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ASHLEY VAUGHAN

Democracy at a Crossroads Routledge

Randolph B. "Mike" Campbell has spent the better part of the last five decades helping Texans rediscover their history, producing a stream of definitive works on the social, political, and economic structures of the Texas past. Through meticulous research and terrific prose, Campbell's collective work has fundamentally remade how historians understand Texan identity and the state's southern heritage, as well as our understanding of such contentious issues as slavery, westward expansion, and Reconstruction. Campbell's pioneering work in local and county records has defined the model for grassroots research and community studies in the field. More than any other scholar, Campbell has shaped our modern understanding of Texas. In this collection of seventeen original essays, Campbell's colleagues, friends, and students offer a capacious examination of Texas's history--ranging from the Spanish era through the 1960s War on Poverty--to honor Campbell's deep influence on the field. Focusing on themes and methods that Campbell pioneered, the essays debate Texas identity, the creation of nineteenth-century Texas, the legacies of the Civil War and Reconstruction, and the remaking of the Lone Star State during the twentieth century. Featuring some of the most well-known names in the field--as well as rising stars--the volume offers the latest scholarship on major issues in Texas history, and the enduring influence of the most eminent Texas historian of the last half century.

Grappling with Diversity Cambridge Scholars Publishing

Global changes in capital, power, technology and the media have caused massive shifts in how we define home and community, leaving redrawn territories and globalized contexts. This interdisciplinary study of the media brings together essays by accomplished critics to discuss the way film, television, music, and computer and electronic media are shaping identities and cultures in an increasingly globalized world. Ranging from intensely personal to highly theoretical, the contributors explore our complex negotiation of home and homeland in a postmodern world. Contributors: Homi Bhabha, Thomas Elsaesser, Rosa Linda Fregoso, Teshome H. Gabriel, George Lipsitz, Margaret Morse, David Morley, John Peters, Patricia Seed, Ella Shohat, and Vivian Sobchack. *Remembering the Alamo* AuthorHouse

Written for classroom and pre-service teachers who wish to adopt a "civil rights pedagogy," *Grappling with Diversity* illuminates the diverse worldviews of people in our nation's history who are usually omitted, marginalized, or misrepresented in the American school curriculum. In order to prepare young people to interact in a variety of contexts with people who are different from themselves, the contributors take a serious look at teaching them to examine the origins and assumptions underlying mainstream thinking, which divides the nation into North and South, us and them, rich and poor, black and white, and to analyze alternative educational frameworks for understanding people and the planet. They also explore the concept of privilege by asking which stories are privileged in contemporary culture, what readings are available, and whose interests are served by them.

World's Woman's Christian Temperance Union Rowman & Littlefield

Valencia presents the most comprehensive, theory-based analysis to date on how society and schools are structurally organized and maintained to impede the optimal academic achievement of low-SES, marginalized K-12 Black and Latino/Latina students--compared to their privileged White counterparts. The book interrogates how society contributes to educational inequality as seen in racialized patterns in income, wealth, housing, and health, and how public schools create significant obstacles for students of color as observed in reduced access to opportunities (e.g., little access to high-status curricula knowledge).

Valencia offers suggestions for achieving equal education (e.g., implementing fairness of school funding, improving teacher quality, and providing students of color access to multicultural education) by disrupting structural racism. Considering the rapid aging of the White population and the sharp decline of White youth--coupled with the explosive growth in people of color--this book argues that the "American Imperative" must be to assiduously mount an effort to provide an excellent education for students of color, who the nation will depend on for a sizable proportion of its work force. Book Features: Examines how society and schools are failing Black and Latino/Latina students, principally Mexican Americans who are by far the largest Latino/Latina group. Uses theoretical frameworks that draw from analysis of structural inequality, critical race theory, anti-deficit thinking narratives, class-by-race covariation, and an asset-based perspective of students of color. Discusses the "American Imperative" and the personal and economic consequences of not investing in students of color.

