

The Mexican War

Big Idea: Balance of Power

Lesson 1

Standards	7.4A Identify and discuss events and conflicts in the state of Texas 7.9C Analyze the effects of geographical factors that influenced the Mexican War 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	The Mexican War Begins

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn that the dispute over who owned the land between the Nueces River and the Rio Grande was a major reason for the Mexican War. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to video, write responses in their notebooks, and contribute in whole-class discussion.Listen to and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Fill out the “Balance of Power” table to determine which side had more power at the start of the war, and to predict what will happen later.	<ul style="list-style-type: none">declareclaimdisputeboundary
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “Zachary Taylor in the Disputed Territory”Passages: “Causes of the War” (pgs. 326–328) & “War Declared (end reading at ...cram in slaves) (pg. 328)Transparency: QuestionsTransparency: Map of Disputed TerritoriesTransparency: Balance of Power	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)

3 min.

- Display Transparency: Map of Disputed Territories.
 - *This week, we will learn about some of the disputes/conflicts that the United States had with Mexico.*
- Discuss the word *dispute*.
 - *Many of these disputes had to do with different groups fighting for land that is now part of Texas. We'll learn about how these disputes led to the Mexican War, as well as about the outcomes of the war and the lives of the people in Texas at the time.*
 - *Today we will learn about how the Mexican War began. Many Mexicans were afraid that the United States wanted to take over all of Mexico's land. They felt that the annexation of Texas was just the first step, so Mexico attempted to protect its land.*

Presentation

30 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Zachary Taylor in the Disputed Territory"

(5 min.)

- Preview proper nouns:
 - *Zachary Taylor: U.S. general sent to protect Texas from attack*
 - *Rio Grande: same as Rio Bravo*
 - *So far, we have learned that Texas joined the United States and became a new state government.*
- Question students for understanding of the annexation of Texas.
 - *This made the relationship between the United States and Mexico even more fragile. Tensions grew after the annexation of Texas, as Mexicans did not want to recognize that Texas had joined the United States.*
- Introduce the video.
 - *Let's watch a short video about Zachary Taylor in the disputed territory. As you watch, try to answer the following: Which army was stronger and which country had more power?*
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

Teacher-led Reading: "Causes of the War" (pg. 326–328)

& "War Declared (end reading at ...cram in slaves" (pg. 328)

(15 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What were some of the causes of the Mexican War?*
 - *Why was it so important to Mexico that the Nueces River, not the Rio Grande be marked the border between Mexico and Texas (hint: think of balance of power)?*

- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions while allowing them to respond to these questions.

Practice**5 min.**

- After reading the passage, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment**10 min.**

- Introduce the activity.
 - *We've seen from the readings and video today how the United States took the first step toward claiming land and how Mexico responded.*
- Explain the meaning of the factors, like *morale of troops*.
 - *This marked the beginning of the war. Let's fill out the table below to determine which side had more power at the start of the war and to predict what will happen later. Add more factors to the list as you think of them. After filling out the table, complete the sentence below it.*
- Students fill out their graphic organizer and complete the sentences.
- Students contribute their answers in a whole-class discussion.

Balance of Power

Factors affecting balance of power	Mexico	United States
Battles won		
Morale of troops		
Financial situation		
Manpower		

- Therefore, the United States had _____ power compared to Mexico (more/less/the same).
- Prediction: The balance of power might shift in favor of _____ (the United States, Mexico).

boundary (límite)

**A fixed line that separates one thing from another
(e.g., countries, regions, states, etc.)**



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Synonym: border

Mexico claimed that the Nueces River marked the **boundary** between Texas and Mexico.

The **boundary** between Mexico and the United States is shown on the map.

Turn and Talk

- People use different things to mark a boundary. Think about your neighborhood. Where can you find a boundary that separates one thing from something else?
- What marks the boundary of your school's property?

claim **(demanda, reclamación)**

**To insist that something is correct
without providing proof**



Matt Boulton; http://commons.wikimedia.org/wiki/File:City_defend.jpg
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Synonyms: demand, assert

Texans **claimed** that the Rio Grande was the correct border between Texas and Mexico.

The player **claimed** he was not at fault for the other player's injury.

Turn and Talk

- Share a situation when you made a claim without proof.
- "After the accident, I had to file a claim against my insurance company to get the money to repair my car." Would you need evidence to support this kind of claim? Explain your answer.

declare (declarar)

To announce something publicly or officially



Steve Jurvetson; www.flickr.com/photos/jurvetson/6189015987
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Synonyms: proclaim, state firm

President Polk **declared** war on Mexico when he heard fighting had begun at the Rio Grande.

