

Immigration

Lesson #6: WAS KANSAS IN MEXICO?

TIME

90 minutes - NOTE that this lesson may be shortened to 50 minutes by omitting either steps 2 and 3 (the map exercise) or steps 4 and 5 (the timeline activity).

MATERIALS FROM THE TRUNK

Worksheets

- #4 Independent Mexico, 1824-1836
- #5 United States Land Claims, 1836-1854
- #6 Land Claimed by Spain After 1762
- #7 Timeline - Claims to Kansas
- #8 Timeline Activity Pieces

Objects - Timeline and timeline pieces

Video - *Hispanic Culture Series: Mexican People and Culture*

OTHER MATERIALS

Television and VCR, map of the United States, and for the students scissors, glue or tape, and markers or colors

TEACHER PREPARATIONS

Advance the video to the second section titled "Part Two: The Mexicans" (this is at counter number 113). Make five copies each of worksheets #4-8. Hang the empty timeline up in the classroom.

OBJECTIVES

Students will be able to:

- 1) identify boundary and border changes on a series of maps
- 2) place a series of events connected with landownership in North America in chronological order using a timeline
- 3) recognize that Kansas's connection with Spain and Mexico is still evident in Kansas today through the use of maps

HISTORICAL BACKGROUND

During the sixteenth, seventeenth, and eighteenth centuries England, France, and Spain all claimed Kansas's land.

Spain - The first Europeans to set foot in Kansas were part of the Francisco Vasquez de Coronado expedition in the early 1540s. Other traders and explorers followed in the centuries to come. Spain claimed territory by right of geographical "discovery."

England - English colonization of the Atlantic Coast brought claims of landownership from sea to sea beginning in the early 1600s. These claims were unsupported by exploration or colonization.

France - By the late 1600s exploration by the French resulted in settlement along the Mississippi River. Relying on their exploration and settlement the French claimed all land drained by the Mississippi.

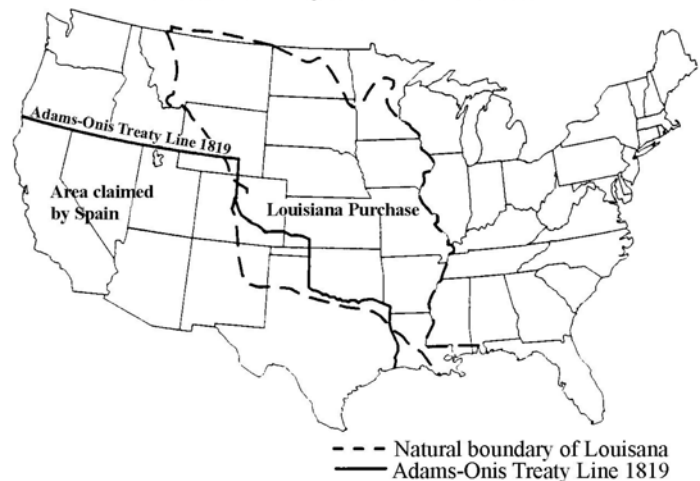
For much of the eighteenth century conflicting territorial claims were being made by England, Spain, and France. In November 1762 France ceded all of its territory west of the Mississippi River to Spain, an ally in the French and Indian War, and Kansas became part of New Spain.

LAND CLAIMED BY SPAIN AFTER 1763



Louisiana Territory - Between 1763 and 1819 the region known today as Kansas changed hands between France, Spain, and the United States several times. France had ceded the province of Louisiana to Spain in 1762, but by 1800 France wanted it back. Napoleon Bonaparte convinced the Spanish to return it to France. The movement of Louisiana Territory to French hands meant that Kansas belonged to France.

LOUISIANA PURCHASE IN 1803 AND ADAMS-ONIS TREATY IN 1819



The transfer of this amount of land to France alarmed the United States government. Negotiations began to secure this land for the United States who paid fifteen million dollars in 1803 for the land. This moved ownership of today's Kansas into the hands of the United States.

The boundaries of the Louisiana Purchase were indefinite. An initial claim was made to the

western Mississippi drainage basin. The entire state of Kansas is part of this drainage basin. In 1819 a compromise border between Spanish territories and Louisiana Territory placed about 7,500 square miles of southwestern corner of the future state of Kansas back into Spanish hands.

