What do we know about the Mexican American war?

Who was involved?

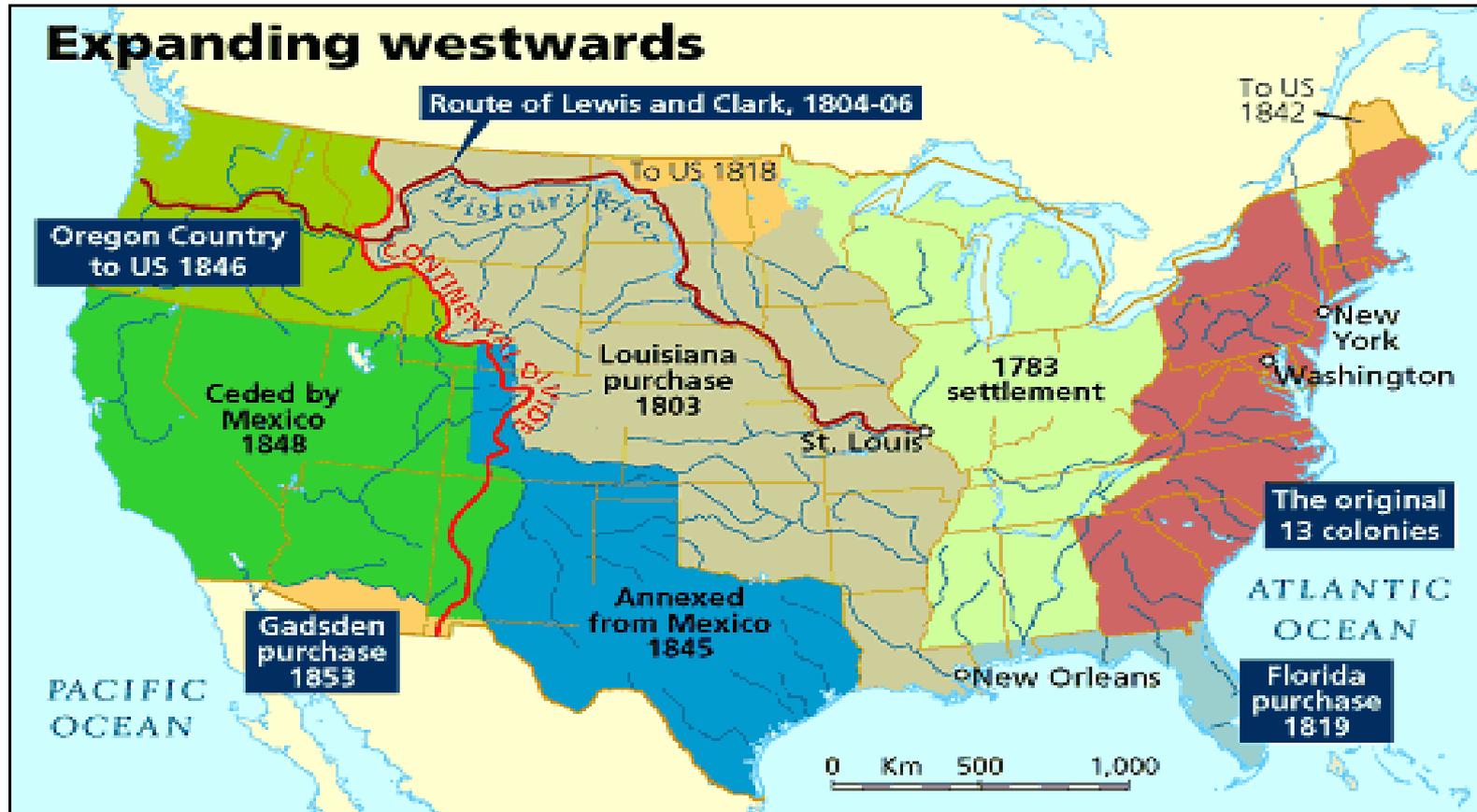What were the motivations and the effects of the war?

When did it occur?

Where did it take place?

Why does it matter today?

Why didn't I learn this in my High School history?

Manifest Destiny: USA Expansion

Advanced Organizers: Strategies to Enhance Learning

Definition: What are they?

Advanced organizers are brief presentations to help learners make connections between their existing knowledge and new information to be presented.

Rationale: Why are they important?

