

BECOMING **US**

THE TREATY OF GUADALUPE HIDALGO

**What Do You Do When the
Border Crosses You?**

EDUCATOR FACILITATION GUIDE

The Smithsonian's National Museum of American History deliberation guides examine the complexities, choices, and tensions of a moment in history to understand how real people and communities were impacted by momentous events, often outside their control. Studying history in this way, as a topic that is dynamic and discoverable, provides a powerful venue to develop skills, dispositions, and knowledge that are key to understanding the past, making sense of the present, and shaping a more humane future.

This resource connects to the student deliberation guide on the Treaty of Guadalupe Hidalgo, which looks at the choices the Californio indigenous people faced in June 1849 as they determined how they would approach, or avoid, a future as American citizens. As students investigate the cultural, historical, economic, and political context of the time, they will wrestle with and weigh possible answers to the question: What do you do when the border crosses you?

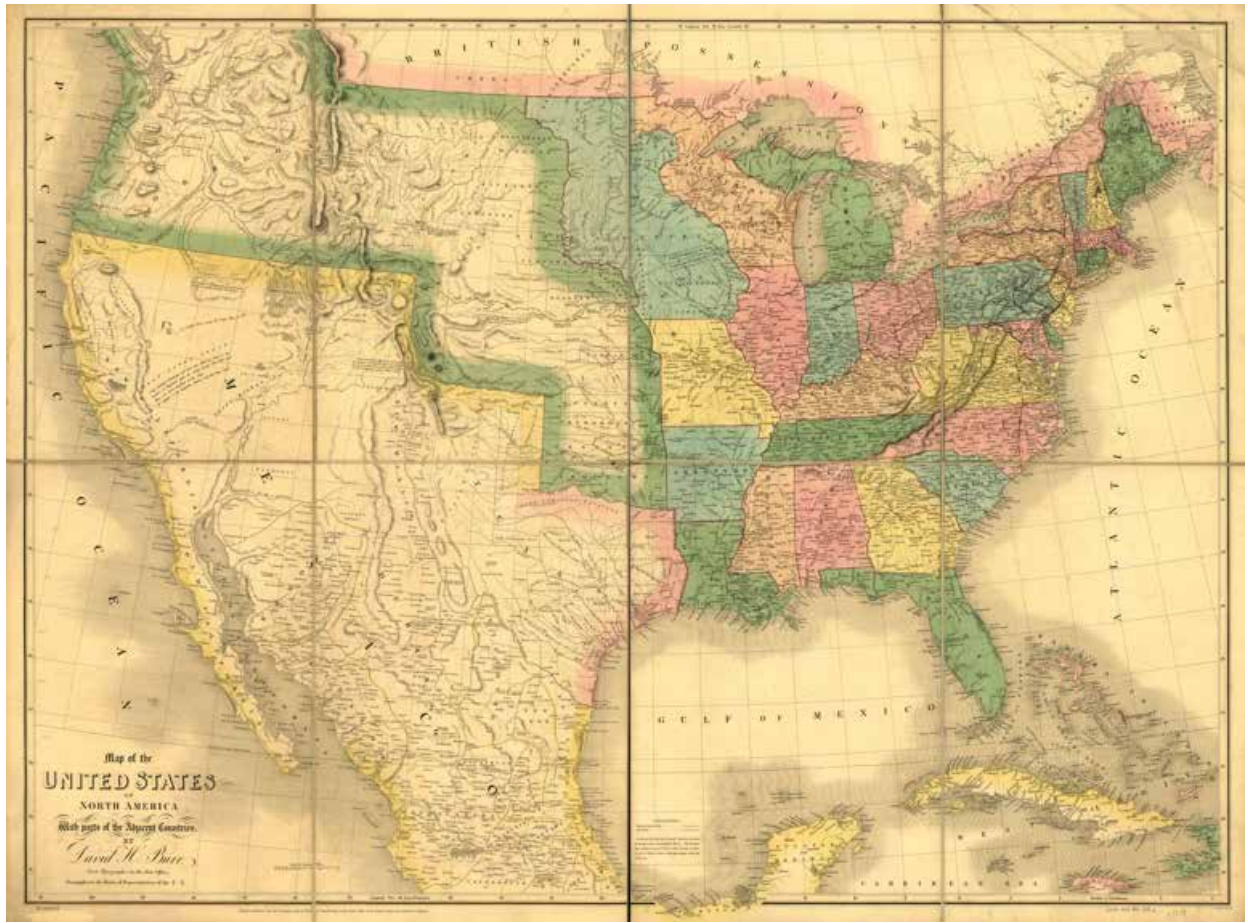
Through this learning experience, students will develop and practice their ability to participate in a deliberation. Deliberations provide students with a structured forum for learning to identify multiple (and often underrepresented) perspectives on an issue; empathize with human experiences different from their own; recognize possible solutions and deal with inherent tradeoffs; and collaborate with others to listen, build ideas, and find common ground.

