

MANIFEST DESTINY HYPERDOC



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tinyurl.com/ManDestHD

MANIFEST DESTINY

You will work with your group to complete all of the tasks in this document. Start with the steps below to get set up. Drag a check mark to the box next to each step as you complete it.

STEP #1	ONE PERSON in your group should open this view-only document.
STEP #2	That person should File→Make a Copy and name the new copy X.Manifest Destiny - LastA, LastB, LastC, Last D . X is the letter of your class period and LastA, LastB, LastC, LastD are the last names of group members.
STEP #3	That person should share (with editing privileges) that new document with the other group member(s) and xxx.
STEP #4	Each group member should read the HyperDoc Guidelines at right. If you have questions about them, ask now.
STEP #5	Each group member should fill in their first and last names on the Group Information chart at right. Remember your assigned number/color, as you will need to use it on later pages.

GROUP INFORMATION

Group Member #1:

Group Member #2:

Group Member #3:

Group Member #4:

HYPERDOC GUIDELINES

- While in class, all members of the group should complete each task together. While it's fine for you to split the work within a task, it's not permitted for members to be on different tasks at the same time.
- If you mess up a piece of this hyperdoc, quickly use the "undo" button to fix your mistake. Don't change fonts or delete items from the page.
- Work carefully and read over the work that other group members complete. You are responsible for understanding all of the information in this document.
- If anything is too small to read, use the magnifying glass icon in the toolbar to zoom in.

TASK #1: MANIFEST DESTINY INTRODUCTION

First, read the summary and watch the video below. Then move on to the next slide. Note: You will probably want everyone to watch the video on one computer at the same time OR open it up on separate computers in YouTube. If one person is watching on this page while another tries to play the video or type, it will stop/re-start. There's not much to SEE in the video; rather, each group member needs to be able to LISTEN.

From The History Channel:



Manifest Destiny, a phrase coined in 1845, is the idea that the United States is destined— by God, its advocates believed —to

expand its dominion and spread democracy and capitalism across the entire North American continent. The philosophy drove 19th-century U.S. territorial expansion and was used to justify the forced removal of Native Americans and other groups from their homes. The rapid expansion of the United States intensified the issue of slavery as new states were added to the Union, leading to the outbreak of the Civil War.



**OUR MANIFEST DESTINY IS TO
OVERSPREAD THE CONTINENT ALLOTTED
BY PROVIDENCE FOR THE FREE
DEVELOPMENT OF OUR YEARLY
MULTIPLYING MILLIONS.**

- JOHN L. O'SULLIVAN -

TASK #1: MANIFEST DESTINY INTRODUCTION

As a group, answer the questions

below. In the space provided, write 2-3 complete sentences for each answer.

<p>In your own words (do not use quotes from either source), explain what Manifest Destiny was/meant..</p>		
<p>Look at the various pieces on the next page. Which do you think would have been most effective at encouraging people to move west? Why?</p>		
<p>In 1833, future newspaper editor Horace Greeley advised a friend, “Go West, young man, and grow up with the country.”</p>	<p>What do you think would have enticed someone to follow this advice? Give at least three reasons</p>	<p>What do you think would have deterred someone from following this advice? Give at least three reasons</p>
<p>Who do you think benefited from US expansion westward? How? Why? Name at least two groups/populations.</p>		
<p>Who do you think suffered because of US expansion westward? How? Why? Name at least two groups/populations.</p>		

TASK #1: MANIFEST DESTINY INTRODUCTION

Examine the primary sources below. To look in more detail, you will need to enlarge each source -- to do so without warping the dimensions, hold the shift key while you click and drag the corner of a source. Feel free to move sources around as needed.

I will go West!

Words by the author of "Story in verse of Ezekiel Jones," "William Gear," &c., &c.

Music by J. P. BARRETT.

Allegretto.

1. Oh, times are tough, amaz-ing rough, Ex-penses are a-lar-ming; I will go West, its far the best, Try my luck at farm-ing.
 2. For the i - de-a of stay-ing here To just earn your gruel. Makes me feel sad, and sometimes mad, It is so aw - ful cru - el.
 3. Goods are so high, I heave a sigh, At the cost of liv - ing; My lov - ing wife, she sees the strife, And has a

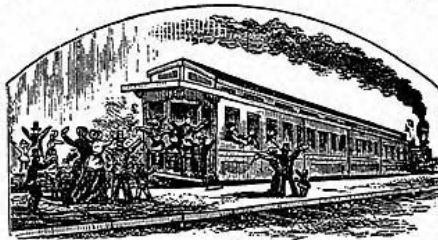
INST.

- | | | |
|---|--|---|
| <p>1 Oh! times are tough, amazing rough,
Expenses are alarming,
I will go West, it's far the best,
Try my luck at farming.</p> <p>2 For the idea, of staying here
To just earn your gruel,
Makes me feel sad and sometimes mad
'Tis so awful cruel.</p> <p>3 Goods are so high, I heave a sigh,
At the cost of living,
My loving wife, she sees the strife
And has a spell of crying.</p> | <p>4 Now there's my boys, my chiefest joys,
To have them in the City,
Amid the harm, gives me alarm
And I ache with pity.</p> <p>5 And there's my girls, with auburn curls
May be slaves to fashion,
And lay such stress, on how to dress,
Becomes a ruling passion.</p> <p>6 Now it's no use, I've stood abuse
I'll take all with dear Mary,
Settle down in a country town,
Farm it on a prairie.</p> | <p>7 My barns reple
Lots of milk
I'd would be a sh
Or a murmer</p> <p>8 Now we'll star
Nor fear our
For we dont ca
For smoke o</p> <p>9 On end of car,
Farewell, fri
We're going w
Easy time of</p> |
|---|--|---|

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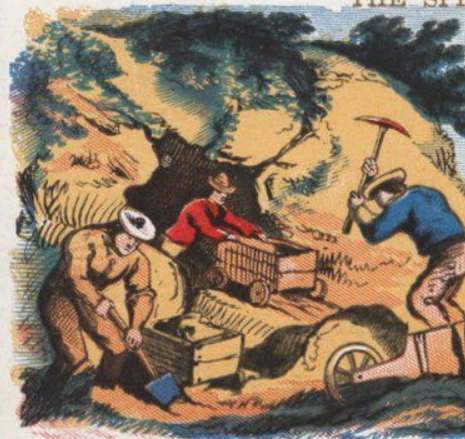
Published by JOS. L. ELDRIDGE & CO.,
57 Elm St. & 120 Merrimac Street, Boston.



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by JOS. L. ELDRIDGE,
at Washington.

J. A. BUTLER, Steam Printer, 62 Sudbury, Street Boston.

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MERCHANT
Loading none but First-Cl
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HENRY BARBER, Commander, AT PIER 13 EAST RIVER.

This elegant Clipper Ship was built expressly for this trade by Samuel Hall, Esq., of East Boston, the builder of the celebrated Clippers "SURPRISE," "GAMECOCK," "JOHN GILPIN," and others. She will fully equal them in speed! Unusually prompt dispatch and a very quick trip may be relied upon. Engagements should be completed at once.

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INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
*
EASY PAYMENTS



PERFECT TITLE
*
POSSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST
IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location.	Acres.	Average Price per Acre.	Location.	Acres.	Average Price per Acre.
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota.....	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota.....	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Hoopa.	MINNESOTA: Ojibwa.	NORTH DAKOTA: Fort Totten.	OKLAHOMA—Con. See and Fox Agency.	SOUTH DAKOTA: Cheyenne Agency.	WASHINGTON: Fort Simcoe.
COLORADO: Ignacio.	MONTANA: Crow Agency.	Fort Yates.	Shawnee.	Crow Creek.	Fort Spokane.
IDAHO: Laywal.	NEBRASKA: Macy.	OKLAHOMA: Anadarko.	Wyandotte.	Greenwood.	Tekoa.
KANSAS: Horton.	Winnabago.	Cantonment.	OREGON: Klamath Agency.	Lower Brule.	Tulalip.
Nedosa.		Colony.	Pendleton.	Pine Ridge.	WISCONSIN: Oneida.
		Darlington.	Roseburg.	Rosebud.	
		Muskogee.	Sisset.	Sisseton.	
		Pawnee.			

WALTER L. FISHER,
Secretary of the Interior.

