



## Additional Enrichment Suggestions

### The Road to Independence

After watching the introductory video, students can answer the question “What would you do?” in a class discussion.

### In Washington Town

In addition to playing the game, there are many other uses for this segment. For example:

- Make a list of all the things you can find incorporated in the game that establish the timeframe in which the game is set- 1836. (ie, clothing, methods of transportation, building styles, chores, etc.)
- Write a different ending to the story. Did your family join the Runaway Scrape? Did they remain in Washington?
- Tell the story from a different point of view (Mother, Mr. Lott, Santa Anna, etc.)
- Have the class present a newscast with a reporter on the street during the convention. Students should be creative, but as accurate as possible. Here are a few suggestions:
  - Local Economy Report (interview tavern owners, inn keepers, wash lady)
  - Man on Ferry Street Interview –Why are you here?
  - Traffic Report-Runaway Scrape Causes Congestion on Ferry Landing!
  - Weather Report-use Gray’s diary

### Convention Comic Maker

Create a comic that illustrates one of the following issues or scenarios, then email it to your teacher:

- Using the “Timeline of Independence” create a comic that illustrates what happened between two events on the timeline.
- Pick a grievance from “Behind the Grievances” and show how it affected daily life.
- Select a delegate from “Delegate Connection” and write a dialogue between him and another citizen.
- Look through the “Primary Sources” and select three favorites to incorporate into a comic.
- Other possible comic themes: everyday life in the republic, the convention of 1836, Gone to Texas, etc.

### Timeline of Independence

- Pretend you are an early Texan settler. Pick an event on the timeline and write a letter to your family back home in New York, telling them what happened and how your life has been affected by this event.
- Pick an event on the timeline and use it as a story-starter.
- Pick an event on the timeline and illustrate it with a diorama.
- Pick an event on the timeline and find out what was happening in the U. S. at that time. In the world?

### **Behind the Grievances**

After reading through the Texans' grievances in modern-day language,

- Pretend you were living in Washington in 1836. Write a letter to your family in Kentucky telling them why you are unhappy in Texas.
- Write the grievances from Santa Anna's point of view.

### **Delegate Connection**

- Design a monument or write an obituary for a particular delegate.
- On a map, locate where a specific delegate came from. Analyze how far a particular delegate had to travel to reach Washington and which route he likely followed.
- Find out the rest of the story—what happened to a particular delegate AFTER the convention?

### **Primary Sources**

If students have not already done so, they will need to create an account by clicking on "SIGN UP" in the top right corner. If they already have an account, they just need to click on "Login." Once they have created an account, they can log in and browse through the Primary Sources. They can select their favorites by clicking on "Add to MY COLLECTION" at the bottom of the individual item's description. Once students have accumulated a collection, they can:

- Create an online museum exhibit, (see <http://www.starmuseum.org/exhibits.htm> for examples). Exhibit should have a title, main theme, headings, sub-headings, and text.
- Create an advertisement for an object in your collection.
- Prioritize the items in your collection—from most essential to least essential, then decide which items you would bring with you when coming to Texas in 1836 on a covered wagon.