

SPECIAL ED

MEXICO AND THE UNITED STATES



INCLUDES GOOGLE SLIDES

This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and has a few foundational math skills. With some support, he is able to do this unit and enjoys the challenge. He is my tester!!



United States & Mexico

By
Christa Joy
Special Needs for Special Kids



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In separate files there are:

- Lesson plans
- Voice recorded PowerPoint
- Directions and links to digital activities

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This unit contains almost 200 pages of material and 38 google slides. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

United States & Mexico Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Spy games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

The lesson plans contain:

Overall tips for teaching
students with significant
needs

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	7	<ul style="list-style-type: none">• Book• Vocabulary cut and paste
2	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	8	<ul style="list-style-type: none">• Book• Vocab cards activity• Sudoku or Word search
3	<ul style="list-style-type: none">• Book• Vocab cards activity• Sorting Activity	9	<ul style="list-style-type: none">• Book• Vocab cards activity• Close Worksheet
4	<ul style="list-style-type: none">• Book• Vocab cards activity• Sorting activity	10	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
5	<ul style="list-style-type: none">• Book• Vocabulary cut and paste	11	<ul style="list-style-type: none">• Book• Vocab cards activity• Close Worksheet
6	<ul style="list-style-type: none">• Book• Vocabulary cards activity• Writing prompt	12	<ul style="list-style-type: none">• Assessment

The lesson plans contain:

A quick look at what you will do each day

Day 5

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary cards Speed Matching (10 minutes)	<ul style="list-style-type: none">• place all the cards in the middle of the table• hold up a card, and the students race to find it in the pile in the middle of the table• NOTE: for students with physical challenges, allow them to simply find the symbol on their board or communication device	<ul style="list-style-type: none">• Vocabulary cards (extra sets)
Map activity review (5 minutes)	<ul style="list-style-type: none">• Review the map activity completed yesterday	<ul style="list-style-type: none">• Activity completed yesterday
Writing Prompt (10 minutes)	<ul style="list-style-type: none">• Complete the My Trade Agreement writing prompt	<ul style="list-style-type: none">• Writing prompt• Scissors• Glue
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their finished writing prompts	<ul style="list-style-type: none">• Completed writing prompts• Communication devices

The lesson plans contain:

Detailed instructions on how that day's lesson should run



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This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

The United States and Mexico are connected socially, by **tourism** and a shared **culture**.



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NAFTA (the North American Free Trade Agreement) was passed by congress in 1994.



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There is a book with this unit using simple text and photos. It is 55 pages and is an overview of the relationship between the United States and Mexico.

- pdf version
- voice-recorded PPT
- mp4 movie format

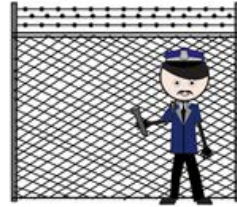
Mexico

Country that borders the south of the United States.



border

Line that divides one country from another.



Trade agreement

Agreement between countries that defines how much it will cost to sell products to each other.



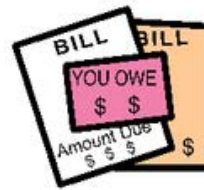
tourism

An way to make money based on having people come to a location for vacation.



tariffs

Tax on something that is sold into or out of the country.



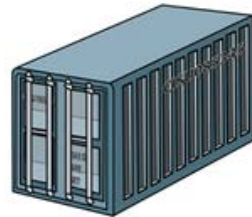
NAFTA

Trade agreement between US, Mexico and Canada that allowed free trade with no barriers.



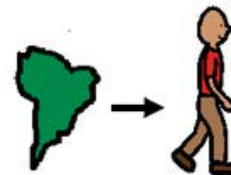
exports

Things made in one country and sold to another.



emigrant

Someone who leaves the country they were born in to live somewhere else.

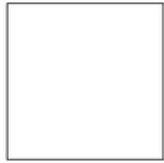


There are 20 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

culture

Traditions and customs a group of people have in common.



economy

The way a country makes money.



Bill Clinton

President of the United States who created NAFTA.



Lopez Obrador

Current (2018) president of Mexico.



