Texas is a big state, both in terms of geography and influence. *Texas Rising* depicts a key chapter in the story of how and why it became an independent nation and then part of the United States. This dramatic series, together with the documentary *Avenging the Alamo*, covers several critical weeks of Texas history, from the aftermath of the epic battle at the Alamo through the independence of Texas from Mexico. Based on this subject matter, HISTORY® is pleased to present education content for students to explore the history of the Texas struggle for independence.

These resources look at this time period from multiple perspectives to encourage students to think broadly about these events and their outcomes.

Students can learn about the roles of Texas settlers, Tejanos, Mexicans, slaves and indentured servants, and Native Americans. Why and how did Texas become an independent nation for several years, and what is the legacy of these events? Students can engage with these and other key questions through primary source documents and careful exploration of this time period.

Note: *Texas Rising* is a powerful dramatic series. Due to sensitive content including sexual situations, adult language and violence, we do not recommend it for students under the age of 16. *Texas Rising* is rated: Night 1 – TV-14 DLSV; Night 2 – TV-14 DLSV; Night 3 – TV-14 LV; Night 4 – TV-14 LSV. *Avenging the Alamo* provides additional context for the Texas Revolution, featuring key scholars. Our educational resources are intended as a supplement for students to learn about the era of the Texas Revolution. Educators will find many resources on History.com and History Classroom related to this time period.
Curriculum Links:
These resources would be useful for History, Social Studies and Politics courses. This guide can be adapted for students in grades 6 - 12.

Terms to Define:
Defining the terms below will help students frame their discussions of the war for independence in Texas and key themes from this time period.

- Autonomy
- Caudillo
- Colonial
- Empresario
- Filibusters
- Garrison
- Manifest Destiny
- Mission
- Siege
- Tejano

People to Define:
Below are several key figures from the era of the Texas Revolution. Students can research these people and write short descriptions of their role in this era.

- Stephen F. Austin
- Susannah Dickinson
- Erastus “Deaf” Smith
- Sam Houston
- Juan Seguin
- Antonio Lopez de Santa Anna
- José de Urrea
- James Bowie
- William Barret Travis
- David Crockett
- Mirabeau Lamar
- James Fannin
- Thomas Rusk
- Buffalo Hump
- Juan Almonte

The Alamo

HISTORY is proud to work with the Alamo and the Texas General Land Office. Visit www.thealamo.org for visitor information and outstanding educational resources created by Dr. Bruce Winders, Sherri Driscoll and the Alamo team. Some of the resources in this guide have been provided by the Alamo and web links to these resources are provided throughout. Visit their website today for much more content on Texas history.

HISTORY also thanks the Texas State Library and Archives Commission for use of images and primary source documents. Visit www.tsl.texas.gov to learn more about their resources and search their collections.
In 1821, Mexico achieved independence from Spain after more than 300 years of colonial rule. Independence led to transformation throughout Mexico. At this time, Texas was only sparsely populated. Small outposts had been built up around missions developed by the Spanish. A combination of factors would make Texas a valuable location and a contested terrain over the next few decades.

With the Louisiana Purchase of 1803, the United States acquired vast new lands and created a common border with Texas. The exact boundaries of U.S. lands were contested from the start, and European powers continued to fight over North American territory along with Mexico and the United States. As westward migration continued, settlers from the U.S. started to arrive in Texas in search of new land and opportunity.

In the 1820s, in order to deal with continuing immigration from the United States, Mexico developed a system that it hoped would settle this territory. Land agents called empresarios acted as middle-men between American immigrants and the Mexican government. Through this system, immigrants could purchase lands from empresarios for a cost far beneath the going prices in the U.S. Immigrants had to promise to become Mexican citizens and convert to Catholicism.

Stephen F. Austin was the first and most successful of these empresarios, bringing some 300 families to a community he developed along the Brazos River, which became known as San Felipe de Austin. Called “the Father of Texas” Austin would go on to play a key role in the initial struggle for Texas independence. Austin also played a role in the development of the 1824 Mexican Constitution which created a structure for the newly independent Mexican nation.