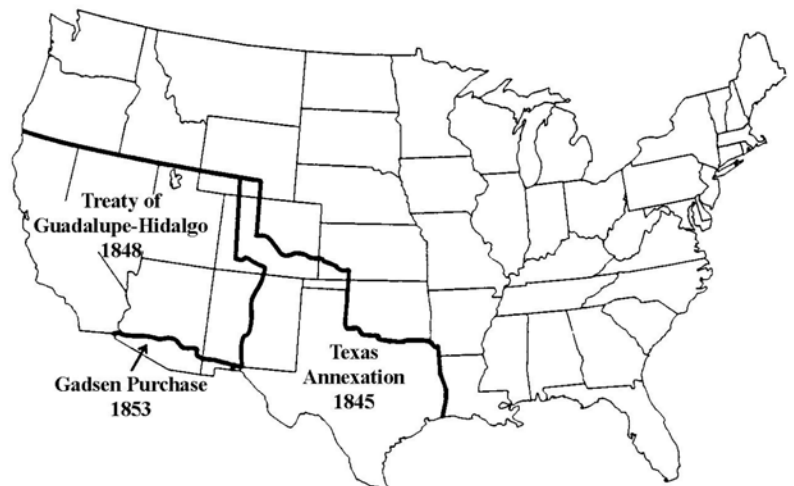
Mexican Independence - A series of revolts lasting from 1810 to 1821 paved the way for Mexican independence from Spain. When Mexico gained independence from Spain the southwest corner of today's state of Kansas became part of Mexico. Both Spain and Mexico had ignored the northern territories during the struggle for Mexico's independence. Mexico's continued loss of influence in the region was inevitable. Even as Mexico lost control in this region the Anglo, or non-Mexican, presence in Mexican territory grew considerably. Eventually Mexico turned over much of its northern territories to the United States.

INDEPENDENT MEXICO 1824-1836



Texas Republic, 1836 - Texas repeatedly petitioned the Mexican government to grant them independent statehood, but their requests were ignored. Hostility grew and the Texas Revolution broke out in 1835. This resulted in Texas becoming an independent republic in 1836, and nine years later, in 1845, the U.S. House of Representatives offered statehood to the republic. Texas accepted. Unfortunately Mexico had never recognized Texas's independence, and war broke out between the United States and Mexico over the disputed territory. Between 1836 and 1848 a portion of the Texas Republic was claimed by both Texas and the Mexican state of Nuevo Mexico (New Mexico). The southwest corner of the future state of Kansas was in this area whose ownership was in dispute.

UNITED STATES LAND CLAIMS 1836-1854



Treaty of Guadalupe-Hidalgo, 1848 - The conflict over Texas's statehood lasted two years and ended only after American troops captured Mexico City in 1847. By 1848 Mexico was forced to recognize the loss of Texas and to sell a large portion of its territory to the United States. The Treaty of Guadalupe-Hidalgo gave the United States the Rio Grande as Texas's

boundary, California, and all the territory in between including the land in dispute between Texas and New Mexico. This is the treaty that marked the end of Mexico's control over any part of Kansas.

With the signing of the Treaty of Guadalupe-Hidalgo the U.S. government assumed responsibility for the thousands of Mexicans living in its new territory. It gave residents the choice of becoming U.S. citizens or returning to Mexico. Those who stayed (about 80 percent) became the first Mexican Americans. Even though the treaty guaranteed Mexican Americans their constitutional rights, and promised that Spanish land grants would be honored, these rights continued to be violated.

Gadsen Purchase, 1853 - In an attempt to continue expanding the United States, James Gadsen, American minister to Mexico, arranged a treaty for the purchase of lower California and a large area in northwestern Mexico. Fearing a proslavery plot, northern congressmen scaled down the purchase to include what is now southern Arizona and New Mexico. This area was to contain a good railroad route to California. Except for the later acquisition of Alaska, the Gadsen Purchase ended the continental expansion of the United States.

