

# Manifest Destiny and the Growing Nation

## *How justifiable was U.S. expansion in the 1800s?*

### PREVIEW

Your teacher will display a painting that is also reproduced at the beginning of this lesson in the Student Text. Begin to analyze the painting with your class, and then continue on your own or with a partner. *On a separate sheet of paper*, answer the questions below. Support your answers with evidence from the painting.

1. Which groups in the painting are moving from the east toward the west? What are they bringing with them?
2. What are some possible reasons these groups are moving west?
3. Which groups were already in the West? What is happening to them?
4. Who is the main figure in the center of the painting? What might she represent?
5. John Gast painted *American Progress* in 1872. Do you think he believed that U.S. expansion in the 1800s was justifiable? Why or why not?

### READING NOTES

#### Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

territory	Texas War for Independence	manifest destiny
diplomacy	annex	Mexican-American War

#### Section 1

1. Why were the city of New Orleans and the Mississippi River important to farmers in the early 1800s?
2. What was Napoleon's plan for Louisiana? Why were American farmers alarmed by it?

3. What deal was made on April 30, 1803? Give two reasons why Napoleon was willing to make this deal with the United States.

4. List two pros and two cons of the Louisiana Purchase.

Pros of the Louisiana Purchase	Cons of the Louisiana Purchase

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**Section 2**

1. What did President Monroe order Andrew Jackson to do in 1818? What did Jackson do instead?

2. Explain the deal that the United States made with Spain in 1819 to end the conflict over Florida.

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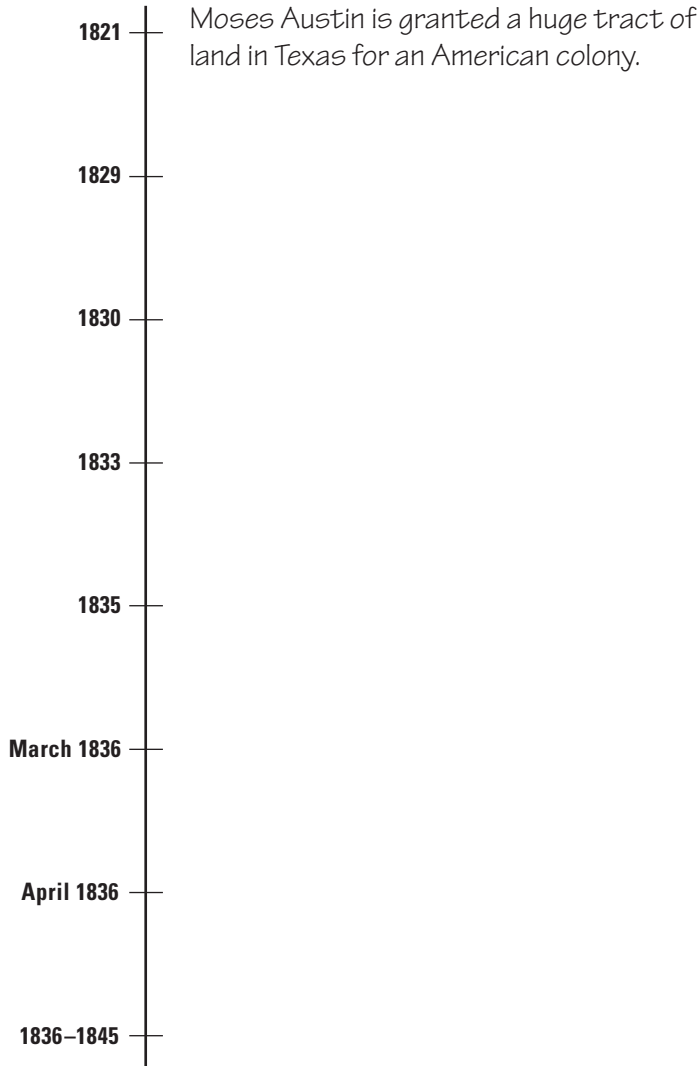
**Section 3**

1. List two complaints of American settlers in Texas in 1830. Then list two complaints of Tejanos in 1830.

*American settlers:*

*Tejanos:*

2. Complete the timeline with important events that led Texas to win its independence. Write a one- or two-sentence summary next to each date. Use all of the words in the Word Bank somewhere on the timeline. Also, create illustrations for two of the events.



<b>Word Bank</b>
the Alamo
General Santa Anna
immigration
Republic of Texas
“Remember the Alamo”
slavery
Stephen F. Austin
Tejanos

3. What happened to Texas in 1845? Give one argument against and one argument in favor of this decision.

**Section 4**

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|--|---|
| <ol style="list-style-type: none"> <li>1. What agreement did Great Britain and the United States make in the 1820s concerning Oregon?</li> <li>2. Why Oregon was called a “pioneer’s paradise”?</li> </ol> | <ol style="list-style-type: none"> <li>3. What did James Polk mean when he declared “Fifty-four forty or fight!” in the 1844 presidential campaign? Did he follow through with this campaign promise? Explain.</li> </ol> |
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**Section 5**

1. Why did President Polk think the Mexican government might want to sell California and New Mexico?
2. Label the map with sentences to explain why the U.S. Congress declared war on Mexico in 1846.

**Disputed Texas, 1846**



3. Choose two of these Mexican-American War battle locations: New Mexico, California, Monterrey, Buena Vista, or Chapultepec. Then create two historical newspaper headlines for each of your two battle locations. Write the first headline for a U.S. newspaper whose editors agreed with manifest destiny. Write the second headline for a newspaper in Mexico.

**Location 1:** \_\_\_\_\_

**Location 2:** \_\_\_\_\_

**Manifest Destiny Times**

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**Manifest Destiny Times**

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**Tiempos de México**

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**Tiempos de México**

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4. List three details of the Treaty of Guadalupe Hidalgo. Then give two reasons some U.S. senators opposed this treaty.

5. Why did the United States buy the Gadsden Purchase in 1853?

PROCESSING

Below is a drawing of John Gast's painting *American Progress*. Annotate the drawing by adding a speech or thought bubble for four elements in the painting—people, animals, or objects. In each bubble, write a short paragraph to express how that person, animal, or object might respond to the Essential Question: *How justifiable was U.S. expansion in the 1800s?* Include as many of the Social Studies Vocabulary terms as possible in your paragraphs.



**I N V E S T I G A T I N G   P R I M A R Y   S O U R C E S**

**Identifying and Evaluating Evidence**

Use the reading to create a claim that answers this question: *What inspired Americans to move west?*

Claim:

What evidence from the primary sources documents support your claim? Fill out the chart below. Circle the two strongest pieces of evidence.

<b>Source</b>	<b>Evidence</b>	<b>How does this support the claim?</b>

You can use this evidence to strengthen your claim. Write your revised claim below.

### Constructing an Argument

Create an argument to answer the question: *What inspired Americans to move west?* Your argument should:

- clearly state your claim.
- include evidence from multiple sources.
- provide explanations for how the sources support the claim.
- use words, phrases, and clauses to create cohesion.
- create cohesion among claims, counterclaims, reasons, and evidence.
- establish and maintain a formal style.
- produce a concluding statement or section that follows from and supports your argument.

Use this rubric to evaluate your argument. Make changes as needed.

Score	Description
3	The claim clearly answers the question. The argument uses evidence from two or more primary sources that strongly support the claim. The explanations accurately connect to the evidence and claim.
2	The claim answers the question. The argument uses evidence from one or more primary sources that support the claim. Some of the explanations connect to the evidence and claim.
1	The claim fails to answer the question. The argument lacks evidence from primary sources. Explanations are missing or are unrelated to the evidence and claim.