

# Table of Contents

Texas Declaration of Independence .....	5
Texas Declaration of Independence and U.S. Declaration of Independence Questions .....	8
The Alamo—From Description to Drawing .....	9
Alamo Time Line .....	11
Alamo Time Line Questions .....	12
Colonel Travis’s Letter Asking for Help.....	13
Students’ Letters About the Alamo.....	14
Heroes of the Alamo: Davy Crockett, James Bowie, William Barret Travis.....	15
Heroes of the Alamo Questions .....	18
Day-by-Day of the Alamo Siege.....	19
Day-by-Day of the Alamo Siege Questions .....	21
The Battle of the Alamo.....	22
The Battle of Goliad .....	23
The Battle of San Jacinto and Texas Independence .....	24
The Battle of San Jacinto and Texas Independence Questions....	25
The Lone Star Republic of Texas .....	26
The Lone Star Republic of Texas Outline .....	27
Causes of the Mexican-American War.....	28
Treaty to Prevent Mexican-American War .....	30
The Mexican War 1846-1848.....	31
Mexican-American War Time Line .....	33
Mexican-American War Map .....	34
Treaty of Guadalupe Hidalgo .....	35
Who Got the Better Deal in the Treaty of Guadalupe Hidalgo? ....	39
Multiple Intelligence Activities.....	41
Internet Research Ideas.....	43
Glossary .....	45
Answer Key .....	45

## Dear Teacher or Parent,

I am so proud to introduce you to the Teaching & Learning Company's series on historic monuments of the United States. Topics were chosen not only for their historical importance, but also to honor the people of many cultures who have built our nation: Mexican Americans, Native Americans, African Americans and Americans of European descent, among others.

The story of the Texas revolution has fascinated me since I was a child and my family took a trip to see the Alamo and the battlefield at San Jacinto. I hope students using this book will discover for themselves the excitement of history, the mystery of finding clues to the past and the awe of seeing legends in the making.

Please be aware that many facts about the Alamo are hard to pin down. Did Bowie have two children or none? Did Crockett surrender or fight to the end? Were there 185 or 215 defenders at the Alamo? Sources contradict one another, and survivors changed their stories as they retold them over the years. I have been as accurate as my sources allow, but I hope you can bear with some ambiguity. Part of the fun of history is that we can never know the exact truth, and the fascination lies in the search for it.

Sincerely,

*Julia*

Julia Hargrove



# The Unanimous Declaration of Independence

*made by the Delegate of the People of Texas in General Convention*

*at the town of Washington on the 2nd of March 1836*

## *Understanding Original Documents I*

---

---

1) When a government has ceased to protect the lives, liberty and property of the people, from whom its legitimate powers are derived, and for the advancement of whose happiness it was instituted, and so far from being a guarantee for the enjoyment of those inestimable and inalienable rights, becomes an instrument in the hands of evil rulers for their oppression.

2) When the Federal Republican Constitution of their country . . . no longer has a substantial existence, and the whole nature of their government has been forcibly changed . . . from a restricted federative republic . . . to a consolidated central military despotism . . . .

3) When, long after the spirit of the constitution has departed, moderation is at length so far lost by those in power, that even the semblance of freedom is removed, and the forms themselves of the constitution discontinued, and so far from their petitions and remonstrances being regarded, the agents who bear them are thrown into dungeons, and mercenary armies sent forth to force a new government upon them at the point of the bayonet . . . .

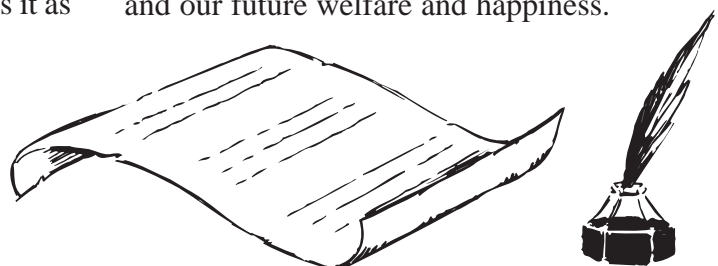
4) When, in consequence of such acts of malfeasance and abdication on the part of the government, anarchy prevails, and civil society is dissolved into its original elements. In such a crisis, the first law of nature, the right of self-preservation, the inherent and inalienable rights of the people to appeal to first principles, and take their political affairs into their own hands in extreme cases, enjoins it as a right towards themselves, and a sacred obligation to their posterity, to abolish such government, and create another in its stead, calculated to rescue them from impending dangers, and to secure their future welfare and happiness.

1) Governments get the right to govern from the people. Sometimes governments don't protect the people's lives, liberty, property or happiness. Governments can get into the hands of evil rulers who use their power to hurt the people.

2) The Mexican Constitution doesn't really exist any more. The government has changed from a republic to a military dictatorship.

3) The spirit of the Constitution is gone, freedom removed and government institutions no longer exist. The people have complained and gotten angry about this. But their representatives have been thrown into jails, and armies have been sent to force the new government on the people with bayonets . . . .

4) Because the government has ruled badly, we are in a state of anarchy. In this crisis, the first thing we must do is to take care of ourselves and our rights. We must take our government into our own hands in this extreme situation. It is our right to take care of ourselves and our duty to take care of our children. We must overthrow the present government and create our own that will protect us and our future welfare and happiness.



# Texas Declaration of Independence and U.S. Declaration of Independence

## Understanding Original Documents I

---

A. The following phrases or ideas are found in both declarations of independence. Below are quotes from the U.S. Declaration. For each phrase listed, quote a phrase from the Texas Declaration that uses the same words or has the same meaning.

1. “certain unalienable (that can not be taken away) rights . . . (of) life, liberty, and the pursuit of happiness . . .”
2. “That, to secure these (unalienable) rights, governments are instituted (set up) among men, deriving (getting) their just powers from the consent of the governed (from the people).”
3. “But when a long train of abuses . . . evinces (shows) a design to reduce them under absolute despotism (dictatorship), it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.”
4. “. . . a decent respect to the opinions of mankind requires that they should declare the causes which impel (require) them to the separation (from the mother country).”
5. “. . . and to assume, among the powers of the earth, the separate and equal station to which the laws of nature . . . entitle them . . . .”
6. “We . . . the representatives of the United States of America . . . do, in the name and by authority of the good people of these colonies, solemnly . . . declare, that these united colonies are, and of right ought to be, free and independent states; (and) that they are absolved from all allegiance to the British crown . . . .”

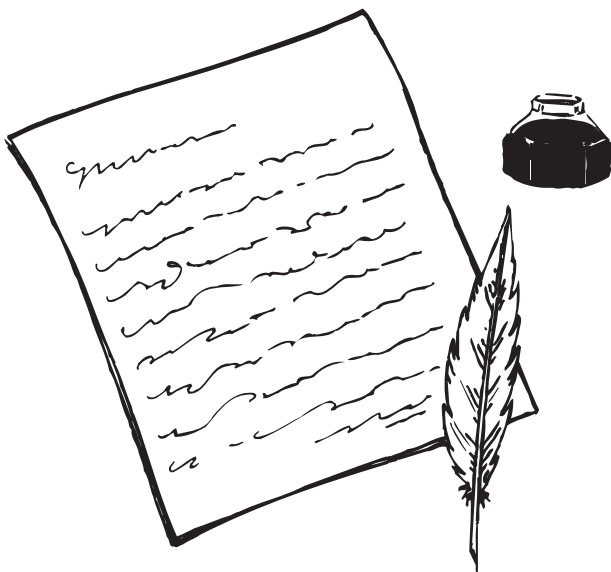
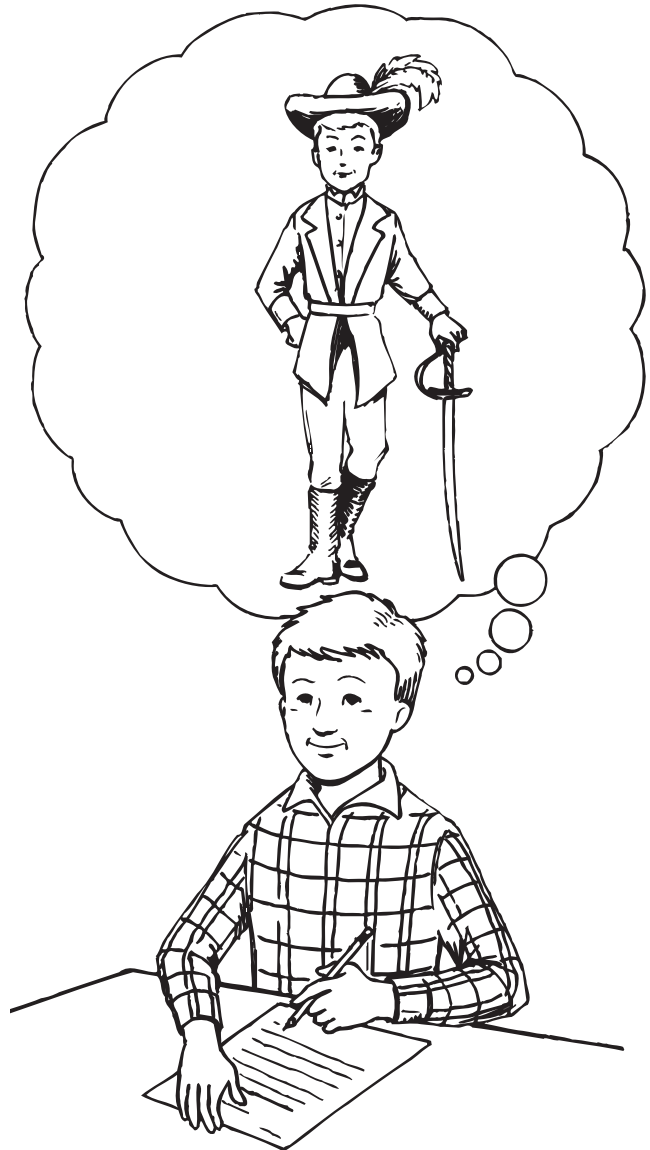
B. Both documents explain the bad things that are happening to the rebels and tell why they want to break away from the mother country. In several cases, the Texians have the same reasons as the United States originally did. If the reasons are similar, write *yes* in the space provided and give a quote from the Texas Declaration to prove your answer is correct. If they are not found in the Texas Declaration of Independence, write *no* in the space.