This educator guide contains information and suggested strategies for facilitating the deliberation:

- **Historical Context:** brief information about the Treaty of Guadalupe Hidalgo
- **Student Learning Objectives:** expectations of what students should accomplish by participating in the deliberation
- **Standards:** alignment with national and state standards for historical knowledge and critical thinking
- **Recommended Procedures and Pacing:** suggested learning tasks to prepare for, participate in, and reflect on the outcomes of the historic decisions deliberation
- **Additional Resources:** links to the *Becoming Us* curricula and other historic decisions deliberation guides from the National Museum of American History
- **Appendix:** facilitation strategies and recommendations

Historical Context

The Mexican–American War ended on February 2, 1848, with the signing of a treaty in a small Mexican town called La Villa de Guadalupe Hidalgo. Under the terms of the treaty, Mexico would cede 55 percent of its prewar territory to the United States—including California, Texas, Nevada, Utah, and parts of Arizona, New Mexico, Colorado, and Wyoming—in return for \$15 million.



Map of the United States of America, 1839 *Courtesy of Library of Congress*



Map of the United States of Mexico, 1847, appended to the Treaty of Guadalupe Hidalgo *Courtesy of National Archives*

STUDENT LEARNING OBJECTIVES

- Analyze multiple perspectives of people in Los Angeles after the end of the Mexican–American War using secondary and primary resources to form a position on what actions the Californio people should take.
- Evaluate the benefits and tradeoffs of a particular decision or action through a facilitated deliberation with classmates on the consequences of the Treaty of Guadalupe Hidalgo.
- Practice participating in respectful and productive discussions of complex issues with peers.

STANDARDS

National Center for History in the Schools: *National Standards for History*

Historical Thinking (grades 5–12)

Standard 2: Historical Comprehension

D. Evidence and appreciate historical perspectives.

Standard 3: Historical Analysis and Interpretation

B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions

D. Consider multiple perspectives

Standard 5: Historical Issue Analysis and Decision–Making

A. Identify issues and problems in the past

B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action

D. Evaluate alternative courses of action

E. Formulate a position or course of action on an issue

United States History Standards (grades 5–12)

Era 4: Expansion and Reform (1801–1861)

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

1C. The student understands the ideology of Manifest Destiny, the nation’s expansion to the Northwest, and the Mexican–American War. Therefore, the student is able to:

- Explain the causes of the Texas War for Independence and the Mexican–American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo.
- Analyze different perspectives on the Mexican–American War.

National Council for the Social Studies: College, Career, and Civic Life

[C3] Framework for Social Studies State Standards

Grades 6–8

- D2.His.4.6–8. Analyze multiple factors that influenced the perspectives of people during different historical eras.
- D2.His.16.6–8. Organize applicable evidence into a coherent argument about the past.
- D4.6.6–8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Grades 9–12

- D2.His.4.9–12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- D2.His.16.9–12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- D4.6.9–12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Common Core State Standards

Anchor Standards [K–12] for Literacy

- CCSS.ELA-LITERACY.CCRA.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.

[Grades K–12] Anchor Standards for Speaking and Listening

- CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- CCSS.ELA-LITERACY.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

[Grades 6–12] Literacy in History/Social Studies, Science, & Technical Subjects

- CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RECOMMENDED PROCEDURES AND PACING

The following lesson plan is divided into three sections with suggested times for each. However, each section should be taught according to your students' abilities and needs.

Lesson 1: Preparing for the Deliberation (45 minutes)

Student Tasks:

- Define deliberation, including what it is and is not.
- Collaboratively determine class norms for discussions
- Develop knowledge and understanding of the topic by analyzing primary and secondary sources.

Think

HOW DO WE MAKE DECISIONS?

