

Grade Level: 5th

Week 2: of April 14, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	No School	Read <i>Go Outside and Play!</i> Write a summary of what you read.	Read <i>Go Outside and Play!</i> again to increase fluency. Answer questions 1-4.	Read <i>Go Outside and Play!</i> again to increase fluency. Answer questions 5-8.	Read the Word Study sheet. Use the words to write your own sentences.
Math	No School	Pet Snacks <i>Please do attached page</i>	Problem String: Doubling & Halving with Banners Part 1 Please do each problem in order. Think about what you know to work from problem to problem. What about each problem helped you with the next? 1. What is the area of a banner that is $1\frac{1}{4}$ feet wide and 36 feet long? $1\frac{1}{4} \times 36$ 2. Cal has an order for a banner that is 5 feet wide and 9 feet long. What is the area of this banner? 3. Cal got another order for a banner that is 4.5 feet wide and 10 feet long. What is the area of this banner?	Problem String: Doubling & Halving with Banners Part 2 Please do each problem in order. Think about what you know to work from problem to problem. What about each problem helped you with the next? How did yesterday's problems help with today's? 4. What is the area of a banner that is $3\frac{1}{3}$ feet wide and 27 feet long? $3\frac{1}{3} \times 27$ 5. What is the area of a banner that is 10 feet wide and 9 feet long? 6. What is the area of a banner that is $3\frac{1}{2}$ feet wide and 12 feet long? $3\frac{1}{2} \times 12$	Aaron's Arrays <i>Please do attached sheet titled Aaron's Arrays</i>
Science	No School	The King's Sword, continued: Think about the previous investigations. Write your best answer to the following: When you "shined" the copper penny (The King's Sword), why do you think you couldn't see little bits of copper in the liquid?	Alchemy Summary Questions: Write your answers to the following: a) How can you make a dull penny shiny again? b) 3 friends are talking about what they think causes shiny pennies to turn dull: Deandre says, "I think they turn dull because they're exposed to the air	Can You Make a Penny Turn Blue?: Need: bowl, copper pennies, white vinegar, paper towel Do: Fold a paper towel so that it fits inside your dish. Place the pennies on top of the paper towel. Pour vinegar over the pennies so that the paper towel is fully saturated. Observe the pennies	The Penny Experiment: Read "The Penny Experiment" [2 pages]. Write your answers to the following: a) What do Paola and her mom perform an experiment on? b) Acid causes copper to turn green. What evidence from the story supports

		<p>Think and write your answers to the following: Have you ever put a spoonful of sugar into tea or lemonade before? What happens? Does this give you any ideas about the salt & vinegar solution? Explain your thinking.</p>	<p>over time.” Jamie says, “I think they turn dull because they get dirt on them from being dropped on the ground.” Selina says, “I think there is dull metal inside the penny the entire time.” Who do you agree with most and why? c) Why did we dip only one half of each penny into the different liquids in our experiment? d) When you left the steel nail and copper pennies in a bag of vinegar and salt, the nail turned copper-colored. What happened? e) Hundreds of years ago, alchemists claimed that “ordinary metals can be transformed into gold.” Do you agree with this claim? Why or why not? Use evidence from what you have learned to support your claim.</p>	<p>over the next few hours and days. Record your observations by drawing a picture, labeling, and writing sentences describing what you observe. TIP: If you leave the experiment out for a few days, add more vinegar as the paper towel begins to dry out, and occasionally flip the pennies over.</p>	<p>this claim? c) Why does Paola’s mom suggest doing an experiment on pennies? d) What is different about the first experiment and the second experiment Paola does? e) What is similar about the first experiment and the second experiment? f) Why does Paola recreate the first experiment? Support your answer with evidence from the story.</p>
Social Studies	No School	Complete Activity 1-4 from the document titled, “Manifest Destiny.”	Complete Activity 5 from the document titled, “Manifest Destiny.”	Complete Activity 6, the Guiding Questions, from the document titled, “Manifest Destiny.”	Complete Activity 6, the Overarching Questions, from the document titled, “Manifest Destiny.”

Go Outside and Play!

by Jennifer Kroll



Photos.com

Spending time outside can be a real kick for your health.

Think about how much time you spent outside last week. Really "outside." Walking from the car into the mall doesn't count. Now think about how much time you spent indoors-on the Internet or playing video games or watching TV.

"I play inside more than outside," says Casey M., of South Bend, Indiana. "I like to play games on the computer."

If you're like Casey and many other people, it's likely that you spent more time inside four walls than outside in fresh air. Kids spent two fewer hours per week on sports and outdoor activities in the early 2000s than kids did in the early 1980s. That's

according to a University of Michigan study. *Sedentary* (nonmoving) activities are more popular. Most people in the study reported spending most of their free time watching TV (85 percent) or playing computer games (81 percent). The costs "include obesity, greater stress, higher rates of physical and emotional illnesses-and less joy in being alive and aware," says Richard Louv, author of *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*.

Find Your Place

Are you staying inside because you need a place to go? Former open spaces have been filled in with buildings. All kinds of areas are off-limits to tweens and teens. "It wasn't that long ago that kids were free to roam sidewalks, streets, alleys, vacant lots, city parks," says Rhonda Clements. She's a professor of physical education at Manhattanville College in New York. "Students still need to have that place where they are free to go and meet friends."

