

The Treaty of Guadalupe Hidalgo

Denver Public Schools

In partnership with Metropolitan State College of Denver



El Alma de la Raza Series

The Treaty of Guadalupe Hidalgo

By Maruca G. Salazar

Grades 7-12

Implementation Time
for Unit of Study: 3 weeks

Denver Public Schools

El Alma de la Raza Curriculum
and Teacher Training Program

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



Introduction

It is often said that nothing is as powerful as an idea whose time has come. In the adolescence of the United States of America, that idea was “Manifest Destiny.” Manifest Destiny expressed a vision of one nation, under God, extending coast to coast. As the idea of Manifest Destiny gained momentum, tension between the United States and the republic of Mexico grew.

By the spring of 1846, U.S. troops under the command of General Stephen Watts Kearny were mustered at Fort Leavenworth, Kansas. Their purpose was clear, to conquer the northern Mexican territories. Kearny’s forces took New Mexico without firing a shot on August 18, 1846. Anglo-American merchants operating secretly in Santa Fe helped accomplish this bloodless coup.

The political status of the Spanish speaking residents of the territories in dispute (New Mexico, Arizona, Utah, Nevada, Texas, California and parts of Colorado, Wyoming, Kansas and Oklahoma) was not fully disclosed until the announcement of the Treaty of Guadalupe Hidalgo. In the treaty, these territories were annexed by the United States in return for the sum of \$15 million paid to Mexico.

The purpose of this Unit is to address historical events that are often ignored by curriculum writers, but that significantly affected the lives of Mexican-American citizens of the region. The disregard of the rights of the Spanish-speaking residents established by the treaty has resulted in the displacement of a culture that had developed a special relationship with the land and the environment.

The Treaty of Guadalupe Hidalgo continues to be a source of controversy. Land rights disputes throughout Northern New Mexico and Southern Colorado cite the treaty as the basis for claims to communal land and usage rights (for example, the court case *Taylor vs The People of the San Luis Valley*, in litigation since 1965).

This unit provides an opportunity for teachers and students to better understand and appreciate the distinct culture and origins of the Mexican-Americans of the Southwest. It is designed to be integrated into social studies, languages arts sciences and art.

About the Author

A native of Veracruz, Mexico, Maria (Maruca) G. Salazar received her master's degree in Education from the University of Colorado and in 1988. She graduated from Leaders in Learning Institute at Denver University in 1998. She currently works as a bilingual seventh grade teacher for the Denver Public Schools.

Her first work "Behind the Mask," is a curriculum which accompanies the award-winning film by the same name, produced by the Anti-Defamation League of B'nai B'rith. She advocates art as one of the most effective ways to educate the whole child.

In this unit, she combines her educational experience with historical research in an attempt to create a bridge of understanding between Mexican and American cultures.

Standards Addressed by this Unit

Reading and Writing

- Standard 4 Students apply thinking skills to reading, writing, speaking, listening, and viewing.
- Standard 5 Students read to locate, select, evaluate, and make use of relevant information from a variety of media reference and technological sources.
- Standard 6 Students read and recognize literature as a record of human experience.

Geography

- Standard 4 Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
- Standard 5 Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

History

- Standard 6 Students know that religious and philosophical ideas have been powerful forces throughout history.
- Standard 7 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.