1. Ask students to think of the decisions they made before coming to this class today. Have them list these on a piece of paper. These can be decisions of any size and significance. After a minute or two, ask students how many decisions they have come up with. Explain that we make decisions all the time, some without even thinking about it, that affect the outcome of our day and possibly even more than that.
2. From their list, have students select one decision that required the most time, thought, or energy. Have them turn to a partner and discuss the decision they have chosen to focus on. What was their process for making their choice? Did they weigh pros and cons? Did they ask for advice from others? How long did it take to make their choice?
3. As a group, discuss what decision-making looks like. Using examples from the students' discussions, create a shared definition of decision-making, and record their ideas on the board. Then, highlight or circle elements that reflect effective decision-making. Reflect on what good decision-making

feels like and the type of time, effort, and consideration required to make thoughtful choices.

WHAT IS A DELIBERATION?

1. Explain that in this lesson, they will participate in an important kind of decision-making process called a deliberation. In a deliberation, a group of people come together around one question or topic to determine what they think is the best course of action.
2. Describe the key elements of a deliberation. In a deliberation there are many voices around the table, which helps the group identify and think about different perspectives on the issue. Participants are guided to look at different possible solutions and the trade-offs that come with those decisions. And lastly, the goal is to find a common-ground solution that works for everyone.
3. Note that a deliberation is different from a debate or discussion.
4. A debate is competitive, generally set up with opposing sides, and ends with one winner and one or more losers. Deliberations are collaborative. Through the process of discussion, a deliberation attempts to find a solution that incorporates many ideas and is something everyone can agree to.
5. Discussions are more free-flowing and do not necessarily have an end goal of making a decision. These are opportunities to share ideas and learn from others. Deliberations do that, too, but they also intentionally look at the topic from multiple perspectives and have a goal of coming to a common-ground decision at the end.

Collaborate

1. Now that the class has an understanding of what it means to deliberate, have them create a set of shared norms that will guide their conversation. Students should think about what actions and attitudes they think will help the class have an effective deliberation.
2. Students can brainstorm individually or with others before sharing. Record these on an anchor chart somewhere visible in the room and read them out loud. Suggested norms include:
 - Be respectful and open to new ideas.
 - Share the floor.
 - Stay on topic.
 - Everyone participates.
 - Seek first to understand, then to speak.
1. When the students feel that their list is complete, remind them that they are responsible for both adhering to and helping others follow these norms.

Act

1. Cue up the deliberation by setting the stage for the topic they will be discussing. State that they will be looking at a complex topic from 1849 that affected many people living in what is now the western part of the United States. Using a map of the United States, indicate how the border changed after the Mexican–American War to include significant swaths of land that include what is now California, Texas, Nevada, Utah, and parts of Arizona, New Mexico, Colorado, and Wyoming.
2. Explain that when this happened, the people living in these areas were faced with a significant decision that we will examine in our deliberation. They had to answer the question: What do you do when the border crosses you?
3. Note that in order to understand this experience and make a decision to answer the question, the students must prepare by learning about the people who lived in one area and the options they were considering. Distribute the Treaty of Guadalupe Hidalgo guides for students to read the narrative portion. They will examine the options in the next lesson. Afterwards, debrief with students to ensure they have an understanding of information included in the narrative. Encourage students to annotate the text as they read.

Lesson 2: The Deliberation [45 minutes]

CLASSROOM ARRANGEMENT

As feasible, arrange students' desks and/or chairs in a circle.

Student Tasks:

- Individually set expectations and goals for participating in the deliberation.
- Critically examine the question, each option, and the associated trade-offs through discussion with classmates.
- Collaboratively develop, or work toward developing, a common-ground (consensus) decision to answer the question: What do you do when the border crosses you?

Think

1. Explain that students will be participating in their deliberation during this class. Refer to the norms set by the students during the previous lesson and remind them of their responsibility to both follow and help others adhere to these guidelines.
2. Review the roles of both the students and the teacher. Explain that the role of the teacher is to facilitate the conversation. This means the teacher's role is to ensure the deliberation runs well, but the teacher is a neutral participant and will not add opinions to the conversation. Students, however, will be active participants, sharing their ideas and concerns as they work together to find a common-ground solution.

FACILITATION NOTE Use the provided facilitation techniques and strategies to guide the conversation. See Appendix below.