Did You Know?
The Texas Rangers were loosely formed in 1823 by Stephen Austin to protect against attacks from Indian groups. At the time of the Texas Revolution the Rangers were officially established in 1835. They were not part of the Texas Army, but they provided support to the army throughout the conflict and were known for their marksmanship and skill in battle. After the Texas Revolution, they played key roles in the Mexican-American War and then in patrolling the border between the U.S. and Mexico. The Rangers became part of the Texas Department of Public Safety in 1935. One of the most famous rangers was John Coffee “Jack” Hays. Students can research his story to learn more about his role during the Texas Revolution.

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**Primary Source:**
**Mexican Constitution of 1824**

Below is an excerpt from the Mexican Constitution of 1824, which set out the framework for the Mexican government. Visit [www.tamu.edu/faculty/ccbn/dewitt/constit1824.htm](http://www.tamu.edu/faculty/ccbn/dewitt/constit1824.htm) to view the document in its entirety.

The Supreme Executive Power appointed provisionally by the Sovereign Congress of the Nation, to all to whom these presents shall come, greeting; KNOW ye that the said Sovereign Congress has decreed and sanctioned the following:

**FEDERAL CONSTITUTION OF THE UNITED MEXICAN STATES.**

In the name of almighty God, supreme author and legislator of society. The general constituent congress of the Mexican nation in discharge of the duties imposed upon it by its constituents in order to fix their political independence, to establish and consolidate their liberty and to promote their prosperity and glory decree as follows:

**CONSTITUTION OF THE UNITED MEXICAN STATES.**

**TITLE I.**

**ONLY SECTION**

**Of the Mexican Nation, its Territory and Religion.**

**Article 1.** The Mexican nation is forever free and independent of the Spanish government and of every other power.

**Article 2.** Its territory comprehends the former vice-royalty of New Spain, the captain generalship of Yucatan, the former commandancies of the internal provinces of the East and West and Upper and Lower California with the lands annexed and the adjacent islands in both oceans. A constitutional law will be made for designating the boundaries of the Federation as soon as circumstances will permit.

**Article 3.** The religion of the Mexican nation shall perpetually remain the Roman Catholic and Apostolic. The nation protects it by wise and just laws and prohibits the exercise of any other.

continued on p. 4
**Primary Source:**
Mexican Constitution of 1824 cont.

**Title II. Only Section.**
Of the form of Government of the Nation, in its integral parts, and of the division of the Supreme Power.

**Article 4.** The Mexican nation adopts for the form of its government a popular representative and federal republic.

**Article 5.** The constituent parts of the Federation are the following States and Territories, viz: the States of Chiapas, Chihuahua, Coahuila and Texas, Durango, Guanajuato, Mexico, Michoacan, Nuevo Leon, Dajaca, Pueblo de los Angeles, Queretaro, San Luis Potosi, Sonora and Sinaloa, Tabasco, Tamaulipas, Vera Cruz, Jalisco, Yucatan, and Zacatecas; the Territories of Upper California, Lower California, Colima, and Santa Fe de Nuevo Mexico. A constitutional law will fix the character of Tlascala.

**Article 6.** The Supreme power of the Federation as to its exercise, is divided into the legislative, executive and judicial powers.

[Transcription, errors in original preserved]

**Discussion Questions for section 1:**
1. According to this document, what form of government was created in Mexico? Discuss this form of government. What are its key characteristics?

2. Based on this document, what was the official religion of Mexico?

3. Based on this document, which state was Texas connected with? How do you think it might become an issue to have 2 states joined together?

**Did You Know?**

**Section 2**

The Alamo and The Coming of the Texas Revolution

By 1830 tens of thousands of settlers from the United States thrived on Texas lands with rich crops and abundant livestock. For the most part, these Anglo settlers lived peacefully with the Tejanos who were of Spanish or Mexican descent. But conflict between Texians and the Mexican government increased. Texians wanted more control over their government. Slavery also became an issue. Slavery had been abolished by Mexico in 1829, but Texians continued to bring slaves with them to the territory.

A powerful military leader named Antonio Lopez de Santa Anna was elected president of Mexico in 1833. While Texians lobbied for more autonomy, Santa Anna made it clear that he would not tolerate rebellion in Texas. He dissolved the Mexican Constitution and took on dictatorial powers. Stephen Austin traveled to Mexico City to make a plea for more local control in Texas, and on his way home Santa Anna had him put in prison. By 1835, Texians started to arm themselves for war while Santa Anna directed his troops north toward San Antonio.