The Alamo Messenger Vintage

This book analyzes the ways collective memories of the US-Mexico War have shaped Mexican Americans' civil rights struggles over several generations. As the first Latinx people incorporated into the nation, Mexican Americans were offered US citizenship by the Treaty of Guadalupe Hidalgo, which ended the war. Because the 1790 Naturalization Act declared whites solely eligible for citizenship, the treaty pronounced Mexican Americans to be legally white. While their incorporation as citizens appeared as progress towards racial justice and the electorate's diversification, their second-class citizenship demonstrated a retrenchment in racial progress. Over several generations, civil rights activists summoned conquest memories to link Mexican Americans' poverty, electoral disenfranchisement, low educational attainment, and health disparities to structural and institutional inequalities resulting from racial retrenchments. Activists also recalled the treaty's citizenship guarantees to push for property rights, protection from vigilante attacks, and educational reform. Omar Valerio-Jimenez addresses the politics of memory by exploring how succeeding generations reinforced or modified earlier memories of conquest according to their contemporary social and political contexts. The book also examines collective memories in the US and Mexico to illustrate transnational influences on Mexican Americans and to demonstrate how community and national memories can be used strategically to advance political agendas.

Reading, Writing, and Revolution University of Arizona Press

Exhibition catalogue of San Antonio-based Chicano art, from 1971 to 2018. With a comprehensive historiography of Anglo colonization and slavery in Texas, the Alamo and San Jacinto battles, the Mexican-American War, Manifest Destiny, and the legacy of these historical events, particularly for people of color. "The catalogue is a fascinating and invaluable historical review of the Battle of the Alamo and the making of the Texas Republic." -David Montejano, Turner prize-winning author of "Anglos and Mexicans in the Making of Texas, 1836-1986." "Cordova not only pulled together an important group of artists to challenge the Anglo-centric myths of the Alamo, he wrote a critical essay systematically destroying those lies with historical facts. ... [It] introduced me to a new world of contemporary art, it educated this fifth-generation Texan and served as a key research tool." -Chris Tomlinson, co-author of "Forget the Alamo" and author of the New York Times Bestseller "Tomlinson Hill." "One of the most revelatory exhibitions mounted for the city's tricentennial." -Josh Feola, Artsy. "A vital and timely exhibition." -Stephen Oleszec, Hyperallergic. "The show is done really beautifully.... this is a really big and important project." -Brandon Zech, Glasstire Top Five video. "A deeply researched, historically compelling exhibition." -Nicholas Frank, San Antonio Report. "Much like Southerners who developed a 'lost cause' mythology to compensate for their defeat, white Texans developed an Alamo mythology that portrayed the fighters at the Alamo (Travis, Crockett and Bowie) not as defenders of slavery but defenders of 'Texas liberty.' The Other Side of the Alamo offers an alternative to the triumphalist tales surrounding the 18th-century Spanish mission." -Marco

Aquino, San Antonio Current. "Together, they paint the full picture of what the Alamo myth has done to the perception of Mexican Americans. -Morgan O. Hanlon, Texas Observer.

[Department of the Interior and Related Agencies Appropriations for Fiscal Year 2007: Justifications: related agencies IAP](#)

Language has long functioned as a signifier of power in the United States. In Texas, as elsewhere in the Southwest, ethnic Mexicans' relationship to education—including their enrollment in the Spanish-language community schools called *escuelitas*—served as a vehicle to negotiate that power. Situating the history of *escuelitas* within the contexts of modernization, progressivism, public education, the Mexican Revolution, and immigration, Reading, Writing, and Revolution traces how the proliferation and decline of these community schools helped shape Mexican American identity. Philis Barragán Goetz argues that the history of *escuelitas* is not only a story of resistance in the face of Anglo hegemony but also a complex and nuanced chronicle of ethnic Mexican cultural negotiation. She shows how *escuelitas* emerged and thrived to meet a diverse set of unfulfilled needs, then dwindled as later generations of Mexican Americans campaigned for educational integration. Drawing on extensive archival, genealogical, and oral history research, Barragán Goetz unravels a forgotten narrative at the crossroads of language and education as well as race and identity.