Lesson 1: The Manifest Destiny

What will students be learning?	
Benchmark	Specifics
<p>Make predictions, analyze, draw conclusions and discriminate between fact and opinion, in reading, speaking, listening and viewing.</p> <p>Students know how religions and philosophies have affected societies.</p> <p>Students will know the patterns and network of economic interdependence.</p>	<p>Students will develop their own interpretation of the concept of Manifest Destiny through reading, writing, and viewing artistic images.</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>Go over the meanings of the following terms used in the excerpt (see page 2) from “The Manifest Destiny”:</p> <ul style="list-style-type: none"> • fused • conquering • incorporating • incongruous • discordant • dissensions • embrace • acquisitions • dispersed • immense <p>Use these terms in various vocabulary activities.</p> <p>Ask students to interpret various key phrases (“It is the god-given right to stretch from ocean to ocean...”) and write their interpretations on the board.</p>	<p>Students learn the meanings of terms used in “The Manifest Destiny” through vocabulary exercises.</p> <p>Students read an excerpt from “The Manifest Destiny” and interpret key phrases.</p> <p>Students describe and interpret in writing what they see in the visual depiction of the concept of Manifest Destiny in John Gast’s painting <i>The Manifest Destiny</i>.</p>	<p>Excerpt (see page 2) from “The Manifest Destiny,” article published in 1845.</p> <p>Photocopies of the painting by John Gast, <i>The Manifest Destiny</i>. This painting can be found at: http://www.150.si.edu/chap1/1girl.htm</p>

Excerpt from the article “The Manifest Destiny” (1845)

During the period 1830–1850, the idea developed in the United States that it was its right and destiny to spread from the Atlantic Ocean to the Pacific Ocean, and from Canada to Mexico. This idea came to be known as “Manifest Destiny.” In this article, taken from The Democratic Review, a magazine published in 1845, the author is unrestrained in his praise for the American system, even though slavery was gradually dividing the nation.

All the great empires of the world have been formed by conquering and incorporating as far as possible, different nations into one incongruous mass of discordant materials which, only held together by force, separated into their original identity the moment that force was withdrawn. The wonder is that they lasted so long—not that they did not last longer. The United States, on the contrary, embrace not conquered people—the Indians being removed by purchase—and the late acquisitions from Mexico comprise so small a portion of Spaniards dispersed over an immense surface, that in another generation they will be lost in the deluge of North Americans which will flow over the country.

Bound together by a common interest, in one great joint-stock company, the native and the adopted citizen gradually fused into one mass, in which the former distinctly predominates. Having none of those homebred causes of collision which distracted them at home, and being no longer stimulated by the rules to dissensions for political purposes, they forget their old traditional antipathies, and come to live together of one blood and one lineage.

The immigrants slide into the great current, just as the tributary streams of the great father of waters enter that mighty river and are lost forever...

This excerpt from the original article is an accurate example of the state of mind of the nation. A dangerous combination of idealism, in which freedom was equated with growth and economical prosperity, made the U.S. blind to justice and respect for the rights of its people. The total disregard for land treaties became apparent when people began to claim land, ignoring the rights of its former owners. The ideal of brotherhood and peaceful conquest portrayed in this excerpt was far from a historical reality.

This excerpt is from the pamphlet: The Democratic Review, July-August, 1845. John L. O’Sullivan editor/writer.

Lesson 2: La Tierra

What will students be learning?		What will be done to help students learn this?		
Benchmark	Specifics	Instructional Strategies	Student Activities	Resources/ Materials
<p>The student will learn to paraphrase, summarize, organize, and evaluate information.</p> <p>The student will select relevant material for reading, writing, and speaking purposes.</p> <p>The student will use appropriate technologies to access and communicate information relevant to history.</p>	<p>The students will be introduced to one of the most important land rights cases in the State of Colorado, <i>Taylor vs. the People of San Luis Valley</i>.</p> <p>The students will view and interpret an article written in local newspapers about the case in question.</p>	<p>Show the video, <i>La Tierra</i>.</p> <p>With students, develop rules for conducting a debate (taking turns, asking questions, responding, rebuttals, etc.)</p> <p>Divide the class into two groups. One group will have poster board with the name “Taylor,” the other “People of El Valle” on it.</p> <p>Have students use various media to learn about the Taylor Ranch dispute and lawsuit.</p>	<p>Each group learns about their side of the dispute and lawsuit. They develop arguments defending their side. They appoint a representative to explain their point of view to the other group. They also create a list of questions to ask the representative from the other group.</p> <p>Students conduct an orderly debate on the issues and try to reach an agreement on the issues.</p> <p>Students display the agreement on the bulletin board.</p>	<p><i>La Tierra</i> video</p> <p>VCR and monitor</p> <p>Pencil, paper, poster board, black markers</p> <p>Copies of articles from various newspapers about the Taylor Ranch lawsuit (contact your local library for assistance).</p> <p>National Public Radio report on the Taylor Ranch lawsuit (contact your local NPR station to obtain a copy).</p> <p><i>The Treaty of Guadalupe Hidalgo: A Legacy of Conflict</i> by Richard Griswold del Castillo (pp. 3-14).</p>