A fort known as the Alamo became a central location in this struggle for control of Texas. In 1835, Texians overcame Mexican forces to take control of the fort. In 1836, it would become the site of one of the most important battles in the history of Texas.

**Antonio Lopez de Santa Anna**

Actor Olivier Martinez portrays Santa Anna in *Texas Rising*

This flag is a Mexican tricolor with the words “Pe. Batallon Guerrero” inscribed. The abbreviation “Pe.” stands for Permanente, which signifies standing or regular army. The unit that became the Guerrero Battalion was formed in 1833 as part of the Republic of Mexico’s national army, and named for the Mexican revolutionary hero Vincente Guerrero in 1833. The Guerrero Battalion was a unit in Santa Anna’s army that invaded Texas in 1836. At San Jacinto, Houston’s army wrecked the Guerrero Battalion, seized its flag and killed most of its men.
• 1718 - Mission San Antonio de Valero is established by Spanish officials near the military garrison of San Antonio de Bexar along the San Antonio River. The goal of the mission, run by Franciscan priests, was to house Native Americans and convert them to Christianity.

• 1718 - 1793 - The mission houses and converts Native Americans. At the height of its population in 1756, over 300 Indians lived at the mission, and by 1762 over 1,800 had been converted.

• 1793 - Disease, attacks by Apache warriors and other hardships plague the mission. Spanish officials turn the mission over to civil leaders to secularize San Antonio de Valero.

• 1803 - 1820 - A Spanish cavalry unit is stationed at the former mission — it becomes a military outpost.

• 1821 - Mexico gains independence from Spain; the Alamo is under Mexican control.

• 1825 - 1835 - The Alamo is unoccupied for periods of time.

• December 10, 1835 - Mexican General Martin Perfecto de Cos and his troops battle Texian forces, eventually surrendering the Alamo.

• December 23, 1835 - February 22, 1836 - Colonel William Barret Travis takes command and assembles additional troops at the Alamo. Mexican General Antonio Lopez de Santa Anna leads his troops toward San Antonio.

• December 23, 1835 - March 6, 1836 - The siege of the Alamo. Colonel Travis famously issues a letter calling for additional troops to help defend the Alamo. In total, about 200 Texans assemble at the Alamo, including 32 members of the Gonzales Ranging Company who responded to Travis’ call.

• March 5, 1836 - Fighting at the Alamo intensifies. Legend has it that Travis drew a line on the ground with a sword, asking all those willing to stay and fight for victory to cross the line and join him. All but one Texan soldier is said to have crossed that line.

• March 6, 1836 - After days of battle, Mexican troops advance on the Alamo and enter the compound by jumping over the north wall. By 6:30am, nearly all of the Texian defenders are killed. The Alamo had fallen to Mexico.

Note: This timeline and the map below are adapted from the Remembering the Alamo Through Education 7th Grade Packet developed by the education team at the Alamo. Visit www.thealamo.org/pdf/education/7th-grade.pdf to view these outstanding resources.
The Alamo: Prelude to Battle

After the Texas rebels took control of San Antonio de Bexar, they knew it would only be a matter of time before Santa Anna would take his revenge and attempt to crush their rebellion. Meanwhile, Texians started to organize a provisional government. Jim Bowie and William Barret Travis were put in command of the Alamo, and raised a garrison of nearly 200 men, among them Davy Crockett. They stockpiled weapons and ammunition and waited for the Mexican army to arrive. They had no idea that Santa Anna and his troops had started their march early. The Mexicans arrived in late February, weeks before the Texians expected them.
While inside the Alamo at the start of the siege, rebel leader William Travis was able to sneak out several letters. Below is a letter he addressed to the public. In it he vows his commitment to the fight for independence and makes a plea for reinforcements.

FEBRUARY 24, 1836
Commanancy of The Alamo
Bejar, February 24th, 1836
To the People of Texas & All Americans in the world
Fellow citizens & compatriots—

I am besieged, by a thousand or more of the Mexicans under Santa Anna. I have sustained a continual Bombardment & cannonade for 24 hours & have not lost a man. The enemy has demanded a surrender at discretion, otherwise, the garrison are to be put to the sword, if the fort is taken. I have answered the demand with a cannon shot, & our flag still waves proudly from the walls. Wretches! Soon they will become aware of their folly! Soldiers, our comrades have been shamefully sacrificed at Anahauac, Goliad and Bexar, and you are those destined to punish these murderers. My friends: we will march as long as the interests of the nation that we serve demand. The claimants to the acres of Texas land will soon know to their sorrow that their reinforcements from New Orleans, Mobile, Boston, New York, and other points north, whence they should never have come, are insignificant, and that Mexicans, generous by nature, will not leave unpunished affronts resulting in injury or discredit to their country, regardless of who the aggressors may be.