For more information read pages 23-43 in *The Mexican Americans*, included in this trunk, or *The Historical Atlas of Kansas* by Homer E. Socolofsky and Huber Self.

VOCABULARY

- Cede = To yield, grant, or give, usually through a treaty.
- Nuevo(a) = Spanish word meaning new.
- Vieja = Spanish word meaning old.

ACTIVITY

- 1) Show the class "Part Two: The Mexicans" (counter #113) of the video *Hispanic Culture Series: Mexican People and Culture*. (This segment is approximately eleven minutes in length.)

Use this video to begin a discussion with the class about the Mexican/United States border. Include the following questions to lead the discussion:

Has Spain ever controlled land that presently falls within the borders of the United States?

***Yes, Spain controlled much land in what is now the United States.
In fact all the land west of the Mississippi River belonged to Spain
at one time.***

What was the relationship between Mexico and Spain?

Mexico was a colony of Spain until it fought for its independence.

Should the border between Mexico and the United States be described as constant or changing?

Changing. It has changed several times.

- 2) Have the class explore the changing borders of New Spain and Mexico through the use of maps.

Begin by reminding the class of the video and the fact that Spain claimed Kansas (as well as most of the U.S. west of the Mississippi). Add the following points to this information.

- *Coronado, a Spanish explorer, claimed land that he explored in North America for Spain by right of exploration. He reached Kansas in 1540.*
- *England began settling along the eastern shores of North America in the early 1600s and claimed all land as theirs from "sea to sea." (The pilgrims landed at Plymouth Rock in 1620.)*
- *In the late 1600s the French settled and explored along the Mississippi and claimed all lands drained by the Mississippi for France.*

Ask the class why all three nations would want control of the same land.

Land is power and all three nations wanted power.

Pass out worksheet #6, Land Claimed by Spain After 1763. Ask the class for information they are able to attain from looking at the map.

- *The map is of 1763.*
- *This map shows territory once claimed by Spain. Note that all three nations are no longer claiming land west of the Mississippi.*
- *The land now known of as Kansas was part of Spain on this map.*
- *States within the U.S. that were once part of Spain include Arizona, Arkansas, California, Colorado, Iowa, Kansas, Louisiana, Minnesota, Missouri, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, and Wyoming.*

Explain that Louisiana Territory "officially" became the property of Spain when France gave up her claim to it following the French and Indian War. Spain was France's ally in this war. Less than forty years later France asked Spain to return this land to France.

Pass out worksheet #4, Independent Mexico, 1824-1836. Once again ask the class to share information they are able to attain from looking at the map. Be prepared to share information with the class to explain the changes they will see.

- *This map is of land claimed by Mexico, not Spain. The Mexican Revolution lasted from approximately 1810 to 1824. At the end of it Spain turned over its land holdings in North America and Central America to Mexico.*
- *The major change in landownership between worksheets #6 and #4 is the loss of Louisiana Territory. By the time period of this map, 1824-1836, the United States had already attained the Louisiana Purchase from France. There had been some dispute*

about the western boundary of the Louisiana Purchase, but an agreement had been made by 1824.

- At the time of this map the majority of land in today's state of Kansas belonged to the United States (this was acquired through the Louisiana Purchase). The southwest corner of Kansas belonged to Mexico.

- The names and/or boundary lines of the Mexican states are different from those of Spain's on worksheet #6.

Pass out worksheet #5, United States Land Claims, 1836-1854.

- All of the land on this map belongs to the United States. It shows land being claimed by the United States through the 1845 Texas Annexation, the 1848 Treaty of Guadalupe-Hidalgo, and the 1853 Gadsen Purchase.

- Following a revolution with Mexico, Texas became an independent republic in 1836. The United States offered statehood to this republic. Even when Mexico recognized Texas statehood ownership of an area of land (southwestern Kansas was part of this) remained in dispute.

- The Treaty of Guadalupe-Hidalgo, 1848, placed a large portion of Mexican lands in the hands of the United States, including the land in dispute (which included the southwestern portion of Kansas). This treaty guaranteed the Mexican residents their constitutional rights and promised that Spanish land grants would be honored.

- The Gadsen Purchase, 1853, marked the last land transferred from Mexico to the United States.