3. Ask each student to think individually about how they want to participate in the conversation. This is an opportunity for them to work on their own discussion skills. For example, those who often dominate discussions may consider how they can do more active listening. And those who may choose to listen should think about how they can share their voices more frequently. Have each student write down one or two sentences to answer the question: How will I participate?

Collaborate

1. Cue up the deliberation by reviewing the main question: What do you do when the border crosses you? Ask students to think about what connections they have to the topic and question at hand. Ask for volunteers to describe their connection in the topic. Doing this helps set the tone for the deliberation as one that involves real personal experiences and stakes.
2. Remind students that their goal is to work collaboratively to find a shared solution about what the Californio people should do. Before they do this, however, they must think carefully about each proposed option and solutions. Have students read the three options, keeping the following questions in mind:
 - What does this option propose or recommend?
 - What steps would we have to take to make this option work?
 - What would be positive outcomes of moving forward with this option?
 - Why would people want to choose this approach?
 - What are trade-offs or downsides that we would have to accept if we chose this option? Are these trade-offs worth it?
3. Open up a conversation by examining the options as a class. Have students carefully think through and discuss each option, its associated actions, and its trade-offs. Encourage students to listen closely, to respectfully respond to their classmates, to bring up insights they feel must be considered, and to share their response to each option.

FACILITATION NOTE Pay attention to how students are engaging throughout the deliberation. This information will be useful in the next lesson to help students reflect not only on the decision they made but how they contributed to that outcome. One recommended way to keep track of their participation is to use a Harkness diagram, which captures the flow of conversation.

Act

1. Conclude the deliberation by guiding students toward developing a common-ground decision. Remind students that they can be creative in their solution building by combining preferred elements of different options, as long as they stay within the bounds of reality and incorporate the many perspectives and people affected by the issue.
2. If the group comes to a shared conclusion, post the decision somewhere visible and review it as a class. Ask:
 - What actions are they proposing? Why are these important or necessary?
 - What trade-offs must they make with this approach? Are those acceptable trade-offs?
 - Who will be impacted, positively or negatively, by this solution?
 - Why is this the right solution for our group?
3. If the class is unable to come to a shared decision, post the approaches with the most support somewhere visible. Help students think through each option, identifying what they like, what they could do without, and how it would affect different groups of people. Students may be able to create a compromise solution through this process or they may need to determine that they are not yet ready to come to a conclusion.

Lesson 3: Reflecting on the Deliberation (45 minutes)

Student Tasks:

- Assess their own participation in the deliberation and the process used by the group to come to a decision (or lack thereof).
- Reflect as a class on the actions they selected and compare this with actual historical outcomes.
- Identify and consider connections between this historical topic and current issues.

Think

1. Instruct students to individually reflect on their experiences during the deliberation. Ask them to write or draw their responses to the prompts below:
 - Think critically about your own participation in the deliberation. Did you reach your participation goals?
 - What actions did you take that you are proud of? What would you like to improve for future discussions?
 - How has your thinking about working with and listening to the ideas of others changed?
2. Then have students think about and share feedback about their decision-

making process. They should identify areas where they felt the group excelled and where there are opportunities for growth. Help students maintain a respectful and supportive atmosphere by reminding them of their class norms before going into this discussion.

3. Encourage students to share and discuss their responses with others. This can be done by talking with a partner, contributing to a larger class conversation, or posting their responses on the board using sticky notes.

Collaborate

1. Review the common-ground decision they came to during the deliberation, pointing out the actions they decided to take and the possible trade-offs that they may have had to face. Ask students to assess how closely their conclusions may reflect actual historical outcomes. Remind students that the goal of this deliberation was not to “get it right,” but rather to experience how groups come together to determine what they will do in the face of complex and challenging questions.

2. Distribute the document of supplemental information about the individuals they learned about in the deliberation narrative. Have students work in small groups to assess the information using the prompts below:

Did the Californio people come to one shared conclusion about what they should do? What decision or decisions did they make?

- What external factors affected their decision-making process?
 - What happened to the individual people described in the callout boxes after 1849?
 - Which groups of people may have agreed or disagreed with the actions the Californio people took?
 - Do you agree with the decisions the Californio people made?
3. In groups, have students discuss how closely aligned their conclusion was to the actual historical outcomes. Did they come to similar or different conclusions? Why might that have happened? Encourage each group to share its findings with the class.

