**Molloy College**

**Division of Education**

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Grade: 5 Topic: Mexico Social Studies

**INSTRUCTIONAL OBJECTIVES**

After observing four primary source documents and participating in a group discussion based on Mexico’s history, students will write arguments in to support a claim and engage in collective discussion using the SCIM-C method to determine if what we have learned about Mexico so far is valid. Students will conclude by writing a paragraph stating if the history we learned about yesterday is true or not using at least three facts from the document.

**NYS-CCLS / +NYS STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

Key Idea: 5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

Key Concept: 5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.

*Indicator: This will be evident when students read and discuss the different documents about Mexico’s history.*

**National Social Studies Standards and Themes:**

**Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

a.explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

*Indicator: This will be evident when students the students see the different aspects of Mexico’s history in the documents. Students will see how other cultures have had influence on Mexican culture.*

 **Time, Continuity, & Change:** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views

*Indicator: This will be evident when students view documents and see that different people may describe the same event or situation in diverse ways.*

**Individual Development & Identity:** Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

g. analyze a particular event to identify reasons individuals might respond to it in different ways;

*Indicator: This will be evident when the students look at their individual development and identity in regard to happiness.*

**NCSS C3 Inquiry Arc**

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

*Indicator: This will be evident when students evaluate the usefulness of evidence in the*

*SCIM-C activity and drawing conclusions about valid sources.*

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 work collaboratively to conclude about different events in Mexico’s history, and to see if the history they learned is valid or not.*

**Common Core ELA Standards**

Text Types and Purposes

5W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*Indicator: This will be evident when students write a paragraph saying if they believe the document was valid or not and giving evidence.*

Comprehension and Collaboration

5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

*Indicator: This will be evident when students work in their groups and discuss about their document.*

**Social Studies Practices: Habits of Mind**

A. Gathering, Interpreting, and using Evidence

3. Identify evidence and explain content, authorship, purpose and format; identify bias; explain the role of bias and potential audience, with teacher support.

 *Indicator: This will be evident when the students gather evidence to answer the question.*

C. Comparison and Contextualization

2. Categorize divergent perspectives of an individual historical event.

*Indicator: This will be evident when students look at different perspectives on the Border Wall.*

**INSTRUCTIONAL RESOURCES**

* SMARTboard
* Thinking Like a Historian PowerPoint
* “Documents!” Worksheet
* 4 Red, 4 Green, 4 Orange, 4 Blue Markers
* Spanish take over the Aztecs Document on Big Paper
* Mexico Wins Independence from Spain Document on Big Paper
* Mexican War signing over lands to the United States Document on Big Paper
* Border Wall Document on Big Paper
* Tape
* SCIM-C Cheat Sheet
* Is it Valid? worksheet

**MOTIVATION**

Teacher will tell students that sometimes our textbook is not always right. We need to check our textbook with primary sources. Today we are going to be thinking like historians do.

**DEVELOPMENTAL PROCEDURES**

1. Students will go over the homework from last night. *(Are there any questions?)*
2. Students will go over how they are going to be thinking like historians and CHAMPS. *(Why do you believe we should think like historians would? Do you think this could help us in determining what is true and what isn’t?)*
3. Teacher will present a PowerPoint presentation on SCIM-C and how it can help us determine if the history we are learning is valid or not. *(What is a summary? Why do you think it is important to contextualize? What is a bias? What are we looking for when we contextualize? What can we get from a document without the author directly telling us? Since we are thinking like a historian, why do you believe it is important to look at what could be missing from the document? Do you think it is important to look at two different documents and see how they are similar and how they are different? How does corroborating help us determine if the history we are learning is valid or not?)*
4. Students will be broken up into groups. Each member will be assigned either Summarizing (red marker), Contextualizing (green marker), Inferring (orange marker) or Monitoring (blue marker). Students will receive a SCIM-C Cheat Sheet.
5. Each group will get a different document based on different parts of Mexico’s history and each person will answer the corresponding question based on their assigned part of SCIM. *(What is this document telling us about the history of Mexico? Is it a primary or secondary source? What can you infer about this document? Why are you monitoring the document? Who wrote this source, does that give us any information?)*
6. Students will go back to their seats and have a class discussion about the documents and corroboration between the documents. *(How does corroborating help us determine if what we learned is valid or not?)*
7. Students will choose one document and write a paragraph stating if the history we learned about yesterday is true or not using at least three facts from the document. Students will receive the Documents worksheet and Is it Valid? worksheet. *(How did SCIM-C help you determine if this document is valid or not? Do you believe this document is valid? Why or why not?)*
8. Students will be given their homework for tonight.
9. The lesson will end with a quick review on SCIM-C and thinking like a historian. *(Why is important to think like a historian? How do we know that what we have learned about Mexico is true?)*

**INSTRUCTIONAL STRATEGIES**

**Collaboration**

Indicator: This will be evident when students work together in their SCIM-C groups on their document.

