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| **Unit 5 Portfolio: Manifest Destiny**  Name: Period: Date Assigned: 01/20/20 Due Date: 03/6/ 20 | | | |
| Homework/Classwork | Classwork/Projects | Assessments | |
| **Guided Reading Activities: 40 points**  Complete Chapter 11 Guided Reading activities as assigned in McGraw Hill. | **Historic Terms Flash Cards: 10 pts.**  **Due Date:**  Complete flash cards (hard copy or digital) for the historic people and key terms. Must include definition and an image for each key term. | **Character Current Event:** **10 pts.**  Complete the character trait current event. | |
| **Manifest Destiny and American Exceptionalism: 10pts**  Analyze the topics through answering the questions relating to the article on Manifest Destiny. | **U.S. Map 10 pts. Date:**  Label the map provided of all the states (50), including correct spelling. (Refer to map on back.) | **U.S. Map Test: 12.5 pts.**  **Date: 3/5/20**  Label all (50) states that are a part of the U.S. after the successfully achieving our Manifest Destiny. | |
| **Quote to Memorize by 2/28/20: 10 pts.**  “Our manifest destiny is to overspread and possess the whole of the continent which \*Providence has given us for the development of the great experiment of liberty and self-government”  - John O’Sullivan, United States Magazine and Democratic Review  \*Providence means God | **Manifest Destiny Research Project: 30 pts.** After reviewing the conflicts in the chapter, students will research a more recent conflict in America, and problem-solve ways in which conflict might have been avoided. Students will create an infographic that describes the problem, and details ways in which conflict might have been avoided. | **Learning Objectives Quiz #1:**  **Date: 2/12/20**  ***Manifest Destiny***  ~ What is Manifest Destiny and American Exceptionalism?  ~ How was the doctrine used to justify American Expansion  ***Tensions in Texas***  ~ List of Grievances  ***Causes of Texas Revolution***  ~ Manifest Destiny  ~ Boarder issues  **Gonzalez, Alamo, Goliad, San Jacinto**  ~ Outcome of battles  **Annexation of Texas**  ~ Reasons for Statehood | **Learning Objectives Quiz #2:**  **Date: 3/ 5 /20**  ***War With Mexico***  ~ Polk’s Message  ***Oregon & California***  ~ Bear Flag Revolt  ~ Californios  ***Immigration***  ~Push Pull Factors  ***Women’s Suffrage Movement***  ~ Declaration of Sentiments  ~ Seneca Falls  ~ Impacts  ***Women’s Rights Activists***  ~ Susan B Anthony  ~ Elizabeth Cady Stanton |
| **Declaration of Independence and the Declaration of Sentiments: 10 points**  Compare similarities and differences between the Declaration of Independence and the Declaration of Sentiments using the handout provided. | **Women Suffrage Socratic Seminar: 20pts.**  Using the Declaration of Sentiments, you will discuss the Women’s Suffrage Movement. You will learn about the actions taken by suffrage activist leaders in their attempt to gain equality.  Your Goal: Be able to explain the goals of the suffrage movement. Describe the Seneca Falls Convention. Identify the abuses endured by suffrage activists not only to gain equality for women, but also for the different minority groups in America. Consider equality today. |
| **Manifest Destiny – Noble or Greedy?**  Create a t-chart of at least three actions by the United States from the 1820s – 1860s that are noble or greedy and explain why you included it in that category.   |  |  | | --- | --- | | Noble | Greedy | | 1.  2.  3. | 1.  2.  3. | |
| **Noble or Greedy Essay**  Write an essay that identifies your position on the United States’ motives (noble or greedy) during Manifest Destiny using at least three examples from the unit; explain your reasoning. The essay must include at least two primary sources and one secondary source. Some primary and secondary sources will be provided during the unit but you can get your own as well. | | |

**Expectations**: HIGH QUALITY! To earn credit provide details, correct grammar, turn in neat and organized work on time. Final grades are up to the discretion of the teacher.

Due dates are subject to change.