

# Hands-on History Chapter Project

The logo for 'networks' features the word in a bold, lowercase sans-serif font. A stylized graphic of intersecting lines forms a network pattern behind the letter 'o'.

## Manifest Destiny

### Project Overview

#### Project Goal

To learn about the causes, course, and consequences of U.S. westward expansion and the conflict and negotiations surrounding the acquisition of territory for statehood. Students will demonstrate this understanding through extensive research and several classroom debates on relevant topics.

### ESSENTIAL QUESTIONS

*How do cultures spread?*

#### Skills Addressed

- debating skills; articulating thoughts and ideas; listening effectively; organizing ideas; making an argument
- collaboration; group projects; responsibility and accountability; decision making;
- creating and giving a presentation/speech
- analyzing primary sources; conducting research; proper citation/bibliography
- drawing inferences and conclusions; interpreting points of view

#### Materials Needed

Student Edition

Computer and Internet access

Encyclopedias, books, or magazine articles for reference

Hands-On Chapter Project Worksheets

#### Duration

2 independent work days and 2 class days

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### Project Steps

#### Step 1: Introduce Project

Tell students that they will break into groups and debate a topic. Students will choose one of four topics to debate:

- The trip from the Midwest to the Oregon Territory was/was not worth it
- Oregon should/should not have been part of the United States
- Florida should/should not have become a state
- Texas should/should not have become a state

Students will be divided into four groups and assigned a topic. Students can either elect which position to debate or be assigned a position. Inform students that they will be responsible for researching their assigned topics, formulating a compelling argument for their positions, and debating their positions in a public forum. Encourage students to consider both sides of the debate as they form their talking points. Students will provide a bibliography to accompany the debate.

**Activate Background Knowledge** Hold a class discussion on the four proposed topics. Ask students to consider both sides of the topic, especially if they hold strong opinions. Challenge students to formulate a constructive position and then form a rebuttal of this position.

- Discuss the causes, course, and consequences of the United States' westward expansion and its growing diplomatic assertiveness. Why did the United States want the land in the Oregon Country?
- What role did the idea of Manifest Destiny play in making Oregon part of the United States? Who supported this idea and why? Who opposed this idea and why?
- What conflict surrounded the United States' acquisition of Florida? What was gained by Florida becoming a state? Who opposed it and why? What were the results of Florida becoming a state, both positive and negative?

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The logo for 'networks' features the word 'networks' in a bold, lowercase sans-serif font. The letter 'o' is replaced by a stylized globe icon with latitude and longitude lines. To the right of the text, there are several thin, grey lines radiating outwards from a central point, resembling a network or starburst pattern.

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- What conflict surrounded the United States' acquisition of Texas? What was gained by Texas becoming a state? Who opposed it and why? What were the results of Texas becoming a state, both positive and negative?

Challenge students to be creative and unique in their debate arguments.

### Step 2: Plan the Debate

#### 1. Organize Groups

Organize students into four groups for the duration of the project. Each group should ideally include an even number of students.

#### 2. Discuss the Project Plan

- Read Worksheet 1 and review the plan steps found on the worksheet with students.
- Review bibliographies and Worksheet 2 with students.
- Discuss the format of the debate. The affirmative speakers will present their constructive arguments, followed by the negative speakers presenting their constructive arguments. After both sides have presented, there will be a five-minute break to prepare rebuttals. When the teams reconvene, the negative speakers will present their rebuttals, followed by the affirmative speakers presenting their rebuttals. Depending on the topic and the number of students in the group, allow five to ten minutes per speech.

#### 3. Discuss Project Assessment

Distribute Worksheet 3 to each group and review the rubric with students. In this project, the debater will be graded based on the depth of research, overall debating skills, and presentation and delivery.

#### 4. Approve Project Plan

Briefly meet with or ask groups to submit their topic assignments and positions for approval.

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### Step 3: Debate

Each group will debate in front of the class. Each debate should last between thirty and forty-five minutes, depending on class size, and will likely take up more than one class day.

