



The Mexican- American War

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



The Mexican-American War

By Daniel Villescas

Grades 10–12

Implementation Time
for Unit of Study: 5 weeks

Denver Public Schools

El Alma de la Raza Curriculum
and Teacher Training Program

Loyola A. Martinez, Project Director
Dan Villescas, Curriculum Development Specialist

El Alma de la Raza Series



Denver Public Schools, Denver, Colorado

ABOUT THE ALMA PROJECT

The Alma Curriculum and Teacher Training Project

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996. The Project is currently being funded by the Denver Public Schools.

The intent of the Project is to have teachers in the Denver Public Schools develop instructional units of study (ECE-12) on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community organizations have also been directly involved in the development of content in history, literature, science, art, and music, as well as in teacher training. As instructional units are developed and field-tested, feedback from teachers is extremely valuable for making any necessary modifications in the topic development of future units of study.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos and other predominant ethnicities represented in the Denver Public Schools' student population.

The Project has reaped numerous benefits from partnerships with various colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly with the Project. As the Project continues, these partnerships will allow us to broaden the range of topics to be developed.

Basic Premise of the Project

This curriculum innovation will serve several major purposes.

- ◆ It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (ECE-12) tied to state and district standards into the curriculum at every grade level in language arts, social studies, history, art, and music.
- ◆ It will broaden a teacher's ability to teach a more inclusive and accurate curriculum.
- ◆ The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos and other predominant ethnicities represented in the student population.
- ◆ The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that utilize these resources or replicate the project.
- ◆ A formal link has been developed between the Denver Public Schools and various colleges and universities throughout the state of Colorado.

The instructional units were developed by teachers (ECE-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (McREL) provided a standards-based framework that is used in the development of the instructional units.

Alma instructional units are currently available on the Alma Project web site.

(<http://almaproject.dpsk12.org>).

For more information on the Alma Project, please contact:

ALMA PROJECT

Loyola A. Martinez, Project Director

900 Grant Street – 6th Floor

Denver, CO 80203

Telephone: 303-764-3739

Fax: 303-764-3818

Email: Loyola_martinez@dpsk12.org

Dr. Luis Torres

Chicana/o Studies C.B. 41

Metropolitan State College

P. O. Box 173362

Denver, CO 80217

Telephone: (303) 556-3121

Email: Torresl@mscd.edu

ACKNOWLEDGEMENTS

The undertaking of a project of this magnitude and importance would not have been possible without the Goals 2000 grant awarded to Denver Public Schools in July 1996. We are indebted to former superintendent Irv Moskowitz, the assistance and support of the Colorado Department of Education, members of the Board of Education, Department of Educational Services, and the Metropolitan State College at Denver.

Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

Dr. Luis Torres, Chicano Studies Department Chair
Metropolitan State College of Denver

Dr. Vincent C De Baca, Assistant Professor of History
Adjunct Professor of Chicano Studies
Metropolitan State College of Denver

Dr. Miriam Bornstein, Professor of Spanish
Latin American and Chicano Literature
University of Denver

Dr. Arthur Leon Campa, Associate Professor of Anthropology
Department of Sociology, Anthropology and Social Work
Metropolitan State College of Denver

Dr. Brenda Romero, Assistant Professor of Ethnomusicology
University of Colorado at Boulder

Dr. Priscilla Falcon, Professor of International Relations
Department of Hispanic Studies
University of Northern Colorado

Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English
Metropolitan State College of Denver

The Alma Project moved forward in the 2002-2003 school year with the combined efforts of the following people:

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)
Virginia Castro for *Richard T. Castro Commemorative Exhibit*
Steve Garner for *Richard T. Castro Commemorative Exhibit*
Gil Munoz, Social Studies Coordinator, Curriculum Department, Denver Public Schools for *Richard T. Castro Commemorative Exhibit*
Darius Smith, Curriculum Specialist, The Alma Project, Denver Public Schools
Teresa Torres, Chief Editor, The Alma Project, Denver Public Schools

INSTRUCTIONAL FRAMEWORK

The Alma instructional units are *not* to be used in isolation, but rather to be infused or integrated into the adopted Scope and Sequence for ECE-8 grade levels. Units at the high school level can be integrated into the recommended courses for a more in-depth, broader based scope of the topic. All Alma units can be translated into Spanish upon request.

The framework for the instructional units was provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL).

The individual lesson components contain the following:

Content Knowledge

The standard/benchmark information students should understand within a specified content domain and the skills or processes they should be able to do within that domain.

Specifics

Identification of relevant supporting knowledge that will help students understand the information.

Instructional Strategies

Any instructional strategy to be used by the teacher based on what students already know and how students can make sense of the new information and the learning patterns and relationships.

Preteaching

Concepts or skills that may need review or introduction.

Preliminary Lesson Preparation

Concepts and/or skills that the teacher should reinforce before beginning.

Student Activities

The activities in which students will be involved and that will help them process new content knowledge. They should be purposeful activities that are a means to an end, which is that students attain an understanding of the information they are learning.

Vocabulary

Definitions and translations of specialized words and concepts in English and Spanish that may be unfamiliar to the students and even to teachers are provided in this section. This is your opportunity to focus attention on vocabulary development and on the understanding of critical concepts you want the students to learn.

Resources/Materials

Required or suggested sources such as textbooks, audio- and videotapes, guest speakers, lectures, field trips, CDs and laser discs, software sources, newspapers, magazines, brochures, encyclopedias, trade books and literature, charts, exhibits, TV programs, community resources, murals, advertisements, journals, and filmstrips to be used to provide students with information related to the identified content knowledge.

Performance Task

A rigorous task that asks students to apply the content knowledge they have been learning within a highly contextualized, real-world setting.

Scoring Rubric

A set of criteria that describes levels of expected performance or understanding that includes four levels of performance.

Additional Evidence

Pieces of any other assessments or evidence that can be used to determine the degree to which students have mastered the identified knowledge.

Each lesson contains a set of key components, which are listed below.

What will students be learning?

- Standards
- Benchmarks
- Instructional objectives
- Specifics

What will be done to help students learn this?

- Instructional strategies
- Preteaching (optional)
- Preliminary lesson preparation (optional)
- Activities
- Vocabulary (optional)
- Resources/materials for specific lesson
- Assessment
- Extensions

The Alma instructional units can be integrated into the regular course of study at a particular grade level according to content standards. Each unit is specific to either primary, intermediate, middle, or high school. The basic premise for the integration of the Alma instructional units is that a more accurate, more diversified perspective can be taught, given the content and resources to support a particular topic.

The instructional units are available on the Internet to teachers who wish to preview the study guides and check out materials for integration into their curriculums. Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Yuma Street Center. The Center is located at 2320 West 4th Avenue, Denver, Colorado. Contact the Alma office for checkout procedure.

Teachers who implement Alma units/materials into their curriculum are asked to complete an evaluation questionnaire for data collection purposes.

CONTRIBUTING AUTHORS

The following Denver Public Schools teachers are to be commended for their significant contributions to the Alma Project. Their contributions will greatly benefit all students both in Denver Public Schools and other school districts in the nation.

1998-1999		
Contributing Author	Topic	School
Flor Amaro	Exploring Literary Genre Through Latin American Literature	Cheltenham Elementary
	Hispanic Literature	
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for Among the Volcanoes by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Cultures: Moctezuma Hosts Cortes	Denver School of the Arts
Shanna Birkholz	Dia de Los Muertos	Gilpin Elementary
Richard Bock	Coming of Age	West High School
Virginia Coors	Essential Values Woven Through Hispanic Literature	Florence Crittendon School
Susanna DeLeon	The Importance of Music in the Life of the Aztec People	Smedley Elementary
Amanda Dibbern	Everyone Has a Tale	Lake Middle School
Gabe Garcia	Twin Hero Myths in Literature of the Americas	West High School
Steven Garner	The Impact of the Mexican Revolution on the United States	West High School
Hilary Garnsey	Heralding Our Heroes Times	Montclair Elementary
Deborah Hanley	Music of the Aldean Altiplano	Knapp Elementary
Janet Hensen	Viva Mexico! A Celebration of Diez y Seis de Septiembre, Mexican Independence Day	Montclair Elementary
Irene Hernandez	California Missions	Denver School of the Arts
	Heart of Aztlan Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorothea Hogue	Science of the People	Florence Crittendon School
Pat Hurrieta	El Dia de los Muertos	Cheltenham Elementary
Heidi Hursh	Latino Legacy: A Community Oral History Project	West High School
Pat Dubrava Keuning	Changing Borders and Flags	Denver School of the Arts
Jon Kuhns	The Rise of the United Farmworkers Union: A Study of the Chicano Civil Rights Movement	Florence Crittendon School
Lu Liñan	Curanderismo: Holistic Healing	West High School
Charlene Meives	Santos and Santeros	Rishel Middle School
Frances Mora	Spanish Settlement and Hispanic History of Denver and Colorado	Schenk Elementary
Julie Murgel	Mayan Mathematics and Architecture	Lake Middle School

Jerrilynn Pepper	Spanish Missions in Florida, Texas, New Mexico, and Arizona	Bryant-Webster Elementary
Kristina Riley	Biographies of Famous Hispanics/Latinos/Chicanos	Cheltenham Elementary
	Piñatas!	
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescascas	Mother Culture of Mexico: The Olmecs	Lake Middle School
Joanna Vincenti	Our Stories, Our Families, Our Culture	Florence Crittendon School
Linda Weiss	Spanish Exploration of Colorado	Schenck Elementary

1999-2000		
Contributing Author	Topic	School
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Garcia Baca	Study Guide for Walking Stars	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	Early Childhood Education Specialist
Debbie Frances	La Mariposa/The Butterfly	Kaiser Elementary
	The Desert	
	Easter/Spring Celebration	
	From Corn to Tortillas	
Jennifer Henry	The Mexican Muralist Movement and an Exploration of Public Art	Student
Ronald Ingle II	Music of the Tex-Mex Border Region	Smith Elementary
Lu Liñan	The Voice of a Latina Writer: Author Study on Sandra Cisneros	West High School
Cleo McElliot	Families.....A Celebration	Kaiser Elementary
	Plants/Las Plantas	
Sandy Miller	Pepper, Pepper, Plants!	Samuels Elementary
Maria Salazar	The Treaty of Guadalupe Hidalgo	Lake Middle School
Jessica Schiefelbein	Diego Rivera	Doull Elementary School
Sandy Stokely	Haiky and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescascas	The Conquest of the Aztec Civilization	Alma Project Curriculum Specialist
	The Mexican American War	

2000-2001		
Contributing Author	Topic	School
Denise Engstrom	Thanksgiving - An American Tradition	ECE Specialist
	Denver March Powwow	
	American Indian Storytelling: A Tradition	
Astid Parr	Cinco de Mayo - A Historical Celebration	Swansea Elementary
Sandra Miller	Mercado - Trading at the Marketplace	Samuels Elementary
Nina Daugherty	Aztec Folk Literature - Two Legends and a Folktale	Centennial Elementary
	Three Latin American Folktales	
Ron Ingle II &	Celebration of Mexicanos through Music,	Kaiser Elementary
Dan Vallescas	Dance & Art	Alma Curriculum Development Specialist
Deborah Francis	The Cowboys/Vaqueros	Grant Ranch Elementary
Barbara J. Williams	Lessons in Courage: Maritin Luther King, Rosa Parks and Ruby Bridges	Maxwell Elementary
Jessica Schiefelbein	Faith Ringgold	University Park Elementary

2001-2002		
Contributing Author	Topic	School
Deborah Francis	Alma Flor Ada: An Author Study	Grand Ranch Elementary
	Pat Mora: An Author Study	
	Jan Romero Stevens: 1953-2000	
	Carmen Lomas Garza: Chicana Author and Illustrator	
Sara Hensen	Good Intentions, Misunderstanding, Betrayal: A study of the first encounters between Native Americans and Pilgrims	Goldrick Elementary
Stephanie A. Herrera	Fiesta Mexicana: A Summer Latin Dance Experience	DPS Latin Dance Coordinator
Tania Hogan	Alma Flor Ada: Latina Author	Goldrick Elementary
Kathy Hoops	Beyond the Glass Slipper: Cinderella Stories from Around the World	Goldrick Elementary
Barbara Williams	Infinite Skies: Bessie Coleman, Mae Jemison, and Ellen Ochoa	Maxwell Elementary

2002-2003

Contributing Author	Topic	School
Melanie Bertrand	A Comparison of Holidays: Ramadan, Hanukkah, and Kwanzaa	Philips Elementary
Steve Garner	Shaping the Law of the Land: Hispanics in the Colorado Legislature	Polyglot, Inc.
Lisa Simms	Poetry and the Chicano: A Semantic Study of Chicano Identity Through Poetry	Horace Mann Elementary
Darius Smith	American Indian Mascots: Hype, Insult, or Ignorance	Alma Project Curriculum Development Specialist
Arthur L. Campa, Ph.D., Ellen J. Campa, and Steve Garner	Conquerors and Victims: An Exploration of Race, Identity, and Advocacy through Latino History	Metro State College and Polyglot, Inc.

The Mexican-American War

Unit Concepts

- Geography of the southwest
- Order of events in the war
- United States' reasons for the War
- Mexican reasons for the war
- Major battles of the war
- Political motivations
- The end of the war

Standards Addressed by this Unit

History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students understand political institutions and theories that have developed and changed over time. (H5)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process, and communicate information related to the study of history. (H7)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students apply the process of geographic inquiry examining issues by using geographic skills and appropriate technologies to ask and answer geographic questions. (G7)

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW 5)

Students read and recognize literature as a record of human experience. (RW6)

Students use appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, listening and viewing. (RW7)

Introduction

The Mexican-American War of 1846 played a significant role in the history of the United States and Mexico. The United States gained 529,000 square miles of valuable Mexican territory. Mexico lost this land and resources, cutting its territory almost in half.

