

TELEGRAPH, AND TEXAS REGISTER.

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POETRY.

NEW POEM.

Trans. Will. Ross.

Oh Texas! this land of the brave, where,
Since the lightning first illumined the night,
Gave the weapons of war; for thy valor is known,
And the great World And will soon be overthrown.
The faith, like a flame in the forest still;
Sound the triumph of thy triumph from liberty's ear;
Break the chains of oppression; be tyranny hurled;
And the glory shall wake up the glories of the world.
No long shall the scepter of despotism wave
O'er the wish of the world, and the blades of the lance;
Waking shall the despot and pretension slide,
To smother the lamp of thy liberty's light.
Oh Texas! when in the strength of the night,
On faith, in thy courage the field and the light;
Let a mass of the people move the sword of the lance;
And the march of the great shall be to the grave.
Oh! some may say you are a desert; again,
And freedom to the world that thy land shall be free.
Then without shall appear in the cause
That gave Texas liberty, freedom, and love.
Oh! listen the hour when the flame shall rise,
And the deeds of thy men all the world shall prize;
When the desert shall fall, and when tyranny hurled,
The banner of freedom shall wave in the world.
BAND OF THE TEXAS.

COMMUNICATION.

SHALL WE DECLARE FOR INDEPENDENCE?

Shall we declare for independence? is a question now upon every tongue; the idle and the thinking, the patriot and the apocryphal. The subject is near every heart that is capable of feeling, and involves in the decision the future destiny of Texas. Our representatives are about to assemble; we have invested them with power to determine this important query, and should now, by free discussion, if possible, enlighten their path.

We may rejoice that, at this crisis, we are not entirely of unimproved ground. We have a bright example before us, in the United States; and by observing the similarity of our situation, we may more correctly judge of the propriety of our course. Jefferson says, "All governments are instituted for the benefit of the governed; and when they become subversive of these ends, it is the duty of the people to alter or abolish them." The right to revolutionize cannot be brought in question, at this enlightened day; and the right to establish such government as the people may prefer, is equally clear and acknowledged. The only question to determine then is, whether the act would be consistent with propriety, and result in the benefit of the people. We may more correctly determine this point, by comparing our situation with that

of the United States, during the contest of 1776. None will deny the propriety of their course; and as we have that standard before us, it may be profitable to appeal to it.

In the first place, have the causes which led to the separation, been as aggravated with the people of Texas as with the patriots of the revolution? They complained of imposing an unjust tax, of stationing armed troops amongst them, in time of peace, of carrying citizens out of the country for trial, &c. &c. We complain of their imposing heavy duties upon us, and expending some of the revenue within our borders; of not only harboring armed troops amongst us, in time of peace, but of sending them with bibles, to literally confine our people in diabolical fetters, or destroy their lives; of not only claiming the principle of trying our citizens out of the country, but of actually imprisoning a distinguished individual, for fictitious offences, without trial or jury, even while he was at their court, in the city of Mexico, petitioning for a redress of wrongs already inflicted; then not only violating the laws of all civilized nations, but causing a deliberate insult upon the people of Texas; of first inviting us to the country, to endure the dangers and privations of pioneers of a savage and wilderness land, and then passing laws prohibiting the migration of "natives of the United States of the North, but none others;" thus separating relatives and friends that had wished to dwell together; and finally, of destroying the constitution under which we lived, and claiming our obedience to a despotic military government. These are but a few of the wrongs we have endured; yet which of the catalogues of tyrannical acts most loudly calls for redress and separation from the oppressors? If the king of Great Britain, who had been guilty of these acts of tyranny, was unworthy to be the ruler of a free people, what shall we say of the Mexican government? We will disclose it forever, if we have not degenerated, and grown patient under wrongs, the least of which would have excited the patriotic indignation of our fathers.

But, say some, these acts of oppression have not all been inflicted by the government of the constitution of 1824; and although they should induce us to take up arms against Santa Ana, they should not cause us to declare ourselves independent of the Mexican nation. It is true, not all our wrongs have been inflicted under the constitution; yet enough has been suffered to prove that we cannot live as freemen under any government where Mexican influence shall preponderate. Besides, it would be vain to follow the different forms of government, in order to find the resting place of the responsibility of these acts. It

changes as often as the colors of the rainbow, and [as we are but about one hundredth part of the population of the confederacy] without our power to control or influence its changes. It is of but little importance to us what they call themselves, republicans or monarchists, when we are withering under their misrule. It is enough to know that our sufferings have been created upon us in either name, and will continue so long as we remain a part of their nation.