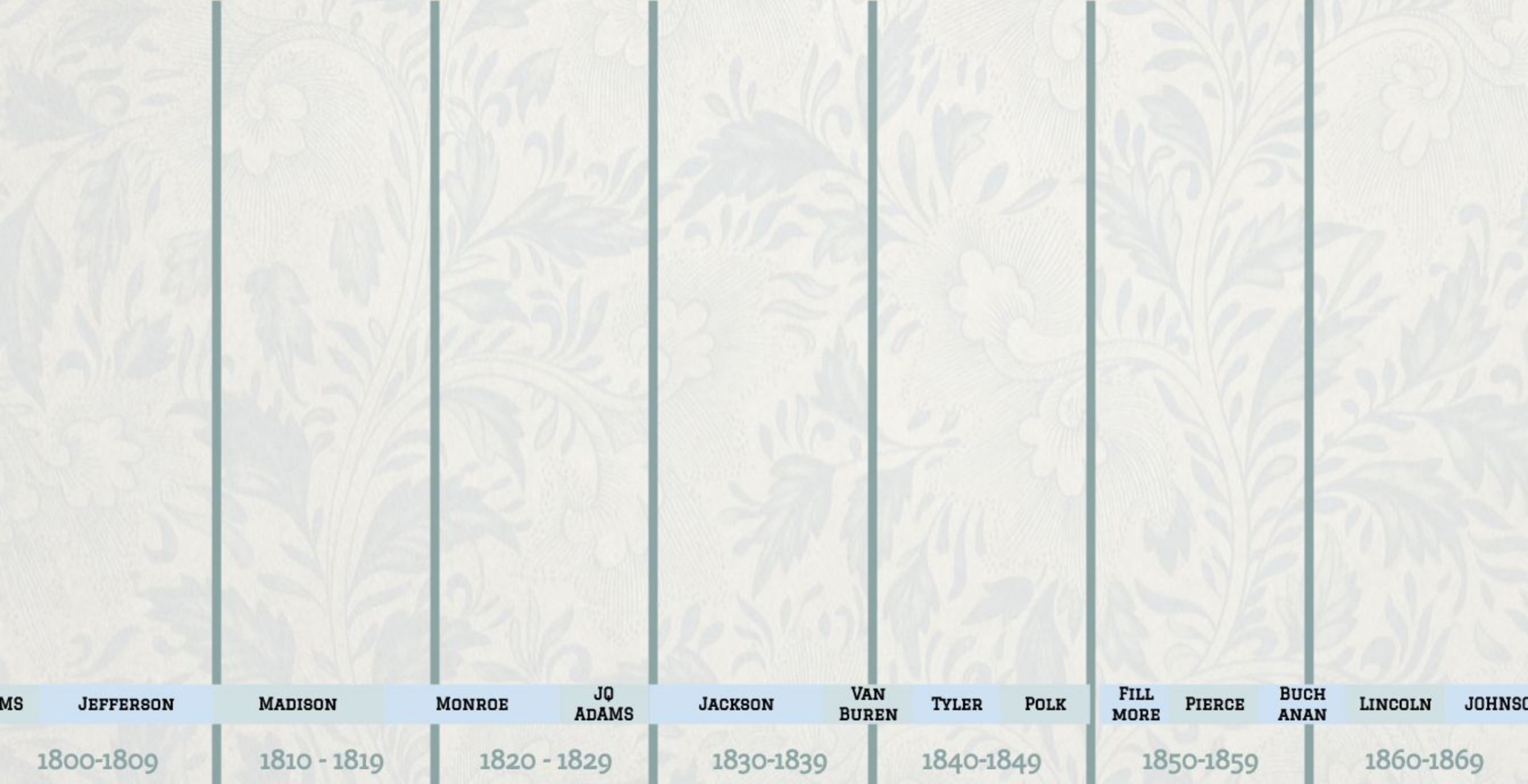
ROBERT G. VALENTINE,
Commissioner of Indian Affairs.

ORNAMENTAL MAP: UNITED STATES & MEXICO.

ISCO.
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TASK #2: TIMELINE

For each event listed on a card at left, use sources of your choice (your textbook, Wikipedia, some other site) to look up the year and then fill in the “notes” section. (Double-click to get a cursor to type.) You do not need to use complete sentences, but should fill the entire provided space. Then drag the event to the correct decade on the timeline. Events within the decade should be ordered from top (earlier) to bottom (later). Do not change the size of any of the boxes.