- \_\_\_\_\_ 7. “For depriving us . . . of the benefits of trial by jury.”
- \_\_\_\_\_ 8. “He has called together legislative bodies at places unusual, uncomfortable, and distant . . . .”
- \_\_\_\_\_ 9. “He has made judges dependent on his will alone for . . . the amount and payment of their salaries.”
- \_\_\_\_\_ 10. “For transporting us beyond seas, to be tried for pretended offenses.”
- \_\_\_\_\_ 11. “He has endeavored (tried) to prevent (the growth of) the population of these states . . . .”
- \_\_\_\_\_ 12. “He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny (dictatorship) already begun . . . .”
- \_\_\_\_\_ 13. “He has (created) a multitude of new offices, and sent hither swarms of officers to harass our people and eat of their substance.”
- \_\_\_\_\_ 14. “He has . . . (tried) to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.”

C. Writing a Paragraph: On the back of this sheet, explain three reasons why the Texians would want their Declaration of Independence to be so much like that of the United States.

# Students' Letters About the Alamo

1. Rewrite Travis's letter in your own words. Keep the spirit of the letter even though you are changing the words: be sure the desperation of the situation and the dramatic appeals to honor, patriotism and liberty are clear. You must also correct Travis's punctuation, grammar and spelling where necessary. Remember the format of a letter with its date, greeting, closing and signature.
2. Pretend that you are Sam Houston and that you have just read Travis's letter. You have the difficult job of telling Travis that you cannot send more troops to the Alamo because you don't have enough troops yourself, the government is not yet completely organized, the declaration of independence has not been ratified and what troops you do have must be used to defend the new government and the capital of Texas. In spite of all this, you must also try to give Travis and his men some hope and persuade them that it is very important to hold out as long as possible so that the new government and army can grow stronger. Now write your letter to Travis.



3. You are from the U.S. and have settled in Texas. You have pledged your allegiance to the Texas revolution. You are at the Alamo, and early in this siege you manage to get a letter out to your family. Describe the situation you are in, why you support the Texas revolution, why you decided to remain at the Alamo and what your fears and hopes are. What last message would you give your family?

