

Crockett in San Antonio

In early 1836, Crockett crossed the Red River into Mexican territory. His presence in Texas gave support to the rebellion as no other event. Within days of his arrival, Crockett bound himself to the cause with an oath. He also joined the rebel army for 6 months (and thus gained a grant of land). Crockett and his fellow Tennessee men eventually made their way to San Antonio. They arrived around February 5 to a hero's welcome. During a George Washington's birthday celebration days later, Crockett was the guest of honor. He entertained both Texians and *Tejanos* (local Mexicans) well into the night.

In the Alamo

For the next two weeks, Crockett was a welcome presence in San Antonio and the nearby Alamo. Preparations were moving along to fortify the mission's walls and defend against the certain arrival of Santa Anna and his army. Crockett's outgoing personality, humorous stories, fiddle playing, and his celebrity were popular with the Texians. Once the 13-day siege began (February 23–March 6), Crockett became almost claustrophobic inside the mission walls. He wished at one point to "march out and die in the open air." Like fellow legend Jim Bowie, Crockett favored negotiating with General Santa Anna. Colonel Travis, in charge of the fortress, would not consider this at all. Throughout the siege, the sharp-shooting Crockett stationed himself, with his rifle "Old Betsy" in hand, at the south palisade wall, near the chapel. Controversy still surrounds the exact details of his death. We may never know whether he died fighting or from capture and execution. We do know that David Crockett rejected escape and fought for Texas independence at the doomed Alamo. His valiant choice demonstrates the true depth of his heroic character.





TEXAS STAR PROFILE #4: WILLIAM B. TRAVIS

1824

The Commander

Glory in death?

In some ways William Barret Travis was the perfect commander for the Alamo in 1836. Probably like Leonidas at Thermopylae, he was both full of bluster and suicidal. At the Alamo Travis achieved a level of immortality, glory, and fame he may never have reached in life. Indeed, his dramatic and defiant role in standing up to the Mexican army overshadows everyone else.

Relishing the Storm Center

Born in South Carolina in 1809, William B. (“Buck”) Travis worked as a teacher, editor of a newspaper, and lawyer. He entered Texas in 1831, and settled along Galveston Bay at Anahuac. Travis opened a law practice. At the same time he studied Mexican law and the Spanish language. In 1832 Travis moved to San Felipe de Austin but remained connected to political events in Anahuac. When a dispute over customs duties (taxes) arose, he and several others took action against the local Mexican authorities. They captured the garrison and its supplies. Placing himself in the center of the conflict, Travis confronted the Mexicans and requested their surrender. When the garrison did surrender, Travis was viewed as a hero. He would soon relish this label again.



The Texas Revolution

By late 1835 Travis was in San Antonio. He was there helping the rebellious Texans lay siege to the Alamo. The Mexican *commandante* was General Martín Perfecto de Cós, Santa Anna’s brother-in-law. The Mexican garrison surrendered in December. Travis continued to play an important role as a lieutenant colonel of cavalry. He was also a recruiting officer for the army. Then Governor Henry Smith ordered Travis back to San Antonio to reinforce the men led by Colonel James C. Neill. Neill soon left, and Travis found himself in command of nearly 50 men. Over the next weeks, Travis, along with Green Jameson, oversaw the work to make a fortress out of the old mission compound. They strengthened its walls, mounted cannon, stored food and supplies, and constructed palisades to fill gaps in the walls. In addition, Travis wrote letters to Texas officials requesting reinforcements for the Alamo garrison. He realized that Santa Anna was approaching San Antonio to put a stop to the rebellion.



In the Alamo

The Mexican army began arriving in San Antonio on February 23, 1836. Travis and the other Texian and *Tejano* defenders retreated behind the mission walls. By the next day, Santa Anna demanded unconditional surrender of the Alamo garrison. Travis’s response was a shot fired from his largest cannon. After the siege began, Jim Bowie, who officially co-commanded at the Alamo, fell too ill to make important decisions. Travis assumed full command. His dramatic and patriotic letter to Texans



TEXAS STAR PROFILE #4: WILLIAM B. TRAVIS

1824

and all Americans made the Alamo situation clear. Travis wrote, “*I shall never surrender or retreat... victory or death.*” Travis took seriously his job of commanding the most dangerous post in Texas. Over the next 11 days, he guided and inspired the men inside the Alamo.

Leadership

Travis gave effective leadership inside the Alamo. Throughout the siege, he worked to reinforce the mission. He also wrote several letters pleading for more men to help defend the Alamo. The best illustration of his leadership is the way in which he inspired his men. Once the final attack began, as an example of courage and sacrifice, he stayed, fought, and died for the cause. He convinced a large group of frontiersmen and others to do the same, even though they had several opportunities to leave or escape. To some, however, Travis was an unstable commander. He had a dangerous flair for theatrics and bravado. He could be headstrong, oversensitive, and temperamental. Yet he was above all else fiercely patriotic. During the siege and assault, he did his job well.

The First to Die

Much is made of the controversy surrounding how David Crockett and Jim Bowie met their ends. No such controversy is attached to Travis’s death. Just minutes into the final Mexican assault, Colonel Travis was encouraging his men at the north wall. Running up the dirt embankment, firing bullets at the enemy, making a final dramatic stand...he took a single bullet in the forehead. Perhaps he was the first Texian (Anglo) to be killed in the attack.

The “Buck” Travis Legacy

The defiance of Travis against such a large enemy force appears suicidal. Yet the siege and the final assault on March 6 require a different look at both Travis and his men. They were willing to sacrifice their lives for a noble cause—to fight tyranny and gain liberty for others. Travis, as commander of the Alamo garrison, had the choice to stand, to escape, or to surrender. By choosing to make a stand at the Alamo, the 182 defenders extended the revolution. Their stand gave Anglo-Texian leaders precious time to recruit and build their army. It helped General Houston to organize resistance and survive to fight another day.





The Bedridden Fighter

Bowie the Frontiersman

Even if Jim Bowie (BOO • ee) had never died a hero at the Alamo, he probably would be famous anyway. He was a rugged frontiersman and alligator hunter, and popularized the Bowie Knife (also known as an “Arkansas Toothpick”). Yet Bowie’s contribution to Texian efforts to withstand the 13-day siege by Mexican troops was minimal. His lack of leadership in the last days inside the Alamo, and his death while bedridden, were a disappointing end for such a legendary fighter.

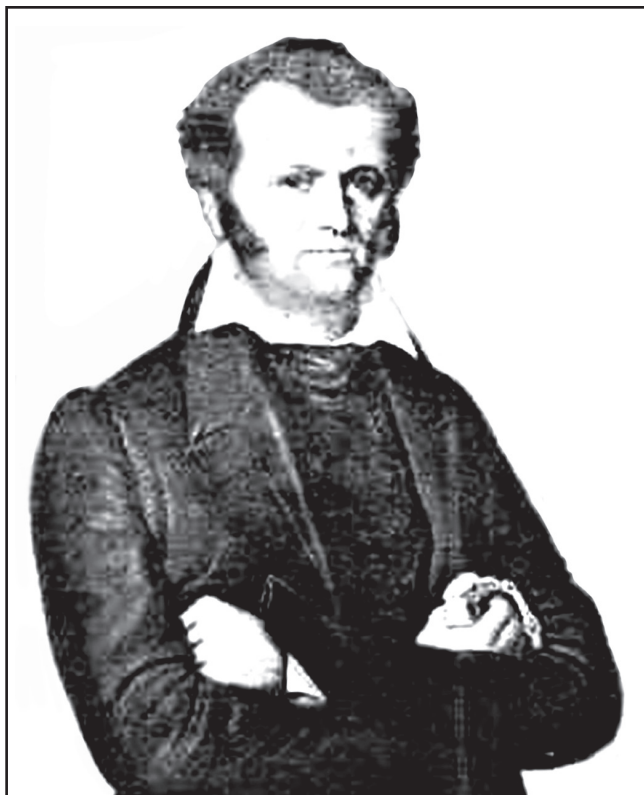


Bowie the “Businessman”

Born in 1796 in either Tennessee or Kentucky, James “Jim” Bowie, like David Crockett, became a frontier legend years before he took refuge in the Alamo in February 1836. Bowie was a well-known character all over the South. As a young adult, he became an accomplished hunter. Unlike Crockett—unlike few people!—he developed the unusual and dangerous skill of wrestling alligators. (The swamps of southern Louisiana are full of ’em.) He served briefly in the War of 1812. For several years he was a land speculator in Louisiana. During this time he often spent more money than he had. At times young Bowie, it has been said, was involved in counterfeiting and forgery. Bowie also sold slaves in Louisiana, working as a partner with pirate Jean LaFitte.

Bowie the Brawler

Bowie had a temper that resembled “an enraged tiger.” He was a polite and clever gentleman who in a flash might demand to settle a score on the spot. The weapon of choice was his namesake knife. The *Bowie knife* was a large, heavy, curved-blade hunting-butcher knife that he successfully used in numerous brawls. A “sandbar” fight in 1826 established his reputation. Bowie, wounded in the chest and thigh, managed to grab his opponent and thrust his “Bowie” knife into the man’s abdomen. From that day forward, man and weapon were





TEXAS STAR PROFILE #5:

JIM BOWIE

1824

forever linked. Years of fighting turned Bowie into a hero and America's greatest knife fighter. Tales of the "sandbar fight" and other brawls made him a legend.

Bowie in Texas

When Jim Bowie went to Texas in 1828, it was not his first visit. But he came to put down roots this time. He became a Roman Catholic and married Maria de Veramendi, whose father was the Vice Governor. Bowie now had connections. His business fortunes brightened. Texas was filled with political unrest. Bowie gradually took a larger role in the Texas revolution around him. At the same time, he lost his wife and children to cholera. The grieving Bowie found himself a valuable figure to the rebel forces. He spoke fluent Spanish, possessed a reputation as a fighter, and had obvious leadership qualities. Many Texas volunteers attached themselves to Bowie.

At the Alamo

By January 1836, Bowie was in San Antonio. He was under orders from Sam Houston to abandon or blow up the Alamo. Bowie ignored his commander's orders. By this time, the Mexican army under Santa Anna was marching toward Texas to crush the rebellion. For a while Bowie shared command of the Texians with James C. Neill. But when William Barrett Travis replaced Neill, the co-command became strained and difficult. However, the two men worked out a compromise. Eventually, Travis assumed full command of the Anglo-Texians in San Antonio. When they sought refuge from the Mexican army in the Alamo, Bowie fell ill with typhoid. He was confined to bed. An ailing Bowie would play no vital role in defending the Alamo.

The Death and Legacy of Jim Bowie

How Bowie met his death in the final hour of the 13-day siege is not known, at least in the details. Eyewitnesses and other survivors paint different pictures of Bowie's end. Most think Bowie was near death. Some claim he was strong enough to draw his pistols and kill several Mexican soldiers when they bolted into his room. One account says Bowie cowered under his blanket, waiting to be shot or stabbed with bayonets. However the end came, Bowie and the other 181 defenders (about 12 were local Mexicans called *Tejanos*) were all killed. In death, Bowie, like the others, has become immortal. His brave stand made him a legend. Had he lived, Bowie might have had a brilliant political career in Texas.





The Survivor

The Inside Story

Few survived the Alamo massacre on March 6, 1836. Every one of the armed defenders was killed in the final assault or executed soon after. Of those who survived to tell outsiders what really occurred on that day, one stands out: Susanna Dickinson. She was in the middle of the action during the siege. Much of what we know or conclude comes from her account. In fact, she and her daughter, Angelina, were the only Anglos to survive.



Before the Alamo

Not too much is known about Susanna Dickinson's background. She was born in Tennessee in 1814. Attractive, with blue eyes and black hair, at the age of 15 she married Almeron Dickinson. He was a blacksmith and future Texas patriot who would die with the others at the Alamo. In 1831 the couple left Tennessee and headed for the opportunities in Texas. The Dickinsons settled in Gonzales, about 70 miles east of San Antonio. Soon after, Susanna gave birth to Angelina. Like most Texians (Anglos living in Texas), Almeron became active in the revolution as settlers resisted Mexico's attempt to restrict the liberties and rights they were used to. In late 1835 Almeron joined the forces that besieged the Alamo. A Mexican garrison under the command of General Cós had retreated there. Susanna and Angelina stayed in Gonzales. A few weeks after the Mexicans surrendered, the two made the journey to San Antonio. There they stayed until the second, more famous siege was over.

Inside the Alamo

Dickinson, along with many local *Tejanos*, sought refuge inside the Alamo compound when Santa Anna's Army of Operations entered San Antonio. The non-combatants took shelter in the chapel for most of the siege. Dickinson probably saw little of the battle in the early dawn on March 6, 1836. Her story both confirms and contradicts other accounts of those bloody minutes. Among her recollections:

- Mexican troops breached (broke through) the north wall and poured into the plaza area. Her husband rushed into the chapel to say a last good-bye to his wife and daughter. She reported that he said, "Good God, Sue! The Mexicans are inside the walls. All is lost. If they spare you, save my daughter." He then kissed her and dashed off to meet his fate.
- The "last stand" of the battle took place in the church while she and other women and children were in hiding. She was hit in the calf, causing her to limp for days after.
- David Crockett came into the church during the battle. He knelt, prayed, grabbed his rifle, and then returned to the fighting in the open area outside the church.





TEXAS STAR PROFILE #6: SUSANNA DICKINSON

1824

- After the resistance ceased, every Anglo and *Tejano* combatant was killed. Dickinson was captured by Mexican soldiers, who called her by name. She was taken to General Santa Anna who treated her with respect. He spared her and her daughter's lives to carry the "message of doom"—no quarter, no prisoners—to the rebel forces. Santa Anna gave her a blanket and two pesos, and sent her to Gonzales to spread the word of terror. A black servant-cook accompanied them. Just outside San Antonio, Susanna met up with Joe, Colonel Travis's slave. Together the four made it to Gonzales. They were guided the last miles by Sam Houston's scout, "Deaf" Smith.
- As Dickinson left the Alamo, she watched Santa Anna order his soldiers to burn the bodies of the Alamo defenders in large funeral pyres.