Lesson 3: Making a Treaty

What will students be learning?	
Benchmark	Specifics
<p>The students know how physical systems affect human systems.</p> <p>The students know that changes occur in the meaning, use, location, distribution and importance of resources.</p> <p>Students will learn to evaluate the accuracy and relevancy of information.</p> <p>Student will use technology as a research tool.</p> <p>Students will learn to integrate research to support their own ideas.</p>	<p>Students will develop an understanding of the process of developing an agreement or treaty between groups.</p> <p>Student will experience first hand the concepts of cause and effect and the ideals of justice and fairness.</p> <p>Students will use technology to obtain pertinent information.</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>Explain the rules of the treaty-making activity.</p> <p>Divide the class into teams of three students. Each team will create a flat map of their country or world, develop a flag, name, and representative colors (<i>one or two colors</i>).</p> <p>One member from each team throws the dice 10 times. The team with the highest number wins. The winner takes one quarter of the loser's land and the two teams have to develop an agreement (treaty) to establish the rights of the people living in that land under the new flag. Include consequences if either side breaks the treaty.</p> <p>Display the agreement on a bulletin board.</p>	<p>Students will participate in the treaty making activity.</p> <p>Students will have the opportunity to use the Internet to research samples of different land treaties.</p>	<p>Colored pencils</p> <p>White drawing paper</p> <p>URL examples for Internet use.</p> <p><i>The Treaty of Guadalupe Hidalgo: A Legacy of Conflict</i> by Richard Griswold del Castillo (pp. 30-42)</p>

Lesson 4: Border/Frontera

What will students be learning?		What will be done to help students learn this?		
Benchmark	Specifics	Instructional Strategies	Student Activities	Resources/ Materials
<p>Students understand the effects of interactions between humans and physical systems.</p> <p>Students will learn how space and values determine their identity.</p> <p>Students will be exposed to the social behavior of other cultures.</p>	<p>Students will develop an understanding of the process of creating boundaries between people and countries.</p> <p>At the end of this activity the students will have experienced the process and difficulty of establishing borders, regardless of their application</p>	<p>Explain the rules of the border/frontera activity.</p> <p>Divide students into different ethnic groups: Anglo-American, Native American, African-American, Latino, Chicano, Hispano, etc. Each group has a sign indicating their ethnicity.</p> <p>Each group describes how they perceive their group in society. Groups will share the same “country” (classroom). Each group decides on its own boundaries or borders within the classroom, and create laws that allow one group to cross into another’s state — use concrete objects to mark boundaries (chairs, tables, string, etc.).</p> <p>Audiotape boundary discussions. As a class, play and discuss tapes.</p>	<p>Students will have different opportunities to listen to the tapes about the debate, opinions and comments.</p> <p>Students will maintain the areas organized by posting the rules that govern their space.</p>	<p>Visual examples, such as posters, map and pictures.</p> <p>Enlarge copies of map legends that have symbols that represent boundary lines.</p>

