**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

**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:**

(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

* Briefly discuss the causes of “Manifest Destiny”
* Explore imperialism and how it leads to the Munroe 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.

**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.

* 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

**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.

* “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

**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.

* Border issues
* Continued expansionism
* The gold rush
* Gadsden Treaty

-Border issues

-new lands

-Renegotiation of Treaty of Guadalupe

>> Anglo invasion

>> Anglo racism

**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.

* 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)

**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

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

 >> The New Economy

 -Ranching to agriculture

 -Railroads come to South Texas

Key Terms

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| ***Tier III Vocabulary*****(Key Content Words)*****Tier III Vocabulary*****(Key Content Words)** | ***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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