[Un-Standardizing Curriculum](#) University of Texas Press

At a time of questionable civility in American politics, democratic education appears to be at a crossroads. As we consider how to best explore democracy and foster a more civically-engaged populace in the current socio-political context, it is critical to examine what frames our educational systems, policies, and practices and shapes our civic identity. While teachers struggle with decreased instructional time for social studies and the demands of standardized tests, the social sciences are often pushed to the margins. Reflecting on how to negotiate local, state, national, and global tensions related to policy and practice, educators work to do what is best to equip students to foster democratic citizenship and ideals. Social sciences educators are uniquely positioned to embrace a journey that upholds democratic ideals of equality, freedom, and justice, while simultaneously critiquing inequity and injustice in schools and our society. The contributors to this volume situate a variety of discussions within the context of the crossroads and explore how to negotiate, translate, and reconceptualize our own beliefs and positionings in ways that positively influence and empower students, teachers, teacher educators, and education policy makers. Studies are presented related to civic education, cross-cultural interpretations, emotional citizenship, international economics, and race-consciousness, as well as those that discuss how to challenge dominant narratives and negotiate educational policies and practices.

[American Indians and the American Imaginary](#) UNC Press Books

In this Second Edition of her bestseller, Christine Sleeter and new co-author Judith Flores Carmona show how educators can learn to teach rich, academically rigorous, multicultural curricula within a standards-based environment. The authors have meticulously updated each chapter to address current changes in education policy and practice. New vignettes of classroom practice have been added to illustrate how today's teachers navigate the Common Core State Standards. The book's field-tested conceptual framework elaborates on the following elements of curriculum design: ideology, enduring ideas, democratized assessment, transformative intellectual knowledge, students and their communities, intellectual challenges, and curriculum resources. *Un-Standardizing Curriculum* shows teachers what they can do to "un-standardize" knowledge in their own classrooms, while working toward high standards of academic achievement. **Book Features:** Classroom vignettes to help teachers bridge theory with practice in the context of commonly faced pressures and expectations. Guidance for teachers who want to develop their classroom practice, including the possibilities and spaces teachers have within a standardized curriculum. Attention to multiple subject areas and levels of schooling, making the book applicable across a wide range of teacher education programs. A critique of the tensions between school reforms and progressive classroom practice. "This second edition is a game changer for educators interested in powerful curriculum engineering to support new century students" —H. Richard Milner IV, Helen Faison Endowed Chair of Urban Education, University of Pittsburgh "This text breaks new ground with a timely contribution that provides solid, potentially emancipatory grounding for a new, inclusive, research-based vision of curriculum, assessment, schools, and society." —Angela Valenzuela, author "This is a book that teachers, teacher educators, policymakers, and researchers will continue to return to for guidance and inspiration." —Dolores Delgado Bernal, University of Utah

[Remembering Conquest](#) Taylor & Francis

Teaching Difficult History through Film explores the potential of film to engage young people in controversial or contested histories and how they are represented, ranging from gender and sexuality, to colonialism and slavery. Adding to the education literature of how to teach and learn difficult histories, contributors apply their theoretical and pedagogical expertise and experiences to a variety of historical topics to show the ways that film can create opportunities for challenging conversations in the classroom and attempts to recognize the perspectives of historically marginalized groups. Chapters focus on translating research into practice by applying theoretical frameworks such as critical race theory, auto-ethnography or cultural studies, as well as more practical pedagogical models with film. Each chapter also includes applicable pedagogical considerations, such as how to help students approach difficult topics, model questions or strategies for engaging students, and examples from the authors' own experiences in teaching with film or in leading students to develop counter-narratives through filmmaking. These discussions of the real considerations facing classroom teachers and professors are sure to appeal to experienced secondary teachers, pre-service teacher education programs, graduate students, and academic audiences within education, history, and film studies. Part and chapter discussion guides, full references of the films included in the book, and resources for teachers are available on the book's companion website www.teachingdifficulthistory.com.