TASK #3: ART ANALYSIS

The piece at right is called “American Progress.” It was painted in 1872 by John Gast and visually represents Manifest Destiny. The questions below will ask you to compare the left side of the painting to the right. One person in your group should go to the next slide and then click the “present” button to make the painting on that slide as large as possible. While looking at that slide, answer the questions below.



Find at least 4 things that are different on the left and right side of the painting. Look at the landscape, people, animals, and other items in the painting. List those items below, then give a possible explanation for what this might represent. An example has been completed for you.

LEFT	RIGHT	EXPLANATION
People/animals looking backward.	People/animals looking forward.	Looking back = history, looking forward = future. People on left (Native Americans) represent what the west used to be, people on right represent what it would be in the future.

Watch [this 4-minute video](#) about the painting. What did the video tell you that you didn't notice on your own?



TASK #4: MAPS

On this slide and the next 8, you will see the map below. Read the description, then shade the map as directed. There is a video/list of written instructions at left that will show you how to do the shading.

Pre 1783: The area encompassing the original 13 colonies is the first land claimed as “The United States of America.” This designation also includes land that is present-day Kentucky and West Virginia (which were part of Virginia), Tennessee (which was part of North Carolina), and Alabama and Mississippi (which were part of Georgia).

Shade this portion yellow.



TASK #4: MAPS

Continued from previous slide.

First, go copy your yellow shading from the previous map and paste it onto this one.

1783: The Treaty of Paris officially ends the Revolutionary War and Britain cedes the area south of the Great Lakes and east of the Mississippi River

Shade this portion red.



TASK #4: MAPS

Continued from previous slides.

First, go copy your yellow and red shading from the previous map and paste it onto this one.

1803: The Louisiana Purchase is completed, with the United States acquires (from France) land that goes all the way from New Orleans to the border with Canada.

Shade this portion blue



TASK #4: MAPS

Continued from previous slides.

First, go copy all of your shading from the previous map and paste it onto this one.

1818: In a treaty with Britain, the US trades for the small area north of the Louisiana Purchase and west of the Great Lakes. In return, they cede land further north to Britain.

Shade this portion green.



TASK #4: MAPS

Continued from previous slides.

First, go copy all of your shading from the previous map and paste it onto this one.

1819: The Adams-Onís Treaty allows the United States to purchase Florida (and some extra land that is part of present-day Alabama and Mississippi) from Spain. President Jackson also takes parts of Florida by force from the Seminole tribe.

Shade this portion purple.



TASK #4: MAPS

Continued from previous slides.

First, go copy all of your shading from the previous map and paste it onto this one.

1845: The United States annexes Texas (present day Texas, with some additional territory to the northwest). For the last nine years, Texas has been its own country, having declared independence from Mexico nine years ago. (And Mexico declared its independence from Spain just 26 years before that.) Mexico does not recognize the independence or annexation, which leads to the Mexican-American War

Shade this portion orange.



TASK #4: MAPS

Continued from previous slides.

First, go copy all of your shading from the previous map and paste it onto this one.

1846: The United States resolves a dispute with Britain and divides the Oregon Territory. The territory designated to the US covers present-day Washington and Oregon, as well as parts of Idaho and Montana. Parts of the Oregon Territory north of parallel 49°N is designated to Britain.

Shade this portion pink.



TASK #4: MAPS

Continued from previous slides.

First, go copy all of your shading from the previous map and paste it onto this one.

1848: The Treaty of Guadalupe-Hidalgo ends the Mexican-American War. The Rio Grande is set as the official border between Texas and Mexico. As the victor of the war, the United States also takes the area that is now California and most of Arizona, Nevada, Utah, and Colorado.

Shade this portion turquoise.



TASK #4: MAPS

Continued from previous slides.

First, go copy all of your shading from the previous map and paste it onto this one.

1853: The Gadsden Purchase is completed, which allows the United States to buy the small territory that is now the southern part of Arizona and new Mexico. The United States purchases this land so that a southern route for the transcontinental railroad can be built through the area. Mexico agrees to the purchase because it knows that the US will seize the land even if they decline.

Shade this portion gray.



TASK #5: NATIVE AMERICANS | INDIVIDUAL TASK*

In most of the land acquisitions

described in the previous activity, the United States signed treaties or fought wars with European powers to gain territory. These land claims did not take into account that indigenous peoples had lived in these areas for centuries, and were the owners/inhabitants of the land that was being exchanged. As you saw in previous activities, the westward territorial expansion of the United States happened primarily in the decades before the Civil War, but the effect of these land claims continued far after that as more and more people moved into those newly-US-held areas.

