

# The Mexican War

*Big Idea: Balance of Power*

## Lesson 1

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

<b>Objectives</b>	<b>Key Vocabulary</b>
<p><b>CONTENT—Students will:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>LANGUAGE—Students will:</b></p> <ul style="list-style-type: none"> <li>Use key vocabulary in reading, writing, listening and speaking throughout the lesson.</li> <li>Watch and listen to video, write responses in their notebooks, and contribute in whole-class discussion.</li> <li>Listen to and/or read the lesson passage, and write question responses in their notebooks.</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>declare</li> <li>claim</li> <li>dispute</li> <li>boundary</li> </ul>
<b>Materials</b>	<b>Preparation</b>
<ul style="list-style-type: none"> <li>Student notebooks</li> <li>Overhead projector and transparency markers</li> <li>Video: “Zachary Taylor in the Disputed Territory”</li> <li>Passages: “Causes of the War” (pgs. 326–328) &amp; “War Declared (end reading at ...cram in slaves) (pg. 328)</li> <li>Transparency: Questions</li> <li>Transparency: Map of Disputed Territories</li> <li>Transparency: Balance of Power</li> </ul>	<ul style="list-style-type: none"> <li>Post the objectives</li> <li>Links to background</li> </ul>

**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**

<b>Factors affecting balance of power</b>	<b>Mexico</b>	<b>United States</b>
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).

## Vocabulary: boundary, claim, declare, dispute

Word	Meaning	Synonym(s)
(límite)	A fixed line that separates one thing from another (e.g., a country, region, state, etc.)	
(demanda, reclamación)	Insist that something is correct without providing proof	
(declarar)	Announce something publicly or officially	
(dispute)	A disagreement or argument about something between two or more people/groups	

### Examples of Use:

(fill in the blank with the appropriate vocabulary)

Texas \_\_\_\_\_ that the Rio Grande was the correct border between Texas and Mexico.

The United Nations is an organization that helps resolve international \_\_\_\_\_.

Mexico said that the Nueces River marked the \_\_\_\_\_ between Texas and Mexico.

The United States \_\_\_\_\_ war on terrorism after 9/11.

## Comprehension:

<b>Big Idea:</b>	Balance of power
<b>Key People:</b>	
<b>Key Places:</b>	
<b>Key Events:</b>	
<b>Video Question:</b>	Which army was stronger and which country had more power?
<b>Big Questions:</b>	1. What were some of the causes of the Mexican War?
	2. 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)?

**Review/Assessment:**

**Balance of Power**

Factors affecting balance of power	Mexico	United States
<i>Battles won</i>		
<i>Morale of troops</i>		
<i>Financial situation</i>		
<i>Manpower</i>		

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)

## Disputed Territory



## **boundary** **(límite)**

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



**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 has been used to mark the boundary of your school's property?



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.

- |   |   |
|---|---|
| <p>___ 1. A fixed line that marks the limit of an area of land.</p> <p>___ 2. A plan or procedure chosen and followed by a government, institution, business, or individual.</p> <p>___ 3. To move or establish in a new place.</p> <p>___ 4. Result of the Treaty of Guadalupe Hidalgo in which Mexico turned over most of its northern territory to the United States.</p> <p>___ 5. A command to report for active military duty.</p> <p>___ 6. To officially give up power or territory.</p> <p>___ 7. A disagreement or an argument about something, between two or more people/groups.</p> <p>___ 8. Offered to help without pay.</p> <p>___ 9. Insisted that something was correct without providing proof.</p> <p>___ 10. To announce something publicly or officially.</p> | <p>a. President Polk decided to <b>declare</b> war on Mexico when he heard fighting had begun at the Rio Grande.</p> <p>b. The Guadalupe Hidalgo <b>treaty</b> settled the border dispute between Texas and New Mexico.</p> <p>c. Many Texans <b>volunteered</b> to fight in the Mexican War.</p> <p>d. Mexicans living in this region known as the <b>Mexican Cession</b> were to be granted all the rights of U.S. citizenship.</p> <p>e. The United States made plans to <b>relocate</b> Native Americans to the reservations.</p> <p>f. Mexico agreed to <b>cede</b> much of its northern territory to the United States.</p> <p>g. There was a <b>dispute</b> about the territory between the Nueces River and the Rio Grande.</p> <p>h. The federal government worked with Texas to create a new <b>policy</b> to end conflict in the frontier.</p> <p>i. Mexicans claimed that the Nueces River marked the <b>boundary</b> between Texas and Mexico.</p> <p>j. Texans <b>claimed</b> that the Rio Grande was the correct border between Texas and Mexico.</p> <p>k. The United States' <b>victory</b> over the Mexicans in the Mexican War pleased Texans.</p> <p>l. Thousands of Texans responded to the Confederate <b>call to arms</b>.</p> |
|---|---|

