

Social Studies
U.S. History and Government-Academic
Unit 7: The Manifest Destiny Era

Essential Understandings	<ul style="list-style-type: none">▪ With the Louisiana Purchase, America was faced with determining the value of the new territory and how to deal with the people already living there.▪ The feeling of nationalism led to the support of legislation that benefited the whole nation and to expansion.▪ The interest in expansion resulted in conflicts with neighboring nations which were resolved peacefully or led to war.▪ The Industrial Revolution brought significant positive and negative changes in the United States.
Essential Questions	<ul style="list-style-type: none">▪ How did geographic expansion change the social and economic character of the U.S.?▪ How did these changes and conflict unify Americans and help them form a national identity?▪ How did foreign policy shape the U.S. as an emerging world power?▪ Why did early labor movements challenge the free market system?▪ How did changes brought about by the Industrial Revolution lead to a factory system?

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Essential Knowledge	<ul style="list-style-type: none"> ▪ President Thomas Jefferson bought Louisiana from France expanding the nation's boundaries and removing the threat of French interference. ▪ The purposes of the Lewis and Clark expedition were to find the source of the Missouri River, to find a usable route across the Rocky Mountains to the Pacific, and to observe the customs of the Native Americans. ▪ The causes of the War of 1812 were free trade, sailors' rights, and a hunger for land. ▪ The Treaty of Ghent, ending the War of 1812, was an agreement to stop fighting, restore old boundaries, and to put other problems off for future settlement. ▪ The conduct of the war revealed the dangers of disunion, and the war's outcome increased national pride. ▪ The “American System”, an example of nationalistic legislation, provided internal improvements, protective tariffs, and better markets for farmers. ▪ The effects of the Industrial Revolution in the North were rapid growth to textile and iron industries, increased manufacturing, improved transportation, and movement of people to cities to labor in factories. ▪ In the South, cotton became the most important crop and export, entrenching the plantation and slavery system. ▪ The expansionist movement known as Manifest Destiny led to the acquisition of Florida from Spain with the Adams-Onis Treaty, the Monroe Doctrine to discourage foreign intervention, settlement of a boundary dispute in Maine with the Webster-Ashburton Treaty, an agreement with the British to divide Oregon along the 49th parallel, war with Mexico and the annexation of half of Mexico's territory with the Treaty of Guadalupe Hidalgo, an attempt to acquire Cuba with the Ostend Manifesto, and the Clayton-Bulwer Treaty, an agreement between the U.S. and Britain to jointly support the building of a canal through either Nicaragua or Panama.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Manifest Destiny, nationalism, sectionalism, imperialism, impressment, frigate, internal improvements, protective tariff, ultimatum, textile, emigration, closed shop, nullification, extraterritoriality

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Essential Skills	<ul style="list-style-type: none"> ▪ Read and interpret primary sources. ▪ Memorize required materials. ▪ Write a position paper. ▪ Complete expository writing with documents, readings, and on quizzes and tests. ▪ Apply note taking skills.
Related Maine Learning Results	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. g. Develop a clear well-supported position. h. Present and defend a well-supported position to a variety of audiences using a prescribed format. i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills. j. Access and present information ethically and legally

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<p>Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Notes ▪ Textbooks readings and questions ▪ Reading and interpreting ▪ Review game
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral questioning during class discussions ▪ Reading questions ▪ Essay writing ▪ Quizzes ▪ Review game

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<p>Sample Resources</p>	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>History of a Free Nation</u>○ "Sacajawea's Participation in the Lewis and Clark Expedition" – Annan Howard Shaw○ "Shoshone Oral Tradition Account"○ "Why We Need a Protective Tariff"○ <u>The Monroe Doctrine</u>○ "Pioneers in Oregon"▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>Lewis and Clark</u> – National Geographic○ <u>1812: The Forgotten War</u> – Little Brick Schoolhouse○ <u>Remember the Alamo</u> – PBS○ <u>19th Century Turning Points: 1800 – 1846</u> – Ambrose Video
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