Most Americans do not clearly understand what caused this war. Wars typically are fought to defend or seize land, or to destroy an enemy. In this case, the U.S. aggressively invaded Mexico. Mexico never invaded the U.S., contrary to what President Polk believed, and only defended its own territory.

With Mexico's independence from Spain in 1821, its outlook seemed positive with limitless possibilities. Mexico's frontiers were still underpopulated and had many riches to be discovered.

Following the Louisiana Purchase of 1803, many powerful men in the United States believed it was their duty and destiny to spread the country to the Pacific Ocean. The Mexican territory lay as a roadblock to be conquered, eventually leading up to the War for Texas Independence.

Texas had been part of Mexico, but there had been an influx of Anglos moving into the region. These Anglos received permission to live in Texas under two provisions: first, they were to take an oath of allegiance to Mexico; and second, to convert to Catholicism. It was difficult to enforce these provisions because of Texas' large land expanse. By 1836, there was a strong movement for Texas independence. After several bloody battles between the Mexican army and Texas Freedom Fighters, the Texans won their independence. The Treaty of Velasco was signed, the fighting stopped, and Mexican leader Santa Anna and his army returned home.

However, hostilities rose again from a dispute over the southern boundary between Texas and Mexico. According to the Treaty of Velasco, the border was to run along the Rio Grande River. Mexico, however, claimed they had agreed the southern border would be the Nueces River. Actually, this dispute was only a smoke screen by the U.S. for the ensuing Mexican-American War. During the 1843 presidential elections, James K. Polk ran on the platform that included the annexation of Texas. In actuality, Polk wanted California and New Mexico as well, and was willing to do whatever necessary to get the territory. Mexico warned the U.S. if they annexed Texas, it would be a declaration of war. In December of 1845, the U.S. officially annexed Texas.

Shortly after the annexation, diplomat John Slidell returned to Washington having failed in his attempt to purchase Texas, New Mexico and California from Mexico. Because of this failure, Polk devised a three-pronged military maneuver. The first prong sent General Zachary Taylor to the Rio Grande; the second prong sent Colonel Stephen Kearney to the New Mexico territory; and the third prong directed the U.S. navy to reestablish a blockade of Mexican ports in the Gulf of Mexico. Polk had two goals in doing this; the first was to impose the American-believed border along the Rio Grande. The second was to influence the people of those regions to pressure the Mexican government to sell the territories to the U.S. If this could not be achieved peacefully, Polk had troops in place to militarily take the territory from Mexico.

The question remains: Why did the U.S. win the war? Many historians side with former president Ulysses S. Grant. Grant, as a soldier in this war, did not believe in the war Polk began, but as a soldier had to follow orders. He concedes that the U.S. had better commanders — a majority of them educated at West Point — in addition to better weapons and supplies. However, most of the troops were poorly trained, primarily volunteers swept up in national pride. Grant claimed the Mexican troops fought courageously despite poor leadership, bad army commanders, old weapons and poor supplies.

Because of the extensiveness of this war, this unit will only cover the battles in northeastern and central Mexico.

Implementation Guidelines

This unit should be taught in the 10th- to 12th-grade levels in U.S. History or Mexican History classes. The reading and understanding of the readings and political concepts and undertones are very complex and it is advised not to teach to lower grade levels. The introductory lesson on geography is very basic, but it is important to ensure the students' geographical knowledge is complete before using this unit. There are extensions in the Unit Assessment, which offers additional in-depth study. All students should be encouraged to complete these two extensions, because it provides additional depth of knowledge about the Mexican-American War.

Instructional Materials and Resources

The following resources need to be purchased for this unit:

So Far From God by John S. D. Eisenhower

The Irish Soldiers of Mexico by Michael Hogan

The U.S.–Mexican War by Christensen and Christensen (and video set if available).

Latino Experience in U.S. History, published by Globe Fearon

Lesson Summary

Lesson 1	Geography of the Southwest and Vocabulary Review 5 Students will briefly review basic geography terms. In addition, the geography of the southwest before and after the war will be examined.
Lesson 2	Rationale for the War 13 Students will evaluate and discuss various theories about the reasons for the Mexican-American War.
Lesson 3	The Battles of Mexico 24 Students will research many battles of the war.
Lesson 4	Students drawing lessons from the war 53 Students will evaluate the first days of the war. Where did it begin? Who fired the first shots? What generals were there? What was the Spot Amendment? What was the Wilmot Proviso? When did the war against Mexico officially begin?
Lesson 5	Personalities of the War 57 Students will examine and evaluate the major players in the war from both Mexico and the United States. In this analysis, students will assess the roles they played in the war, look at personal agendas and what impact they had on the war.
Lesson 6	The End of the War 62 Students will examine the final days of the war.
Unit Assessment 66 Students will make a newspaper of the Mexican-American War. This unique performance task evaluates their knowledge gained from lessons 1–6.

LESSON 1: Geography of the Southwest and Vocabulary Review

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students apply the process of geographic inquiry examining issues by using geographic skills and appropriate technologies to ask and answer geographic questions. (G7)

BENCHMARKS

Students will use information from their reading to increase vocabulary and language usage.

Students will use information to produce a quality product in an appropriate format.

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

Students know how to compile and use primary (fieldwork) and secondary (texts, maps, and computer databases, etc.) information to acquire geographic information in order to answer geographic questions.

Students know how to organize and display geographic information using appropriate technologies to answer geographic questions.

OBJECTIVES

Students will become knowledgeable of geographic vocabulary as it pertains to maps and the geography of the Mexican-American War.

Students will complete the maps to increase understanding of the territory involved in the war.

SPECIFICS

The amount of land that changed hands at the end of the Mexican-American War was vast. The territory held a multitude of climates from the most arid in the deserts of Arizona, Nevada, and New Mexico, to the coldest in the mountains of Colorado, New Mexico, and California. The territory was rich with resources and potential development.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Cooperative groups

Teacher-guided activities

Using textbooks and other resources

Visual examples

PRELIMINARY LESSON PREPARATION

Make copies of the vocabulary worksheet (or copy the words onto a transparency or a paper chart so students can write them down). Copy current United States and Mexico maps and a map of the area before the war onto overhead transparencies. Make copies of the map requirements for students to use while they are completing their maps. A classroom roller-type map of the Mexican territory prior to 1836 is important to have for this lesson as well.

ACTIVITIES

Introduce the Mexican-American War by reading aloud the brief introduction included in this section. Emphasize the importance of knowing the geography involved in the unit because of the vast amount of land that changed sides. Pass out the geography vocabulary worksheet (or put the words on the overhead or on butcher paper for students to copy). Place students in groups of three or four students (depending on the size of class). Using the classroom social studies text, dictionaries, atlases, or other resources, the groups will come up with a definition for each word. Allow students approximately 20 to 25 minutes to complete the activity. Next, they will illustrate the vocabulary terms on butcher paper. Allow the students time to be creative. Each group will present their illustrations to the class for fun. When these activities are completed, use the Teacher's Copy of the vocabulary worksheet and give the students the actual definitions for the words. Students will copy them down.

The second part of this lesson involves maps of the territories involved in the war. On the overhead, show the current political maps of Mexico and the United States as well as the territories in 1846. Then, hand out copies of the maps, instructing the students to use classroom resources to label them. The students must include every state, state capital, major body of water, and geographic feature included on the lists in this lesson. The third map should be color-coded to distinguish the different areas and the land lost and won in the war. The teacher may want to make copies of the requirements and pass them out to the students.

Geography/Vocabulary Race: Have one student from each team go to the chalkboard. The teacher reads a definition. The first person to write the vocabulary word, spelled correctly, receives a point for his or her team. The teacher can also use the map transparencies to choose an area of a state and the first student to correctly identify the state and spell it correctly on the chalkboard receives a point for his or her team. Following two or three rounds, the team with the most points can be declared the winners (see next page for possible rubric point structure).

VOCABULARY

The words on the Vocabulary Worksheet should be used for this unit. However, the teacher can use discretion in adding or removing words.

RESOURCES/MATERIALS

Butcher or construction paper

Colored pencils

Rulers

Class social studies text

Classroom atlases

Classroom maps of Mexico and the United States

Maps of the United States, Mexico, and the territories of Mexico and the United States in 1846

Transparencies of maps of United States, Mexico, and territories of Mexico and the United States in 1846

Copies (or transparencies) of three map requirement lists to be included in class map activities

ASSESSMENT

The teacher can assess the students' work using the following rubrics or create new ones if preferred.

Assessment: Map completeness

The teacher can assess the student on the completed maps

<u>Rubric points</u>	<u>Description</u>
5	All three maps completed with all the states, capitals, and geographic information labeled as listed in this unit.
4	All three maps labeled with one of the following three missing: states, capitals or geographic information.
3	All three maps labeled with two of the following three missing: states, capitals or geographic information.
2	Only two of the maps are labeled, and are missing information.
1	Student completes one of three maps or parts and sections of each of the three maps.

Assessment: Geography/Vocabulary Race

The first person to write the vocabulary word down, spelled correctly, or identify a geography element from a map and write it down, spelled correctly, receives a point for his or her team. A suggested rubric is below. The teacher can assign a point value to the rubric grade depending on the teacher's grading scale.

<u>Rubric points</u>	<u>Description</u>
4	The winning team with the most points at the end of the game.
3	The second- and third-place team could receive a three for participation in the activity.
1 or 2	A two could be given to students who misbehave or choose not to participate in the activity.

Name _____

Period _____

Page 1 of 1

Geography Vocabulary Worksheet

bay

canyon

coast

compass rose

desert

forest

gulf

harbor

hill

island

isthmus

lake

latitude

legend

longitude

mountain

mountain range

ocean

peninsula

physical map

plains

plateau

political map

river

sea

thematic map

valley

TEACHER'S COPY

Geography Vocabulary Worksheet

bay	Body of water partially enclosed by land but with a wide mouth, affording access to the sea
canyon	Deep, narrow valley with high, steep slopes
coast	Land along a large lake, sea, or ocean
compass rose	Directional arrows on a map that show north, south, east and west
desert	Large land area that receives very little rainfall
forest	Large land area covered with trees
gulf	Large area of water that lies within a curved coastline
harbor	Sheltered body of water where ships can anchor safely
hill	Small area of land, higher than the land around it
island	Piece of land surrounded by water
isthmus	Narrow piece of land that joins two larger sections of land
lake	Inland body of water
latitude	Lines on the map that run east to west and measure distance from the equator. Used with the lines of longitude, they create a grid system that allows for easier map reading.
legend	This explains the information shown on the map; specifically symbols and the meaning of different colors.
longitude	Lines on a map that run north to south and measure distance from the prime meridian. Used with the lines of latitude, they create a grid system that allows for easier map reading
mountain	Land that rises much higher than the land around it
mountain range ...	Row of mountains that are joined together
ocean	Any of the large bodies of water into which the whole body of salt water that covers much of the Earth is divided
peninsula	Piece of land that projects into a body of water and is connected with the mainland by an isthmus
physical maps	A map that illustrates continental land elevations and ocean depths using different colors. Also other major physical features such as deserts and mountains are shown. Some countries and cities may be shown as well.
plains	Extensive area of level or rolling treeless country
plateau	Large area of high land area that is generally flat
political map	A map that shows countries, states, provinces, territories, and cities with different colors for easy recognition. Cities are shown in different sizes of type and have different symbols to indicate their populations.
river	Large body of fresh water that moves from higher to lower land. Rivers usually flow into another river, sea, or ocean
sea.....	Large body of salt water partly, or almost completely, surrounded by land. A sea is much smaller than an ocean
thematic map	A map that provides specific information about a topic or a theme,
valley	Lower land between hills or mountains. A valley usually contains a river or a stream

Map 1: The United States

Requirements

Label the following items on your map:

Bodies of Water

- Atlantic Ocean
- Gulf of Mexico
- Pacific Ocean
- Rio Grande River

States and Capitals

- | | |
|--|---|
| <input type="checkbox"/> Alabama Montgomery | <input type="checkbox"/> Montana Helena |
| <input type="checkbox"/> Alaska Juneau | <input type="checkbox"/> Nebraska Lincoln |
| <input type="checkbox"/> Arizona Phoenix | <input type="checkbox"/> Nevada Carson City |
| <input type="checkbox"/> Arkansas Little Rock | <input type="checkbox"/> New Hampshire Concord |
| <input type="checkbox"/> California Sacramento | <input type="checkbox"/> New Jersey Trenton |
| <input type="checkbox"/> Colorado Denver | <input type="checkbox"/> New Mexico Santa Fe |
| <input type="checkbox"/> Connecticut Hartford | <input type="checkbox"/> New York Albany |
| <input type="checkbox"/> Delaware Dover | <input type="checkbox"/> North Carolina Raleigh |
| <input type="checkbox"/> Florida Tallahassee | <input type="checkbox"/> North Dakota Bismarck |
| <input type="checkbox"/> Georgia Atlanta | <input type="checkbox"/> Ohio Columbus |
| <input type="checkbox"/> Hawaii Honolulu | <input type="checkbox"/> Oklahoma Oklahoma City |
| <input type="checkbox"/> Idaho Boise | <input type="checkbox"/> Oregon Salem |
| <input type="checkbox"/> Illinois Springfield | <input type="checkbox"/> Pennsylvania Harrisburg |
| <input type="checkbox"/> Indiana Indianapolis | <input type="checkbox"/> Rhode Island Providence |
| <input type="checkbox"/> Iowa Des Moines | <input type="checkbox"/> South Carolina Columbia |
| <input type="checkbox"/> Kansas Topeka | <input type="checkbox"/> South Dakota Pierre |
| <input type="checkbox"/> Kentucky Frankfort | <input type="checkbox"/> Tennessee Nashville |
| <input type="checkbox"/> Louisiana Baton Rouge | <input type="checkbox"/> Texas Austin |
| <input type="checkbox"/> Maine Augusta | <input type="checkbox"/> Utah Salt Lake City |
| <input type="checkbox"/> Maryland Annapolis | <input type="checkbox"/> Vermont Montpelier |
| <input type="checkbox"/> Massachusetts Boston | <input type="checkbox"/> Virginia Richmond |
| <input type="checkbox"/> Michigan Lansing | <input type="checkbox"/> Washington Olympia |
| <input type="checkbox"/> Minnesota Minneapolis | <input type="checkbox"/> West Virginia Charleston |
| <input type="checkbox"/> Mississippi Jackson | <input type="checkbox"/> Wisconsin Madison |
| <input type="checkbox"/> Missouri Jefferson City | <input type="checkbox"/> Wyoming Cheyenne |

