**Molloy College**

**Division of Education**

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Course: EDU 3510 Date: 3/30/20

Grade: 5 Topic: What is True About Mexico Using the SPACE Strategy Content Area: Social Studies

**STANDARDS AND INDICATORS**

**NY State Social Studies Standard:**

5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and

the cultures of these countries are rich and varied. Due to their proximity to each other, the

countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1,

2; Themes: ID, MOV, SOC)

5.5a The countries of the Western Hemisphere have varied characteristics and contributions that

distinguish them from other countries.

Indicator: *This will be evident while students read and discuss the primary source using the*

*SPACE strategy they have been given pertaining to Mexico’s history.*

**ELA Standard:**

Presentation of Knowledge and Ideas

5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant,

descriptive details to support central ideas or themes, speak clearly at an understandable pace and volume

appropriate for the audience.

Indicator: *This will be evident when students report on a topic or text, sequencing ideas logically and*

*using appropriate facts and relevant, descriptive details to support central ideas or themes, present their*

*findings in front of the class using the SPACE strategy.*

**NCSS Inquiry Standards:**

Dimension 4: Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

Indicator: This will be evident when students collaborate in groups present their information using

the SPACE strategy.

**Social Studies Habits of Mind Standards:**

Gathering, Interpreting and Using Evidence

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

Indicator: This will be evident when students recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs to determine if the source is credible or not credible by using the SPACE strategy.

**INSTRUCTIONAL OBJECTIVE(S)**

After students have completed their SPACE strategy activity, students will  *report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes* by using the SPACE strategy to analyze a primary document, “Is what we learned about Mexico’s history true?” utilizing at least three facts from the primary sources to support their answer.

**DEVELOPMENTAL PROCEDURES (\*Engaging the learner)**

1. **Motivation:** Students will engage in a true or false activity using Plickers. (*Is this data about Mexico true or false?*-literal) [4 minutes]
2. Students will attentively listen as the teachers present a brief overview of the SPACE strategy. *(What does each letter represent in the SPACE strategy?*-literal *Why should we use the SPACE strategy?*-inferential *What do you think is the importance of using this strategy when questioning the validity of something?*-metacognitive*)* [6 minutes]
3. Students will gather with their pre-assigned group members in a designated space. They will analyze a primary source (a quote) using the SPACE strategy as a team. *(Who wrote this article?*-literal *Is the author a credible source about what he or she is writing about?*-inferential *What is the author’s purpose in writing?*-inferential *Who is the desired audience for the author?*-inferential *Is the information presented fact or opinion?*-inferential*)* [5 minutes]
4. Students will create a poster answering the components of the SPACE strategy to determine whether the source is reliable or not. *(When you review all of the questions above, is the information reliable or trustworthy?*-inferential *How did you determine your answer?*-inferential *Support with evidence.*-inferential*)* [7 minutes]
5. Students will present their findings to the class by reporting their findings to the class. (*What was your quote and did you find it to be valid?*-literal *Why or why not?*-inferential *Which letter of the SPACE strategy did you find most useful when trying to make your decision?*-literal) [10 minutes]
6. Closure: The teachers will lead a closing discussion based on the question, “Is what we learned about Mexico’s history true?” mentioning at least three facts from the primary sources to support their answers. *(Do you believe that all of the information that you have been told about Mexico’s history is true?*-metacognitive *Is there any information that you doubt the validity?*-metacognitive *Why or why not?*-metacognitive*)* [6 minutes]

**ASSESSMENT *(formal & informal)***

Informal assessment

* Students will be assessed with their pre-content knowledge by using Plickers.
* Students will be questioned while the teachers briefly explain the SPACE strategy to check for understanding and memory of the information.
* Students will be observed while the teachers walk around and ask questions to evaluate knowledge.
* Students will present their findings of the validity of the source to the class.
* Students will participate in an “agree” and “disagree” activity by moving to either side of the room to say that they agree with the group or disagree with the group on their decision.

Formal assessment

* Students will fill out the SPACE strategy poster on a source that they have been provided. They will fill out all of the tasks on the SPACE with relevant facts.

**INSTRUCTIONAL RESOURCES AND MATERIALS**

* SmartBoard
* Plickers
* iPhone
* Posters
* Markers
* Expo markers
* Quotes for each poster
* “Is what we learned about Mexico’s history true?” worksheet
* “Spanish Take Over the Aztecs” Document on Chart Paper
* “Mexico Wins Independence from Spain” Document on Chart Paper
* “Mexican War Signing Over Lands to the United States” Document on Chart Paper
* “Facebook Post” Document on Chart Paper
* Tape

**REFERENCES**

English Language Arts Learning Standards. (n.d.). Retrieved from http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards

SPACE Strategy Sources

1. Spanish take over the Aztecs:
   1. And so it was done, that after I had put the chiefs in the room, I left them bound up and rode away and we fought so hard that in two hours more than 3,000 men were killed. Finally all the people were driven out of the city in many directions.\
      1. Hernán Cortés’ Second Letter to the King of Spain, Charles V in 1519
2. Mexico Wins Independence from Spain:
   1. “Come march with us for country and religion…”
      1. Quote by Miguel Hidalgo from his speech “Cry of Dolores” on September 16, 1810

Background: Hidalgo was a Catholic priest in Dolores, Mexico. He felt that the only way to help his people was to end Spanish control of Mexico. His speech. “Cry of Dolores,” began the War for Independence.

