Manifest Destiny Lesson Plan

**Lesson length:** 9-10 50-minute class periods

**Lesson overview:** Students will analyze the term 'Manifest Destiny' through picture and song and be able to compare and contrast two points of view, synthesizing the information by creating their own song or pictoral representation of Manifest Destiny and evaluating the term Manifest Destiny by composing an essay.

**TEKS Statements:**
- 1(A), 6(B,C), 11(C), 12(A,B), 27(C), 30(A,B,D,E,F,G), 31(B,C,D)

**List of Materials:**
1. Engage activity placards and handouts, 10 sets (in trunk master binder)
2. White paper and markers
3. Butcher paper
4. Michael Jackson’s “Beat It” on CD; Weird Al Yankovic’s “Eat It” on CD (in trunk)
5. Placards of “American Progress” and “Westward the Course of Empire Takes Its Way” (in trunk master binder)
6. Copies of “To the West” lyrics and parody of “To the West” lyrics, 10 sets (in trunk, Document Based Activities: Westward Expansion, pages 41-42)
7. 8.5 by 14 inch construction paper
8. Copies of questions to paste into foldables (in trunk master binder)
9. Glue or tape
10. Access to KLRN United Streaming (www.klrn.unitedstreaming.com)

**Instructional Sequence**

**Phase One: Engage the learner**
The activities mentally engage students with an event or question. Engagement activities capture students’ interest and help them to make connections with what they know and can do. The teacher provides an orientation to the unit and assesses prior knowledge of the subject.

- Captures student interest
- Taps into what students know or think about a topic
- Raises questions and encourages responses

Students will work with a partner to discuss and answer the following three questions. They will then complete the activity accompanying the questions. This activity can be set up as either stations or in a rotation matter. Students should spend approximately 25 minutes discussing and doing the activity for each question.

**Research based strategy (cooperative learning) from Classroom Instruction that Works book study**
1. “The grass is always greener on the other side.” Discuss with your partner what this quote may mean, have you ever been in a situation like this and do you think this is a true or false statement. On the white paper provided, illustrate you and your partners’ answers with a visual representation. Be prepared to explain it to the class. Post pictures on the board.

**Quote and questions taken from Alief ISD lesson plan written by Ellen Barnhouse.**

2. On the circle map provided, put “Manifest Destiny” in the middle and brainstorm what you already know about this phrase. Think about what you learned in seventh grade Texas History. Come up with words, descriptions and even pictures. Be prepared to explain it to the class. As students share, class will create one big circle map on butcher paper.

3. Horace Greeley is attributed in an editorial in the newspaper the New York Tribune in 1851 with saying, “Go west, young man, and grow up with the country.” Discuss with your partner: What might be out west? Are only young men moving west? What does he mean by 'grow up with the country?' If you were alive during the mid-1800s, would you take Greeley's advice? Explain. Students will create a short dialogue/skit that explains and illustrates their answers. They will then have 3-5 minutes to perform in front of the class.

**Estimated time: 75 minutes**

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### Phase Two: Explore the Content

These activities include hands-on experiences in which students explore the content further. Students receive little explanation and few terms at this point, because they are to define the problem or phenomenon in their own words. The purpose of this stage is for students to acquire a common set of experiences, both to articulate their own understanding and to understand another's viewpoint.

- Hands-on/minds-on activities prior to technical explanations
- Focus is on student observation and interaction with materials and each other

1. **Vocabulary:** Parody. Students will learn the meaning of the word parody to facilitate activity. Teacher will read the 'Night Before Christmas' parody for the class and ask students to guess what it sounds like. After a discussion, teacher will read definition of parody to class and discuss it. To illustrate the meaning of the word as used in songs, students will listen to 'Beat It' by Michael Jackson and 'Eat It' by Weird Al Yankovic. As a class we will discuss what makes the Yankovic song a parody.

