

Title: The Mexican War

Subject: US History

Topic: Mexican War/ Manifest Destiny

Grade: 9-12

School:

Education Designs Lesson/ Unit Plan										
<b>Standard:</b>	US History Era 4 <b>Standard 1</b> <b>United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.</b> <b>Standard 1C</b> <b>The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.</b> Strand/Benchmark: 2.1, 2.2, 2.3 Benchmark Objective: 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.3, 2.3.1									
<b>Concept:</b>	Using primary and secondary sources to analyze the causes and outcomes of the Mexican War, using "Accident Reconstruction" to develop analytic and interpretation skills.									
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	1. How was American foreign policy toward Mexico influenced by the idea of Manifest Destiny? 2. How did the annexation of Texas affect relations with Mexico? 3. How did Manifest Destiny affect Native Americans, women, and slaves? 4. Why are differing accounts of an event necessary to gain understanding? 5. How did the outcomes of the Mexican War affect women, Mexicans, slaves, and Native Americans?									
<b>Elements (What you want the students to understand.)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Therefore, the student is able to</b> <b>5-12</b></td> </tr> <tr> <td>Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation. [<b>Examine the influence of ideas</b>]</td> </tr> <tr> <td style="text-align: center;"><b>5-12</b></td> </tr> <tr> <td>Compare and explain the peaceful resolution of the Oregon dispute with Great Britain and the declaration of war with Mexico. [<b>Challenge arguments of historical inevitability</b>]</td> </tr> <tr> <td style="text-align: center;"><b>5-12</b></td> </tr> <tr> <td>Explain the causes of the Texas War for Independence and the Mexican-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo. [<b>Analyze multiple causation</b>]</td> </tr> <tr> <td style="text-align: center;"><b>9-12</b></td> </tr> <tr> <td>Analyze different perspectives on the Mexican-American War. [<b>Consider multiple perspectives</b>]</td> </tr> </tbody> </table>	Grade Level	<b>Therefore, the student is able to</b> <b>5-12</b>	Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation. [ <b>Examine the influence of ideas</b> ]	<b>5-12</b>	Compare and explain the peaceful resolution of the Oregon dispute with Great Britain and the declaration of war with Mexico. [ <b>Challenge arguments of historical inevitability</b> ]	<b>5-12</b>	Explain the causes of the Texas War for Independence and the Mexican-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo. [ <b>Analyze multiple causation</b> ]	<b>9-12</b>	Analyze different perspectives on the Mexican-American War. [ <b>Consider multiple perspectives</b> ]
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<b>Launch Activity (Hook)</b>	In the middle of a busy intersection there is the mangled wreckage of several vehicles. Each of the drivers claimed they had the right of way after the signal light went out. Your job is to reconstruct the accident and determine how they came to rest, some in a twisted heap and others only lightly scratched.  "History is about intersections, intersections are about choices, and choices influence struggle." Williams, Yohuru R. <u>Teaching U.S. History Beyond the Textbook: Six Investigative Strategies</u> , Grades 5-12. Corwin Press. Thousand Oaks, Ca. 2009									

<b>Knowledge &amp; Skills</b>  <b>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</b>	James K. Polk Manifest Destiny John O’Sullivan General Santa Anna Texas Annexation Rio Grande river Wilmot Proviso Compromise of 1850	Treaty of Guadalupe-Hidalgo Zachary Taylor Winfield Scott John C. Fremont Bear Flag Revolt Mexican Cession Gadsden Purchase Seneca Falls Convention	<b>Skills</b>
<b>Assessment Evidence: What evidence will show that students met the learning goal?</b>			
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>			
Multiple choice test written in A,B,C,D choices with questions worded much like those used on standardized tests.			
<b>Portfolio Assessment</b>			
Students will create a scrapbook chronicling events of the Mexican War using information gathered from the internet and other media.			
<b>Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)</b>			
The students will write a journal entry or letter to a loved one from the standpoint of a Mexican citizen, a pioneer woman, a slave or abolitionist, or a Native American. The journal or letter should compare and contrast their life before and after the war.			
<b>Student Self-Assessment</b>			
<b>Differentiation Associated with this unit</b>			
<b>Resources and instructional tools:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> order Primary and secondary sources Internet Textbook			