



# Boulder County Latino History Project

## Lesson Plans

**Title:** The Impacts of the Treaty of Guadalupe Hidalgo - Local Connections: How Do External Policies Impact Personal and Cultural Identities

[Overview](#) | [Preparation](#) | [Lesson Procedure](#) | [Evaluation](#)

### Overview

<b>Lesson Overview</b>	<p>This lesson explores the impact that the changing of borders and the breaking of Treaty promises had on the Latinx living in New Mexico and Colorado. Students will explore primary sources to analyze the long-term impacts of the treaty.</p> <p>“New Mexico had a complicated history and diverse cultures. Originally the area was home to indigenous peoples, then it was conquered by the colonial Spanish, next it was part of an independent Mexico, and finally—due to the Mexican-American War and the Treaty of Guadalupe-Hidalgo of 1848—it became part of the United States. While some Spanish-speakers chose to move south into Mexico after 1848, thousands stayed in their homeland, where their families had lived for hundreds of years. In some parts of northern New Mexico and the San Luis Valley in southern Colorado, families maintained their cultural traditions and in many cases their Spanish language well into the 20th century. Some families had Jewish ancestors who had fled to Mexico in the 16th and 17th centuries to escape the Spanish Inquisition. The mixing of indigenous people with settlers from Spain or other European countries happened both peacefully and by kidnapping children from a different culture and raising them in your world; abduction of Indian children to become servants and perhaps family members of Spanish households was especially common. During the late 1920s and 1930s, people from New Mexico began migrating north, including to Boulder County. They were pushed out largely by poverty, due to the gradual loss of their traditional lands and by the severe drought and resulting “Dust Bowl” of that period, which made it impossible to support a family on a small piece of land. Some families travelled north in covered wagons, just like people moving into Colorado from the East Coast or Midwest.” (From the website)</p>
<b>Author(s) &amp; School</b>	Emily Krochmal, Altona Middle School
<b>Grade Level/ Course</b>	Middle School, or High School
<b>Standards</b>	Standards Assessed: Teaching Tolerance Diversity DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.



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	<p>CAS G.2b: Compare how differing geographic perspectives apply to a historic issue (DOK 1-2)</p> <p>Standards Addressed:  CAS History 1 &amp;2  <u>CCSS.ELA-LITERACY.RH.6-8.2</u>  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<b>Time Required</b>	Multi-Class: 3-5 class periods
<b>Topic</b>	Immigration; New Mexico/New Mexicans; Government/government programs/laws
<b>Time Period</b>	19th century; 1900-1919; 1920s-30s; 2000-2013
<b>Tags (key words)</b>	Mexican-American War, Immigration from New Mexico and Southern Colorado, Treaty of Guadalupe Hidalgo, Identity

**Preparation** (*Links to worksheets, primary sources and other materials*):

<b>Materials</b>	Handouts of resources or digital access
<b>Resources/Links</b>	<a href="#">Primary Source Documents</a> <a href="#">Howard Zinn Reading</a>

**Lesson Procedure** (*Step by Step Instructions*):

<p><b>Day 1: Introduction to the Mexican American War</b>  Objective: Through reading, writing, and discussion, I can identify and explain the major causes for the Mexican-American War.</p> <p>1. Do Now: Analyze <a href="#">this map</a>.</p> <table border="1" data-bbox="167 1528 1458 1654"> <thead> <tr> <th>Observations</th> <th>Inferences</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>2. Short background lecture on causes of the Mexican-American War and historical context</p> <p>3. Group read and discuss Zinn chapter, "We Take Nothing By Conquest, Thank God." Active reading strategy: Circle power words, underline three powerful images or aha's, write at least two</p>			Observations	Inferences	Questions			
Observations	Inferences	Questions						



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questions

4. Exit Ticket: How did the idea of Manifest Destiny contribute to the start of the war?

**Day 2: Breaking Apart The Treaty and Begin Analyzing Documents**

Objective: Through reading and writing, I can evaluate the promises made in the Treaty of Guadalupe Hidalgo and analyze primary sources to investigate the extent that these promises were kept and/or broken.

1. Do Now: Read the following excerpt from the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness”

What promises does the document make? To whom do you think these promises apply? Explain.

2. Quick background of treaty. Pass out Article VIII and IX. Students analyze with a partner to answer the question: What promises does the document make? To whom do you think these promises apply?

3. Predict: To what extent do you think the American government upheld these promises?

4. Pre-Analysis Frontloading: Quick explanation of what constitutes “New Mexico,” look again at maps, quick discussion about land grants and obstacles to proving and maintaining them.

5. Begin Exploring primary source Documents:

**Document Analysis Tool:**

Document Title:

Author(s):

Date:

Main Idea of the Document:

What does it tell you about how well the promises of the Treaty were kept? Explain with evidence/details:

What can this document tell you about the evolution cultural identity of people living in the Treaty area?

Exit Ticket:



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How did your thinking (about Mexico, the US, the war, the Treaty, anything!) grow and/or change after analyzing the documents today?

### Day Three: Document Analysis

Objective: Through reading and writing, I can analyze primary source documents to investigate the impacts of the Treaty of Guadalupe Hidalgo on the cultural identity and rights of Latinx living in New Mexico and Southern Colorado.

1. Do Now: Analyze [this photograph](#). Who do you think the people in the picture are and where do you think they're going? Follow with discussion of migration and why. Connections to Albert Ramirez video.
2. Document Analysis. Finish analyzing all documents.
3. Exit/Reflection: What is cultural identity? What did you learn about it (how it is shaped by history, prejudice, migration) from analyzing the documents?

### Day Four: Assessment

Objective: Through writing, I can take the perspective of an individual impacted by the Treaty of Guadalupe Hidalgo to describe its effects on cultural identity and the rights of Latinx in the US.

1. Do Now: How does the Treaty of Guadalupe still impact our country today? List as many ideas as possible. Why does learning history matter?
2. Introduce RAFT Assessment:  
Students will choose a role (perspective from which they will create their assignment) an audience, and format. They will use their choices to create a piece that answers the following questions: *How do external policies impact personal and cultural identities? How has this individual's (your ROLE) identity and rights been impacted by the Treaty of Guadalupe Hidalgo?* Your creative piece should refer to at least two of the sources you analyzed.

Role (Choose ONE)	Audience (Choose One)	Format (Choose One)	Topic (Address both)
Landing Mexican in Southern Colorado at the time of the Treaty	Authors of Treaty of Guadalupe Hidalgo Future descendents	Letter Diary Entry Poem Newspaper Article Annotated Map	How do external policies impact personal (internal) identities?
Ute Indian at the time of the Treaty	Other Mexicans living in treaty area		How has this individual's identity and rights been impacted by the Treaty of Guadalupe Hidalgo?
Ancestor of New Mexican living in Boulder County	American soldiers		



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Soldier that fought for the US in the war			
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Students may need a few class period to complete their RAFT assignments. I like to do a Gallery Walk or small group presentations to have them share out and give feedback upon completion.

### **Evaluation/Assessment:** *(Methods for collecting evidence of student learning)*

**Formative:**

Daily Exit Tickets

Class discussion

Document Analysis Worksheets

**Summative:**

RAFT Assignment

*Rubric coming soon!*



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