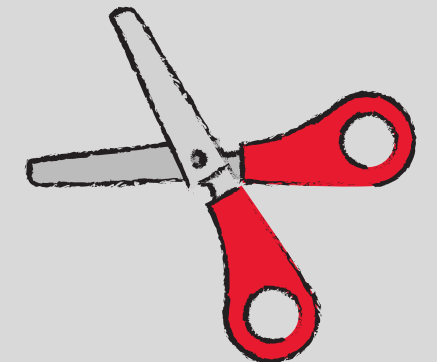
Cut apart and match pictures with definition.



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There is a cut and paste activity where students will match either the picture to the definition (easier) or the definition to the picture (harder).



poverty



USMCA



rural



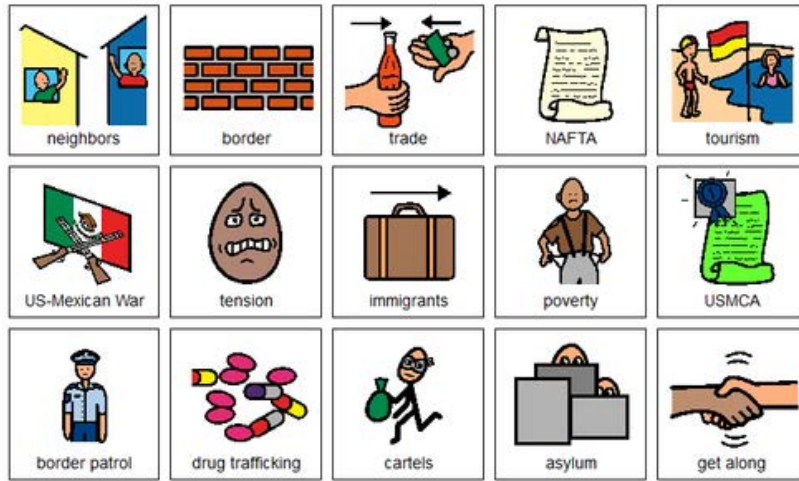
immigrant



Very poor.	Agreement between countries that defines how much it will cost to sell products to each other.
Trade agreement between US, Mexico and Canada that allowed free trade with no barriers.	Bringing drugs illegally into the country.
Country that borders the south of the United States.	Tax on something that is sold into or out of the country.
Area in the country, away from the city.	President of the United States who created NAFTA.
Traditions and customs a group of people have in common.	When an immigrant asks to stay in the US because they are in danger in their home country.

Errorless version

Cut apart pictures and place in circle map about the relationship between the US and Mexico.



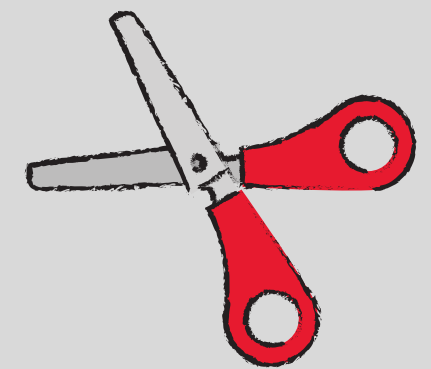
Cut apart pictures and place in circle map **ONLY IF** they relate to the relationship between the US and Mexico.