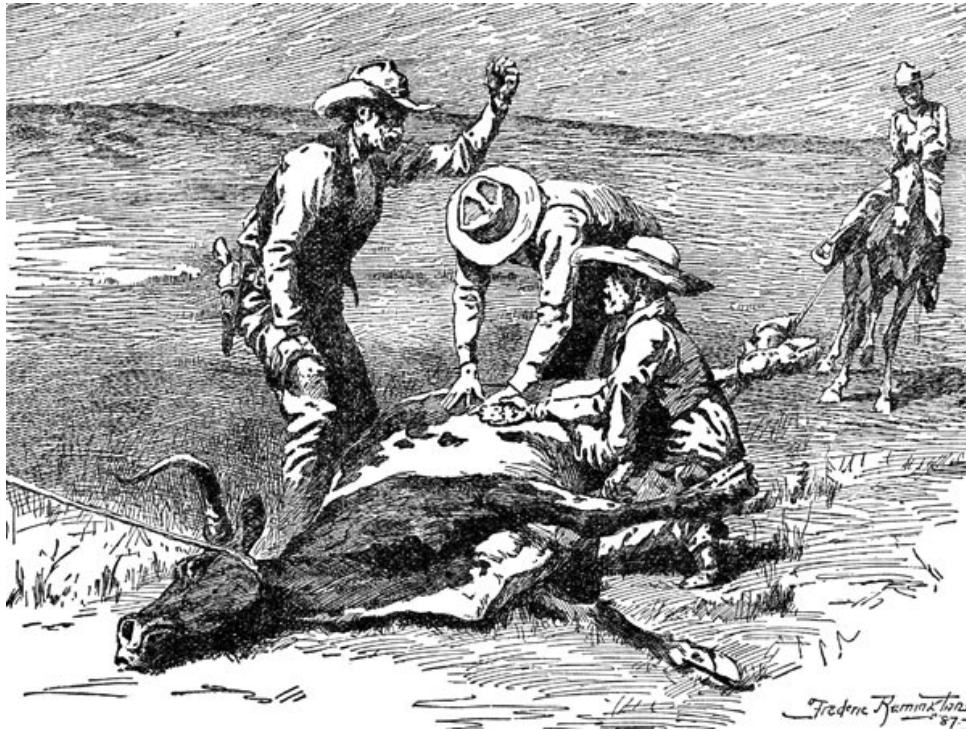
The United States **declared** war on terrorism after 9/11.

Turn and Talk

- **The Student Council declared that it would end school violence. What steps could they take to achieve this goal?**

dispute (disputa)

**A disagreement or argument about something
between two or more people/groups**



U.S. History Images; <http://ushistoryimages.com/frontier-life.shtm#>
Public domain

Synonyms: conflict, difference of opinion

The **disputed** territory stood between the Nueces River and the Rio Grande.

The United Nations is an organization that helps resolve international **disputes**.

Turn and Talk

- Let's say that you had a dispute with a neighbor about where to put a fence between your houses. How could you resolve the disputed property line?

The Mexican War

Big Idea: Balance of Power

Lesson 2

Standards	7.4A Identify and discuss events and conflicts in the state of Texas 7.21B Analyze information by sequencing and identifying cause-and-effect relationships 7.1B Trace the chronology of the Mexican War through significant individuals and events
Lesson Topic	A U.S. Victory

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Understand who fought in the war.• Understand how the war was fought and who won. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Use key vocabulary in reading, writing, listening and speaking throughout the lesson.• Watch and listen to video, write responses in their notebooks, and contribute in whole-class discussion.• Listen to and/or read the lesson passage, and write question responses in their notebooks.• (In the review/assessment activity) Continue to fill out the “Balance of Power” table.	<ul style="list-style-type: none">• call to arms• victory• volunteer
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Video: “Battle of Buena Vista”• Passages: “War Declared”- begin last paragraph...More than 5,000 Texans...(pgs. 328–329) & “United States Victory”- end reading at ...sick and wounded-last paragraph (pg. 329)• Transparency: Map of Disputed Territories• Transparency: Questions	<ul style="list-style-type: none">• Post the objectives• Links to background

Motivation (Engagement/Linkages)

2 min.

- Display Transparency: Map of Disputed Territories.
 - *Yesterday we talked about the conflict between the United States and Mexico concerning the southern border of the newly annexed state of Texas. This conflict led to the start of fighting between the two countries. Today we will continue to talk about the war.*

Presentation

30 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Battle of Buena Vista"

(5 min.)

- Introduce the video.
 - *Yesterday, we read that the United States declared war with Mexico. One of the most important battles took place at Buena Vista. This battle helped determine the outcome of the war by weakening the Mexican forces. Think about the following question as you watch: What factors led to Taylor's victory at Buena Vista?*

Partner Reading: "War Declared"- begin last paragraph...More than 5,000 Texans...

(pgs. 328–329) "United States Victory"- end reading at ...sick and wounded-last

paragraph (pgs. 328–329)

(15 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Who chose to fight in the war?*
 - *What roles did women play in the war?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

Practice

5 min.

