

Lp2

Teacher: Steven Forte  
Grade 11 college prep United States History  
Lesson Time; 50 minutes (One class period)

Grade Level: This lesson is designed for 11<sup>th</sup> grade college prep students in United States History.

Standards: USI .26. The Concept of Manifest Destiny and its relationship to Westward expansion.

Rationale: The students will continue to build on their understanding of the concept of Manifest Destiny and symbolism.

Learning objectives: 1. the students will analyze four paintings from the era and be able to identify the important symbolic messages contained in each painting.

2. The students will read the hand out “the Power of Ideas” and be able to understand the concepts put forth in the article.

Material and hand outs:

Copies of four paintings done by Andrew Melrose, William Ranney, George Caleb Bingham and William S Jewett.

“Power of the idea” by Miguel Angel Gonzalez Quiroga

Procedures:

Activity #1 ( 20 Minutes)

Place the students in their original groups of no more than 4. Pass out to each group the paintings listed above. The students should look at these paintings with the knowledge the class acquired in the previous class when they examined the work of John Gast. What is the message in each painting and how was symbolism important to Western expansion. The students must come up with a list of five important concepts from each painting that relates to Manifest Destiny

Activity# 2 ( 15 Minutes) Each group will report out on their findings. Each group will have its turn and hopefully discussion will emerge from this activity as to the implied meaning of each photo and how they encouraged Western expansion.

Activity#3 (15 minutes) Pass out the hand out the “Power of Ideas” by Mr. Gonzalez and be able to answer the following question. How was Manifest Destiny a graceful way to justify something unjustifiable?

Assessment:

Each group will be responsible for analyzing four paintings. Groups will pass in their findings it will be expected that each painting will have a minimum of four solid observations on the question asked. What is the importance of symbolism to the concept of Manifest Destiny and what is the implied message of each of these paintings and how does that message encourage Western Expansion?

Each student will be asked to write an essay question. How was Manifest Destiny a graceful way to justify something unjustifiable? The student will be required to use information from the ideas of the five Paintings they would have looked at plus any class discussion. They also will use many of the ideas put forward in the essay the "Power of an Ideas."