Wednesday, February 17, 1836

Victory or Death
William Barret Travis
Lt. Col. comdt

P.S. The Lord is on our side. When the enemy appeared in sight we had not three bushels of corn. We have since found in deserted houses 80 or 90 bushels & got into the walls 20 or 30 head of Beefes.

Discussion Questions for section 2, Travis letter:
1. To whom does Travis address this letter? Do you think his choice of addressees is significant? Why or why not?
2. How would you describe the tone of Travis’s letter? Is it hopeful? Desperate? Anxious? Give specific examples from the text to support your answer.
3. Do you think Travis’s plea for reinforcements is strong? What response do you think he hopes to receive from his letter?
4. What purpose does Travis have in writing this letter? Do you think it contains more subtle messages or hidden meanings? Explain your answer.

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Alamo Battle: Outcome: Although a handful of reinforcements managed to sneak into the Alamo, including a group of Texas Rangers from nearby Gonzales, these were not enough to make a difference.

On day 13 of the siege, Santa Anna brought the battle to an end with a final surprise assault. Before the assault was launched, however, one of his soldiers let out a premature yell, sparking a spate of shouting from the troops. The surprise was ruined. Inside the Alamo, Travis rallied his men to the walls. But the strength of the Mexican forces was overwhelming. Nearly all of some 200 Alamo defenders died in the siege. Yet the battle did not mark the end of conflict in Texas. Instead, it provided the Texian forces with a powerful reason to continue their struggle for independence.

Additional Explorations:

1. The Alamo Siege
Visit The Alamo at www.thealamo.org for educational resources to explore this critical moment in Texas history. These educational resources include primary source documents, STEM-related activities and extensive background on the key players involved in the battle, and its outcomes. Also check out the map of the Alamo in 1836 on page 5 of this guide for students to gain insights into the strategy and tactics used during the battle.

2. Exploring the Alamo
History.com has many resources including short videos and background activities to explore the Alamo battle. Visit www.history.com/topics/alamo to view these resources. Students can read the background article and watch a short video, and then write a summary of the Alamo battle and its outcomes in essay format. Why do we still “Remember the Alamo” today?

3. A Line in the Sand
Many of our everyday phrases are rooted in history. For example, the phrase “drawing a line in the sand” has a connection to the Alamo. View a related video at http://histv.co/1JoGED8 Who was William Barret Travis and why was he such an important figure in Texas history? After watching this video, ask students to answer this question in writing or in a group discussion.

4. Women at the Alamo
Among the few Alamo survivors was Susannah Dickinson. Her story offers a fascinating window into the battle and its aftermath. Visit www.History.com/topics/susannah-dickinson to learn more about her story. Students can create a short presentation about her story or another aspect of Alamo history.

Section 3
The Path to Independence

Primary Source:
The Texas Declaration of Independence

Background: In early March 1836, while the Alamo was still under siege, delegates representing the people of Texas convened in Washington on the Brazos, where they declared their independence from Mexico and established a provisional government. Their Declaration of Independence was unanimously approved on March 2, 1836. Below is the opening section of that document.

“When a government has ceased to protect the lives, liberty and property of the people, from whom its legitimate powers are derived, and for the advancement of whose happiness it was instituted, and so far from being a guarantee for the enjoyment of those inestimable and inalienable rights, becomes an instrument in the hands of evil rulers for their oppression.

When the Federal Republican Constitution of their country, which they have sworn to support, no longer has a substantial existence, and the whole nature of their government has been forcibly changed, without their consent, from a restricted federative republic, composed of sovereign states, to a consolidated central military despotism, in which every interest is disregarded but that of the army and the priesthood, both the eternal enemies of civil liberty, the everready minions of power, and the usual instruments of tyrants.

When, long after the spirit of the constitution has departed, moderation is at length so far lost by those in power, that even the semblance of freedom is removed, and the forms themselves of the constitution discontinued, and so far from their petitions and remonstrances being regarded, the agents who bear them are thrown into dungeons, and mercenary armies sent forth to force a new government upon them at the point of the bayonet.