- After reading the passage, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment**10 min.**

- Display Transparency: Balance of Power.
— *Let's continue the organizer we were doing yesterday to see whether the balance of power has shifted.*
- Students fill out their graphic organizer and complete the sentences.
- Students contribute their answers in a whole-class discussion.

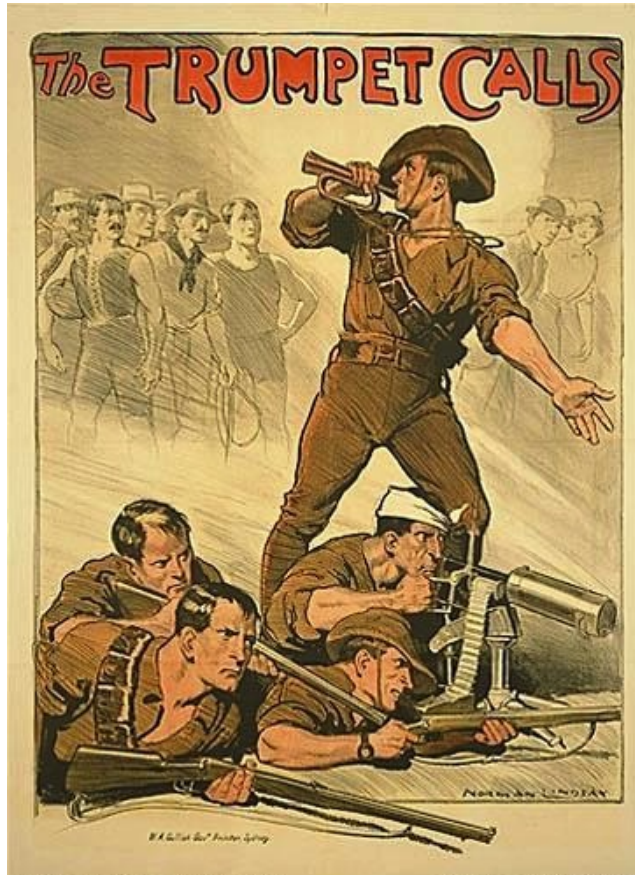
Balance of Power

Factors affecting balance of power	Mexico	United States
Battles won		
Morale of troops		
Financial situation		
Manpower		

- *Therefore, the United States had _____ power compared to Mexico. (more/less/the same)*
- *Prediction: The balance of power might shift in favor of _____. (the United States/Mexico)*

call to arms **(el llamado a las armas)**

A request to report for active military duty



Norman Lindsay (circa 1918); http://commons.wikimedia.org/wiki/File:Lindsay_trumpet_calls.jpg
Public domain due to expired copyright

Synonym: invitation to combat

Many Texans responded to the **call to arms** in the Mexican War.

After September 11, 2001, many young people in the United States responded to the **call to arms** and joined the military.

Turn and Talk

- **What would persuade you to follow a call to arms from your country?**
- **What reasons might you have for not following a call to arms?**

victory **(victoria)**

Success in defeating an enemy



U.S. Army; www.flickr.com/photos/soldiersmediacenter/7732288024
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Synonyms: triumph, success, conquest

The United States' **victory** over the Mexicans in the Mexican War pleased Texans.

The **victory** of the football team in the regional playoffs allowed them to play for the state championship.

Turn and Talk

- The phrase, "To the victor go the spoils," means that the winners of a war get to take what they want. Do you agree with this statement? Why or why not?

volunteer **(ofrecerse como voluntario)**

To freely offer help without pay



Hajime Nakano; www.flickr.com/photos/jetalone/7391315970
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Synonyms: offer services, come forward

Many Texans **volunteered** to fight in the Mexican War.

Many people **volunteered** to build new houses for Katrina victims.

Turn and Talk

- **Imagine your former elementary school asked for volunteers for after-school activities. What might you volunteer to do?**

The Mexican War

Big Idea: Balance of Power

Lesson 3

Standards	7.4A Identify and discuss events and conflicts in the state of Texas 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	Mexico Surrenders

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn the results of the Treaty of Guadalupe Hidalgo. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to video, write responses in their notebooks, and contribute in whole-class discussion.Listen and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Debate and justify why the pro-treaty Mexicans and anti-treaty Mexicans were for or against the terms of the Treaty of Guadalupe Hidalgo.	<ul style="list-style-type: none">cedecompromiseMexican Cessiontreaty
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “Treaty of Guadalupe Hidalgo”Passage: Last paragraph “United States Victory” (pg. 329) & “The New Mexican Boundary Dispute” (pg. 330)Transparency: Map of Disputed TerritoriesTransparency: QuestionsTransparency: The Treaty of Guadalupe Hidalgo from Mexico’s Point of View	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)

3 min.

