

THE ALAMO

Learning Objectives: The students will

1. Demonstrate an understanding of the historical significance of the Alamo.
2. Identify some of the men who fought for freedom in the Battle of the Alamo.
3. Obtain information about the Alamo from electronic media.
4. Apply critical thinking skills by communicating in verbal, visual and written forms.

TEKS: SS K.2, K.15A,B,D, K.16, 1.13A, 1.17A,B,D, 1.18, 2.1B, 2.4A, 2.14B, 2.17A,B,E, 2.18

Materials: LCD projector, computer, *The Alamo* PowerPoint presentation that accompanies this lesson, copies of the attached *The Alamo* half-book (Kindergarten only), 12" x 18" drawing paper or construction paper (Grade 1 only), 8½" x 11" white paper (Grade 2 only), scissors (Grades 1 & 2 only), crayons

Vocabulary: Alamo, barrack, battle, commander, defeat, defend, fort, independence, liberty, Mexico, overtook, sharpshooter, symbolizes, volunteer

Teaching Strategy:

1. Begin the lesson by giving everyone in the class a 3" x 3" sticky note and have each student write his/her name on the note. Tell students that they are going to create a graph to show how many students in the class have visited the Alamo.
2. Guide the class to create a bar graph by having students post the "yes" responses horizontally beside each other and the "no" responses horizontally under the "yes" responses. Facilitate an analysis of the bar graph and then ask students what they know about the Alamo.
3. Show students *The Alamo* PowerPoint presentation. Lead a discussion by asking students the following questions:
 - According to legend, the day before the final battle at the Alamo, William Travis made a line in the dirt and said to his men, "Cross this line if you will stand and fight with me, but know that surely you will die." How many of the soldiers do you think crossed the line? (Answer: All, but one.)

- Would you have crossed the line knowing that it meant certain death? Why or why not?
 - What are the characteristics that you would use to describe William Travis, James Bowie, and Davy Crockett and the other men who fought and died at the Alamo?
 - A group called the Daughters of the Republic of Texas is dedicated to the preservation of the Alamo. Why do you think they have protected the Alamo and made sure people can visit it for free?
4. Kindergarten Strategy: Give each student a copy of the Half-Book attachment. Have students fold *The Alamo* sheet horizontally on the dotted line like a hamburger. The page, which features the graphic of the Alamo, will serve as the cover of the book. Instruct students to lift the cover and complete the following open-ended stem sentence: "The Alamo is important because _____."

5. First Grade Strategy: Have students make a Four-Door Book by folding a 12" x 18" piece of paper into a shutter fold. (To make a shutter fold, begin as if making a hamburger fold, but fold both ends to the center of the paper instead.) Next tell students to fold the shutter fold in half like a hamburger. Have students open the hamburger and cut along the two inside valley folds, thus creating 4 doors. (An example of the finished book is attached to this lesson.)

Instruct students to label the door in the upper left-hand corner with the words "Battle of the Alamo" and the upper right-hand door with the word "Where?" The door in the bottom left-hand corner should be labeled "When?" and the lower right-hand door labeled "Why?"

Have students fold the "Battle of the Alamo" door open and draw a picture of the Alamo or a symbol to represent it on the inside. When students open the other three doors, they should answer to the question on the door by writing the answer in the section under the appropriate door.

6. Second Grade Strategy: Have students make a Two-Tab Book by folding an 8½" x 11" piece of paper in half horizontally like a hamburger, but fold it so that a 2" tab is left uncovered along the bottom. Students will then fold it in half again like a hamburger.

Instruct students to unfold the paper and cut up the valley of the inside fold to the top of crease of the fold line, forming two large tabs. (An example of the finished book is attached to this lesson.)

Students should label the left tab “Cause” and the right tab “Effect.” They should write the title “Battle of the Alamo” on the 2” tab at the bottom of booklet.

Have students open the “Cause” tab and write a sentence explaining the cause of the Battle of the Alamo under the tab. Under the “Effect” tab, they should write a sentence explaining the effect of the Battle of the Alamo. Students may create a visual representation of the “Cause” and “Effect” on the back of the corresponding tabs, if desired.

7. After books have been completed, divide students into pairs and have them share their books with each other.

Extension for the Gifted/Talented: Students will conduct independent research on the Battle of the Alamo and the Battle of San Jacinto. These two websites contain excellent brief summaries of each battle:

<http://www.lsjunction.com/events/alamo.htm>

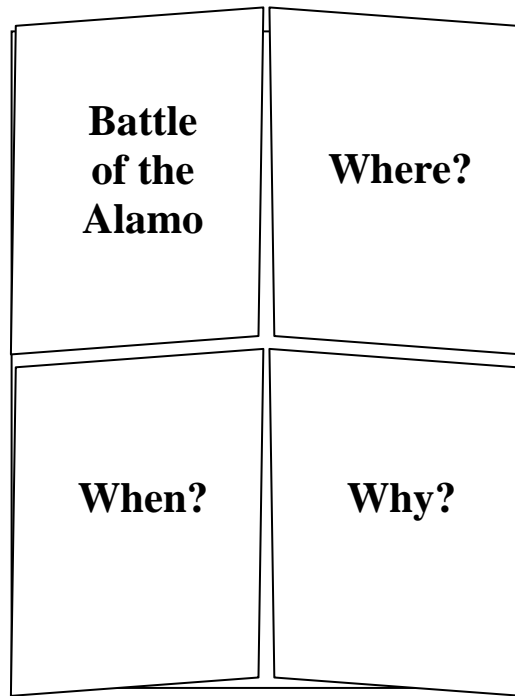
<http://www.lsjunction.com/events/jacinto.htm>

Students will then compare and contrast the Battle of the Alamo to the Battle of San Jacinto, using a large Two-Tab Book, Venn Diagram, or chart.

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EXAMPLE OF FOUR-DOOR BOOK



EXAMPLE OF TWO-TAB BOOK

