At the turn of the 19th century, the concept of Manifest Destiny would be born in the minds of Americans. As a result of the Louisiana Purchase, the nation doubled in size and the political, economic and territorial expansion of the United States across North America towards the Pacific Ocean had begun. Presidents and common citizens alike believed that it was obvious ("Manifest") and certain ("Destiny") that the United States had a mission to spread its form of democracy and freedom. Advocates of Manifest Destiny believed that the United States was fulfilling a moral duty and that the results of expansion would be beneficial to everyone. As a young historian, you will assume the role of an explorer, an American Indian, or a pioneer and explore the concept of "Manifest Destiny" and determine if you agree or disagree with the ideology surrounding this concept. It is our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions. "John L. O'sullivan"

**Manifest Destiny**

**WebQuest Description:** Young historians will examine the ideology of "Manifest Destiny" by assuming the role of an explorer, an American Indian or a pioneer settling the Great Plains. Through their journey, they will complete a series of tasks to display their understanding of the concept of Manifest Destiny as well as the effects and challenges of this historical time of growth and conflict in the United States.

**Grade Level:** 6-8

**Curriculum:** Social Studies

**Keywords:** Manifest Destiny, Lewis and Clark, Trail of Tears, Indian Removal Act, Pioneer

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### Introduction

The United States had a mission to spread its form of democracy and freedom. Advocates of Manifest Destiny believed that the United States was fulfilling a moral duty and that the results of expansion would be beneficial to everyone. As a young historian, you will assume the role of an explorer, an American Indian, or a pioneer and explore the concept of "Manifest Destiny" and determine if you agree or disagree with the ideology surrounding this concept. It is our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions. "John L. O’sullivan"

### Tasks

During your journey, you will be taking notes and completing a navigation guide. After your journey, you will choose one individual task to complete as homework, and you will complete one group assignment that will be created in class. Navigation Guide: While navigating through the websites for your role, you will complete a 2-page navigation guide. This includes questions related to your role, as well as a guide to analyzing your primary sources. Homework Task Choice #1: You will complete a map displaying territorial acquisitions of the United States and tracing the journey you took in your role as an explorer, an American Indian, or a pioneer. Your map should be colored and labeled appropriately. Note: You may need to re-visit the map sections of this webquest to complete this task. Homework Task Choice #2: During their travels, all members of the Corps of Discovery, many pioneers, and some Cherokee Indians kept journals to document their experiences and record their thoughts and feelings. You will write a journal entry from the perspective of your role. Note: You will need to make specific references to what you have learned; therefore, it may be useful to take notes during your quest and/or re-visit the webquest. Homework Task Choice #3: Create a timeline of important events in the westward expansion of the United States. Your timeline should include at least 5 historically significant events. For each event, you must include the date(s), a short description of the event, and a picture, drawing or other visual. Note: To complete this task, it will be useful to take notes during your quest and/or re-visit the webquest. Group Task: As a group (4-5 students per group) you will create a newspaper to inform others of your findings. Group Member Roles: 1. Task Manager / Time Keeper & Materials 2. Recorder 3. Design Coordinator 4. Presenter 5. Task Manager Assistant

### Process

1. You will be exploring the westward expansion of the United States: one of three perspectives. You will choose one of the following roles and navigate through the selected websites to become an expert on your chosen perspective. While navigating through these websites, it is important that you take notes and complete the questions and activities in your navigation guide. These questions and activities will help you complete your individual assignment and group task. The navigation guide consists of questions to be answered during the process of viewing each website, as well as a guide to examining the primary sources. 3. Your goal will be to describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny and the territorial acquisitions that spanned numerous decades from 1800 through 1850.
accomplishment of this goal will be evident through completion of the navigation guide, the homework assignment of your choice, as well as a group project, which will be completed in class following your research.&nbsp; Additional Background Information for all Roles: These additional sites will help you complete the homework assignment, if needed: What is Manifest Destiny?&nbsp; http://www.mtholyoke.edu/acad/intrel/osu/19thcenturytime.html; http://www.digitalhistory.uh.edu/historyonline/chron19.cfm; Louisiana Purchase: http://www.earlyamerica.com/earlyamerica/milestones/louisiana/; Role #1: Corps of Discovery - The Lewis and Clark Expedition; You are a member of the Corps of Discovery and will be one of the first Americans to explore the west!&nbsp; 1. Inside the Corps: &nbsp;http://www.pbs.org/lewisandclark/inside/index.html; Read the introduction and browse through the links: The Corps, To Equip an Expedition, Circa 1803, and The Native Americans. &nbsp;2. The Journals: http://www.pbs.org/lewisandclark/archive/index.jou.html; Search the archives of journals and the list in your navigation guide. &nbsp;3. Maps: http://www.pbs.org/lewisandclark/archive/index.map.html; Review the route taken by the explorers. &nbsp;Role #2: &nbsp;Cherokee Indian on the Trail of Tears; As a Cherokee Indian, you are a member of one of the "Five Civilized Tribes" and have assimilated to the culture of the White Americans. &nbsp;However, with the passage of Jackson's Indian Removal Act, you will be forced to move from your land. &nbsp;The walk will take about six months, and many of your friends and family members will die along the way....1. Introduction - Indian Removal Act: http://www.pbs.org/wgbh/aia/part4/4p2959.html; Read about the legislation that allowed the United States to forcibly remove Native Americans from their land. 2. Primary Sources: Andrew Jackson's Second Annual Message: http://www.pbs.org/wgbh/aia/part4/4h3437.html; John Ross Letter: http://www.pbs.org/wgbh/aia/part4/4h3083.html; Read Andrew Jackson's own words regarding his policy of Indian Removal, then see how the Chief of the Cherokee Tribe responded to a fraudulent deal with Congress. 3. Map: http://www.pbs.org/indiancountry/history/interactive_map.html; Review the route taken by the Cherokee Indians.  Role #3: Pioneer Life - Traveling the Oregon Trail and the California Trail; You are a pioneer, traveling west to settle the Great Plains. &nbsp;You have packed a wagon full of your belongings and the necessary supplies to survive the journey. &nbsp;1. All about the Oregon Trail: http://www.isu.edu/~trinmich/Allabout.html; Read the Introduction, then browse through the links: "Jumping off", Hardships, Camping, Buffalo, and Native Americans. &nbsp;For fun Facts, visit: http://www.isu.edu/~trinmich/Facts.html; This website and its links include informational text, as well as excerpts from emigrant's diaries. 2. The Hastings "Shortcut" and the Donner Party: http://www.isu.edu/~trinmich/shortcut.html; Some pioneers were coaxed into traveling a different route through Hastings Cutoff. 3. Map: http://www.pbs.org/wgbh/amex/donner/maps/index.html; Review the route taken by the pioneers along the Oregon Trail and find the Hastings cutoff route toward California.