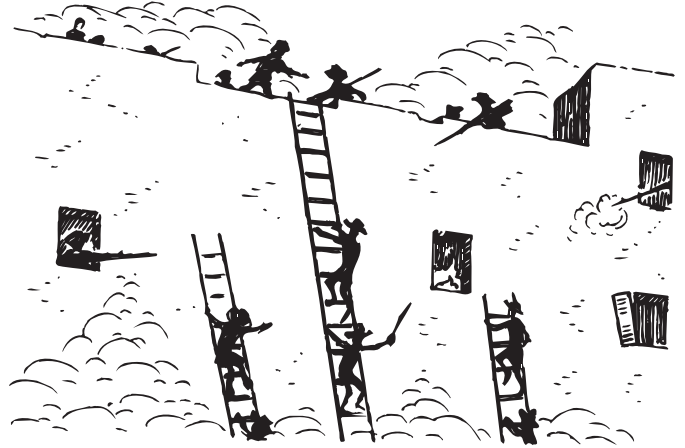
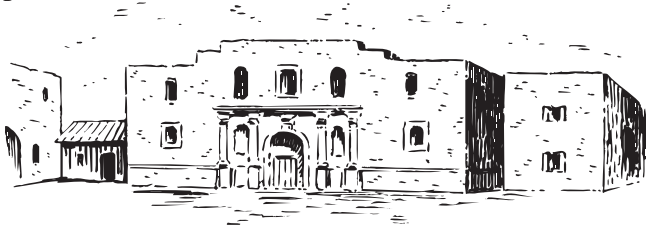
# The Battle of the Alamo

The story of the battle of the Alamo is written below, but several words are left out. As you read, use context clues to figure out the missing words and write them in the blanks. The number of spaces in each blank shows the number of letters in the answer.

The Alamo fortress had been (1) \_\_\_\_\_ by Mexican troops under the command of Santa Anna for 12 days before the final battle. At (2) \_\_\_\_\_ on the morning of the thirteenth day, March 6, 1836, the Mexicans attacked. The (3) \_\_\_\_\_ troops split into four columns, each column marching toward one of the four defensive walls.

The men in the Alamo fought off the first attack; but Colonel Travis was killed at the north wall, (4) \_\_\_\_\_ in the forehead. Two more (5) \_\_\_\_\_ were driven back as well. The Mexicans were playing the *Deguello*, meaning “no mercy and no (6) \_\_\_\_\_,” during these first assaults.

Now Santa Anna’s troops began taking (7) \_\_\_\_\_ to climb the walls and get (8) \_\_\_\_\_ the fort. The defenders clubbed the attackers and (9) \_\_\_\_\_ the ladders off the walls, but the Mexicans put their bayonets to good use and got into the fort. At the same (10) \_\_\_\_\_, Santa Anna’s troops were (11) \_\_\_\_\_ through the defensive walls in two places.



Once the (12) \_\_\_\_\_ was inside the walls, the fighting continued hand to hand. The revolutionaries ran out of (13) \_\_\_\_\_ but fought on using their (14) \_\_\_\_\_ as clubs and wielding their knives. James Bowie was too ill to fight and was killed in his room. The last stronghold of the Alamo was the chapel. The place where Davy Crockett (15) \_\_\_\_\_ is uncertain. One Mexican source says he (16) \_\_\_\_\_ and was executed, but it is more in character for him to have fought to the (17) \_\_\_\_\_. Several Tejanos—or Mexicans who sided with the revolution (18) \_\_\_\_\_ Santa Anna—also died defending the Alamo.

The battle was over at 6:30 a.m., having lasted for only 90 minutes. There were a few (19) \_\_\_\_\_ of the battle, mostly (20) \_\_\_\_\_, children and two black slaves. The bodies of the dead were burned in a large pile.



# *Causes of the Mexican-American War*

---

---

On the left-hand side is a summary of the main causes of the Mexican War. On the right-hand side is room for writing solutions to those problems. You will be assigned one or two partners. As a group, your goal is to resolve these problems, keep the Mexican and U.S. governments happy and prevent war. Be creative but realistic, and find a solution to each of the problems.

## **Problems**

## **Solutions**

1. Mexico still considers Texas to be theirs. They have threatened war if Texas joins the U.S. When Texas is taken into the Union, Mexico breaks off diplomatic relations with the U.S.

---

---

---

2. A major argument against the U.S. claim to Mexico is that they gave up their claim in a treaty. When the U.S. signed an agreement with Spain in 1819 to gain Florida, the U.S. gave up its vague claim to Texas in return.