2. **Learning stations:** In groups of no more than four, students will visit four stations. They will complete a foldable as they travel to each station. Two stations will include analyzing a picture and two stations will include analyzing a song. Teachers will make copies of the four columns that students can tape into their foldable. The foldable will be made of colored construction paper (8.5 by 14 inches). Students will spend 20 minutes at each station.
3. **Compare and Contrast**: Students will then compare and contrast the two songs and the two pictures with either a Venn Diagram or the Thinking Map double bubble. Before they begin this activity, the teacher will hand out a copy of the facilitative questions and the class will discuss them as a means of getting the students to look at both.

**Facilitative Questions**

1. How do the two pictures illustrate Manifest Destiny? Are they similar or different?
2. How do the two songs illustrate Manifest Destiny? Are they similar or different?
3. How does the 'Westward the Course …' picture illustrate the artist’s idea of Manifest Destiny?
4. How does the artist of 'American Progress' make westward expansion seem strongly appealing to viewers of the painting?
5. How does the 'American Progress' picture illustrate the artist's idea of Manifest Destiny?
6. How does the artist of 'Westward the Course...' make westward expansion seem strongly appealing to viewers of the painting?
7. If the songwriters of both songs were to meet, would they agree with each other about what it would be like to move westward?
8. Which song best expresses the ideas of Manifest Destiny?
9. Does the person who wrote the parody disagree with the concept of Manifest Destiny? Is his attitude more about what the country as a whole should do or about his personal preferences and choices for his own life?
10. What might the writer of the parody say to a person who was considering taking the concept of Manifest Destiny to heart and moving west?

**Estimated time: three 50-minute periods**

**Phase Three: Explain**

After students have explored the content students and/or the teacher can provide technical explanations and terms for what is being studied. The teacher may present the content via lecture, demonstration, reading, or multi-media. Students then use the information to describe what they have experienced, and they begin to examine mentally how this explanation fits with what they already know.

- Emphasis is on student rather than teacher explanation
- Students connect explanations to evidence
- Teacher encourages students to explain observations in their own words before connecting experiences to knowledge

Students will watch "Gone West: The Growth of a Nation" (28:00) from klrn.unitedstreaming.com site. We will discuss preview questions and then the students will complete a quiz at the end of viewing the video.

**Facilitative Questions:**
Preview questions. Video will be stopped periodically to check for understanding and to emphasize important points.

**Estimated time: 80-90 minutes**

### Phase Four: Elaboration
This stage allows students to elaborate on their understanding of the content. Students are given opportunities to further explore and explain content. Interaction between the students is essential during the elaboration stage. By discussing their ideas with others, students construct a deeper understanding of the content.

- Multiple or varied opportunities for students to apply newly learned content
- Students utilize newly learned content in different contest

Students will either create a song or draw a picture illustrating what they think "Manifest Destiny" means. They may work individually or with a partner. They will use their responses to the engage activity, the songs and pictures analyzed and what they viewed on the video as a reference point. A rubric will be used to grade and all pictures and songs will be presented to the class.

**Research based strategy (cooperative learning, non-linguistic representation) from Classroom Instruction that Works book study**

**Facilitative Questions:**
1. What drew people westward?
2. What types of people moved west?
3. Was the journey easy, difficult, explain.
4. What groups of people benefited from moving west?
5. Did all people benefit from moving west?
6. Did the United States achieve Manifest Destiny?
7. How did the United States achieve Manifest Destiny?

**Estimated time:** three 50-minute class periods (two to create, one to present)
**Phase Five: Evaluation**

This stage is designed for the students to continue to elaborate on their understanding and to evaluate what they know. Evaluation of student understanding should take place throughout all phases of the instructional model. The evaluation stage is where the teacher determines the extent to which students have developed a meaningful understanding of the concept.

- Students demonstrate an understanding of cited TEKS and performance standards
- Methods for evaluating student progress toward objectives are evident throughout the lesson
- Evaluation assists teachers in diagnosing what students know as well as what they do not know

Students will write an essay on the prompt, "How did Manifest Destiny influence people? Did everyone in the United States agree with this doctrine? Did you agree with it? Why? Give one example of a group of people harmed by Manifest Destiny and an example of a group of people who benefited from Manifest Destiny."

Students will use their pictures, the foldable questions and Manifest Destiny circle map to help craft their essay. A rubric will be used to grade.