Map 2: Mexico

Requirements

Label the following items on your map:

Bodies of Water

- Gulf of California
- Gulf of Campeche
- Gulf of Mexico
- Gulf of Tehuantepec
- Pacific Ocean
- Rio Grande

State and Capitals

- | | |
|--|--|
| <input type="checkbox"/> Aguascalientes Aguascalientes | <input type="checkbox"/> Nayarit Tepic |
| <input type="checkbox"/> Baja Calif. North Mexicali | <input type="checkbox"/> Nuevo Leon Monterrey |
| <input type="checkbox"/> Baja Calif. South La Paz | <input type="checkbox"/> Oaxaca Oaxaca de Juarez |
| <input type="checkbox"/> Campeche Campeche | <input type="checkbox"/> Puebla Puebla |
| <input type="checkbox"/> Chiapas Tuxtla Gutierrez | <input type="checkbox"/> Queretaro Queretaro |
| <input type="checkbox"/> Chihuahua Chihuahua | <input type="checkbox"/> Quintana Roo Chetumal |
| <input type="checkbox"/> Coahuila Saltillo | <input type="checkbox"/> San Luis Potosi San Luis Potosi |
| <input type="checkbox"/> Colima Colima | <input type="checkbox"/> Sinaloa Culiacan |
| <input type="checkbox"/> Durango Durango | <input type="checkbox"/> Sonora Hermosillo |
| <input type="checkbox"/> Guanajuato Guanajuato | <input type="checkbox"/> Tabasco Villahermosa |
| <input type="checkbox"/> Guerrero Chilpancingo | <input type="checkbox"/> Tamaulipas Ciudad Victoria |
| <input type="checkbox"/> Hidalgo Pachuca | <input type="checkbox"/> Tlaxcala Tlaxcala |
| <input type="checkbox"/> Jalisco Guadalajara | <input type="checkbox"/> Veracruz Jalapa |
| <input type="checkbox"/> Mexico Toluca | <input type="checkbox"/> Yucatan Merida |
| <input type="checkbox"/> Michoacan Morelia | <input type="checkbox"/> Zacatecas Zacatecas |
| <input type="checkbox"/> Morelos Cuernavaca | |

Map 3: Mexico and U.S. Territories

Requirements

Label the following items on your map. Color-code the map to distinguish the various areas of territories and countries.

Bodies of Water

- Gulf of California
- Gulf of Mexico
- Pacific Ocean
- Rio Grande
- Mississippi River
- Gila River

Territories and States

- Oregon Territory
- Mexico
- United States
- Territory under dispute (won/lost)

LESSON 2: Rationale for the War

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students know how to use the processes and resources of historical inquiry. (H2)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

BENCHMARKS

Students will use word recognition skills, strategies, and resources.

Students will paraphrase, summarize, organize, evaluate, and synthesize information.

Students will cite others' ideas, images, or information from primary, print, and electronic resources.

Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

Students will read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.

Students know the general chronological order of events and people in history.

Students use chronology to organize historical events and people.

Students use chronology to examine and explain historical relationships.

Students use chronology to present historical events and people.

Students know how to interpret and evaluate primary and secondary sources of historical information.

Students know how various forms of expression reflect religious beliefs and philosophical ideas.

Students know how cooperation and conflict among people influence the division and control of Earth's surface.

OBJECTIVES

Students will use various research methods to find out reasons why the Mexican-American War began and who would have advocated those reasons.

Students will increase their knowledge of the war and the events leading up to it through in-class time line activities.

SPECIFICS

There are several theories why the Mexican-American War began. Historians often claim imperialism as a cause, while others say it was Manifest Destiny. Some justify the war as a slave-state conspiracy. This lesson will stimulate interest and understanding in the causes of the war.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Cooperative group readings

Time lines

Discussions

Note taking

Investigating

Paraphrasing

PRELIMINARY LESSON PREPARATION

Make copies of the worksheets in this lesson. If the video *The U.S.–Mexico War* is part of your resources, show the video to expose the students to content-related information.

ACTIVITIES

Divide students into groups of three or four. Using classroom resources (other books, CD-ROMs, encyclopedias, *Latino Experience in U.S. History*, *So Far From God*, Internet, classroom history text), complete the time line worksheets.

Using classroom resources, research and discuss the possible causes of the war. Also, as a group, theorize what political groups would benefit from the beginning of the war.

After gathering information, each group member will fill out the Reasons for War worksheet.

After worksheets have been completed, participate in a teacher-led class discussion about the different theories and ideas about the beginning of the war.

RESOURCES/MATERIALS

In-class worksheets

Latino Experience in U.S. History

So Far from God

Internet

Encyclopedias

CD-ROMs

Additional books on the Mexican-American War

ASSESSMENT

The teacher can assess the students' work using the following rubrics or create new ones if preferred.

Assessment: Time line

Dates and events do not need to exactly match the teacher's time line since there are many significant dates and events that could fit on the time line. The focus should be on the chronological order of events.

<u>Rubric points</u>	<u>Description</u>
4	The time line is in chronological order. At least 8 of the 10 spaces are filled with historically relevant information.
3	The time line is in chronological order. At least 7 of the 10 spaces are filled with historically relevant information.
2	The time line is in chronological order. At least 6 of the 10 spaces are filled with historically relevant information.
1	The time line is not in chronological order. It does not matter how many entries are included.

Assessment: Reasons for War worksheet

It should be easy for the students to come up with at least one or two reasons for the war. Students who can formulate more complex theories such as a slave-state conspiracy, or Manifest Destiny should receive additional points above and beyond the rubric because it shows a higher level of thinking.

<u>Rubric points</u>	<u>Description</u>
4	The student or group provides three reasons for the war and justifies what political group would benefit from the war or its outcome.
3	The student or group provides two reasons for the war and justifies what political group would benefit from the war or its outcome.
2	The student or group provides only one reason for the war and justifies what political group would benefit from the war or its outcome.
1	The student or group has incomplete worksheets and has produced no valid work regarding the subject.

Name _____ Period _____ Page 1 of 2

Mexico's Time Line from Independence to War

Year	Event(s)
1821	
18__	
18__	
18__	
18__	

(continued)

Name _____

Page 2 of 2

Mexico's Time Line from Independence to War

(continued)

Year	Event(s)
18__	
18__	
18__	
18__	
18__	

TEACHER'S COPY

Mexico's Time Line from Independence to War

Year	Event(s)
1821	<ul style="list-style-type: none">• Mexico wins independence from Spain.• Mexico permits Stephen F. Austin to colonize Texas.
1824	<ul style="list-style-type: none">• Mexico becomes a republic.
1835	<ul style="list-style-type: none">• Mexico passes a new constitution, centralizes power, Mexican states protest.
1836	<ul style="list-style-type: none">• Texas declares independence from Mexico on March 2.• Texas loses battles at the Alamo and Goliad.• Santa Anna is captured by Sam Houston at the Battle of San Jacinto.
1838	<ul style="list-style-type: none">• Civil war in Mexico prevents invasion of Texas.
1845	<ul style="list-style-type: none">• In February, U.S. Congress votes to annex Texas.

(continued)

TEACHER'S COPY

Mexico's Time Line from Independence to War

(continued)

Year	Event(s)
1846	<ul style="list-style-type: none"> • First shots of the war are fired on April 23. • War declaration from the U.S., “American blood has been shed on American soil,” on May 9. • Declaration of the Bear Flag Republic in California on June 14. • December 8: Battle of San Pascual • On December 6, with reinforcement, Kearny recaptures Los Angeles, war ends in California.
1847	<ul style="list-style-type: none"> • In February, Battle of Buena Vista. Taylor defeats Santa Anna despite being outnumbered. • Scott arrives in Veracruz with 12,000 troops in March. • U.S. artillery bombards Mexican Troops outside Mexico City on September 12. • U.S. attacks on Chapultepec, last Mexican defensive position. • Six youths — to be known as the “Niños heroes” — die defending Chapultepec, on September 12. • On September 14, Scott enters Mexico City, victorious, raises American flag at the national palace.
1848	<ul style="list-style-type: none"> • Treaty of Guadalupe Hidalgo signed on February 2, 1848, officially ending the war.

Name _____ Period _____ Page 1 of 2

Reasons for War Worksheet

Using encyclopedias, classroom texts, library and other resources, research some of the possible reasons for the war (there are more than one). Explain which faction would benefit from the beginning of the Mexican-American War.

REASON #1

What caused the Mexican-American War?

What political faction would have supported this cause of the war and why?

(continued)

Name _____

Page 2 of 2

Reasons for War Worksheet

REASON #2

(continued)

What caused the Mexican-American War?

What political faction would have supported this cause of the war and why?

REASON #3

What caused the Mexican-American War?

What political faction would have supported this cause of the war and why?

TEACHER'S COPY

Reasons for War Worksheet

Using encyclopedias, classroom texts, library and other resources, research some of the possible reasons for the war (there are more than one). Explain which faction would benefit from the beginning of the Mexican-American War.

REASON #1

What caused the Mexican-American War?

One of the widely accepted reasons for the Mexican-American War related to an imperialistic movement in the United States to connect the union from the Atlantic to the Pacific Oceans, regardless of who owned the land in between.

What political faction would have supported this cause of the war and why?

The political faction pushing for this movement could be known simply as the expansionist movement. This movement wanted to expand the union from ocean to ocean, making the nation more defensible against foreign nations by having the nation's eastern and western borders protected by oceans.

REASON #2

What caused the Mexican-American War?

The Manifest Destiny theory is also accepted as reason for the war. Manifest Destiny, a view many Americans held at the time, implied that it was the rightful destiny or duty of the U.S. to limitlessly expand its borders.

What political faction would have supported this cause of the war and why?

Manifest Destiny support came from many nationalists who backed the expansionist movement to gain as much territory for the United States as possible.

REASON #3

What caused the Mexican-American War?

Some blame the Mexican-American War on a border dispute. Following the War for Texas Independence (1836), Texans claimed the Rio Grande River as the southeastern border of Texas, while Mexico claimed its northeastern boundary was the Nueces river.

What political faction would have supported this cause of the war and why?

President Polk would have supported this justification for the war. He essentially used this to justify the war to the American people since he desperately needed the support of the public. The arguments over the border led to the signing of the Treaty of Velasco in 1836, which ended the War for Texas Independence. Santa Anna had signed the treaty with promise to return to Mexico and arrange for Texas leaders to meet with the Mexican government to discuss the possibilities of Texas independence. Upon Santa Anna's return, he stated he had agreed to that but that the government was under no obligation to abide by his agreement. In essence, he had made hollow promises to be released from captivity. Mexico never agreed to the treaty, making it void and not acknowledging the independence of Texas. When the first shots of the war rang out, it was on Mexican, not American, soil.

(continued)

TEACHER'S COPY

Reasons for War Worksheet

(continued)

REASON #4

What caused the Mexican-American War?

Annexation of Texas. When the United States annexed Texas, U.S. leaders knew it would provoke war with Mexico. Mexico had anticipated this might occur and forewarned the United States. Regardless, the annexation of Texas continued.

What political faction would have supported this cause of the war and why?

President Polk and his cabinet knew the end result of the annexation, however, they assumed that war was inevitable. The President had earlier sent a representative to Mexico to offer to buy Texas, New Mexico and California for about \$30 million. Mexico rejected the offer, thus war ensued.

REASON #5

What caused the Mexican-American War?

Another theory was that the southern states conspired to begin the war, because gaining this territory would ensure the continuation of slavery.

What political faction would have supported this cause of the war and why?

In reality, the south as a whole did not support the war effort. Very little military representation came from the southern states. Many Northerners supported this theory in an attempt to taint the image of the south and to shift blame to them in case they were to lose the war. Another reason for the lack of support was the passing of the Wilmot Proviso by the House of Representatives. The proviso would make it illegal for any newly acquired territory to become a slave territory. Another group of Northerners, known as the Whigs, also opposed the war. The leader of the Whigs was Abraham Lincoln. Lincoln and his group submitted an amendment that would later be known as the "Spot Amendment," in response to President Polk's war message. This amendment ridiculed the President's contention that "American blood was spilled on American soil." The amendment, which was never adopted, dictated that Polk was to show where the American blood was actually spilled.

REASON #6

What caused the Mexican-American War?

Religion also was claimed as a cause of the war. Since the United States was populated by a majority of Protestants and Mexico by a majority of Catholics, it was assumed that religion played a role in the war.

What political faction would have supported this cause of the war and why?

No particular faction would use this as a basis for war. Though it was not a direct cause it certainly played at least a secondary role in the war. A clear example of this is the Battalion of San Patricios, a group of primarily Irish-Catholic American soldiers who deserted the American army to fight for Mexico.