Group Member #1 Name:

PART A: Watch [this 8-minute video](#) and take notes below. You should have at least **ten** relevant items in your list of notes, but they do not have to be complete sentences. You will want to open the video in a new window next to this one so that you can watch and type at the same time. Note that there are some graphic images of war starting at about minute 6:00 of the video. If you would prefer not to see these, you can just listen to (rather than watch) that portion of the video. If you need more detail about any of these items, [this](#) is a good reference.

-

PART B: Watch this [17-second animation](#). Go back and quickly flip through slides 8-15 of this slideshow. How does this animation relate to the map progression that your group created in that task?

PART C: Read [this article](#). What do you think of this issue? What do you think of the shirt? The activist's response? The designer's response? The company's response? Write a few sentences below explaining your thoughts and be ready to discuss in class next time.

TASK #5: NATIVE AMERICANS | INDIVIDUAL TASK*

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Group Member #2 Name:

PART A: Watch [this 8-minute video](#) and take notes below. You should have at least **ten** relevant items in your list of notes, but they do not have to be complete sentences. You will want to open the video in a new window next to this one so that you can watch and type at the same time. Note that there are some graphic images of war starting at about minute 6:00 of the video. If you would prefer not to see these, you can just listen to (rather than watch) that portion of the video. If you need more detail about any of these items, [this](#) is a good reference.

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PART B: Watch this [17-second animation](#). Go back and quickly flip through slides 8-15 of this slideshow. How does this animation relate to the map progression that your group created in that task?

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TASK #5: NATIVE AMERICANS | INDIVIDUAL TASK*

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Group Member #3 Name:

PART A: Watch [this 8-minute video](#) and take notes below. You should have at least **ten** relevant items in your list of notes, but they do not have to be complete sentences. You will want to open the video in a new window next to this one so that you can watch and type at the same time. Note that there are some graphic images of war starting at about minute 6:00 of the video. If you would prefer not to see these, you can just listen to (rather than watch) that portion of the video. If you need more detail about any of these items, [this](#) is a good reference.

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PART B: Watch this [17-second animation](#). Go back and quickly flip through slides 8-15 of this slideshow. How does this animation relate to the map progression that your group created in that task?

PART C: Read [this article](#). What do you think of this issue? What do you think of the shirt? The activist's response? The designer's response? The company's response? Write a few sentences below explaining your thoughts and be ready to discuss in class next time.

TASK #5: NATIVE AMERICANS | INDIVIDUAL TASK*

In most of the land acquisitions

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Group Member #4 Name:

PART A: Watch [this 8-minute video](#) and take notes below. You should have at least **ten** relevant items in your list of notes, but they do not have to be complete sentences. You will want to open the video in a new window next to this one so that you can watch and type at the same time. Note that there are some graphic images of war starting at about minute 6:00 of the video. If you would prefer not to see these, you can just listen to (rather than watch) that portion of the video. If you need more detail about any of these items, [this](#) is a good reference.

-

PART B: Watch this [17-second animation](#). Go back and quickly flip through slides 8-15 of this slideshow. How does this animation relate to the map progression that your group created in that task?

