

Massachusetts History and Social Science Curriculum Framework: *USI.26 E, H*
The Annexation of Texas in 1845 and the territorial acquisitions resulting from the Mexican War.

Lesson 6: “Remember the Alamo!” and “equally liabel”

Purpose: To identify and assess the strong opinions about long-ago historical events. The New England student will become informed about the battle of the Alamo, its causes and effects on the Mexican, Texan, Tejano and Anglo and the U.S.-Mexican border war.

Learning objectives: Students will distinguish the many issues surrounding the Battle of the Alamo that are still being debated. They will examine the conflict between the U.S. and Mexico over Texas (and California).

Time: 5 days

Essential question(s): What could the US/Mexico have done to prevent a war? Was it a just war? Do the ends justify the means?

1. The students will become knowledgeable of dates, events, places and major ideas of the conflict between Mexico and the United States.

U.S. History – Westward Expansion

Name:

Date:

Lesson 6 – “Remember the Alamo” and “equally liabel”

- I. Pre-test:** complete the worksheet that follows to the best of your knowledge at this time.

Two Views on Texas pre-test

Name:

Date:

The following are some of the topics we have been focusing on during our Westward Expansion Unit, the borderlands conflict. Write your observations and recall of information to the statements below.

1. The importance to Mexico of holding onto the land it had inherited from Spain after its war for independence.
2. The United States’ hope to expand across the North American continent.
3. Mexico’s decision to open Texas for foreign settlers.
4. The changing face of the population of Texas.
5. Mexico’s decision to centralize its government, thereby restricting the autonomy of its territories like Texas.
6. The Texans’ rebellion led by Sam Houston and Texas’ subsequent claim of independence form Mexico.
7. The Battle of San Jacinto.
8. Mexico’s concern that if it loses Texas to the U.S., it will also lose New Mexico and California.
9. The U.S.’s annexation of Texas and Mexico’s subsequent decision to recall its Ambassador to the U.S.
10. The two countries’ land disputes regarding the area between the Nueces River and the Rio Grande.

II. Readings:

1. Go to:

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/2sanantonio/2sanantonio.htm>

At this site you will read and investigate the Missions of San Antonio. In the TABLE OF CONTENTS, click on

- “Setting the Stage: Historical Context”
- Determining the Facts: Readings #1
- Virtual Evidence: Images #1, 5, 6

2. (Open attached Power Point file to “tour” a slide show of the Alamo) Cite documents from both sides of the Battle. Take notes as to the key figures of the battle. Attempt to reconstruct the attack and defeat using the images as points of reference.

3. You will read one secondary source and three primary sources. The first, “Real American Heroes?” abridged from Lon Tinkle, *13 Days to Glory: The Siege of the Alamo*; the next two, “Mexican General Mariano Arista’s Advice to the Soldiers of the U.S. Army, 1846” and “John A. Dix Advocates Expansion onto Mexican Lands, 1848.” Finally, you will read the terms of the Treaty of Velasco @

<http://www.jsjunction.com/docs/velasco.htm>

Use the accompanying “Written Document Analysis Worksheet” when reading these documents. Contemplate these questions: Do the writers sound rational or emotional? Do the writers seem to know what they’re writing about and to whom? Can you confirm whether the writer has the facts straight?

4. Answer these questions:

- ✓ Should the fallen Mexican dead be memorialized?
- ✓ Should Santa Anna have been tried and executed at San Jacinto?
- ✓ Were Texan colonists justified in their grievances toward Mexicans?

III. Movie:

Remember the Alamo starring John Wayne, 1990.

How does the movie reflect what you have learned about the Battle of the Alamo and how does it depart from the historical record?

IV. Webquest: @

<http://www.pbs.org/kerawar/ushistory/mexicanwar/prelude/>

- a. All will read the prelude. The two sides of the debate of Manifest Destiny will divide the US and Mexican links, respectively, to be researched and reported back. James Polk and General Antonio Lopez de Santa Anna, Divisions in Mexico, Manifest Destiny, geography and trade routes will all be selected and generalized.
- b. The war, itself, will be divided into the five segments: the borderlands, a call to arms, the role of the media, battles of the war and war's end will be presented to the class.
- c. Go to:
http://www.pbs.org/kerawar/ushistory/mexicanwar/resources/video_library.html
Select video clips to supplement your readings from the PBS website.
- d. You will now read the terms of the agreement of the Treaty of Guadalupe Hidalgo signed at the end of the war. Go to:
<http://www.azteca.net/aztec/guadhida.html>
Read Articles I – IX and XII. For each, classify the stipulations of the agreement. On the map below, color code the boundary lines that were won and lost.



e. Final project: Creating a war memorial.

There are so many war memorials (more than 8,500 in the U.S. alone) that it's easy to overlook the meaning that each one can carry. The U.S. federal government has never built a memorial to commemorate the U.S.-Mexican War (within the United States; the U.S. government did fund a memorial in Mexico City). What do you consider the possible reasons for this? Ulysses Grant's described the war as "one of the most unjust ever waged by a stronger against a weaker nation." Do you believe that this statement may have contributed to the lack of a national memorial.?

Your task is to create a U.S. national war memorial for the U.S.-Mexican War. In your design, address the following questions:

- What is the goal of your memorial?
- What is the target audience of your memorial?
- Whom would your memorial honor?
- What words, if any, would be on your memorial?
- What would your memorial look like?
- In what city or state would your memorial be?
- What would be the setting for your memorial?

http://www.pbs.org/kerawar/educators/creating_a_memorial.html

Assessment:

| | |
|--|---------|
| Design of memorial | 20 pts. |
| Paragraph one: (5 sentence minimum) | 20 pts. |
| ✓ Explain memorial | |
| ✓ Explain significance | |
| ✓ Description | |
| ✓ Elements | |
| Paragraph two: (5 sentence minimum) | 20 pts. |
| ✓ Include map in text | |
| ✓ Explain choice of location | |
| Paragraph three: (5 sentence minimum) | 20 pts. |
| ✓ Explain need for memorial | |
| ✓ Target age groups/populations | |
| Paragraph four: (5 sentence minimum) | 20 pts. |
| ✓ Concluding argument(s) | |
| ✓ All aspects of project covered | |
| ✓ Information adequately presented and explained | |

Written Document Analysis Worksheet

| | | | | |
|---|--|---|--|---|
| 1. | <p>TYPE OF DOCUMENT (Check one):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other </td> </tr> </table> | <input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum | <input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report | <input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other |
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| 2. | <p>UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other </td> </tr> </table> | <input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals | <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other | |
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| 3. | <p>DATE(S) OF DOCUMENT:</p> <hr/> | | | |
| 4. | <p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <hr/> <p>POSITION (TITLE):</p> <hr/> | | | |
| 5. | <p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p> <hr/> | | | |
| 6. | <p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <hr/> <hr/> <hr/> <p>B. Why do you think this document was written?</p> <hr/> <hr/> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <hr/> <hr/> <p>D. List two things the document tells you about life in the United States at the time it was written:</p> <hr/> <hr/> <p>E. Write a question to the author that is left unanswered by the document:</p> <hr/> <hr/> | | | |

corridos: <http://artsedge.kennedy-center.org/content/3742/>