Embellishing Heroism

It would be difficult to compare the story (as Susanna Dickinson related it to Houston on March 20) with the versions she wrote down and related much later. Houston took no notes. But it is clear she and Joe both changed their stories over many years. Using vivid imaginations to embellish details, the facts surrounding the deaths of Travis, Bowie, and Crockett became more heroic. Their later versions of the Alamo battle created strong visual images, especially of Crockett's glorious end. He was portrayed killing at least twenty *soldados* before the final blows were struck, killing him.

After the Alamo

Susanna Dickinson had lost almost everyone she knew or cared for, except her daughter. After she informed Sam Houston in Gonzales of the massacre she witnessed, she became old news, discarded for the most part. But when asked, she would retell the events she had seen. Over the years she told her story with colorful detail and several variations. As she lived out her life, some thought that the new republic should financially care for her and Angelina, the "babe of the Alamo." But that was not the case. She died in 1883.



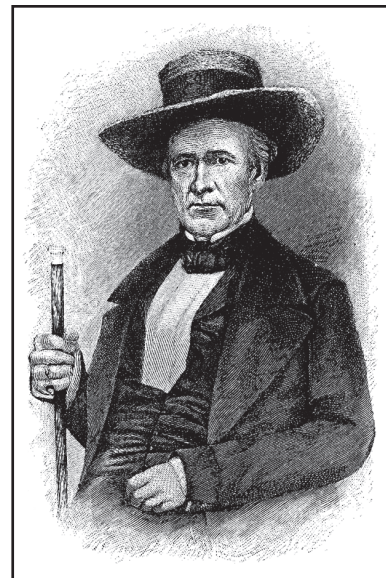
The Avenger

Winning the Revolution

A Texian victory after the Alamo siege and the Goliad massacre would make the loss of good men count for something. That victory came at the San Jacinto River near Galveston Bay in April 1836. It happened just weeks after the Alamo and Goliad defeats. The Texian responsible for winning the battle—and independence—was Sam Houston. This man was so important in early Texas history, he cannot be left out of any activity surrounding the story of the Alamo siege.

The Raven

Born in Virginia in 1793, Samuel “Sam” Houston received little formal education. Seeking escape from failures during his teen years, he periodically lived with the Cherokee Indians. They gave him the name *the Raven*. Houston joined the army during the War of 1812. As a soldier he distinguished himself at the Battle of Horseshoe Bend. But Houston wanted more from life than a military career. After studying law, he became an attorney in Tennessee. In 1823 he was elected to the U.S. House of Representatives. He became one of the Tennessee leaders of the Democratic Party. These successes allowed him to secure a permanent friendship with Andrew Jackson. He was elected governor in 1827. But some personal and political problems caused him to resign as governor.



Escape to Texas

As he had done before, Houston went to live with the Cherokees. He spent the next several years living as an Indian in dress and manner. He married a woman who was part Cherokee woman. Together they operated a trading post. At the same time, Houston served as an advocate for the Cherokees in dealings with the U.S. government. In 1832 Houston left the Cherokee tribe and went to Texas. Perhaps he was struck by restless energy or ambition. Perhaps he just wanted to start a new life in Texas. He left his wife and Cherokee ways behind.

The Alamo Falls

Looking for a new life (and probably parcels of land), Houston’s arrival in Texas was timely. Anglo-Americans in Mexican Texas were on the verge of revolution against President Santa Anna. Events were driving these Texians towards independence. Houston played an important role in fulfilling this dream. He served as presiding officer at the Convention of 1833 and helped write a Texas Constitution. Soon he was appointed commander-in-chief of the Texas army with the rank of major general. In years to come, Houston would prefer to be addressed as “general” rather than “senator” or “governor.” He took command of the army during the time the Alamo was under siege by Santa Anna’s army. Houston was only 70 miles away in Gonzales when a few survivors told him the horrible details of the Alamo’s fall. All 182 defenders were killed in battle or executed just afterward.

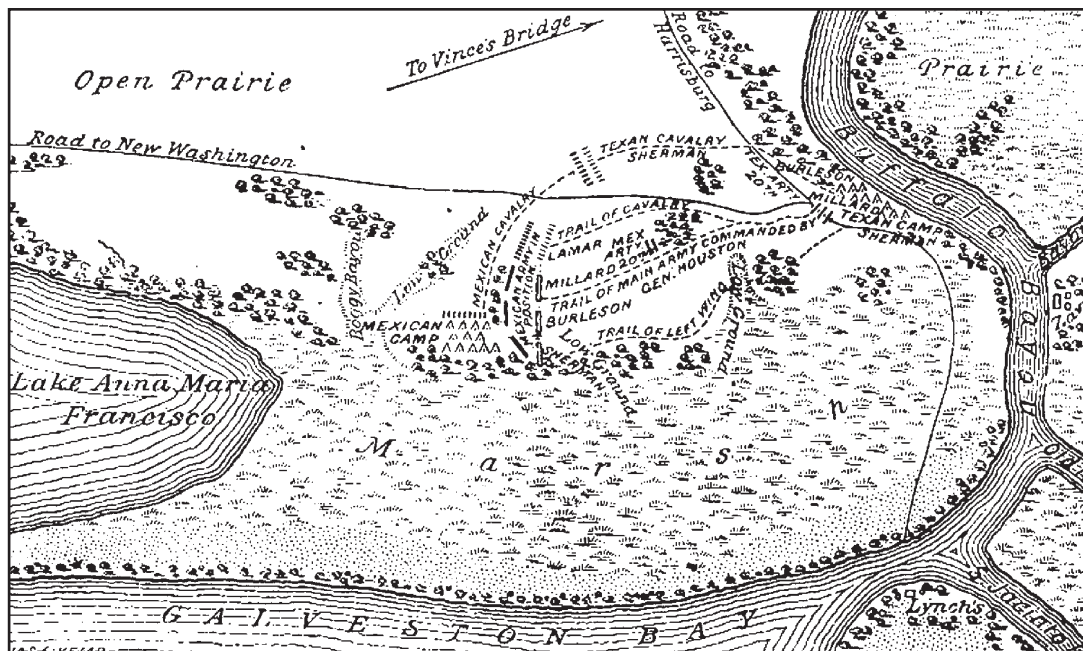


TEXAS STAR PROFILE #7: SAM HOUSTON

1824

Hero at San Jacinto

Defeating Houston and his army was Santa Anna's next objective. Houston fled eastward out of Gonzales. This strategic retreat became known as the "Runaway Scrape." Weeks later on April 21, 1836, General



Houston decided to strike at the large Mexican force near the San Jacinto River. He was outnumbered 900 to about 1,250. Houston ordered a surprise attack on the Mexicans during their afternoon *siesta*. With cries of "Remember the Alamo!" and "Remember Goliad!" Texian soldiers got their revenge. After 18 minutes of frenzied slaughter, some 650 Mexicans lay dead and another 600 were taken prisoner. Nine Texians died in the battle. Only 30 were wounded. Houston himself was hit in the ankle. This wound was not serious enough to prevent him from accepting the surrender of a captured General Santa Anna. To spare his life, the Mexican leader agreed never to bear arms against Texas again. He also agreed to withdraw his army to south of the Rio Grande. Santa Anna also promised to promote Texas independence in his country's capital.

Serving the Lone Star Republic

After San Jacinto, Texas had its independence, and a new hero. Houston was elected president of the Republic of Texas in September 1836. His dream was to have Texas become part of the United States. But it was not accomplished during his 2-year term. The United States was not ready to admit another slave state. When Texas finally entered the Union in 1845, Houston was one of its first two senators. He served in that capacity from 1846 to 1859. In 1859 he was elected governor of Texas, despite the unrest in his state and his stand opposing secession as civil war loomed. When Texas did secede, Houston refused to take an oath of allegiance to the new Confederate government. Houston was forced to leave office. Two years later, on July 26, 1863, he died at age 70.

The Raven's Legacy

Sam Houston was not a hero at the Alamo. He was not inside when it fell to Santa Anna on March 6, 1836. His contribution to Texas history lies in his role as commander of the Texas army. He defeated the Mexican troops of Santa Anna. His timing and military skill in the Battle of San Jacinto and his political leadership were impressive. Further, his role in bringing Texas into the Union was equally important. Certainly, Sam Houston deserves to be called one of the founders of Texas. Most believe he was a key figure in the westward movement of the United States as well.

TEXAS STAR REPORT



Name: _____

Contingent: _____

Texas Star: _____ **Profile #:**____ **Where from:** _____

Your contingent will research one **Texas Star**. Make notes on important information about his/her life and accomplishments. Your contingent has three major goals:

1. To provide as much information about your **Texas Star** as possible
2. To effectively role-play to teach others in your class about your **Texas Star**
3. To enable your listeners to take notes on what you say

Directions

- Discuss your research with your contingent. Pool your knowledge and complete this page.
- Discuss how to role-play your **Texas Star**, using techniques, props, costume ideas, etc.
- Rehearse (two students work together) role-playing your **Texas Star** in a 3–5 minute presentation.

Brief Life Summary (Include what brought this person to the Alamo.)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



TEXAS STAR REPORT



Personality Traits Include specific examples.

Major Contributions and/or Achievements during the Texas Revolution

The Role Played at the Alamo (or afterward, if applicable)

PRESENTATION RUBRIC

Name: _____

Contingent: _____

Volume, clarity, eye contact, and visual aids

4 — Exceeds the Standard —

- Your voice is **loud** and **very clear**.
- You **effectively communicate** the meaning of the action or scene.
- You **effectively use** visual aids and props.

3 — Meets the Standard with Quality —

- Your voice is **loud and clear**.
- You **communicate** most of the meaning of the action or scene.
- You **use visual aids** and props.

2 — Inconsistently Meets the Standard —

- Your voice is **not always loud** enough or you **do not always speak clearly**.
- You **only partly communicate** the meaning of the action or scene.
- Your use of visual aids and/or props is not very effective.

1 — Has not Met the Standard —

- The audience **cannot understand** most of your presentation.

TEXAS STAR JIGSAW NOTES

Name: _____

Contingent: _____

As you listen to the Texas Star presentations, jot down key facts and ideas that capture the essence of each person. Include the person you researched and presented.

<p>Texas Star : _____</p> <p>Where from? _____</p> <p>Early life/why came to Alamo? _____</p> <p>_____</p> <p>_____</p> <p>Personal traits _____</p> <p>_____</p> <p>_____</p> <p>Claim to fame _____</p> <p>_____</p> <p>_____</p> <p>Role played at/after Alamo _____</p> <p>_____</p> <p>_____</p>	<p>Texas Star : _____</p> <p>Where from? _____</p> <p>Early life/why came to Alamo? _____</p> <p>_____</p> <p>_____</p> <p>Personal traits _____</p> <p>_____</p> <p>_____</p> <p>Claim to fame _____</p> <p>_____</p> <p>_____</p> <p>Role played at/after Alamo _____</p> <p>_____</p> <p>_____</p>
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PROJECT SELF-EVALUATION

Name: _____ Contingent: _____

Date: _____ Project: _____

Planning

1. What was the purpose of this project? _____

2. What specific part did you accomplish? _____

3. How well did your contingent work together? _____

4. What difficulties were overcome? _____

Presentation

1. Did your contingent's presentation hold the audience's attention, was it creative, and did it tell the full story of the project assignment?
2. Did each member of your contingent contribute interesting comments and advance the understanding of your project?
3. Did you speak loudly and clearly, use appropriate and expressive language, and make effective use of visual aids and props?

Brag List (Other considerations you would like to add to enhance your evaluation)



OTHER NOTABLES IN THE ALAMO STORY



James Fannin (1804–1836)

Fannin was a key military figure in the Texas Revolution until the Alamo siege. He got “cold feet” or “a case of the slows” when it counted. He failed to heed Travis’s plea and lead his 350–400 Texians from Goliad to San Antonio, to reinforce the Alamo garrison. “Where is Fannin?” was a constant question asked by the Alamo defenders throughout the siege. Eventually, as he was destroying his fort at Goliad, Fannin and his men were captured. Later, at Santa Anna’s orders, they were executed. This gave the war for independence another battle cry: “Remember Goliad!”



Erastus “Deaf” Smith (1787–1837)

Although hearing-impaired, he was General Sam Houston’s most valued scout and messenger. “Deaf” Smith served the Texas army by keeping Houston informed of the Mexican army’s whereabouts during Houston’s “runaway scrape,” or strategic retreat. Earlier, Smith was on his way to gather information on the Alamo siege. He met survivors Susanna Dickinson, her daughter, and Colonel Travis’s slave, Joe. Smith guided them to Gonzales. They told their story to Houston. Most important to the cause, however, was Smith’s success in destroying Vince’s Bridge. This action eliminated the enemy’s line of retreat, on the eve of the battle at San Jacinto.



Juan Seguín (1806–1890)

Few Mexicans were more important in bringing about independence than Juan Seguín. He was an important *Tejano* loyal to Anglo-Texas. Indeed, he led cavalry units in key engagements for the Texians. He even oversaw a dignified burial of the remains of the Alamo defenders. But, sadly, his service was ignored and unappreciated. He became a victim of prejudice and racism. Texas vigilantes forced him into a Mexican exile. Eventually he chose to serve for a time in the Mexican army rather than go to prison. Later, a brief return to Texas was followed by another Mexican exile. He died in 1890.

Louis Rose (1786–1850)

He is known as “the coward of the Alamo” because he slipped out of the compound one day before the final assault. But Louis Rose’s story may not even be true. He was a veteran of the Napoleonic Wars and not really a Texas patriot. Rose told some friends, some time after his escape, that he didn’t want to die by a Mexican sword in the doomed mission. Further, a chat with fellow defenders Jim Bowie and David Crockett established in his mind that he had no real reason to stay and die with the others. Afterward, he listened to a speech by Colonel Travis on the hopelessness of being reinforced by more Texians. The colonel drew a line in the dirt. He asked for those willing to die for Texas to cross it and join him. Only Rose chose not to stay. Later he jumped the wall, slipped through the Mexican lines, and headed north. Though Rose did exist, his fanciful escape is hard to prove. Nevertheless, for the rest of his life, Rose had to face up to being the only Anglo survivor of the original defenders.