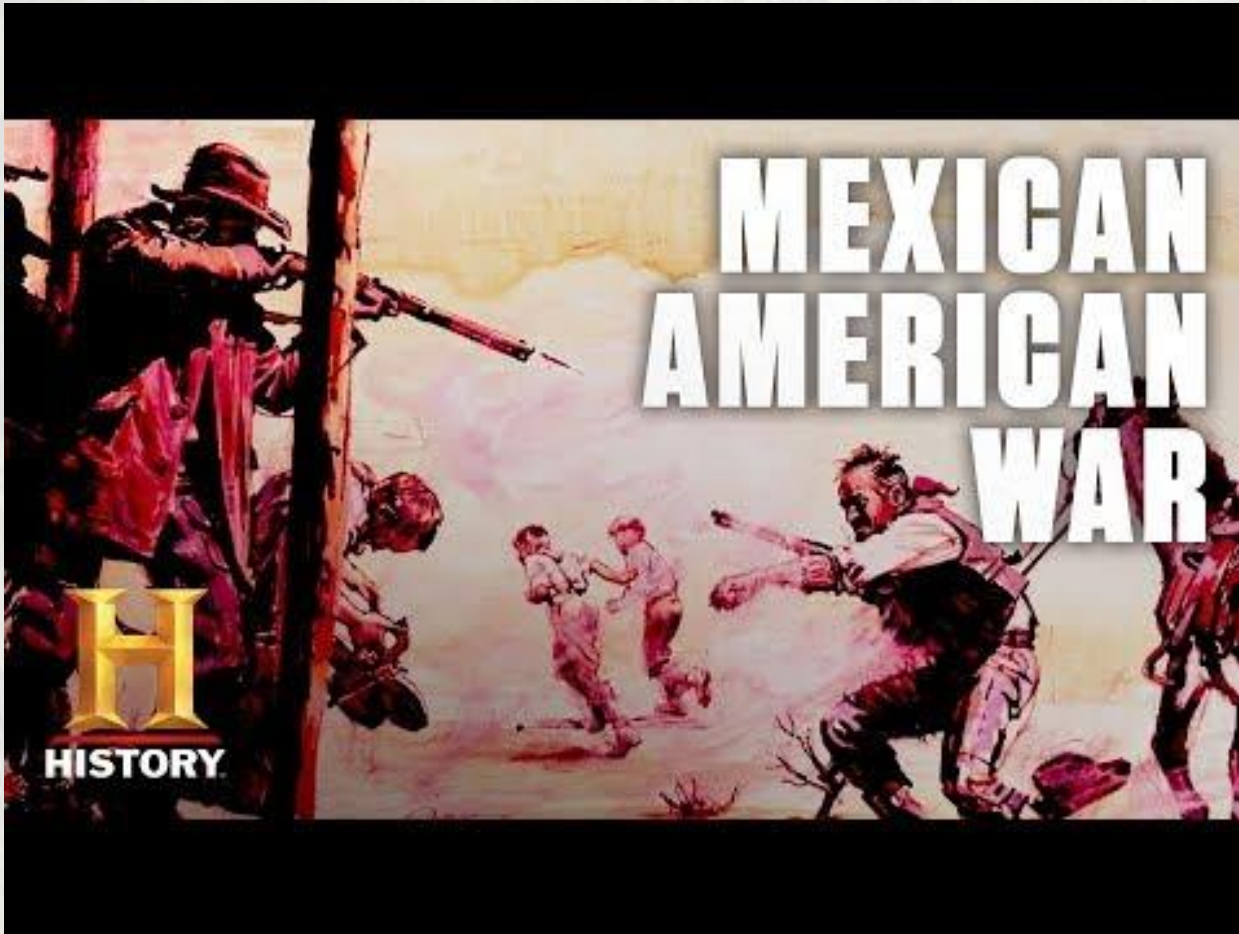
PART C: Read [this article](#). What do you think of this issue? What do you think of the shirt? The activist's response? The designer's response? The company's response? Write a few sentences below explaining your thoughts and be ready to discuss in class next time.

TASK #6: THE MEXICAN-AMERICAN WAR

Work as a group to complete the items below.

PART A: Watch the 2-minute video below. Note: You will probably want everyone to watch the video on one computer at the same time OR open it up on separate computers in YouTube. If one person is watching on this page while another tries to start the video or type, it will stop/re-start.

PART B: Look through [this](#) Quizlet set. Use at least 6 of the terms in the set to write a summary of the Mexican-American War in the space below. Make each vocabulary word that you use bold and underline it. (Note: Even though it's on the list, "Mexican-American War" cannot be counted as one of your six terms!)



A large, empty rectangular box with a thin black border, intended for writing a summary of the Mexican-American War using at least six terms from a Quizlet set. The box is set against a background with a faint, repeating floral pattern.

TASK #7: SLAVERY

As America moved west, one of the biggest issues was the expansion of slavery. Scan (you don't have to read it word-by-word) [this](#) article and use it to complete the table below. You do not have to write your answers in complete sentences, but must phrase things in your OWN WORDS -- do not copy from the source.

PART A: For each area below, list whether it was a slave or free state/territory and give the details on how this status was determined.