Activate Prior Knowledge

Develop Links to Past Learning

Provide a Context

Introduce Key Concepts /Vocabulary/Characters

- **Tea Party** At the secondary level, concepts become more abstract and text becomes more difficult due to academic language. A "Tea Party" is designed to support students to develop understanding central themes, vocabulary, and characters through concrete stories of people's lives. This method is used commonly in Language Arts and Social Studies.
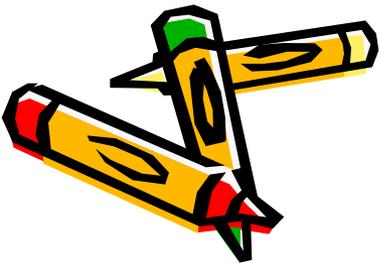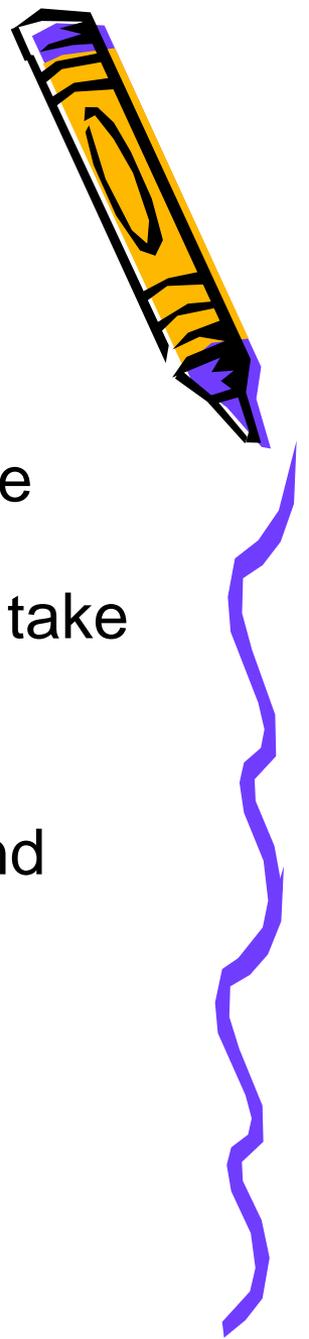
US - Mexico Tea Party

- **Unit Goal:** Students will become familiar with the historical context of the US-Mexico war through use of oral and written language. Understanding the motives for this war and its effects can serve as a foundation for exploring current tensions along the US – Mexican Border and in contemporary Mexican migration.
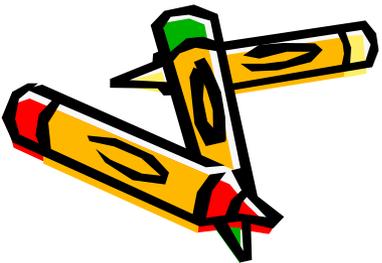
Tea Party Content Objectives

- Students will explore differing perspectives on the Mexican American war by assuming roles of historical figures featured in Howard Zinn's " We take nothing by conquest, thank God!"

- Students will describe some of the motives behind the war and the effects that occurred after it.
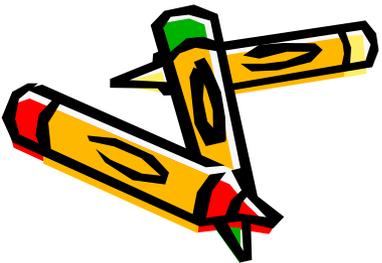
Tea Party Language Objectives

- Individually, students will use creative writing to develop a portrait of one character's daily life and their opinion on the Mexican American war.

- In pairs, students will use oral language to explain our characters' opinions on the war.

- In pairs, students will identify and record important information about each character in the tea party.

Following the tea party role play:

- First in pairs and then in large group, students will identity the lessons we learned in the tea party role-play.

