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Answer Key: Slides 24–45

Definition

the 19th-century doctrine or belief that the expansion of the US throughout the American continents was both justified and inevitable

Quote

"The term *Manifest Destiny* came to embody all the hopes and expectations of expansionists in nineteenth-century America. Proponents of western expansion used the ideology of Manifest Destiny to defend the annexation of Texas, to defend support for resolving the Oregon dispute, and to defend the declaration of war with Mexico in 1846."

- Shane Mountjoy, *Manifest Destiny: Westward Expansion*, 2009.

Manifest Destiny

My understanding: 4 3 2 1

Illustration

Name: _____ Date: _____ Class: _____

Question

Source: John Gast, "American Progress," 1872. Public Domain



Name: _____ Date: _____ Class: _____

Definition

a roughly 2,000-mile route used by thousands of American pioneers in the mid-1800s to emigrate west from Independence, Missouri, to Oregon City, Oregon; a major pathway for westward migration and played a key role in settling the American West

Characteristics

-
-
-

Oregon Trail

My understanding: 4 3 2 1

Illustration

Name: _____ Date: _____ Class: _____

Question

A-Z Guide

In the boxes, write words relating to or describing the topic listed below. Put the word in the box with the first letter of the word. Try to use as many letters as you can!

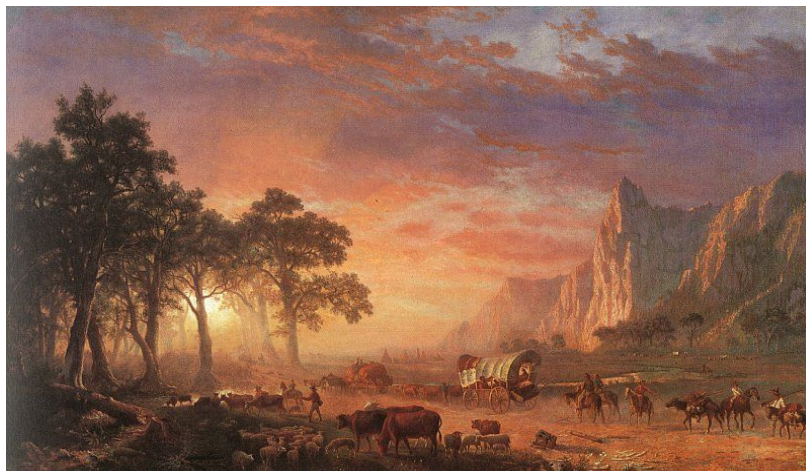
Topic: Adventure		
A:	B:	C:
D:	E:	F:
G:	H:	I:
J:	K:	L:
M:	N:	O:
P:	Q:	R:
S:	T:	U:
V:	W:	X:
Y:	Z:	

Name: _____ Date: _____ Class: _____

<div>Definition</div> <div>someone who travels over land and focuses on the journey itself, not just the destination</div>	<div>Quote</div> <div>"Indian relations with the overlanders worsened with each passing year after 1856, but even in the bleakest years, incidents of cooperation far outnumbered cases of conflict." - Michael L. Tate, <i>Indians and Emigrants: Encounters on the Overland Trails</i>, 2014.</div>
<div>Overlander</div> <div>My understanding: 4 3 2 1</div>	
<div>Illustration</div>	<div><div>Name: _____ Date: _____ Class: _____</div><div>Question</div></div>



Source: Albert Jacob Miller, "Storm: Waiting for Caravan," between 1858 and 1860. Public Domain



Source: Albert Bierstadt, "Oregon Trail," 1869. Public Domain

NOTICE

What do you see that seems interesting or important?

WONDER

What questions do you have about these images?

THINK

What do you suppose is going on these image?

Name: _____ Date: _____ Class: _____

Definition

passing or extending across a continent;
especially in reference to railroads

Quote

"In all of the many pages of serious writing about the construction of the Transcontinental Railroad, authors might describe the enormous efforts of the Chinese. They name but a few, however, let alone tell us something about them as living beings."

- Gordon H. Chang, *Ghosts of Gold Mountain: The Epic Story of the Chinese Who Built the Transcontinental Railroad*, 2019.

Transcontinental

My understanding: 4 3 2 1

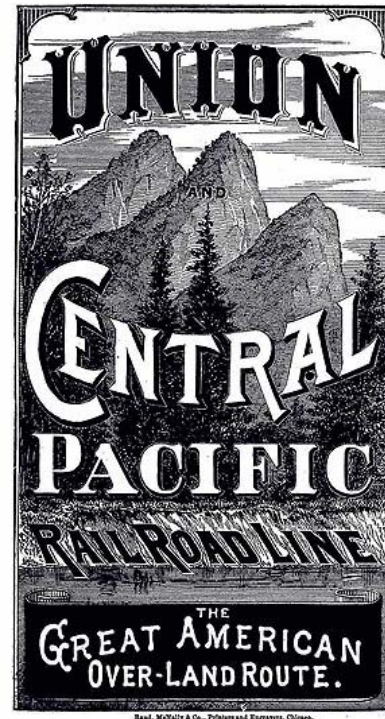
Illustration

Name: _____ Date: _____ Class: _____

Question

QUICKWRITE: In 3-5 sentences, answer the following prompt.

How does this railroad advertisement try to convince people to travel west, and what does it suggest about what people valued during this time?