LESSON 3: The Battles of Mexico

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students know how to use the processes and resources of historical inquiry. (H2)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process and communicate information related to the study of history. (H7)

BENCHMARKS

Students will adjust reading strategies for a variety of purposes.

Students know the general chronological order of events and people in history.

Students use chronology to organize historical events and people.

Students use chronology to present historical events and people.

Students know how to interpret and evaluate primary and secondary sources of historical information.

Students use appropriate traditional and electronic technologies in a variety of formats to extend and enhance learning of historical facts and concepts.

Students use appropriate technologies to access, process, and communicate information relevant to history.

Students use appropriate technologies to enable historical inquiry.

OBJECTIVES

The students learn about the various battles fought by General Zachary Taylor and General Winfield Scott, the outcome, and the loss of life endured by both sides.

Students will learn the chronology of the battles.

SPECIFICS

In almost every battle of the war, American forces were outnumbered. Generals Taylor and Scott succeeded in battle due to good battle strategies, better armaments, some bad decisions by the Mexican Generals and a little bit of luck. Colonel Stephen Kearny led the armies in New Mexico and California; however, the cities and towns in New Mexico and California acted as distant satellites of Mexico. The territories were difficult to manage and control from Mexico City. It was the battles fought by Taylor and Scott that decided the war. Yet, the victory was not an outright one. Taylor and Scott faced many hardships and challenges throughout their respective campaigns. Shortages of food, water, supplies and men consistently plagued the generals. Even as Scott entered the Battle of Chapultepec, many of his officers felt their army would be defeated that day by the overwhelming number of Mexican troops and their defensible positions of Chapultepec and on the causeways of Mexico.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Guided readings

Independent readings

Group readings

Questions and answers

Cause and effect

Note taking

Class discussion

PRELIMINARY LESSON PREPARATION

Review the list of battles with the class either on an overhead or on the chalkboard. Included in this lesson is a brief summary of the battles for the teacher to use. Either assign groups or allow students to work on their own to find information on the battle. Make copies of the battle summary worksheet in this lesson for the students to use as a guide to complete this assignment. At the end of this assignment students will present their summaries in front of the class and be prepared for an in-class discussion of information they discovered. The Teacher Copy of the battle summary worksheets has been compiled from several sources, therefore information may vary slightly between the teacher and student worksheets. The class will research the battles only in Texas and in Mexico, since they were more pivotal to the outcome of the war.

ACTIVITIES

Assign groups, and then assign four or five battles to each group to research.

Students will use class and other resources (library, computer, Internet, CD-ROM, encyclopedias) to research the battles and then complete the Battle Summary Worksheets with the required information for their assigned battles. Students should also include any additional relevant information about their assigned battles not specific to the form.

After the worksheets have been completed, students will present the information on the battles to the class.

RESOURCES/MATERIALS

CD-ROMs

Encyclopedias

Books

Internet

Battle Summary Worksheets

ASSESSMENT

Evaluate the completeness of the Battle Summary Worksheets filled out by the students. You may also want to consider the presentation of the materials to the class in your assessment.

Assessment: Battle Summary Worksheets

Teacher: Some dates and figures on the student's completed worksheets may differ from the Teacher's Copy of the worksheets due to different resources and data compiled. As long the information is not completely unreasonable, most of the information should be accepted as fact. The following is based on each group being assigned five battles to research.

<u>Rubric points</u>	<u>Description</u>
4	The worksheets are completely filled out with accurate facts and figures in relation to the Teacher's Copy of the Battle Summary Worksheet.
3	Three out of five worksheets are filled out by the student with accurate information.
2	Two of the worksheets are filled out accurately.
1	One or none of the worksheets are filled out accurately, or the students have only partially filled out worksheets.

List of Battles in Texas and Mexico

*Thornton Affair	April 25, 1846
*Siege at Fort Texas/Brown	May 3-9, 1846
Battle of Palo Alto	May 8, 1846
Battle of Resaca de la Palma	May 9, 1846
Battle of Monterrey	September 20-24, 1846
Battle of Buena Vista	February 22-23, 1847
Battle of Sacramento	February 28, 1847
Siege of Veracruz	March 9-29, 1847
Battle of Cerro Gordo	April 18, 1847
Battles of Contreras and Churubusco	August 19-20, 1847
Battle of El Molino del Rey	September 8, 1847
Battle of Chapultepec	September 13, 1847
Battle of Mexico City	September 13-14, 1847
*Siege of Puebla	September 14-October 12, 1847
*Affair at Huamantla	October 5, 1847
*Affair at Atlixco	October 1847

* Occurred before the official declaration of war or after truce officially ended warfare. Information on these battles is not provided in the Teacher's Copy of the Battle Summary Worksheet.

Name _____

Period _____

Page 1 of 2

Battle Summary Worksheet

Complete the worksheet for your assigned battles. Include as much information about the battle as possible. Remember that you and your group are writing a summary. Do not copy the information word-for-word, but rather paraphrase the information in your own words.

Name of the battle: _____ **Date of battle:** _____

Location of the battle (be specific): _____

Who were the principal officers involved?

American Officers

Mexican Officers

How many men and what kind of troops made up the military detachment for each side?

American

Mexican

What were the casualty statistics following the battle?

American
Killed Wounded

Mexican
Killed Wounded

(continued)

TEACHER'S COPY

Battle Summary Worksheet

Page 1 of 23

Thornton Affair

Date of battle: *April 25, 1846*

Location of the battle: *El Rancho de Carricitos, 20 miles from Fort Texas*

Who were the principal officers involved?

American Officers

Captain Seth Thornton

Mexican Officers

General Mariano Arista

General Anastasio Torrejon

How many men and what kind of troops made up the military detachment for each side?

American

Two squadrons of dragoons

Mexican

1,600 calvary and light infantry

What were the casualty statistics following the battle?

American		Mexican	
<u>Killed</u>	<u>Wounded</u>	<u>Killed</u>	<u>Wounded</u>
<i>14</i>	<i>7</i>	<i>n/a</i>	<i>n/a</i>

What was the end-result of the battle?

A Mexican patrol defeated the two squadrons of dragoons led by Capt. Thornton. The Mexican patrol took prisoner 80 American soldiers. When Taylor received word of the defeat and the capturing of the soldiers, he sent a message to Washington, D.C. In his message he stated that "hostilities may now be considered as commenced."

Summary:

This battle occurred before a formal declaration of war. This military action was at Rancho de Carricitos, about 20 miles from Fort Texas, near Matamoros. End result of the battle included 14 killed and seven wounded. Eighty men were captured by the Mexican patrol, which included 1,600 men, consisting of calvary and light infantry. Upon the report of the capture of the 80 men, Taylor sent a message to Washington, D.C. informing President Polk and General Scott that "Hostilities may now be considered as commenced." It took over two weeks for the message to arrive in Washington, D.C. Finally, on Friday, May 8, Polk received the message from General Taylor. On Monday, May 11, 1846, President Polk went to Congress with his message for war. Congress approved the measure later that day and war was officially declared.

TEACHER'S COPY

Battle Summary Worksheet

Page 2 of 23

Siege at Fort Texas/Brown

Date of battle: *May 3–9, 1846*

Location of the battle: *Fort Texas*

Who were the principal officers involved?

American Officers

General Zachary Taylor

Major Jacob Brown

Captain Edgar S. Hawkins

Mexican Officers

General Mariano Arista

General Anastasio Torrejon

General Pedro de Ampudia

How many men and what kind of troops made up the military detachment for each side?

American

Taylor — 2,000 soldiers

At Fort Brown — 500 men, consisting of two artillery batteries and the seventh infantry

Mexican

Unknown

What were the casualty statistics following the battle?

American		Mexican	
<u>Killed</u>	<u>Wounded</u>	<u>Killed</u>	<u>Wounded</u>
<i>2</i>	<i>10</i>	<i>Unknown</i>	<i>Unknown</i>

What was the end-result of the battle?

The American soldiers and women who stayed in the fort survived the five-day siege. On May 9, General Ampudia received orders to withdraw his men and move them into battle lines to fight General Taylor.

Summary:

General Taylor left Fort Brown with approximately 2,000 soldiers to resupply and reinforce his fort at Point Isabel. He left Major Jacob Brown in charge of Fort Texas. The remaining soldiers at Fort Brown, approximately 500 soldiers, consisted of the seventh Infantry Battalion and two artillery batteries to protect the fort. Upon his departure, General Arista ordered the cannons to begin fire. Due to the effective techniques in building and fortification, the fort withstood the five-day assault. The effectiveness of the forts' protection was evident in the fact that only two casualties occurred in the multiple-day artillery bombardment. The two casualties included a sergeant and Major Brown. Captain Edgar S. Hawkins took over the command of the fort upon the death of Brown. On May 6, General Ampudia sent Captain Hawkins a message demanding the surrender of the fort. Captain Hawkins refused to surrender the fort. The siege continued until May 8. On that evening, General Ampudia received orders from General Arista to withdraw from his siege of the fort and take his soldiers to the battle lines of Palo Alto.

TEACHER'S COPY

Battle Summary Worksheet

Page 3 of 23

Battle of Palo Alto

Date of battle: *May 8, 1846*

Location of the battle: *Between Fort Texas and Point Isabel*

Who were the principal officers involved?

American Officers

General Zachary Taylor

Captain Sam Walker

Major Ringgold

Mexican Officers

General Mariano Arista

General Anastasio Torrejon

How many men and what kind of troops made up the military detachment for each side?

American

2,000 infantry and calvary

Mexican

3,200 men, strength in calvary and also infantry

What were the casualty statistics following the battle?

American		Mexican	
<u>Killed</u>	<u>Wounded</u>	<u>Killed</u>	<u>Wounded</u>
4	42	100*	300

**According to some sources, as many as 500 Mexican soldiers may have died on the battlefield that day.*

What was the end-result of the battle?

The effectiveness of the American artillery shredded the Mexican lines. Arista refused to send the Mexican soldiers into battle, many of whom died standing in their lines. Fire broke out on the battlefield and smoke blinded both armies for a short while. Many of the Mexican wounded on the battlefield burned to death. Both sides launched ineffective counterattacks. Arista's infantry soldiers were quickly becoming frustrated at the killing, especially since they had no direct involvement in the battle. They urged General Arista to withdraw from the battlefield, and he complied by heading his army toward Matamoros. The American troops won the battle and forced the Mexicans to retreat to the south. Taylor now controlled the Rio Grande, protecting Texas.

(continued)

TEACHER'S COPY

Battle Summary Worksheet

Page 4 of 23

Battle of Palo Alto (continued)

Summary:

On May 7, General Taylor was resupplying and reinforcing the fort at Point Isabel. He was able to hear the beginning of the cannon bombardment of Fort Texas, about 25 miles away. He decided that priority had to lie in reinforcing Point Isabel. Taylor sent a small detachment, led by Capt. Sam Walker, to check on the status of Fort Texas and to communicate directly with Major Brown, the commanding officer. Taylor continued his refortification of Point Isabel through May 7 and left Point Isabel on May 8. On the road back to Fort Texas, Taylor's scouts encountered Arista's army by the Palo Alto pond. Word quickly went back to Taylor. He had his troops move from the road and get into skirmish lines. Before long, Arista had his artillery open fire on the American troops. However, the Mexican artillery shells failed to explode, rendering them ineffective. The American artillery shells were explosive and shredded the stationary Mexican forces.

Because of battlefield terrain, Arista sent his calvary, under General Torrejon, into the battlefield. The American eighth Infantry met the calvary charge and Major Ringgold's troops repelled them. Major Ringgold, who commanded the artillery battalion, fired on the oncoming calvary troops. Arista refused to engage his infantry because he felt that he would lose control of them in the thick chaparral of the battlefield. Because of their inactivity and the losses they had endured, the infantry pressured Arista into leaving the battlefield. The battle ended in a minor victory for Americans. At the end of the day, neither army was effectively pushed off the battlefield so the battle would eventually continue.

TEACHER'S COPY**Battle Summary Worksheet**

Page 5 of 23

Battle of Resaca de la Palma**Date of battle:** *May 9, 1846***Location of the battle:** *5 miles from the battle site of Palo Alto, between Point Isabel and Matamoros***Who were the principal officers involved?**American Officers*General Zachary Taylor**Captain Charles May*Mexican Officers*General Mariano Arista***How many men and what kind of troops made up the military detachment for each side?**American*2,000 dragoons, infantry, calvary*Mexican*3,100 calvary and infantry***What were the casualty statistics following the battle?**

American		Mexican	
<u>Killed</u>	<u>Wounded</u>	<u>Killed</u>	<u>Wounded</u>
35	98	200	400

What was the end-result of the battle?

The battle ended when Mexican troops fled from the battlefield to the town of Matamoros. Since American troops chased them, many Mexican soldiers drowned in the Rio Grande from being weighed down with their equipment and guns. After the battle, Taylor's troops returned to Fort Texas. Taylor and his officers began to plan an attack on Matamoros, across the Rio Grande.

Summary:

On the morning of May 9, Arista withdrew his troops from Palo Alto and continued down the road for about five miles. He redeployed his army in a Resaca, a curved wash or broad, dry riverbed. The effectiveness of American artillery was limited due to the heavy chaparral covering the position. However, the chaparral also limited the usefulness of the Mexican calvary. Taylor observed Arista's movement from Palo Alto and called his officers together to discuss their next move, most of whom voted to not follow the Mexican army from fear of being outnumbered nearly three to one. Yet, Taylor ordered his troops to march toward the Mexican army's position. If he did not pursue them, Americans would not be able to reunite with Fort Texas forces.