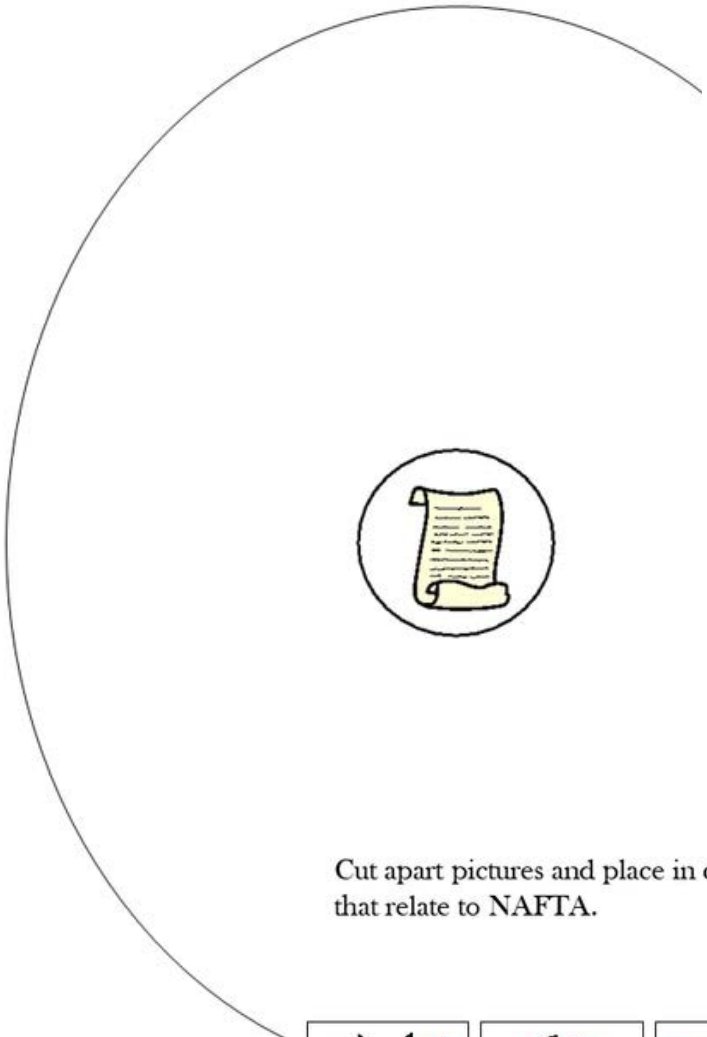


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There are 2 circle maps in this unit. One covers the relationship between the US and Mexico.

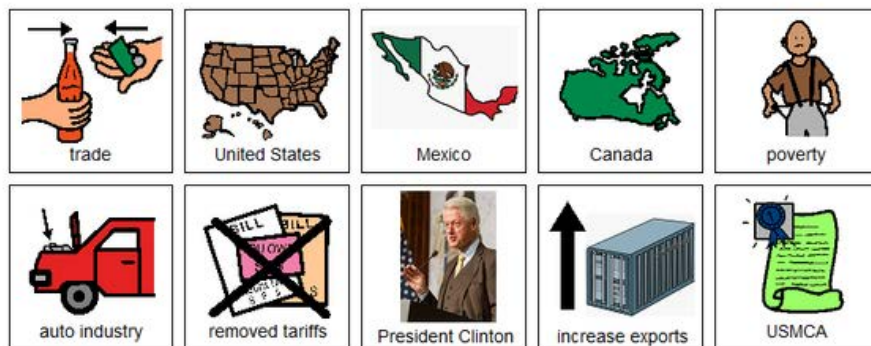
Circle maps are a great way for students to see the concept at a glance.





Errorless version

Cut apart pictures and place in circle map about things relating to NAFTA.

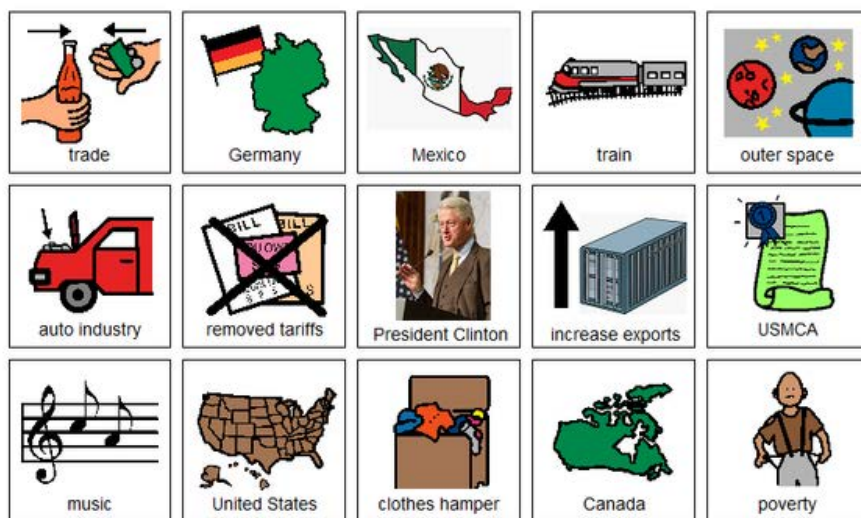


Then there is one circle map specific to NAFTA.

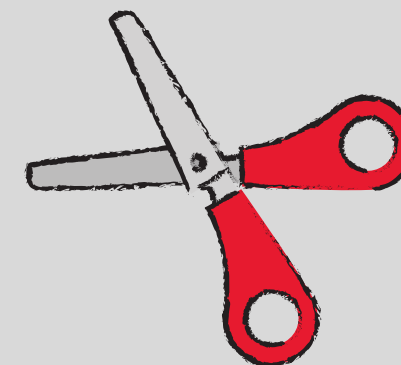
Each circle map has 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside

Cut apart pictures and place in circle map **ONLY IF** they are things that relate to NAFTA.