Source: The Cooper Collection of US Railroad History, "Timetable and Map of the Union and Central Pacific Railroad Line "The Great American Over-Land Route," 1881. Public Domain

Name: _____ Date: _____ Class: _____

<div>Definition</div> <div>the process of obtaining something, such as land, an object, or an asset</div>	<div>Quote</div> <div>"By 1877, as the Second Great Sioux War finally came to an end, white Americans' acquisition of the West was all but complete." - Katie Hickman, <i>Brave Hearted: The Women of the American West</i>, 2022.</div>
<div>Acquisition</div> <div>My understanding: 4 3 2 1</div>	
<div>Illustration</div>	<div><div>Name: _____ Date: _____ Class: _____</div><div>Question</div></div>



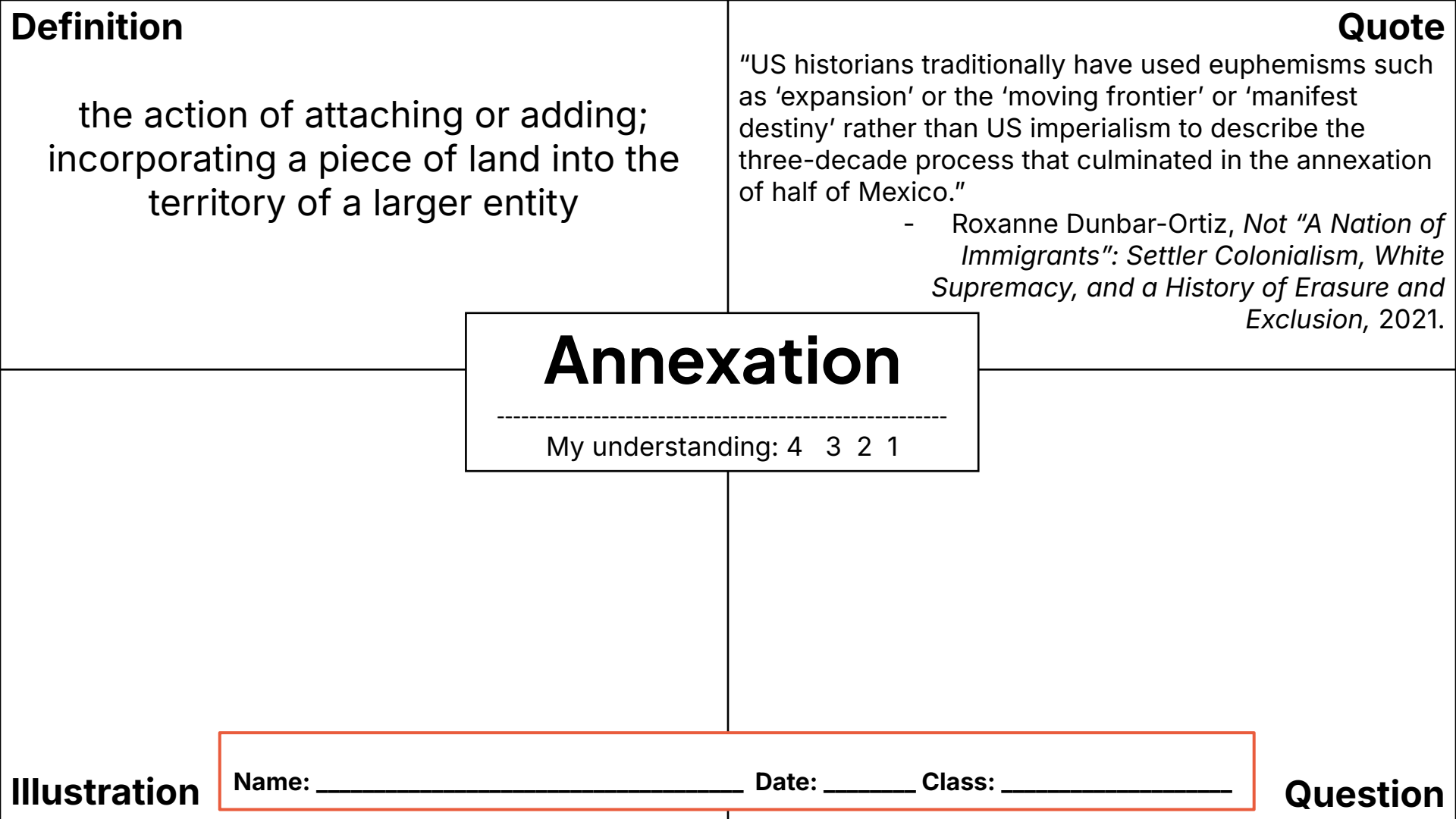
PREDICTION

By the 1840s, the idea of Manifest Destiny gained strong support. President James K. Polk believed it was the nation's duty to expand westward, and he worked to add new lands, including Texas, Oregon, and California.

What do you predict will be the effects and impact of this territorial acquisition?

Source: James McConnell, "Results of the Mexican War, 1848," 1919. Library of Congress

Name: _____ Date: _____ Class: _____

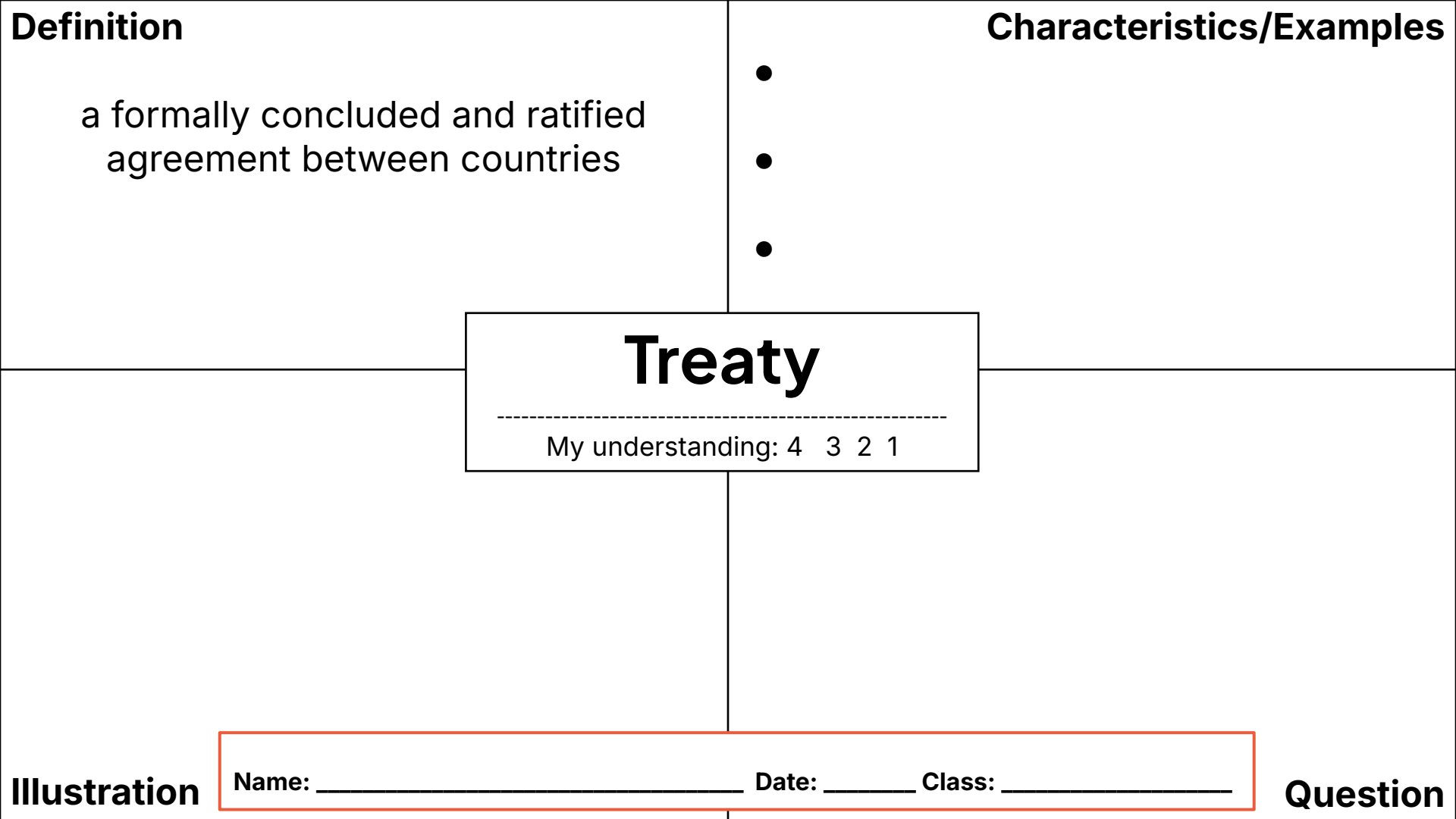


Anticipatory Guide

In the "Before Lesson" column, write an "A" if you agree or a "D" if you disagree with the statement in the row. Then, using the "After Lesson" Column, reevaluate the statement and write an "A" or a "D" with an explanation to reflect your informed opinion.

Before Lesson	Statement	After Lesson
	The annexation of Texas made war with Mexico inevitable.	
	Mexico agreed that the Rio Grande was the border of Texas.	
	President Polk successfully bought California from Mexico.	
	Mexico still considered Texas part of its territory after the U.S. annexed it.	
	A skirmish between Mexico and American troops happened in a disputed zone.	
	President Polk used the border clash as a reason to ask Congress for war.	

Name: _____ Date: _____ Class: _____



QUOTE ANALYSIS:

In 3-5 sentences, answer the following prompts.

What connections can you make between this history and other examples of unequal citizenship in U.S. history?

The year 1848 proved significant for Mexicanos throughout the Southwest. With the end of the Mexican-American War and the subsequent signing of the Treaty of Guadalupe Hidalgo, native Californios, Nuevomexicanos, Tejanos and others were thrust into U.S. citizenship without many of the benefits afforded to Anglo Americans. Citizenship status given to Mexicans was “legally vague”... The United States neglect of its legal obligations via the Treaty of Guadalupe Hidalgo meant that they were placed into a category of second-class citizenship, creating a racial hierarchy that, in fact, guaranteed Mexican Americans’ inferior status.

Source: Karen R. Roybal, *Archives of Dispossession: Recovering the Testimonies of Mexican American Herederos, 1848-1960*, 2017.

Name: _____ Date: _____ Class: _____

Definition

the formal giving up of rights, property,
or territory by a state

Quote

"Many Americans view the concept of Manifest Destiny positively... during which Americans' unbounded hunger for national growth was satiated by the acquisition of the Oregon Territory, Texas, and the Mexican Cession, including California as its jewel."

- Laura E. Gómex, *Manifest Destinies: The Making of the Mexican American Race*, 2008.

Cession

My understanding: 4 3 2 1

Illustration

Name: _____ Date: _____ Class: _____

Question

NOTICE

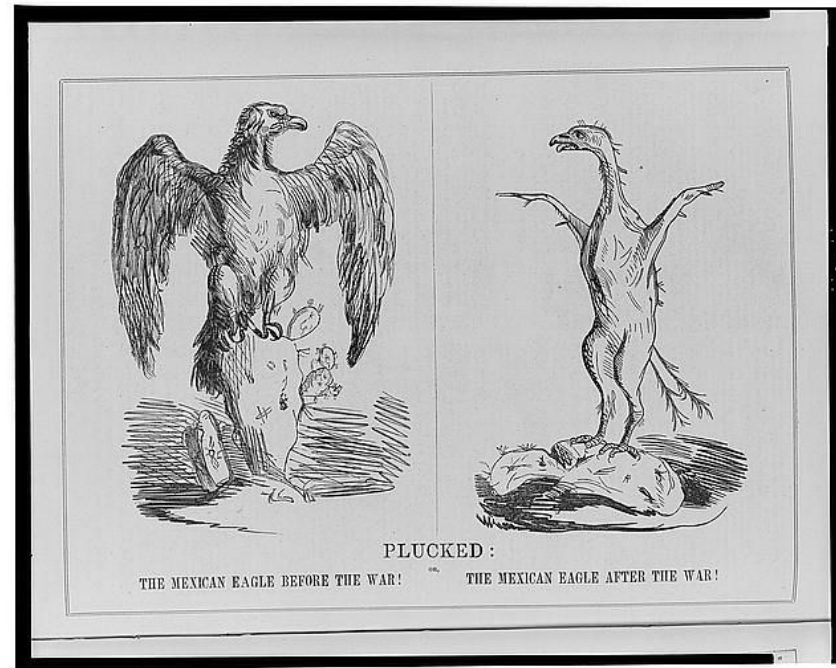
What do you see that seems interesting or important?

WONDER

What questions do you have about this image?

THINK

What do you suppose is going on this image?



Source: "Plucked: The Mexican Eagle Before the War! The Mexican Eagle After the War!" in *Yankee Doodle*, May 15, 1847. Library of Congress

Name: _____ Date: _____ Class: _____

Definition an agreement or settlement of a dispute that is reached by both sides giving up something or agreeing to terms that are less than desirable	Characteristics/Examples <ul style="list-style-type: none">•••
<div><h1>Compromise</h1><hr/><p>My understanding: 4 3 2 1</p></div>	
Illustration	<div><div><p>Name: _____ Date: _____ Class: _____</p></div><div>Question</div></div>

Group Project Disagreement

Your class has been assigned a group project, and your group gets to choose the topic. One person wants to do the project on space exploration, but another wants to focus on ocean life. A third group member doesn't really care and just wants it to be easy. Everyone has different ideas, and the group keeps arguing instead of getting work done. Your teacher notices the disagreement and reminds the group that learning to compromise is an important skill—not just for school, but for life.



SCENARIO RESPONSE:

In 3-5 sentences, answer the following prompts.

What should the group do to move forward?
How can compromise help the group succeed?

Name: _____ Date: _____ Class: _____

<div>Definition</div> <div>pertaining or limiting to a particular region or locality</div>	<div>Quote</div> <div>"Sectional tensions over slavery began as soon as the United States came into existence in the 1770s and 1780s. These tensions sharpened, as Northern states became industrialized, free territory, leaving Southern states as an agrarian land of bondage."<div>- Nell Irvin Painter, <i>Creating Black Americans: African-American History and Its Meanings, 1619 to the Present</i>, 2006.</div></div>
<div>Sectional</div> <div>My understanding: 4 3 2 1</div>	
<div>Illustration</div>	<div>Question</div> <div><div>Name: _____ Date: _____ Class: _____</div></div>

Give One

Get One

PROMPT:

1. Student Name
2. What is a way that people divide today by region or locality?

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

MY ANSWER:

1.

2.

1.

2.

1.

2.

1.

2.

Name: _____ Date: _____ Class: _____

Definition a note of explanation or comment added to a text or diagram	Characteristics/Examples <ul style="list-style-type: none">•••
<div>Annotation ----- My understanding: 4 3 2 1</div>	
Illustration	<div>Name: _____ Date: _____ Class: _____</div> Question

QUOTE ANALYSIS:

In 3-5 sentences, answer the following prompts.

Can you think of a time when you or someone else added a note, comment, or reaction to something—like a message, post, photo, or video? How is that similar to what the quote says about annotation?

Annotation is a way that readers talk with their texts, to their texts, about and beyond texts, and within and through texts. Annotation connects together people, texts, and ideas, enabling shared insight, engaged dialogue, and new understanding and knowledge.

Annotation... is the addition of a note to a text.

Source: Remil Kalir and Antero Garcia, *Annotation*, 2021.

Name: _____ Date: _____ Class: _____

Definition

the 19th-century doctrine or belief that the expansion of the US throughout the American continents was both justified and inevitable

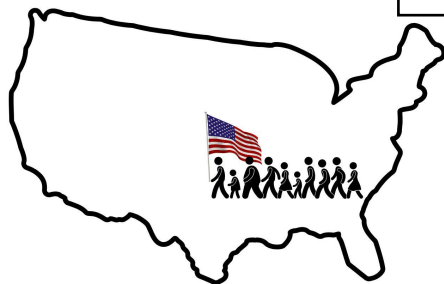
Quote

"The term *Manifest Destiny* came to embody all the hopes and expectations of expansionists in nineteenth-century America. Proponents of western expansion used the ideology of Manifest Destiny to defend the annexation of Texas, to defend support for resolving the Oregon dispute, and to defend the declaration of war with Mexico in 1846."

- Shane Mountjoy, *Manifest Destiny: Westward Expansion*, 2009.

Manifest Destiny

My understanding: 4 3 2 1



Why did Americans think they had a right to expand west?

Illustration

Name: _____ Date: _____ Class: _____

Question

Source: John Gast, "American Progress," 1872. Public Domain

**America
must stretch
from sea to
shining sea!**

**We must
move again...
there is no
place left to
go!**



**A new start
and land to
call our own!**

Name: _____ Date: _____ Class: _____

Definition

a roughly 2,000-mile route used by thousands of American pioneers in the mid-1800s to emigrate west from Independence, Missouri, to Oregon City, Oregon; a major pathway for westward migration and played a key role in settling the American West

Characteristics

- ~2,000 miles
- Route from Missouri to Oregon
- Key role in settling the West

Oregon Trail

My understanding: 4 3 2 1



How was the trail created?

Illustration

Name: _____ Date: _____ Class: _____

Question

A-Z Guide

In the boxes, write words relating to or describing the topic listed below. Put the word in the box with the first letter of the word. Try to use as many letters as you can!

Topic: Adventure		
A: Altitude	B: Brave	C: Compass
D: Danger	E: Explore	F: Frontier
G: Grit	H: Hike	I: Itinerary
J: Journey	K: Knapsack	L: Landscape
M: Map	N: Navigate	O: Obstacle
P: Passage	Q: Quest	R: Risk
S: Survival	T: Trail	U: Unknown
V: Venture	W: Wander	X: X marks the spot
Y: Yoke	Z: Zenith	

Name: _____ Date: _____ Class: _____

Definition

someone who travels over land and focuses on the journey itself, not just the destination

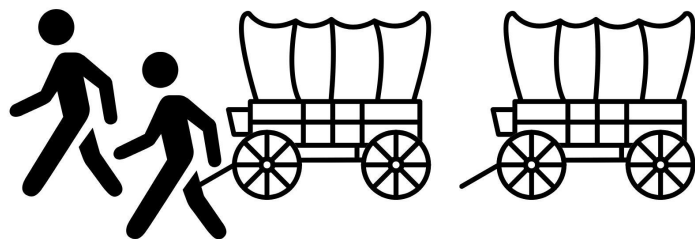
Quote

"Indian relations with the overlanders worsened with each passing year after 1856, but even in the bleakest years, incidents of cooperation far outnumbered cases of conflict."

- Michael L. Tate, *Indians and Emigrants: Encounters on the Overland Trails*, 2014.

Overlander

My understanding: 4 3 2 1



Did people really know what they were getting themselves into before they started west?

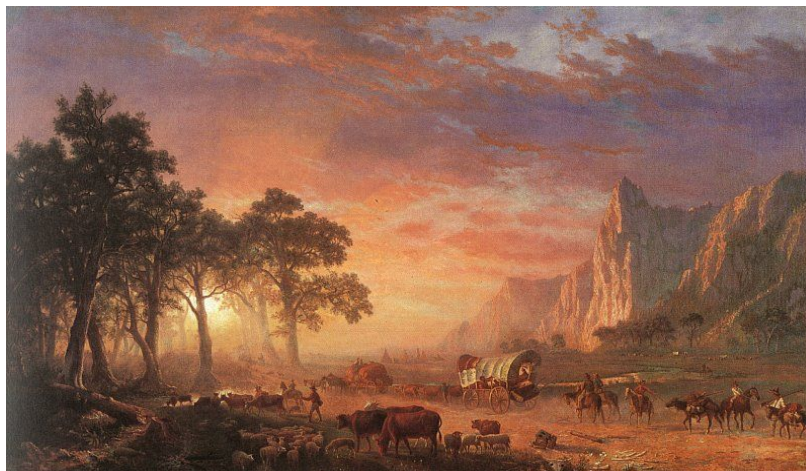
Illustration

Name: _____ Date: _____ Class: _____

Question



Source: Albert Jacob Miller, "Storm: Waiting for Caravan," between 1858 and 1860. Public Domain



Source: Albert Bierstadt, "Oregon Trail," 1869. Public Domain

NOTICE

What do you see that seems interesting or important?

The left painting has a storm and Native Americans are prominent.

The right image has a beautiful sunset and shows the adventurous journey.

WONDER

What questions do you have about these images?

Did either of these painters go west or just paint based on others stories?

THINK

What do you suppose is going on these image?

I think these paintings show different perspectives of the westward migration. One is showing a dangerous and tense scene and the other is showing a more calm and hopeful depiction.

Name: _____ Date: _____ Class: _____

Definition

passing or extending across a continent;
especially in reference to railroads

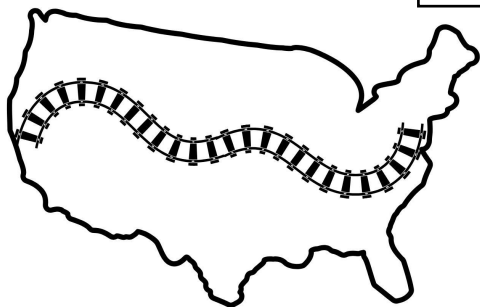
Quote

"In all of the many pages of serious writing about the construction of the Transcontinental Railroad, authors might describe the enormous efforts of the Chinese. They name but a few, however, let alone tell us something about them as living beings."

- Gordon H. Chang, *Ghosts of Gold Mountain: The Epic Story of the Chinese Who Built the Transcontinental Railroad*, 2019.

Transcontinental

My understanding: 4 3 2 1



**How long did it take to build the
transcontinental railroad?**

Illustration

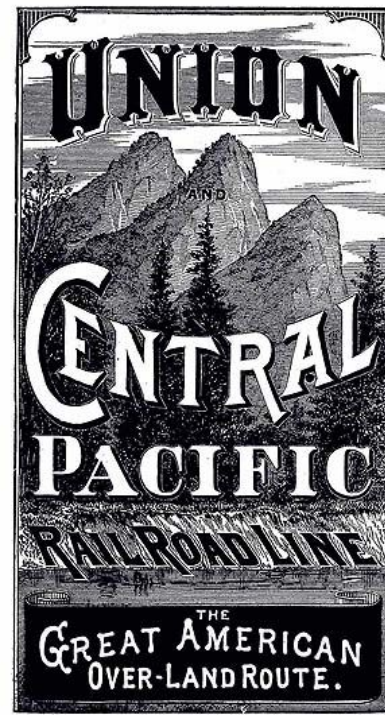
Name: _____ Date: _____ Class: _____

Question

QUICKWRITE: In 3-5 sentences, answer the following prompt.

How does this railroad advertisement try to convince people to travel west, and what does it suggest about what people valued during this time?

This ad tries to convince people to travel west by promising speed, comfort, and safety. It says you can save time and ride in style with things like air brakes and smooth platforms. This shows that people in the 1800s cared about traveling quickly and not getting hurt on the way. It also suggests that moving west was a big deal and people needed to feel confident that it would be a safe and smart choice.



Source: The Cooper Collection of US Railroad History, "Timetable and Map of the Union and Central Pacific Railroad Line "The Great American Over-Land Route," 1881. Public Domain

Name: _____ Date: _____ Class: _____

<div data-bbox="0 0 245 60" data-label="Section-Header"> <h1>Definition</h1> </div> <div data-bbox="69 120 890 234" data-label="Text"> <p>the process of obtaining something, such as land, an object, or an asset</p> </div>	<div data-bbox="1773 10 1918 60" data-label="Section-Header"> <h1>Quote</h1> </div> <div data-bbox="979 65 1918 387" data-label="Text"> <p>"By 1877, as the Second Great Sioux War finally came to an end, white Americans' acquisition of the West was all but complete."</p> <p>- Katie Hickman, <i>Brave Hearted: The Women of the American West</i>, 2022.</p> </div>
<div data-bbox="718 436 1192 529" data-label="Section-Header"> <h1>Acquisition</h1> </div> <div data-bbox="722 573 1192 616" data-label="Text"> <p>My understanding: 4 3 2 1</p> </div> <div data-bbox="79 638 778 879" data-label="Image"> </div>	<div data-bbox="979 737 1918 846" data-label="Text"> <p>What happened to the people who lived in the land that the U.S. took?</p> </div>
<div data-bbox="0 1026 264 1075" data-label="Section-Header"> <h1>Illustration</h1> </div>	<div data-bbox="289 1021 1632 1064" data-label="Form"> <p>Name: _____ Date: _____ Class: _____</p> </div> <div data-bbox="1700 1031 1918 1081" data-label="Section-Header"> <h1>Question</h1> </div>



Source: James McConnell, "Results of the Mexican War, 1848," 1919. Library of Congress

PREDICTION

By the 1840s, the idea of Manifest Destiny gained strong support. President James K. Polk believed it was the nation's duty to expand westward, and he worked to add new lands, including Texas, Oregon, and California.

What do you predict will be the effects and impact of this territorial acquisition?

I think the expansion will lead to more land for farming and new jobs for Americans. But it might also cause problems with other countries and Native American groups who already live on that land. There could be fights over who owns the land. Some people might feel excited, but others might lose their homes.

Name: _____ Date: _____ Class: _____

Definition

the action of attaching or adding;
incorporating a piece of land into the
territory of a larger entity

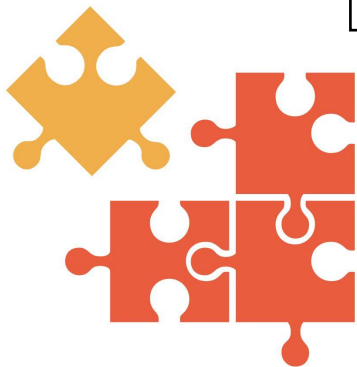
Quote

"US historians traditionally have used euphemisms such as 'expansion' or the 'moving frontier' or 'manifest destiny' rather than US imperialism to describe the three-decade process that culminated in the annexation of half of Mexico."

- Roxanne Dunbar-Ortiz, *Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion*, 2021.

Annexation

My understanding: 4 3 2 1



Why do nations think going to war is
worth it to gain more land?

Illustration

Name: _____ Date: _____ Class: _____

Question

Anticipatory Guide

In the "Before Lesson" column, write an "A" if you agree or a "D" if you disagree with the statement in the row. Then, using the "After Lesson" Column, reevaluate the statement and write an "A" or a "D" with an explanation to reflect your informed opinion.

Before Lesson	Statement	After Lesson
Answers will vary.	The annexation of Texas made war with Mexico inevitable.	Disagree: Diplomatic solutions were still possible as leaders in both countries hoped to avoid conflict.
Answers will vary.	Mexico agreed that the Rio Grande was the border of Texas.	Disagree: Mexico claimed the Nueces River as the border, while the U.S. claimed the Rio Grande.
Answers will vary.	President Polk successfully bought California from Mexico.	Disagree: Mexico refused to sell the land, leading to frustration and military action from Polk.
Answers will vary.	Mexico still considered Texas part of its territory after the U.S. annexed it.	Agree: Mexico did not recognize Texas as part of the U.S., fueling conflict.
Answers will vary.	A skirmish between Mexico and American troops happened in a disputed zone.	Agree: The clash near the Rio Grande helped start the Mexican-American War.
Answers will vary.	President Polk used the border clash as a reason to ask Congress for war.	Agree: He claimed Mexico had attacked U.S. troops on American soil.

Name: _____ Date: _____ Class: _____

Definition a formally concluded and ratified agreement between countries	Characteristics/Examples <ul style="list-style-type: none">● Treaty of Paris● Formal and Legal● Agreement
Use in a Sentence	Question

Treaty

My understanding: 4 3 2 1

The two countries signed a treaty to officially end the war.

What are the consequences for a broken treaty?

Name: _____ Date: _____ Class: _____

QUOTE ANALYSIS:

In 3-5 sentences, answer the following prompts.

What connections can you make between this history and other examples of unequal citizenship in U.S. history?

One connection I can make is to how Native Americans were treated when their land was taken during westward expansion. Even though they lived on the land first, they weren't given the same rights as white Americans and were often forced to leave. Another example is how African Americans were still enslaved in the South and had no rights at all. These examples show that not everyone was treated equally, even if they were part of the country. It makes me think that "freedom" didn't mean the same thing for everyone.

The year 1848 proved significant for Mexicanos throughout the Southwest. With the end of the Mexican-American War and the subsequent signing of the Treaty of Guadalupe Hidalgo, native Californios, Nuevomexicanos, Tejanos and others were thrust into U.S. citizenship without many of the benefits afforded to Anglo Americans. Citizenship status given to Mexicans was "legally vague"... The United States neglect of its legal obligations via the Treaty of Guadalupe Hidalgo meant that they were placed into a category of second-class citizenship, creating a racial hierarchy that, in fact, guaranteed Mexican Americans' inferior status.

Source: Karen R. Roybal, *Archives of Dispossession: Recovering the Testimonies of Mexican American Herederas, 1848-1960*, 2017.

Name: _____ Date: _____ Class: _____

Definition

the formal giving up of rights, property,
or territory by a state

Quote

"Many Americans view the concept of Manifest Destiny positively... during which Americans' unbounded hunger for national growth was satiated by the acquisition of the Oregon Territory, Texas, and the Mexican Cession, including California as its jewel."
- Laura E. Gómex, *Manifest Destinies: The Making of the Mexican American Race*, 2008.

Cession

My understanding: 4 3 2 1



Why do many Americans think about
Manifest Destiny positively?

Illustration

Name: _____ Date: _____ Class: _____

Question

NOTICE

What do you see that seems interesting or important?

I notice that the eagle on the left looks strong and full of feathers, while the eagle on the right is almost bald and looks weak or sick.

WONDER

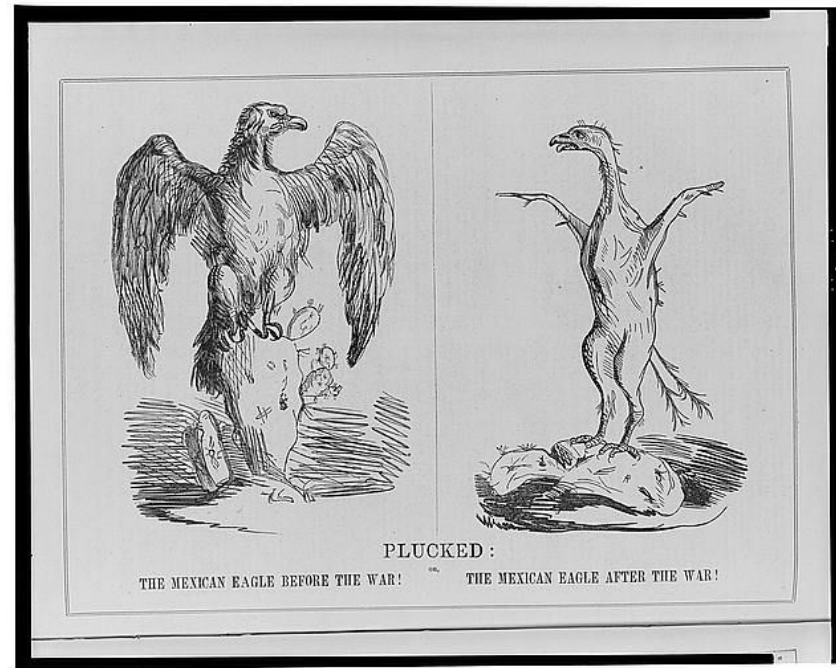
What questions do you have about this image?

I wonder why the artist chose an eagle to represent Mexico.

THINK

What do you suppose is going on this image?

I think it is showing that Mexico lost a lot in the war. The plucked eagle might represent Mexico losing land or power after the war.



Source: "Plucked: The Mexican Eagle Before the War! The Mexican Eagle After the War!" in *Yankee Doodle*, May 15, 1847. Library of Congress

Name: _____ Date: _____ Class: _____

Definition	Characteristics/Examples
<p>an agreement or settlement of a dispute that is reached by both sides giving up something or agreeing to terms that are less than desirable</p>	<ul style="list-style-type: none">• Agreement• Neither side especially satisfied• 3/5ths Compromise
<p>Use in a Sentence</p>	<p>Question</p>

Compromise

My understanding: 4 3 2 1

When my friend and I each wanted to play a specific game, we compromised and chose a third option.

What happens when a compromise can't be reached?

Name: _____ Date: _____ Class: _____

Group Project Disagreement

Your class has been assigned a group project, and your group gets to choose the topic. One person wants to do the project on space exploration, but another wants to focus on ocean life. A third group member doesn't really care and just wants it to be easy. Everyone has different ideas, and the group keeps arguing instead of getting work done. Your teacher notices the disagreement and reminds the group that learning to compromise is an important skill—not just for school, but for life.



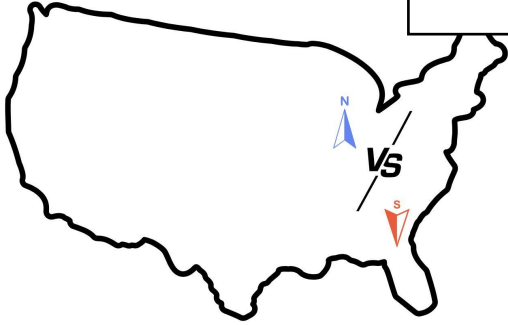
SCENARIO RESPONSE:

In 3-5 sentences, answer the following prompts.

What should the group do to move forward?
How can compromise help the group succeed?

The group should find a way to include parts of each idea so everyone feels heard. Maybe they could compare space and ocean exploration or vote on the topic but let the other person choose the presentation style. Compromise helps the group stay respectful and actually finish the project. It's better to work together than to keep fighting and waste time.

Name: _____ Date: _____ Class: _____

<p>Definition</p> <p>pertaining or limiting to a particular region or locality</p>	<p>Quote</p> <p>"Sectional tensions over slavery began as soon as the United States came into existence in the 1770s and 1780s. These tensions sharpened, as Northern states became industrialized, free territory, leaving Southern states as an agrarian land of bondage."</p> <p>- Nell Irvin Painter, <i>Creating Black Americans: African-American History and Its Meanings, 1619 to the Present</i>, 2006.</p>
	<p>Sectional</p> <p>My understanding: 4 3 2 1</p> <p>Are economic factors the main cause of sectional tension?</p>
<p>Illustration</p>	<p>Name: _____ Date: _____ Class: _____</p> <p>Question</p>

Give One

Get One

PROMPT:

1. Student Name
2. What is a way that people divide today by region or locality?

MY ANSWER:

1. **Name**
2. **Sports teams**

1.

2.

1.

2.

1.

2.

1.

2.

2.

1.

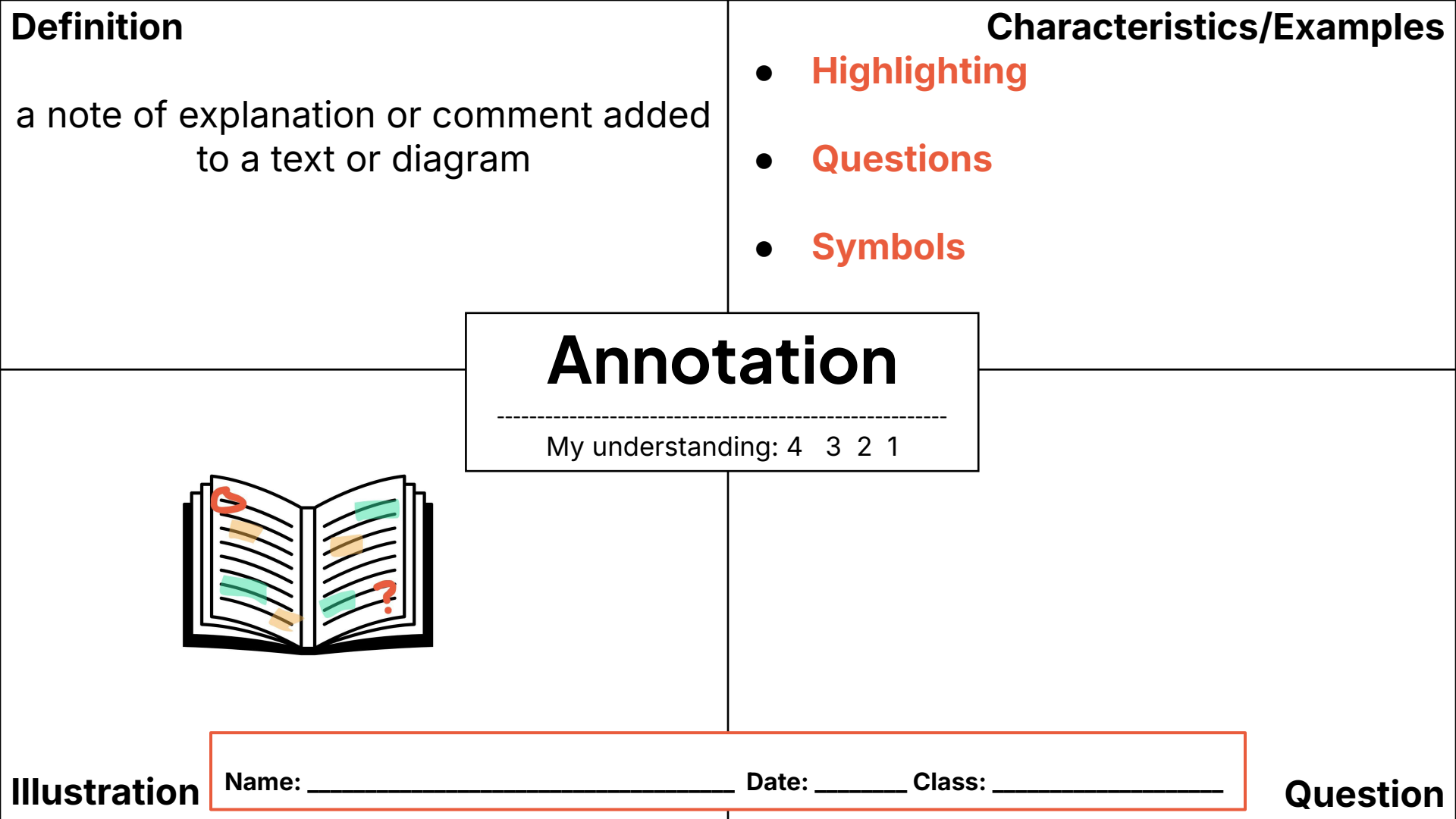
2.

2.

Answers will vary but could include:

- **State pride**
- **School districts**
- **Urban v. Rural**
- **Food preferences**
- **Climate or weather**
- **Political beliefs**

Name: _____ **Date:** _____ **Class:** _____



QUOTE ANALYSIS:

In 3-5 sentences, answer the following prompts.

Can you think of a time when you or someone else added a note, comment, or reaction to something—like a message, post, photo, or video? How is that similar to what the quote says about annotation?

One time I saw people annotating a music video on YouTube by leaving comments about the lyrics and what they thought the song meant. Some people even replied to each other and shared facts about the artist. That's kind of like what the quote says—people were talking with the text (the video) and connecting their ideas.

Annotation is a way that readers talk with their texts, to their texts, about and beyond texts, and within and through texts. Annotation connects together people, texts, and ideas, enabling shared insight, engaged dialogue, and new understanding and knowledge.

Annotation... is the addition of a note to a text.

Source: Remil Kalir and Antero Garcia, *Annotation*, 2021.

Name: _____ Date: _____ Class: _____