- Display map transparency and introduce today's lesson.
 - *So far we have learned that two land issues between Mexico and the United States caused the Mexican War: the annexation of Texas by the United States and the disagreement over the disputed land at the border, shown here.*
 - *In the previous lesson, we saw that the outcome of the battles was in the United States' favor. Mexico and the United States then decided to stop fighting and to find a peaceful solution. As a result, they signed a treaty. What is a treaty?*
- Display Vocabulary Word Treaty. Use it to discuss the meaning of the word.
 - *Today we will look at what the two countries agreed upon in the treaty, which was called the Treaty of Guadalupe Hidalgo because that is where the signing took place.*

Presentation

30 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Treaty of Guadalupe Hidalgo"

(5 min.)

- Introduce the video.
 - *As we have discussed, the Mexican and U.S. governments signed a treaty as a way to peacefully settle the ongoing disagreement and fighting over land. As you watch the video, think about whether there's a shift in power to either country and focus on these questions: What land was Mexico fighting for? With the treaty, what two options did the Mexicans living in the Rio Grande have?*
- Students watch the video clip.
- Students write their response in their logs. They may discuss the answer in their pairs.
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

Teacher-led Reading: Last paragraph "United States Victory" (pg. 329)

& "The New Mexican Boundary Dispute" (pg. 330)

(15 min.)

- State the big idea.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *In the treaty, what did the Mexican government agree to do?*
 - *What did the United States give to Mexico in exchange for taking its land?*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions, while allowing them to respond to these questions.

Practice**6 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment**10 min**

- *Today we learned about the treaty between the U.S. and Mexican governments to peacefully end the fighting over land. Using the information obtained from today's video clip and readings, let's discuss the results of the treaty and what it meant for both countries.*
- *Let's look at the treaty from Mexico's point of view. Would you be happy with the compensation for the land? Why or why not?*
- Introduce the activity.
- Conduct and guide students through a debate on why the groups are for or against the terms of the treaty.

Guidelines for pro-treaty group	Guidelines for anti-treaty group
Think about the money you will get and what you can do.	Think about where your families will live now.
Think about your soldiers who are dying.	Think about your land.
Think about relations with the United States in the future.	Think about your feelings when something is taken from you.

- Wrap up by tying students' answers back to power issues.

cede **(ceder)**

To officially give up power, territory, or possessions



Tim Hipps, U.S. Army; www.flickr.com/photos/soldiersmediacenter/2535884863
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Synonyms: surrender, part with

Mexico agreed to **cede** many square miles of its northern territory to the United States.

The driver **ceded** his car keys to the winner of the card game.

Turn and Talk

- With your partner, share a situation at home or in school where your parents or teacher forced you to **cede** something. What is it you had to **cede** and to whom?

compromise (acuerdo)

An agreement where both parties give up something in order to get something else they want more



Engraving by Robert Whitechurch of a painting by Peter Rothermel (1855);
www.senate.gov/artandhistory/history/common/image/Compromise_of_1850.htm

Synonym: meet halfway

To settle the border conflict, Mexico and Texas reached a **compromise**.

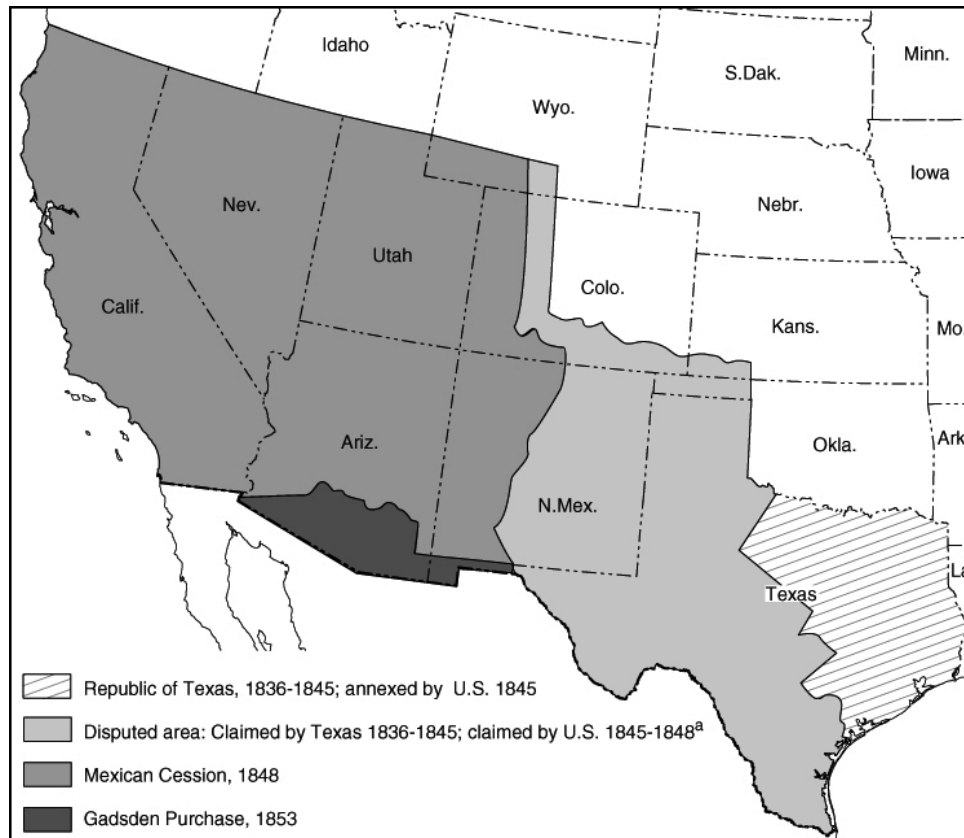
We negotiated a **compromise** with the seller to buy the car at a lower price.