Lesson 5: The Making of a Border

What will students be learning?	
Benchmark	Specifics
<p>Students will understand that societies are diverse and have changed over time.</p> <p>Students will understand the application of basic geographic skills.</p> <p>Students will make predictions, analyze and draw conclusions from the reading.</p>	<p>Students will understand how a society has been affected by contact and exchange among diverse people.</p> <p>Students will use writing to gather data, define the problem and apply problem-solving skills.</p> <p>Students will review geography skills relevant to this lesson (geographical location, coordinates).</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>Using historical maps, discuss the geographical characteristics of boundaries.</p> <p>Using a map demonstrate how Article V of the Treaty of Guadalupe Hidalgo establishes the boundaries between the United States and Mexico.</p> <p>Provide copies of maps for students to identify the geographical characteristics mentioned in Article V.</p> <p>This lesson is to familiarize students with the location of the land in question.</p>	<p>Students will listen to the teacher read a reworded version of the Article V of the treaty of Guadalupe Hidalgo.</p> <p>The teacher will guide students through the geographical description mentioned in the article.</p>	<p>Copies of Article V of the Treaty of Guadalupe Hidalgo.</p> <p>Copies of the map of the North American continent.</p> <p>Copies of maps that represent the boundaries between United States and Mexico in 1845-1848.</p> <p>Copies of the Map Identification list (see page 8) to use for map activity.</p>

Article V of The Treaty of Guadalupe Hidalgo

*Pronounced: gwah-dah-loop'-ay ee-dahl'-goh
Article V reworded for easier understanding..*

The boundary between the two Republics shall commence in the Gulf of Mexico, three leagues from land, opposite the mouth of the Rio Grande, otherwise called Rio Bravo del Norte, or opposite the mouth of its deepest branch, if it should have more than one branch emptying directly into the sea; from thence up the middle of the river, following the deepest channel, where it has more than one, to the point where it strikes the southern boundary of New Mexico; thence, westwardly, along the whole southern boundary of New Mexico (which runs north of the town called El Paso) to its western termination; thence, northward, along the western line of New Mexico, until it intersects the first branch of the River Gila; (or if it should not intersect any branch of that river, then to the point on the said line nearest to such branch and thence in a direct line to the same;) thence down the middle of the said branch and of the said river, until it empties into the Rio Colorado; thence across the Rio Colorado, following the division line between Upper and Lower California, to the Pacific Ocean....

Map Identification List

The following are some possible locations students could label/color on maps

Bodies of Water

Gulf of Mexico
Gulf of California
Pacific Ocean
Caribbean Sea
Atlantic Ocean

Rivers

Grande de Santiago
Gila
Arkansas
Ohio
Rio Grande
Nueces
Missouri
Columbia
Colorado
Red
Mississippi
San Joaquin
Sacramento
Snake

Cities

New Orleans
Mexico City
San Diego
Sonoma
San Antonio
Veracruz
St. Louis
Monterrey
Guadalupe Hidalgo
Ft. Leavenworth
Buena Vista
Santa Fe
San Francisco

Routes

Kearney's route from Ft. Leavenworth
to Santa Fe, San Diego, and Los
Angeles

Scott's route from New Orleans to
Veracruz to Mexico City

Taylor's route from Nueces to
Monterrey to Buena Vista

Geographical areas of historical interest

(use different colors to distinguish)

The Republic of Texas

The area between the Nueces and the
Rio Grande (claimed by both Mexico
and the Republic of Texas)

The area in the Republic of Texas not
claimed by Mexico

The area that remained part of Mexico
after the Mexican-American War ended
and the Treaty of Guadalupe Hidalgo
was signed.

Lesson 6: Historical Facts

What will students be learning?	
Benchmark	Specifics
<p>Students will interpret historical data to determine time and order.</p> <p>Students will learn to organize historical information.</p> <p>Students will describe how history can be organized using various criteria (for example thematically, chronologically and geographically) to group people and events.</p>	<p>Students will utilize the historical facts from the Mexican-American War to create a board game.</p> <p>The game is designed to reinforce the learning of historical facts about the Mexican-American war.</p> <p>The game needs to include important images related to: historical places, famous battles, and folk heroes, important characters (General Antonio de Santa Ana, General Taylor).</p> <p>The design of the board game can be patterned after popular games like Chutes and Ladders, Monopoly, and Clue.</p> <p>This lesson will have a game model for the students to see.</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>Students will create a board game using their knowledge about the Mexican-American War from preceding lessons.</p> <p>First day (period): Divide students into teams of two or three. Students will design rules and instructions for their game. Ideally, these should be typed. <i>(This can be done on the fourth day if necessary.)</i></p> <p>Second day: Students will design a draft of the board game and have a teacher conference.</p> <p>Third day: Students will draw and color their final draft.</p> <p>The last day for this activity can be used to play the game designed by each team.</p>	<p>Students will design the game and play.</p> <p>Students will share each other's creation in teams.</p>	<p>Synopsis of the Mexican-American War</p> <p>White drawing paper</p> <p>Markers or colored pencils</p>