When, in consequence of such acts of malfeasance and abdication on the part of the government, anarchy prevails, and civil society is dissolved into its original elements. In such a crisis, the first law of nature, the right of self-preservation, the inherent and inalienable rights of the people to appeal to first principles, and take their political affairs into their own hands in extreme cases, enjoins it as a right towards themselves, and a sacred obligation to their posterity, to abolish such government, and create another in its stead, calculated to rescue them from impending dangers, and to secure their future welfare and happiness.

Nations, as well as individuals, are amenable for their acts to the public opinion of mankind. A statement of a part of our grievances is therefore submitted to an impartial world, in justification of the hazardous but unavoidable step now taken, of severing our political connection with the Mexican people, and assuming an independent attitude among the nations of the earth.”
Discussion Questions for section 3:
1. Summarize the reasons the Declaration gives for Texas’s break from Mexico. Do you think the arguments for independence given in this passage justify revolution?

2. The Texas Declaration of Independence asserts that “the first law of nature” is “the right of self-preservation.” What does this mean? Do you agree?

3. According to this document, “Nations, as well as individuals, are amenable for their acts to the public opinion of mankind.” What is the meaning of this statement? Do you agree with it? Why or why not?

4. This declaration of independence is called a “hazardous but unavoidable step” on the part of Texas. What about this step do you think its framers thought was hazardous? Do you think that it was unavoidable? Why or why not?

Additional Explorations:
1. Declaring Independence.
   Students can read the full text of the Texas Declaration of Independence on the website of the Gilder Lehrman Institute for American History along with other related documents: [www.gilderlehrman.org/history-by-era/age-jackson/resources/texasdeclaration-independence-1836](http://www.gilderlehrman.org/history-by-era/age-jackson/resources/texasdeclaration-independence-1836)
   Students can compare and contrast this declaration with the 1776 U.S. Declaration of Independence. Students can also view the full text to see who signed the Texas declaration. Research one of the signers to learn more about the Texas delegates.

2. Blueprint for a Nation.
   At the Texas convention in March 1836, delegates also quickly wrote up a constitution for the nation. Students can search online for the 1836 Texas Constitution and compare and contrast with the U.S. Constitution. Visit the Texas State Library and Archives Commission site for additional background: [www.tsl.texas.gov/mural-draft-constitution.html](http://www.tsl.texas.gov/mural-draft-constitution.html)

3. The Goliad Massacre.
   In Texas Rising, viewers learn about the Goliad massacre of March 27, 1836. Visit History.com at [www.History.com/this-day-in-history/mexicans-execute-defenders-of-goliad](http://www.History.com/this-day-in-history/mexicans-execute-defenders-of-goliad) to learn more about this event. Students can also read an account of one Goliad survivor at this site: [www.tamu.edu/faculty/ccbn/dewitt/adp/archives/documents/survived.html](http://www.tamu.edu/faculty/ccbn/dewitt/adp/archives/documents/survived.html)
   Students can write a one-page summary of the Goliad massacre after doing their own research and answer this question: why was the Goliad massacre a key turning point in the Texas Revolution?
Section 4
Slavery in Mexico

Background: While slavery was still legal in the American South, it was abolished in Mexico in 1829. Slave-holding Anglos immigrated to Texas and felt entitled to bring the institution of slavery across the border with them. William Barret Travis came to Texas from the deep South, bringing his slave, Joe, with him. Hoping to start anew in Texas, Travis fled, leaving a wife, child, and enormous debt behind. In Texas, Travis opened a law practice and joined with others who openly challenged Mexican authorities on the slavery issue. Travis’s slave Joe was one of the few survivors of the Alamo battle.

Discussion Questions for section 4:
1. What year was this advertisement published? At that time, was slavery legal in the United States? Was it legal in Texas?

2. What is notable to you about this advertisement? How does it make you feel to read this kind of advertisement?

3. Who do you think would capture escaped slaves, and why?

Additional Explorations:
1. Surviving the Alamo. One of the few survivors of the Alamo was Joe, a slave owned by William Barret Travis. Learn more about Joe at this link: https://tshaonline.org/handbook/online/articles/fjo01. Students can write a journal entry from Joe’s perspective. What would it have been like to survive the Alamo battle? How and why do you think Joe survived?