Turn and Talk

- **What compromise could you make with a brother or sister to get permission to play his or her video game system?**

Mexican Cession

**Result of the Treaty of Guadalupe Hidalgo,
in which Mexico turned over most of its northern territory
to the United States**



U.S Government Accountability Office; www.gao.gov/guadalupe/bckgrd.htm

Mexicans living in the region known as the **Mexican Cession** were to be granted all the rights of U.S. citizenship.

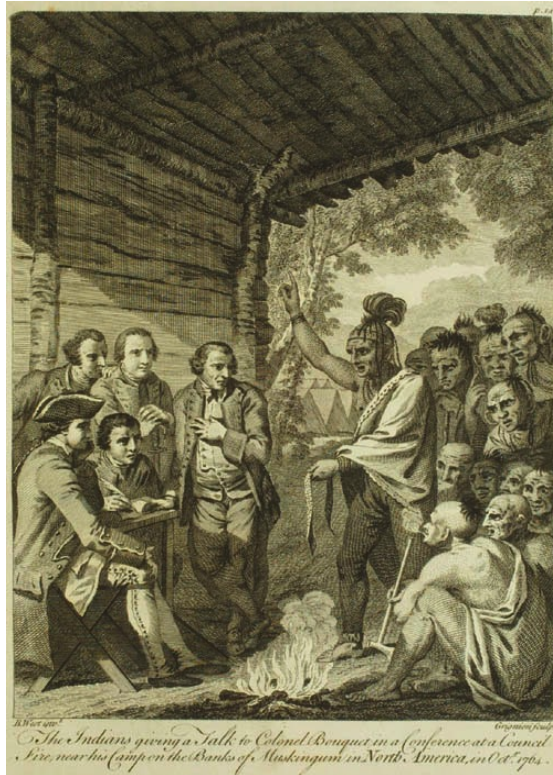
California became part of the United States after the **Mexican Cession**.

Turn and Talk

- What if the reverse of the Mexican Cession happened and Texas was returned to Mexico. How might life change in Texas if it became part of Mexico again?

treaty **(tratado)**

**A formal agreement between two or more countries
for the purposes of peace, trade, etc.**



Engraving by Grignion of a painting by West;
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Synonyms: pact, agreement

U.S. and Texas representatives signed a **treaty** that made Texas a territory of the United States.

The two countries signed a **treaty** that allowed their citizens to trade across the border.

Turn and Talk

- **If you could pass a treaty between the United States and another country, what would it consist of?**

The Mexican War

Big Idea: The Balance of Power

Lesson 4

Standards	7.4A Identify and discuss events and conflicts in the Republic of Texas 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	The Reservation Policy

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Identify the conflicts between the Indians and Texans.• Discuss outcomes of the reservation policy. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Use key vocabulary in reading, writing, listening and speaking throughout the lesson.• Watch and listen to video, write responses in their notebooks, and contribute in whole-class discussion.• Listen to and/or read the lesson passage, and write question responses in their notebooks.• (In the review/assessment activity) Determine who had more power between the United States and the Native Americans in Texas by completing the graphic organizer and contributing what they have written in a whole-class discussion.	<ul style="list-style-type: none">• oppose• policy• relocate• reservation
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Video: “Indian Reservations in the New State”• Passage: “Federal Aid for Reservations” (pg. 325)• Transparency: Questions• Transparency: Balance of Power-Native Americans	<ul style="list-style-type: none">• Post the objectives• Links to background

Motivation (Engagement/Linkages)

2 min.