Lesson 7: Article X

What will students be learning?		What will be done to help students learn this?		
Benchmark	Specifics	Instructional Strategies	Student Activities	Resources/ Materials
<p>Students know how to formulate questions and hypothesis regarding history of the Treaty.</p> <p>Students know how to interpret and evaluate primary and secondary sources of historical information.</p> <p>Students apply knowledge of the past to compare and contrast present day issues and events from multiple historically objective perspectives.</p>	<p>The students will learn to interpret Article X, which was deleted from the final draft of the Treaty by congress in 1849, by creating visual interpretations to support a group debate.</p>	<p>Have students make a synopsis of each paragraph of Article X.</p> <p>Have students create visual interpretations by creating posters or cartoons with political commentaries.</p> <p>Students will learn the basic rules of debate such as preparing a persuasive argument, taking turns, rebuttal, etc.</p>	<p>Divide the classroom in four groups.</p> <p>Give students a copy of the Article X (deleted from the Treaty in 1849)</p> <p>Have students write a synopsis of each paragraph.</p> <p>Each group will present four perspectives:</p> <ul style="list-style-type: none"> • Mexican citizens • Anglo American citizens • The U.S.A. government • The Mexican government <p>Each perspective will be illustrated with posters or postcards that will be used during the debate.</p>	<p>Poster board</p> <p>Masking tape</p> <p>Markers and color pencils</p> <p>Yard sticks</p> <p>Copies of Article X</p> <p>Microphone and sound system</p>

Article X of The Treaty of Guadalupe Hidalgo

All grants of land made by the Mexican government or by the competent authorities, in territories previously appertaining to Mexico, and remaining for the future within the limits of the United States, shall be respected as valid, to the same extent that the same grant would be valid, to the said territories had remained within the limits of Mexico. But the grantees of lands in Texas, put in possession thereof, who, by reason of the circumstances of the country since the beginning of the troubles between Texas and the Mexican Government, may have been prevented from fulfilling all the conditions of their grants, shall be under the obligation to fulfill the said conditions within the periods limited in the same respectively, such periods to be now counted from the date of the exchange of ratifications of this Treaty: in default of which the said grants shall not be obligatory upon the State of Texas, in virtue of the stipulation contained in this Article.

The foregoing stipulation in regard to grantees of land in Texas, is extended to all grantees of land in the territories aforesaid, elsewhere than in Texas, put in possession under such grants: and, in default of the fulfillment of the conditions of any such grant, within the new period, which, as is above stipulated, begins with the day of the exchange of ratifications of this treaty, the same shall be null and void.

During the draft of the Treaty some of its articles were changed or deleted. Such changes were made on Articles IX, X, XII.

Article IX was substituted by Article III of the Louisiana Purchase, Article XII last paragraph was deleted, and Article X was completely suppressed. The suppression of this article from the final draft of the document was explain by the United States representatives on the “Protocol of Queretaro the 26 of May 1848. The explanation given by the United Stated representatives implied that there was no need to be specific on the document. Once the people became United State citizens the Constitution will protect their rights (page 181-182 Richard Griswold del Castillo: The Treaty of Guadalupe Hidalgo: a legacy of conflict). The fact that the Mexican representatives allow the suppression of this article was an historical mistake. This article speaks of the protection and recognition by the United States government of the rights of the citizens of war. Congress deleted this article from the final draft in 1849. The reasons were clear, members of congress wanted to ensure full control over the new acquired lands. Congress was aware of the riches of this new land from the discovery of gold in the hills of San Francisco to the rich farming soil in the west.

