

Unit Background

Unit Title: Foreign Intrusion

Subject Area: Special Topics (Mexican-American Studies)

Topic: Foreign Threats and Independence movements

Designed by:

Juan Carmona

Time Frame: 2nd Six Weeks

Brief Summary:

This Unit covers foreign threats to the Spanish Empire, in particular their northern frontier and independence movements within their frontier.

Part I: Desired Results

Goal

The student will understand how economics, size and distance led to a weakening Spanish and later Mexican state.

Big Idea

The problems of maintaining large empires.

Standards (TEKS/CCRS)

(1) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives;

(B) evaluate effects of major political, economic, and social conditions on a selected social studies topic;

(C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic;

(D) examine the role of diverse communities in the context of the selected topic;

(E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts;

(F) depending on the topic, use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(G) depending on the topic, use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

(2) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view;

(B) differentiate between valid primary and secondary sources and use them appropriately to

conduct research and construct arguments;

(C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:

(F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic;

(G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as *Modern Language Association Style Manual* (MLA)

and *Chicago Manual of Style (CMS)* to document sources and format written materials; and

(H) use computer software to create written, graphic, or visual products from collected data.

CCRS

ELPS

1A I'll use what I already know to figure out what some words mean

1D When I don't know how to say something, I'll

- **Ask for help**
- **Use my hands or pictures**
- **Use a word that is kind of like what I mean**
- **Explain or describe what I'm trying to say**

1E I'll use new words when I speak and write in class so that I'll learn them well

2A I'll be able to hear the sounds and rhythm of English better

2E I'll use visuals and context so I can understand people who are using complex language when they speak

3A I'll practice pronouncing new words so that others can understand me better

3D When I speak, I'll use words that are related to this class

4C I'll recognize sight words and read material used in my class

4D Before I read, I'll use graphic organizers, illustrations, vocabulary lists and other strategies so I can understand better

5B When I write, I'll use new basic words and new vocabulary about this subject

5C I'll spell words correctly more and more often

Enduring Understandings

- - Problems with overexpansion
- - Causes of independence movements
- - Reasons for conflict with other European powers
- - The effect of the British break with the church upon New World colonization

Misunderstandings (optional)

Essential Questions

- - Why was America such a threat to the Spanish Empire?
- - Why was foreign trade so important to the Spanish/Mexican Northern frontier?
- - Why was Anglo settlement considered necessary by Spain and Mexico?
- - Why did those living along the northern border of Spanish/Mexico become so independent minded?
- - What role did the Santa Fe Trail play in the New Mexican economy?
- - **What was the original intent of the Texas Revolutionaries?**) 2/5 fVb/SI' fZWegWegtag' V' YeY [XLS fWwfeaX fZWFVSeDMa'gf[a' I' UgV' YfZVMSF'Vax9a' ISW I [^S_ 4zFchlee^WV' Fa fZWBab'WaxFVSeS' V3^ 3_ WUS e[fZW adM' fZVdVWaxZV3'S_ aS' VS^ fZVZMa[UVAWVbi Za YShVZVd' hWfZVMMZW 5a' e[fgf[a' S^5a' hWf[a' aX#%(18S' ` [y surrender at Goliad, and the Battle of San Jacinto

Knowledge

Important

- Santa Fe Trail
- Treaty of Guadalupe Hidalgo
- The Alamo

Skills

Important

- use a variety of both primary and secondary valid sources to acquire information and to analyze and

Montejano connection



7.3(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis

- Goliad
- San Jacinto
- Santa Ana's policies towards Anglo settlers
- Treaty of Tordesillas
- Louisiana Purchase
- Austin Colony
- Fredonia Rebellion
- 1837 Revolt

Montejano connection

Supporting

- Merchants role in New Mexico
- Santa Fe Pioneers
- Mexican Independence
- Texas Interference in New Mexico
- Mexican statehood

8.1(A)^ identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects

7.3(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto

answer historical questions;

- analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

Essential

- identify and support with historical evidence a point of view on a social studies issue or event; and
- use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- use correct social studies terminology to explain historical

TEK that is heavily used in G7 classrooms

concepts.

- pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

Part II: Assessment Evidence

Performance Task: Students will write an essay evaluating internal versus external threats to the Spanish Empire and posit why Texas was the only successful internal rebellion.

- Students will utilize Cornell Notes for the chapters covered in this unit
- Students will get their thesis statement approved by instructor.
- Students will create an outline for their paper
- Students will use footnotes and a Chicago Style work sided paper.
- Student will write a two page paper on the above topic

Criteria used in rubric: (SS Rubric v5 doc)

- Presentation
- Originality
- Neatness
- Teamwork

Core Challenge: Students must create an original piece of technology that will help the American public.

Other Evidence (remember to develop a *photo album* rather than just a *snapshot*)

Multiple Choice Exams, Quizzes, Interactive notebooks, presentations and Short Answer Questions

Part III: Instructional Strategies and Learning Experiences

Week 1: A History of the Mexican American People Chapter 8 pages 61-64.

NPS.gov Fort Matanzas National Monument website

http://www.nps.gov/history/nr/travel/american_latino_heritage/Fort_Matanzas_National_Monument.html

TEKS: (1) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

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(E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;

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Lesson:

- Students will learn about the Spanish struggle with outside European powers.
- Student will learn about the type of trade France and Britain were engaged in.
- Students understand why the people of the Spanish Northern frontier were so susceptible to foreign trade.
- Students will understand how the British break with the Catholic Church affected colonization in the

Americas

- Students will learn about how the Seven Years War affected possession of the Louisiana territory.

Activity

- Students will use Cornell Notes for the sections being covered, including the online reading.
- Students will create cause and effect diagrams for how the Seven Years war and the British break from the Catholic Church affected colonization in the Americas
- Students will create a map showing the areas controlled by Spain, France, and Great Britain.

Week 2:

A History of the Mexican-American People Chapter 8 pages 64-65.

Fort Ross Conservancy website “Russian Expansion to America” by Stephen Watrous

(<http://www.fortross.org/russian-american-company.htm#The Russian Advance to California>)

Texas State Historical Association webpage: “Spanish Texas”

(<https://www.tshaonline.org/handbook/online/articles/nps01>)

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Lesson:

- Students will understand how and why the Russian empire came into conflict with the Spanish Empire in California.
- Students will learn about the constant threat which Native Americans pose to the Spanish Northern frontier.

Activity:

- Students will write Cornell Notes for both the book and web readings in this section.
- Students will add the Russian territory to the map done during the previous week.
- Students will write a diary entry from a settler along the Northern frontier, highlighting the anxiety created by constant Native American threat.
 - Students will write a letter from the point of view of a Spanish official reporting on the Russian threat in California.

Week 3: A History of the Mexican-American People Chapters 8-9 pages: 65-74.

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(B) evaluate effects of major political, economic, and social conditions on a selected social studies topic;

(D) examine the role of diverse communities in the context of the selected topic;

(E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts;

(2) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view;

(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

Lesson:

- Student will understand the pros and cons of the Spanish frontier defense system.
- Student will learn about the two groups of people used for frontier defense.
- Student will learn about the origins of Los Angeles.
- Students will learn about the American “invasion” of New Mexico
- Students will learn about the Santa Fe Trail and understand its role within the New Mexican community and economy

Suggested Activities:

- Students will take Cornell notes with the readings for this week.
- Students will create 2 T-charts one displaying the pros and cons of the frontier defense system and the other comparing the pros and cons of Spanish soldiers versus frontier militia.
- Students will use the above charts to write an essay explaining why the Spanish had such difficulties holding on to their frontiers.
- Students will investigate what goods were provided by the Spanish crown and what goods were provided by merchants American merchants and list them in a comparison chart.

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Lesson:

- Student will understand the motives for the Spanish government allowing colonists within Texas and New Mexico.
- Student will learn about the motivations of the American settlers in Texas and New Mexico.
- Student will learn about the early conflicts between the settlers and the Spanish government.

Suggested Activities:

- Students will read and write Cornell notes over the given readings.
- Students create a graphic organizer, outlining motivations for Spanish allowing colonization and why settlers came into Spanish territory.
- Students create a Venn Diagram outlining pros and cons of having American colonists within the Spanish frontier.

Week 5: A History of the Mexican-American People Chapter 10 pages 78-85.

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(B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments;

(C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

Lesson:

- Students will learn about the motives and methods of Moses and Stephen F. Austin in their settlement within Texas.
- Students will learn about the Fredonia Rebellion and the Mexican reaction to the conflict.
- Students will understand the impact of the Mexican war for Independence upon the frontier territories.
- Students understand the causes for the rebellion in Texas.

Suggested Activities:

- Students will write Cornell Notes for this week's reading.
- Students will create a graphic organizer shows the similarities and differences between the Texas War for Independence and the American Revolution.
- Students will write a letter from the point of view of a Spanish official which lays down the ground rules for American settlement in Texas.

ranching - connection to Montejano

7.6(B) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life
7.6(C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg
7.7(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology

Week 6: A History of the Mexican-American People Chapter 10 pages 85-87.

New Mexico History.org “1837 Rebellion of Rio Arriba” (<http://newmexicohistory.org/places/1837-rebellion-of-rio-arriba#>)

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Lesson:

- Students will learn about the roots of the conflict in New Mexico culminating in the 1837 Revolt
- Students will learn about Texas's motive for assisting in the revolt in New Mexico.
- Students will understand the impact of the Mexican war for Independence upon the frontier territories.

Suggested Activities:

- Students will write Cornell Notes for this week's reading and the online reading.

- Students will create a graphic organizer shows the similarities and differences between the Texas War for Independence and the Revolt of 1837.
- Students will create a newspaper article depicting the capture of the “Santa Fe Pioneers”

<i>Tier III Vocabulary</i> (Key Content Words) <i>Tier III Vocabulary</i> (Key Content Words)	<i>Tier II Vocabulary</i> (words required for mature conversation across subjects)	<i>Tier I Vocabulary</i> (basic words, often unfamiliar to ELLs)
New Spain Blacksmith treasury continental Treaty of Tordesillas diplomacy presidio borderlands trapper merchandise economic domination region trailblazer	fusion sporadic Enacted establish animosity pacification Routes Magnificent tantamount barrage fragmentation Manufacturing	Communicate transformation settlement isolated luxury hoe Manufacture Fair Consume Smuggling Impose Aggressive

statehood
self-determination
recognize
skirmish

**Weary
opposition**

Resources

Textbook and Print Resources:

A History of the Mexican-American People

Sheltered Instruction Strategies: Peer tutoring, word bank, extended time, limited response

Internet Resources and Video Clips

Youtube

NPS.gov Fort Matanzas National Monument website

[http://www.nps.gov/history/nr/travel/american_latino_heritage/Fort Matanzas National Monument.html](http://www.nps.gov/history/nr/travel/american_latino_heritage/Fort_Matanzas_National_Monument.html)

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