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### Evaluation

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Very Good 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignments (Navigation Guide and Homework)</td>
<td>- Questions unanswered, or only short inadequate answers - Incomplete; (1/2 of the requirements completed) - Little or no understanding of content - Little or no evidence</td>
<td>- Most questions answered thoughtfully, though lacking depth - Some requirements missing - Shows basic understanding of content - Little evidence</td>
<td>- Answers show thought and evidence of research - All of the requirements completed - Shows mastery of content knowledge - Shows evidence</td>
<td>- Clear answers with obvious research - All of the requirements completed - Exceptional mastery of content - Shows Critical thinking supported with evidence</td>
<td>%25</td>
</tr>
<tr>
<td>Group Project (Newspaper Project)</td>
<td>- 1/2 of the requirements completed - Shows little creativity, thought and effort - Shows little understanding of content</td>
<td>- 3/4 of the requirements completed - Shows some creativity, thought and effort - Shows basic understanding of content</td>
<td>- All of the requirements are complete - Shows some creativity, thought and effort - Mastery of content</td>
<td>- All of the requirements are complete - Shows a great amount of creativity, thought and effort - Exceptional mastery of content</td>
<td>%50</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>- Unprepared to present - Lacks comprehension and enthusiasm - Poor posture, eye contact, and speech - Not listening to other presentations</td>
<td>- Most members of the group are prepared - Shows some comprehension and enthusiasm - Needs improvement in posture, eye contact or speech - Listening to other presentations</td>
<td>- All members of the group are prepared - Shows good comprehension and enthusiasm - Good posture, eye contact and speech - Listening well to other presentations</td>
<td>- All members of the group are prepared - Excellent comprehension and enthusiasm - Great posture, eye contact and speech - Actively listening to other presentations</td>
<td>%25</td>
</tr>
</tbody>
</table>

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### Conclusion

Congratulations! You've made a tremendous journey. What did you learn today? You have learned a
considerable amount in your role as an explorer, a pioneer, or a Native American. Now you will have an opportunity to share your knowledge by teaching your classmates the exciting new information and facts that you’ve discovered!

Extension Activities:

1. Class Discussion, Four Corner Debate, or Writing Prompt: Be prepared to answer the following question: Do you agree with O’Sullivan’s view of Manifest Destiny? Why or why not?

2. Educational Videos!!! If you would like to learn more about the topic you chose, or another topic you learned about during class presentations, you may be interested in watching the following PBS films: We may watch one of these videos in class... Be prepared to vote for the one you would enjoy watching most!

American Experience: The Donner Party
The West - Episode Two: Empire Upon The Trails
Lewis and Clark: The Journey of the Corps of Discovery

Standards: This webquest was designed to align with California History/Social Science Content Standards for 8th grade. Standard 8.8.: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800's and the challenges they faced. Standard 8.8.2.: Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokee's "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

Notes for teaching the unit: The unit should take about 6-7 class periods:

Day 1: Introduction - Manifest Destiny
Powerpoint

Day 2: Students begin guided research in a computer lab

Day 3: Students complete guided research in the computer lab

Day 4-5: Students write articles and design their newspaper project on poster board.

Day 6-7: Students present their completed projects orally to the class.

Students can also complete a graphic organizer to record what they've learned about each topic (this is found on the last slide of the powerpoint).

Suggestions and Modifications:

1. I found that some students may need help in locating the information needed to complete the "Navigation Guide," so it may be useful to become familiar with the sites prior to teaching the lesson.

2. You may have students take notes on the information they research, rather than completing the guided "Navigation Guide." I also created an alternative assignment to be completed as make-up work for students who were absent during the days spent in the computer lab.

3. For the Newspaper project, some students needed additional research from their textbook to write their articles.

4. An "Ask the Expert" reciprocal teaching activity may be used rather than oral presentations, if students are reluctant to present projects in class.

Credits:

Sample of Student Work: Jacqueline Celis, Crystal Diaz, Bibi Landaverde, Maritza Reyes, and Gabriela Lopez (Drew Middle School - 2008)

Title Page Image: "American Progress" John Gast (1872)