[Lone Star Mind](#) State University of New York Press

There is the story the Lone Star State likes to tell about itself—and then there is the reality, a Texas past that bears little resemblance to the manly Anglo myth of Texas exceptionalism that maintains a firm grip on the state's historical imagination. *Lone Star Mind* takes aim at this traditional narrative, holding both academic and lay historians accountable for the ways in which they craft the state's story. A clear-sighted, far-reaching work of intellectual history, this book marshals a wide array of pertinent scholarship, analysis, and original ideas to point the way toward a new "usable past" that twenty-first-century Texans will find relevant. Ty Cashion fixes T. R. Fehrenbach's *Lone Star: A History of Texas and the Texans* in his crosshairs in particular, laying bare the conceptual deficiencies of the romantic and mythic narrative the book has served to codify since its first publication in 1968. At the same time, Cashion explores the reasons why the collective efforts of university-trained scholars have failed to diminish the appeal of the state's iconic popular culture, despite the fuller and more accurate record these historians have produced. Framing the search for a collective Texan identity in the context of a post-Christian age and the end of Anglo-male hegemony, *Lone Star Mind* illuminates the many historiographical issues besetting the study of American history that will resonate with scholars in other fields as well. Cashion proposes that a cultural history approach focusing on the self-interests of all Texans is capable of telling a more

complete story—a story that captures present-day realities.

[Achieving Equal Educational Opportunity for Students of Color](#) AuthorHouse

This study examines the American mythology surrounding the Alamo and its influence on cultural identity, historical memory, and ethnic relations. Over nearly two centuries, the Mexican victory over an outnumbered band of Alamo defenders has been transformed into an American victory for the love of liberty. Through a metamorphosis of memory and mythology, the Alamo became a master symbol in Texan and American culture. In *Remembering the Alamo*, Richard Flores examines how this transformation helped to shape social, economic, and political relations between Anglo and Mexican Texans from the late nineteenth to the mid-twentieth centuries. Flores looks at how heritage society members and political leaders sought to define the Alamo, and how their attempts reflected struggles within Texas society over the place and status of Anglos and Mexicans. Flores also explores how Alamo movies and the transformation of Davy Crockett into a hero-martyr have advanced deeply racialized, ambiguous, and even invented understandings of the past.

[Remembering the Alamo](#) University of Texas Press

This incisive and wholly practical book offers a hands-on guide to developing and assessing social justice art education for K-12 art educators by providing theoretically grounded, social justice art education assessment strategies. Recognizing the increased need to base the K-12 curriculum in social justice education, the authors ground the book in six social justice principles—conceptualized through art education—to help teachers assess and develop curriculum, design pedagogy, and foster social justice learning environments. From encouraging teachers to be upstanders to injustice to engaging in decolonial action, this book provides a thorough guide to facilitating and critiquing social justice art education and engaging in reflexive praxis as educators. Rich in examples and practical application, this book provides a clear pathway for art educators to connect social justice art education with real-life educational assessment expectations: 21st-century learning, literacy, social skills, teacher performance-based assessment, and National Core Art Standards, making this text an invaluable companion to art educators and facilitators alike