After the debate, the audience will vote on the winner. Students are to consider which side had the more compelling points, the more constructive arguments, and the more persuasive rebuttal.

Possible ideas for the debate include:

- Conduct the four debates in the classroom and have the students' peers vote on the outcome of each debate.
- Schedule an all-school assembly, where other classes attend and vote on the outcome of the debate.
- Schedule the event in the evening and invite parents and family members to the debate. Students may need to develop proper advertising for this option.

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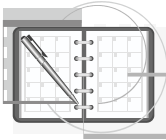
## Worksheet 1: Manifest Destiny

### Debate Project Plan

**Directions** Think about the steps you will need to take in order to complete the project. Create a task list for your group.

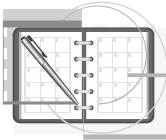
**Our group's debate topic is:**

**My position is (affirmative/negative):**



#### Group Task List

1. Read about the topic in your student edition.
2. Conduct personal research on the topic, citing at least three sources.
3. Develop your argument to support your position. Outline a list of points to frame your debate. Draft a constructive speech for the beginning of the debate.
4. Consider the opposing position and anticipate what those points will be. Revisit your opening speech and making any changes necessary to strengthen your argument.
5. To the best of your ability, draft a rebuttal based on these anticipated points.
6. Rehearse your speeches.
7. Debate in front of the class and/or audience.
8. Complete your Rubric Assessment.



#### My Task List



#### Due Date

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## Worksheet 2: Manifest Destiny

### Creating a Bibliography

Group Members: \_\_\_\_\_

Exhibit Topic: \_\_\_\_\_

**Directions** List all sources, including your student edition, magazines, newspapers, books, Internet sites, movies, and audio recordings.

**For books, include:** Author. Title. City of publication: publisher, copyright year.

**For Internet sites, include:** Author or organization. Title of site. Date accessed. URL

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## Worksheet 3: Manifest Destiny

### Assessment Rubric

Points	Research and Content	Presentation and Delivery	Collaboration and Time Management
5	Research is extremely thorough and facts are accurate and in depth; sources are relevant and contain quality information; bibliography lists more than 3 sources and is formatted correctly	All arguments were logical and convincing; communicated clearly and confidently; maintained eye contact the entire time; excellent volume and clear enunciation	Effective division of the project tasks; used the strengths of each group member well; the final project showed obvious group collaboration; the team was organized and demonstrated skillful time management
4	Research is thorough and facts are accurate with minor depth; at least 3 sources are cited and all are formatted correctly	Most arguments were logical and convincing; communicated clearly, maintained frequent eye contact; good volume and enunciation	Task responsibility is shared equally; all members contributed ideas, researched, and helped produce display items and written analysis; in-class research time was used effectively
3	Evidence of minor research, lacking in depth of facts; sources are relevant; 3 sources are cited but formatting is inaccurate	Some arguments were either logical or convincing; communicated clearly roughly half the time; only maintained eye contact during a portion of the debate; volume and enunciation adequate	Responsibility for task is balanced among group members; most members fulfilled their responsibilities; in-class research time was generally productive
2	Little research was conducted and project includes few or inaccurate facts; source material cited is mostly irrelevant to the topic; fewer than 3 sources are cited; documentation for some sources is missing or incomplete	A few arguments were logical, but not convincing; seldom communicated clearly; maintained poor eye contact; volume was difficult to hear and lacked enunciation	Responsibility for task is unbalanced among group members; in-class research time was productive at times

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## Worksheet 3: Manifest Destiny

### Assessment Rubric *Cont.*

1	Little research was conducted; most facts are inaccurate or irrelevant to the topic; fewer than 3 sources are cited or citations are incomplete	Few to no arguments were logical or convincing; failed to communicate clearly; maintained almost no eye contact; very difficult to hear and/or understand	Responsibility was placed primarily on 1 or 2 group members; group members did not use in-class research time effectively or disrupted other groups
<b>Self Assessment</b>			
<b>Teacher Assessment</b>			