- Students will then identify and define vocabulary that we learned in the role-play.
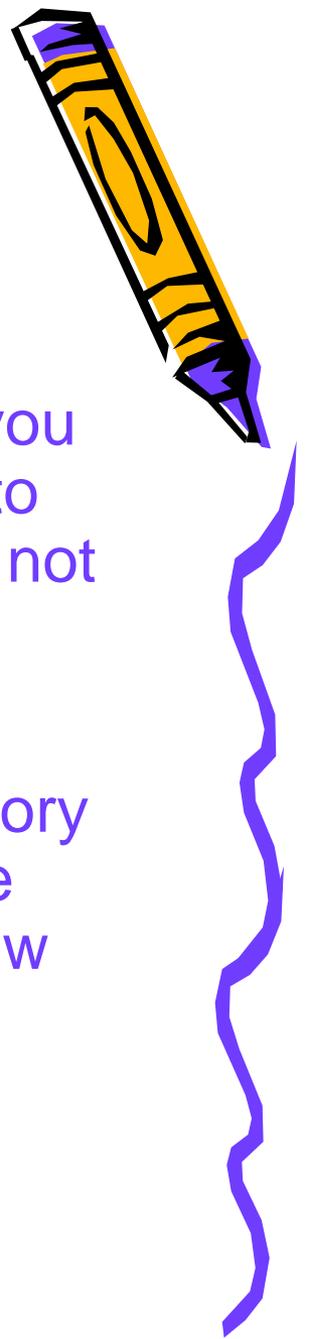
Tea Party Activity Steps
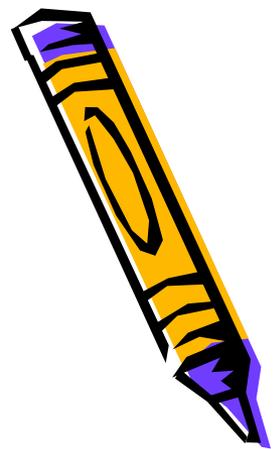
- **Pre – Write (Internal monologue):** Take five minutes to write about your character.
  - What is his/her daily life like?
  - What is his/her opinion about the Mexican American war?
- **As you write, think about:**
  - Our work on the civil war about daily life and different opinions on the war.
 - The information provided to you in your Tea Party role description.
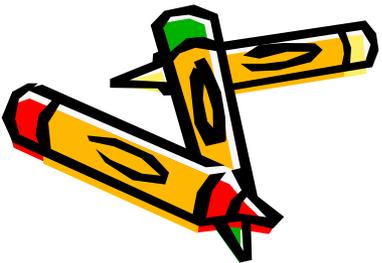
- **Read "The US – Mexican War Questions.** As you read the questions, identify the ones that apply to your character. Note any vocabulary that you do not know in these questions.

- **Tea Party:** In pairs, share your character's life story and views on the war with others as you fill in the US-Mexican War Questions. You must use a new person for each of the questions.
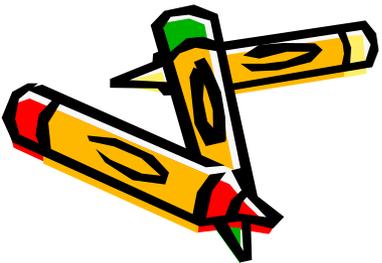
- **After the tea party:**
    - What did you learn?
    - Did anything surprise you?
    - What questions did this activity raise for you?
    - What questions do you have about vocabulary or concepts introduced?
    - What comprehension strategy will you use to make meaning of the text as you read?
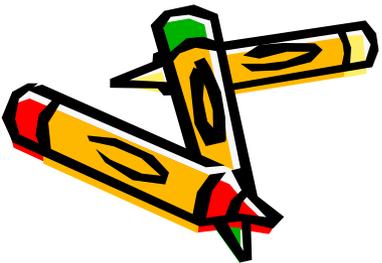
**Based on the Zinn introduction,
in pairs, develop a question in each of the
following categories as you read:**

A Right There Question

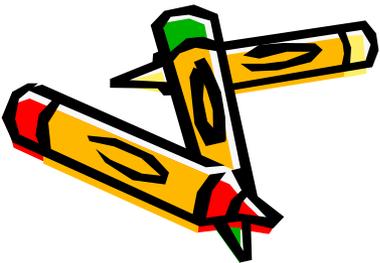### Information: with the answer found directly in the text

Slide 14

An Author and Me Question

Inference: Requires a dialogue between the author and reader

## On My Own Question

### Extension / wondering: After reading this

- In a US History textbook of over 850 pages, the section on the Mexican American War is two paragraphs. In the text, the war is described as a "border skirmish" that occurred when the Mexican army crossed into Texas claiming land north of the Rio Grande as Mexico. In 1845, the US "annexed" land from Mexico. In newspapers at the time, the headlines read,

- "We take nothing by conquest, thank God!"