Unit Assessment

How will students apply what they are learning?

Performance Task	Scoring Rubric
<p>Instructional Information Using a map, review important geographic locations and historical events associated with the Treaty of Guadalupe Hidalgo. Provide students with unlabeled maps of North America and a list of bodies of water, river, population centers and historic routes associated with the treaty. Ask them to indicate those location on the maps.</p> <p>Use the materials and resource books to complements the students research data.</p> <p>Use technology as a tool of research.</p> <p>Benchmark Students will read, understand and recognized literature and historical documents as testimony of human experience.</p> <p>Students will develop an understanding of cause and effect.</p> <p>Students will develop a sense of justice and fairness.</p> <p>Task Students indicate the location of bodies of water, rivers, population centers and historic routes on unlabeled maps.</p> <p>Students interpreted historical documents to support their views and opinions.</p> <p>Students view the film “La Tierra” to have a visual understanding of one of the most important land rights cases in the state of Colorado.</p> <p>Students will read from different excerpts to gain a personal perspective on the Treaty.</p>	<p>This unit has seven lessons. This rubric can be used to evaluate one lesson or the entire unit.</p> <p>4Above Average. <i>All lessons completed, organized, neat and on time.</i></p> <p>3Average. <i>Six lessons completed on time.</i></p> <p>2Below Average. <i>Between two and five lessons are completed.</i></p> <p>1Poor (redo this work). <i>Only one lesson completed.</i></p>

Bibliography

- Diaz Cubero, Jose H. *Historia del Pueblo de Los Estados Unidos de America*. New York: Campana Cultural Editorial, 1981.
Strong historical synopsis of the United States from its inception to the 20th century.
- Dilworth, Rankin. *The March to Monterrey*. Texas Western Press, 1996.
Powerful overview of Taylor and Santa Anna's historical encounters and battles.
- Goetzman, William H. *Sam Chamberlain's Mexican War*. Texas State Historical Society, 1993.
Simplified summary of the major causes and effect of the Mexican-American War of 1848.
- Gosorosky, David M. "Soldiers of Manifest Destiny," *VFW Magazine*, April 1997.
A short story about the American soldiers participating in the Mexican-American War and how they got the name "Dough Boys."
- Griswold del Castillo, Richard. *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*. University of Oklahoma Press, 1992.
A complete documentation on the Mexican-American War of 1848. Easy reading for students and teachers. A major source of information in this unit.
- Lopez-Tushar, Olibama. *The People of El Valle*. University of Northern Colorado Press, 1983.
Overview of the history and the people of the San Luis Valley, their traditions and struggle for land rights.
- Thomas, Alfred Barnaby, and editor. *Forgotten Frontiers*. University of Oklahoma Press, 1932.
Good resource to better understand the concept of borders. Contains historical documents on borders, as well as historical interpretations.
- University of Texas. *Mexican-American War 1846-1848*. University of Texas Press, 1978.
Excellent overview of the events that led to the Mexican-American War of 1848. This book compiles many first-hand accounts of historical events during the war.
- Van Ness, John and Christine. *Spanish and Mexican Land Grants in New Mexico and Colorado*. Manhattan, KS: Sun flower University Press, 1980.
In-depth study of legal cases of land rights disputes and the use of the treaty as a legal document.
- Velez-Ibanez, Carlos G. *Border Visions*. University of Arizona Press, 1996.
In-depth analysis of the Mexican-American people. Their similarities and their differences, as well as the common past they share.
- Zeh, Frederick. *An Immigrant in the Mexican War*. Texas A&M University Press, 1995.
A compelling account of a war. This book is a good source of first hand accounts and historical anecdotes from the soldiers' perspective.
- Video:**
Salazar, Daniel L. *La Tierra, Last Stand in Costilla County*. Chispa Productions, 1981.
This documentary video provides an in-depth look at the land rights struggle between the people of Southern Colorado and Jack Taylor, owner of the famous Taylor Ranch.
-