---

---

---

3. President Polk wants California for the United States. He has sent an ambassador to Mexico to offer up to \$25,000,000 to buy that area. The Mexican officials will not see or talk to the U.S. ambassador.

---

---

---

4. Mexico owes the United States \$3,000,000 for damages to American citizens and their property. The Mexican government has had several recent revolutions, is unstable and is unable to pay the debt.

---

---

---

5. Many people in the United States believe in an idea called Manifest Destiny. This means that they believe that it is their fate to spread across the North American continent from the Atlantic Ocean to the Pacific and to establish their democratic form of government where they settle.

---

---

---

# Treaty of Guadalupe Hidalgo

## Understanding Original Documents III



### THE MEXICAN CESSION

#### Article V

The boundary line between the two Republics shall commence in the Gulf of Mexico, three leagues from land, opposite the mouth of the Rio Grande . . . or (o)pposite the mouth of its deepest branch . . . ; from thence up the middle of that river, following the deepest channel . . . to the point where it strikes the southern boundary of New Mexico . . . ; thence, westwardly, along the whole southern boundary of New Mexico (which runs north of the town called Paso) to its western termination; thence northward, along the western line of New Mexico, until it intersects the first branch of the river Gila; . . . thence down the middle of the said branch, and of the said river, until it empties into the Rio Colorado; thence across the Rio Colorado, following the division line between Upper and Lower California, to the Pacific Ocean.

#### Article V

The boundary between Mexico and the U.S. will begin at the Gulf of Mexico, go to the mouth of the Rio Grande River, and follow the river until it meets the southern boundary of New Mexico. The line then follows the southern boundary of New Mexico until it reaches the western boundary of that province. It follows the western boundary of New Mexico northward to the Gila River after which it turns west to follow the river to the Rio Colorado. At the Colorado River, the boundary follows the dividing line between Upper and Lower California to the Pacific Ocean.



# Multiple Intelligence Activities

---

## Verbal/Linguistic Intelligence

1. Davy Crockett was known as a good “stump speaker.” He was noted for the amusing and entertaining speeches that he gave in rural areas while standing on a tree stump so that his audience could see and hear him better. Research to find any of his speeches in Congress or on the campaign trail. Then pretend you are Crockett’s speech writer and present a speech in his style either about national issues of the day or campaigning for Congress.
2. Pecos Bill and Davy Crockett both had many legends told and written about them. Choose one of these heroes and write a legend or tall tale about him. Be creative and remember that tall tales are greatly exaggerated stories!
3. Watch John Wayne’s *The Alamo* and compare it to the historical facts you have learned. Write a critique of the film explaining the parts that are accurate and the factual mistakes the film portrayed.

## Visual/Spatial Intelligence

1. Make a three-dimensional model of the Alamo using papier-mache, matchsticks or other materials.
2. Research and make drawings of the U.S. and Mexican military uniforms during the Texas revolution and the Mexican-American War. Likewise, students interested in the weapons used at this time could make drawings of the rifles, knives, cannons, hand guns, etc. (*The Alamo Sourcebook* by Todish and Todish is an excellent source of pictures of those uniforms and weapons.)
3. Find a game of the Alamo and play it, or create your own games of the Alamo and the Battle of San Jacinto to play.

## Musical/Auditory Intelligence

1. Research the bugle calls of the Mexican and U.S. armies. Among these would be the Mexican “Advance” and “No Quarter” and the U.S. “Taps.” Play these for the class on the musical instrument of your choice.
2. Several songs have been written about the Alamo including “The Ballad of Davy Crockett,” “The Green Leaves of Summer” and “The Ballad of the Alamo.” Learn these songs or others like them and play them on a musical instrument or sing them for your class.
3. Write your own song about one of the battles of the Texas revolution or its heroes.
4. Mariachi and salsa are two musical forms popular in Mexico. Several students might form a small band, learn songs from either of these two styles and play them for the class.

## Mathematical Intelligence

1. Work with a student who is making a model of the Alamo, and do the calculations to build it to scale. How many feet or yards of the real fort will be represented by an inch in the scale model?
2. Make a chart of the several additions of land to the United States including Texas and the Mexican Cession. Include in your chart the number of square miles, the fraction of the total size of the U.S. and the percentage of the whole U.S. for each addition.