OTHER NOTABLES IN THE ALAMO STORY



Jose Enrique de la Peña (1807–1841)

He was a battle-experienced officer in Santa Anna's Army of Operations during the siege of the Alamo. Lieutenant de la Peña served as a messenger for the esteemed Toluca Battalion. He experienced a roller-coaster military career. He supported at one time the Constitution of 1824 and forces opposing Santa Anna. This earned him a prison term in Guadalajara. At some point de la Peña wrote a history of Santa Anna's Texas campaign. In it he stated that Alamo defender David Crockett was captured at the end of the battle and executed at Santa Anna's orders. De la Peña's version of Crockett's death raised much controversy. Some historians called the Mexican's diary fiction—that Crockett died in the open plaza, swinging his rifle like a baseball bat. Others feel the work is authentic.

Benjamin Rush Milam (1788–1835)

Kentucky born and a veteran of the War of 1812, Milam was one of the earliest Anglos to go to Texas. He arrived in 1818, before Stephen Austin began colonizing. His adventures in Mexican Texas often resulted in prison. He escaped each time. In 1835, Milam joined General Austin's forces preparing for a siege of the Alamo to remove the Mexican garrison. Commissioned as a scout, Milam arrived in San Antonio. He found Edward Burleson in command. Burleson was ready to abandon the effort and return to Goliad. Milam convinced him to continue the siege if he (Milam) could recruit enough Texians to fight. That night Milam's efforts produced 300 volunteers. The next day, December 5, the Texian force attacked San Antonio. But before the Alamo fell on December 10, a sniper's bullet from a Mexican rifle ended Milam's life. Many think Milam is the first hero to die in the six-month Texas Revolution.



James Bonham (1807–1836)

James Bonham deserves to be one of the heroes of the Alamo siege. In fact, Colonel James Butler Bonham was the Alamo's supreme messenger and recruiter. He rode back and forth between San Antonio and Goliad. He was born and raised in South Carolina, like his distant cousin, William B. Travis. Bonham was well-educated and practiced law. Personal problems forced him to flee to Texas. He arrived in November 1835, during the early stages of the revolution. In January, Sam Houston ordered Colonel Jim Bowie to San Antonio with instructions to abandon or destroy the Alamo. Bonham joined Bowie and for the next seven weeks became the main messenger for the garrison. Bonham did the best he could to encourage Texian leaders like Colonel James Fannin at Goliad to send reinforcements. Few responded.

When he rode toward the Alamo for the last time on March 3, he had to go through the Mexican army surrounding the compound. Dodging the bullets fired at him, Bonham was soon inside the walls. He delivered a letter stating that Fannin was on his way. (He never came.) Bonham stayed to become part of the doomed garrison. He died in the chapel during the "last stand."

Many Brave Tejanos

A case can be made that the real Texas martyrs at the Alamo were the local Mexicans. Around 12 chose to stay and fight. These *Tejanos* had lived in San Antonio, Gonzales, and on nearby farms their entire lives. Over the years, they too felt the harsh effects of the Mexican laws and wanted change. Perhaps racism and the attention given to Crockett, Bowie, and Travis have played a part in denying attention to these brave Texians. The fight for freedom in Texas was their fight too. Men such as Toribio Losóya, Damacio Ximenes, José Gregório Esparza, Carlos Espalier, Juan Badillo, Juan Agamillo, and Andres Nava deserve a place in any tribute or shrine to the Alamo defenders. A fact to keep in mind: most of the Anglos at the Alamo were recent arrivals (Crockett was in San Antonio for four weeks!)

FROZEN MOMENTS #1: “RETREATING INTO THE ALAMO”

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This Is How It Works

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 - a. The scenario provides additional details to make the event more real for the audience.
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 - c. Select one of the individuals and read the background information provided.
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“Retreating into the Alamo”

Colonel Travis, Texian defender, Tejano defender, David Crockett

Your Scenario: Chaos reigns as Texians and *Tejano* supporters scurry for protection behind the Alamo compound walls. Santa Anna’s cavalry and infantry bolt into San Antonio and surround the mission.

Colonel Travis

Narrator’s Question: “So, Colonel Travis...Santa Anna is here sooner than expected and you are stuck in the Alamo. Is it really worth losing your life defending this old mission?”

Notes to prepare a Response

- It is not just the mission we’re defending. More important, we are defending our rights as Mexican citizens.
- The Constitution of 1824 allowed us more self-determination, meaning we can have slaves if we choose and govern ourselves.
- The corrupt government in Mexico City abolished this constitution and tried to collect unfair taxes. Further, Santa Anna wants no more Anglos coming into Texas.
- At this point in the Texas Revolution, we want independence. That’s what it will take to regain our rights and liberties.

FROZEN MOMENTS #1: “RETREATING INTO THE ALAMO”

Texian Defender

Narrator’s Question: “Well, soldier, behind these walls you prepare for an indeterminate siege. How long can you hold out against what looks to be about 5,000 Mexican *soldados*? I mean, the Alamo is no fortress.”

Notes to Prepare a Response

- We are prepared to hold out as long as we can. We know the odds are against us.
- All of us feel that reinforcements will come soon, probably from Gonzales or Goliad, only 70 or 95 miles away.
- Colonel Fannin in Goliad has nearly 400 men. We could defend the Alamo indefinitely with 500–700 men.
- True, the Alamo is no fortress. But we will continue to fortify the walls, dig wells, and build up areas along the perimeter with dirt and timber.

Tejano Defender

Narrator’s Question: “Señor, that Mexican tune Santa Anna’s military band keeps playing is frightening—almost eerie. It gives me the willies. And the flag atop the town church bell tower. What’s that all about?”

Notes to Prepare a Response

- From my understanding, the tune is the *Deguello* (day • GWAY • oh). It is a medieval song and means “cut throat” or “behead.” Playing it often makes Santa Anna’s intention quite clear: bloodshed will come.
- The flag, or banner, he raised on the bell tower means Santa Anna will take no prisoners; no surrender, no quarter—meaning no mercy will be granted to us, his enemy.
- The flag is blood red—needing no further explanation.
- Santa Anna ordered the flag flown from the town’s highest point—the church—so his troops and we can always see it flapping in the breeze.

David Crockett

Narrator’s Question: “And now, Private Crockett...you’re all trapped, surrounded by the Mexican army. This is a depressing and hopeless situation for you all, right?”

Notes to Prepare a Response

- No, not hopeless. We think we’ll be relieved or at least reinforced by Fannin from Goliad, or others, soon.
- If not, we’re prepared to do battle when the assault comes. We’ve got a lot of skilled marksmen. The Mexicans will lose many men in trying to take this old mission.
- If worse comes to worst, we’ll fight to the death!

FROZEN MOMENTS #2:

“TIGHTENING THE NOOSE”

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“Tightening the Noose”

Juana Alsbury, Dr. Pollard, Colonel Travis, Colonel Travis

Your Scenario: In one room in the low barracks, Colonel William B. Travis, Dr. Amos Pollard, and a *Tejana* woman are standing around Jim Bowie’s cot. Bowie groans and moans. We hear artillery fire in the background and the explosion of shells close by. It is the second day of the siege—February 24.

Juana Alsbury, *Tejana* “nurse”

Narrator’s Question: “So, Señora Alsbury...for a day now you’ve been surrounded by Santa Anna’s army. The bombardment has commenced. But Colonel Bowie here is too ill to be an effective co-commander. What’s the problem?”

Notes to Prepare a Response

- *Señor* Bowie is very sick: burning fever, chills. He is throwing up and has blood... (*whisper*) in his diarrhea.
- At this point it is difficult for him to sit up or walk. We have quarantined him from most everyone in the compound.
- He is not getting better. In fact, his condition appears to be getting worse.
- He probably has typhoid, maybe pneumonia.

FROZEN MOMENTS #2:

“TIGHTENING THE NOOSE”

Dr. Pollard

Narrator’s Question: “Juana here has been Colonel Bowie’s nurse, Dr. Pollard. In your professional opinion, what is Colonel Bowie’s situation? What do you recommend?”

Notes to Prepare a Response

- He has a “peculiar disease of a peculiar nature.”
- The colonel’s life-long drinking habit has had some effect on his recovery, if not a cause.
- I do believe he is unfit for command. I recommend that Colonel Travis assume full command of the garrison. Bowie cannot make decisions that demand clear thinking.

Colonel Travis

Narrator’s Question: “Colonel Travis, just a few hours ago, Santa Anna sent an officer with a white flag to demand the garrison’s surrender. How did you respond to this?”

Notes to Prepare a Response

- We refused to receive the messenger. What’s the point?
- Santa Anna has made it clear. He is flying the red flag flying less than 1,000 yards from us, atop the town church bell tower: no mercy, no prisoners, no surrender. So...(pause)...no surrender!
- In response to the Mexican flag, I fired off a shot from our 18-pound cannon.
- The ball landed harmlessly in town. My act of defiance served notice to the Mexicans that we will never give up!

Colonel Travis

Narrator’s Question: “Word around the compound has it that you have written another letter. In it you make an emotional appeal to Texian patriots. You ask them to come immediately to relieve and reinforce the Alamo. Colonel, would you read the letter to us?”

Travis’s Response

(Dramatically read the letter.)

Fellow citizens and compatriots—

I am besieged, by a thousand or more of the Mexicans under Santa Anna. —I have sustained a continual Bombardment & cannonade for 24 hours & have not lost a man. —The enemy has demanded a surrender at discretion, otherwise, the garrison are to be put to the sword, if the fort is taken. —I have answered the demand with a cannon shot & our flag still waves proudly from the walls. —*I shall never surrender or retreat.* Then, I call on you in the name of Liberty, of patriotism && every thing dear to the American character, to come to our aid, with all dispatch. —The enemy is receiving reinforcements daily & will no doubt increase to three or four thousand in four or five days. 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—Victory or Death!

William Barret Travis
Lt. Colonel Comdt.

FROZEN MOMENTS #3:

“FACING THE GRIM FACTS”

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“Facing the Grim Facts”

Colonel Travis, David Crockett, Colonel Bowie, Louis Rose

Your Scenario: Colonel Travis assembles the garrison in the large plaza to clearly spell out in a dramatic way the desperate situation they all face.

Colonel Travis

Narrator’s Question: “So, Colonel Travis...it doesn’t look like there’ll be any reinforcements after the 32 men from Gonzales sneaked in a few days back. What now, sir?”

Notes to Prepare a Response

- My men need to know the situation. (*pause—turn to face the assembled soldiers*) Brave companions! It looks like our fate is sealed. Within hours, perhaps, we most certainly will be in eternity.
- Our destiny is set. Our garrison is doomed. I wish I could tell you more reinforcements will come to help. Perhaps I have deceived you with a promise of help.
- Clearly, we have three options: We as individuals can decide to surrender and be executed. We can try to escape into open country. Or we can stay, fight, and die—taking as many *soldados* as possible to eternity with us.
- I choose to stay and fight until my last breath, a free Texian (*stop to dramatically draw a line in the dirt*). Who will cross this line and fight with me—for God and Texas!? (*All but Crockett, Bowie, and Louis Rose cross.*)

FROZEN MOMENTS #3:

“FACING THE GRIM FACTS”

David Crockett

Narrator’s Question: “All but three respond to Colonel Travis’s words and cross the line. David Crockett is one of these. Private Crockett, why did you not cross the line?”

Notes to Prepare a Response

- Well, I had hoped to vamoose a few days ago, or at least try to convince Travis here to surrender—perhaps to fight another day.
- But if it comes to facing Mexican sabers, I’d prefer to do battle outside these walls. I’d rather let “Old Betsy” (*pats rifle*) do her talkin’ out in the open.
- I guess I’m against being penned up. I’ve told most folks this feeling.
- But the only reason I’m still standing here, and not over yonder, is so I can help Jim Bowie cross with his cot. If one of my Tennesseans will assist me, we’ll get Jim across Colonel Travis’s line.

Colonel Bowie

Narrator’s Question: “Colonel Bowie, what are your thoughts right now?”

Notes to Prepare a Response

- (*In pain, sick*) Move me across the line, Crockett. We’ll fight together. (*He is moved.*)
- I’m not much good killing Mexicans from my bed. And maybe it will be a chore to defend myself when the fight comes.
- But here is where we’ll all take our stand...for Texas!

Louis Rose

Narrator’s Question: “Everyone listened to Colonel Travis’s stirring words and now all but one have crossed the line to fight. Only Louis Rose, a Frenchman, has chosen not to fight. Mr. Rose, perhaps you need to explain your decision?”

Notes to Prepare a Response

- I do? To cross the line is to die.
- I’m not really a Texas patriot, committed to this cause. I’ve talked with Crockett and Bowie and they don’t disagree with me.
- I’m no coward. After all, I fought in the European wars back 25 years. I survived them and I plan on surviving this one, too. But I’m sure later on people will call me “the coward of the Alamo.”
- I’ll jump the walls tonight and live to tell this story.

FROZEN MOMENTS #4:

“THE BATTLE PLAN IS SET”

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“The Battle Plan is Set”

General Santa Anna, General Castrillón, General Ramírez y Sesma, General Santa Anna

Your Scenario: President-General Santa Anna meets with his senior officers. He wants to review their opinions about the imminent final assault and to express his views on taking prisoners. Santa Anna is not concerned at this time about possible rebel reinforcements.

General Santa Anna

Narrator’s Question: “General Santa Anna, you and your army have been here 11–12 days. What are your immediate plans?”

Notes to Prepare a Response

- We have pounded the mission walls and buildings with our cannon and we have inched our batteries closer and closer. I believe it is time to attack and smash the rebels.
- I would like to wait for more heavy artillery, but it still could be days before they arrive. My large army is so spread out that artillery often lags behind. In truth, that is why I stopped in Béxar—to have the rest catch up.
- The possibility of rebel reinforcements is remote, but I want to attack soon—perhaps tomorrow—before they might surrender. Their blood must be shed!
- In any case, crushing these rebels here before moving on to Houston’s army is but a small affair. Now I have summoned my senior staff to hear what they have to say.

FROZEN MOMENTS #4:

“THE BATTLE PLAN IS SET”

General Castrillón

Narrator’s Question: “So...*El Presidente* has asked his staff their military opinion on when and how to attack. General Castrillón, are you in accord with Santa Anna’s plan?”

Notes to Prepare a Response

- I believe we should postpone the attack for 3–4 days. We need to keep pounding at the mission’s wall. Inside, the rebels’ morale must be slipping.
- It is my opinion that General Gaona is nearing San Antonio. With him are two 12–pound cannons and other artillery pieces.
- With these weapons, the Alamo walls will crumble like loose sand in 8–10 hours.
- If we could knock down the weak north wall, a rebel surrender could occur.
- Surrender or a breach in the walls will also spare Mexican blood.
- Regarding prisoners, we Mexicans are civilized men. Honorable men accept surrender.

General Ramírez y Sesma

Narrator’s Question: “General Ramírez y Sesma, you are one of Santa Anna’s top officers and we would expect you to agree with his plans and decision about taking no prisoners. He wants consent, not advice, from his staff, right?”

Notes to Prepare a Response

- True. *El Presidente* has made his decision and, for the most part, I concur with his plan.
- We have been here for 12 days. The prospect of attacking American riflemen who are crack shots and situated behind high walls is not comforting. Still, the rebels must be attacked soon.
- Our losses will be high, yes. And we could wait for more artillery to pound at the walls until they crumble. But the cat-and-mouse game must end.
- Santa Anna does not want the rebels to surrender and rob him of the glory that General Urrea is achieving south of us. Blood must be shed as an example to the rest of Anglo Texas.

General Santa Anna

Narrator’s Question: “General Santa Anna, you’ve heard your senior staff speak about your plans. Has this council of war altered your decisions?”

Notes to Prepare a Response

- It will not delay the assault. We will attack tomorrow morning, Sunday, March 6, an hour before dawn. My *soldados* will rise at midnight and advance with bugle calls about 5 a.m. in the pre-dawn darkness.
- Four columns will attack simultaneously, with a heavy concentration at the “soft” north wall. Many in the first wave will carry scaling ladders.
- We will pound away until the walls are breached.
- Once in the compound, my orders are that every Anglo defender will die.
- The Alamo must fall. Their surrender is out of the question. I want to cause a sensation throughout Texas with their blood and my glory. There will be no prisoners taken!

FROZEN MOMENTS #5:

“THE FINAL ASSAULT”

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“The Final Assault”

Colonel Travis, Colonel Bowie, David Crockett, General Santa Anna

Your Scenario: To the music of the *Deguello* and the cries of *Viva Santa Anna!* and *Viva Mexico!* by Mexican *soldados*, the 13-day siege ends with a final assault to breach the Alamo walls. Travis and Crockett run to halt the Mexican infantry as best they can. In his room a bed-ridden Bowie cocks his pistols and prepares to meet his attackers.

Colonel Travis *(with a shotgun and saber)*

Narrator’s Question: “The final assault has begun and after a delay, you Texians have now returned fire and stopped the first waves of the assault. Colonel Travis, how can you stop the enemy if they continue to batter you with massive attacks? It looks like they caught you by surprise.”

Notes to Prepare a Response

- Most of us were sleeping. John Baugh awakened me with “The Mexicans are coming!” I grabbed my gun and saber and now I’m here at the gun emplacement of the north wall.
- *(Travis yells to others.)* “Come on boys, the Mexicans are upon us and we’ll give ‘em hell!”
(Travis fires his shotgun from his vantage point on the wall. Seconds later, Travis is hit with a single bullet, knocking him off the gun emplacement to the plaza ground. He dies quickly.)

FROZEN MOMENTS #5:

“THE FINAL ASSAULT”

Colonel Bowie

Narrator’s Question: *(Bowie is groaning and moaning, bed-ridden in his room)* “It’s been several minutes since Colonel Travis died. The Mexicans finally breached the north wall. They are all over the dark, smoky compound now. The defenders are being pushed back into the barracks. Jim Bowie here is in bed, appearing too sick to fight off any attack. Colonel Bowie, are you able to defend yourself?”

Notes to Prepare a Response

- Darn right. Let ‘em come! *(pause)* It’s hard to see in here—it’s still dark outside and all the gunpowder smoke has created a haze.
- I had Juana Alsbury, my sister-in-law, load my pistols just for this moment. I’d use my famous knife if I had the strength.
- Whatever...when they come, I’ll take ‘em to hell with me.

(Suddenly, several Mexican soldiers burst through the door of Bowie’s room and they and Bowie fire their weapons simultaneously. The soldiers who survive Bowie’s volley, stab him with bayonets. He dies quickly.)

David Crockett

Narrator’s Question: “Private Crockett, Colonel Travis put you at the south perimeter to strengthen it because you Tennesseans are the best shots. Right?”

Notes to Prepare a Response

- Right. *(Firing off his rifle at attacking soldiers)* This part of the Alamo has no wall really, just wooden pickets and piled dirt. But it looks like the north wall *(looks in that direction)* behind me is being breached.
- I saw Travis go down. And the enemy went into Bowie’s room. They’ll find a tiger in there.
- So...now me and my riflemen need to vamoose to the north wall or at least meet the Mexicans head on in the middle. We may not get that far.

(Crockett detours into the chapel to pray and re-appears in the plaza. There he confronts several soldados. They battle hand to hand until Crockett, overwhelmed, falls dead.)

General Santa Anna

Narrator’s Question: “Nearly an hour after the initial charge began, the battle of the Alamo is over. There are bodies everywhere. All Anglo defenders are dead. Santa Anna enters the compound. *(pause)* General Santa Anna, are you satisfied with what you see? And what happens now?”

Notes to Prepare a Response

- We have recaptured the Alamo. This was one of our goals. We have taught the rebels a lesson that only terror and bloodshed could do.
- Let the message reach General Houston. In fact, I am sparing the lives of Mrs. Dickinson and Travis’s slave to carry the word.
- Our losses were minimal. My men fought bravely. This battle for me was but a small affair.
- Now I have ordered the rebel bodies to be cremated in three funeral pyres. This will be the final indignity to their folly and treason.
- My next goal is to chase and catch Houston and his army. That will end the “Texas Revolution” once and for all.

FROZEN MOMENTS #6:

“HOUSTON HEARS THE ALAMO SURVIVORS’ STORY”

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“Houston Hears the Alamo Survivors’ Story”

Susanna Dickinson, Joe, “Deaf” Smith, General Houston

Your Scenario: The Alamo battle has been over for about a week. Its only Anglo survivors are Mrs. Susanna Dickinson and her daughter, Angelina. They and Joe, Colonel Travis’s slave, set out for Gonzales. Along the way they meet scout “Deaf” Smith who escorts them to General Sam Houston.

Susanna Dickinson

Narrator’s Question: “Mrs. Dickinson, you, your daughter, and Joe survived the Alamo battle. You have ridden and walked 70 miles to reach Gonzales. Where exactly were you during the battle, what did you see, and what did you tell General Houston?”

Notes to Prepare a Response

- I was in the sacristy of the old Alamo chapel in the southeast corner of the compound. All the *Tejana* women and children were there. The church walls are thick and protected us.
- I didn’t see the entire battle. But the church was the site of the last stand. My husband came in to say good-bye and Mr. Crockett came in to pray briefly.
- Soon after, I did see Crockett die a hero’s death in front of the church.
- And President-General Santa Anna met with me after the battle. He said to give General Houston an eyewitness account of his terror. Once on the road, I met up with Joe, Colonel Travis’s slave.
- Together we told General Houston what we saw. The awful scenes in the Alamo will never leave me.

FROZEN MOMENTS #6:

“HOUSTON HEARS THE ALAMO SURVIVORS’ STORY”

Joe, Slave of Colonel Travis

Narrator’s Question: “Joe, you’ve been in the middle of events for a few weeks now. Will you share your memories with us?”

Notes to Prepare a Response

- I was Colonel Travis’s slave—certainly not a committed Texas patriot. After all, I had very little freedom, though treated well by Travis.
- Before the final assault, I was worried that I would be killed, that I would be unable to convince the Mexicans that I was a non-combatant slave. I practiced saying in Spanish, “I am a Negro slave” over and over. It worked.
- After the battle, Santa Anna asked me to identify the bodies of Travis, Crockett, and Bowie.
- Essentially, the experiences I related to General Houston are the same as Mrs. Dickinson’s.

“Deaf” Smith

Narrator’s Question: “As the three survivors made their way to Gonzales, about midway they met ‘Deaf’ Smith, Houston’s chief scout. ‘Deaf,’ you found the small party along the Gonzales road and escorted them to General Houston?”

Notes to Prepare a Response

- That’s right. They were exhausted, and in some ways still in shock.
- As General Houston’s scout, I was out on the road so I could keep him aware of Santa Anna’s position. Then, as I was headed toward San Antonio, I came upon these weary travelers.
- In the few days we traveled together, both Mrs. Dickinson and Joe related their stories of the Alamo to me. I heard it all before the General did.
- We’ve got to get revenge for what happened at the Alamo.

General Houston

Narrator’s Question: “Any revenge for the Alamo massacre must fall on the strong shoulders of General Sam Houston, commander of the Texas armies. General Houston, what’s the situation now and what are your plans?”

Notes to Prepare a Response

- I first heard of the Alamo’s fall from two *Tejanos* who rode into Gonzales five days later. Mrs. Dickinson and Joe have given me further details to confirm the results of the battle.
- It was a tragedy that should never have happened. I expected my orders to destroy and abandon the Alamo to be carried out. Both Bowie and Travis disobeyed me.
- But now, since Santa Anna’s next goal is to capture my army and me, I must take action. I’ve decided to march my army eastward across Texas.
- For the time, I must avoid Santa Anna. We are not ready to oppose him in a major battle.
- Trust me, when I am ready, I will pick the spot and the time.
- Only a few days before the Alamo was taken, our delegates at Washington-on-the-Brazos voted unanimously for Texas independence.
- Only a victory by our armies over the Mexicans will secure that independence.

FROZEN MOMENTS #7:

“SANTA ANNA SURRENDERS TO HOUSTON”

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“Santa Anna Surrenders to Houston”

Texian soldier, General Houston, General Santa Anna, “Deaf” Smith

Your Scenario: Just six weeks after the fall of the Alamo, General Houston’s Texians defeat the Mexican army.

Lying on a blanket nursing a wounded ankle, General Houston accepts the surrender of General Santa Anna. The President-General promises full independence for Texas. Scout “Deaf” Smith and other Texian soldiers watch the proceedings.

Texian Soldier

Narrator’s Question: “The Texians are flushed with victory after routing Santa Anna’s army at the San Jacinto River. They have made Texas an independent republic. How did you pull this off, lieutenant? Just weeks ago, your army was small, hungry, and without discipline.”

Notes to Prepare a Response

- After hearing about the Alamo, General Sam decided to move east—a very unpopular move. But it was a sensible move. It was more important to wait and recruit more soldiers.
- General Sam told us he wanted to strike at Santa Anna when and where it best suited him.
- So we retreated in what he called “the runaway scrape.” In reality, we were in full flight. Along the way we lost men to desertion and disease.
- Eventually, the two armies closed in on each other. On April 19, 1836, Houston told us that “victory is certain...Remember the Alamo!”
- This refrain whipped us up. We were ready. Two days later, with luck and great timing, we caught the Mexicans napping and slaughtered 650 of ’em. We lost 9 with 30 wounded.
- The victory made us an independent republic.

FROZEN MOMENTS #7:

“SANTA ANNA SURRENDERS TO HOUSTON”

General Houston

Narrator’s Question: “It’s over, General Houston. You soundly defeated Santa Anna in battle and won independence for Texas. Now what’s in store for the captured President-General and for Texas?”

Notes to Prepare a Response

- (*Lying on a blanket, nursing a painful ankle wound*) Yes, the battle and war are won. My men captured General Santa Anna, who was trying to hide his identity. His soldiers gave him away.
- I had him brought to me as I lay here on this blanket nursing an ankle wound. Of course, he begged for mercy—something he didn’t give the defenders at the Alamo.
- I decided to be “generous to the vanquished.” Besides, as a politician, the President-General is more valuable alive than dead. Only he can grant us what we want.

General Santa Anna

Narrator’s Question: “Defeated in battle, losing hundreds of men, and now humbled after trying to disguise yourself, President-General, this must be the ultimate in personal embarrassment. What does Houston want from you?”

Notes to Prepare a Response

- It is true. I have lost many brave and loyal *soldados* in a major battle to General Houston. And I am embarrassed. But he has spared my life.
- I was able to convince him that the massacres at San Antonio and Goliad were not my decisions but my government’s. But, of course, I am Presidente, so I guess...
- Anyway, I begged the Texas general for my life as he lay here nursing an injured ankle. A smart politician and an able general, Houston spared my life and immediately got me to agree to concessions.
- In sparing my life, Houston got me to sign a treaty to withdraw my Army of Operations to the south of the Rio Grande. I promised never to take up arms against Texas again.
- Additionally, as hundreds of Texas soldiers watched, I told Houston I would speak to the national legislature in Mexico City about supporting Texas independence.
- These Texans are more trouble than they’re worth.

“Deaf” Smith

Narrator’s Question: “Well, ‘Deaf,’ it’s over. Texas has won its independence—thanks to the efforts of General Houston and Texas soldiers like you. Of course, we must acknowledge the sacrifice of the Alamo defenders. What’s next?”