We take nothing by conquest, thank God!

BATTLE OF MONTEREY.
THE AMERICANS FORCING THEIR WAY TO THE MAIN PLAZA MAY 23ᵈ 1846.
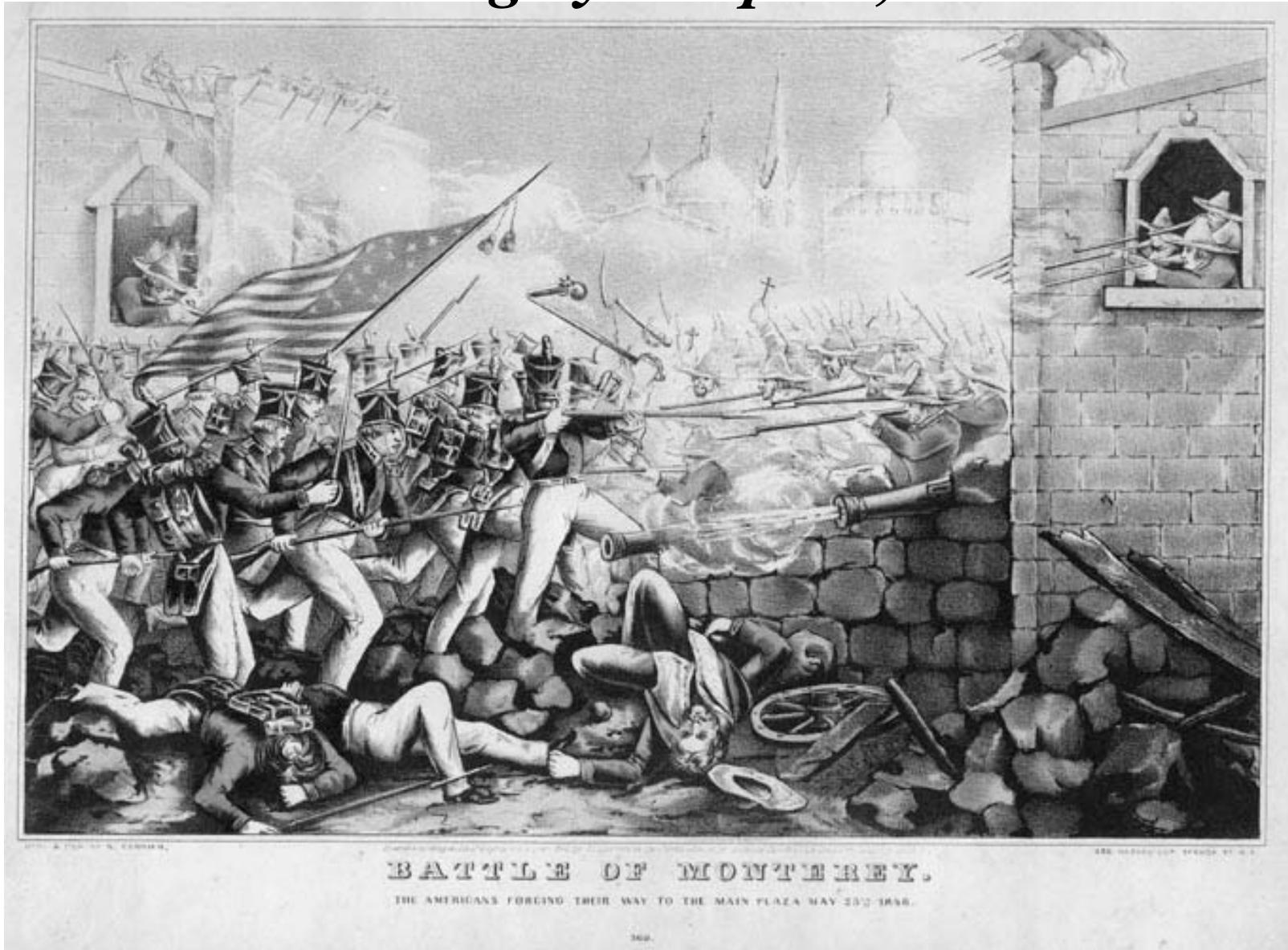
How does this headline "fit" with paintings of the Mexican war?

