

cobblestone

LAND FROM MEXICO: How the United States Claimed the West

In this issue, students travel back in time to explore some of the trades, occupations, and industries and people that filled them in Colonial America.

CONVERSATION QUESTION

What factors led to changes in the political control over parts of North America?

TEACHING OBJECTIVES

- Students will learn about major events in the history of North America.
- Students will explain likely causes and effects of events and developments.
- Students will describe how cultural characteristics influence population distribution.
- Students will classify a series of historical events as examples of continuities or changes.
- Students will conduct research.
- Students will create a timeline.
- Students will use details from a text to write historical fiction.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **The Rise of New Spain**
Expository Nonfiction, ~1050L
- **From Tejas to Texas**
Expository Nonfiction, ~950L
- **The Final Piece**
Expository Nonfiction, ~1050L

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The Rise of New Spain

pp. 12–14, Expository Nonfiction

Explore the historical factors that led to the colonization and eventual independence of lands in North America known as New Spain.



RESOURCES

- Cause-Effect Relationships

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about major events in the history of North America.
- Students will explain likely causes and effects of events and developments.
- Students will conduct research.

KEY VOCABULARY

- **conquistadors** (p. 12) conquerors, especially those who conquered parts of North America for Spain
- **colony** (p. 13) a country or area under the full or partial control of another country
- **Enlightenment** (p. 14) an intellectual movement in Europe during the 17th and 18th centuries that emphasized science and logic over tradition and religion

ENGAGE

Conversation Question: What factors led to changes in the political control over parts of North America?

Explain that European nations explored and conquered parts of North America starting in the 16th century to expand and enrich European colonial empires. Then explain that the peoples living in some of these areas eventually rebelled and demanded independence from these colonial empires. Ask students to hypothesize what might have caused some people to rebel and demand independence.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

1. When the Spanish saw the riches available in North America, they sent _____ to defeat and enslave the native inhabitants.
2. By adding the _____ of New Spain, Spain enriched its empire.
3. The _____ in Europe led some people in New Spain to demand independence so they could cease being a _____ of Spain.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How was New Spain an important colony for the Spanish empire?
2. Why did the idea of independence initially spread in New Spain?
3. What events in Europe affected the relationship between New Spain and Spain?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Explain that the article mentions several cause-effect relationships. Inform students that they will need to reread the article with a partner to find these cause-effect relationships.

ASSESS: Distribute the *Cause-Effect Relationships* organizer to students. Have students refer to the article to find information about the causes and effects of developments noted in the organizer. When students have finished their work, have them share with the class to ensure proper understanding of these specific cause-effect relationships.

EXTEND

English Language Arts Have students use print and digital sources to learn about life in New Spain from the 16th through the early 19th centuries. Instruct them to identify the different social classes in New Spain and learn about daily life for the people in each social class. Then hold a class discussion where students share their opinions on why some of these groups chose to rebel against Spanish rule.

Name _____

Cause-Effect Relationships Events and developments throughout history often have multiple causes and effects. Reread the article and note the likely causes and effects of each development identified below.

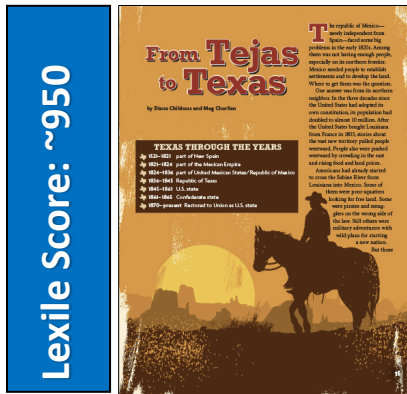
Likely Causes	Event/ Development	Likely Effects
	Spaniards conquer lands later named New Spain.	
	Landowners in New Spain decide they no longer want Spanish interference in their trade.	
	People living in the region of Mexico rebel against Spanish rule.	

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From Tejas to Texas

pp. 15–19, Expository Nonfiction

Discover how Tejas, a state within the newly independent Mexican republic in the early 1800s, eventually became part of the United States of America.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about major events in the history of North America.
- Students will describe how cultural characteristics influence population distribution.
- Students will create a timeline.