[Resources in Education](#) University of Texas Press

Like most of his predecessors, President Preston Armstrong had a serious domestic agenda for his second term in office. A challenge to his plan is presented which threatens the historic interpretation of the U.S. Constitution and the future configuration of the United States. A series of events including assassinations of high profile Americans, both in and out of the government, further interfere with his domestic agenda. Debate within the White House is divided between whether or not these murders are random acts of violence or harbingers of worse things to come from organized terrorists. President Armstrong asks his new Vice President Mike Henning to work with his personal covert operative, Tim Shannon, to learn from his sources in the Middle East whether a major terrorist attack against the United States is planned. Despite Osama bin Laden having been killed by the CIA in 2011, al-Qaeda continued to grow and spread their terrorist attacks throughout the world. Now that al-Qaeda had a martyr, recruiting became even easier. Tim Shannon and his team of his twin brother Jim, plus John Murphy, and a couple of new players undertake their new assignment with their usual expertise and foreign contacts. But the clock is running down to identify, find, and arrest the men behind the greatest terrorist threat in history against the United States, and destroy the plan and its operatives before they can carry it out.

[El Centrolista 2012-2015](#) Routledge

American Indians and the American Imaginary considers the power of representations of Native Americans in American public culture. The book's wide-ranging case studies move from colonial captivity narratives to modern film, from the camp fire to the sports arena, from legal and scholarly texts to tribally-controlled museums and cultural centres. The author's ethnographic approach to what she calls "representational practices" focus on the emergence, use, and transformation of representations in the course of social life. Central themes include identity and otherness, indigenous cultural politics, and cultural memory, property, performance, citizenship and transformation. *American Indians and the American Imaginary* will interest general readers as well as scholars and students in anthropology, history, literature, education, cultural studies, gender studies, American Studies, and Native American and Indigenous Studies. It is essential reading for those interested in the processes through which national, tribal, and indigenous identities have been imagined, contested, and refigured.

[The Gates of the Alamo](#) Routledge

My familiarity with Professor Yusef Waghid's scholarship and our collaboration span more than two decades. Therefore, a few words cannot appropriately encompass my account of the magnitude of his academic profile coupled with his personal qualities and engagement. He is a global thinker who has made significant contributions to scholarship in South Africa, the broader African world in the continent and the Diaspora, and the international community. Professor Waghid is an exceptionally prolific writer with consistent academic excellence on topics of critical importance to education and other social institutions, and the struggle for justice and social transformation. He has developed critical insights articulating the importance and necessity of epistemic equality with particular reference to indigenous knowledge system, especially ubuntu. He is a creative scholar with significant and original contributions to knowledge and transformative curriculum and pedagogy. As a public intellectual, he emulates a dialectical relationship between theory and social realities with a consistent engagement for equality and quality educational opportunity, and social progress. He is one of the foremost intellectuals hailing from South Africa with a global stature. In addition to his prominence as a scholar, Professor Waghid has personal and enviable qualities as reflected in his collegiality, trustworthiness, responsiveness, reliability, and unfailing compassion. Professor N'Dri Assie-Lumumba, Cornell University, Ithaca, New York, President of Comparative and International Education Society

["They Are Rioting in Sanctuary Cities!"](#) African Sun Media

John Hunter and Tom Byner are two young men from the Saline District of the Cherokee Nation during the fateful period between the United States Civil War and Oklahoma statehood. Theirs is a land and a people caught between the courts of Hanging Judge Parker and local tribal authority. In a time and place where most still carried a gun, events were occurring almost daily that were to bring about change to their people. Intent on survival, nonetheless, the blood that flows in their veins propels them down a path where they find themselves struggling to maintain the convictions and beliefs that had been passed down to them since the Trail of Tears. It is their anonymity that provides the illusion of sanctuary, but even this is shattered with the arrival of Katie Dickinson, an attractive young girl caught up in the designs of those who see the opportunities to be had at the expense of the Cherokee people. It is through her friendship with Mary Baldrige that she connects with the young men and finds in these three friends her only hope for escape. But Katie's presence places the young men on a path that directly collides with the powers that be, unscrupulous powers that see the friends as impediments to plans for control and reward. As events unfold, each must search within themselves and come face-to-face with their own core beliefs and choose whether to strengthen or weaken in the face of adversity. They are aided by the oversight of their enemies that simply do not recognize the abilities of John Hunter. As they are forced to maneuver the changing world of their people, each step must be placed with care on a path where the gate is strait and the way increasingly narrow. 1