Notes to Prepare a Response

- We earned our independence and now we’ve got to keep it as a new republic.
- Eventually, we’ll probably push for statehood, to join the Union and become another star—after being a Lone Star—on the U.S. flag.
- Our country is so beautiful and has so much bounty. In no time, more Americans will come across the Sabine and become part of the full, rich and excitin’ story we share.
- We have land and opportunities here that can truly stir a feller’s imagination and fulfill king-sized dreams. (*pause – then look up into the sky*) Texas!

FROZEN MOMENTS NARRATION

(1)

The **Frozen Moments Narration** introduces, connects, summarizes, asks questions of interviewees, and brings closure to scenarios that depict the fall of the Alamo. Follow the sequence carefully and read the words dramatically.

(Note: Frozen Moments #1 group sets up behind a curtain or other visual barrier before the Narrator begins.)

Narrator: *(With force and drama)* “The Alamo! The mere words bring forth images of brave men sacrificing their lives defending an old Texas mission against a large Mexican army. This titanic struggle started when Anglo settlers came to Texas for land grants and to start new lives. They soon came in conflict with Mexican authorities over immigration, slavery, and unfair taxation. By 1835 these differences turned into outright rebellion. It seemed that nothing short of independence would satisfy giant Texian ambitions. To punish the ‘pirate-rebels,’ General and Mexican President Santa Anna marched into Texas with his Army of Operations of over 5,000. He stopped first in San Antonio to crush a garrison of rebels behind the walls of a derelict mission compound.”

(Curtain is lifted/barrier is removed to expose Frozen Moments #1 group, with each student “frozen” in time.)

Narrator: “Chaos reigns as Texians and *Tejano* supporters scurry for protection behind the Alamo compound walls. Santa Anna’s cavalry and infantry bolt into San Antonio and surround the mission. In this confusion several of the Alamo’s defenders express their hopes and feelings.”

Frozen Moments #1

Q 1 Touch/Ask Colonel Travis

Narrator: “So, Colonel Travis...Santa Anna is here sooner than expected and you are stuck in the Alamo. Is it really worth losing your life defending this old mission?”

Colonel Travis responds:

Q 2 Touch/Ask Texian Defender

Narrator: “Well, soldier, behind these walls you prepare for an indeterminate siege. How long can you hold out against what looks to be about 5,000 Mexican *soldados*? I mean, the Alamo is no fortress.”

Texian Defender responds:

Q 3 Touch/Ask Tejano Defender

Narrator: “Señor, that Mexican tune Santa Anna’s military band keeps playing is frightening—almost eerie. It gives me the willies. And the flag atop the town church bell tower. What’s that all about?”

Tejano Defender responds:

Q 4 Touch/Ask David Crockett

Narrator: “And now, Private Crockett...you’re all trapped, surrounded by the Mexican army. This is a depressing and hopeless situation for you all, right?”

FROZEN MOMENTS NARRATION

(2)

David Crockett responds:

(Frozen Moments #2 group has 60–90 seconds to set up. Once set, the narration continues.)

Narrator: “Once inside the Alamo, the men of the Texian garrison steel themselves for a siege and eventual attack. As they do, Colonel Travis and Green Jameson continue to supervise the digging of wells. They also reinforce the walls and structures with timber and dirt. The rest of the garrison take positions along the quarter mile of the compound’s perimeter walls. In one room in the low barracks, Colonel Travis, Dr. Amos Pollard, and a *Tejana* woman are standing around Jim Bowie’s cot. Bowie groans and moans. We hear artillery fire in the background and the explosion of shells close up. It is the second day of the siege—February 24.”

(Curtain is lifted/barrier is removed to expose Frozen Moments #2 group, with each student “frozen” in time.)

Frozen Moments #2

Q 1 Touch/Ask Juana Alsbury, *Tejana* “nurse”

Narrator: “So, Señora Alsbury...for a day now you’ve been surrounded by Santa Anna’s army. The bombardment has commenced. But Colonel Bowie here is too ill to be an effective co-commander. What’s the problem?”

Juana Alsbury responds:

Q 2 Touch/Ask Dr. Pollard

Narrator: “Juana here has been Colonel Bowie’s nurse, Dr. Pollard. In your professional opinion, what is Colonel Bowie’s situation? What do you recommend?”

Dr. Pollard responds:

Q 3 Touch/Ask Colonel Travis

Narrator: “Colonel Travis, just a few hours ago, Santa Anna sent an officer with a white flag to demand the garrison’s surrender. How did you respond to this?”

Colonel Travis responds:

Q 4 Touch/Ask Colonel Travis

Narrator: “Word around the compound has it that you have written another letter. In it you make an emotional appeal to Texian patriots. You ask them to come immediately to relieve and reinforce the Alamo. Colonel, would you read the letter to us?”

Colonel Travis responds:

(Frozen Moments #3 group has 60–90 seconds to set up. Once set, the narration continues.)

FROZEN MOMENTS NARRATION

(3)

Narrator: “Travis’s letter will not bring the needed reinforcements to effectively defend the Alamo. However, 32 men from Gonzales, a town about 70 miles away, do respond to Travis’s plea. During the dark of night of March 1, they sneak through enemy lines into the compound. This increases the garrison force to about 182. By March 5, any hope for further help diminishes. Now in full command, Travis assembles the garrison in the large plaza to clearly spell out in a dramatic way the desperate situation they all face.”

(Curtain is lifted/barrier is removed to expose Frozen Moments #3 group, with each student “frozen” in time.)

Frozen Moments #3

Q 1 Touch/Ask Colonel Travis

Narrator: “So...Colonel Travis. It doesn’t look like there’ll be any more reinforcements after the 32 men from Gonzales sneaked in a few days back. What now, sir?”

Colonel Travis responds:

Q 2 Touch/Ask David Crockett

Narrator: “All but three respond to Colonel Travis’s words and cross the line. David Crockett is one of these. Private Crockett, why did you not cross the line?”

David Crockett responds:

Q 3 Touch/Ask Colonel Bowie

Narrator: “Colonel Bowie, what are your thoughts right now?”

Colonel Bowie responds:

Q 4 Touch/Ask Louis Rose

Narrator: “Everyone listened to Colonel Travis’s stirring words and now all but one have crossed the line to fight. Only Louis Rose, a Frenchman, has chosen not to fight. Mr. Rose, perhaps you need to explain your decision?”

Louis Rose responds:

(Frozen Moments #4 group has 60–90 seconds to set up. Once set, the narration continues.)

Narrator: “Some scholars today don’t think Travis ever drew a line in the dirt or made a melodramatic speech to inspire those who would die fighting for Texas. Yet, there are many who believe it did happen and this particular episode is in character with Travis, the era, and the situation. In any case, the garrison is trapped. Escape is open only to individuals like Louis Rose. *(pause)* Three hundred yards away, in the Mexican camp, General Santa Anna meets with his senior officers. He wants to review their opinions about the imminent final assault and to express his views on taking prisoners. Santa Anna is not concerned at this point about possible rebel reinforcements.”

(Curtain is lifted/barrier is removed to expose Frozen Moments #4 group, with each student “frozen” in time.)

FROZEN MOMENTS NARRATION

(4)

Frozen Moments #4

Q 1 Touch/Ask General Santa Anna

Narrator: “General Santa Anna, you and your army have been here 11–12 days. What are your immediate plans?”

General Santa Anna responds:

Q 2 Touch/Ask General Castrillón

Narrator: “So...*El Presidente* has assembled his staff to gauge their military opinion on when and how to attack. General Castrillón, are you in accord with Santa Anna’s plan?”

General Castrillón responds:

Q 3 Touch/Ask General Ramírez y Sesma

Narrator: “General Ramírez y Sesma, you are one of Santa Anna’s top officers and we would expect you to agree with his plans and decision about taking no prisoners. He wants consent, not advice, from his staff, right?”

General Ramírez y Sesma responds:

Q 4 Touch/Ask General Santa Anna

Narrator: “You’ve heard your senior staff speak about your plans. Has this council of war altered your decisions?”

General Santa Anna responds:

(Frozen Moments #5 group has 60–90 seconds to set up. Once set, the narration continues.)

Narrator: “So the battle plan is set for Sunday morning and there will be no rebel survivors. On both sides sleep is difficult. Men of the Alamo are worn out. Their nerves are shattered from the bombardment and the waiting. At the same time, Mexican *soldados* are told they will assault the mission walls in a few hours. *(long pause)* It is now 5 a.m. To the music of the *Deguello* and the cries of *Viva Santa Anna!* and *Viva Mexico!* by Mexican *soldados*, the 13–day siege ends with a final assault to breach the Alamo walls. Travis and Crockett run to halt the Mexican infantry as best they can. In his room a bed-ridden Bowie cocks his pistols and prepares to meet his attackers.”

(Curtain is lifted/barrier is removed to expose Frozen Moments #5 group, with each student “frozen” in time. Try to locate and play some sounds of artillery and rifle fire as this episode/interview plays out.)

Frozen Moments #5

Q 1 Touch/Ask Colonel Travis *(with a shotgun and saber)*

Narrator: “The final assault has begun and after a delay, you Texians have now returned fire and stopped the first waves of the assault. Colonel, how can you stop the enemy if they continue to batter you with massive attacks? It looks like they caught you by surprise.”

FROZEN MOMENTS NARRATION

(5)

Colonel Travis responds:

Q 2 Touch/Ask Colonel Bowie

Narrator: *(Bowie is groaning and moaning, bed-ridden in his room)* “It’s been several minutes since Colonel Travis died. The Mexicans finally breached the north wall. They are all over the dark, smoky compound now. The defenders are being pushed back into the barracks buildings. Jim Bowie here is in bed, appearing too sick to fight off any attack. Colonel Bowie, are you able to defend yourself?”

Colonel Bowie responds:

Q 3 Touch/Ask David Crockett

Narrator: “Private Crockett, Colonel Travis put you at the south perimeter to strengthen it because you Tennesseans are the best shots. Right?”

David Crockett responds:

Q 4 Touch/Ask General Santa Anna

Narrator: “Nearly an hour after the initial charge began, the battle of the Alamo is over. There are bodies everywhere. All Anglo defenders are dead. Santa Anna enters the compound. *(pause)* President-General Santa Anna, are you satisfied with what you see? And what happens now?”

General Santa Anna responds:

(Frozen Moments #6 group has 60–90 seconds to set up. Once set, the narration continues.)

Narrator: “The Alamo battle has been over for about a week. Its only Anglo survivors are Mrs. Susanna Dickinson and her daughter, Angelina. They and Joe, Colonel Travis’s slave, set out for Gonzales. Along the way they meet scout ‘Deaf’ Smith who escorts them to General Sam Houston.”

(Curtain is lifted/barrier is removed to expose Frozen Moments #6 group, with each student “frozen” in time.)

Frozen Moments #6

Q 1 Touch/Ask Susanna Dickinson

Narrator: “Mrs. Dickinson, you, your daughter, and Joe survived the Alamo battle. You have ridden and walked 70 miles to reach Gonzales. Where exactly were you during the battle, what did you see, and what did you tell General Houston?”

Susanna Dickinson responds:

Q 2 Touch/Ask Joe, Slave of Colonel Travis

Narrator: “Joe, you’ve been in the middle of events for a few weeks now. Will you share your memories with us?”

FROZEN MOMENTS NARRATION

(6)

Joe responds:

Q 3 Touch/Ask “Deaf” Smith

Narrator: “As the three survivors made their way to Gonzales, about midway they met ‘Deaf’ Smith, Houston’s chief scout. ‘Deaf,’ you found the small party along the Gonzales road and escorted them to General Houston?”

“Deaf” Smith responds:

Q 4 Touch/Ask General Houston

Narrator: “Any revenge for the Alamo massacre must fall on the strong shoulders of General Sam Houston, commander of the Texas armies. General Houston, what’s the situation now and what are your plans?”

General Houston responds:

(Frozen Moments #7 group has 60–90 seconds to set up. Once set, the narration continues.)

Narrator: “Houston is correct. A victory over the Mexican army is needed to secure Texas independence. And destiny...with some luck...provided the opportunity at the San Jacinto River in east Texas. Just six weeks after the fall of the Alamo, General Houston’s Texans defeat the Mexican army. Lying on a blanket nursing a wounded ankle, General Houston accepts the surrender of General Santa Anna. The President-General promises full independence for Texas. Scout ‘Deaf’ Smith and other Texian soldiers watch the proceedings.”

(Curtain is lifted/barrier is removed to expose Frozen Moments #6 group, with each student “frozen” in time.)

Frozen Moments #7

Q 1 Touch/Ask Texian Soldier

Narrator: “The Texans are flushed with victory after routing Santa Anna’s army at the San Jacinto River. They have made Texas an independent republic. How did you pull this off, lieutenant? Just weeks ago, your army was small, hungry, and without discipline.”

Texian Soldier responds:

Q 2 Touch/Ask General Houston

Narrator: “It’s over, General Houston. You soundly defeated Santa Anna in battle and won independence for Texas. Now what’s in store for the captured President-General and for Texas?”

General Houston responds:

Q 3 Touch/Ask General Santa Anna

Narrator: “Defeated in battle, losing hundreds of men, and now humbled after trying to disguise yourself, President-General, this must be the ultimate in personal embarrassment. What does General Houston want from you?”

FROZEN MOMENTS NARRATION

(7)

General Santa Anna responds:

Q 4 Touch/Ask “Deaf” Smith

Narrator: “Well, ‘Deaf,’ it’s over. Texas has won its independence—thanks to the efforts of General Houston and Texas soldiers like you. Of course, we must acknowledge the sacrifice of the Alamo defenders. What’s next?”

“Deaf” Smith responds:

Narrator: “Well, that’s the story of how the Texas Republic was born and how the brave stand at the Alamo played such an important part in Texas history. Let’s give everyone who was involved in our *Frozen Moments* some well-deserved applause! Thank you.”



TRAVIS'S PLEA FOR REINFORCEMENTS



Commander William B. Travis wrote this plea for help on February 24, 1836. It was one day after a large Mexican force under Santa Anna began to surround the Texian garrison in the Alamo compound. Travis hoped that patriots from nearby Gonzales and Goliad (70-95 miles away) would come quickly to aid their fight. The letter is defiant and clear: If the challenge is not taken up, Travis and his men are doomed.