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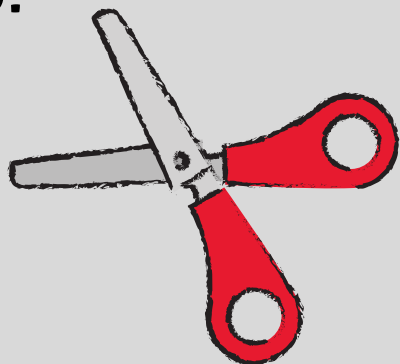
good changes		bad changes	
increased trade	cheaper prices	US opened factories	greatly increased immigration
auto industry	removed tariffs	general economic growth	increase exports
lower paying jobs	oil prices dropped	food prices dropped	Mexican farmers went out of business
			poverty in Mexico
			caused tension
			damage to the environment

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There is a sorting activity looking at the positive and negative effects of NAFTA covered in the book. There is a color-coded version (shown here) included for students who need more support.



Trace the border between US and Mexico with a colored marker and label the 2 countries.

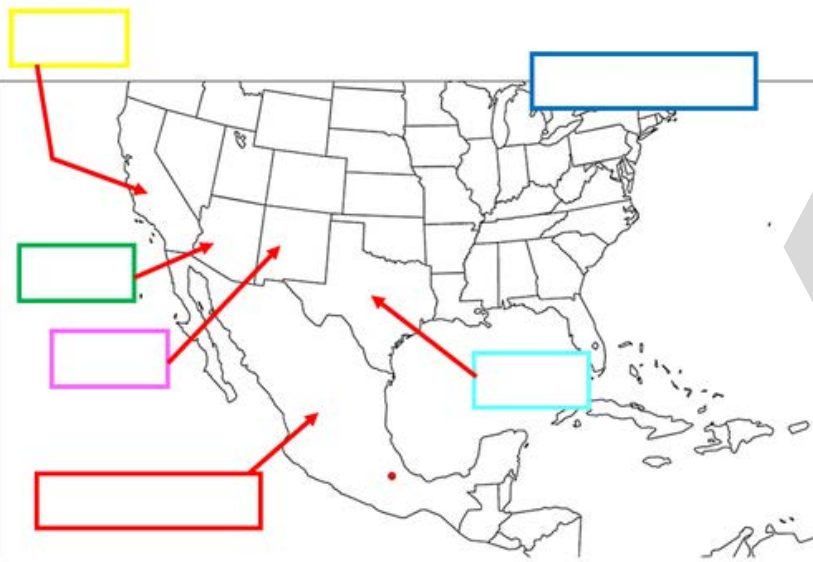


United States

Mexico

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Trace the border between US and Mexico with a colored marker and label the 2 countries and the bordering states.



United States

California

Arizona

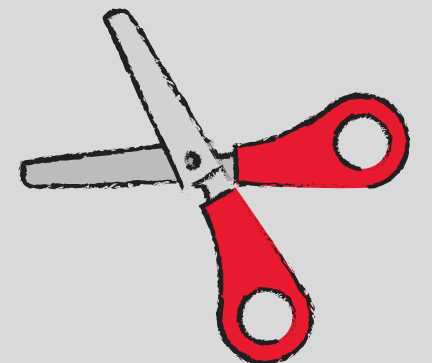
Mexico

New Mexico

Texas

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There are 2 map activities.
One identifies the US and Mexico. One identifies the US states that are on the border. Both come with differentiated (color-coded) versions.



My Trade Agreement



My trade agreement would be with

We would trade

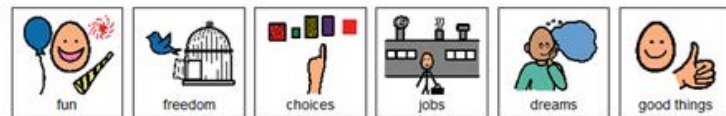
back and forth.

One rule would be, you could NOT

Another rule would be you could NOT

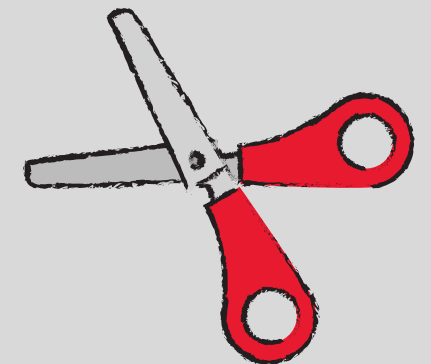
I think my agreement would help by making more for everyone.

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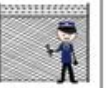

















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There is a writing prompt where students will write about their own trade agreement. This is an errorless activity.











US and Mexico

		 NAFTA		
 border				
		 Mexico		
 trade	 United States			 border
	 trade	 border	 Mexico	 NAFTA
 Mexico	 NAFTA			 border

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US and Mexico

 immigration	 Mexico	 United States	 NAFTA
 United States			 Mexico
	 immigration	 NAFTA	

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Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

 Mexico	 Mexico	 United States	 United States	 United States
 United States	 NAFTA	 NAFTA	 NAFTA	 immigration
 immigration	 trade	 trade	 border	 border

There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions (6x6 and 4x4) plus answer keys.



United States and Mexico

V	O	X	M	T	M	O	I	Z	Q	N	R	R	A	L	M	T	Q	M	
I	O	B	R	A	D	O	R	W	Z	Z	A	V	T	Q	Z	G	I	A	K
M	M	W	P	R	T	D	Z	O	X	N	E	C	O	N	O	M	Y	B	Q
M	R	A	H	I	G	D	S	Z	N	Y	I	Y	E	F	C	H	S	T	U
I	C	C	X	F	Y	M	B	K	E	X	P	O	R	T	S	J	M	D	S
G	J	U	S	F	M	K	Z	H	V	L	T	O	U	R	I	S	M	W	D
R	W	L	M	S	X	H	O	Y	B	I	K	C	U	A	A	A	H	R	P
A	P	T	U	T	S	F	B	L	X	Y	E	S	P	F	A	G	H	Z	A
N	A	U	H	W	J	O	O	Z	Z	Z	O	B	O	F	F	E	I	Q	J
T	U	R	Z	S	S	W	D	Q	X	Y	Q	G	V	I	V	P	S	X	I
S	R	E	J	Q	K	L	N	Z	G	E	H	A	E	C	L	B	Q	N	A
W	T	Z	P	R	L	C	B	O	R	D	E	R	R	K	S	G	O	R	Y
B	V	M	J	Z	N	M	P	M	B	O	I	U	T	I	O	M	G	E	F
T	N	M	K	I	A	Q	D	C	M	T	A	O	Y	N	W	Z	C	L	D
X	Y	K	A	L	U	D	M	A	E	M	S	U	G	O	D	H	O	U	
E	G	J	Q	J	V	K	I	F	X	V	J	A	S	Y	L	U	M	M	N
Y	M	J	Y	S	M	Z	V	K	I	V	M	G	E	I	V	S	O	N	J
O	T	J	M	D	R	U	G	S	C	A	R	T	E	L	W	N	E	N	X
H	L	H	P	O	U	B	A	Q	O	V	F	U	O	B	T	R	A	D	E
F	X	N	P	U	R	T	G	D	E	B	X	O	L	Z	J	I	G	Q	I

- | | | |
|------------|---------|-------------|
| MEXICO | TRADE | BORDER |
| TOURISM | CULTURE | ECONOMY |
| OBRADOR | TARIFFS | EXPORTS |
| IMMIGRANTS | POVERTY | RURAL |
| CARTEL | ASYLUM | TRAFFICKING |
| DRUGS | | |

United States and Mexico

V	O	X	M	T	M	O	I	Z	Q	N	R	R	A	L	M	T	Q	M	
I	O	B	R	A	D	O	R	W	Z	Z	A	V	T	Q	Z	G	I	A	K
M	M	W	P	R	T	D	Z	O	X	N	E	C	O	N	O	M	Y	B	Q
M	R	A	H	I	G	D	S	Z	N	Y	I	Y	E	F	C	H	S	T	U
I	C	C	X	F	Y	M	B	K	E	X	P	O	R	T	S	J	M	D	S
G	J	U	S	F	M	K	Z	H	V	L	T	O	U	R	I	S	M	W	D
R	W	L	M	S	X	H	O	Y	B	I	K	C	U	A	A	A	H	R	P
A	P	T	U	T	S	F	B	L	X	Y	E	S	P	F	A	G	H	Z	A
N	A	U	H	W	J	O	O	Z	Z	Z	O	B	O	F	F	E	I	Q	J
T	U	R	Z	S	S	W	D	Q	X	Y	Q	G	V	I	V	P	S	X	I
S	R	E	J	Q	K	L	N	Z	G	E	H	A	E	C	L	B	Q	N	A
W	T	Z	P	R	L	C	B	O	R	D	E	R	R	K	S	G	O	R	Y
B	V	M	J	Z	N	M	P	M	B	O	I	U	T	I	O	M	G	E	F
T	N	M	K	I	A	Q	D	C	M	T	A	O	Y	N	W	Z	C	L	D
X	Y	K	A	L	U	D	M	A	E	M	S	U	G	O	D	H	O	U	
E	G	J	Q	J	V	K	I	F	X	V	J	A	S	Y	L	U	M	M	N
Y	M	J	Y	S	M	Z	V	K	I	V	M	G	E	I	V	S	O	N	J
O	T	J	M	D	R	U	G	S	C	A	R	T	E	L	W	N	E	N	X
H	L	H	P	O	U	B	A	Q	O	V	F	U	O	B	T	R	A	D	E
F	X	N	P	U	R	T	G	D	E	B	X	O	L	Z	J	I	G	Q	I

- | | | |
|------------|---------|-------------|
| MEXICO | TRADE | BORDER |
| TOURISM | CULTURE | ECONOMY |
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| IMMIGRANTS | POVERTY | RURAL |
| CARTEL | ASYLUM | TRAFFICKING |
| DRUGS | | |

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.



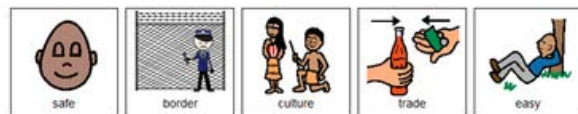
Relationship with Mexico

1. The United States and Mexico are .
2. It is important that we show each other .
3. NAFTA was an agreement meant to increase .
4. Not all of the effects of NAFTA were .
5. One industry that did really benefit from NAFTA was the .



How we are connected

1. The United States and Mexico share the a 2000 mile .
2. We are connected socially by a common .
3. We are connected economically by a agreement.
4. Our relationship has not always been .
5. We need to work together to keep everyone .



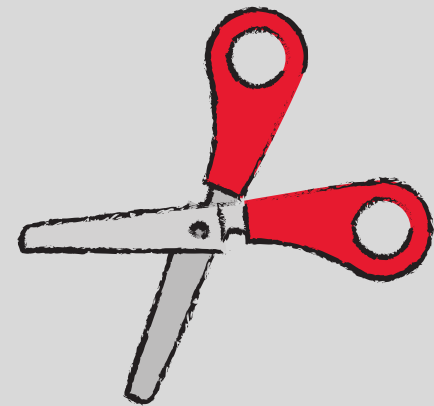
NAFTA

1. NAFTA was a trade agreement between countries.
2. It was created by President .
3. Unfortunately, it brought paying jobs to Mexico.
4. Many in Mexico became very, very poor.
5. NAFTA was replaced by , a new trade agreement.



Close worksheets are a great informal assessment. There are 4 worksheets. 2 are a general overview, 1 reviews NAFTA, and looks at how these 2 countries are connected.

Answer key included.



Version 1

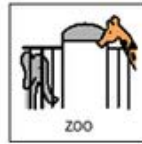
1. The United States and Mexico shared a 2000 mile:



river



border

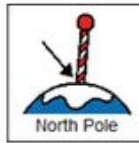


zoo

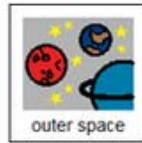
2. This is one of the most popular places for Americans to go on vacation:



Mexico

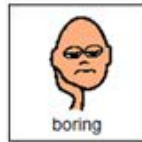


North Pole

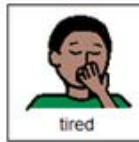


outer space

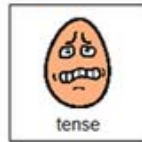
3. The relationship between Mexico and the US has often been:



boring



tired



tense

4. President Clinton passed NAFTA, which allowed for free:



travel

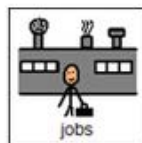


food



trade

5. Many immigrants came from Mexico looking for higher paying:



jobs



homes



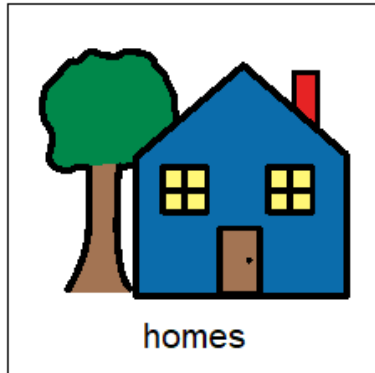
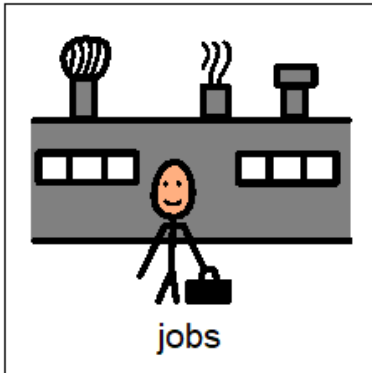
clothes

FINALLY the assessment!!
There are 3 versions. This version has 10 questions with 3 picture choices for each question.

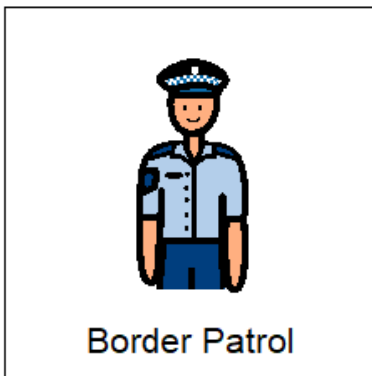
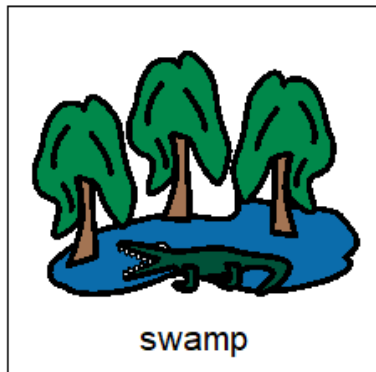
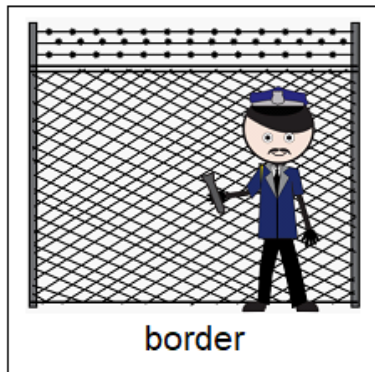
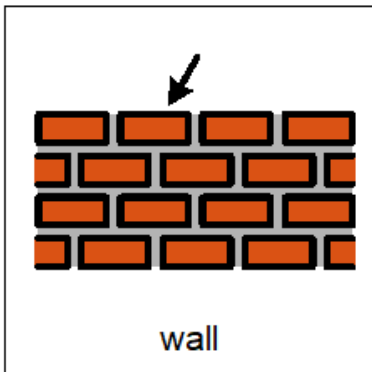
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 5



Q 6



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. The United States and Mexico shared a 2000 mile:
 - A. River
 - B. Border
 - C. Zoo
2. This is one of the most popular places for Americans to go on vacation:
 - A. Mexico
 - B. North Pole
 - C. Outer space
3. The relationship between Mexico and the US has often been:
 - A. Boring
 - B. Tired
 - C. Tense
4. President Clinton passed NAFTA, which allowed for free:
 - A. Travel
 - B. Food
 - C. Trade
5. Many immigrants came from Mexico looking for higher paying:
 - A. Jobs
 - B. Homes
 - C. Clothes
6. Circle all the things that help protect our shared border:

A. Wall	D. Border Patrol
B. Border	E. Mexican officials
C. Swamp	F. Snowman



This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

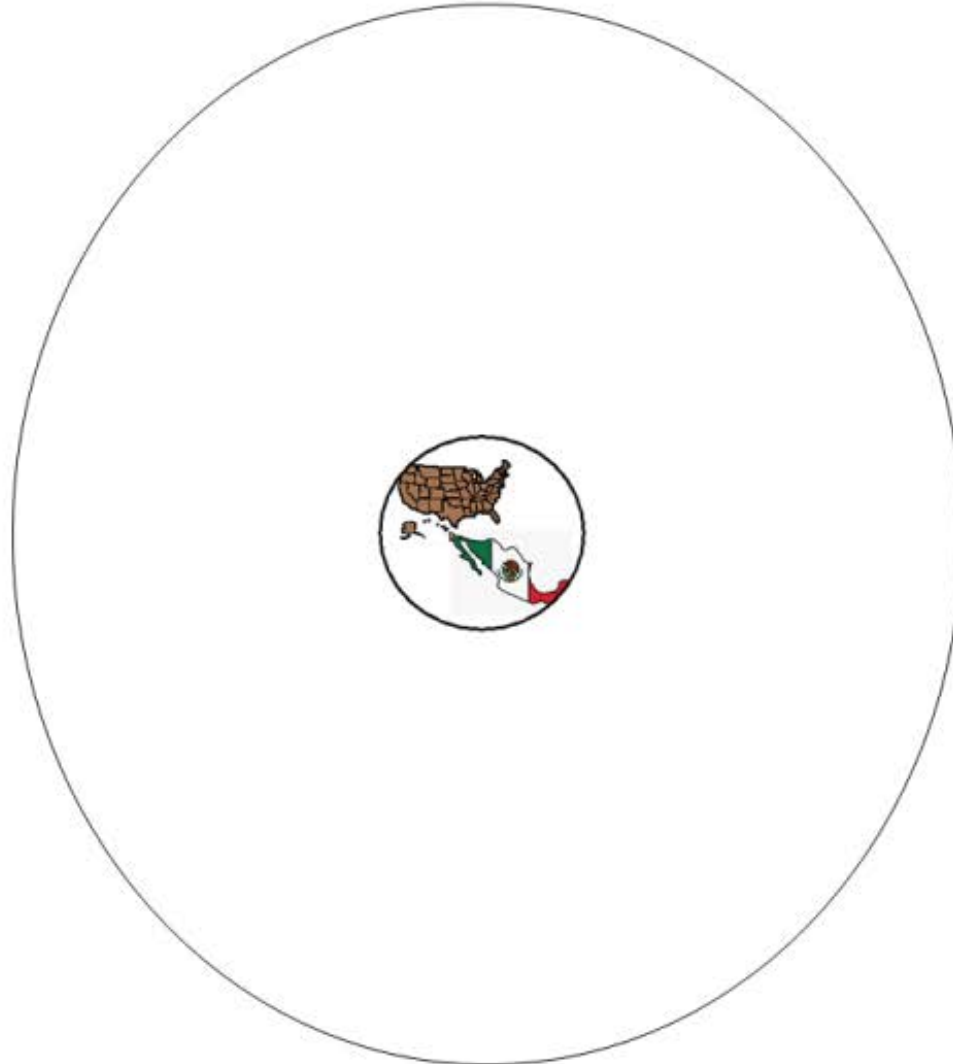
Listen to the story about the relationship between US and Mexico

THE UNITED STATES & MEXICO



By
Christa Joy

This unit also has digital activities. There is a movie version of the books students can listen to read aloud.



Place pictures in circle map about the US and Mexico.

 neighbors	 border	 trade	 NAFTA	 tourism
 US-Mexican War	 tension	 immigrants	 poverty	 USMCA
 border patrol	 drug trafficking	 cartels	 asylum	 get

Christa Joy, Special Needs for Special Kids
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The digital activities have students click and drag their answers. There are 2 sets of 20 slides.



There were good and bad things that came from NAFTA. Sort good versus bad effects of NAFTA and trade in general between the US and Mexico. If you are not sure, place it on the middle line.

 increased trade	 cheaper prices	 US opened factories	 greatly increased immigration
 poverty in Mexico	 auto industry	 removed tariffs	 general economic growth
 increase exports	 caused tension	 lower paying jobs	 oil prices dropped
 food prices dropped	 Mexican farmers went out of business	 damage to the environment	

The second set of slides is differentiated using color.



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

All of the activities (except the book) come in color and black and white.

[Click Here to read more!!](#)