KEY VOCABULARY

- **frontier** (p. 15) the limit of settled land beyond which lies wilderness
- **colonization** (p. 16) the action or process of moving into and establishing control over an area
- **immigration** (p. 17) the action of coming to live permanently in a foreign country

ENGAGE

Conversation Question: What factors led to changes in the political control over parts of North America?

Tell students that the modern-day state of Texas used to be part of Spanish colonial America before passing into the control of the country of Mexico. Next, explain that the Mexican government eventually lost control of the region. Ask students to hypothesize why the Mexican government might have lost control of it.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in small groups to write a single sentence that uses all three vocabulary words correctly. Invite students to share their sentences. Then remind them to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why did Mexico want to recruit people to live in its northern regions in the early 1800s?
2. How did Mexico's colonization laws affect the settlement of Tejas? Who settled there?
3. Why did conflicts emerge between some of the settlers in Tejas and the Mexican government?

CONCEPT/SKILL FOCUS: Describe Population

INSTRUCT: Explain that cultural characteristics—such as historical trends and political events—influence how a population is distributed in an area.

ASSESS: Have students work in pairs to review the article and find examples of historical and political events that affected population distribution in the region now known as Texas. Then have students summarize their findings orally, visually, or in writing.

EXTEND

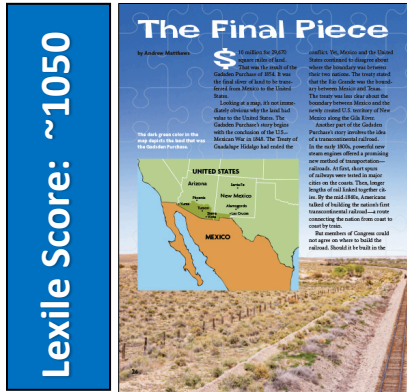
Social Studies The article discusses key events that led to changes in the political control over the region now known as Texas. Have students identify at least seven major events affecting this development and create an annotated timeline (i.e., a timeline where dates have labeled events and short descriptions).

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The Final Piece

pp. 26–27, Expository Nonfiction

Find out how the controversy over the border between Mexico and the United States after the US-Mexican War got resolved.



RESOURCES

- Classify Events

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about political events in the history of North America.
- Students will classify a series of historical developments as examples of continuities or changes.
- Students will use details from a text to write historical fiction.

KEY VOCABULARY

- transcontinental (p. 26)** referring to something that crosses a continent
- route (p. 27)** a way or course taken in getting from a starting point to a destination
- treaty (p. 27)** a formally concluded and ratified agreement between countries

ENGAGE

Conversation Question: What factors led to changes in the political control over parts of North America?

Ask students to hypothesize what controversies might exist after neighboring countries experience a war with each other. Prompt them to understand that sometimes issues emerge over where borders might exist. Discuss ways that countries in this situation might resolve such controversies over borders without going to war again.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions with students. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article. Remind students to check their predictions and look for the vocabulary words as they read.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How did plans for a transcontinental railroad influence the Gadsden Purchase?
- What parts of Mexico did the United States initially offer to buy during negotiations of the Gadsden Purchase?
- Why was a transcontinental railroad not put through the region obtained in the Gadsden Purchase until the 1880s?

CONCEPT/SKILL FOCUS: Classify Events

INSTRUCT: Explain to students that sometimes events in history are considered important even though they don't represent a change in how things have been done or thought about in the past. These events are known as *historical continuities*. Alternatively, some events do represent a change in how things have been done or thought about in the past. These are known as *historical changes*.

ASSESS: Distribute the *Classify Events* organizer. Have students work in pairs to find details in the text that are examples of historical continuities or historical changes. Instruct them to record their findings on the *Classify Events* organizer.

EXTEND

Writing The article provides details about issues in the United States that prevented the building of a transcontinental railroad through the southern United States until the 1880s. Instruct students to write a short story about the people living in the area purchased through the Gadsden Purchase. Explain that one character in their stories should argue for construction of the transcontinental railroad and another should argue against this development.

Name _____

Classify Events

Reread the article to find events that are examples of *historical continuity* and *historical change*. In the first column, describe the event. In the second column, classify the event as an example of historical change or historical continuity. In the third column, note details from the article that support your classification.

Event from the article	Is it an example of historical <i>change</i> or historical <i>continuity</i> ?	Text details that support your classification