INTRODUCTION
This lesson focuses on helping students understand how the Southwest became part of the United States by looking at primary source documents and examining this process through the lens of Manifest Destiny. It will also examine how time and place have intersected to create different political and social patterns for the people living in this territory. It will examine the implications that the creation of a “line in the sand” has had on society in the Westward Movement that occurred in this country’s infancy. The goal of the lesson is for students to understand the concept of Manifest Destiny, the treaty of Guadalupe Hidalgo and the implications these historical events had for the people involved.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
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 Cherokees’ “Trail of Tears”, settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

NATIONAL GEOGRAPHY STANDARD
13 How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
**Geographic Literacy**

**MATERIALS**

1. Treaty of Guadalupe Hidalgo
   - IMAGE: [www.loc.gov/rr/hispanic/ghtreaty/](http://www.loc.gov/rr/hispanic/ghtreaty/)
   - TEXT: [www.pbs.org/weta/thewest/resources/archives/two/mextreat.htm](http://www.pbs.org/weta/thewest/resources/archives/two/mextreat.htm)
2. Westward Expansion Map: [www.lib.utexas.edu/maps/united_states/territory.jpg](http://www.lib.utexas.edu/maps/united_states/territory.jpg)
3. ARTICLES from the Auto Club archives
   - “My First Second Hundred Years”, *Touring Topics*, August 1933, Pg. 18-19, 34.
4. Primary source analysis sheets from the National Archives
5. Textbook such as *The Americans*
6. Laptop and projector
7. Five sheets of white paper and assorted markers and crayons for each student

**PREPARATION**

1. Download Westward Expansion map.
2. Copy map for each student.
3. Copy Written Document Analysis Worksheet for each student.
4. Prepare brief notes on Manifest Destiny (see #1 below) based on the information from your textbook using a PowerPoint presentation, overhead transparencies, or other format of your choice. Include the journal prompt in the appendix.
5. Copy articles from *Touring Topics* and the Treaty of Guadalupe Hidalgo for each student or group of students, depending on how you wish to assign the culminating task.
6. Copy culminating project instruction sheet.
ACTIVITIES

1. Introduce unit in a lecture or PowerPoint that explains to students what Manifest Destiny is and how it is tied to the Westward Expansion period of the 1840’s.

2. Using the map, familiarize the students with the geographical changes occurring through Westward Expansion. Have the students use the textbook to write brief notes on a copy of the map to describe how different geographic regions became part of the U.S., playing close attention to the human impact.

3. As a class, have students read and analyze the Treaty of Guadalupe Hidalgo using the Written Document Analysis Worksheet. This is preparation for the culminating project.

4. Pair students to read the articles from Touring Topics guided by the document analysis worksheet.

5. Use the journal prompt in the appendix to stimulate class discussion, synthesizing all of the previous activities.

6. Distribute and review the culminating project instruction sheet in the appendix.

ASSESSMENT

The students will create a Manifest Destiny pamphlet explaining six elements of the era, including their impact on the people in the area, and reflecting on their learning. They will include information from the primary source documents used in the activities. Complete instructions are in the Appendix.
BIBLIOGRAPHY

Treaty of Guadalupe Hidalgo
IMAGE http://www.loc.gov/rr/hispanic/ghtreaty/
TEXT http://www.pbs.org/weta/thewest/resources/archives/two/mextreat.htm

Westward Expansion Map http://www.lib.utexas.edu/maps/united_states/territory.jpg

Articles from the Auto Club archives:
   “My First Second Hundred Years”, Touring Topics, August 1933, Pg. 18-19, 34.

Primary source analysis sheets from the National Archives

The PBS website has excellent materials on the Mexican-American War, some in Spanish, in addition to the Treaty of Guadalupe Hidalgo, noted above. These include an interactive map and timeline, articles on the treaty, and lesson plans.
www.pbs.org/kera/usmexicanwar/tools/sitemap.html
www.pbs.org/search/search_results.html?q=Treaty+of+Guadalupe+Hidalgo
Based on what you have learned about Manifest Destiny and the Westward Expansion movement in the 1800’s, what implications does this sign have for the people who occupy the geographic area along the U.S.-Mexico border? What does it say about time and place?
MANIFEST DESTINY CULMINATING PROJECT

As a final assessment, you will create a pamphlet that depict what Manifest Destiny is and how it affected different people in North America. You must demonstrate that you understand each of the following elements:

• Manifest Destiny-What is it?
• Northwest Ordinance
• Treaty of Guadalupe Hidalgo
• Mexican-American War
• Indian Removal Act of 1830
• Trail of Tears

Describe and illustrate each topic in a booklet in a way that shows your understanding of this unit of study. Include references to the primary sources we read as a class but do not quote them directly. At the end write a one-page reflection that answers the following questions:

• What is Manifest Destiny and how did it affect the way this country looks today?
• What was the impact on native peoples and Mexicans?
• How does what you have learned connect to things you see around you today?

Possible Sources for Your Project

• Your textbook
• Your classnotes
• The Treaty of Guadalupe Hidalgo
• Articles from Touring Topics
• Class map analysis
• Articles you have researched

Your Grade

You will be graded on the following criteria:

• Creativity-You showed the elements in an interesting and colorful manner that demonstrates you understand what each element meant in the creation of this country. -25 points
• Summary-Your brief description of each element is clear and concise, not long and wordy. -25 points
• Organization-The pamphlet shows the events in chronological order (the order they happened). -25 points
• Presentation-Your work should reflect your best effort and be neat, interesting, and shows you know about Manifest Destiny and how it affected people. -25 points

Total points possible-100