

Grade level: 8th
Subject Area: US History
ORAL

Description

The period of the Mexican Cession brought about many changes for the people living in the Southwestern region of what is now the United States. This lesson explores the views of the major parties involved in the Mexican-American War (50 min lesson) and it should be used in a unit discussing this time of change in the United State and the World.

Utah Core Curriculum

Standard 7- Students will explore the territorial growth of the United States before the Civil War.

Objective 2- Examine the conflicts that arose during the American expansion.

Indicator- Investigate the impact of the Mexican War on the land and people of the American Southwest; e.g., Mexican Cession, Texas, Gadsden Purchase

OBJECTIVES

Content Objectives

Students will understand different perspectives of the Mexican-American War by reading different perspectives about the Mexican-American War.

Students will:

1. Be placed in groups of 3-4 students.
2. Each group will be assigned a position on the war (Mexicans, pro-expansion United States, and anti-expansion United States)
3. Will read 3 short personal narratives of one view point of the war, discuss the material they have read, and then they will create a list of reason why their side is correct.
4. They will then make a propaganda poster which they will present to the class along with their assigned positions reasons for or against the war.
5. Answer the wrap up question. *Was the United State justified going to war against Mexico? Why?*

Through their group discussions, presentations, and wrap up discussion the use of oral language skills will be strengthened and added upon.

- *Mexican Perspective-* Francisco Marquez, a Mexican cadet; General Mariano Vallejo; Maria Josefa Martinez, lives in Sante Fe, New Mexico; Padre Antonio Jose Martinez.
- *USA Pro- Expansion-* President James K. Polo; General Stephen Kearny; Oregon Tail wagon train member; Jefferson Davis, Mississippi.
- *USA Anti-Expansion-* Sergeant John Riley, San Patricio Battalion, formerly U.S. Army; Reverend Theodore Parker; Congressman Abraham Lincoln, Whig Party, Illinois; William Lloyd Garrison, founder, American Anti-Slavery Society.

Language Objectives

Students will:

1. *Read* the perspectives of the different people who are in favor of the students' assigned position on the war.
2. They will *discuss* as a group and state the reasons why their side is for or against the war.

3. Students will create a poster that represents their position on the war.
4. Present their assigned positions reasons and the poster they created to illustrate it. Students not presenting their position will *listen* respectfully to each group.
5. Take notes on the presentations to use in their writing and for the exam at the end of the unit.
6. *Discuss* as a group student's feelings about each of the sides represented in the lesson.
7. In *writing*, express their opinion of the war and whether or not it was a just war.

Vocabulary and Sentence Structures

- Perspective
- Justify, Justification
- Expansion
- “Our group represents the (Mexican/ Anti-US expansion/ Pro-US expansion) side of the war.”
- “Our groups reasons (for/against) the war are...”
- “I respectfully agree/disagree with the (Mexican/ Anti-US expansion/ Pro-US expansion) side of the war because...”
- “I feel this (was/wasn't) justified because...”

INSTRUCTIONAL FEATURES

Sequencing:

1. *Bell Ringer (5min)*: The students will imagine that the US has been conquered by a neighboring country and will write about their feelings and thoughts if this were to occur.
2. *Transition to Activity (10 min)* via the bell ringer using discussion on how they would feel, review previous lesson about the Mexican-American War, and introduce today's lesson supported by images from the text and the internet. Model the vocabulary and sentence structures from the language objectives.
3. *Group activity (25 min)*: Groups of 3-4 students will study the various viewpoints of each culture affected in this area, including: Mexicans, pro-expansion United States, and anti-expansion United States.
 - Approx. 10 minutes reading the material, 5 minutes discussing, 5 minutes creating poster, and 5 minutes wrapping up.
4. *Presentations (15 min)*: The groups will then report their positions to the rest of the class so that everyone benefits from shared learning and teaching.
5. *Wrap-Up writing (5 minutes)* Each student writes if they think the war was justified and why?

Adaptations:

<i>Beginning:</i> Level 1 & 2	<ol style="list-style-type: none"> 1. Visuals for bell ringer and for the review of Mexican-American War. 2. Have higher level students read the text aloud. 3. Glossary of words in L1 and L2. 4. Work with peer group to state position. One word responses or in L1. TPR. 5. Express agreement or disagreement during the wrap up discussion using words in L1 or L2. 6. In one or two word answers or with pictures respond to the Wrap-Up question.
<i>Intermediate:</i>	<ol style="list-style-type: none"> 1. Use the same visuals and glossary. 2. Elaborate agreement or disagreement using simple sentences in L2, like the ones modeled, during group discussion,

Level 3	presentation, and the Wrap-Up discussion. 3. In one or two sentence answers respond to the Wrap-Up question.
<i>Expert:</i> Levels 4 & 5	1. Use the same visuals and glossary. 2. Discuss using L2. 3. Fully elaborate orally in paragraph form. 4. Agree/ Disagree and explain reasoning for their opinions. 5. In written response to Wrap-Up question express themselves in complete paragraphs and using the vocabulary.

GROUPING:

Heterogeneous Grouping- For the activity the students will be teamed up in groups of 3-4, depending on class size there can be more than one group doing the same position. The grouping will be a *heterogeneous grouping* with a level 1-2 language learner, a level 3 language learner, and a level 4-5 language learner. The reason for grouping the students this way is to help those in the lower levels of language learning to receive help from their higher level peers and to give the higher level language learners an opportunity to explain which helps use their language skills. By having it heterogeneously group the content of the lesson will be accessible to all students.

INSTRUCTIONAL STRATEGIES:

- Cognitive

- *Referring*, students may refer to the word wall for vocabulary and sentence structure. Also they may use their text and the material provided. This will help reinforce what they are learning and build their understanding.
- *Note-taking*, during the review, group discussion, and presentation will help students remember the material and vocabulary.
- *Activating Prior Knowledge*, though the review of the previous lesson. This will help the students make a connection to the material.
- *Imagery*, in creating the posters to be presented to the class. The use of imagery will help other ELLs learn the other views of the war and it help the students remember the discussion.

- Metacognitive

- *Planning*, will be modeled by the teacher while explaining how to complete the group project. Student will then have to plan together what should be included on their posters.
- *Selective Attention*, to the vocabulary and sentence structures presented at the beginning of the lesson to promote their use and understanding.

- Herrell & Jordan

- *Collaborative Reading*, the grouping is heterogeneous so that the students can help each other understand the reading. They have to together decide the reasons their group is for or against the war.
- *Model Talking*. The teacher will model sentence structure for the presentations and writing assignment. This will help the ELLs understand sentence structure they can use in other areas of life outside the lesson.
- *Word Wall*, for the language and events that have been discussed in the unit and lessons. This is a good way for the students to remember what they have learned and they can refer to it when they need to.

ASSESSMENT:

-Formative:

- *Spot Checking.* Teacher will move from group to group listening for understanding of the text and use of the modeled vocabulary and sentence structures. Also the teacher can check for participation in the activity.
- *Group Response.* Via the presentations the teacher will be able to assess whether the students understood the documents and the content objectives.

-Summative:

- *Writing Response.* The teacher can assess the students comprehension of the material through their written response to the wrap-up question.
- *Oral Presentation.* Each student will participate in the presentation to the class and the teacher can listen to their response to hear level of understanding and English language use.