- Provide overview/background information of today's lesson.
 - *This week, we have talked about how the U.S. government took land from Mexico after the Mexican War. This made Texas bigger and also gave the United States the areas that are now California, Utah, Nevada, Colorado, New Mexico, and Arizona.*
 - *Today, we're going to look at one more way that the United States took land in order to make Texas bigger. This time, the land was taken from the Indians who were living in the Texas territory. This move created many conflicts, and some of which continue today.*

Presentation

20 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Indian Reservations in the New State"

(5 min.)

- Introduce the video
 - *Let's watch a video about the U.S. policy toward the American Indians. Listen for answers to the following questions: Who had more power and how did they use that power? How did the people with less power try to resist?*
- Students watch the video clip.
- Students write their response in their logs. They may discuss the answer in their pairs.
- Summarize the video, highlighting the question above by using a few responses from the students.

Partner Reading: "Federal Aid for Reservations" (pg. 325)

(15 min.)

- State the big idea.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Which Indian tribes were moved onto the reservations?*
 - *What was the main conflict between the Indians and the settlers?*
 - *Why did many Texas settlers oppose the reservation system?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

Practice

5 min.

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

10 min.

- Introduce the activity.
 - *Earlier in the week, we looked at the balance of power between Mexico and the United States. Today, let's look at another group that lost a lot of power with the annexation of Texas.*
 - *From what we have watched from the video and read so far, let's identify some factors affecting the balance of power between the U.S. and the Native Americans.*
- Prompt students with responses such as (U.S.'s belief in Manifest Destiny; raids as seen in the video; U.S. forcing them into land, despite them not believing in land ownership etc.).
- Display Transparency: Balance of Power.
- Guide students through this activity by suggesting they think about battles between the two groups, manpower, laws that were established, etc.

Balance of Power

United States	Native Americans

- *Therefore, the United States has _____ power compared to the Native Americans. (more/ less/ the same)*
- Have students contribute their answers in a whole-class discussion.

oppose **(oponerse)**

To disagree with something



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Synonyms: disapprove, object

Many Texans **opposed** the reservation system.

The students **opposed** the idea of coming to school on Saturdays.

Turn and Talk

- Think of a time when you were opposed to something. What were your reasons?

policy **(política)**

A plan or procedure chosen and followed by a government, institution, business, or individual



Jem Stone; www.flickr.com/photos/jemstone/52501482
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Synonym: rule

The federal government worked with Texas to create a new **policy** to end conflict in the frontier.

It is good **policy** to respect your parents.

Turn and Talk

- **Why do you think many restaurants have a “no pets” policy?**

relocate **(trasladarse)**

To move or establish yourself in a new place



Danna Liurova, U.S. Fish and Wildlife Service
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Synonyms: transfer, move

The United States made plans to **relocate** Native Americans to the reservations.

Since the building was under reconstruction, the people had to **relocate** to a nearby place.

Turn and Talk

- **If you had to relocate from your current home, what are five things you would want to take with you?**

reservation (reserva)

An area set aside for a special purpose



Richard Martin Jr.; www.flickr.com/photos/bevrichardmartin/7104927413
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Synonyms: settlement, reserve, habitat

The United States government moved the Texas Indians onto **reservations** with the hope that they could hunt for a living.

After the heavy floods, the country moved people onto **reservations**.

Turn and Talk

- ***Reservations*** in the above sentences means “land set aside for a particular purpose.” However, what do you think ***reservations*** means in this sentence: “Diego had to make plane reservations for his family in preparation for their trip to Mexico.” What is being set aside? What other kinds of reservations can be made?

The Mexican War

Big Idea: Balance of Power

Lesson 5

Standards	None
Lesson Topic	End-of-week quiz review

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Use notes constructively as preparation for quiz.• Take end-of-week assessment. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Listen and provide responses to jeopardy questions during the review.• Match vocabulary words to their corresponding definitions and compose answers to content comprehension questions.	
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Weekly quiz	<ul style="list-style-type: none">• Post the objectives

Motivation (Engagement/Linkages)**1 min.**

- *Today, before you take the quiz, we will first review what we have learned this week. The review is in the form of a jeopardy game. You can draw from your notes to help answer the Jeopardy questions.*

Presentation**20 min.**

- Introduce the game of Jeopardy.
- Have students play Jeopardy in small groups or in two large teams. You might want to appoint a time- and scorekeeper.
- Have a team member pick a category and a point value. Make sure you set a time limit for the answer.
- Look at your Jeopardy handout for questions and answers.
- If the student is correct, the team is awarded the point value of the question.
- If the student/team is incorrect, the opposing team may take the points if they can answer the question correctly.
- Continue until all questions have been answered. The team with the most points wins.
- Remind students to answer in the form of a question (e.g., “Who is Santa Anna?”) and that they may use their notebooks to look for answers.

Practice

- Students answer the various questions in the Jeopardy game.
- The teacher provides feedback along the way.

