



**Literacy Design
Collaborative**

Was the United States Justified in Going to War with Mexico?

★ TASK

by Casey g. Plouffe

In 1846 the United States went to war with Mexico. Like several wars the United States has fought this war had its supporters and critics.

GRADES

8

DISCIPLINE

 **Social
Studies**

COURSE

 **United
States
History**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 2 - Argumentation

Was the United States justified in going to war with Mexico? After reading informational texts, write an essay that addresses the question and support your position with evidence from the text(s). Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.1

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

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.


CCR.W.9


Draw evidence from literary or informational texts to support analysis, reflection, and research.


CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Texts


 John O'Sullivan and Manifest Destiny. primary source perspective supporting manifest destiny from the speech "Annexation". (student)
primary source perspective supporting manifest destiny from the speech "Annexation"

 President James Polks War Declaration. War message from James Polk, President of the United States. (student)
War message from James Polk, President of the United States


 A Mexican View Point. a mexiancan viewpoint on the war with the United States. (student)

Was the United States Justified in Going to War with Mexico?

a mexiancan viewpoint on the war with the United States

 Objectives to the Mexican-American War. Objections to the Mexican-American War written by Charles Sumner. (student)

Objections to the Mexican-American War written by Charles Sumner

 Gidding Speech Abridged. Congressman Joshua Giddings, Debate ont he Mexican War, House of Representatives. (student)

Congressman Joshua Giddings, Debate ont he Mexican War, House of Representatives

Student Work Rubric - Argumentation Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes an unclear or unfocused claim.	Makes a general claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear claim that addresses all aspects of the prompt.	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the claim and supporting ideas. Consistently cites sources with minor formatting errors.	Includes well-chosen details, examples, and/or quotations from sources that support the claim and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is minimal or contains minor errors .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.	Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization .	Groups and sequences ideas to develop the controlling idea. Uses transitions to clarify the relationships among claim(s), reasons, and evidence.	Groups and sequences ideas logically to develop the controlling idea and create cohesion. Uses varied transitions to clarify the relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose.	Consistently applies standard English conventions, with few errors. Demonstrates varied syntax and precise word choice. Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Students will use westward expansion and the american belief of manifest destiny.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
Not provided	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns	LIST In a quick write, students will write their reactions to the task. What do you already know? What will you need to learn in order to complete this writing piece.	Student meets expectations if he/she does the following: Students have written about Texas Annexation and Manifest Destiny. They will also need ideas about what they will need to learn and focus on in order to write the piece.	<ul style="list-style-type: none"> Project the prompt Have students do the quick write First talk about the prior knowledge/what they already know that will help them with the task. Second, talk about what they will need to learn in order to do this Third, answer any questions students have about the task Pacing: 10 Minutes
Not provided	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	NOTES On a post-it write down what a good essay that addresses the prompt would contain. Do two post-its each.	Student meets expectations if he/she does the following: Each student produces two post-its with ideas about a good, completed essay.	-Teacher gives each student 2 post-its-Teacher tells the students to write down one idea on each post-it that addresses the prompt.-After 3 minutes, teacher will project the rubric and provide handouts to the students. Tell them no to write on it so you can reuse.-In small groups 2-3, they will discuss where each idea they have would be categorized on the rubric. -Students will then come up to the Smart Board and place their post-its in the correct spots-The teacher will lead the class in a discussion and fill in missing information so all students know about the expectations for their writing. Pacing: 30 Min
Not provided	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	NOTES Was the United States justified in going to war with Mexico based on the Thorton Affair?	Student meets expectations if he/she does the following: Students correctly answer each hook question with evidence from the map.	Project the map on the board of "US Army Advance Map"-Students will then be broken into pairs-Students then need to answer each of the following questions based on their map 1. What river did Texas and the US believe was the proper border between Mexico and Texas? 2. What river did Mexico believe was the proper border between Texas and Mexico according to the map? 3. Where were General Zachary Taylor's and Captain Thorton's soldiers attacked? 4. Imagine that you are a journalist reporting on the Thornton Affair the week after it happened. Discuss with a partner how you will report the incident from different perspectives: pro-American journalist pro-Mexican journalist-After students have finished this task have them share their result with another group near them and compile a list to share with the whole class-Teacher will then lead the whole class discussion about their answers and the prompt. Pacing: day 2 20 mins
Reading Process				

Was the United States Justified in Going to War with Mexico?