1. Mexican War signing over lands to the United States:
   1. Mexicans now established in territories previously belonging to Mexico, and which are now within the limits of the United States, as defined by the present treaty, shall be free to continue where they now live, or to remove at any time to the Mexican Republic. Those who shall prefer to remain in the said territories may either retain the title and rights of Mexican citizens, or acquire those of citizens of the United States.
      1. Article VIII of the Treaty of Guadalupe Hidalgo. This is the peace treaty signed on February 2, 1848 that ended the Mexican-American War

1. Facebook Post:
   1. "We gotta prove to the Mexicans how Mexican we are. And we gotta prove to the Americans how American we are," he says. "We gotta be more Mexican than the Mexicans, and more American than the Americans. Both at the same time. It's exhausting! Nobody knows [how tough it is to be a Mexican American](http://criticalmediaproject.org/selena-mexican-americans/).”
      1. From the movie: *Selena*

**GRADE: 5: Question 1**

**Is What We Have Learned About Mexican History True?**

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part I:** This part consists of a short answer question based on the new Regents Format. On this part, you will be provided with one version of the test based on your readiness to handle critical thinking challenges.

Document Based Question

Directions:The task below is based on documents 1 through 5-6. The task is designed to test your ability to work with documents. Examine each document and answer all questions beneath the document. Use the answers to the questions to help write your essay.

Background: The country of Mexico has had to struggle for its Independence over the years. This struggle involved conflicts in which many Mexicans gave their lives for the Independence of Mexico. Below you will be introduced to Mexicans who fought for Mexican Independence and freedom. Use your historical skills to connect these stories to Mexican Independence and to determine the credibility of the history that you have learned in this unit

This Short Answer Essay question is based on the accompanying documents and is designed to test your ability to work with historical documents. Each Short Answer Essay Question set will consist of two documents. These documents have been edited for the purposes of the question. Keep in mind that the languages and images used in the document may have been edited for the purposes of the question.

Task: Read and analyze the following documents, applying your knowledge of social studies and skills to write an essay of two or three paragraphs in which you:

* Describe the historical context surrounding the documents by explaining how the two documents are related. (Cause and Effect or Similarity or Difference)
* Analyze Document 1 and explain how the source, audience, and purpose relate this document to Document 2. Based on your analysis, is this document credible?

**Describe** means to” illustrate something in words or tell about it.”

**Cause** means “something that gives rise to something else, the rise of an idea, or brings about a development”

**Effect** refers to “what happens as a consequence (result, impact, outcome) of an event, an idea, or a development”

**Similarity** tells how “something is alike or the same as something else”

**Difference** tells “something is not alike or not the same as something else”

**Historical Context** refers to the historical circumstances surrounding or connecting the events, ideas, or developments in the documents

**Analyze** means to “examine a document and determine its elements and relationships”

**Document 1**

Mexican War of Independence

Cry of Dolores—Father Hidalgo 1816

Napoleon’s invasion and occupation of Spain from 1808 to 1813 heightened the revolutionary fervor in Mexico and other Spanish colonies. On September 16, 1810, Miguel [Hidalgo](https://www.history.com/topics/mexico/hidalgo) y Costilla, a respected

Catholic priest, issued a passionate rallying cry known as the “Grito de Dolores” (“Cry of Dolores”) that amounted to a declaration of war against the colonial government. So named because it was publicly read in the town of Dolores, the Grito called for the end of Spanish rule in Mexico, the redistribution of land and a concept that the *criollos*’ earlier plans had deliberately omitted: racial equality.

***“My Children, a new dispensation comes to us today…Will you free yourselves? Will you recover the lands stolen 300 years ago from your forefathers by the hated Spaniards? We must act at once.***

***Come march with us for country and religion…”***

*”The Grito de* Dolores ("Cry of/from Dolores") was the battle cry of the Mexican War of Independence, uttered on September 16, 1810, by Miguel Hidalgo y Costilla, a Roman Catholic priest from the small town of Dolores, near Guanajuato, Mexico.

**Document 2**

Mexico's Plan of Iguala, 1821

On the eve of declaring independence from Spain, Mexican elites intended the Plan of Iguala to act as a compromise between Mexico's divided classes.

Article 1. The Mexican nation is independent of the Spanish nation, and of every other, even on its own Continent.  
Article 2. Its religion shall be the Catholic, which all its inhabitants profess.  
Article 3. They shall be all united, without any distinction between Americans and Europeans.

1821, Agustín de Iturbide, the leader of the Royalist forces, negotiated the Plan of Iguala with Vicente Guerrero. Under the plan,

Mexico would be established as an independent constitutional monarchy, the privileged position of the Catholic Church would be maintained, and Mexicans of Spanish descent would be regarded as equals to pure Spaniards. Mexicans of mixed or pure Indian blood would have lesser rights.

A group of people riding on the back of a horse

Description automatically generated

Parade of Independence 1821