

## Create a memory

*“Life is not for the timid or afraid. To be experienced in its totality we must learn to live richly and fully, to live deliberately, to suck the marrow from the bones of life...”*

Henry David Thoreau

**Objective:** Students will create a memory using all five of their senses in order to more fully remember the learning experience.

**Grade level:** All

**Time Required:** Five minutes. If used sparingly, and in the right context this learning activity can be extremely powerful.

**Materials Needed:**

Sensory experiences that provide meaningful and unique memories in which students are able to draw on all five of their senses, participation in this activity is ideal for field experiences; however it also works well with period music, foods, sensory images and/or novels that use powerful sensory image (sight, sound, taste, touch & smell).

**Description:**

1. Look for a window in which participants are fully engaged in the learning experience.
2. Ask participants to stop and focus for a full minute on each of their senses for example...
  - A. “Close your eyes focus on what you hear. What sounds stand out? Which sounds are subtle?”
  - B. “Open your eyes focus only on what you see. What do you see? What colors are they? What things are highly visible? What things are less visible?”
  - C. “Close your eyes focus only on what you can smell. What are the different things you smell? What are they like? Are they subtle or pungent?”
  - D. “Close your eyes focus only on what you feel? Is it cold, hot, warm, dry humid etc..? What does it feel like on your hair, skin, hands etc...?”
  - E. “Close your eyes focus only on what you can taste. Can you taste the salt in the air, the heat, the humidity etc..?”
3. Once students have completed this activity have them share their examples and explanations either in a written format (Cinquin poem, Two voice poems or Analogy poem) and/ or orally with their peers.

## Analogies, Metaphors &/or Similes

Abstract reasoning processes such as analogical thinking are important, but they are difficult skills for students to develop. Graphic representations of abstract relationships help students understand connections and parallels between ideas.

*The following activities can be utilized to introduce students to metaphors within the Social Studies Curriculum.*

- Use a grab bag filled with everyday objects to generate similes in sentences. For example, students draw an object from a grab bag and then compare it to a specified place, individual or event.

Encomenderos are like mafia bosses, they protect those who pay them and hurt those who refuse to pay.

Mesa Verde is like a butterfly fragile yet functional. Its beauty is unknown until seen.

Kit Carson was like a shoe, he was used until he was worn out.

Etc...

- Ask students to take turns describing an event or individual without using any names or places
  - Record students' descriptions on the board.
  - When the mystery event or individual is revealed, ask students to use the descriptive words to draw pictures and make a sentence comparing the event or individual to something else: "The Navajo long walk was pointless and tragic like a death caused by a drunken driver."

## Analogy Poem

### Analogy Poem Example

**(1) I am like a mule**

**(2) A mule eats others leftovers, (3) a mule is like a work horse.**

**(4) A work horse does other peoples work, (5) A work horse is like a slave.**

**(6) A slave is like dirt, it gets stepped on by others, (7) Dirt is like waste.**

**(8) Waste is what we throw away when we have used up all that is good, (9) Waste is like garbage.**

**Garbage rots or burns, garbage gets destroyed. (11) Garbage is like a mule.**

**(12) I am a mule.**

### Instructions for writing an Analogy Poem

In writing your own analogy poem, write poems that utilizes pairs of analogies which demonstrate clear relationships between them, for example “I am like a mule; A mule eats others leftovers, a mule is like a work horse”. With your analogy poem you might use words such as: “like” or “as”, for example “slavery is like prison” or you can write using metaphors for example: “I am a prisoner”. Think about ideas for your poem that might make for a good analogy or comparison poem.

- 1.
- 2.
- 3.

At your tables, or with a partner, brainstorm a list of words that are important to your idea. (You don't have to use all of these, but ask other students what words they would use about this topic)

- |    |     |
|----|-----|
| 1. | 8.  |
| 2. | 9.  |
| 3. | 10. |
| 4. | 11. |
| 5. |     |
| 6. |     |
| 7. |     |

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Use your ideas to begin writing your poem. Your first line (1) should compare your character to something or someone. Your second line (2) should explain what that something or someone does. Your third line (3) should compare your something or someone to something or someone else. Line 4 (4) should explain and relate the 2<sup>nd</sup> thing or person to the first object. Repeat this process 3 times, returning to your first analogy. Notice how in the sample poem it starts with “I am like a mule”, five stanzas later it ends with “I am a mule”. Prior to writing your analogy poem, reference (or look at) the example analogy poem above.