Act

1. Ask students to reflect on and share their responses to the questions:
 - How has your thinking about this topic changed?
 - Does this topic connect to any modern issues or events? Which ones?
 - Can this history help us better understand those events and issues? How?
2. Have students reflect on and share their ideas about how deliberation could be used to better understand multiple perspectives on these modern-day issues.
3. Individually or in pairs, have students set at least one goal for how they will continue to use what they have learned from this deliberation as they

examine other historic topics and current events.

ADDITIONAL RESOURCES

This Educators' Guide and the Treaty of Guadalupe Hidalgo deliberation guide are part of the National Museum of American History's *Becoming Us* curricula a comprehensive teaching toolkit on immigration and migration history in the United States. Learn more here: <https://americanhistory.si.edu/becoming-us/>

APPENDIX

Facilitation Strategies for Educators

This deliberative issue guide gives students the chance to lead and engage in their own conversation in which they can examine concepts and issues, learn through discussion, encounter new perspectives, and find common ground with others. As the facilitator, your role is to guide, rather than lead, this discussion.

What does it mean to be a facilitator?

Your job is to support the students as they think critically and engage in thoughtful discussions about complex concepts of democracy. Being a facilitator can be challenging during a lively and engaging discussion because it requires you to be a neutral guide rather than a participant with an opinion.

However, this does not mean that the facilitator is passive! You are impartial about the topic, but not about the process. The facilitator must pay close attention to both the spoken and unspoken dynamics of the conversation to ensure that students feel welcomed and engaged, that the discussion remains civil and thoughtful, and that the activity achieves its intended goals.

This to-do list can help you get started:

Be Prepared!

- Understand the activity thoroughly. Brainstorm what ideas and views might be brought up and what might not be said. Be prepared to carefully present unvoiced perspectives to help the class dig deeper into a question or prompt.
- Prepare prompting questions in advance, like “What do you think?” “Can you explain your thoughts?” “What example or evidence could you share to help us better understand what you are describing?”

Set the Scene

- Go over the objectives so students understand their expectations and the goals of the activity.
- Review any procedures or rules.

Manage the Discussion

- Keep track of who is talking.
- Take notes to capture points, thoughts, and tensions. Use your notes to develop questions and illuminate connections.
- Interject only as needed to clarify statements, move the conversation forward or deeper, diffuse tension, and ensure all voices are heard.
- Keep an eye on time and know when to start winding down the conversation so there is sufficient time to reflect individually and as a group.

Coach Your Students

- This can require the most energy during the discussion. The next page has tips on managing a few specific instances that might come up in your classroom.

Tips You Can Use with Students When They...

Don't stick to the class norms

- Keep the class norms posted where all participants can see them and read them out loud. Students will often moderate each other by reminding everyone of the rules.
- Take a five-minute break. During this time, invite a rule-breaking student to be a co-facilitator and talk with them about what it means to moderate the conversation. Putting a student in a new role may help them see the conversation differently.

Dominate the conversation

- Ask the student to pause and invite others to react to what has been said.
- Give a general reminder that the goal is to hear all voices and a range of discussion, meaning the floor must be shared.

Choose to not participate

- Be proactive! Start by going around the room or table and having each student say something. Simply saying a few words out loud in front of a group can release a bit of the pressure a student might be feeling and make it easier for them to speak later on.
- During the discussion, let the student know that you are going to ask for their thoughts after the next few people talk. This lets them know that they will have to speak and gives them time to either check back in to the conversation or prepare what they want to say.
- Explain that part of the learning experience of this activity is to understand that even if someone opts out, they are still making a conscious choice to participate or not – which is a key concept of democracy. If a student

chooses to not participate, ask them to explain their choice to “sit this one out.” Or, invite a student to join the teacher as a co-facilitator.

Struggle to explain their thoughts

- Encourage students to think of an example that could illustrate what they are thinking. For example, a student might not be able to say which constitutional amendment gave women the right to vote, but they may be able to describe the woman suffrage movement.
- Pause the activity for a ten-minute research break. During this time, students can grab a textbook or access the internet to pull together evidence that might help them make their case.

Are ready to find common ground or reflect

- As the conversation or available time begins to wind down, encourage your students to reflect on what they learned about themselves as members of their community and democracy, and the role discussion plays in making wise decisions about public issues.
- Ask students to share their thoughts on why discussion is an important part of a thriving democracy. Identify where students’ ideas overlap. In other words, where do they share common ground?