

# Manifest Destiny and the Mexican-American War

By Robin Rawlins – Lake Region High School

## I. Lesson Summary

**Summary:** The following lesson plan is a culminating project designed to allow differentiated instruction. It offers a review of the idea of Manifest Destiny and its contribution to the War with Mexico. The project begins after a whole group study of Manifest Destiny, Texas Revolution, War with Mexico, and the Mexican Cession. It may be used as a review, or as an assessment. The final task of the lesson is a DBQ which I have chosen to use as the final assessment.

### **Objectives (based on the Sunshine State Standards):**

SSA445: Student understands the significant political events that took place during early national period;

SSB243: Student understands how the allocation of control of the earth's surface affects interaction between people and different regions; and

SSB245: Student knows how humans overcome limits to growth imposed by physical systems.

**U.S. History Event or Era:** Westward Movement, Texas Revolution, War with Mexico.

**Grade Level:** 11<sup>th</sup> grade American History

### **Materials:**

|                            |                    |                      |                         |
|----------------------------|--------------------|----------------------|-------------------------|
| "The Americans" textbook   | Project Outline    | DBQ w/ Rubric        | 1 ½ hrs in media center |
| Storage space for projects | Project rubric     | 5 pre-planned groups | Glue                    |
| Construction paper         | Markers/crayons    | Rulers               | Glitter                 |
| Copy Paper                 | Overhead projector | Transparencies/pens  | DVD/VCR                 |

\*Students provide exhibit base (e.g., Science board)

**Lesson Time:** This project will take approximately 6 hours to complete (I follow the 4x4 schedule and am planning for four separate 90-minute periods).

## II. Lesson Procedures

(It is recommended that students will have already completed Chapter 3 in “The Americans” textbook in order to have some background information.)

### A. 1<sup>st</sup> 90-minute period:

1. Review the following terms: Manifest Destiny, Texas Revolution, and War with Mexico.
2. Divide students into 5 heterogenous groups and hand out student copies of project outline.
3. Assign each group one of the following topics:

- \*Annexation of Texas/border dispute
- \*Declaration of war with Mexico/organization of troops
- \*Important Battles
- \*Important leaders
- \*Treaty of Guadalupe Hidalgo/Mexican Cession

Continue to discuss project outline and answer any questions students may have about the assignment.

4. Allow students to work in groups using their textbook in order to create a “game plan” for their project. Students must submit their plan to you for approval by the end of class. It is suggested that students begin doing research as homework and may want to exchange phone numbers in order to contact each other throughout the project. Make sure to walk around classroom in case individual questions arise.

### B. 2<sup>nd</sup> 90-minute period:

1. Research day in media center. Make sure students stay on topic.
2. Supply copy paper for printouts
3. Remind groups to bring all necessary supplies to complete project in class tomorrow. This means they may have some homework tonight!

### C. 3<sup>rd</sup> 90-minute period:

1. Students work in groups in class to complete presentations and exhibits. Both should be prepared and ready for storage by end of class today. Teacher provides glue, construction paper, glitter, rulers, crayons/markers, transparencies and overhead markers as needed.
2. Check to see if anyone will need copies, use of a DVD player or VCR, or an overhead projector for presentations, and make sure these items are prepared for student use.
3. If students prepared a PowerPoint presentation, they will need to bring the necessary technology to present.
4. Attend to any last-minute details and collect presentations and exhibits for storage (this ensures that all materials are available to students in case one of the members of the group is absent on Presentation Day).

### D. 4<sup>th</sup> 90-minute period:

1. Each group presents to class as the teacher critiques each individual group using the rubric which was included in the project outline.
2. Allow each group time for a question/answer period from their peers.
3. Allow a “gallery walk” so that all students have an opportunity to see all exhibits.
4. As students complete observations, hand out the DBQ assignment and answer any questions about the DBQ. Then instruct students that their essays are homework.
5. Use the DBQ rubric to grade the assessment.

### III. Activities

#### **Project Outline: The Effects of the Idea of Manifest Destiny and Its Influence on the War with Mexico**

- I. You will be working in groups to create a presentation and exhibit covering one of the following topics from Chapter 3 in "The Americans:"
  - A. Annexation of Texas/border dispute;
  - B. Declaration of War with Mexico/organization of troops
  - C. Important battles
  - D. Important leaders
  - E. Treaty of Guadalupe Hidalgo/Mexican cession
- II. Your presentation and exhibit will require an answer to the following question: "To what extent did the idea of Manifest Destiny influence the War with Mexico and the cession of Mexican lands to the US?"
- III. As a group you will select a supervisor to plan your presentation and an exhibit coordinator to design your exhibit. All other members of the group will work on job assignments created by the supervisor and exhibit coordinator to complete presentation and exhibit: research, typing, printouts, buying and bringing materials, etc.

#### **EVERYONE MUST CONTRIBUTE TO THIS PROJECT!**

- IV. Guidelines for Presentation:
  - A. You must design an oral report in which everyone must participate;
  - B. Your report should be thorough and cover your topic by answering the question: "To what extent did the idea of Manifest Destiny influence the War with Mexico and cession of Mexican lands to the US?"
  - C. The presentation should be 5-7 minutes in length and should be supported by your exhibit.
- V. Guidelines for Exhibit: each group will begin with a base (such as a science board) and create an exhibit with a title and subtitles. The exhibit will include at least 4 of the following elements:
  - A. Symbols
  - B. Media (DVD/VCR/PowerPoint)
  - C. Computer-generated graphics
  - D. Charts/graphs
  - E. 3-D images

\*Remember, you will be answering the question " To what extent did the idea of Manifest Destiny influence the War with Mexico and cession of Mexican lands to the US?", so you may have to use the elements more than once with different data in the exhibit. It may also be necessary to include short descriptions of the elements on the exhibit.

- VI. Timeline in 90-minute increments:
  - Day 1: Assign groups, discuss outline, create game plan, get teacher approval
  - Day 2: Research in media center
  - Day 3: Complete project in class, turn in for storage
  - Day 4: Present to class, DBQ due tomorrow

**Special note: You are encouraged to complete what you can of your project as homework. You are also encouraged to contact other members of your group to make sure they are on task and remember to bring necessary material to class on time! No excuses for incomplete work!**

#### IV. Assessment

The rubric below will be used to grade the group projects. In addition, students should be assigned the Document Based Question "Manifest Destiny" listed under Questions on the website [www.polk-fl.net/tah](http://www.polk-fl.net/tah).

| Project Rubric  | Points Possible | Points Earned |
|---|-----------------|---------------|
| 1. Entire group participation   | _____           | _____         |
| 2. Presentation answers question  | _____           | _____         |
| 3. Presentation overall<br>(design, engaging, 5-7 min.,<br>thoroughly explains topic)               | _____           | _____         |
| 4. Exhibit answers question and<br>uses at least 4 elements   | _____           | _____         |
| 5. Exhibit overall<br>(design, engaging, use of title<br>and subtitles, thoroughly describes topic) | _____           | _____         |
| Total points  | _____           | _____         |

Teacher  
Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **V. Resources**

**“The Americans: Reconstruction to the 21<sup>st</sup> century.” McDougal Little**

**“History Alive!” Culminating project for Lesson - Coming of Age**