Begin writing your poem. Make sure to include at least 12 stanzas.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

## Two Voice Poem

**I am Hispanic**  
**I am Caucasian**  
**We are people**

**I am from New Mexico I live on a Hacienda.**  
**I am from Missouri I lived on a farm**  
**We were farmers**

**My family has been here for centuries.**  
**My family has been here for weeks**  
**We are both here**

**I fear immigrants**  
**I am an immigrant**  
**Immigration shapes our life**

**This has always been my home**  
**This will be my home**  
**This is our home!**

**I am Hispanic**  
**I am Caucasian**  
**We are Americans**

### Instructions for writing a Two Voice Poem

The poem is usually written with two voices—one for each person who is reading the poem. Sometimes, the poet wants the two readers to say something at the same time. If that is the case, then the poet will use “We” to start the phrase. You can compare two-voice poetry to a conversation between two people. In writing your own poem for two voices, think about how the men, women, children, slaves and traders, slave hands and masters who lived through slavery might talk about the experience. List 3 ideas for your dialogue that might make for good poetry with more than one voice.

- 1.
- 2.
- 3.

At your tables, or with a partner, brainstorm a list of words that are important to your idea. (You don't have to use all of these, but ask other students what words they would use about this topic).

- |    |    |    |
|----|----|----|
| 1. | 4. | 7. |
| 2. | 5. | 8. |
| 3. | 6. | 9. |

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Begin writing your poem. Make sure to include at least 18 stanzas. **Remember the last 3 lines (stanzas) are the same as the first three.**

I am

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I am

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WE

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I am

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I am

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WE

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I am

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I am

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Spanish Borderlands 2013: Pedagogy

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## Cinquian Poems

Objective: Use analogies to write a five stanza Cinquian poem in which students will explore the events and people in Social Studies

Grade level: 5-12

Time Required: 30-40 minutes

Materials Needed:

1. Background Readings related to the material about which students will write their Cinquian poem
2. Paper, pencil

Description:

1. Before beginning, level the playing field, i.e. ensure that students have access to learning activities or background readings related to the topic. This activity is designed to be a conclusion to a lesson.
2. Cinquian poems are made up of five lines and discuss a content presented in a diamond shape.

Line 1: One noun

Line 2: Two adjectives

Line 3: Three "ing" words

Line 4: A four word phrase

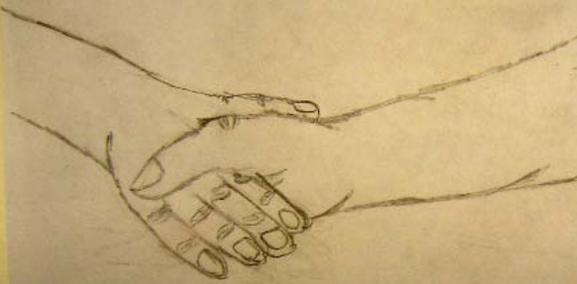
Line 5: Another word (synonym) for the beginning word

Example:

REVOLUTION  
VIOLENT, BLOODY,  
DEFYING, FIGHTING, SACRIFICING,  
FAMILIES DIVIDED, BROTHER  
AGAINST BROTHER  
WAR

## Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and sensory. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation or sensory representation has proven to not only stimulate but also increase brain activity. Incorporate words and images to symbols to represent relationships. Use physical models and physical movements to represent information. Within the Social Studies Curriculum students can use maps and geography to represent events in American history.

<p>Chapter 13-16 Kathryn Hacking A1</p> 	<p>• Captain Smith traded with Natives and found out not all of them are enemies.</p> 
<p>• Richard &amp; I are now friends.</p> 	<p>1 3 2 4 • Captain Smith left &amp; lost two men. When he returned the gentlemen were stealing the Discover &amp; all the food. Capt. Smith convinced them to come back but then was arrested for the two men &amp; is going to be hanged for it.</p> 
<p>• Captain Smith is teaching us how to use swords, &amp; muskets.</p>	

## Smell'a'vision

Objective: Use the sense of smell to help student better conceptualize the events in American History

Grade level: All

Time Required: 30-40 minutes

Materials Needed:

1. Background Readings related to the standard/ objective that the lesson will be addressing.
2. Paper, pencil

Description:

1. Before beginning level the playing field, i.e. ensure that students have access to learning activities or background readings related to the topic. Look for readings that are rich in sensory language. (see attached reading for an example)

2. Provide time for students to complete their readings. While reading they should identify five smells the reading evokes. After identifying the smell they should explain the smell evoked by the text, as well as reference the section of text used.

A. Smell 1:

Explanation:

B. Smell 2:

Explanation:

C. Smell 3:

Explanation:

D. Smell 4:

Explanation:

E. Smell 5:

Explanation

3. Once students have completed this activity you may wish to have them share their examples and explanations. Other follow up activities might include having students write a Cinquin poem, two voice poems or analogy poem, as explained in the similarities and differences section of the strategies notebook.

Cartoon Analysis Worksheet

<b>Level 1</b>	
Visuals	Words (not all cartoons include words)
<p>1. List the objects or people you see in the cartoon.</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p>
<b>Level 2</b>	
Visuals	Words
<p>2. Which of the objects on your list are symbols?</p> <p>3. What do you think each symbol means?</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p>
<b>Level 3</b>	
<p>A. Describe the action taking place in the cartoon.</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>C. Explain the message of the cartoon.</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p>	

## Art Synopsis

Objective: Students will summarize the objective or Enduring Understanding using pictures and symbols.