2. Slavery in Texas. Students can view additional runaway slave ads at this site: http://digital.sfasu.edu/cdm/search/collection/RSP/collection/RSP Each student may want to choose one ad and write a short summary of where it was published, what it describes and what it reveals about slavery in Texas.

Primary Source: Slavery in Texas

The Texas Runaway Slave Project of the East Texas Research Center has digitized many runaway slave advertisements printed in Texas newspapers during the 19th century. Visit http://digital.sfasu.edu/cdm/compoundobject/collection/RSP/id/5338/rec/70 to view one of these ads and answer the questions in the next column.

Section 5
The Battle of San Jacinto

Primary Source: Treaty of Velasco (May 14, 1836)

Background: Santa Anna came away from the Alamo supremely confident that he could wipe out the remaining pockets of the Texas rebellion. But he and his generals underestimated the determination of Sam Houston and his troops. On April 21, 1836, Sam Houston’s forces defeated Santa Anna and his troops at the battle of San Jacinto.

The day after the battle, Santa Anna himself was captured. Houston forced Santa Anna to agree to cease hostilities against Texans in exchange for his life and his freedom. In May, David G. Burnet, President of the Republic of Texas, and General Antonio Lopez de Santa Anna, President General in Chief of the Mexican Army, agreed to terms outlined in the Treaty of Velasco.

Article 1st
General Antonio Lopez de Santa Anna agrees that he will not take up arms, nor will he exercise his influence to cause them to be taken up against the people of Texas, during the present war of Independence.

Article 2nd
All hostilities between the Mexican and Texian troops will cease immediately both on land and water.

Article 3rd
The Mexican troops will evacuate the Territory of Texas, passing to the other side of the Rio Grande del Norte.

Article 4th
The Mexican Army in its retreat shall not take the property of any person without his consent and just indemnification, using only such articles as may be necessary for its subsistence, in cases when the owner may not be present, and remitting to the commander of the army of Texas or to the commissioner to be appointed for the adjustment of such matters, an account of the value of the property consumed—the place where

Article 5th
That all private property including cattle, horses, negro slaves or indentured persons of whatever denomination, that may have been captured by any portion of the Mexican army or may have taken refuge in the said army since the commencement of the late invasion, shall be restored to the Commander of the Texian army, or to such other persons as may be appointed by the Government of Texas to receive them.

continued on p. 11
Primary Source: Treaty of Velasco (May 14, 1836) cont.

Article 6th
The troops of both armies will refrain from coming into contact with each other, and to this end the Commander of the army of Texas will be careful not to approach within a shorter distance of the Mexican army than five leagues.

Article 7th
The Mexican army shall not make any other delay on its march, than that which is necessary to take up their hospitals, baggage [---] and to cross the rivers—any delay not necessary to these purposes to be considered an infraction of this agreement.

Article 8th
By express to be immediately dispatched, this agreement shall be sent to General Filisola and to General T. J. Rusk, commander of the Texian Army, in order that they may be apprised of its stipulations, and to this and they will exchange engagements to comply with the same.

Article 9th
That all Texian prisoners now in possession of the Mexican Army or its authorities be forthwith released and furnished with free passports to return to their homes, in consideration of which a corresponding number of Mexican prisoners, rank and file, now in possession of the Government of Texas shall be immediately released. The remainder of the Mexican prisoners that continue in possession of the Government of Texas to be treated with due humanity—any extraordinary comforts that may be furnished them to be at the charge of the Government of Mexico.

Article 10th
General Antonio Lopez de Santa Anna will be sent to Veracruz as soon as it shall be deemed proper.

Discussion Questions:
1. Summarize the terms of the Treaty of Velasco. Do you think that the terms are favorable to both sides, to one side or to neither? Which provision in the treaty do you find most interesting or surprising? Explain.

2. If you were Santa Anna, would you have agreed to the terms of this treaty? Why or why not?

3. If you were a Texan who fought for independence, would you have been satisfied with the terms of this agreement? Why or why not?

4. Why do you think this treaty contains a provision for the Texan and Mexican armies to stay away from each other? Why would this have been important to include?

Further Explorations
1. Exploring Sam Houston.
Sam Houston played a key role in the Texas Revolution and went on to become the first president of the new republic (after David Burnet, who had been established as an interim president by the provisional Texas government.) Ask students to read more about Sam Houston on sites such as History.com and then create a special project about him. These projects could be PowerPoint presentations, essays, or even short plays, videos or newspaper articles.