To Taylor's surprise, his troops repelled the initial attack by the Mexican infantry. However, Taylor sent Capt. Charles May's battalion to attack the Mexican infantry. May's dragoons broke the infantry line and allowed the American infantry and artillery to advance on their positions. Arista launched two calvary counterattacks on the American battle lines with little effect. The Mexican troops eventually fled toward Matamoros. Fearing the Americans were pursuing them, many of the Mexican soldiers drowned when they tried to swim across the Rio Grande and were dragged down from the weight of their equipment and guns. The Americans marched on to Fort Texas, reuniting with the troops that had withstood the Mexican cannon bombardment.

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Battle of Monterrey

Date of battle: *September 20–24, 1846*

Location of the battle: *Monterrey in the Mexican state of Nuevo Leon*

Who were the principal officers involved?

American Officers

General Zachary Taylor

General William Worth

Colonel Jack Hayes

Captain Ben McCulloch

Mexican Officers

General Pedro de Ampudia

Lt. Colonel Mariano Moret

How many men and what kind of troops made up the military detachment for each side?

American

6,640 total U.S. troops

infantry, artillery, and calvary

Mexican

5,400 total Mexican troops

infantry, artillery, and calvary

What were the casualty statistics following the battle?

American		Mexican	
<u>Killed</u>	<u>Wounded</u>	<u>Killed</u>	<u>Wounded</u>
<i>120</i>	<i>368</i>	<i>700</i>	<i>Unknown</i>

What was the end-result of the battle?

The Battle of Monterrey ended with Americans fighting door-to-door within the city and bombarding General Ampudia's headquarters. Since Ampudia's headquarters were located in a cathedral filled with ammunition, he decided to send a messenger to General Taylor requesting a truce. Ampudia negotiated an eight-week armistice under which his army retreated with their guns and a battery of six cannons. Mexican troops surrendered Monterrey on Sept. 28, 1846. This allowed Taylor to secure another essential city as he proceeded southward toward central Mexico.

Summary:

After the victory at Resaca de la Palma, Taylor's troops occupied Matamoros for about two months. After training reinforcements, Taylor, with 6,640 troops, headed toward Monterrey, the largest city in the state of Nuevo Leon

In August, the Mexican government's national defense policy ordered each Mexican to form its own militia. The colonel in charge of the Monterrey militia reported to Mexico City that he had 400 untrained men and only 130 guns. Since the government realized the strategic importance of defending Monterrey, regular army brigades and militias from other towns in northern Mexico arrived to defend the city. Over 5,000 men eventually joined to defend the city from the

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Battle of Monterrey (continued)

American forces. The Mexican troops strengthened the already well-fortified city. Mountains from the northeast protected the city on the north and a river protected the southern part of the city. Two hills protected the northwestern side of the city. A fort named the Citadel (or the Black Fort) protected the city's northeast section, and three other forts protected the southeast. The city was surrounded by a wall, which had holes for gun ports. In addition, the northwestern hillsides had fortified artillery positions at the top.

Taylor established camp a few miles outside of the city, where he and his generals made a plan of action. They decided to split the army into two groups, one under the command of Taylor and the other under the command of General William Worth. Worth had two objectives, the first; capture the southern road to Saltillo, another strategically placed city; the second, to take the two fortified hills northwest of the city. To take some of the direct fire off Worth, Taylor was to initiate a diversionary skirmish near the Citadel.

Worth had a group of Texas Rangers with him under the command of Colonel Jack Hayes and Capt. Ben McCulloch. When approaching the road to Saltillo, they met resistance from Lt. Colonel Mariano Moret. With the assistance of the Rangers and his infantry, Worth repelled Moret's attacks and managed to capture the road, thus cutting off any hope of reinforcements or supplies for Monterrey. Worth then moved his troops toward Federation Hill, the first of the two hills he wanted to capture. The hill had two gun emplacements and 500 men. The American forces under Worth attacked the hill, overwhelmed the Mexican defenders, and eventually captured the hill. The Mexican gun emplacements could not be lowered sufficiently to fire upon the soldiers coming up the hill.

While Worth succeeded on Federation Hill, Taylor encountered trouble. The maneuver was poorly executed. Colonel John Garland overcommitted his troops in the direction of the Citadel, and they received crossfire between the Citadel and one of the forts from the southeast. A regiment from Tennessee sustained high casualties, yet had success assisting the troops under Garland. The remainder of the Tennessee troops were able to capture one of the outlying forts. Approximately 400 American soldiers had been killed or wounded in Taylor's distraction maneuvers.

Worth regrouped his men for the attack on Independence Hill, the second of the two hills. This hill was the more strongly fortified of the two. It had fortified guns at the top; it also had a fortified area in the middle of the hill for additional defense. Worth waited until 3:00 in the morning to begin moving his troops up the hill under the cover of darkness. By sunrise Worth had 1,000 men in place to attack the fortified gun emplacement at the top of the hill. Again, the Americans had success in taking the top gun emplacement because of the inability of the Mexicans to get an aim on the advancing American soldiers. The Americans then turned and began firing on the fortification in the middle of the hill, known as the Bishop's Palace. The Americans attacked the palace from two sides and it was only a short time before it was overrun. Worth then used the gun emplacement at the top of Independence Hill to begin firing on the city.

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Battle of Monterrey (continued)

That night Ampudia withdrew all of his troops, except those from the Citadel, to come into Monterrey and prepare to defend it. The following day Taylor's troops maneuvered around the heavy barrage of gunfire from the Citadel and entered the city. Worth also entered the city with his troops from the opposite side. The fighting in the city became tenacious, with every inch of the city being contested. The houses in the city acted as barriers or mini-forts where citizens and soldiers assaulted the American soldiers. As nightfall came, the soldiers were close to the middle of the town, when Taylor withdrew them from the city as a safety precaution. After the withdrawal of the troops, Taylor continued an artillery bombardment of Ampudia's headquarters throughout the night.

General Ampudia's had unwisely chosen a location for his headquarters; it lay on a stockpile of ammunition, which could easily be ignited by the bombardment. He sent a messenger to Taylor to request a truce. Negotiators from both sides met to discuss the terms of the truce. The terms stated that, after an eight-week armistice, Ampudia's army be able to exit the city with guns in tow and one artillery battery. This eight weeks was a crucial time for Taylor. In this time he was able to rest his troops, refortify his supply line and strategize for his next move.

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Battle of Buena Vista

Date of battle: *February 22–23, 1847*

Location of the battle: *At the village of Buena Vista in the Mexican state of Coahila (south of Saltillo)*

Who were the principal officers involved?

American Officers

General Zachary Taylor

General John Wool

Captain John M. Washington

Captain Ben McCulloch

Captain John O'Brien

Mexican Officers

General Santa Anna

General Ignacio Mora y Villamil

General Pedro de Ampudia

General Manuel Maria Lombardini

General Francisco Pacheco

General Manuel Micheltoarena

How many men and what kind of troops made up the military detachment for each side?

American

5,000 artillery, infantry, riflemen, and calvary

Mexican

15,000 artillery, infantry, and calvary

What were the casualty statistics following the battle?

American		Mexican	
<u>Killed</u>	<u>Wounded</u>	<u>Killed</u>	<u>Wounded</u>
<i>272</i>	<i>387</i>	<i>591</i>	<i>1,048</i>

What was the end-result of the battle?

After two days of fierce battle, the Mexican army almost overran the American battle lines. On the third day, Americans saw that the Mexican Army left the battlefield, heading toward the town of Agua Nieva. The battle seemed a stalemate for both sides. This move surprised the American generals. The second day had been marked by triumph and hard offensives by the Mexicans army; they pushed the Americans back from their entrenched positions on the battlefield and almost back to the rancho at Buena Vista. The Americans were eventually successful in stopping the offensive movement of the Mexicans. This occurred toward the end of the day when both of the armies withdrew for the night.

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Battle of Buena Vista (continued)**Summary:**

Santa Anna left San Luis Potosi with an army of 20,000 men on January 27, 1847. Between January 27 and February 13, his army traveled 100 miles of the 240-mile trek. The final 140 miles were marked with death, desertion, and desert. By the time the Mexican army arrived at Agua Nueva, they numbered only 15,000. Santa Anna had pushed them hard, often without adequate rest or water. Most of his soldiers did not have tents to sleep in.

Santa Anna expected to meet American forces in Agua Nueva, but they had abandoned it the day before, having burned buildings and stores of grain. Because the position they held would be difficult to defend, Taylor let General Wool choose the battlefield location. He chose a location near the hacienda of Buena Vista because it had mountains and hills that could be fortified and ravines which would restrict the movement of the infantry.

Santa Anna arrived and left Agua Nueva on February 22 without allowing his troops to get water or rest. When they arrived at Buena Vista, they were tired, thirsty, and hungry. Yet, that same afternoon, Santa Anna ordered his men to attack the eastern end of the American position. They exchanged gunfire and cannon-fire throughout the afternoon and evening. Neither side gained or lost much during this initial battle. On the second day, Santa Anna grouped his army into three columns. General Ignacio de Mora y Villamil led the first column. General Ampudia (from the battle of Buena Vista) commanded a column that was to attack the American positions on the slopes. General Manuel Maria Lombardini and General Francisco Pacheco led the infantry, the main column. General Manuel Micheltoarena, once the governor of California, led an artillery battery, and Santa Anna himself was in charge of the reserve troops. Even after the various problems of the march and the first day's battles, the Mexican army held the better odds of three soldiers to every one American. Taylor left the battlefield with men to return and protect his supplies at Saltillo, leaving General Wool in charge of the remaining troops. Captain John Washington was the officer in charge of the artillery. When the battle began, one of the Mexican columns headed for the road to Saltillo (where Taylor was) and was held off by American artillery. General Lombardini's column attacked the American position held by troops under the command of Captain John O'Brien. Lombardini's troops of over 7,000 men quickly overran O'Brien and were able to keep one of the artillery pieces he left behind. Even after reinforcements, Mexican soldiers overtook the eastern end of the American line. Ampudia also was successful in leading his column; they overran the American position on the hills. Taylor arrived from Saltillo with reinforcements. After several calvary attacks, Taylor was able to reestablish the battle line. Throughout the day, Santa Anna ordered troops towards the center of the American battle line. Taylor used his artillery and fired directly at the oncoming troops, killing and injuring Mexican troops in masses. Eventually, toward late afternoon, the battle lost its initial intensity. The Americans had survived the Mexican offensive. The next day the Americans found that, much to their surprise, that the Mexicans had left the battlefield.

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Battle of Sacramento**Date of battle:** *February 28, 1847***Location of the battle:** *15 miles north of the capital of the Mexican state of Chihuahua (also named Chihuahua)***Who were the principal officers involved?**American Officers*Colonel Alexander Doniphan*Mexican Officers*General Garcia Conde***How many men and what kind of troops made up the military detachment for each side?**American*924 soldiers*Mexican*1,500 infantry, 1,200 calvary and 119 artillery (2,819 total)***What were the casualty statistics following the battle?**

American		Mexican	
<u>Killed</u>	<u>Wounded</u>	<u>Killed</u>	<u>Wounded</u>
<i>1</i>	<i>8</i>	<i>300</i>	<i>300</i>

What was the end-result of the battle?

Doniphan used unorthodox battle tactics to avoid head-on battles; rather he outflanked the fixed positions of General Conde. He succeeded in attacking the weak end of the Mexican position. Once he was successful in this, the attack on the remaining positions was relatively easy, since the positions were fixed and dug in. As the American troops advanced on the Mexican positions hand-to-hand, combat became constant and intense. After the battlefield, victory, Doniphan's army went south to capture Chihuahua City.

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Battle of Sacramento (continued)**Summary:**

Doniphan rested his men in El Paso until he received word that General Wool had been redirected towards Saltillo, instead of going to Chihuahua as planned before. This left Doniphan in a tough situation, either return to Santa Fe or press on to Chihuahua to attack the city with just the men he had. He put the decision up to his men. They voted to attack Chihuahua. Before Doniphan and his troops left for Chihuahua, Major Merriwether Lewis Clark and Captain Richard H. Weightman arrived in El Paso with six artillery pieces for Doniphan. This artillery put confidence in Doniphan and his troops because they would be able to put up a stronger fight against the Chihuahua defenses. General Garcia Conde led the defenses of Chihuahua; he had recently arrived from Mexico City with reinforcements. Conde realized the inexperience of his troops, and though he outnumbered Doniphan's troops by nearly three to one odds, he decided that it would be better to be defensive rather than offensive in his battle strategy against Doniphan's army. Conde went about 15 miles north of Chihuahua near a ranch called Rancho Sacramento. Geographically this position would provide difficulties for Doniphan's troops, the chosen battlefield was outlined with a plateau and a dry riverbed. This provided a natural defensive position for Conde's troops. Conde also believed that Doniphan's troops would follow the road to Chihuahua because he had with him a 300-wagontrain. However, scouts for Doniphan found a way around Conde's position. With the use of calvary and his artillery, Doniphan began picking off the Conde's entrenched troops. After the initial attack with the artillery on the fixed positions, Doniphan sent in his calvary. Hand-to-hand combat became a necessity as the Americans and Mexicans fought vigorously at each fixed position. Eventually, Doniphan troops were victorious. Going around Conde rather than facing him head on allowed him to reduce the fixed defensive position that Conde had made. Following the battle, Doniphan led his troops into Chihuahua City unopposed.

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Battle Summary Worksheet

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Siege of Veracruz

Date of battle: *March 9–29, 1847*

Location of the battle: *The eastern coast of Mexico at the city of Veracruz*

Who were the principal officers involved?