Grade level: 5-12

Time Required: 30-40 minutes

Materials Needed:

1. Background Readings and or lecture/ discussion related to the standard/ objective that the lesson will be addressing.
2. Unlined paper, pencil, colored pencils
3. Digital Camera (optional) and accessories
4. Slide show software. Windows photo viewers works well, as does Google Picasa software (free from Google), in addition many digital cameras come with slide show software
5. Projector to show student work (optional)
6. Computer (optional)

Description:

1. Provide students with background readings and/or present a lecture relevant to the subject or objective of the lesson. Look for readings that are age appropriate and rich in narrative details. Historical fiction is ideal for this type of activity.
2. Model or complete together an artistic synopsis of the text and/ or lecture.
  - A. Be sure to include artistic details that encapsulate the totality of the text, vs. minor details or events (see example on the front page of this section).
  - B. Be aware not all students are artists; however encourage them to do the best possible job.
3. Provide time for students to complete their art synopsis.
4. When complete have students share their work.
  - A. Peer Share.
  - B. Group Share
  - C. Photograph work and share with the class. This works particularly well for book chunking or jig-sawing a book in a day.

**Mapping Activity** - On the map color in red AND map the Mexican Cession in yellow color in the Gadsden purchase. In black draw and label the Santa Fe trail, the Old Spanish trail and the Camino Real



**Manifest Destiny: DEFINE**  
**Manifest Destiny:**

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## Painting Analysis Sheet--American Progress by John Gast



Look carefully at the painting and list your observations.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

This painting by John Gast called American Progress is highly symbolic of U.S. Westward Expansion.

The following questions will help to guide your deeper understanding of this iconic American masterpiece.

1. What is the angel's name and what does she represent?
2. What direction is the angel heading?
3. What two things are in her arm and what do they represent?
4. Who is she leading?
5. What economic activities of the settlers are represented?
6. What modes of transportation are represented?
7. What race are the settlers and the angel?
8. What are the Indians and animals doing?
9. Where is the sky light and where is it dark?

Yertle the Turtle:

After listening to the story of Yertle draw a connection between Dr. Seuss' story and Manifest Destiny.



## Blow the Roof Off

Objective: Students will use physical actions combined with words to review and reinforce their knowledge of the Revolutionary War, this activity can be replicated with other curriculum, however the text and words would have to be changed to support the curriculum.

Grade level: 5-12

Time Required: Time will vary, initially plan 5-10 minutes; however if used throughout a unit as an anticipatory set or concluding activity students should be able to complete it within 2-3 minutes. Encourage students to improve their time daily.

Materials Needed:

1. Background Readings and/or lecture/ discussion related to the Mexican American War
2. A class set of instructions for "Blow the Roof Off" each student should receive one activity. Copy and cut student instructions into strips.

Description:

1. Give each student one of the numbered pieces of paper.
2. Instruct each student that the goal is to complete the activity as quickly as possible. Students must do and say everything on their paper strip.
3. Run through the activity one time to show students how to complete the activity. Encourage them to have fun with the activity and read their parts loudly in a clear voice.
4. Time the students as they complete the activity.

The West  
Act I: Exploration



1. Go to the front of the room bow to the class and in a dramatic voice, with your arms spread in front of you as if you were making a dramatic pronouncement say: *"The story of the American West. Act I: Exploration"* Return to your seat.
2. Go to the front of the class room, write 1787, turn and face the class, speak loudly and proclaim in an official sounding voice: *Here ye! Here ye! In the year 1787 The Northwest Ordinance set guidelines for settlement of the American West, including the prohibition of slavery, requirement to deal fairly with Indians and admission of new states.* Return to your seat.
3. Stand near your chair and announce to the class, *"Thomas Jefferson became president in March 1801"*. Stay standing until the next person has completed their reading and sits down in their seat.
4. Stand and look as if you are peering through a microscope, say: *"Jefferson was interested in science and wanted to discover the source of the Missouri River."* Sit back down in your seat.
5. Run to the front of the room and make a motion as if you were digging a shovel into the earth, say: *"Farmers used the Mississippi River to transport their goods down river to Port of New Orleans."* Return to your seat.
6. Stand up, shake the hand of the person nearest to you and say: *"Jefferson worked out a treaty with Spain to use the Port of New Orleans."* Return to your seat.
7. Stand up, turn around and hold your fingers to your lips as if whispering to the class and say *"In a secret treaty, Spain gave New Orleans and all of the Louisiana to France."* Return to your seat.
8. Stand up, run to the nearest person and pretend that you are getting money out of your pocket, say: *"Jefferson decided it was best if the United States bought New Orleans from the French"* Return to your seat.