2. Treaties of Velasco.
In this section our primary source document is the public Treaty of Velasco. There was also another secret Treaty of Velasco signed the same day. Students can view this treaty at the Texas State Library and Archives Commission site: [www.tsl.texas.gov/treasures/republic/velasco-public-1.html](http://www.tsl.texas.gov/treasures/republic/velasco-public-1.html) Ask students to discuss this secret treaty and how it differed from the public treaty.
Section 6
Emily West: The Yellow Rose of Texas

Thank you to the Alamo for generously allowing us to reprint this article. Visit www.thealamo.org to find additional resources.

Who was the Yellow Rose of Texas?
By: Amelia White, Alamo Education Development Specialist

One of the enduring legends of the Texas Revolution is that of the “Yellow Rose of Texas” and her role in the defeat of Santa Anna’s forces at San Jacinto. The popular legend contends that one of the reasons that the Texans were able to overrun the Mexican camp so easily was that Santa Anna was otherwise distracted at the moment of attack. The cause of his distraction? A beautiful, young mulatto - a person of mixed white and black ancestry - slave woman, Emily West, who had been sent into the Mexican camp by General Sam Houston on a mission to distract the Mexican president. Like most of the legends surrounding the Texas Revolution, the story of The Yellow Rose of Texas is based on evidence, but has taken on a life of its own over the years.

The first known account of the presence of a woman named Emily in the Mexican camp at San Jacinto comes from the 1842 journal of William Bollaert, an Englishman who traveled throughout Texas from 1842 - 1844. Although Bollaert recorded a brief account of the Battle of San Jacinto and Emily’s presence there in 1842, his journal was not published until 1956.1 It was not until after this 1956 publication that the story of Emily West became a Texas Revolution legend.

Bollaert stated in his journal that the Emily in Santa Anna’s camp was a “mulatto girl belonging to Colonel Morgan.” A search by historians revealed that Emily was in fact a free woman of color from New York named Emily D. West under contract to James Morgan to serve him as an indentured servant in Texas. This information, as well as confirmation of her presence at San Jacinto is confirmed through an 1837 application for a passport for Emily’s return to New York. Although this application was endorsed Isaac Moreland, the misassumption that she was a Morgan’s slave, Emily West is often misidentified as Emily Morgan. She is alternately referred to as Emily Morgan West.

Emily West was employed as a housekeeper at the New Washington Association’s hotel in Morgan’s Point, Texas and was there on April 16, 1836 when Colonel Juan Almonte swept through the town in pursuit of Texas President David G. Burnet. Emily and a number of other aservants and residents of Morgan’s Point were apprehended and accompanied Santa Anna’s army when it departed a few days later. Emily and her fellow captives were in the Mexican camp on April 21, 1836 during the Battle of San Jacinto. Following the war, it is believed that Emily returned home to New York, as indicated in her passport application, but nothing else is known about her life.

The story of Emily West and her presence at the Mexican camp did not become associated with the song “The Yellow Rose of Texas” until the 1950s. The song itself has been around since the 1830s. The first known version of the song comes from a set of handwritten lyrics dated approximately 1836 that can be found in the archives at the University of Texas. The song gained in popularity during the American Civil War when a version referencing General Lee and Hood’s Texas Brigade was composed. The modern version of the song was composed in 1955 by Mitch Miller.

The connection between Emily West and “The Yellow Rose of Texas” was first asserted by Frank X. Tolbert, a writer for the Dallas Morning News. This legend was expanded on by Martha Anne Turner in her book The Yellow Rose of Texas: Her Saga and Her Song. The term “yellow” was commonly used in the 1830s to refer to mulattos and “rose” was a popular euphemism for a young woman, a description which Emily West met. There is no evidence, however, to suggest that the song was in any way connected to Emily West. The connection between the song and the story of Emily West was probably due to the publication of Bollaert’s diary at around the same time as the release of the Mitch Miller version of the song.

William Bollaert’s Account: Version 1
“The Battle of San Jacinto was probably lost to the Mexicans, owing to the influence of a Mulatto Girl [Emily] belonging to Colonel Morgan, who was closeted in the tent with General Santana, at the time the cry was made “the enemy! they come! they come!” and detained Santana so long, that order could not be restored readily again.”