American Officers

General Winfield Scott

Commodore David E. Conner

General William Worth

General Patterson

General Twiggs

Commodore Mathew C. Perry

Mexican Officers

General Juan Morales

General Jose Juan Landero

How many men and what kind of troops made up the military detachment for each side?

American

12,000 troops

Mexican

*1,600 troops in the fort, 3,300 troops
in the city (4,900 troops total)*

What were the casualty statistics following the battle?

American	
<u>Killed</u>	<u>Wounded</u>
<i>15</i>	<i>55</i>

Mexican	
<u>Killed</u>	<u>Wounded</u>
<i>500 combined killed and wounded</i>	

What was the end-result of the battle?

After General Scott had finished his four gun emplacements around the city then he sent word to General Morales to surrender the city. Instead of responding, he resigned his commission. On March 26, Brigadier General Jose Juan Landero called a truce and surrendered Veracruz to the American army. In the agreement, Scott received the armaments of the Mexicans, which included approximately 400 muskets and 16 pieces of artillery.

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Siege of Veracruz (continued)**Summary:**

In October 1846, General Winfield Scott began his plans for the invasion of Mexico, via amphibious landing at Veracruz. The General was eager to begin attaining the troops, armaments and boats to get there. Initially, Scott planned a force of over 20,000 men to land and attack the city. However, in the end his troops numbered closer to 12,000. Scott also initially believed he could launch the attack in early or mid-January, rather than in March. An assault such as this took months of meticulous planning and coordination. Scott even had to coordinate transportation and assistance with the U.S. Navy under Commodore David E. Conner. If not for the insight and cooperation of Conner and his men, the landing never would have happened.

Scott knew the success of his plan meant having more troops, so he requested General Taylor to transfer a large portion of his troops to Tampico to join Scott's troops. With Scott being the commander in charge, Taylor had little choice but to order most of his men to Tampico. All the troops converged on Lobos Island where they awaited their transports to a spot near Veracruz.

Weather delayed the launching of the landing for a day. On March 9 the massive grouping of men, ships and supplies began their move towards the beaches south of the city. The goal was to land the men without being attacked or fired upon. They succeeded using Conner's suggestions. Scott had his men land at a place called Collada. By midday the first wave of about 5,500 soldiers arrived on the beach and exited their landing craft. The landing boats returned to the ships and loaded once more with soldiers. All 12,000 soldiers made it to the shore by evening.

That evening Scott met with his generals to explain his plan of attack. He intended to surround the city and bombard its walls with fixed artillery. Worth was to begin the march, then stop when his troops were in position. He was followed by Patterson and Twiggs, whose destination was close to the town of Vergara, just north of Veracruz. In the march around the city, each general and his troops had to make sure they were out of range from the city's defenses. The city was protected by a group of forts; Fort Santa Barbara on the southeast, Fort Concepcion on the northeast, Fort San Fernando on the south and Fort Santiago on the southeast. In addition, San Juan de Ulua was a fortress in the sea in close proximity to the city. All of these forts held danger for the American troops. However, San Juan de Ulua soon outlived its effectiveness, because of its fixed position all Scott had to do was outflank the fort to render it useless. Scott began the artillery attack on March 22; it was highly effective on the citizenry and buildings inside the town, but overall ineffective to the city walls. Scott turned to Conner again for assistance. Conner received orders from Washington to turn over the command of the naval squadron to Commodore Mathew C. Perry. Commodore Perry was cognizant of the close relationship established between Conner and Scott, and happily offered six three-ton naval cannons to the shore for assistance. The result was what Scott had needed. On March 25, the guns began firing at the city's walls with success, blowing 50-foot-wide holes in the walls. The citizens panicked and asked their leaders to surrender. Instead of surrendering, General Morales resigned on the spot. The following day, General Jose Juan Landero called a truce and then surrendered the city to Scott. The two sides eventually worked out the terms of surrender, which was signed on March 27, 1847.

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Battle of Cerro Gordo**Date of battle:** *April 18, 1847***Location of the battle:** *20 miles east of Jalapa, Veracruz***Who were the principal officers involved?**American Officers*General Twiggs**Captain Robert E. Lee**Lieutenant P.T. Beauregard**General Winfield Scott**General William Worth*Mexican Officers*General Santa Anna**Colonel Manuel Robles**Colonel Juan Cano***How many men and what kind of troops made up the military detachment for each side?**American*8,500 troops*Mexican*12,000 troops***What were the casualty statistics following the battle?**

American		Mexican	
<u>Killed</u>	<u>Wounded</u>	<u>Killed</u>	<u>Wounded</u>
<i>87</i>	<i>353</i>	<i>1,200 combined killed and wounded</i>	

What was the end-result of the battle?

Through the attack plan of Scott, the American forces essentially surrounded the fortified Mexican position on Cerro Gordo. With artillery emplacements fixed at La Atayla, a hill near Cerro Gordo, Scott maneuvered his troops in positions to both attack the main line and send troops to the rear of the Mexican position, thus preventing escape to Jalapa. Because Scott had the Mexican position virtually surrounded the battle quickly became a rout where even Santa Anna had to escape on foot since his private carriage and the mules pulling it were killed by the American forces. At the end of the battle, the Americans captured over 3,000 Mexican soldiers.

Summary:

After the battle at Buena Vista, Santa Anna and his troops began the long march back to San Luis Potosi. During his return to Mexico City, two messengers found Santa Anna and forewarned him that his presidency was in jeopardy because two political factions were battling for control of the city and the government. He took some of his healthier soldiers with him as an escort to Mexico City and upon his arrival was successful in brokering a deal for peace between the two sides and again was appointed president.

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Battle of Cerro Gordo (continued)

While he was in Mexico City, Santa Anna received news of the defeat at Veracruz. He quickly left the city and began amassing forces near his private home in the state of Veracruz. He picked a fortified location with a stream on one side, with mountains and hills surrounding a mountain pass. He placed a majority of his artillery and infantry on and around a hill named Cerro Gordo. Because of the rough terrain and steep cliffs surrounding Cerro Gordo, Santa Anna believed that Scott's only option would be to continue up the National Road to Jalapa, thus marching directly into the path of Santa Anna.

Two of Santa Anna's engineers, Colonel Manuel Robles and Colonel Juan Cano, had scouted Santa Anna's perimeter defenses and found that a nearby hill La Atalaya could eventually be used against him. It was fortified only by a small number of men and had no artillery emplacements. In addition, the American troops could use the northern side of La Atalaya to attack the rear of Santa Anna's troops. Santa Anna placed no credence in the opinion of these men, and did nothing to strengthen La Atalaya.

Eventually when all the troops arrived from Veracruz, Scott sent out two of his engineers — Captain Robert E. Lee and Lieutenant P.T. Beauregard — to assess Santa Anna's battlefield positions and to identify any weaknesses. They went to great lengths to assess the positions of the Mexican army, and they too saw the weaknesses of Santa Anna's positions and the advantages the Americans could gain by capturing La Atalaya. They told Scott that the terrain they had to cross to get there was extremely difficult. Yet, there was no other way because the Mexican artillery batteries were placed to the southeast of La Atalaya and these batteries had all the other routes to Cerro Gordo covered.

On April 17, after some initial skirmishes, Scott deployed General Twiggs and his men to go to La Atalaya, take the hill, and set up artillery batteries there. Twiggs moved his troops and artillery pieces under the cover of night. Upon arrival at La Atalaya, Twiggs split his troops. A small detachment of a few hundred men left the base of La Atalaya and proceeded to approach Santa Anna's rear position, which was located in the town of Cerro Gordo. Eventually the small American detachment arrived at Cerro Gordo and immediately received fire from a large Mexican force of cavalry and small artillery. Though the Mexicans were effective in their attack on the American troops, they did not remain to finish the battle. The Mexican cavalry had no way of judging the number of troops because they were coming out of a wooded area. The Mexicans fled leaving the rear position free for the Americans to take. They did just that and proceeded to attack the rear forces of Santa Anna. Meanwhile Twiggs was able to capture La Atalaya and began firing on the Mexican fixed artillery and the infantry and artillery placed on Cerro Gordo. Scott attacked the main line of the Mexican troops with the main body of his troops. Because of Twiggs' effectiveness on the Mexican batteries and the troops on Cerro Gordo, Scott was able to send his full force into battle. The Mexicans fled the battlefield running from the American onslaught. The Americans surrounded the Mexican force, and Santa Anna and most of his troops had to escape via the Rio de Plan. The American troops captured over 3,000 Mexican troops.

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Battle Summary Worksheet

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Battles of Contreras and Churubusco

Date of battle: *August 19–20, 1847*

Location of the battle: *Approximately 10 miles southwest of Mexico City*

Who were the principal officers involved?

American Officers
General Winfield Scott
Captain Robert E. Lee
General Persifor Smith

Mexican Officers
General Santa Anna
General Gabriel Valencia
**Captain John Riley*

**An American soldier who deserted the American army to fight for Mexico.*

How many men and what kind of troops made up the military detachment for each side?

American
8,000 soldiers

Mexican
20,000 soldiers

What were the casualty statistics following the battle?

American	
<u>Killed</u>	<u>Wounded</u>
<i>164</i>	<i>864</i>

Mexican	
<u>Killed</u>	<u>Wounded</u>
<i>4,000 combined killed and wounded</i>	

What was the end-result of the battle?

The battle had moved from Contreras to Churubusco very quickly. After hours of artillery assault, hand-to-hand combat and death, the Americans were able to take the upper hand and push into Churubusco by defeating the forces in the well-fortified convent. In the convent they captured many Mexican soldiers, including 72 soldiers known as San Patricios, a group led by Captain John Riley. This victory gained Scott an essential pathway to Mexico City. Captain John Riley was an American soldier who, along with many others, deserted the American army to fight for Mexico. He led the battalion that would come to be known as the Battalion of San Patricios. Most of the deserters in the battalion were of Irish-Catholic descent, so they shared the same religion as the Mexicans they fought with.

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Battles of Contreras and Churubusco (continued)**Summary:**

Scott moved up through the Mexican countryside and into the Valley of Mexico. He was successful in avoiding a confrontation at a place called El Peñon. This location had been well-fortified and Santa Anna was ready for battle again. With the assistance of his engineer scouting parties, he decided to move his troops along a road just behind a lake named Chalco and maneuvered their way to the little town of San Agustin. Upon arrival at San Agustin he sent out his scouts and found that Santa Anna's troops were fortified in a convent by the bridge known as Churubusco, an essential position for getting into Mexico City. To the left of his position, Scott's scouts reported a pedregal or an area of concentrated hardened lava. This area was about five miles wide, and was difficult, if not impossible, to travel on because of the sharpness of the rock. Scott knew that his position of attack left vulnerable heavy losses. He dispatched Captain-engineer Robert E. Lee to explore the pedregal and determine if there was any possibility of going around it.

On this scouting mission, Lee's small detachment was fired on by General Valencia's troops. The skirmish quickly ended and Valencia's troops escaped through the pedregal. Lee found a pathway through the lava field. Scott immediately recognized the importance of this passageway. On the morning of August 19, Scott sent Lee with a detachment of approximately 500 soldiers to expand the pass so a large contingent of men could get through it. Valencia spotted Lee's troops and the two sides engaged in battle. By nightfall, neither side had made any substantial gains. Valencia and Santa Anna were bitter political rivals and Santa Anna sent a message telling Valencia that he would not be sent reinforcements because he had disobeyed orders by advancing from the town of San Angel. That night the general in charge of the American forces in that area, Persifor Smith, requested additional reinforcement troops so that he could surround Valencia's troops. Scott sent troops to him and that night he was able to place men in a ravine behind Valencia's troops. At daybreak, Smith attacked Valencia's troops. Because of the surprise and the position of the troops, the battle became a slaughter. In less than half an hour, over 700 Mexicans were dead and approximately 815 were captured.

In addition, at daybreak, Scott advanced on the Mexican fortifications at Churubusco head on. The first wave of troops met heavy Mexican resistance and sustained heavy casualties. The Americans realized their vulnerability and spread out to find cover. The battle raged on for several hours and finally the Americans were able to weaken the defenses at the convent close to the bridge, as they pushed forward to the convent. Bitter fighting ensued. American troops fought hand-to-hand with Mexican troops and groups of Irish-dominated American deserters known as the San Patricios. At the end of the battle, over 3,000 Mexican troops and 72 San Patricios had been captured. The cost was high: 1,000 dead and wounded Americans.

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Battle Summary Worksheet

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Battle of El Molino del Rey

Date of battle: *September 8, 1847*

Location of the battle: *2 miles southwest of Mexico City*

Who were the principal officers involved?

American Officers

*General Winfield Scott
 Captain William Worth
 General Persifor Smith*

Mexican Officers

*General Antonio Leon
 General Joaquin Rangel
 General Francisco Perez
 General Simeon Ramirez*

How many men and what kind of troops made up the military detachment for each side?

American

3,250 infantry and artillery

Mexican

10,000 infantry, artillery, and calvary

What were the casualty statistics following the battle?

	American	
<u>Killed</u>		<u>Wounded</u>
<i>201</i>		<i>685</i>

	Mexican
<u>Killed</u>	<u>Wounded</u>
<i>2,600 combined killed and wounded</i>	

What was the end-result of the battle?

After storming the church and the buildings surrounding it at a large expense of lives, Worth's troops uncovered that only gun molds and no guns had been produced. In the end, over 200 American soldiers lost their lives, and casualties numbered near 600. The Mexican casualties numbered over 2,000 dead and wounded and approximately 680 captured. All of this carnage for three gun molds. Someone had provided Scott with misinformation and his army paid dearly for it

Summary:

Following the American victories at Contreras and Churubusco, Scott and Santa Anna agreed to an armistice. However, Santa Anna used the cease-fire as an opportunity to fortify Mexico City in direct violation of the armistice. On August 27 negotiations began between Nicolas Trist, an American diplomat appointed and eventually recalled by President Polk, and various representatives from Mexico, including Jose Joaquin de Herrera, a former president who had himself favored peace before to the war. Negotiations quickly stalled, and on September 6, Scott called Santa Anna to surrender outright. Santa Anna refused and both sides again prepared for battle.