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9. Stand up, hold ten fingers in the air and say: *"Jefferson told the negotiators that he was willing to pay 10 million dollars for the Port of New Orleans."* Return to your seat.
10. March to the front of the room with your hand at your waist, rub your fingers together as a sign that you want money, then say *"Napoleon Bonaparte, the ruler of France, needed money because he was fighting a war in Europe."* March back to your seat.
11. Stand up; take a bow and say, in your best French accent: *"I want 15 million dollars for the entire territory!"* Return to your seat.
12. Run to the front of the room, pretend to pull your hair and then throw your arms up in disgust while saying loudly, *"What? - 15 million dollars was twice the government's annual budget!"* Return to your seat
13. Run to the front of the room, on the white board write: Lou. Pur. 1803, turn and face the class, spread your arms wide, say: *"The United States doubled in size."* Return to your seat.
14. Stand up; hold three fingers in the air, and say: *"The cost was only three cents an acre"* Return to your seat.
15. Go to the white board and write 1804-1806 L&C, point into the distant and say: *"President Jefferson asked Meriwether Lewis to guide a group of men to explore the newly bought territory."* Return to your seat.
16. Stand up, raise your hand above your eyes and look out over the class as if you are trying to spot someone you know. Say: *"Lewis chose his former commanding officer, William Clark to go with him."* Return to your seat.
17. Stand up hold your right hand with 4 fingers, your left hand with three fingers, say: *"Forty-three men including Lewis and Clark left on May 14, 1804, they were known as the 'Corp of Discovery'."* Return to your seat.
18. Stand up, hold your arms in the air, connecting your wrists as if they are chained to together, say, *"William Clark took along his slave, a man named York. He was the first black man the Indians had ever seen, the Indians thought he was Strong Medicine."* (say Strong medicine in a menacing voice) Return to your seat.
19. Stand up and raise your right arm in the air as if pointing into the distance and say: *"A French Trader Charbonneau, and his Shoshoni wife Sacagawea were hired to help guide the 'Corp of Discovery'."* Return to your seat.
20. Stand up and make an announcement, clear your throat before you begin, *"They traveled up the Missouri which was (exaggerate the deepest of your voice) deep, and (make a wide gesture with your arms) wide and (in a gravely voice) muddy."* Return to your seat.

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21. Stand up and in a very slow voice, say: *"They were able to travel about 14 miles per day."* Return to your seat
22. Go to the white board and write: "Journal" then say: *"President Jefferson told Lewis to record all they saw and did. Each man was to write in a journal."* Return to your seat
23. Stand up, point to yourself and say: *"These journals are known as primary sources because they are in first person."* Return to your seat.
24. Stand up, raise both arms in the air as if to form a triangle, or mountain, and say: *"Lewis traded the Shoshone for horses to make the trip over the Bitterroot Mountains, in Montana."* Return to your seat
25. Stand up and clutch your stomach as if starving and say: *"The journey over the Bitterroot Mountains of Montana was difficult and the men nearly starved."* Return to your seat.
26. Stand up. Row your arms as if paddling a boat, say: *"After crossing the Bitterroots the Corp of Discovery, traded with Indians for canoes and sailed down the Columbia to the Pacific Ocean."* Return to your seat.
27. Stand up. Raise your hands in the hair and act as if you are hammering nails into an imaginary wall, say: *"The Corp of Discovery built Fort Clatsop and spent the winter of 1805-1806 near the Pacific Ocean"*. Return to your seat.
28. Stand up. Point your index finger toward the East and say: *"In the spring of 1806, The Nez Perce helped the Corp of Discovery find their way East across the Bitterroot Mountains."* Return to your seat.
29. Stand up, run quickly around the room and say: *"The voyage East was faster as they were traveling down river on the Missouri and her tributaries."* Return to your seat.
30. Stand up, hold your left side, as if in pain, and say, *"Only one man, Sergeant Charles Floyd died while on the Expedition, he died of a ruptured appendix"* Return to your seat.
31. Stand up. Raise your arm as if to salute and say: *"On their return to St. Louis the Corp of Discovery were considered heroes."* Return to your seat.
32. Go to the white board, write: "Accomplishments" Return to your seat.
33. Go to the white board, near the sign that reads 'accomplishments', Raise both arms into the air, as if to flex your muscles and say: *"They strengthened Americans claims to the West."* Remain there, with your arms flexed, until told to return to your seat.
34. Go to the white board, near the sign that reads 'accomplishments', raise two fingers above your head as if they were feathers and say: *"They strengthened Americans*

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*relations with the Indians.*" Remain there, with your 'feathers' in the air until told to return to your seat.