Review/Assessment**30 min.**

- Remind students to provide complete sentences in the content comprehension section of the assessment.
- Distribute the weekly assessment.
- If time permits, you may read quiz items to students in order to clarify any questions students may have prior to taking the quiz.
- Students take the weekly quiz.
- If time allows and students finish before the end of class time, review questions and answers with students after quizzes have been collected.

JEOPARDY!

People	
10	<p>A- The U.S. government not only took land from Mexico but also from these people, who they moved to reservations.</p> <p>Q- Who are Native Americans?</p>
50	<p>A- The signing of the Treaty of Hidalgo shifted power from this country to another?</p> <p>Q- What is U.S?</p>
100	<p>A- This U.S. president declared war on Mexico upon learning that fighting had begun between Americans and Mexicans north the Rio Grande.</p> <p>Q- Who is President Polk?</p>
Places	
10	<p>A- This was the name of the river Mexico insisted was the boundary between the United States and Mexico.</p> <p>Q- What is the Nueces River?</p>
50	<p>A- This small town near Mexico City was where representatives of both the U.S. and Mexico signed a peace treaty that gave the United States power over much of Mexico's land.</p> <p>Q- What is Guadalupe Hidalgo?</p>
100	<p>A- This is one of the terms U.S. and Mexico agreed upon in the Treaty of Guadalupe Hidalgo.</p> <p>Q- What is Mexico turned over its northern territory to the U.S including territory between western Texas and the Pacific Ocean (California and the western half of new Mexico)?</p> <ul style="list-style-type: none"> • What is U.S. gave \$15 million to Mexico in exchange for their land? • What is Mexico accepted the Rio Grande boundary? • What is U.S. agreed to pay claims of American citizens against Mexico for damage of their business and property during the Texas revolution? • What is Mexicans living in the northern territory of Mexico were given all the rights of U.S. citizenship including political rights and the right to keep their lands?

Potpourri	
10	<p>A- This is one of the causes of the Mexican War between Mexico and the United States.</p> <p>Q- What is Mexico considered the annexation of Texas by the U.S. an insult?</p> <ul style="list-style-type: none"> • What is because of the disputed territory between the Rio Grande and the Nueces River? • What is Mexico never recognized Texas as an independent state? • What is commerce created by continued American westward expansion into other Mexican areas? • What is U.S. citizens wanted to be paid for damage done to their property and business during the Texas Revolution? • What is Mexico refused to diplomatically negotiate with U.S. for fear of being perceived as a weakling? • What is U.S. leaders were upset when Mexico ordered U.S. settlers to leave Mexican territory of California? • What is President Polk ordered U.S. soldiers into Texas and declared war after learning of the fight between American and Mexican soldiers at the Rio Grande?
50	<p>A- This is known as the result of the Treaty of Guadalupe Hidalgo, in which Mexico turned over most of its northern territory to the United States.</p> <p>Q- What is the Mexican Cession?</p>
100	<p>A- This was the main conflict between the Native Indians and the settlers.</p> <p>Q- What is Native Americans being uprooted from their lands and relocated to reservations where they were not given enough land?</p>
Vocabulary	
10	<p>A- This is a formal agreement between two or more countries for the purposes of peace, trade, etc.</p> <p>Q- What is a treaty?</p>
50	<p>A- This means to officially give up power, territory, or possessions.</p> <p>Q- What is to cede?</p>

100	A- This is a request to report for active military duty. Q- What is call to arms?
BONUS	
	A- This means to announce something publicly or officially. Q- What is to declare?

Name:

Teacher:

Class Period:

Date:

Quiz 5: The Mexican War

Match each definition on the left with the sentence that uses the corresponding vocabulary word on the right. Not all sentences will be used.

i 1. A fixed line that marks the limit of an area of land.

h 2. A plan or procedure chosen and followed by a government, institution, business, or individual.

e 3. To move or establish in a new place.

d 4. Result of the Treaty of Guadalupe Hidalgo in which Mexico turned over most of its northern territory to the United States.

l 5. A command to report for active military duty.

f 6. To officially give up power or territory.

g 7. A disagreement or an argument about something, between two or more people/groups.

c 8. Offered to help without pay.

j 9. Insisted that something was correct without providing proof.

a 10. To announce something publicly or officially.

- a. President Polk decided to **declare** war on Mexico when he heard fighting had begun at the Rio Grande.
- b. The Guadalupe Hidalgo **treaty** settled the border dispute between Texas and New Mexico.
- c. Many Texans **volunteered** to fight in the Mexican War.
- d. Mexicans living in this region known as the **Mexican Cession** were to be granted all the rights of U.S. citizenship.
- e. The United States made plans to **relocate** Native Americans to the reservations.
- f. Mexico agreed to **cede** much of its northern territory to the United States.
- g. There was a **dispute** about the territory between the Nueces River and the Rio Grande.
- h. The federal government worked with Texas to create a new **policy** to end conflict in the frontier.
- i. Mexicans claimed that the Nueces River marked the **boundary** between Texas and Mexico.
- j. Texans **claimed** that the Rio Grande was the correct border between Texas and Mexico.
- k. The United States' **victory** over the Mexicans in the Mexican War pleased Texans.
- l. Thousands of Texans responded to the Confederate **call to arms**.