**Discussion**

Indicator: This will be evident when the teacher and student discuss about SCIM-C and about their documents.

**Modeling**

Indicator: This will be evident when the teacher models the types of questions for each SCIM-C section.

**ADAPTATIONS**

* The student who struggles to stay focus will be given nonverbal cues and the teacher will redirect them when needed.
* The student who wears glasses will sit near the board during instruction.

**DIFFERENTIATION OF INSTRUCTION**

Visual Learners- They will be able to see the PowerPoint about SCIM-C and the documents. The documents will be posted around the room, so they will be able to look at them and read them on their own.

Kinesthetic Learners- They will be able to walk around the room and look at the documents.

Auditory Learners- They will be able to listen to the discussion, PowerPoint presentation, and documents.

**ASSESSMENT**

* Students will choose one document and write a paragraph stating if the history we learned about yesterday is true or not using at least three facts from the document.
* Teacher will assess the student’s homework from the night before.
* Teacher will assess the understanding of SCIM-C through questioning and observing.
* Teacher will walk around while students are in their SCIM-C groups and observe and ask questions.

**INDEPENDENT PRACTICE**

Students will complete the “Thinking Like a Historian!” worksheet where they will have to solve the history investigation given. They will read the document to see if the source is valid or not using SCIM-C. They will do one on their own at home and decide if the history we learned was positive or negative.

**FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention

For students who struggled during the lesson, the teacher will help them directly. The teacher will focus on the SCIM-C questions and explain them further in detail. The teacher will use the SMARTboard and a matching game. The teacher will then have a document where they will go over SCIM-C questions about the document together.

Academic Enrichment

For the students who excel in the lesson they will have to find a document on their own. They will then answer SCIM-C questions.

**REFERENCES**

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SCIM-C Cheat Sheet!

These are the questions you will see for each letter!

Summarizing

What type of historical document is the source?

What specific information, details, and/or perspectives does the source provide?

What is the subject, audience, and/or purpose of the source?

Who was the author and/or audience of the source?

Contextualizing

When and where was the source produced?

Why was the source produced?

What was happening within the immediate and broader context at the time this source was produced?

What summarizing information can place the sources in time, space, and place?

Inferring

What is suggested by the source?

What interpretations may be drawn from the source?

What perspectives are indicated in the source?

What inferences may be drawn from absences or omissions in the source?

Monitoring

What additional evidence beyond the source is necessary?

What ideas, images, or terms need further defining from the source?

How useful or significant is the source for its intended purpose in answering the historical question?

What questions from the previous stages need revisiting in order to analyze the source successfully?

Corroborating

What similarities and differences between the sources exist?

What factors could account for the similarities and differences?

What conclusions can be drawn from the accumulated interpretations?

What additional information or sources are necessary to answer more fully the guiding historical question?

Thinking Like a Historian!

Documents

1. Spanish take over the Aztecs:

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.

-Hernán Cortés’ Second Letter to the King of Spain, Charles V in 1519

2. Mexico Wins Independence from Spain:

 “Come march with us for country and religion…”

-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.

3. Mexican War signing over lands to the United States:

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.

-Article VIII of the Treaty of Guadalupe Hidalgo. This is the peace treaty signed on February 2, 1848 that ended the Mexican-American War

4. Border Wall:

“I will build a great, great wall on our southern border, and I will make Mexico pay for that wall.”

-Quote by Donald Trump, President of the United States of America

“Mexico does not believe in walls. I’ve said it many times before- Mexico will not pay for a wall.”

-Quote by Enrique Peña Nieto, President of Mexico

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Is it Valid?

Directions: Choose one document that we discussed today. Write a paragraph with at least three facts about why you believe the document is valid or not. Use SCIM-C references.

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**Thinking Like a Historian**

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Now that you know how to think like a historian, it is your job to see if this document is valid or not! Use the SCIM-C method to help you. Good luck, historian!

In addition to establishing the Rio Grande as the border between the two countries, the territory acquired by the U.S. included what will become the states of Texas, California, Nevada, Utah, most of New Mexico and Arizona, and parts of Colorado and Wyoming. In exchange Mexico received fifteen million dollars in compensation for the territory and the U.S. agreed to assume claims from private citizens of these areas against the Mexican government.

-Treaty of Guadalupe Hidalgo, February 2, 1848

Summarizing: What specific information, details, and/or perspectives does the source provide?

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Contextualizing: Why was the source produced?

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Inferring: What interpretations may be drawn from the source?

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Monitoring: What additional evidence beyond the source is necessary?

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