35. Go to the white board, near the sign that reads 'accomplishments', rub two fingers together, to indicate making money, and say: "*They generated Americans' interest in the fur trade*" Remain there, rubbing your fingers together, until told to return to your seat.
36. Go to the white board, near the sign that reads 'accomplishments', point your index finger at your brain and say: "*They expanded human knowledge of the West.*" Remain there, pointing at your brain until told to return.
37. Go to the white board, near the sign that reads 'accomplishments', walk in place and say: "*They traveled 8000 miles in less than 2 ½ years, leading the way for thousands of Americans to follow*" Remain walking in place until told to return.
38. Go to the white board, near the sign that reads 'accomplishments', turn to those who represent the accomplishments of the Corp of Discovery, clap your hands and say: "*The Lewis & Clark Expedition was a success! You may now return to your seat.*" Return to your seat.
39. Go to the white board, write 1806-1807 Pike, turn and face the class, say: "*President Jefferson sent Zebulon Pike on an expedition to explore the headwaters of the Arkansas River, an expedition that took him into Mexican territory.*" Return to your seat.
40. Stand up near your desk, show an expression that indicates shock and horror, and say: "*Pike was discovered and taken prisoner by a Spanish patrol.*" Return to your seat.
41. Turn to your neighbor, circle your forefinger near your forehead as if to indicate the Spanish were crazy, and say: "*The Spanish unwisely took Pike throughout New Mexico, Texas and Mexico, en route he saw everything he wanted to know. Pike was released in 1807.*"
42. Go to the board, write the word Pike draw an arrow from the word accomplishments to Pike's name. Turn and face the class, say: "*Pike became a national celebrity; he gathered reports on Spanish forces and settlements in the Southwest.*" Return to your seat.
43. Go to white board, write the word: Mountain Men. Turn to the class, and say: "*Mountain Men in small bands of trappers roamed (draw a circle in the air with your hands) the West.*" Return to your seat
44. Go to the white board, point to the word Mountain men, and say: "*In 1807 John Colter, explored present-day Yellowstone Park.*" Use your hands to indicate a geyser going off. Return to your seat

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45. Go to the white board, point to the word Mountain men, and say. *“In 1824 Jim Bridger became the first white man to see the Great Salt Lake.”* Act as if you are drinking a glass of salt water, and act as if you are spitting it out. Return to your seat.
46. Go to the white board, point to the word Mountain men and say: *“In 1826 Jedediah Smith, led the first party of Americans overland to California.”* March back to your seat as if you are marching overland to California.
47. Go to the front of the room, make a noise as if you are clearing your throat to get attention, turn to the class and say in a loud clear voice. *“Government explorers and mountain men opened the West. Their efforts made it possible for America to lay claim to the West and for farmers, merchants, Mormons and miners to colonize the West”.* Take a bow, and return to your seat.