Fellow citizens and compatriots—

I am besieged, by a thousand or more of the Mexicans under Santa Anna—I have sustained a continual Bombardment & cannonade for 24 hours & have not lost a man—The enemy has demanded a surrender at discretion, otherwise, the garrison are to be put to the sword, if the fort is taken—I have answered the demand with a cannon shot, & our flag still waves proudly from the walls— Then, I call on you in the name of Liberty, of patriotism & every thing dear to the American character, to come to our aid, with all dispatch—The enemy is receiving reinforcements daily & will no doubt increase to three or four thousand in four or five days. 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—

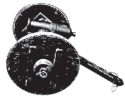
Victory or Death!

William Barret Travis

Lt. Colonel Comdt.

Answer these questions. Use the above letter and information you have learned.

1. To whom is the letter addressed?
2. How large is the enemy force? How large is it expected to be? How accurate did Travis turn out to be?
3. What will happen if the garrison doesn't surrender? How did this assumption turn out to be wrong?
4. What do you think Travis meant by "everything dear to the American character?"
5. What specific words does he use to appeal to his readers?
6. Why is the "Victory or Death" sign-off unrealistic?
7. Use three words that describe the mood of Travis's letter.



BOMBARDMENT! STUDY GUIDE

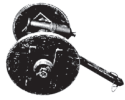


Write short answers to the following questions. Use complete sentences.

1. In what months and year did the Alamo siege and battle take place? _____
2. In what modern Texas city is the Alamo located? _____
3. Who was the President-General who led his army against the Texian garrison? _____
4. What country opposed the Texas Revolution and sent troops to crush the insurrection? _____
5. About how long was the final assault and battle? _____
6. Who were the three most famous defenders killed in the Alamo? _____
7. Who was in command inside the Alamo? _____
8. What time of the day did the final assault on the Alamo take place? _____
9. What massacre only days later further inspired Texians to seek revenge on the Texian's enemy?

10. What rallying cry was used weeks later to spark revenge against the Texian's enemy? _____
11. What is the best estimate of how many Texians died defending the Alamo? _____
12. How many soldiers did the Mexicans lose in the attack on the Alamo? _____
13. David Crockett and his sharpshooters came from what state? _____
14. Who was commander-in-chief of all Texas armies at the time of the Alamo siege? _____
15. Name two of the three main issues that separated Texians from the government in Mexico City?

16. Name the supreme messenger/courier for Colonel Travis who fought his way back into the Alamo to deliver his message and fight. _____



BOMBARDMENT! STUDY GUIDE



-
17. Who was the famous *empresario* who brought the first 300 families to settle in Texas?

 18. Finish Colonel Travis's message to the outside world, sent in a letter of February 24: "I shall never _____ or _____. Victory or _____!"
 19. Who was the only adult Anglo survivor of the Alamo battle? _____
 20. Who commanded the Goliad garrison and failed to come to the Alamo's aid? _____
 21. What part of the Alamo's perimeter did Crockett and his men protect? _____
 22. Where did "the last stand" take place within the compound? _____
 23. Through which wall did the Mexican army first breach and flood into the compound? _____
 24. What was one cry Mexican *soldados* said as they assaulted the Alamo walls? _____
 25. Santa Anna had a blood-red flag/banner atop the town church during the siege. What did it signify?

 26. How were the dead bodies of the Texians disposed? _____
 27. At what battle did the Texians get revenge for the Alamo and Goliad massacres?

 28. Where was Texas founder Stephen Austin during the siege of the Alamo? _____
 29. During most of the siege, co-commander Jim Bowie was bed-ridden with this disease?

 30. In the context of world history, the hopeless siege and Battle of the Alamo has been compared to what ancient Greek battle of 480 BCE.? _____



BOMBARDMENT! COMPETITIVE REVIEW



This competitive review simulates the 13-day siege of the Alamo. Your contingent will be either a group of Texian defenders inside the Alamo or a Mexican artillery battery outside. Your class will have **five** contingents acting as Mexican attackers. There will be **two** contingents acting as Anglo-Texian defenders. (This reflects the fact that the defenders **were** severely outnumbered.)

1. You will receive a schematic grid of the territory controlled by your opposing force. (Mexican attackers will receive a schematic called **Bombardment! Storming the Alamo**. Texian defenders will receive a schematic called **Bombardment! San Antonio de Béxar**.) Using this schematic, you will decide where to fire cannon balls at the enemy.
 - a. Each square marks the location of empty space **or** key men, artillery pieces, or structures.
 - b. Each target has a point value (called *Alamo Mission Points* or AMPs).
2. One member of your contingent will become an artilleryman who will compete against artillerymen from other contingents.
 - a. Periodically, each contingent will send a different artilleryman to compete.
 - b. The artilleryman's speed at answering questions will affect the outcome of the battle.
 - c. The artilleryman's luck in firing cannonballs will affect the outcome of the battle.

Objective

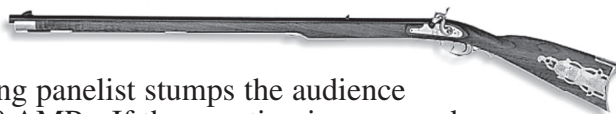
- To destroy the enemy by firing artillery at specific targets on the schematic grid of their territory.

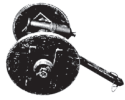
How to Compete

1. The Moderator will pose a question to all artillerymen on the panel.
 - a. The artilleryman will raise a hand to be recognized if he/she knows the answer.
 - b. The Moderator will call on the first person to raise a hand.
2. If the answer is correct, the artilleryman uses the schematic to determine where (at which specific square on the battle zone grid) he/she would like to fire a "cannonball."
 - a. The artilleryman calls out the coordinates of the targeted square. (The cannonball is fired.)
 - b. The Moderator determines if the artillery hit a target or missed and hit an empty square.
 - c. Mark all hits and misses and any points earned on your Bombardment! schematic.
 - Write the **points earned for each hit** in the targeted square.
 - Write a large **M** or an **X** for **miss** in empty targeted squares.
3. If the answer is incorrect, the question is directed to the artilleryman who raised his/her hand second, and so on, until there is a correct response.
4. The **Bombardment! Competitive Review** ends when either all Texian forces on the schematic are wiped out or all questions have been asked.

"Crack Shot!"

Each panelist, upon leaving the panel, may yell "crack shot" and ask any audience member on the opposing side an appropriate question. If the outgoing panelist stumps the audience member, it is considered a "sniper hit" and worth 10 AMPs. If the question is answered correctly, the questioner's side loses 20 AMPs for wasting his/her ammunition.



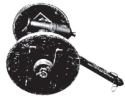


BOMBARDMENT! SCORE SHEET



Earn Alamo Mission Points (AMPs) by successfully bombing these squares.

Item	AMPs
Artillery (Mexican)	40
Artillery (Texian) and emplacements (each hit)	20
Artillery 18-pound cannon (Texian)	30
Bowie or Crockett.	30
Camp followers and peddlers (Mexican)	10
Cattle herd or horse herd (Texian).	10
Church (sacristy, women, children)	10
Commander (Colonel Travis or General Santa Anna)	50
Compound walls (each hit)	10
Headquarters (Texian or Mexican—empty)	40
Hospital (Texian)	20
Magazine (Texian ammunition and explosives)	50
Palisades (wooden fence)	20
San Fernando Church (red flag)	10
Santa Anna's Generals (each)	10
Soldiers (Texian or Mexican) (in groups of 10)	30
Soldiers quarters (Texian or Mexican, infantry or officers)	10
Well.	20
“Crack Shot!” hit	10
“Crack Shot!” miss	-20



BOMBARDMENT! THE REAL SIEGE



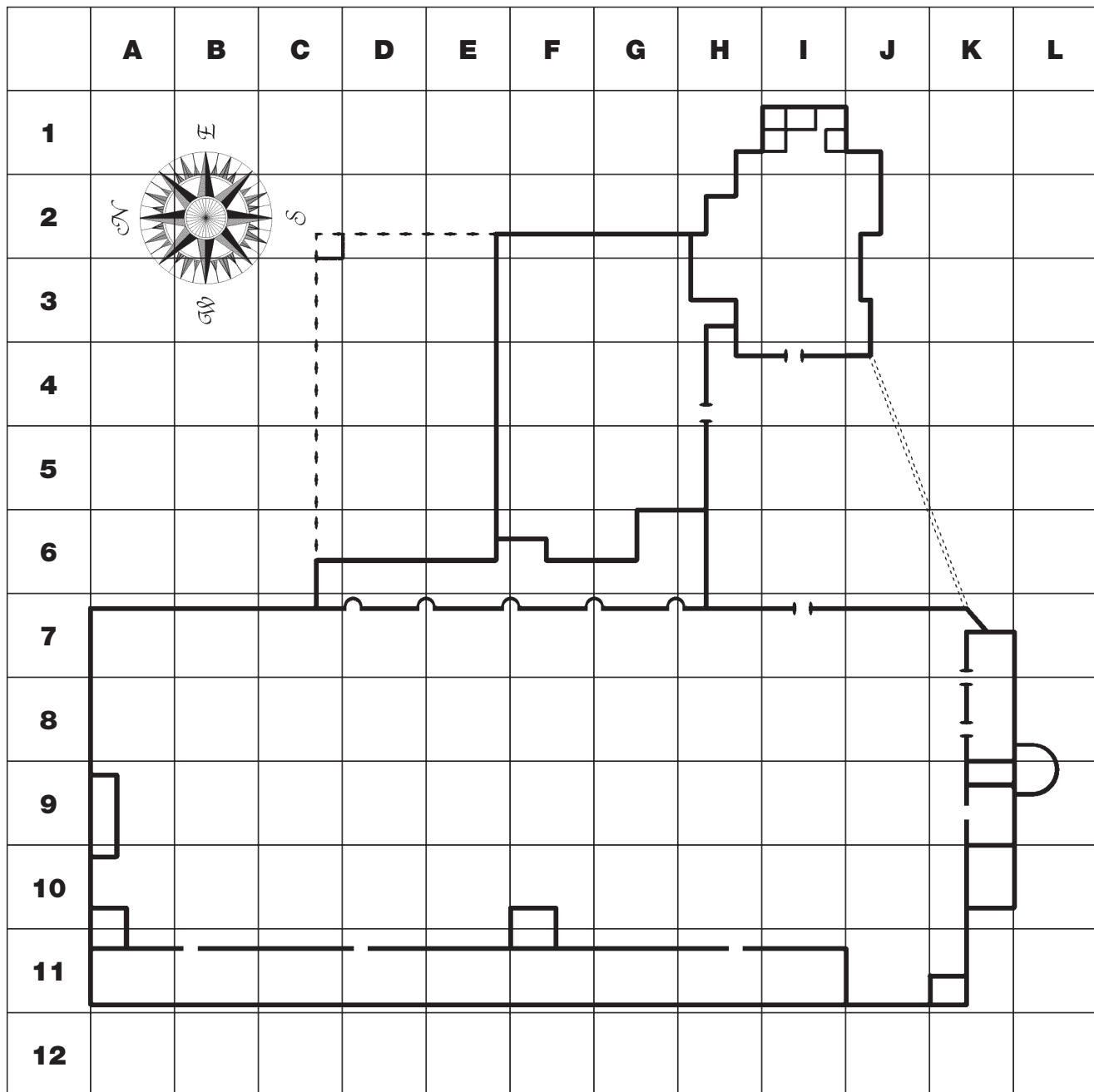
Before you participate in a simulated version of the Alamo siege, be mindful of how different it will be from what really happened.

- The two forces faced each other across a dry, barren landscape. Distances ranged from 250–900 yards. The town center of San Antonio was about 800 yards from the Alamo walls. This included the main plaza, military plaza, and the San Fernando Church.
- The Texians had 18–21 pieces of artillery spaced around the compound. Their cannon that fired 18–pound iron balls could easily hit any Mexican structure, installation, or battery. Travis only fired these occasionally. He saved precious ammunition for an attack or lengthy siege. When he did authorize their use, most often it was a discharge of grapeshot and canister (see **Glossary**).
- The Mexicans had a few more artillery pieces than the Texians, but none to match their opponent’s 18–pounder. Heavier artillery was expected to arrive on or near March 7 or 8.
- Each of the Alamo defenders had 4–5 loaded weapons at his side—rifles, pistols, and knives, with ample ammunition. Repeating weapons were not yet in use. Their guns had to be reloaded for each shot.
- Many in the Alamo garrison were “crack shots”—skilled marksmen with long rifles. The range of these long rifles was about 200 yards. Men like David Crockett and his Tennesseans used their abilities as snipers. They aimed at Mexican officers across the “no man’s land,” occasionally hitting their targets.
- The primary weapon of the Mexican *soldado* was a “Brown Bess” musket. It was an almost antiquated firearm used in earlier European wars. It had a limited range of about 70 yards. It was made even more inadequate when used by some of the forced recruits like Indian soldiers. These men did not understand how to use their weapons, or understand Spanish to be instructed.
- The Alamo walls were composed of a mixture of adobe mud and limestone. Much of the quarter mile of the perimeter walls were two feet thick and 8–12 feet high. The age of the walls and the ancient building materials made them crumble easily. Green Jameson, the Alamo’s chief “engineer,” and Colonel Travis did their best to reinforce “soft” spots in the wall’s perimeter with dirt and timber. Fortifying the barriers during the two-week siege was a constant task.
- For 12 days Mexican cannon kept up a steady bombardment of the Alamo compound. Amazingly, this did not cause a single Texian casualty. On the other hand, Texian artillery and rifle fire did in fact kill many Mexicans on or near battery emplacements, or in town.
- The bombardment no doubt had a tremendous effect on the psychology of the defenders. They were under constant stress and lost much sleep. Further, cannonballs hitting the walls (the north wall in particular) probably weakened them. This made breaching the perimeter a bit easier.