Provide brief answers for each of the following. Some questions may ask for more than one answer.

1. Name **one** of the conflicts between Mexico and the United States that led to the Mexican War.
 - **MEXICO NEVER RECOGNIZED THE REP. OF TEXAS AS AN INDEPENDENT STATE**
 - **MEXICO WAS ANGRY ABOUT THE ANNEXATION OF TEXAS BY US-- CONSIDERED IS AS AN INSULT TO THEM**
 - **COMMERCE CREATED BY CONTINUED AMERICAN WESTWARD EXPANSION INTO OTHER MEXICAN AREAS**
 - **BORDER CONFLICT-MEXICO CLAIMED THAT THE NUECES MARKED THE BOUNDARY BETWEEN TEXAS AND MEXICO & THE US CLAIMED THE RIO GRANDE AS THE BORDER**
 - **U.S. CITIZENS WANTED TO BE PAID FOR DAMAGE DONE TO THEIR BUSINESSES AND PROPERTY DURING THE TEXAS REVOLUTION**
 - **MEXICO REFUSED TO DIPLOMATICALLY NEGOTIATE WITH U.S. FOR FEAR OF BEING PERCEIVED AS WEAKLINGS BY THEIR ENEMIES**
 - **U.S. LEADERS WERE ANGRY BECAUSE MEXICO ORDERED U.S. SETTLERS TO LEAVE THE MEXICAN TERRITORY OF CALIFORNIA**
 - **PRESIDENT POLK ORDERED U.S. SOLDIERS INTO TEXAS AND DECLARED WAR AFTER LEARNING ABOUT THE FIGHTING BETWEEN AMERICAN AND MEXICAN SOLDIERS NORTH OF RIO GRANDE**
2. Mexico claimed one river marked the boundary between Texas and Mexico. Texas claimed that the boundary was a different river. Name those **two** rivers.

NUECES RIVER AND RIO GRANDE (RIO BRAVO)
3. What were the terms the U.S. and Mexico agreed to in the Treaty of Guadalupe Hidalgo?
 - **MEXICO TURNED OVER ITS NORTHERN TERRITORY TO THE U.S. INCLUDING TERRITORY BETWEEN WESTERN TEXAS AND THE PACIFIC OCEAN (CALIFORNIA AND THE WESTERN HALF OF NEW MEXICO)**
 - **U.S. GAVE \$15 MILLION TO MEXICO IN EXCHANGE FOR THEIR LAND**
 - **MEXICO ACCEPTED THE RIO GRANDE BOUNDARY**
 - **U.S. AGREED TO PAY CLAIMS OF AMERICAN CITIZENS AGAINST MEXICO FOR DAMAGE OF THEIR BUSINESS AND PROPERTY DURING THE TEXAS REVOLUTION**
 - **MEXICANS LIVING IN THE NORTHERN TERRITORY OF MEXICO WERE GIVEN ALL THE RIGHTS OF U.S. CITIZENSHIP INCLUDING POLITICAL RIGHTS AND THE RIGHT TO KEEP THEIR LANDS**
4. The signing of the Treaty of Guadalupe Hidalgo shifted the power from one country to another. Name the **two** countries.

MEXICO AND UNITED STATES

NB: THE UNITED STATES—MEXICO ENDED UP SURRENDERING, ABANDONING ALL CLAIMS TO TEXAS AND ACCEPTED THE RIO GRANDE AS THE BOUNDARY. PLUS, IT ALSO SURRENDERED ALL TERRITORY BETWEEN WESTERN TEXAS AND THE PACIFIC OCEAN.
5. What was the main conflict between the Indians and the settlers?
 - **THE MAIN CONFLICT INVOLVED NATIVE AMERICANS BEING UPROOTED FROM THEIR LANDS AND RELOCATED TO RESERVATIONS WHERE THEY WERE NOT GIVEN ENOUGH LAND.**
 - **AS THE NEW SETTLERS PUSHED WESTWARDS CLASHES INCREASED WITH THE NATIVE INDIANS BECAUSE THE SETTLERS WERE TAKING AWAY THEIR LAND.**
 - **THE GOVERNMENT TRIED TO RELOCATE NATIVE AMERICANS TO RESERVATIONS BUT WAS UNSUCCESSFUL BECAUSE THE NATIVE AMERICANS WERE NOT GIVEN ENOUGH LAND OR SIMPLY REFUSED TO ADAPT TO THE RESTRICTED WAY OF LIFE.**