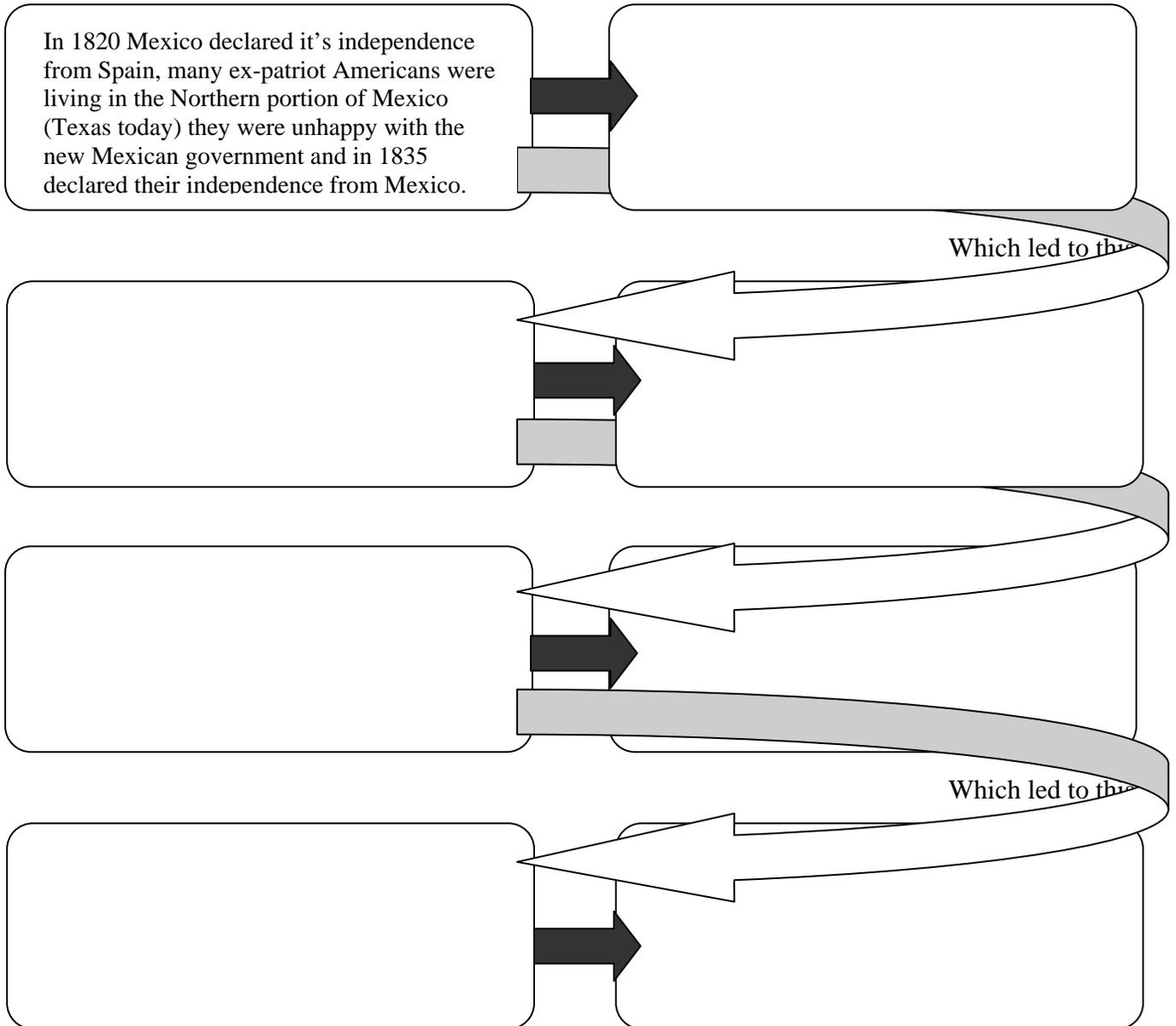
End of Act I

## War with Mexico: This Caused This

### This.....

In 1820 Mexico declared its independence from Spain, many ex-patriot Americans were living in the Northern portion of Mexico (Texas today) they were unhappy with the new Mexican government and in 1835 declared their independence from Mexico.

### Caused This....



So what? What is important to understand about this?

The West  
Act II: Expansion



1. Go to the front of the room, bow to the class and in a loud voice, as if making a dramatic announcement, say: *"The story of the American West. Act II: Expansion"*
2. Go to the front of the class room, write Manifest Destiny turn and face the class, read the following in a loud voice: *"In 1845 John L. Sullivan, editor of the Democratic Review, wrote"*. Return to your seat.
3. Relax in your seat as if reading the newspaper and read out loud: *"It is our Manifest Destiny...to overspread the continent allotted by Providence for the free development of our yearly multiplying millions."*
4. Turn to your neighbor, shake their hand and say: *"Americans believed they were supposed to settle the entire continent!"*
5. Turn to your neighbor and whisper: *"And they wanted to make money!"*
6. Run to the front of the room and write \$. Return to your seat.
7. Go to the front of the room, draw a picture of an animal fur (pelt), draw an arrow from the animal fur to the \$. Say the word: *"Mountain Men"*. Return to your seat.
8. Run to the window and yell: *"John Jacob Astor formed The American and Pacific Fur trading Companies he became a millionaire!"* Return to your seat.
9. Stand up, use your arms and make a motion as if building a fort in the air, say *"Forts sprung up in the West they were centers of trade between Indians and mountain men, later they helped settlers moving West."* Return to your seat.
10. Stand, march in place by your desk and say: *"Former Mountain men sometimes led expeditions West."* Return to your seat.
11. Walk your fingers across you desk, say: *"Jedediah Smith led the first wagon train across the Rocky Mountains."*
12. Sitting at your desk, act as if you are looking through a microscope, say: *"John C. Fremont & Kit Carson lead a scientific expedition into the Rocky Mountains."*

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13. Act as if you are holding up a map in front of you, say: *"Freemont's map of the West became a travel guide to thousands of pioneers on the Oregon Trail."*
14. Stand at your desk, press your hands together in front of you, bow your head as if praying and say: *"American expansion was often religiously motivated."* Return to your seat.
15. Stand at your desk, curtsy to the class, and say: *"Missionaries including two women in the Whitman Party were the first party of settlers to travel overland to preach to Indians in the West."* Return to your seat.
16. Stand at your desk, punch your hand with your fist and say: *"Driven from Nauvoo, Illinois, the Mormons came to Utah under the leadership of Brigham Young."* Return to your seat.
17. Turn to your neighbor and say, *"Actually, Mormons settled much of the West. They built settlements in Utah, Idaho, Arizona, California, Colorado and New Mexico."*
18. Go to the front of the room, turn to the class, and say: *"Americans competed with Britain, Russia, Spain and Indians for control of the West."* Return to your seat.
19. Stand at your seat and say: *"Dobryĩ vecher,(Dough- bree Vee-chur) there were Russian colonies along the Pacific coast from Alaska to California."* Return to your seat.
20. Hold your hand up in the air as if holding a glass and making a toast, and say: *"In 1867 the United States purchased Alaska from Russia."*
21. Stand at your seat in a British accent say: *"Good Evening, the British also claimed much of the North West."* Return to your seat.
22. Go to the board write "War of 1812". Turn to the class and say. *"During the war of 1812 The United States and Great Britain fought for control of North America."* Return to your seat.
23. Stand at your desk, raise your arms in the air as if shooting an arrow and say: *"During the war, Tecumseh, a Shawnee warrior, allied with Great Britain and led a pan-American alliance to stop American Expansion."* Return to your seat.
24. Draw your hand across your neck and say: *"Tecumseh was killed in the war."*
25. Draw and imaginary line high in the air and say: *"After the war, the 49th parallel was agreed upon as the border between the United States and Canada."*
26. Stand up and yell *"STOP!"* Stay standing until the next person sits down.
27. Stand up, point at the individual who said *"STOP"*, say: *"That's what President James Monroe told Europeans to do."* Return to your seat.