(continued)

TEACHER'S COPY

Battle Summary Worksheet

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Battle of El Molino del Rey (continued)

Scott had received a report that a church southwest of the city was converting church bells into cannons. Scott knew that additional artillery could be detrimental to his army so he ordered General William Worth to attack the fortified church. Approximately 10,000 soldiers under the command of Generals Antonio Leon, Joaquin Rangel, Francisco Perez and Simeon Ramirez defended the church. The Mexican force hid behind the walls of the church, so when Worth attacked the church with his artillery and infantry, he received a rude awakening. The bloody battle went on for almost three hours, but the Mexican forces eventually evacuated their posts in retreat. However, the battle had been very costly for both sides, with each suffering a high casualty rate. Over 200 American soldiers died and almost 600 were wounded. The Mexican army lost nearly 2,000 men and approximately 680 had been captured. When the American soldiers searched the church and the surrounding buildings, they found only three gun molds. The American troops paid dearly on the misinformation that Scott received.

TEACHER'S COPY

Battle Summary Worksheet

Page 21 of 23

Battle of Chapultepec

Date of battle: *September 13, 1847*

Location of the battle: *Less than a mile west of Mexico City*

Who were the principal officers involved?

American Officers
General Winfield Scott

Mexican Officers
General Nicolas Bravo

How many men and what kind of troops made up the military detachment for each side?

American
An unspecified number, but most likely several hundred (over 700 soldiers)

Mexican
832 infantry, artillery, and engineers, including military students as young as 13

What were the casualty statistics following the battle?

American
Killed Wounded
178 *673*

Mexican
Killed Wounded
Unknown *Unknown*

What was the end-result of the battle?

After heavy American casualties and reinforcements, the ladders constructed specifically for the assault on Chapultepec arrived. Mexican sniper fire continued on the troops, however it did not keep American soldiers from streaming into the castle and taking it. In the history of the battle, six youths from the military school — ranging in age from 13 to 18 — refused to surrender and died in the battle. They became known as the “Niños Heroes.” They were Agustin Melgar, Juan Escutia, Fernando Montes de Oca, Vicente Suarez, Francisco Marquez and Juan de la Barrera. The story continues that, toward the end of the battle, Juan Escutia wrapped himself in the Mexican flag and jumped off the high castle walls to his death.

(continued)

TEACHER'S COPY

Battle Summary Worksheet

Page 22 of 23

Battle of Chapultepec (continued)

Summary:

Under the scrutiny of most of his generals, Scott agreed that leaving the Chapultepec and going around it was not an option because leaving the fortified castle at his rear could cause major problems. He decided to attack the castle, and started an artillery bombardment on September 12. The castle endured more than 14 hours of bombardment under the leadership of General Nicolas Bravo, and suffered many casualties. On the morning of the 13th, the infantry attack of the castle began. Because of the well-fortified walls and superior position of fire, the American casualty rate was high. When the troops finally got to the walls of the castle, the advancing soldiers stopped. At this point the call went to Santa Anna to send forces to reinforce Chapultepec, but he refused, seeing no hope for Chapultepec or the soldiers inside. The ladders for the assault on the castle had not reached the castle yet. The soldiers at the bottom of the walls were battling and receiving heavy fire. Eventually the ladders came up to the walls and the Americans began climbing them while being fired upon. Some of the ladders were pushed off the walls by the Mexican troops. Eventually there was such a surge of men that there were too many for the Mexican troops to repel. Once inside the fortress the Americans made quick work of the rest of the soldiers inside, including five of the six boys later to be known as the "Niños Heroes." It is said that the sixth boy, Juan Escutia, refused to surrender. Instead, he wrapped himself in the Mexican flag and threw himself off the high castle walls, killing himself.

TEACHER'S COPY**Battle Summary Worksheet**

Page 23 of 23

Battles for Mexico City**Date of battle:** *September 13–14, 1847***Location of the battle:** *The San Cosme and Belen causeways***Who were the principal officers involved?**American Officers*General Winfield Scott**General Quitman**General William Worth*Mexican Officers*General Santa Anna***How many men and what kind of troops made up the military detachment for each side?**American*Unknown*Mexican*Unknown***What were the casualty statistics following the battle?**

American		Mexican	
<u>Killed</u>	<u>Wounded</u>	<u>Killed</u>	<u>Wounded</u>
<i>Unknown</i>	<i>Unknown</i>	<i>Unknown</i>	<i>Unknown</i>

What was the end-result of the battle?

After defeating the Mexican troops defending the causeways, the American soldiers entered the streets of Mexico City. They encountered heavy resistance from the citizenry and the Mexican troops. As night approached, Santa Anna gathered his generals for a meeting and resigned his presidency and fled the city to avoid capture. Manuel de la Peña y Peña became the acting president. At four in the morning on September 14, 1847, Peña y Peña surrendered Mexico City to General Scott.

Summary:

After capturing the El Chapultepec castle, and acting on previous orders from General Scott, Generals Worth and Quitman took their troops down the causeways. Worth took his men down the San Cosme causeway and Quitman led his men down the Belen causeway. Both generals encountered stiff resistance, yet they overwhelmed the thinly defended causeways. Santa Anna had been in a difficult situation and was forced to defend several different causeways, thus thinning his troops. Each general eventually entered the city and began fighting building to building. All along fighting was heavy. While soldiers remained in the city, many citizens took up arms as well, although their effort proved fruitless. That night Santa Anna resigned his presidency and fled the city. Manuel de la Peña y Peña was appointed acting president. The decision was made to surrender the city. In the early hours of September 14, 1847, a Mexican delegation went to General Scott's headquarters and surrendered the city. Later in the day, General Scott entered the City Square to claim his prize.

LESSON 4: Students drawing lessons from the War

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students read to locate, select, evaluates, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

Students use appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, listening, and viewing. (RW7)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process, and communicate information related to the study of history. (H7)

BENCHMARKS

Students will adjust reading strategies for a variety of purposes.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

Students will select relevant material for reading, writing, and speaking purposes.

Students will paraphrase, summarize, organize, evaluate, and synthesize information.

Students will cite others' ideas, images, or information from primary, print, and electronic resources.

Students will use information to produce a quality product in an appropriate format.

Students will use appropriate technologies to access, process, and communicate information for a variety of purposes.

Students know the general chronological order of events and people in history.

Students use chronology to organize historical events and people.

Students use appropriate traditional and electronic technologies in a variety of formats to extend and enhance learning of historical facts and concepts.

Students use appropriate technologies to access, process, and communicate information relevant to history.

OBJECTIVES

Students will develop an understanding of the dispute over the national border between the Republic of Texas and Mexico.

Students will understand who fired the first shots that actually began the war.

Students will study the ties that the Mexican-American War had with the War for Texas Independence.

Students will understand the roles played by President James K. Polk, John Slidell, Zachary Taylor, Winfield Scott, Nicholas Trist, Jose Herrera, Mariano Paredes, Antonio Lopez de Santa Anna, William L. Marcy, Stephen F. Austin, and Sam Houston and what impact they held in the events leading up to and the beginning of the Mexican-American War.

SPECIFICS

The Mexican-American War officially began, on May 9, 1846, when President Polk declared war against Mexico. However, many years of behind the scenes battles, diplomatic struggles, small military skirmishes and the War for Texas Independence all led up to this event. Before the war, efforts had been made to avoid it. Why were these rejected? Why did war happen? Were the attempts at peace at least relatively fair to both sides?

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Group discussion

Questioning

Group readings

Note taking

Graphic organizers

Summarizing

Paraphrasing

Cause and effect

PRELIMINARY LESSON PREPARATION

Pass out the Report Organizer sheet. Discuss the requirements of the report and express to the students the importance of paraphrasing information they find and not plagiarizing from a direct source.

ACTIVITIES

Students will either be assigned a group, form a group or work on their own.

Students will use *So Far from God*, chapters 1-5; or *The U.S.–Mexican War*, chapters 2-6, or other classroom or IMC resources to research and write their report.

The report should be typed, 10-15 pages long, provide as much detail as possible, and use the Report Organizer to organize the report.

RESOURCES/MATERIALS

So Far from God

U.S. – Mexican War

Report Organizer

Encyclopedias, CD-ROMs, books, Internet

ASSESSMENT

Students must submit a report that meets the following requirements. Teachers can modify point or requirements.

<u>Element</u>	<u>Points Possible</u>	<u>Teacher Assessment</u>
Title page	50	_____
Typed	50	_____
Answered key questions outlined in report organizer – 25 points each	175	_____
Identification of individuals involved – 25 pts. each	300	_____
Grammar and punctuation	100	_____
Bibliography	50	_____
SUBTOTAL	725	_____
Extension question about the Spot Amendment and Lincoln	(extra) 100	_____
TOTAL	825	_____

Report Organizer

Title page

Include name, period, date

Introduction

The report should include an introduction and thesis statement.

Body

In this section, remember to answer the following questions in the most detail possible:

- Where did the war begin?
- Who fired the first shot?
- What generals participated, if any?
- When was the war officially declared?
- Did the War for Texas Independence of 1836 have any effect or bearing on this war?
- Extension question: What effect did the “Spot Amendment” have on the declaration of war, if any? What involvement did Abraham Lincoln have in this Amendment?
- What role did the Nueces and Rio Grande rivers play in the border dispute?

Identify the following individuals and their impact on the beginning of the war.

- President James K. Polk
- John Slidell
- Zachary Taylor
- Winfield Scott
- Nicholas Trist
- Jose Joaquin Herrera
- Mariano Paredes
- Manuel de la Peña y Peña
- Antonio Lopez de Santa Anna
- William L. Marcy
- Stephen F. Austin
- Sam Houston

Conclusion

Wrap up your report, reiterating your strong points.

Bibliography

Name the sources you used.

LESSON 5: Personalities of the War

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

Students use appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, listening and viewing. (RW 7)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process and communicate information related to the study of history. (H7)

BENCHMARKS

Students will adjust reading strategies for a variety of purposes.

Students will select relevant material for reading, writing, and speaking purposes.

Students will paraphrase, summarize, organize, evaluate, and synthesize information.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will cite others' ideas, images, or information from primary, print, and electronic resources.

Students will use appropriate technologies to access, process, and communicate information for a variety of purposes.

Students know the general chronological order of events and people in history.

Students use chronology to organize historical events and people.

Students use appropriate traditional and electronic technologies in a variety of formats to extend and enhance learning of historical facts and concepts.

Students use appropriate technologies to access, process, and communicate information relevant to history.

OBJECTIVES

Students will use the Personalities of the War Profile worksheet to further the understanding of the political, military or personal motives used by these men to establish their reasons for war or peace.

Students will acknowledge who were the pivotal individuals in the Mexican-American War.

SPECIFICS

Each individual played a crucial role in the War, some as diplomats, while others were of a political or military nature. This lesson is designed to further understand the individuals involved in the war.

- President James K. Polk
- Jose Joaquin Herrera
- John Slidell
- Antonio Lopez de Santa Anna
- William Marcy
- Mariano Paredes
- Winfield Scott
- Mariano Arista
- Zachary Taylor
- Gabriel Valencia
- Nicolas Trist
- Manuel de la Peña y Peña
- Henry Clay
- Valentin Gomez Farias
- Robert E. Lee
- Ulysses S. Grant

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Group discussions

Class presentation

Student directed

Note taking

PRELIMINARY LESSON PREPARATION

Discuss with students the different individuals to be researched. Assign each student four personalities to research, two Americans and two Mexicans. Make copies of the Personalities of the War Profile worksheet for students. Ensure that all the individuals on the list are fairly assigned to get adequate representation from both sides.

ACTIVITY

Students will use the Personalities of the War Profile worksheet to guide their research on their four assigned personalities of the war, using in-class or IMC resources

Students will make presentations on two of the personalities they researched.

Students will make note cards about their personalities to use during their in-class presentation

RESOURCES/MATERIALS

So Far from God

U.S. –Mexican War

Report Organizer (in Lesson 5)

Encyclopedias, CD-ROMs, books, Internet

Note cards

ASSESSMENT

In this lesson it is recommended that students be evaluated on their in-class presentations of their assigned personalities.

<u>Rubric points</u>	<u>Description</u>
4	Student is prepared to present and provides accurate data on both of their personalities, including political motivations, or military aspirations. Provides more than just biographical information. Specifically states the effect of the given personality on the war.
3	Student is prepared but cannot provide in-depth information on the political/military motives of the personality. Provides more of a biographical sketch of the personality.
2	Student can only give biographical information on one of the two personalities they are supposed report on. The information is weak with few names, dates or supportive information.
1	Student is not prepared to present either of the personalities. Student may make an effort to present to the class, however does not provide any substantial information to the class.

Name _____ Period _____ Page 1 of 2

Personalities of the War Profile Worksheet

Name of the Personality? (Provide biographical information of the personality)

What side did he represent?

What significant role did he play in or before the war?

What battles did he participate in (if any)?

(continued)

LESSON 6: The End of the War

What will students be learning

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARKS

Students will make connections between prior knowledge and what they need to know about a topic before reading about it.

Students will write and speak for a variety of purposes.

Students will know how various societies have been affected by contacts and exchanges among diverse people.

OBJECTIVES

Students will describe interactions and contributions of the various peoples and cultures that have lived in the U.S.

