

Teacher: Frances Solorio

Title: Mexican War Subject: Politics

Topic: Unstable Government Grade:9-10

Lesson Duration:1 week School. P.W. H.S.

Education Designs Lesson/ Unit Plan			
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	Explaining about how the Mexican War was instrumental to the United States with their polices and how was the government involved with its politics and how did it play a crucial part to the both countries.		
National Standards for History Era: Link	Era 4 Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans		
Standard(s): State, Local or National	21.1 Explain how historical descriptions, arguments and judgments can reflect the biases of the author and the time period. Standard 1 How progressive and others addressed problems of political corruption.		
Themes/Concept:	To create in the students a sense of connecting more intimately with the past, in a sense of being there.		
Essential questions (2-5 questions) (What you want the students to know)	How did the war affect the United States Who forced mexico into the war? What is annexation?		
Elements (What you want the students to understand)	Students will understand the reasons why Polk forced Mexico into the war. Understand what annexation is.		
Launch Activity (Hook)	Read articles, videos and bring in picture, set up a time line and have the students interact in student discussions.		
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	People, Places times and vocabulary What the students will be able to do. What skills will they use.	Times 1847 War between United States and Mexico	Skills Primary/secondary sources Organizers
Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i>			
Group setting, discussion and presentation, on the cause/effect of how the war started. Question and answer period			

Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>
Traditional Assessment (<i>Quizzes, Test, Selected Responses</i>)
Exam over the terms and concepts with questions on the map. Listen to students responses for essential questions stated in the plan.
Authentic Assessment (<i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i>)
Time line of the political aspect and how the government affected the standards of the war.
Student Self-Assessment
Daily journals Teacher – student interview
Differentiation Associated with this unit
Modify for ESL students, use pictures , artifacts and translated sub-topics, G. T. Research on what Polk’s reasons were.
Resources and instructional tools: (<i>Including Video Sources, Text Resources, Research Strategy</i>) Text book, videos, tapes, articles, journals, materials related to the subject, power point, maps, speakers to come in and give a presentation.