

Unit 7: Early Statehood

7th Grade Lesson Plan: The U.S.-Mexico War

(45 – 60 minutes)

Objective	<p>Students will examine the causes, key events, effects, and significance of the U.S.-Mexico War.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify and summarize the key causes, events, effects, and significance of the U.S.-Mexico War. 2. <u>I will</u> use my guided note-taking worksheet to record significant information about the U.S.-Mexico War.
Key Concepts	<ul style="list-style-type: none"> • The U.S.-Mexico War was caused by the U.S. annexation of Texas and border disputes over the border between Texas and Mexico. • Some in the U.S. claimed “Manifest Destiny” as one cause for the U.S.-Mexico War. • Texas contributed to the U.S. -Mexico War in many ways, including 8,000 Texans who fought in the war and the significant role played by the Texas Rangers. • The Treaty of Guadalupe Hidalgo ended the U.S.-Mexico War, requiring Mexico to cede to the U.S. all of its land west of Texas to California, known as the Mexican Cession. • The Mexican Cession lands renewed arguments in the U.S. over the westward expansion of slavery.
Skills	<ul style="list-style-type: none"> • Note-taking • Summarizing and paraphrasing • Identifying cause and effect relationships between historical events • Identifying and explaining the significance of historical events.
Essential Question	What were the causes, key events, and significance of the U.S.-Mexico War?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students make observations about artwork titled, “General Scott’s Grand Entry into the City of Mexico” depicting the American victory at the end of the U.S.-Mexico War.

	<ul style="list-style-type: none"> Students make inferences about the information they are likely to see in the lesson based on these observations. <p>Lesson</p> <ul style="list-style-type: none"> Students use the slideshow presentation to complete their guided note-taking worksheet on key information and events regarding the U.S.-Mexico War. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students complete a graphic organizer by briefly explaining the significant causes and effects of the U.S.-Mexico War based on their notes from the lesson.
Materials	<ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visual representations of directions Chunking text information Sentence Stems Reduction in amount of writing and options provided for note taking terms and information
TEKS	<ul style="list-style-type: none"> 7.04(C) Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe Hidalgo, slavery and the Compromise of 1850. 7.20(A) Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interview, and artifacts to acquire information about Texas. 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main

	<p>idea, summarizing, making generalizations and conclusions.</p> <ul style="list-style-type: none"> • 7.20(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. • 7.21(A) Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries.
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Teacher Guide: The U.S.-Mexico War Guided Notes

Warm-up	<ul style="list-style-type: none"> • Students will make observations about a piece of artwork titled, “General Scott’s Grand Entry into the City of Mexico, September 14, 1847.” • Students will make inferences about what they expect to learn in the lesson based on their observations of the artwork and the title of the lesson. • Slide 2 provides a larger version of the image on student warm-up sheets. • Slide 3 provides sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<ul style="list-style-type: none"> • Students use the information on slides 6 through 12 to complete their guided note-taking worksheet. • The slides provide information on U.S. President James K. Polk, the causes of the U.S.-Mexico War, the key battles of the war, Texas’ contribution to the war including the role of the Texas Rangers, the Treaty of Guadalupe Hidalgo that ended the war and the effects of the war on the United States as division over the westward expansion of slavery increased as a result of the acquisition of the Mexican Cession. • <u>Advanced:</u> Students complete their guided notes by writing the information from the slides on their worksheet. Students can be encouraged to paraphrase and restate the information in their own words to increase retention and comprehension. • <u>Grade Level:</u> Students complete their guided notes by filling in the required information in their worksheets. Grade level work provides some information from the slideshow while requiring the students to fill in the remainder of the key information. • <u>Foundations:</u> Students complete their guided notes by filling in the blank with the key word or words, or by circling or highlighting the correct information from three possible options, and crossing out the incorrect information. This work requires significantly less writing.
Exit Ticket	<ul style="list-style-type: none"> • Students complete a graphic organizer demonstrating understanding of at least one cause and one effect of the U.S.-Mexico War.

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| | <ul style="list-style-type: none">• Slides 13 and 14 restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class. |
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Primary Sources and Other Resources Used

- *To Arms! To Arms! Volunteers for the Mexican War!* December 5, 1846. Poster. University of North Texas Libraries, The Portal to Texas History; crediting Star of the Republic Museum. <https://texashistory.unt.edu/ark:/67531/metaph31112>
- Baillie, James S. *Genl. Scott's grand entry into the city of Mexico, Sept. 14th, 1847.* 1848. Lithograph. Library of Congress Prints and Photographs Division. Accessed on July 17, 2025. <https://www.loc.gov/item/2002719717/>
- Disputed Territory Between Mexico and the United States. GIS Educational Maps. Kevin Greszler (Compiler) Lila Rakoczy (Compiler) James Harkins (Compiler) "Northern Mexico Campaign of the U.S. - Mexico War, 1846-1847" (97152) and "Disputed Territory Between Mexico and the United States, 1845 – 1854" (97251) Texas General Land Office. Accessed on July 1, 2025 <https://historictexasmaps.com/object/97129>
- Northern Mexico Campaign of the U.S. - Mexico War, 1846 -1847. GIS Educational Maps. Ellyson Wong (Compiler) Lila Rakoczy (Compiler) "Disputed Territory Between Mexico and the United States" (97129) and "Disputed Territory Between Mexico and the United States, 1845 – 1854" (97251) Texas General Land Office. Accessed on July 1, 2025 <https://historictexasmaps.com/object/97152>
- States and Territories of the United States of America 1848 – 1849. Map of the states and territories of the United States as it was from August 1848 to 1849. On August 14 1848, Oregon Territory was organized. On March 3 1849, Minnesota Territory was organized. **I, the copyright holder of this work, hereby publish it under the following licenses:** Permission is granted to copy, distribute and/or modify this document under the terms of the **GNU Free Documentation License**, Version 1.2 or any later version published by the Free Software Foundation; with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled *GNU Free Documentation License*. Accessed on July 1, 2025. https://commons.wikimedia.org/wiki/File:United_States_1848-08-1849.png
- Brady, Mathew B. *John Coffee Hays, 3/4-length portrait, seated in chair and facing left.* ca. 1857. Photograph. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/2002712549/>
- Gilman, E. *[Map of the United States]*. ca. 1848-54. University of North Texas Libraries, The Portal to Texas History; crediting University of Texas at Arlington Library. <https://texashistory.unt.edu/ark:/67531/metaph193521>