

Key Question

How does history shape the present?

Vocabulary

Academic vocabulary

- *history (n.)**, *establish (v.)*, *locate (v.)*, *maintain (v.)*, *remember (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

(*) word appears in the lesson but not the book

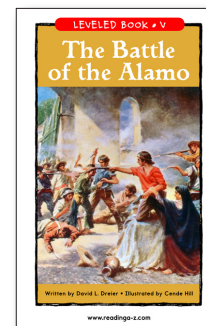
Story words

- *cavalry (n.)*, *compound (n.)*, *hostility (n.)*, *mission (n.)*, *siege (n.)*, *typhoid (n.)*

Enrichment words

- *barracks (n.)*, *bayonets (n.)*, *establish (v.)*, *facade (n.)*, *militia (n.)*, *remember (v.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *The Battle of the Alamo*.



Text features: Table of Contents

Before reading, have students locate the table of contents on page 3. Review the headings listed in the table of contents. Ask: *Why might these headings be listed? What information would you expect to find under each of the headings? Why do the page numbers in the table of contents skip certain numbers?* Have students use the table of contents to find each section in the book. Discuss how the table of contents is important to locate information within text.

Ask and answer questions

After reviewing the table of contents on page 3, have students list questions that they have related to each of the topics in this book. Discuss the questions as a group and display them for students to see. As students read, have them notate their books when a question is answered by highlighting information in the text. After reading, discuss answers found and whether the answer was generated from the text on one or multiple pages in the book.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *When and where was the Alamo built?* (level 1)
- *Why was the mission renamed the Alamo?* (level 2)
- *How long did the battle at the Alamo last?* (level 1)
- *How was the Mexican army defeated?* (level 3)
- *When did Texas become part of the United States?* (level 1)

Graphic organizer: Sequence of events

Have students complete the lesson [graphic organizer](#). Model and discuss how to complete the organizer by locating evidence within the text.

Response to reading

Have students cite specific evidence from the book to answer the key question.

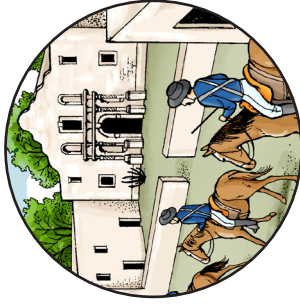
Name _____

Instructions: Write what happened in the book in the order in which it happened.

1 ★

2 ★

3 ★



7 ★

6 ★

5 ★

4 ★

8 ★

9 ★

10 ★