But, to continue the comparison, if we have suffered deeper wrongs, is there any stronger reason why we should more patiently endure them? Are we more strongly united to them by ties of kindred, language and institutions, a recollection of greater services rendered, or a greater affection and reverence for the standing of the nation to which we are attached? They separated themselves from a people that was "home of their home, and flesh of their flesh," and claiming the wretched title of parents; a people whose institutions were knitted to them by the strongest ties of affinity. We separate from a people one half of whom are the most depraved of the different races of Indians, different in color, pursuits and character; and all of whom are divided from us by the almost insurmountable barrier which nature and refinement have thrown between us—a people whose inert and idle habits, political ignorance and superstition, prevents the possibility of our ever mingling in the same harmonious family; and if possible, could only be done by self-degradation. They separated themselves from a people that claimed to have assisted and fostered them in their difficulties and hardships incident to settling a new country. We separate ourselves from a people who, after granting us land, in a savage country, (that they had not the hardship to inhabit) that we might protect them from the warlike Indians, while they remained secure in their little villages, not only neglected us, but drew our little resources, and threw every obstacle in the way of our advancement and prosperity. They separated themselves from the most glorious, great, and free nation that ever existed, the most free nation upon the face of the earth. We separate ourselves from a nation characterized by the opposite of all our qualities; not sufficiently stable in its character, and consistent in its conduct, any in track of liberty.

There is no reason to suppose that the patriots of 1776 would have tolerated the arbitrary and despotic rule of Santa Ana. They would have been the first to declare for independence.

Unit 5: The Texas Revolution

Lesson 2: How do we know what we know?

Warm-up

Follow the directions below to complete your warm-up



- Match the type of primary source material on the left with a quote that might be found in the material on the right.

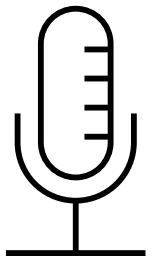


- Share your response with a partner



Share with the class:

A / An ____ (type of source)
would probably contain the
quote _____



Essential Questions



What types of primary source materials are typically used to learn first-hand information about this era?
What information can we learn from each of these types of sources?

In Today's Lesson

1. **We will** examine three primary source materials related to events that occurred during the Texas Revolutionary Era.
2. **I will** use the primary source materials to make observations and inferences about significant people and events of the era.

In the Historical Record

The History of the Texas Revolution was recorded in many different ways. Information about the war was recorded in newspapers in Texas, Mexico, and the United States, in official government and military documents, in journals, diaries, and letters between soldiers and their families, and in interviews conducted during and after the war. Use the primary sources in this lesson to get a glimpse into the events of and opinions on the war. Pay attention to the different types of resources, the author, the intended audience, and the points of view being provided.





Excerpt #1

The Arrest of Lorenzo de Zavala

Lorenzo de Zavala served in the Mexican government as the Minister to France from 1834 to 1835. He resigned when the centralists overthrew the federalist government and moved to Texas.

Portrait of Lorenzo de Zavala

By Larry Wheeler

The Portal to Texas History



Excerpt #2

Sam Houston's Army Orders

Sam Houston was born in Virginia and grew up in Tennessee. He served in the U.S. Congress and as the governor of Tennessee before immigrating to Texas in 1832. He led the Anglo and Tejano army in the Texas Revolution.

*Portrait of Sam Houston
The Portal to Texas History*



Excerpt #3

“A Lady of Texas”

The Texas Revolution affected almost all Texans, whether they were fighting in the battles or not. Women of Texas often played a role in providing necessary materials for the troops and taking care of farms and businesses during the war.

Woman Beside a Man on a Horse with Child.
The Library of Congress



Exit Ticket

Follow the directions below to complete your exit ticket



- Choose ONE point of view from the six presented in the chart.



- Circle or highlight your chosen point of view.
- Write a short journal entry talking about the growing issues in Texas from your chosen point of view.



Share with the class:

I am writing from the point of
view of _____.

This person might say the
following:

