

This unit has a broad connection to Mexican War and Montejano

Unit Background

Unit title: Part 3 – Foreign intrusion (cont)

Grade Level:

Subject Area: Social Studies

Designed by: Juan Carmona

Time Frame: 6 weeks

Desired Results

Goal:

Understand the role American Expansionism played in shaping the Mexican-American people

Essential Question:

EQ – What was at the heart of the concept of Manifest Destiny?

EQ – Why did the United States want to annex Texas?

EQ – What factors led to conflict in California?

EQ – What was the Mexican-American War's goals?

EQ - What issues were faced by Mexican-Americans when they became United States citizens?

EQ – Why was the Southwest so lawless?

Knowledge

Important

- The Monroe Doctrine.
- Manifest Destiny.
- Texas from country to statehood.
- The Mexican American War.
- The Texas border dispute.
- Land loss experienced by Mexican-Americans\
- Joaquin Murieta.
- Changing economies in the Southwest

7.6(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker

7.1(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop

Skills

- Explain the impact of the annexation of Texas.
- Explain how Manifest Destiny was connected to the Texas War for Independence, The annexation of Texas, and the Mexican-American War.
- Compare and contrast the Texas War for Independence with the Mexican American War
- Identify the pros and cons of American citizenship for Mexican-Americans
- Understand the impact of the Treaty of Guadalupe Hidalgo had on the people of the Southwest and Mexico.
- Compare and contrast life in the Southwest before and after the Mexican-American war

Learning Experiences (sequenced weekly)

Week 1:
TEKS: 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

connection to Montejano

connection to Montejano

(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;

A History of the Mexican-American People, Chapter 11: Ultimate Violence pages 89-92 (TSHA) “Slavery” (reading on slavery in Texas):

<https://www.tshaonline.org/handbook/online/articles/yps01>

- Briefly discuss the causes of “Manifest Destiny”
- Explore imperialism and how it leads to the Monroe Doctrine
- Discuss how the dividing issue of slavery was affected by the acquisition of Texas.
- Students will posit how acquiring more territory to the United States could possibly lead to a Civil War in America.

Activities:

-Complete activity on President Monroe and the “Monroe Doctrine” at this web address: <http://jamesmonroemuseum.umw.edu/wp-content/blogs.dir/351/files/2012/06/James-Monroe-and-the-Expansion-of-America.pdf>

-Complete lessons found on Portal to Texas History Website: http://education.texashistory.unt.edu/lessons/psa/Texas_Annexation/

**Week 2:
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:

(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;

(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;

A History of the Mexican-American People Chapter 11: Ultimate Violence pages 92-97.
History.com "Bear Flag Revolt": <http://www.history.com/this-day-in-history/californias-bear-flag-revolt-begins>

- American attempts towards acquiring California.
- Causes and outcome of the Fremont Rebellion
- **Path to the Mexican-American War.**
- **The Mexican American War**
 - famous participants
 - battles of (Palo Alto)
 - American protests against the war
 - outcome of the war

Activities:

Lessons and videos found on PBS website for educators regarding the Mexican-American War.

http://www.pbs.org/keramexicanwar/educators/lesson_plans.html

Week 3:

TEKS

) 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;

(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;

A History of the Mexican-American People Chapter 12: Heritage of Bitterness pages 98-104.

PBS “War’s End” an analysis of The Treaty of Guadalupe Hidalgo”

- “Age of Bitterness” between the United States and all of Latin America
 - American Imperialism
- **Treaty of Guadalupe Hidalgo**
 - Negotiations
 - Nicolas P. Trist
 - Changes made in America

- Annexation of new lands
- Grant of citizenship to Mexicans living in the newly acquired territories
- Land and border issues

Activities:

National Archives complete lesson on the Treaty of Guadalupe on this weblink: <http://www.archives.gov/education/lessons/guadalupe-hidalgo/activities.html>

Lesson with activities on “Teaching American History Project Lesson” website:

http://www.washoe.k12.nv.us/americanhistory/secondary/lessons/lessons_std06/menante_k3.html

Have students write a brief family sketch to determine how long their family have been in the Rio Grande Valley, (does the treaty affect them directly?)

Week 4:
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:

(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;

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;

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

A History of the Mexican-American People: Chapter 12-13 pages 104-109.

History Net “American Expansion”: <http://www.historynet.com/westward-expansion>

History Today “The Gadsden Purchase: <http://www.historytoday.com/richard-cavendish/gadsden-purchase>

“Manifest Destiny and the Mexican American War”: <http://www.shmoop.com/manifest-destiny-mexican-american-war/ideology.html>

- Border issues
- Continued expansionism
- The gold rush
- Gadsden Treaty
 - Border issues
 - new lands
 - Renegotiation of Treaty of Guadalupe

>> **Anglo invasion**

>> **Anglo racism**

Activities:

-Have students write Cornell notes for the book readings.

- Have students write an essay describing how each event from the readings like that of Manifest Destiny and The Gadsden Purchase affected the Mexican-American people.

-Have students create a timeline of major events of Mexican American History up til this point

Week 5:

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:

(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;

A History of the Mexican-American People: Chapter 13: The New Southwest pages 109-114.

“Eyewitness to History ‘The Gold Rush’”:

<http://www.eyewitnesstohistory.com/californiagoldrush.htm>

“Land Act of 1851”: <http://www.cherylannestapp.com/land-act-1851/>

Legends of American “Joaquin Murrieta”: <http://www.legendsofamerica.com/ca-murieta.html>

“I am Joaquin Murrieta” <http://www.latinamericanstudies.org/latinos/joaquin.htm>

- The Gold Rush “The Forty Niners”
 - who were they?
 - racial conflicts
 - granting of California’s statehood
 - **Cattle Barons**
 - **Federal Land Grant of 1851**
- Lawlessness in California
- “racialized” violence (Joaquin Murieta)

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

connection to ranch society in Montejano

Activities:

-Have students write Cornell Notes on textbook reading.

- Have students read the essay in their text on Joaquin Murrieta and the one found in Legends of America. Students will then utilize both these readings to write their opinion as to whether Joaquin was justified in his actions or not. They will cite at least one sentence from each reading.

Have students read “I am Joaquin Murrieta” and write an essay which attempts to explain the writer’s purpose by utilizing the historical events they have learned so far. They must also include their own personal reaction to the poem.

-Have students create either a wanted or recruitment poster for Joaquin.

Week 6:

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:

(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.

A History of the Mexican-American People Chapter 13 pages 115-118 Lawlessness in Texas

TSHA “The Cart War of 1857”:

<https://www.tshaonline.org/handbook/online/articles/jcc01>

PBS “Juan Cortina”: http://www.pbs.org/weta/thewest/people/a_c/cortina.htm

PBS Primary Sources “Cortina’s Proclamations”

<http://www.pbs.org/weta/thewest/resources/archives/four/cortinas.htm>

TSHA “Juan Cortina”: <http://www.tshaonline.org/handbook/online/articles/fco73>

TSHA “Civil Rights”(first half is about the Texas Rangers) :

<https://www.tshaonline.org/handbook/online/articles/pkcfl>

TSHA “Railroads”: <http://www.tshaonline.org/handbook/online/articles/eqr01>

- The Cart War of 1857
 - Control of trade
- “Racialized” violence
 - Juan Cortina
 - The Cortina War
 - The Texas Rangers

7.4(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups

- >> The New Economy
 - Ranching to agriculture
 - Railroads come to South Texas

7.1(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas

connection to Montejano

Activities:

- Have students complete Cornell Notes on textbook readings.
- Have students write a compare contrast paper between Cortina and Murrieta
- Have students work in groups and hypothesize what the change from ranching to agriculture would do to the Mexican-American people.

Key Terms

Tier III Vocabulary (Key Content Words) <i>Tier III Vocabulary (Key Content Words)</i>	Tier II Vocabulary (words required for mature conversation across subjects)	Tier I Vocabulary (basic words, often unfamiliar to ELLs)
Expansionism	dogma	sufficient
unalienable	perpetuating	superiority
colonists	catalyst	wage
armistice	abolish	scarcely

homogenous	predominant	bitter
annexation	Aggrandizement	
counsel	arbitrary	
port	vast	
herald	unchecked	
boundary	liable	
Article	yield	
census	Anonymity	
prospector		
lynch		

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