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28. Turn to your neighbor and whisper: *“That didn’t stop the United States. James K. Polk was elected President with a mission to expand the borders of the United States.”*
29. Stand up and say: *“Buenos dias senores, nosotros, los expanoles were here first, we had a colony in Santa Fe, New Mexico in 1598.”* Return to your seat.
30. Go to the board, write Mexico 1821, turn to the class and say: *In 1821 Mexico won their independence from Spain.”*
31. Hold your fist in the air and say: *“Viva Mexico!*
32. Spread your arms out wide and say: *“Mexico claimed the entire Southwest, from California to Texas.”*
33. Stand up make a cross in the air with your hand and say: *“In 1823 Stephen Austin took 300 American families to Texas. They agreed to become Mexican citizens and Roman Catholics.”* Return to your seat.
34. Stand up and salute the class, say: *“In 1835 Mexican President Santa Anna abolished the Constitution of Mexico and tried to disarm the Americans in Tejas.”* Return to your seat
35. Hold your fingers in front of you as if shooting a gun, make a bang sound, and say: *“Texas declared Independence.”*
36. Run to the door, yell: *“Remember the Alamo!”* Return to your seat.
37. Turn to your neighbor as if wiping away tears, say: *“5,000 Mexican troops overwhelmed 187 Texans at the Alamo. James Bowie and Davie Crockett died in the massacre.”*
38. Stand up and say: *“That’s not all, 300 Texans were killed in the Goliad massacre!”* Return to your seat.
39. Stand up and say: *“True, but in 1836 under General Sam Houston, Texans won the Battle of San Jacinto and forced Santa Anna's to recognize Texan independence.”* Return to your seat.
40. Hold your fist in the air and say: *“Viva Texas!”*
41. Hold your index finger up in front of you and wiggle it from left to right as if to indicate ‘no’. Say: *“Mexico’s Congress refuses to recognize Texas independence.”*
42. Stand up, twirl your arm in the air as if swinging a lasso and say: *“We Texans want to become part of the United States. Please annex us!”* Return to you seat.
43. Stand up and say *“No!”* Return to your seat
44. Stand up and say *“Yes!”* Return to your seat

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45. Turn to your neighbor and say: *“Americans claimed the Rio Grande River as the border, Mexicans claimed the Nueces River.”*
46. Stand up, walk in place and say: *“American forces crossed the Nueces River, Mexican troops overwhelmed them.”* Return to your seat.
47. Run to the door, and yell: *“They started it!”* Return to your seat.
48. Stand up, salute the class and say: *“We were sent to provoke a fight but it was essential that Mexico should commence it.”* Lieutenant Ulysses S. Grant. Return to your seat.
49. Hold your hands up in the air and say: *“President Polk declared war on Mexico!”*
50. Run to the board, draw and outline of a bear, turn to the class and say: *“Americans in California proclaimed independence.”* Return to your seat.
51. Use your hand to draw a road on your desk, say: *“The Mormon Battalion, built a road from New Mexico to California.”*
52. Stand up, raise your arms in the air as if scoring a touch down and say: *“The Treaty of Guadalupe-Hidalgo ended the Mexican War.”* Return to your seat.
53. Run to the front of the room, lie down as if dead and say: *“More than 13,000 Americans died in the War!”* Stay ‘dead’ until the next person gets up leaves.
54. Run to the front of the room, lie down as if dead and say: *“More than 25,000 Mexicans died in the War!”* Both ‘dead’ soldiers may return to your seat.
55. Put your head in your hands, as if saddened and say: *“Mexico lost all it’s Northern territory.”*
56. Turn to your neighbor and say: *“We call that, California, Nevada, Arizona, New Mexico and Utah.”*
57. Stand up and yell: *“Make them free!”* Return to your seat.
58. Stand up and yell: *“Make them slave!”* Return to your seat.
59. Stand up and yell: *“Make us money!”* Return to your seat.
60. Stand up and say: *“There’s gold in California!”* Return to your seat.
61. Go to the front of the room, turn to the class and say: *“Go west young man!”* Return to your seat.