- The southwest corner of present-day Kansas became the property of the United States.

- 3) At this point have the class place the three maps in chronological order.
#6, #4, #5 is the correct order

Have them color the state of Kansas yellow on each of the maps.

On worksheet #6 have them put blue lines through any part of Kansas owned by Spain.
Spain owned the entire state.

On worksheet #4 have the class put green lines through any part of Kansas owned by Mexico.

Mexico owned the southwest corner of the state.

On worksheet #5 have the class put red lines through any part of Kansas that the United States acquired from Mexico through the annexation of Texas or the Treaty of Guadalupe-Hidalgo.

The southwest corner of Kansas was part of Texas in 1836 when

Texas became an independent republic. Mexico did not recognize Texas's independence or annexation to the United States. Through the Treaty of Guadalupe-Hidalgo the United States gained control of much of Mexico's land in North America.

- 4) Pass out copies of worksheets #7 and 8 to each group. As a group have them:
- assign one color to each country listed on the key; the colors on the large timeline used later in this lesson are
- Spain = blue
England = orange
France = pink
United States = yellow
Mexico = green
Texas = red
- cut out the maps and passages on worksheet #8
 - color maps appropriate to key
 - attach the maps and passages to the timeline in the appropriate places.
- 5) Once the groups have had time to discuss and work this (worksheet) timeline activity pull the class out of their groups. Distribute the timeline pieces of the large timeline to individuals. Have them come forward in an orderly fashion and place their pieces on the timeline in the appropriate locations. It will be easier to place the descriptive labels on the timeline before placing the maps, or to distribute the labels and ask each person with a label to choose the correct map to go with his/her label.

After the class has completed the timeline, discuss the information it provides and the class's reaction to it. Following are some questions to begin the discussion.

Ask the students what they learned about ownership of the land of present-day Kansas? Have students volunteer responses. These might include being unaware of the number of times ownership had changed hands, the fact that six different entities claimed ownership of this land over the years, the fact that claims to this land date back many years, etc.

What group of people has been left off the timeline?

Native Americans

Is there a progression of ownership?

After 1762, yes. Claims were made by specific nations and honored by other nations. Before 1762 several nations claimed ownership of the same lands without ever utilizing it.

What are some reasons that so many nations wanted to own the land but never indicated an interest in settling it?

Land often meant power and most nations that laid claim to the

land viewed it as that.

Which country controlled the land of present-day Kansas for the longest period of time?

Spain. Spain made claims from 1540 to 1800. In addition the western border of the Louisiana Purchase was in dispute for a number of years, and the southwest corner of Kansas officially belonged to Spain from 1819 to 1821.

By comparison, United States control of this land dates from 1803 for a total of 193 years in 1996.

What country has had the most impact on the land?

The United States.

- 6) Using what the students have learned about the changing borders of Mexico, begin a discussion about how Mexican American immigrants' experience might differ from that of other ethnic groups immigrating to the United States.

Mexicans were in portions of the United States before either Americans or the United States government. Once the United States acquired Mexican territory most Mexican Americans living there became United States citizens, were guaranteed their constitutional rights as such, and were promised that Spanish land grants would be honored. (See the Treaty of Guadalupe-Hidalgo.)

The border between Mexico and the United States is accessible. Many Mexican immigrants moved back and forth between the United States and Mexico several times before choosing to remain on one side of the border. Many Mexican Americans express feelings that they belong on, or had a right to be on, soil that had belonged to Mexico and Spain for so long. United States acquisition of this land occurred with promises that the constitutional rights and Spanish land grants of the Mexican people living there would be honored.

- 7) Ask the class to think of conflicts that occur in our world today. Is the question of controlling land, or access to land, part of any of these struggles?

In many cases, yes. Consider the problems that surround Israel, eastern Europe, etc. To some extent the control of land is part of many conflicts in our own world.

EXTENDED ACTIVITY

- 1) **Materials from trunk:** 4 Kansas road maps

Discuss the fact that Kansas's connections with Spain and Mexico can still be seen today. Divide the class into four groups. Give each group one of the Kansas road maps provided. Ask the students to locate their hometowns and decide when they became independent from Spain or Mexico depending on the information they learned in this lesson.