State or territory	Slavery status/details
The Louisiana Purchase	
Missouri	
Texas	
California	
Utah (territory)	
New Mexico (territory)	
Kansas (territory)	
Nebraska (territory)	

PART B: If you didn't refer to and explain each of the following somewhere in your chart above, go back to add them where they are relevant:

Missouri Compromise

36°30' Parallel

Wilmot Proviso

Compromise of 1850

Kansas-Nebraska Act

Bleeding Kansas

TASK #8: MANIFEST DESTINY, REVISITED | INDIVIDUAL TASK*

In various places throughout this assignment, you have heard/read that John O’Sullivan coined the term “Manifest Destiny.” That might not actually be the case.

Group Member #1 Name:

PART A: Read [this article](#). Write a two sentence summary explaining the evidence that could suggest that Jane McManus Storms Cazneau actually coined “Manifest Destiny”...or not. Use your own words; do not copy from the source.

PART B: To learn more about Jane McManus Storms Cazneau, scan [this excerpt](#) from the book mentioned in the article. Take notes on JMSC’s opinion on/experience with each of the following items. You do not have to write complete sentences, but should use your own words. You must write a total of at least 15 items.

<u>Slavery</u> <ul style="list-style-type: none">•	<u>Journalism Career</u> <ul style="list-style-type: none">•	<u>US Presidents</u> <ul style="list-style-type: none">•
<u>Texas/Mexico</u> <ul style="list-style-type: none">•	<u>Women’s Movement</u> <ul style="list-style-type: none">•	<u>Other</u> <ul style="list-style-type: none">•

TASK #8: MANIFEST DESTINY, REVISITED | INDIVIDUAL TASK*

In various places throughout this assignment, you have heard/read that John O’Sullivan coined the term “Manifest Destiny.” That might not actually be the case.

Group Member #2 Name:

PART A: Read [this article](#). Write a two sentence summary explaining the evidence that could suggest that Jane McManus Storms Cazneau actually coined “Manifest Destiny”...or not. Use your own words; do not copy from the source.

PART B: To learn more about Jane McManus Storms Cazneau, scan [this excerpt](#) from the book mentioned in the article. Take notes on JMSC’s opinion on/experience with each of the following items. You do not have to write complete sentences, but should use your own words. You must write a total of at least 15 items.

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<u>Texas/Mexico</u> <ul style="list-style-type: none">•	<u>Women’s Movement</u> <ul style="list-style-type: none">•	<u>Other</u> <ul style="list-style-type: none">•

TASK #8: MANIFEST DESTINY, REVISITED | INDIVIDUAL TASK*

In various places throughout this assignment, you have heard/read that John O’Sullivan coined the term “Manifest Destiny.” That might not actually be the case.

Group Member #3 Name:

PART A: Read [this article](#). Write a two sentence summary explaining the evidence that could suggest that Jane McManus Storms Cazneau actually coined “Manifest Destiny”...or not. Use your own words; do not copy from the source.

PART B: To learn more about Jane McManus Storms Cazneau, scan [this excerpt](#) from the book mentioned in the article. Take notes on JMSC’s opinion on/experience with each of the following items. You do not have to write complete sentences, but should use your own words. You must write a total of at least 15 items.

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<u>Texas/Mexico</u> <ul style="list-style-type: none">•	<u>Women’s Movement</u> <ul style="list-style-type: none">•	<u>Other</u> <ul style="list-style-type: none">•

TASK #8: MANIFEST DESTINY, REVISITED | INDIVIDUAL TASK*

In various places throughout this assignment, you have heard/read that John O’Sullivan coined the term “Manifest Destiny.” That might not actually be the case.

Group Member #4 Name:

PART A: Read [this article](#). Write a two sentence summary explaining the evidence that could suggest that Jane McManus Storms Cazneau actually coined “Manifest Destiny”...or not. Use your own words; do not copy from the source.

PART B: To learn more about Jane McManus Storms Cazneau, scan [this excerpt](#) from the book mentioned in the article. Take notes on JMSC’s opinion on/experience with each of the following items. You do not have to write complete sentences, but should use your own words. You must write a total of at least 15 items.

<u>Slavery</u> •	<u>Journalism Career</u> •	<u>US Presidents</u> •
<u>Texas/Mexico</u> •	<u>Women’s Movement</u> •	<u>Other</u> •

THE END

You might want to look back over your work on each task to be sure you've precisely followed the directions!.