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62. Stand up, go to your nearest neighbor, shake their hand and say: *“They did go West by the thousands!”* Return to your seat.
63. Stand up, chug like a railroad car, and say: *“The Railroad connected East to West.”* Return to your seat.
64. Stand, bow toward your neighbor and say: *“Nǐ hǎo, (nee- how) Chinese laborers helped build it.”* Return to your seat.
65. Run to the board, write: “Homestead Act.” Return to your seat.
66. Yell: *“Yahoo! Free land.”*
67. Go to the front of the room, say: *“The boundaries of the United States expanded”*. Stay standing in front until told to return to your seat.
66. Go to the front of the room , hold up a sign that reads “California” say: *“California entered the Union.”* Stay standing in front until told to return to your seat.
67. Go to the front of the room , hold up a sign that reads “Oregon” say: *“Oregon entered the Union.”* Stay standing in front until told to return to your seat.
68. Go to the front of the room , hold up a sign that reads “Nevada” say: *“Nevada entered the Union.”* Stay standing in front until told to return to your seat.
69. Go to the front of the room , hold up a sign that reads “Nebraska” say: *“Nebraska entered the Union.”* Stay standing in front until told to return to your seat.
70. Go to the front of the room , hold up a sign that reads “Colorado” say: *“Colorado entered the Union.”* Stay standing in front until told to return to your seat.
71. Go to the front of the room , hold up a sign that reads “Washington” say: *“Washington entered the Union.”* Stay standing in front until told to return to your seat.
72. Go to the front of the room , hold up a sign that reads “Montana” say: *“Montana entered the Union.”* Stay standing in front until told to return to your seat.
73. Go to the front of the room , hold up a sign that reads “North Dakota” say: *“North Dakota entered the Union.”* Stay standing in front until told to return to your seat.
74. Go to the front of the room , hold up a sign that reads “South Dakota” say: *“South Dakota entered the Union.”* Stay standing in front until told to return to your seat.
75. Go to the front of the room , hold up a sign that reads “Wyoming” say: *“Wyoming entered the Union.”* Stay standing in front until told to return to your seat.

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76. Go to the front of the room , hold up a sign that reads “Utah” say: *“Utah entered the Union.”* Stay standing in front until told to return to your seat.
77. Stand up, turn to the class, and say: *“By the end of the 1800’s the United States had expanded from the Atlantic to Pacific, States you may now return to your seats.”* Return to your seat.
78. Once everyone has returned to their seat, stand up and say: *“Wow!”* Return to your seat.

## Creating a Soundtrack

Objective: Students will identify music that best encapsulates the events studied to review and reinforce their knowledge of the curriculum this activity can be replicated with other curriculum, however the text and words would have to be changed to support the curriculum.

Grade level: 5-12

Time Required: 30 minutes. When sharing song list more time will need to be provided.

Materials Needed:

1. Background Readings and or lecture/ discussion related to the Curriculum
2. Pen/ Pencil for each student
3. A copy of the "IPOD handout"
4. Boom box or IPOD (optional)

Description:

1. Level the playing field by ensuring all students have access to the curriculum, i.e. lecture, readings etc...
2. Instruct each student that they will be creating a sound track with which to study the curriculum
3. Model the activity to show students how to complete the activity. Encourage them to use a variety of music and chose the music that supports the curriculum. For example if studying the Santa Fe trail they would need a song that shows endurance, that has the tenor and feeling of the old West for example "*Tumbling Tumble Weeds*"
4. Provide students time to complete the activity.
5. Allow students to share their sound track. Ideally they would bring their soundtrack to class and share the music with their peers.

**IPOD**



On the above iPod screen, make a playlist of at least six songs that you could use as background music for a PowerPoint illustrating the key events and or battles of the Spanish in the Americas and acquisition of Mexican territory by the United States. Choose songs that would best represent or give the feeling of the events and/or battles. In the space provided below explain why you chose each song (see example). *Example: "If You're Reading This" by Tim Mcgraw. It's a letter from a soldier to his wife written as if he has passed away, explaining his choice to fight and why he's not 'coming home.'* I would use it to illustrate the winter of 1777-1778 while the troops were at Valley Forge.

1.Song/Use: \_\_\_\_\_  
\_\_\_\_\_

2.Song/Use: \_\_\_\_\_  
\_\_\_\_\_

3.Song/Use: \_\_\_\_\_  
\_\_\_\_\_

4.Song/Use: \_\_\_\_\_  
\_\_\_\_\_

5.Song/Use: \_\_\_\_\_  
\_\_\_\_\_

6.Song/Use: \_\_\_\_\_  
\_\_\_\_\_