BOMBARDMENT! STORMING THE ALAMO

MARCH, 1836



Distance Perspective: The large plaza measures about 150' x 54'

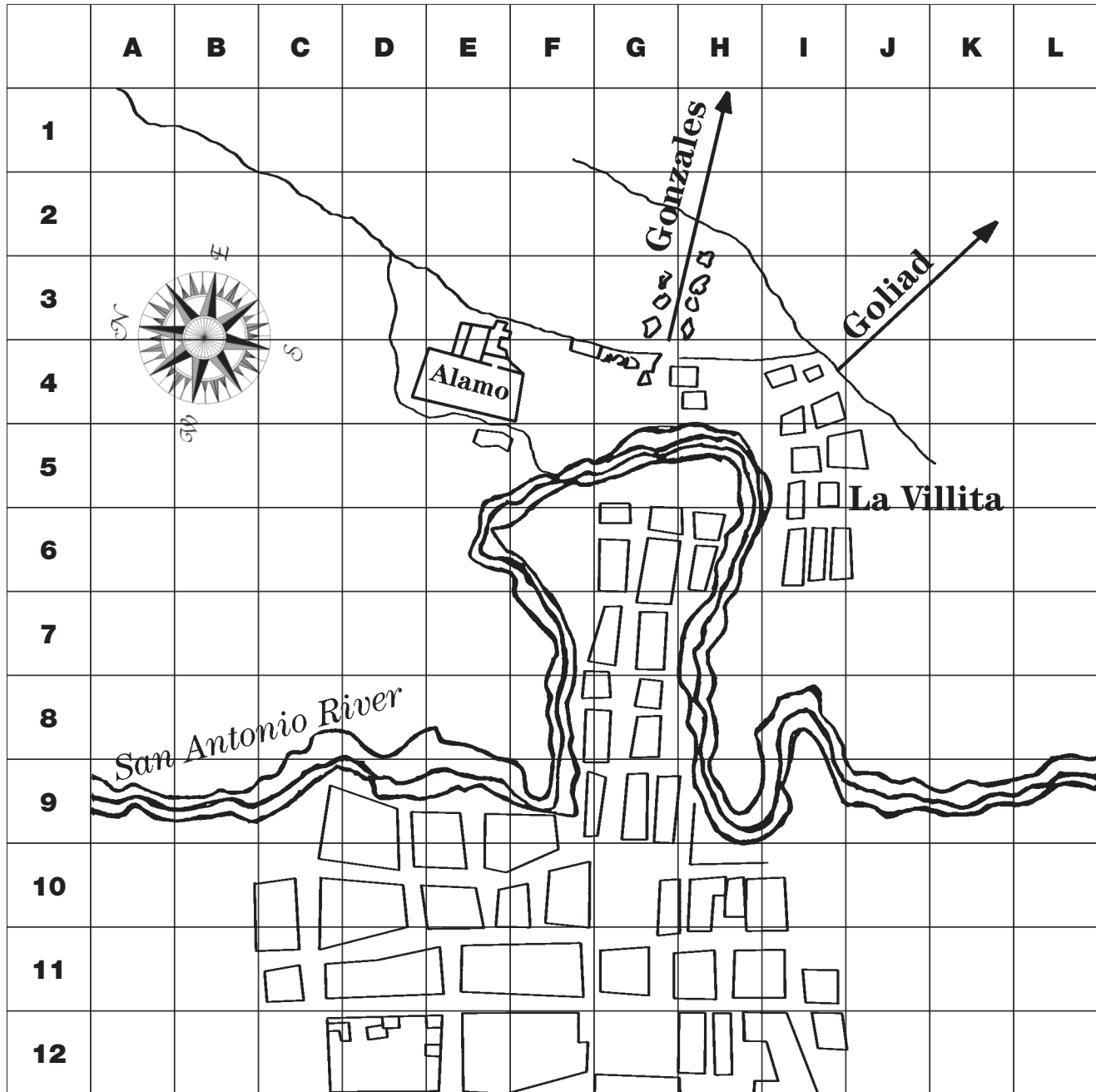
Important **TARGETS** for the consideration of President-General Santa Anna

- Artillery (13)
 - Bowie or Crockett (2)
 - Cattle Herd (1) or Horse Herd (1)
 - Colonel Travis (1)
 - Headquarters (empty) (1)
 - Officers Quarters (3)
 - Palisades (wooden stake fence) (3)
 - Soldiers Quarters (7)
 - Texian Soldiers (groups of 10) (17)
 - Compound Walls (all perimeter) (40)
 - Well (1)
- Numbers in parentheses tell how many of each target.



BOMBARDMENT! SAN ANTONIO DE BÉXAR

MARCH, 1836



Distance Perspective: From the Alamo's west wall to G-11 is about 900 yards

Important **TARGETS** for Colonel William B. Travis and his Texian artillery and sharpshooters

- Artillery (5)
- Camp Followers (2) or Mexican Peddlers (2)
- Headquarters (empty) (1)
- Mexican Soldiers (groups of 10) (9)
- Officers Quarters (4)
- San Fernando Church — “Red Flag” (1)
- Santa Anna (1)
- Santa Anna's Generals (5)
- Soldiers Quarters / Tents (7)

Numbers in parentheses tell how many of each target.

EXAM (1)

Multiple Choice Write the letter of the best answer.

- _____ 1. The Alamo siege and battle took place during the months and year of
A. December–February 1836 C. April–June 1836
B. February–March 1836 D. September–November 1836
- _____ 2. The Alamo is located the modern Texas city of
A. Austin C. San Antonio
B. Houston D. Dallas
- _____ 3. What country opposed the Texas Revolution and sent troops to crush the rebellion?
A. Mexico C. Spain
B. United States D. Canada
- _____ 4. Who was in command inside the Alamo?
A. David Crockett C. James Bonham
B. Sam Houston D. William Travis
- _____ 5. David Crockett and his sharpshooters came from the state of
A. Tennessee C. South Carolina
B. Kentucky D. Louisiana
- _____ 6. The commander-in-chief of all Texas armies at the time of the Alamo siege was
A. Colonel William B. Travis C. General Sam Houston
B. General Santa Anna D. James Walker Fannin
- _____ 7. Who was the famous *empresario* who brought the first 300 families to settle in Texas?
A. Sam Houston C. Deaf Smith
B. Stephen Austin D. Jim Bowie
- _____ 8. The three main issues that separated Texians from the government in Mexico city were:
A. money, land, protection C. attacks, occupation, restrictions
B. slavery, taxes, immigration D. insults, arrests, battle
- _____ 9. What time of day did the final assault on the Alamo take place?
A. pre-dawn (5–6 a.m.) C. afternoon (2–3 p.m.)
B. sunrise (7–8 a.m.) D. sunset (7–8 p.m.)
- _____ 10. The best estimate of historians of how many Texians died defending the Alamo is
A. 253 C. 323
B. 182 D. 164
- _____ 11. Through what area did the Mexican army first breach and flood into the compound?
A. South palisade C. Main entrance
B. Low barracks D. North wall
- _____ 12. Santa Anna had a blood-red flag/banner atop the town church during the siege. It meant:
A. Viva Mexico! C. No mercy! No surrender! No prisoners!
B. Viva Santa Anna! D. Remember the Alamo!

EXAM (2)

- _____ 13. Who were the three most famous defenders killed in the Alamo?
A. William B. Travis, David Crockett, Jim Bowie
B. James Fannin, Stephen Austin, Sam Houston
C. James Bonham, Deaf Smith, Susanna Dickinson
D. Henry Smith, Louis Rose, Benjamin Rush Milam
- _____ 14. What rallying cry was used weeks later to spark revenge against the Mexican army?
A. Texas Independence Forever! C. We shall never surrender!
B. Victory or Death! D. Remember the Alamo! Remember Goliad!
- _____ 15. At what battle did the Texians get revenge for the Alamo and Goliad massacres?
A. Battle of San Jacinto C. Battle of Thermopylae
B. Battle of Gonzales D. Battle of San Antonio

True/False Write T for true or F for false.

- _____ 16. Most of the Alamo defenders were from the United States.
- _____ 17. Colonel Travis hoped for reinforcements from Gonzales, the town closest to the Alamo.
- _____ 18. John Sutherland commanded the Goliad garrison and failed to come to the Alamo's aid.
- _____ 19. During most of the siege, co-commander Jim Bowie was bed-ridden with typhoid.
- _____ 20. Santa Anna wanted the Alamo garrison to surrender before the final assault and made serious efforts to accomplish this.
- _____ 21. Some if not all historians generally accept the story of Travis drawing a line in the dirt to see which defenders would fight and die with him.
- _____ 22. During most of the final assault, it was dark, and black gunpowder smoke formed a haze over the Alamo compound.
- _____ 23. The first Texian to probably hear the full story of the Alamo's fall was "Deaf" Smith, Houston's super scout, who met up with Susanna Dickinson and Joe on the road to Gonzales.
- _____ 24. During the siege of the Alamo, Stephen Austin was in the U.S. recruiting soldiers and securing financial support for Texas.
- _____ 25. Before he came to the Alamo, David Crockett was a congressman from Tennessee.

Matching Write the letter of the definition that matches the term.

- | | |
|-----------------------|---|
| _____ 26. bombardment | A. troops stationed to occupy or defend a fort or town |
| _____ 27. compound | B. soldiers, troops, who fight on foot, rather than horseback |
| _____ 28. garrison | C. an attack with shells and cannon balls from large artillery pieces |
| _____ 29. infantry | D. anyone who dies for a cause |
| _____ 30. martyr | E. a large fenced or walled in enclosure |

EXAM (3)

- | | |
|-------------------------|---|
| _____ 31. no quarter | A. a person of Mexican ancestry living in Texas |
| _____ 32. palisade | B. a fort or military building inside protective walls in Mexico or in Mexican territories |
| _____ 33. presidio | C. showing no mercy toward an opponent, inflicting pain, punishment, or death |
| _____ 34. siege | D. a fence of pointed stakes put up to defend a position |
| _____ 35. <i>Tejano</i> | E. the surrounding and blockading of a town or fortress by armed forces in order to capture or destroy it |

Drawings (5 points each)

As best you can, draw two schematics:

1. The façade (front) of Alamo chapel
2. A “bird’s eye view” of the Alamo compound (like a blueprint/map) and label important areas.

1.

2.

EXAM (4)

Short Essay (5 points)

Pretend you are one of the defenders at the Alamo, March 5, 1836. Write a letter home to a loved one. Describe what you have experienced, the people, and your feelings. Include at least 5 historical facts within your letter, to reflect knowledge you have gained from this unit of study. Be creative!

[illegible]

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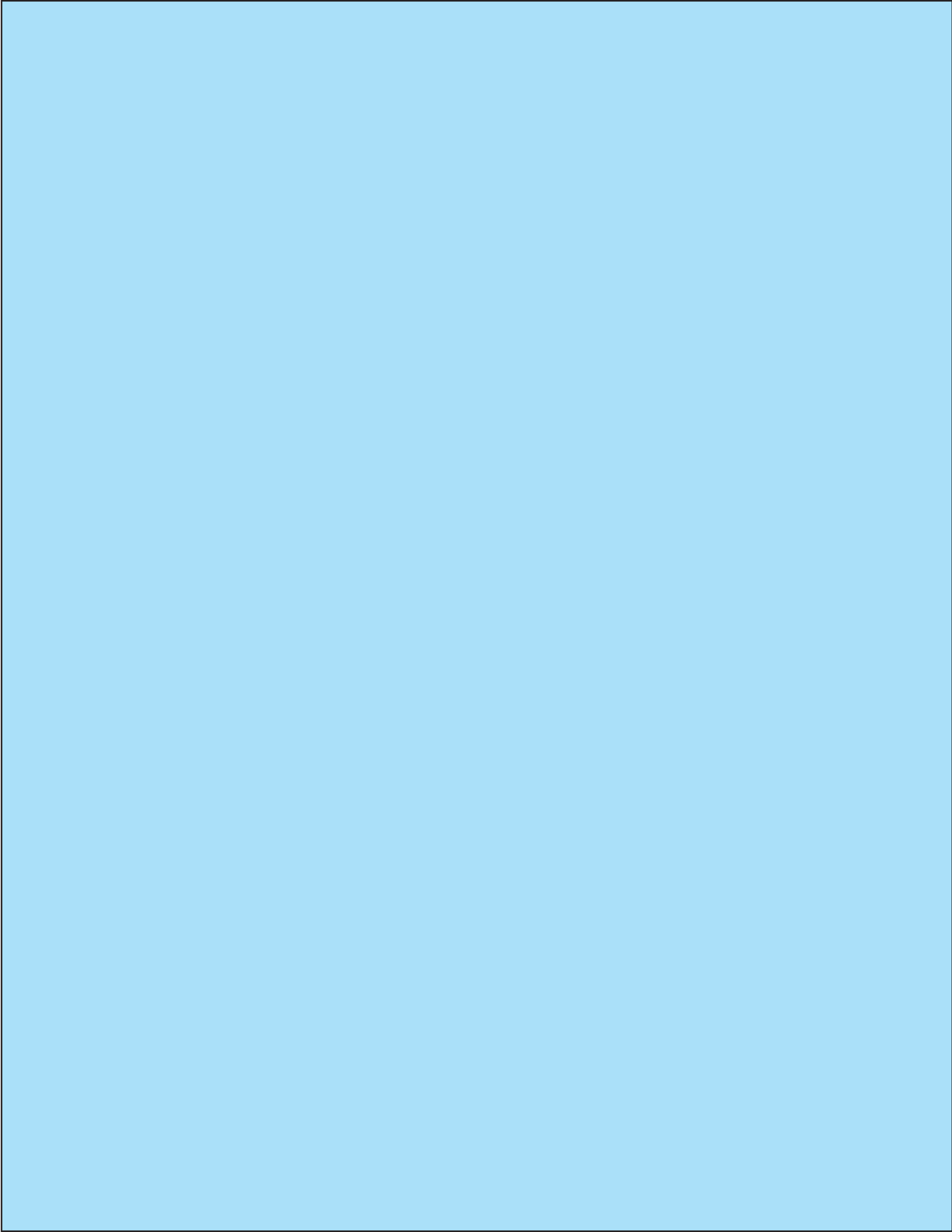
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Student Name: _____

ALAMO



Assault!

