

Class: U.S. History level 2

Unit: Western Expansion/Manifest Destiny

Grade level: 11

Juniors—Level 2 class includes a student with Asperger's Syndrome and others have various IEP's. For these students all notes must be made available to them therefore for each class an agenda is provided on the board and an outline of all notes for discussion is written on the board for students to copy. Students will also be provided with photocopies of all transparencies/maps as a way of providing a visual record of how boundaries of the U.S. changed. This is done because some students are unable to think abstractly and visualize the U.S. The multi-faceted approach is done to ensure that both visual and audio access to information is presented.

Standards: USI. 26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon Trails. (H, E, G)

- C. the 1823 Monroe Doctrine
- F. the concept of Manifest Destiny and its relationship to westward expansion
- G. the territorial acquisitions resulting from the Mexican War
- H. The Gadsden Purchase of 1854

Topic: How the United States obtained New Mexico and California.

Rational:

The purpose of this unit is to provide opportunities for students to gain an understanding of how and why Americans began to settle in the Southwest as well as how the U.S. acquired New Mexico and California. Students will also examine President Polk's plan and the strategy used to acquire the new southwest territory and California. Students will also study how settlement of these territories led to conflict and the steps California undertook to become a state. My goal is to provide them with a variety of activities for learning. Some of the activities will be primary source investigation, guided worksheets, map exercises, and discussion these are meant to foster and understanding and an ability to explain how the United States came to control these areas. Primary source activities will have key objective questions that students must answer. This is done during the first couple units to provide students with experience with primary source documents and introduce them as a valuable source of information in history. Guided reading worksheets require students to read their U.S. History text for the purpose of providing students with some background of the topic that will be studied. Map activities are created and used to provide students with a visual picture and reference of how the U.S. expanded and discussions are used to provide students with more information as well as serve as a check for comprehension. Most often before the class begins the day via discussion they are asked what they learned the day before concerning the topic of study or are given guiding questions to focus on while they explore material.

Learning objectives:

Students will be able to discuss the concept of Manifest Destiny and how expansion to California and New Mexico were part this American ideal.

Students will be able to discuss how western expansion led to conflict with Mexico.

Students will be able to discuss what statement the United States was making with the Monroe Doctrine.

Students will be able to discuss the results of the Treaty of Hidalgo, the Mexican Cession, and the Gadsden Purchase.

Students will gain an understanding of how through the process of western expansion the United States was testing/flexing validity of the Monroe Doctrine.

Schedule: Three class periods 45 minutes each

Day 1:

Activity 1 (approximately 15/20 minutes)—Students will enter the room to find two maps displayed. One map via transparency that will show the United States in 1840 and another room map that shows the continental U.S. as it is today. Students will be asked to analyze the maps and note the differences and similarities of both. As a group students will be asked to discuss what they have learned up to this point concerning the expansion of the U.S. Key questions will be what states had entered the Union by 1840? How did this change the territory of the U.S.? As a group we will also discuss how the western boundary of the U.S. has expanded from west to the Ohio River Valley to the Mississippi River and now beyond to Texas. Students will be asked to discuss the status of the area known as Oregon Territory and then asked to predict what would be the next logical areas for U.S. to expand and to whom does this territory belong. Students will also be reminded to take note of the disputed regions that is located between the Republic of Texas and Mexico for the purpose of bringing to their attention that the area that makes up the state of Texas today was not part of the United States in 1840.

Activity 2(20 minutes)—Students will be given a copy of the Monroe Doctrine (1823) and there will also be transparency of this document displayed for the purpose of reading and analyzing the statements made by the United States in this document. There will be focus sections marked on the document to highlight key information and the document will be read aloud and students will work to paraphrase the main ideas of this document so that all can gain an understanding of the main statements of the Monroe Doctrine. After analyzing the document students will be asked to reiterate the main ideas of this document and asked to think about how it could be used later as the United States expanded.

Activity 3— Guided reading activity 1 (5/10 minutes in class and to be completed as homework): After completing introductory map activity students will be directed to read the chapter in their text entitled, “War with Mexico” and given a reading activity sheet that guides them through the reading and asks them questions based on the reading. This activity provides students with an outline of pertinent information from the text and also gives them an overview and foundation for future discussions.

Day 2:

On the board will be an outline of the discussion and some key questions that will be addressed as the class progresses.