Texas Centennial Exposition Univ of TX + ORM

A huge, riveting, deeply imagined novel about the siege and fall of the Alamo, an event that formed the consciousness of Texas and that resonates through American history. With its vibrant, unexpected characters and its richness of authentic detail, *The Gates of the Alamo* is an unforgettable re-creation of a time, a place, and a heroic conflict. The time is 1835. At the center of a canvas crowded with Mexicans and Americans, with Karankawa and Comanche Indians, with settlers of many nationalities, stand three people whose fortunes quickly become our urgent concern: Edmund McGowan, a naturalist of towering courage and intellect, whose life's work is threatened by the war against Mexico and whose character is tested by his own dangerous pride; Mary Mott, a widowed innkeeper on the Texas coast, a determined and resourceful woman; and her sixteen-year-old son, Terrell, whose first shattering experience with love leads him instead to war, and into the crucible of the Alamo. As Edmund McGowan and Mary Mott take off in pursuit of Terrell and follow him into the fortress, the powerful but wary attraction between them deepens. And the reader is drawn with them into the harrowing days of the battle itself. Never before has the fall of the Alamo been portrayed with such immediacy. And for the first time the story is told not just from the perspective of the American defenders but from that of the Mexican attackers as well. We follow Blas Montoya, a sergeant in an elite sharpshooter company, as he fights to keep his men alive not only in the inferno of battle but also during the long forced march north from Mexico proper to Texas. And through the eyes of the ambitious mapmaker Telesforo Villasenor, we witness the cold deliberations of General Santa Anna. Filled with dramatic scenes, abounding in fictional and historical personalities -- among them James Bowie, David Crockett, and William Travis -- *The Gates of the Alamo* enfolds us in history, and through its remarkable and passionate storytelling allows us to participate at last in an American legend.

Hearings Oxford University Press

"For many years there had never been any doubt in the mind of Robert Worth as to the ultimate destiny of Texas, though he was by no means an adventurer, and had come into the beautiful land by a sequence of natural and business-like events. He was born in New York. In that city he studied his profession, and in eighteen hundred and three began its practice in an office near Contoit's Hotel, opposite the City Park. One day he was summoned there to attend a sick man. His patient proved to be Don Jaime Urrea, and the rich Mexican grandee conceived a warm friendship for the young physician..."

Fleshing the Spirit Univ of California Press

In *Sleuthing the Alamo*, historian James E. Crisp draws back the curtain on years of mythmaking to reveal some surprising truths about the Texas Revolution--truths often obscured by both racism and "political correctness," as history has been hijacked by combatants in the culture wars of the past two centuries. Beginning with a very personal prologue recalling both the pride and the prejudices that he encountered in the Texas of his youth, Crisp traces his path to the discovery of documents distorted, censored, and ignored--documents which reveal long-silenced voices from the Texan past. In each of four chapters focusing on specific documentary "finds," Crisp uncovers the clues that led to these archival discoveries. Along the way, the cast of characters expands to include: a prominent historian who tried to walk away from his first book; an unlikely teenaged "speechwriter" for General Sam Houston; three eyewitnesses to the death of Davy Crockett at the Alamo; a desperate inmate of Mexico City's Inquisition Prison, whose scribbled memoir of the war in Texas is now listed in the Guinness Book of World Records; and the stealthy slasher of the most famous historical painting in Texas. In his afterword, Crisp explores the evidence behind the mythic "Yellow Rose of Texas" and examines some of the powerful forces at work in silencing the very voices from the past that we most need to hear today. Here then is an engaging first-person account of historical detective work, illuminating the methods of the serious historian--and the motives of those who prefer glorious myth to unflattering truth.