

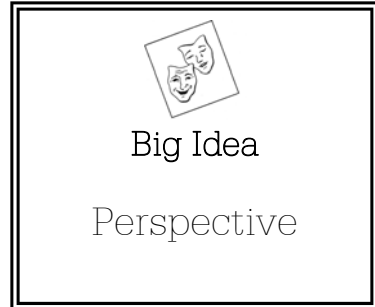
Remembering the Alamo

The Unit Set-Up

Lesson author: Jo Ann James

Discipline(s): Drama

Target Grade Level: 4th



Learner Objectives

Drama:

1. Change their movement (space, time, energy) to demonstrate changes in characters emotions and actions.*
2. Enact historical situations, time periods, and characters in a drama activity.*

Language Arts:

1. Communicate information from text read in form of choice – report, poster, drama, power point, etc.
2. Compose stories defending one of the people groups (Tejanos, Mexicans, or Texans) involved in the Battle of the Alamo.

Social Studies:

1. Analyze the cause and effects of the Battle of the Alamo.
2. Identify the accomplishments of notable individuals.

* Erickson, Karen (1995). *Integrated Units in Dramatic Framework* (p. 60). Evanston, IL: Creative Directions.

Essential Question

Vocabulary introduced in the lesson

Material and Resources

- *Getting Started with Drama* by Karen L. Erickson
- Student social studies text
- Variety of trade books on the Alamo (suggested list below)
 - *Angel of the Alamo* by Lisa Waller Rogers
 - *James Butler Bonham* by Jean Flynn
 - *Texas Days of Glory* by Pat Boyette
 - *William Barret Travis* by Jean Flynn
 - *Jim Bowie* by Jean Flynn
 - *Gregorio Esparza* by Candice Matthews
 - *The Immortal 32* by Rita Kerr

- *Girl of the Alamo: The Story of Susanna Dickenson* by Rita Kerr
- *Battle of the Alamo* by Bryce Milligan

Background/Prerequisite Knowledge

Lessons 1 through 7 from *Getting Started with Drama* by Karen L. Erickson

Unit Outline

Lesson One:

1. Group students.
2. Assign text.
3. Students report on text using chosen form.

Lesson Two (this can be divided into two lessons, if needed):

1. Brainstorm situations when students have had to take a stand for something they believed. Discuss how choices were made to determine desired outcome.
2. Partner to practice process of interviewing. Allow two or three groups to share.
3. Assign a reporter. Divide students into three groups – assign a people group – Tejano, Texian, or Mexican.
4. Tell them a reporter will interview each group.
5. Have the groups plan and practice how they might respond to who, what, when, where, why, and how questions. They will need to decide who will be in their group – i.e. child, hero, wife, soldier, student, etc.
6. Use tableau technique as the reporter interviews each group, reminding students to remember drama rules.
7. Come back to drama circle and debrief.

Reflection/Closure:

- How did the use of drama enhance your understanding of the Alamo?
- What made the difference in the outcome of the Alamo?
- Who played important roles in the battle?
- Discuss the causes and effects of the Alamo.
- What did you need to know about drama to enact the historical event?
- How did you use movements to show actions?
- How did you use movements to show character emotions?

Achievement Indicators of Lesson Objectives:

- Create a rubric to assess the following:
 - Reading assignment and project
 - Drama skills
 - Written composition
- Written composition defending one of the people groups involved in the Battle of the Alamo.