Key questions: What was the area between Texas and California called? What states (today) are composed of this territory? How did Americans come to live in the New Mexico Territory? Why did Americans have the desire to emigrate to the West?

Key ideas for discussion are linked to guided reading.

Students will be provided with notes on the New Mexico Territory and the Missionary System that was used by Mexico to encourage settlement of the areas by Mexicans and a brief overview of how Americans as in Texas were also encouraged to migrate to these Mexican territories and the culture that developed in this area.

Activity 4—Primary source activity (15-20 minutes) Students will be given an excerpt from J.C. Fremont’s, “The Exploring Expedition to the Rocky Mountains, Oregon and California”. Students will be provided with a series of questions to consider and answer while they read. The questions include: Who assigned Fremont the task of exploring Oregon and California? What features/aspects of these new areas was Fremont sent to investigate? When was the original preface to this book written? When was this book republished? How is California described in the advertisement for the new edition of this book? What type of impact would an advertisement like this have on Americans?

As an end of the period wrap up the teacher will summarize briefly what students have learned and will ask students to predict what or how will Americans relationship with the Mexican government be expected to change?

Activity 5—As a homework assignment on day three students will be given a second guided reading on the section entitled, “War with Mexico” this guided reading will focus on the conflict that will develop between the United States and Mexico over the territories of New Mexico and California and will provide them with background concerning President Polk’s three- war plan that was developed to trigger a war with Mexico and thereby provide the U.S. with justification for the declaration of war against Mexico using the Monroe Doctrine. The reading will also provide students with background information concerning the California uprising that led to the development of California as the Bear Flag Republic. Students will also see the results of the third part of President Polk’s plan that would eventually lead to the Treaty of Guadalupe Hidalgo and the Gadsden Purchase.

Day 3:

This day's class will consist of a discussion that will be used as an activity to review what students have learned about settlement of the southwest and the acquirement of New Mexico and California. On the board will be written an outline that is used to guide the discussion. The outline contains headings and subtitles that are left blank for the purpose of creating notes for students with the information they have learned. Some of the headings The New Mexico Territory—students are asked to list the states that were carved out of this area. Santa Fe Trail—students will be asked to discuss the location of this trail, what areas it worked to connect, first American to use the trail and how long it would remain in existence. The Spanish Missionary System—students will be asked to define what it was and how it was used to settle Spanish/Mexican territory. They will be reminded of the Mexican War for independence from Spain and the dismantling of the system of this system and how this led to American settlement of this area. John Fremont—Students will be asked about his role in the settlement of the west. Why were Americans interested in settling in the West? Manifest Destiny—what it is and how it impacted Americans, War with Mexico—President Polk's Three Part Plan, How the Conflict Began, California and the Bear Flag Republic, The Treaty of Guadalupe Hidalgo and the Gadsden Purchase. This activity provides students with the opportunity to display knowledge and to fill in any gaps they have in their notes and also provides a full board visual look at the history they have just studied. Students will be allowed to use their notes for this activity.

Activity 6—Students will be required as a follow up to the class discussion to write a descriptive summary explaining how the land that is now made up of the states of CA, NM, AZ, NV, UT, CO, and WY came to be part of the United States. They will be instructed to write a description that could be understood by a sixth grade student.

Assessment: Students will be able to discuss the concept of Manifest Destiny and how expansion to California and New Mexico were part this American fulfillment of Manifest Destiny. Students will be able to discuss how western expansion led to conflict with Mexico and how the Monroe Doctrine (1823) was used to justify a declaration of war against Mexico that led to the subsequent territorial acquisitions of land by the U.S. Students will be able to describe the foreign policy that U.S. followed and the results of the Treaty of Hidalgo, the Mexican Cession, and the Gadsden Purchase and how they resulted in the development of the contiguous United States. As students have progressed through this unit their understanding will be gauged by the variety of assignments they will be given as well students at the end of the chapter in their text will have a comprehensive exam that will check for understanding of all sections with a goal of providing a overview of western expansion.

Materials: The American Journey—student textbook
Transparencies: U.S. map of 1840 , Monroe Doctrine
Wall map of the Continental United States today
Guided reading activity sheets

Primary Sources—Monroe Doctrine (1823)

J.C. Fremont's, "The Exploring Expedition to the Rocky Mountains, Oregon and California"