

# ***Postcards from the Alamo***

**Do you know why Americans remember the Alamo? In 1836, 184 Texans fought the Mexican Army from inside an old mission chapel known as the Alamo. Texans fighting for independence from Mexico had seized the structure and sent Mexican troops away from San Antonio the previous December. Colonel James Bowie and Colonel William B. Travis commanded the small force defending the Alamo, including the famous backwoodsman Davy Crockett. The Alamo is a symbol, not only of Texas Liberty, but more so of the willingness of people to sacrifice themselves for a cause. The soldiers and volunteers at the Alamo were all given the opportunity to leave on more than one occasion, but they stayed, understanding that the needs of the many outweigh the needs of the one or few.**

## Introduction

What makes the structure of the Alamo interesting to so many? Since the Battle of the Alamo and even earlier, sketches have been drawn to illustrate what it may have looked like at its beginning and through the nineteenth and twentieth centuries. "Postcards from the Alamo" is a fun, culminating activity where students decide for themselves what the Alamo looked like and when.

## Learning Objectives

After completing this activity, students will be able to:

- Place the "postcards" of the Alamo in chronological order
- Explore the value of examining drawings for an understanding of the changes within a setting over time.

Time Required: One class session

Grade Level: Grades 6-8

## Guiding Questions:

What is the proper chronological order of the "Postcards from the Alamo"? What conclusions can be made about the changes found in each drawing?

## Preparing to Teach this Lesson

- Provide students with a background on the Texas War for Independence.
- Download and print each drawing for this lesson. Preferably, the drawings should be printed on card stock paper size 4"x6" or 5"x7" to create the idea of a "postcard". Cut out if necessary.
- Label the back of each postcard with the corresponding number that is given. These will not be in time order.
- Provide students with large easel-size paper or butcher paper, scotch tape and markers.

## Class Activity

Explain to the students that they will be receiving their "Postcards from the Alamo". In groups of four or five, allow the students to examine the drawings and to come to a mutual decision as to the chronological order of the drawings. As they determine the order, they may tape the postcards in order onto the paper. Then, with markers, they may write notes alongside the postcard as to the features they discovered in the drawings that led to their decision. Ask them to support their findings with the rest of the class.

## Extending the Lesson

Students may want to research other historical sites to create their own "Postcards from..." Suggestions: the White house, Mount Vernon Estate, Virginia

## Standards

Florida Sunshine State Standards: SS.8.A.1.2  
SS.8.A.1.3  
SS.8.A.4.1

## Resource:

[http://www.tamu.edu/ccbn/dewitt/adp/history/alamo\\_images/images.html](http://www.tamu.edu/ccbn/dewitt/adp/history/alamo_images/images.html)