Students will use their battle summaries from Lesson 3 and additional research to determine what crucial mistakes led to the defeat of the Mexican Army.

Students will gather information to understand how political rivalries enabled the American troops to position themselves for victory.

SPECIFICS

At the end of the war, Santa Anna and his generals made a series of mistakes that ultimately cost them the war. In September 1847, Scott pushed hard toward Mexico City. Although his supply lines stretched from Veracruz, he still succeeded in battle. In the battles of Contreras, Churubusco and Chapultepec, Scott pushed on against overwhelming odds, yet he triumphed. The most pivotal mistake occurred when General Gabriel Valencia engaged Scott's troops near the town of Contreras. Santa Anna had ordered Valencia to withdraw his troops to the town of San Angel, however, a bitter political rivalry existed between Valencia and Santa Anna, and with this in mind, Valencia refused to disengage with the American troops. Santa Anna marched his troops to Contreras, yet he did not engage the Americans. Instead he returned to San Angel to hold his defensive position there. If not for political envy, Santa Anna might have destroyed a large part of the American army, but he chose not to, causing Valencia to look weak and unsupported. The next day the Americans attacked Valencia from front and rear, with devastating results. In a short time, over 700 Mexicans were dead and over 800 had been captured. Because of this victory against Valencia, the American troops had better position to fight Santa Anna's troops at Churubusco. Following a costly victory at Churubusco, Scott offered Santa Anna a truce. Santa Anna agreed and negotiations began. In reality, Santa Anna negotiated so that he would have the opportunity to fortify the city and raise more troops. This became apparent to Scott and the negotiators. On September 6, 1847, Scott sent Santa Anna an ultimatum to surrender the city or prepare for battle, of course, he declined. On September 8, Scott sent a small detachment to a factory, known as the Molino del Rey, where it was rumored Santa Anna was making new

cannons. When the detachment, led by General Worth, arrived, they encountered unexpected heavy resistance. The American troops deadlocked with the Mexican troops until they attempted a costly frontal assault. This dispersed the Mexican troops but was costly to the Americans, resulting in several hundred casualties. After the battle, the American troops discovered a handful of artillery guns that would have been no good to Santa Anna.

Worth marched his troops to Chapultepec Castle on the outskirts of the city. Before the war, the castle was a military training facility. On September 12, the American forces began a bombardment of the Castle. The strong fortifications of the castle were virtually nonexistent following the 14 hours of artillery fire by the Americans. Santa Anna refused to send reinforcements, because of his own dire need to protect the city. Over 800 Mexican soldiers remained surrounded in the castle; many wounded with no one to assist them. The Americans stormed the walls and encountered heavy fire. Ladders constructed to scale the walls arrived late, so troops that were at the bottom of the walls were virtual sitting ducks. When the ladders finally arrived, the troops climbed them en masse. Upon entering the castle, the Mexican troops were quickly taken. Some of the last Mexican troops fighting included a group of six boys, who would be eventually known as “Niños Heroes,” or boy heroes. The history recalls that one boy, named Juan Escutia, wrapped himself in the Mexican flag and jumped off the castle walls to his death rather than surrender. After the capture of Chapultepec, Scott sent his troops down two of the causeways leading to the city. At Belen and the Gates of San Cosme, the Americans met heavy resistance from Santa Anna’s troops. However, the troops at the two causeways did not receive reinforcements since the Mexicans had spread out to cover all the causeways leading to the city. After battling into the afternoon, the Americans fought into the city, where they began to battle house-to-house, building-to-building. That night, the Mexican generals met and decided to surrender the city. Santa Anna then resigned his presidency and left the city. In the early hours of September 14, 1847, Mexico City surrendered.

Although scattered guerilla resistance continued, the war essentially ended on September 14. On February 2, 1848, that the Treaty of Guadalupe Hidalgo was signed, officially ending the war between the United States and Mexico. The United States Senate approved the Treaty on March 10, 1848, and the Mexican Congress approved it on May 30, 1848.

Both countries changed drastically by the signing of the Treaty of Guadalupe Hidalgo. Mexico ended a war in which they lost 529,000 square miles of territory and over 100,000 lives. Along with the territory were thousands of civilians who no longer could be called Mexicans. Instead they would become known as Chicanos. For decades to come, these Chicanos would long for the Mexican identity they had taken away from them. The Chicanos were lost, struggling to fit in an American society that did little to welcome them. These Chicanos also lost large land allotments that had been given to them before the war in the form of land grants. These grants were quickly dismissed by the U.S. courts, essentially robbing the Chicanos of precious land and many of their rights too.

The United States gained this new territory and the thousands of Chicanos who lived in the territory. The expense of the war for the United States was minor: \$100,000 for actual military costs, including pay, supplies, arms, etc. Approximately 27,000 Americans died; 7,000 soldiers were killed in action and 20,000 died from disease.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Group reading

Group discussion

PRELIMINARY LESSON PREPARATION

Make sure to have either butcher paper or assign the students to buy poster board for the completion of this assignment.

ACTIVITIES

Students need to review the facts of the final battles of the war, by rereading the battle summaries from Lesson 3 for the following battles: Contreras, Churubusco, El Molino del Rey, Chapultepec and Mexico City.

Students may use classroom, Internet, or IMC resources to look up additional facts regarding these battles.

Students will work in groups of two to create a historical storyboard of the locations of the battles and the military movements toward Mexico City. This historical storyboard should be created on poster board or butcher paper. Each battle location and relevant cities should be represented. Each location should include the name of the battle and a brief (3-4 sentences) summary of how the battle transpired. The summary should include the location of the battle, the date(s) of the battle and the outcome, as well as any other relevant or intriguing facts.

If possible, students should include geographical features that could have been a burden or hindrance to either side during the battles.

When students have completed their historical storyboard they are to present them to the class.

RESOURCES/MATERIALS

Butcher paper

Poster board

Markers

Colored pencils

Classroom history text

Internet

Resource books on Mexican-American War

Battle summary worksheets (from Lesson 3) for the battles of Contreras, Churubusco, El Molino del Rey, Chapultepec and Mexico City.

ASSESSMENT

The historical storyboard should be graded on the information given in the oral presentation, as well as the quality of work done on the storyboard itself.

<u>Rubric points</u>	<u>Description</u>
4	The presentation follows the information given to the teacher in the unit battle summaries (there is slight room for variance in facts, allowing for the use of different resources). The storyboard is created with attention to detail in location of battle sites, summaries and pertinent geographic features. The end-product is evidently done at a high level of work
3	The presentation differs noticeably from the summaries, with incorrect dates and information given. The storyboard lacks some detail and completeness.
2	The presentation fails to give any specific information that should be found in the battle summaries. The storyboard is incomplete and does not represent all of the battles required.
1	The presentation is vague and provides no specific battle information. It is evident that the storyboard was barely worked on by the group. It is apparent through the presentation of the summary and the storyboard that the group did little or no work on this project.

UNIT ASSESSMENT

How will students demonstrate proficiency?

PERFORMANCE TASK

Mexican-American War Newspaper

In this unit assessment, students will work individually to construct a newspaper. The newspaper they create will be composed from various parts of the unit. Each student must include the following requirements in their newspaper:

- The students must submit all material typewritten or composed using word processing software.
- The students should write a biographical article on one Mexican and one American. The students cannot do biographies on the same individuals used in Lesson 5. They can be generals, presidents, or other military servicemen or political representatives. These articles should be written in third-person perspective and be at least 1-3 pages long. Emphasize to the students to include interesting facts that may grab readers' attention, the more thorough, the better.
- The students must submit two drawings. The first must be their interpretation of what the amphibious landing by General Scott might have looked like. Remind them this was really the first amphibious landing of such large proportions. The second drawing can be of any of the battles they may want to draw. Encourage them to draw geographical features that may have affected the fighting during the battle, such as mountains, hills, rivers, brush, and lava fields.
- The students are to post two editorial articles, one from the Mexican point of view and one from the American point of view. These articles should shed light on what they believed was the cause of the war from two different viewpoints.
- The students should write an article on what they think life would have been like as a Mexican in Mexico City during the final days of the war. Write about the fear, hunger, anger and other emotions that may have occurred during this pivotal period in their lives. This article should be 1-3 pages long
- Students should write an article on what they think life would have been like as an American soldier during the final battles of the war. Write about the anxiety and fear, knowing there would be no reinforcements or supplies since the army was cut off from Veracruz, and other emotions that they may have experienced during this pivotal period in their lives. This article should be 1-3 pages long.

Unit Assessment–Extension

Encourage the students to pursue the following topics and write an in-depth article on at least one of the two topics below. These articles should be a minimum of three pages long.

- Research and write an article on the “Niños Heroes.” Who were they? Why were they famous? Why are they remembered as heroes of the war? Does their memory carry on today?
- Research and write an article on the “Battalion of the San Patricios.” This is a fascinating, little-known battalion of American soldiers who joined the Mexican army. The article must provide a comprehensive summary, to include: Who were these soldiers? Why did they decide to fight for the Mexican cause? What happened to them?

Scoring Rubric

The requirements are listed above. Completing the Unit Assessment-Extension can improve a student’s overall grade or supplement a missing section of the requirements.

<u>Rubric points</u>	<u>Description</u>
4	Each of the above requirements is met. All the work submitted must be neat, and complete. No substitutions can be made using the Unit Assessment extensions. No more than 8-10 grammatical or spelling errors can be made in all the submitted work combined. Work submitted is of exceptional quality.
3	Each of the above requirements is met. All work is complete. One section can be replaced with a Unit Assessment Extension. 11-15 grammatical or spelling errors are accepted in the combined work. Work is of good to average quality.
2	Each of the requirements is met. All work is complete. Two sections can be replaced with the Unit Assessment Extensions. 16-20 grammatical and spelling errors can be accepted on the combined work. Work is of average to low quality.
1	Up to two of the required sections are not completed. There are 21 or more grammatical or spelling errors in the work turned in. The work submitted is of poor quality and lacks a true understanding of the lessons in the unit.
0	Three or more sections have not been submitted. Student must redo the assignment where they can receive a maximum of a two on the resubmitted work.

Annotated Bibliography

Books

Christensen, C and Christensen, T. (1998). *The U.S. Mexican War*. San Francisco, CA. Bay Books.

Eisenhower, J. S. D. (1989) *So Far from God*. New York, New York. Random House.

This is an exceptional resource. It provides concise information, while giving the reader the sense of being in the battles with the soldiers.

Globe Fearson Educational Publisher (1994). *The Latino Experience in U.S. History*. Paramus, NJ.

Hogan, M. (1997) *The Irish Soldiers of Mexico*. Guadalajara, Mexico. Fondo Editorial Universitario.

This book sheds light on the San Patricio Battalion, which deserted the U.S. Army. This really added to the richness of background information.

Jimenez, C.M. (1994). *The Mexican-American Heritage*. Berkeley, CA. TQS Publications.

This high school text provides a brief overview of the war. It provides some dates and details but does not go into the detailed information needed for the lessons in this unit.

Miller, R, R (1989). *Shamrock and Sword*. Norman, Oklahoma. University of Oklahoma Press.

This book describes one soldier who served in the American army but deserted to the Mexican side. The book evaluates some of the brutalities of the war and brings to light a little-known subject of the war.

Robinson, C. (ed) (1989). *The View from Chapultepec*. Tucson, AZ. The University of Arizona Press.

This book provides the Mexican perspective to the war. It contains various essays written by Mexicans that attempt to provide an understanding of the war, the defeat by Mexico and the motives of the United States.

Web sites

The Mexican-American War Memorial Homepage

<http://sunsite.unam.mx/revistas/1847/Summa.html#Tabla>

This web site provides some very good data, historical summaries and primary resource documents.

The U.S.-Mexican War

<http://www.pbs.org/keramexicanwar/timeline/index.html>

This web site works with the book and video of the same title. This web site is very good and should be used extensively when doing research.

The History Guy: The Mexican-American War

http://www.historyguy.com/Mexican-American_War.html

This very comprehensive web site offers many sub menus to find out specifics statistical and historical information. This is a very good web site to use as a class reference.

Museum of the City of San Francisco: The Mexican War

<http://www.sfmuseum.org/hist6/muzzey.html>

This is a good history about the Mexican-American War, though it is very short.

The U.S.-Mexican-American War

<http://www.dmww.org/mexwar/mexwar1.htm>

This web page is part of a web site from the Descendants of the Mexican War Veterans web site. This page and site offer a tremendous amount of information and should be considered a primary source of quality relevant information.

Videos

The U.S.-Mexican War

A PBS production. This video accompanies the book, *The U.S. -Mexican War*, and should be shown in lesson 2 or 3.

About the Author

Dan Villescas was born in El Paso, Texas, and moved to Denver in the late 70s. He attended Metropolitan State College of Denver and graduated with a degree in History.

Dan is working on his masters degree in Education at Regis University in Denver, and is expecting to graduate in August of 2000. Dan recently began classes in the Leadership Academy, a joint program through the University of Colorado at Denver, Denver University, Jefferson County Public Schools and Denver Public Schools. This program is designed to educate prospective leaders in the role of administrators and principals. Dan expects to complete this program in December of 2000.

Dan has taught in the Denver Public Schools for three years as a 6th grade bilingual Social Studies teacher. He also coached flag football and basketball at Lake Middle School. Dan recently left the classroom to work as a Curriculum Development Specialist for the Alma Curriculum and Teacher Training Program. Before leaving the classroom, Dan received the Crystal Apple Teaching Award. This award is based on peer nomination for outstanding teachers in the classroom and the community.

Most importantly, Dan is a proud husband and father of two children and resides in southwest Denver. Dan aspires to move into the administration or principal areas of education.