The Battle at Vera Cruz
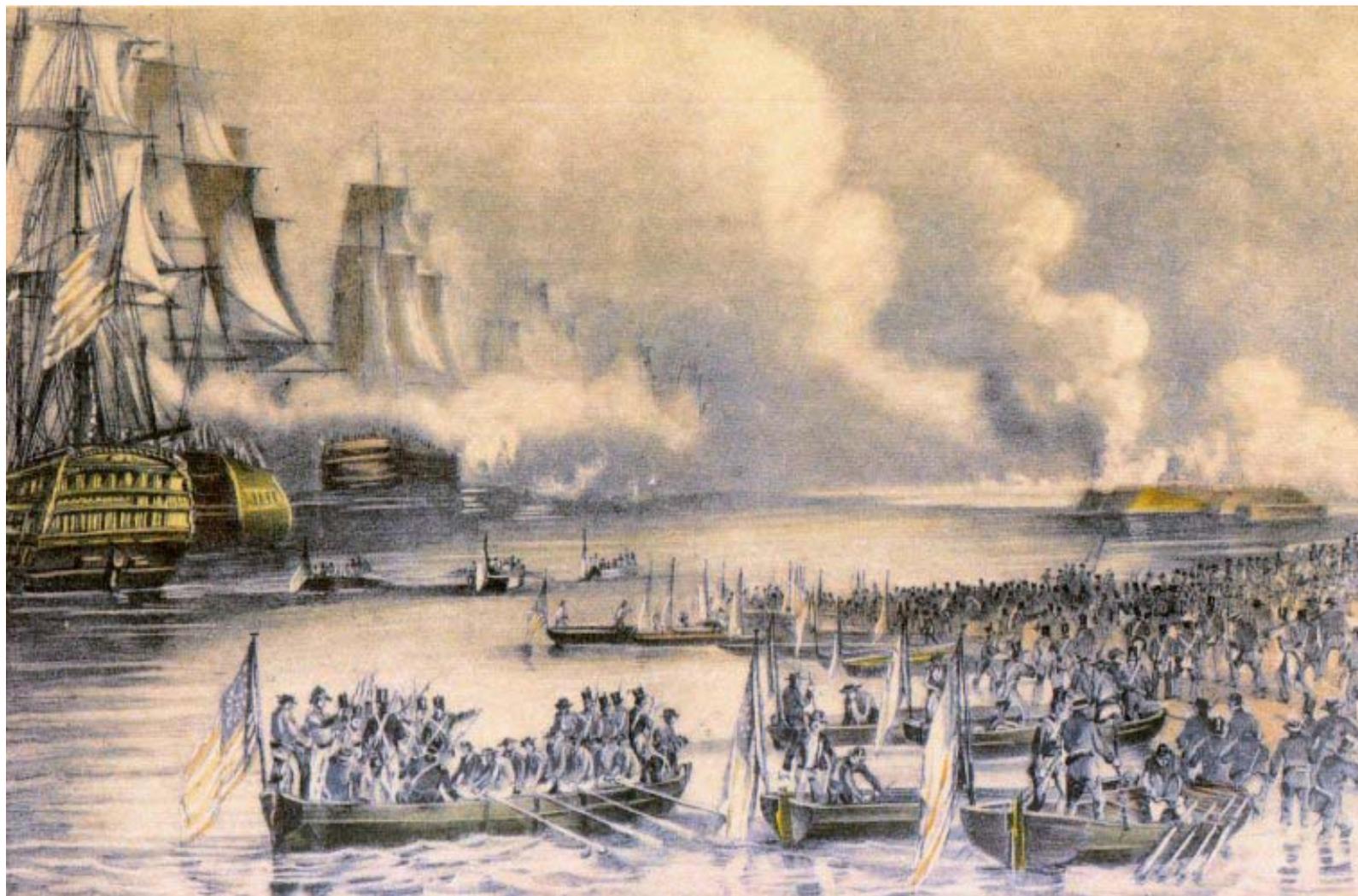
The American Army in Mexico City

Higher Order Questions

- Whose land is it anyway?

- How might the current immigration debate be changed if more people knew the history of the Mexican American War?

- When reading history, ask yourself:
  - Whose story is told and whose is left out?
  - Who benefits from this telling of history?

Students lives outside of school dramatically affect their performance in schools

- www.abusedthepostvilleraid.com/

What is the teacher's role in understanding and supporting our immigrant students' within and beyond the classroom?