

## **Breaking Down the Borderlands**

(Physical Geography/History)

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2. US History, World History, Mexican American Studies, World Geography

Land acquisition, US/Mexico border, territory, mapping, timeline, borders, Treaty of Guadalupe Hidalgo, Manifest Destiny, Gadsden Purchase

3. 9-11th grades. 2 90 minute class periods.

4.

## **TEKS**

(Texas Essentials Knowledge & Skills)

### **US History**

12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:

B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.

### **Mexican American Studies**

3) History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:

(A) explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s

### **World History**

(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation;

(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

(A) locate places and regions of historical significance directly related to major eras and turning points in world history;

(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

### **World Geography**

(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;

### **5. Essential Questions:**

How has the United States/Mexican border changed over time?

What were the causes and effects of those changes?

### **6. Materials/Resources needed:**

Handouts included (either printed or electronic)

6 stations (one per character)

Blank paper or poster - 1 per student (if not completing electronically)

7. This lesson will focus on the historical treaties and national policies that have changed the US/Mexico border and land territory throughout time.

8. **Intro/Opening:** In small groups students will analyze the map (H1) and complete the map analysis (H2) from the National Archives.

### **Guided Practice:**

1. First students will read the three articles (H3-5) provided and annotate (# the paragraphs, highlight key points, dates, and proper nouns).
2. Students will complete a timeline graphic organizer (H6).
  - a. And/or complete optional SPICE Chart
3. Students will then take their timeline and complete an illustrated timeline using 2 boxes for each reading.

For each box students must include: title, a visual, summary, and a higher order thinking question.
4. Students will then participate in a historical role play simulation activity.
  - Divide students into six groups.
  - Place character names at six different stations around the room and/or hallway.
  - Provide students questions or prompts to respond to as their assigned character.
  - Allow students time to engage in meaningful discussions with others at their groups.
  - Groups will then create a summary of their discussion to place on their station and present to the class.

Use the following characters:

President Antonio Lopez de Santa Anna

General Zachary Taylor

President James Polk

Nicholas Trist

James Gadsden

President Franklin Pierce

9. **Extend/Elaborate:** As an extension students can be assigned an additional character from the previous activity and will produce a one page historically accurate creative writing piece from the point of view of their character. Critical thinking Q's which can be discussed in a Socratic Seminar setting: \* How would history be different if the border never changed? \* How would the narratives be different from both sides of the

borders? (How does where you are from impact how you see/tell history?) \* How do you think this impacts life and culture in the region?

If time allows the students can further research the Treaty of Guadalupe Hidalgo by a jigsaw activity. Students will break into groups and each group would analyze and share out their findings.

10. **Evaluate:** Students will choose one of the readings and create a newspaper article from the viewpoint of either a United States or Mexican reporter. First they will complete the pre-write worksheet (H7) and then they will place their finished product on either a blank sheet of paper or poster board depending on the teacher's preference.

\*Students can research newspaper templates or one can be provided by the teacher.

\*This can also be done electronically.

11. **Accommodations/Modifications:** Any of the activities can be completed in groups. Reflection/Question stems can be provided for the historical role play simulation or optional Socratic seminar. You can give students the choice between an illustrated timeline or a reflection writing.

Students would fold in their paper in half.

On the left they would write down words, phrases, images, anything from the articles.

On the right they would jot down their response or emotions to whatever they have on the left.

12. CCR: [Texas College and Career Readiness Standards](#).

I.A.5, I.B.2&3, I.F.1&2, II.A.1, IV.A.1-3,5&6, V.A.2,V.B.1