Not provided	<p>ACTIVE READING: Ability to identify the central point and main supporting elements of a text.</p>	<p>NOTES</p> <p>Read primary source documents A-D and answer the analysis questions, then place each document into your graphic organizer titled "Bucketing"</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Student correctly identifies three bucket ideas and put their evidence into their bucket • Student correctly answers document analysis questions 	<ul style="list-style-type: none"> • Give students Bucketing graphic organizer. • Have students create three possible reasons as to why the United States was or was not justified for going to war with Mexico before reading. • As students read the primary source documents A-D they will respond to analysis questions for each document. • In addition, as students read the primary source documents A-D they will record their evidence into their bucket (Students can change bucket and opinions as they analyze, however upon having read all four documents they need to solidify their opinion and evidence) <p>Pacing: Days 3-4</p>
Not provided	<p>ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.</p>	<p>LIST</p> <p>On a index card identify a magnet word from each reading.</p>	<p>Student meets expectations if he/she does the following:</p> <p>Student correctly define their magnet word, one from each readingStudents correctly put their magnet words into a sentence.</p>	<ul style="list-style-type: none"> • Have students read a portion of the reading assignment and then generate possible magnet words for that section of text. • Provide each student with a 3x5 cards to write magnet word on. Have students provide details pertaining to magnet word. Write these on the board and have students write them on their cards. • Have the students read the rest of the assigned text, recording magnet words as they find them. • Place students in groups and have them choose best magnet words and important details related to each magnet word. Have students write each magnet word and their important details on 3x5 cards. Student should now have four or give cards with magnet words and details on them. • Show how information on cards can form a sentence. Have students construct one sentence for each magnet word, writing the sentence on the back of the magnet word's card • Have students arrange sentences into the order they want for their summaries. Have them check to be sure that all important information is included and all excess information is removed • Have students test their summaries by reading them aloud. <p>Pacing: Day 3</p>
Not provided	<p>ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.</p>	<p>SHORT CONSTRUCTED RESPONSE</p> <p>Define "plagiarism" and list ways to avoid it.</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Provides accurate definition • Lists several appropriate strategies 	<p>Have students answer the questions to start class. Show BrainPop video on plagiarism Have students go back to the intro question and add to/fix their answers. Discuss as a class</p> <p>Pacing: Day 4 20 Mins</p>
Not provided	<p>NOTE-TAKING: Ability to read purposefully</p>	<p>NOTES</p> <p>From each text, make a</p>	<p>Student meets expectations if</p>	<p>Students will be given a document analysis graphic organizer. After each reading students will be expected</p>

Was the United States Justified in Going to War with Mexico?

	and select relevant information; to summarize and/or paraphrase.	list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.* L2(a) What strategies will you use to discern "credible sources"?* L2(b): What implications can your draw? (Tasks 11,12)* L3 Why is it important in the process of inquiry to "identify gaps" or "unanswered questions" about the topic?	he/she does the following: <ul style="list-style-type: none"> Identifies relevant elements. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly. 	to fill in an organizer with information they have pulled out to use in their final piece. Includes information to support accurate citations. Pacing: Day 3-4
Transition to Writing				
Not provided	BRIDGING: Ability to begin linking reading results to writing task.	LIST After completing the readings and activities, students will complete a quick-write, telling which three (or more) causes they will be writing about in their piece.	Student meets expectations if he/she does the following: Completion--they have identified their 3 causes.	Student homework will be to think about the readings and tell which 3 causes they will be writing about and why. Pacing: Day five 5-10 minutes
Writing Process				
Not provided	CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.	SHORT CONSTRUCTED RESPONSE Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2). Pacing: Day five 20 mins
Not provided	PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.	OUTLINE Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions. Pacing: Day six

Was the United States Justified in Going to War with Mexico?

			Uses evidence from texts read earlier.	
Not provided	DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	LONG CONSTRUCTED RESPONSE Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track. <p>Pacing: Day six</p>
Not provided	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	LONG CONSTRUCTED RESPONSE Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues. <p>Pacing: Day seven</p>
Not provided	EDITING: Ability to proofread and format a piece to make it more effective.	LONG CONSTRUCTED RESPONSE Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time. <p>Pacing: Day Eight</p>
Not provided	COMPLETION: Ability to submit final piece that meets expectations.	LONG CONSTRUCTED RESPONSE Turn in your complete set of drafts, plus the final version of your piece	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	Pacing: Day nine
Not provided	COMPLETION: Ability to submit final piece that meets	LONG CONSTRUCTED RESPONSE Student turns in	Student meets expectations if he/she does the	Pacing: 1 day

Was the United States Justified in Going to War with Mexico?

	expectations.	completed draft with editing sheet, self score, and data collection sheets	following: LDC argumentative rubric	
--	---------------	--	--	--

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided