

**Inquiry Design Model (IDM) Blueprint™**

<b>Compelling Question</b>	Was Manifest Destiny a good thing?			
<b>Standards and Practices</b>	<p><i>Ohio Social Studies Standards, Grade 8 (2018 edition)</i> Standard 1: Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. Standard 10: The United States added to its territory through treaties and purchases. Standard 11: Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p> <p><i>Ohio English Language Arts Standards, Grade 8 (2017 edition)</i> RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p>			
<b>Staging the Question</b>	<p>Read John O’Sullivan’s <a href="#">Manifest Destiny</a> as a class. Have the students think-pair-share to define the word “manifest”. Repeat with the word “destiny”. As a group, have the students come up with a definition of “manifest destiny”.</p> <p>View John Gast’s <i>American Progress</i> (Viewed either <a href="#">HERE</a> or <a href="#">HERE</a>). Discuss with students what they see in the picture and have them speculate why each item was included in the picture and what it means. For example: What is the significance of the figure in white? Use worksheets to guide students in this process. (Examples available from <a href="#">Library of Congress</a>, <a href="#">National Archives</a>, or <a href="#">Doing Social Studies</a>).</p>			
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	<b>Supporting Question 4</b>	
How did the United States expand their territory?	What technology enabled Manifest Destiny?	Who was harmed by Manifest Destiny?	What were the effects of Manifest Destiny?	
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	
Label a map of the territorial acquisitions of the USA and explain how the U.S. got the respective acquisitions.	Identify three inventions that you think enabled westward expansion and explain your choices	List the groups of people who were harmed by Manifest Destiny and explain how they were harmed.	Create a chart of the positive and negative effects of Manifest Destiny. Rank them from most to least positive/negative. Explain your ranking.	
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
<a href="#">Video from JML 6<sup>th</sup> Grade History</a>	<a href="#">Christopher McFadden, 27 Inventions of the Industrial Revolution that Changed the World, Interesting Engineering, Feb 18, 2018</a>	<a href="#">Phil Allard, “The Case Against Manifest Destiny”</a>  <a href="#">Jesús Velasco-Márquez, “Manifest Destiny: A Mexican Viewpoint on the</a>	<a href="#">James K Polk, Message [to Congress] on War with Mexico, May 11, 1846</a>  <a href="#">“Political, Economic, and Social Consequences of</a>	

		<p><a href="#">War with the United States”</a></p> <p><a href="#">“The Removal of the Muscogee Nation”, National Museum of the American Indian</a></p>	<p><a href="#">Manifest Destiny”, Dr. Gayle Olson-Raymer, Humboldt State University</a></p> <p><a href="#">“Manifest Destiny”, UShistory.org</a></p> <p><a href="#">“Manifest Destiny”, HistoryNet.com</a></p> <p>Note: Teacher should feel empowered to use abridged, annotated, summarized, or excerpted versions of these source</p>
Summative Performance Task	Argument	<p>Construct an argument with supporting evidence answering the compelling question “Was Manifest Destiny a good thing?”</p> <p>Possible answers:</p> <p>Yes, the benefits of Manifest Destiny outweigh the drawbacks because... (gained land, resources, better transportation/communication, etc.)</p> <p>No, the drawbacks of Manifest Destiny outweigh the benefits because... (expansion of slavery, war with Mexico, destroyed habitat/environment/native species, treatment of people already there such as Native Americans, Mexican families)</p>	
	Extension	<p>Hold Socratic seminar, asking the students: Is the idea of manifest destiny still evident in American thought and politics? Explain/give examples.</p>	
Taking Informed Action	<p>Have students choose the two resources they feel were the most valuable. Create a poster featuring the resources and an explanation of why the resources were impactful to them personally. If resource is a picture, create a caption with the explanation, if resource is a print/video, etc. identify powerful quotes and explain how that quote moved them. Hang posters in public space prior to board meeting, P/T conference night and/or do gallery walk for students in lower grades.</p>		