

Unit 5: The Texas Revolution

7th Grade Lesson Plan: The Battle of the Alamo

Extension Activity

(45 – 90 minutes)

Objective	<p>Students will be able to explain important events of the Siege and Battle of the Alamo in chronological order and create a visual or written representation of the events.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine a timeline of the events of the Siege and Battle of the Alamo from the point of view of the people inside the Alamo. 2. <u>I will</u> identify key locations of the events on a map of the Alamo compound and create a written or visual representation of the chronological events of the Alamo.
Key Concepts	<ul style="list-style-type: none"> • The Siege of the Alamo lasted thirteen days and consisted of constant bombardments by the centralist army. • Throughout the siege, William B. Travis attempted to secure support and reinforcements from other Texans, though only 32 men from Gonzales answered the call. • The Battle of the Alamo occurred on March 6, 1836 when the centralist army attacked in three waves, overrunning the Alamo and defeating the defenders on the third wave.
Skills	<ul style="list-style-type: none"> • Using chronological information from a timeline. • Considering and creating materials based on various points of view from within the walls of the Alamo.
Essential Questions	<p>What were the key events in chronological order of the Siege and Battle of the Alamo?</p> <p>What might the experience have been like for the people inside the Alamo?</p>
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students create a short journal entry and draw a visual representation of their journal entry based on the point of view of someone within the Alamo walls during the Siege of the Alamo.

	<p>Lesson</p> <ul style="list-style-type: none"> • Timeline of the Alamo: This material provides a chronological day-by-day explanation of the events from the siege and battle of the Alamo. Students will use this timeline to complete their worksheet. • Student Worksheet: Based on the Timeline of the Alamo, students will label key location in the Alamo compound of the various events that took place during the siege and the battle. Students will then create either a storyboard or a collection of journal entries based on the events of the Alamo from the point of view of someone within the Alamo compound. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students read an excerpt from an article in the Telegraph and Texas Register reporting on the fall of the Alamo. Students will determine whether the information presented is primarily fact or opinion, using evidence from the article to support their conclusion.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) 2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Timeline of the Alamo (<i>Suggested printing: 1 per student, partners, or group.</i>) 4. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visuals representations of directions 3. Chunking text information 4. Matching options for mapwork 5. Reduction in work
TEKS	<ul style="list-style-type: none"> • 7.03(B) Explain the roles played by significant individuals during the Texas Revolution, including William B. Travis.

	<ul style="list-style-type: none"> • 7.03(C) Explain the issues surrounding significant events of the Texas Revolution including the Siege of the Alamo, William B. Travis' letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defender who gave their lives there. • 7.08(C) Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas. • 7.20(A) Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.20(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. • 7.20(D) Identify bias and points of view from the historical context surrounding an event that influenced the participants. • 7.20(F) Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy. • 7.22(C) Create written, oral, and visual presentations of social studies information.
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Teacher Guide: The Battle of the Alamo Extension

Warm-up	<ul style="list-style-type: none"> Students use a prompt to write a short journal entry and draw a visual representation from the point of view of someone in the Alamo during the siege. Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. Slides 4 and 5 provide the Essential Questions and the “We will / I will” statements for the unit.
Lesson	<p><u>Timeline of the Alamo</u></p> <ul style="list-style-type: none"> This material provides a chronological description and explanation of the events of the Alamo from the point of view of the people inside the Alamo compound. Suggested use: Teacher reads one or two times to the class for the map activity, then distributes copies of the timeline to students or groups for the storyboard/journal activity. <p><u>Student Worksheets</u></p> <ul style="list-style-type: none"> Part I: The Map of the Alamo - Students label the approximate location within the Alamo compound of key events that are described in the Timeline of the Alamo. Slides 6 and 7 contain an image of the map from the student worksheet and restate the directions for this portion of the assignment. Part II: The Events of the Alamo Activity – Students choose ONE of the options provided for this activity. The options are briefly presented on slide 8. <ul style="list-style-type: none"> <u>The Storyboard Activity:</u> Students create a storyboard of images that represent significant events that occurred during the siege and battle of the Alamo based on the timeline. Slide 9 provides an image of a portion of a storyboard of the Alamo as an example to students. <u>The Journal Activity:</u> Students create a collection of journal entries from the point of view of someone within the Alamo during the siege and battle.

	<ul style="list-style-type: none"> - Slide 10 provides a sample journal entry from one day inside the Alamo walls during the siege. • <u>Advanced</u>: First, students identify and label key locations on their map of the Alamo using the Timeline of the Alamo. The advanced map requires students to identify the map locations based on the timeline information alone. Then, students create either a storyboard or a collection of journal entries demonstrating the events of the Alamo from the perspective of someone within the Alamo walls. Advanced work requires 10 – 14 images in the storyboard or entries in the journal. • <u>Grade Level</u>: First, students identify and label key locations on their map of the Alamo using the Timeline of the Alamo. The grade level map identifies the specific locations on the map for students to label. Then, students create either a storyboard or a collection of journal entries demonstrating the events of the Alamo from the perspective of someone within the Alamo walls. Advanced work requires 8 - 12 images in the storyboard or entries in the journal. • <u>Foundations</u>: First, students identify and label key locations on their map of the Alamo using the Timeline of the Alamo. The foundations map identifies the specific locations on the map for students to label and provides matching options for the events that happened at each location. Then, students create either a storyboard or a collection of journal entries demonstrating the events of the Alamo from the perspective of someone within the Alamo walls. Advanced work requires 6 – 8 images in the storyboard or entries in the journal. <p>Note on the length of the assignment: The “Events of the Alamo” portion of this activity will likely take some students more than one class period. The map activity and the directions of the events activity can be completed in one class period. An additional class period can be taken for students to complete the events activity, or it can be assigned as homework.</p>
Exit Ticket	<ul style="list-style-type: none"> • Students read an excerpt from the Telegraph and Texas Register about the fall of the Alamo. The article was published in the newspaper on March 24, 1836. • Students determine whether the article presents information that is primarily fact or opinion and provide evidence from the article to support their conclusion.

- Slides 11 and 12 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Raba, Ernst Wilhelm, 1874-1951. [The Alamo illustration], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph459953/>: accessed February 18, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting San Antonio Conservation Society.
- "The Alamo", map, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph30285/>: accessed March 21, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- Storyboard Example of the Siege of the Alamo, Courtney Abubakar, Texas History for Teachers, The University of North Texas.
- Baker & Bordens. Telegraph and Texas Register (San Felipe de Austin [i.e. San Felipe], Tex.), Vol. 1, No. 21, Ed. 1, Thursday, March 24, 1836, newspaper, March 24, 1836; San Felipe de Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph47891/>: accessed March 26, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.