An eerie silence fell over San Antonio de B  xar (BAY • har). The night was March 5, 1836. Nearby, those within the Alamo compound tried to rest. They had already endured 12 days and nights of being shelled by artillery. The 182 Texian defenders of the old Spanish mission didn't need to ask what would happen next. They knew they were facing an all-out assault by several thousand Mexican *soldados* (soldiers). They just didn't know when.

Indelible Memories

Few events have stirred American patriotism more than the storming of the Alamo. You will now learn the details of this 1836 battle between rebellious Texians and the Mexican army. ALAMO will take you back to San Antonio during those fateful days. You will study different aspects of the confrontation outside this small frontier village. You will see the Alamo siege and battle as a noble, heroic stand. Men like David Crockett, Jim Bowie, and William B. Travis sacrificed their lives for honor and Texas liberty. The memories you gain will likely be indelible—you will “Remember the Alamo” for years to come.

“Elbow Grease”

You will be a member of a contingent (group) in your classroom garrison. Your orders are to learn all that you can about the siege and battle of the Alamo. You will complete a variety of creative activities. Read several short essays and discuss what you learn. Research notable Alamo personalities and dramatize their experiences. So...get involved, volunteer, accept responsibility, and follow the orders of your contingent's “colonel.” Apply your best supply of “elbow grease” (hard work) and creativity to the tasks at hand.

978-1-56004-389-8



Contingents

While most men in the Alamo were in the Texas Revolutionary Army, many were volunteers who fought within their own contingents (military units). You will be placed in one of the following contingents with 3–4 other students.

- Tennessee Mounted Volunteers
 - Gonzales Mounted Ranging Company
 - Mobile Greys
 - New Orleans Greys
 - Bonham's Bravados
 - Bowie's Boys
 - Travis's Texians
- (The first four listed were real units!)

You will fill one of the following roles:

Colonel (Contingent Leader)

- Lead discussions
- Make sure all contingent members participate equally
- Make sure contingent is accomplishing goals

Lieutenant Colonel (Contingent Second-in-command)

- Make sure team does not disturb others
- Keep any records required
- Take command if Colonel is absent

Quartermaster (Contingent Supply Officer)

- Fetch any necessary supplies
- Act as messenger to the teacher when there are questions

Clerk (Contingent Recorder)

- Collect and turn in all work
- Give help wherever needed

Take your responsibilities seriously. Work together to complete your assigned tasks. Observe the requirements of the **Cooperative Group Work Rubric**.

GLOSSARY

Anglos — Mexican term for English-speaking American immigrant settlers in Texas

Artillery battery — a group of large weapons (cannons)

Bombardment — an attack with shells and cannon balls from large artillery pieces

Breach — a broken place or gap through which storming soldiers enter (as *breach the walls*)

Canister — a case of bullets shot from a cannon or artillery piece

Cavalry — soldiers (troops) who fight while mounted on horseback

Claustrophobic — abnormal fear of being in an enclosed place (as David Crockett expressed to fellow defenders)

Compound — a large fenced or walled-in enclosure (The 3.5 acres inside the Alamo walls in 1836 formed a compound.)

Compromise — reaching an agreement, with each side giving up something to gain something in return

GLOSSARY

Enshrine — to enclose in a shrine, a place hallowed or venerated because of special associations

Friendly fire — when an armed force unintentionally kills its own men

Garrison — troops stationed in a fort or town with intentions to occupy or defend it (The Texians inside the Alamo in 1836 formed a garrison.)

Grapeshot — smaller balls that scatter when fired from cannon

Icon — an image or person that represents or embodies a particular belief, society, or nation

Immortal — a person, thing, or idea that lives forever; famous forever

Infantry — soldiers (troops) who fight on foot, rather than horseback

Legacy — something important handed down to another person or generation

Magazine — a storage room or area for arms, ammunition, or explosives

Martyr — person of conviction who suffers death rather than give up or compromise personal beliefs; anyone who dies for a cause

Norte Americano — term used by Mexicans for an Anglo-American colonist in Texas

No quarter — showing no mercy toward an opponent, inflicting pain, punishment, or death

Palisade — a fence of pointed stakes put up to defend a position

Perimeter — the outer edge or boundary of a fortress (The walls around the Alamo compound formed the perimeter.)

Plaza — a large public square or open area in a town or inside a fort; sometimes called a courtyard (the largest open area in the Alamo compound)

Presidio — a fort or military building inside protective walls in Mexico or in Mexican territories

Redoubt — a smaller temporary fortification usually an extension and supporter of a larger permanent fortress

Secede — to withdraw from a union, organization, or country, as Texans sought to do from Mexico in 1835–36

Siege — the surrounding and blockading of a town or fortress by armed forces in order to capture or destroy it

Soldados — Mexican term for soldiers (the troops besieging the Alamo)

Tejano — a person of Mexican ancestry living in Texas

Texian — Anglo-Americans and others who fought to defend the Alamo and become independent from Mexico (Later, Anglos born in Texas were called Texans.)

Thermopylae — historic battle of 480 B.C.E. in which a smaller Greek force led by 300 Spartans sacrificed themselves to delay the enemy's march (The Alamo is frequently compared to this.)

Typhoid — a serious disease from a bacterial infection that attacks the intestines, resulting in high fever and death (Most historians believe that Jim Bowie suffered from typhoid.)

Unconditional surrender — giving up to another armed force with no conditions or limitations for doing so

THE ROAD TO GLORY

Directions Ensure that you understand important information from *The Alamo: An Overview*. Summarize each paragraph into three brief statements of 6–7 words each. Find just the right ideas and use your own words to sum up the paragraphs.

THE ROAD

INTRODUCTION

TEXAS THERMOPYLAE

THE ALAMO

THERMOPYLAE MEANS...

DISSENT AND MISTRUST

ALAMO MEANS...

"GONE TO TEXAS"

TEXAS REVOLUTION

HOSTILITIES BEGIN

THE TEXAS REVOLUTION WAS OFTEN COMPARED TO...

TRAVIS, BOWIE, AND CROCKETT

IF THE "DEGUELLO" HAD WORDS, WHAT WOULD BE THE FIRST LINE?

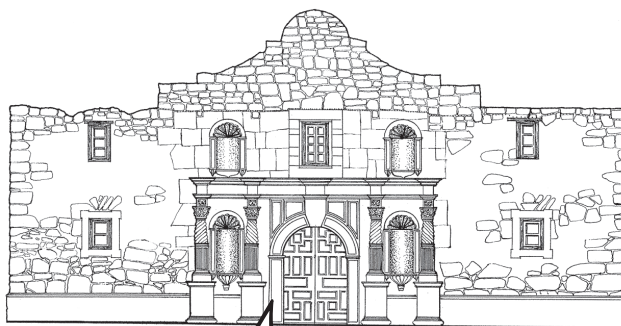
"FORTRESS" ALAMO

THE SIEGE BEGINS

INSIDE THE ALAMO

SANTA ANA'S DECISION

TO GLORY



FOUR ICONS

CITY WHERE THE ALAMO IS LOCATED:

REVENGE AT SAN JACINTO

HOW MANY TEXIANS DIED?

BOWIE AND CROCKETT DIE

AFTERMATH

TEXIANS OVERWHELMED

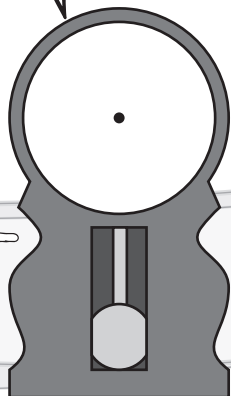
A "SLAUGHTERHOUSE"

DRAW THE FACE OF THE CLOCK ON MARCH 6 TO SHOW THE TIME OF THE ATTACK.

IMPORTANT SURVIVORS:

THE FINAL ASSAULT

TRAVIS DIES AT THE NORTH WALL



Directions Use your textbook, an atlas, or other resources to locate these locations. Clearly label each on the map:

Towns/Cities (Texas)

- Goliad
- Gonzales
- Matamoras
- Nacogdoches
- San Antonio de Béxar
- San Felipe
- Washington-on-the-Brazos

Towns/Cities (Mexico)

- Mexico City
- Monclova
- Saltillo
- San Luis Potosi

Rivers/bodies of water

- Brazos River
- Colorado River
- Gulf of Mexico
- Nueces River
- Rio Grande
- Sabine River
- San Antonio River
- San Jacinto River
- Trinity River

Miscellaneous

- Alamo
- Battle of San Jacinto
- Mexico
- Texas

Trace the Route of Santa Anna's Army (in red)

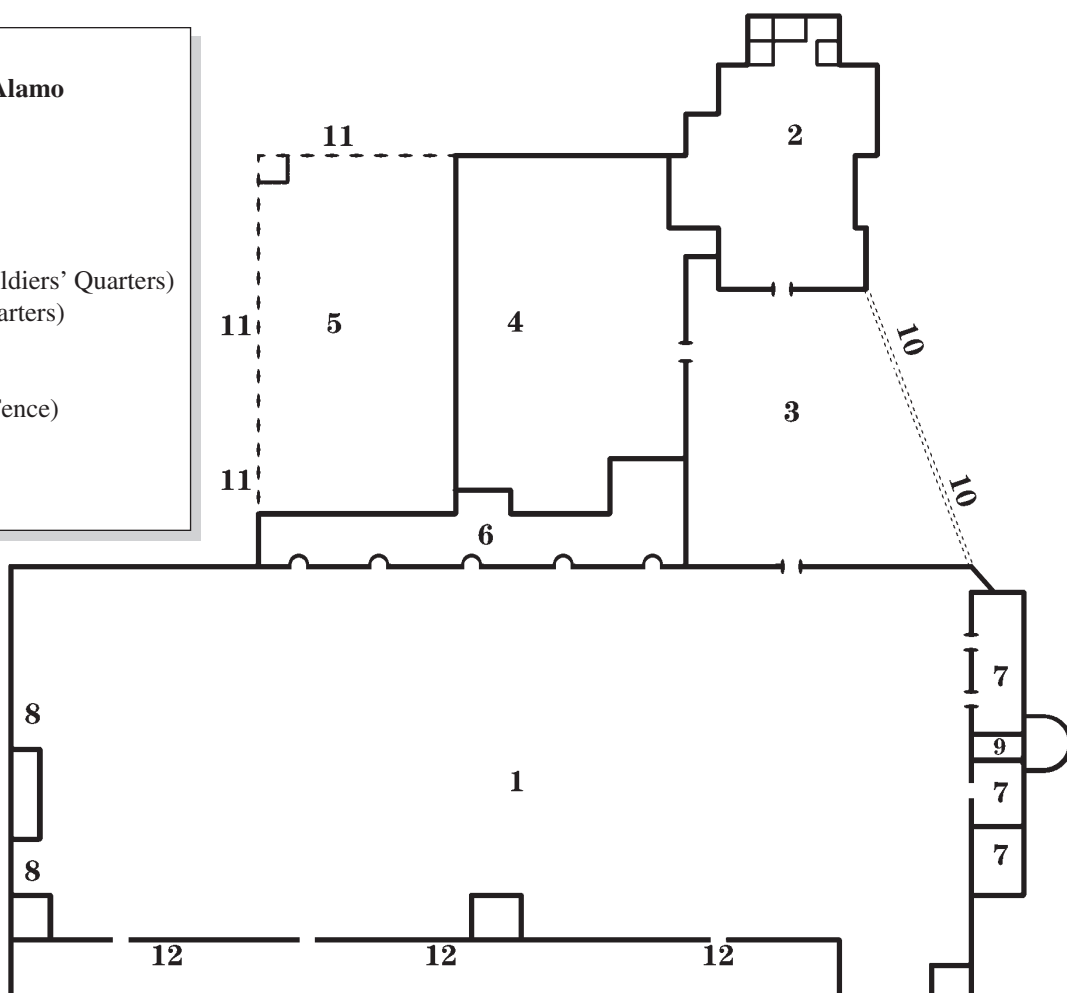
- From Mexico City (Nov 28)
- To San Luis Potosi (December)
- To Saltillo (January 7)
- To Monclova (February 1)
- Crossing the Rio Grande (Feb 12)
- To San Antonio de Béxar (Feb 23)
- To the San Jacinto River (Apr 20)

Trace Sam Houston's Retreat (in blue)

- From Gonzales
- To San Felipe on the Brazos
- To the San Jacinto River

Bird's-Eye View of the Alamo

1. Large Plaza
2. Church/Chapel
3. Small Plaza
4. Horse Corral
5. Cattle Pen
6. Long Barracks (Soldiers' Quarters)
7. Low Barracks (Quarters)
8. North Wall
9. Main Entrance
10. Palisades (Picket Fence)
11. Fence
12. West Barracks



TEXAS MAP



THE TWO SIDES

The Dates:

The Place:

Type of Battle:

	MEXICO	TEXAS
Personnel	<p>Commander: _____</p> <p>_____</p> <p>Size of Force: _____</p> <p>Number taking part in the attack: _____</p> <p>_____</p>	<p><u>At the Alamo</u></p> <p>Commanders: _____</p> <p>_____</p> <p>Size of Force: _____</p> <p><u>Not at the Alamo</u></p> <p>Commander: _____</p> <p>Other leader(s): _____</p> <p>Nearby reinforcements: _____</p>
Objectives	<ul style="list-style-type: none"> • _____ _____ _____ • _____ _____ _____ _____ • _____ _____ _____ 	<ul style="list-style-type: none"> • _____ _____ _____ _____ • _____ _____ _____ _____ • _____ _____ _____
Strategies	<ul style="list-style-type: none"> • _____ _____ _____ _____ • _____ _____ _____ _____ • _____ _____ _____ 	<p>Colonel Travis</p> <ul style="list-style-type: none"> • _____ • _____ • _____ <p>General Houston</p> <ul style="list-style-type: none"> • _____ • _____ • _____