William Bollaert’s Account: Version 2

“Much has been written relative to this celebrated battle, in which the flower of the Mexican army perished and when Santana was made prisoner, but I beg to introduce the following as given to me by an officer who was engaged in it — given in his own words ‘The Battle of San Jacinto was probably lost to the Mexicans, owing to the influence of a Mulatta girl (Emily) belonging to Col. Morgan who was closeted in the tent with g’l Santana, at the time the cry was made “the Enemy! they come! they come! & detained Santana so long, that order could not be restored readily again.”


Passport of Emily West

Capitol, Thursday Morning
To the Hon. Dr. Irion
The bearer of this — Emily D. West has been since my first acquaintance with her, in April of 36 a free woman — she Emigrated to this Country with Col. Jas Morgan from the state of N. York in September of 35 and is now anxious to return and wishes a passport — I believe myself, that she is entitled to one and has requested me to give her this note to you.
Your Obd't Serv’t
I.N. Moreland
Her papers were Lost at San Jacinto as I am Informed and believe in April of ‘36

Moreland

SOURCE: Passport of Emily D. West, Texas Secretary of State records relating to passports issued by the Department of State, Republic of Texas. Archives and Information Services Division, Texas State Library and Archives Commission. Visit www.tsl.texas.gov/exhibits/texas175/emilywest.html to view a digitized version of this document.

Bibliography


Section 7

Mapping Activity

Discussion Questions:
1. The expanse of the Texas territory in dispute, as depicted on the map, was vast. Do you think it would be possible for either side to maintain government control over such a large tract of largely unsettled land? Why or why not?

2. Examine the movement of the Mexicans and the Texans on the map. How do the movements of the two sides differ? Based on their movements alone, does it seem to you that one side had advantage over the other? Why or why not? Explain.
Section 8
The Comanches and Karankawas in Texas

1. Native Americans in Texas.
There were many Native American groups in Texas, including the Comanches and the Karankawas. Students can choose one of the following groups to research: the Penateka band of the Comanche, Karankawa, Battle of Plum Creek. Students can write short research papers about their topic of choice. Visit http://education.texashistory.unt.edu/lessons/primary%20source%20sets/First%20Nations for an overview of Native Americans in Texas.

2. Comancheria.
The Comanches were one of the first Native American groups to acquire horses from the Spanish. They became skilled equestrians and were known for their nomadic life. Students can research their territory known as the “Comancheria.”

3. Buffalo Hump.
One of the leaders of the Penateka band of Comanche Indians was Buffalo Hump. Ask students to search for information about Buffalo Hump and create a short bio or presentation about him. What can they learn about him? Can they find any images? If sources and findings are limited, why might that be?

4. Photo Analysis.
Students can use the photo analysis worksheet developed by the Library of Congress to analyze the photo of Comanches in this guide: www.loc.gov/teachers/us-ingprimarysources/guides.html

Section 9
Aftermath and the Path to Statehood

The issue of slavery continued to play a role in Texas politics after the Treaties of Velasco were signed. Pro-slavery advocates wanted Texas to become a state, extending the boundaries of slavery in the U.S. Northerners were against the incorporation of Texas into the U.S., fearing that Texas statehood would spread slavery. In 1844, James Polk was elected U.S. president. A slaveholder, Polk favored Texas statehood and on December 29, 1845 Texas officially entered the union. On-going disputes over the boundaries of Texas escalated in the 1840s. By 1846, war had broken out, and the U.S. was determined to seize territory from Mexico. The Mexican-American war raged on for two years. Finally, on February 2, 1848 Mexico surrendered and signed the Treaty of Guadalupe Hidalgo. Through this treaty, both sides agreed that the Rio Grande would be the border between Texas and Mexico, and the U.S. promised to pay Mexico $15 million for the lands that make up present-day California, Nevada, New Mexico, Utah, Arizona and parts of Colorado and Wyoming.

Further Explorations:
1. Mexican-American War. Texas Rising ends with the Battle of San Jacinto, 9 years before Texas statehood and 10 years before the start of the Mexican-American War. Students can get an overview of the Mexican-American War on History.com to further their research on these topics: www.History.com/topics/mexican-american-war


Websites:
Texas Rising www.History.com/shows/texas-rising
The Alamo www.thealamo.org
Texas State Library and Archives Commission www.tsl.texas.gov