The boundary line between the Louisiana Purchase and Mexican territory has been highlighted.

Next, have each group locate towns, cities, rivers, etc. in Kansas that have Spanish or Mexican names.

These include Alta Vista (high view), Cimarron (wild or unruly), De Soto (Spanish explorer), El Dorado (the gilded one, or the golden), Fontana (fountain or spring), Maize (corn), Montezuma (Aztec ruler), Sand Arroyo Creek (arroyo is a watercourse), and Coronado Heights near Lindsborg (Spanish explorer)

Ask them if they can name other places within the United States bearing Spanish or Mexican names. They may want to refer to the map of the United States.

Examples include: Colorado (reddish), Nevada (snow), Florida (place of flowers), Montana (mountain), Rio Grande (big river), Santa Fe (saint faith), Pueblo (small town), Los Angeles (the angels), and New Mexico

Bring the class back together as one large group and have the students share their findings.

- 2) Watch the entire video *Hispanic Culture Series: Mexican People and Culture*.
- 3) Have the students research Spanish explorers, treaties with Mexico, the Louisiana Purchase, or the Mexican Revolution.
- 4) Use the book *Kansas Place-Names* by John Rydjord (Norman: University of Oklahoma Press, 1972) and a variety of Kansas maps (historical, showing townships, etc.) to further explore places in Kansas that had or have Spanish or Mexican names.
- 5) Use the lesson plan "Mexico's Loss of Land: Perspectives from Mexico and the United States" to explore the early to mid-1800s with your class. This lesson plan examines a time period when the United States acquired vast new territories and Mexico lost almost half of its territory. Look at how this happened and how people in the United States and Mexico felt about the decisions that changed their borders. The lesson includes primary source material and an excerpt from a Mexican textbook about the annexation of Texas. This lesson plan can be found in the *Magazine of History* at the back of this manual.
- 6) Have the class do further research on some of the conflicts mentioned in this lesson. After researching them have the students discuss their findings. Who do they think has the most

legitimate claim to the land? Do the people involved in the struggle have emotional ties to the land that they are fighting to control? Does the class think that this type of struggle will ever end? Is it part of human nature to become involved in this type of struggle?

- 7) Ask the class to sit quietly in their seats, close their eyes, and visualize three images that are representative of their lives. These may include family members or close friends, their homes, or possessions. Have them share some of these with the class if they wish. Next, tell the class that there has just been a revolt in Kansas and all or some of these things have been taken from them. Have each student take out a piece of paper and write his/her feelings about this situation and the loss.
- 8) Use the following excerpt from an interview to discuss attitudes about Mexican immigration today.

Adolph Orpeza was interviewed in 1980 by Laurie Bretz. Mr. Orpeza was born in Michocan, Mexico, moved to the United States at the age of two years, and grew up in Kansas City.

Bretz: What do you think about the people that keep coming from Mexico?

Orpeza: (LAUGHS) We was here first! (MORE LAUGHTER)

Bretz: Who is we?

Orpeza: The Aztecas. The Indians.

Bretz: So what do you think about all the white folks who keep coming?

Orpeza: There ain't no more white people coming, just Orientals now.

Bretz: Here in Kansas City, the first people were Indians, then some of the people came from Boston, some of the white folks, and then came some of the European immigrants, some of the Croations, and the Poles. Then the Blacks came. Then around the first of the century some of the Mexican people came up to work on the railroad. Ever since then there have been people coming up from the Old Country [Mexico].

Orpeza: A lot of them feel they're going to where they're supposed to be. They say they bought the land from the Indians, the Mexicans and the French, but you read that book, you know what the gimmicks were.

Bretz: You think the Mexican folks have as much right to be here as anybody else?

Orpeza: All that land that the United States got from Mexico, they should not say a thing about people immigrating to that part of the country.

What is Mr. Orpeza's attitude about immigration from Mexico? Does the class agree or disagree with his attitude? What are the students' attitudes about immigration from Europe (including Great Britain and France)? Asia? Africa? Other Latin American countries besides Mexico?