

## Middle School Lesson Plan

45 Minutes - 50 Minutes

**Standards:**

8GSS 1.2. . Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.

- Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise both in Colorado and across the nation.

8GSS 2.2 Recognize the impact of the competition for control of land and resources in early American history.

- 2.2.a Analyze the push and pull factors that shaped immigration to and migration within the early United States. For example: Economic opportunities, religious refuge, and forced migration
- Analyze patterns of conflict and cooperation that resulted from human migration and the economic, political, ethnic, and social implications of those interactions.
- 2.2.d. Interpret geographic and environmental data to understand how competition over land and resources shaped the development of the early United States. For example: Establishing the Mason/Dixon line, development of railroads, the Louisiana Purchase, and the Treaty of Guadalupe Hidalgo.

**Content Objectives:**

- I will be able to identify how conflict for land impacted human migration in South Western Colorado.
- I will be able to critique the decision of the US to go to war against Mexico.

**Key Vocabulary:**

- Manifest Destiny.
- Mexican-American War
- Treaty of Guadalupe Hidalgo

**Materials Needed:**

- [War & Expansion: Crash Course](#) (Info on the Mexican American War starts at 5:32)
- [Article on the Treaty of Guadalupe Hidalgo](#)
- [Timeline of Mexican American War](#)
- Reading Guide for *In Her Bones*

**Background/Opening**

**Time:**

- 7- 10 minutes including sharing out

*Links to Individual Experience:*

- What do you think it would feel like to wake up one day and find out you're living in a different country without moving? How might your life change?

*Links to Prior Learning:*

- Bell Work: What does it mean to believe in Manifest Destiny and how individuals in the 1800s justified their actions.

*Vocabulary: Manifest Destiny, Mexican-American War, Treaty of Guadalupe Hidalgo, annexation*

	<ul style="list-style-type: none"> <li>- Think/Pair/Share for share outs/ then randomize for whole group share out.</li> <li>- Sentence Stems: <ul style="list-style-type: none"> <li>- I think that it would feel.. to wake up in a different country without having moved. I think my life would be...</li> <li>- What I already know about the relationship between the United States and Mexico is...</li> <li>- Manifest Destiny is... individuals in the 1800s justified Manifest Destiny by...</li> </ul> </li> </ul>
<p>Presentation</p> <ul style="list-style-type: none"> <li>- 30 Minutes</li> </ul>	<ul style="list-style-type: none"> <li>- After going over the answers to the bell work and review.</li> <li>- Go over the Theatre Reading Guide <ul style="list-style-type: none"> <li>- Reading through the material presented in that section.</li> </ul> </li> <li>- Preview the time period with the <a href="#">timeline</a></li> <li>- Show the video on The <a href="#">Mexican American War</a>. (It starts it at 5:32) <ul style="list-style-type: none"> <li>- As the students watch, have them right down 3-5 things that they find Surprising, 3-5 things that they find Interesting and 3-5 things they find troubling.</li> </ul> </li> <li>- After having the students share some of things they found Interesting, Troubling, and Surprising.</li> <li>- Read the <a href="#">following article</a>. Have the students highlight or underline the main ideas, cycling anything that stands out as surprising.</li> <li>- When finished reading, have the students answer the following questions: <ul style="list-style-type: none"> <li>- What are the main points of the Treaty?</li> <li>- How did this treaty reflect the ideas of Manifest Destiny?</li> </ul> </li> <li>- Empathize that the Treaty was not universally accepted. <ul style="list-style-type: none"> <li>- Have a group discussion on why or why not that might have been.</li> </ul> </li> </ul>
<p>Review and Assessments: Time: 5 mins</p>	<p>During the last 5 minutes:</p> <ul style="list-style-type: none"> <li>- The Exit ticket:</li> </ul>

	<p>- For this class is to reflect on how the Treaty and the Mexican-American War was impactful for how Colorado became a territory?</p>
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