Even when space is available, personal safety is an issue. "I wish I could play outside more," says Angela P., of New Haven, Connecticut. "I live in an apartment. There's a park down the street, but my mom doesn't think it's safe to go there by ourselves."

Rae Pica, an activity specialist, says she knows that "many kids are home alone in the afternoons and have been [told] not to leave the house."

So what's a person to do? One answer is to make sure an adult knows how to find you. A cell phone can help. Another idea is to get an adult involved. "Rely on your neighborhood and maybe on one or two parents to get to a local park where there is ample space," says Clements. Most communities have organized activities and supervised recreation spaces that offer parents peace of mind.

The Great Outdoors

There's no doubt about it-heading outdoors is good for you. So what can you do out there?

- **Explore.** Take a friend along, and check out your environment on foot. Just make sure a responsible adult knows where you are.
- **Get on wheels.** Cycling, in-line skating, and skateboarding are fun ways of enjoying the fresh air. Be sure to strap on safety gear when you get on wheels.
- **Be artistic.** Grab a camera, and take photos outside. Or use sidewalk chalk to create colorful works of art. Pick up sticks to create boxes, sculptures, and frames.
- **Spy on wildlife.** What lives nearby? Search for signs of your many-legged or winged neighbors.
- **Recapture your childhood.** Remember what it was like to climb around on a jungle gym or swing or play Four Square? Why should little kids have all the fun? Revisit games you enjoyed as a little kid-playing games is a great way to relieve stress!
- **Play with toys.** You might find that your Frisbee-throwing, kite-flying, and Hacky Sack-kicking skills improve as you get older and more coordinated.
- **Join the club.** If you are with a group of people, "your parents won't worry as much about safety," says author Richard Louv. You're also likely to make new friends. Possibilities might include a Scout organization, YMCA, 4-H, or sports club or team. Many communities offer outdoor programs too.
- **Just hang out.** Chat with friends, kick around a ball, whatever you feel like doing-heh, it's your outdoors!

Why Play? Why Outside?

"I do soccer, so I'm outside a lot," says Jacob C. of Nashua, New Hampshire. "Sometimes,

though, I wish I had more time to *play* outside."

Playing is important, even for adults. Goofing around relieves stress and lets us feel free and creative. And playing outside is especially good. Just being exposed to the great outdoors does wonders. "Outside light is ... vital to the immune system and simply makes us feel happier," Pica says.

Here are four great reasons to get outside and play.

1. Outdoor activity expands your senses. Try this: If you have a computer, the next time you sit down to use it, take note of your senses during and after your session. Then take note of your senses after you've done something outside. Which makes you feel better?

Being outdoors brings the senses to life. In fact, 75 percent of students polled by Weekly Reader said they felt better after spending time outside. "Hiking, exploring, and fishing help hone all of your senses," says Betsy Keller. She's a professor of exercise and sports sciences at Ithaca College in New York. "Smell, sight ... [they're] all engaged when you're outside."

Bonus! With your senses engaged, you'll feel free and more creative. Clements reports that in a park near her home, young people turned a concrete slab into their own outdoor theater.

2. Playing outside helps your body. Want to get fit? Go outside! "The outdoors is the best place for [you] to practice and master physical skills and to experience the pure joy of movement," says Pica.

You've probably heard teachers and others tell you that getting 30 minutes of exercise a day or walking 10,000 steps helps you stay fit. "We've emphasized physical activity levels and not focused on the fun aspect," Keller admits. But if you're having fun, you're more likely to stick with it, and being outside offers special fun and fitness. When playing outside, says Keller, "the terrain varies. You can be on stairs, hills, walls, play equipment. It challenges your balance, coordination, and stamina. Playing on a flat floor doesn't always do that."

Time spent outdoors pays off later too. It helps keep your body's clock on track so that you sleep better at night and feel less sleepy during the day.

3. Outdoor play eases your mind. Are you stressed out? Having trouble concentrating? Too much time indoors-away from the natural world-may be a cause. Louv uses a term to describe the set of problems caused by too much time indoors: *nature-deficit disorder*. "I use it not as a medical diagnosis," he says. "I use it to describe the price we pay for being so separated from nature."

Exposure to nature has been shown to lower stress levels and ease symptoms of attention deficit disorder. "By comparison," says Louv, "activities indoors, such as watching TV, or activities in paved, non-green areas leave kids [with ADD symptoms] worse off."

4. Spending time outdoors brings you closer to the environment. Hearing the leaves crackle underfoot and breathing in fresh air build awareness and appreciation of the environment. If you walk through the woods in search of cool birds and plants, you may find your mind expanding.

No woods nearby? You don't need a huge park to enjoy nature's benefits. Nature can be as close as your own backyard or that clump of trees at the end of the street. There are bits of nature everywhere-even in cities. "Some naturalists call that 'nearby nature,'" Louv says. "It's a great way to experience a piece of the natural world without wandering too far from home."

So the next time you sit down to spend quality time with a TV, consider treating yourself to a little outdoor play instead. It's not called the great outdoors for nothing.

Name: _____ Date: _____

1. What does the author describe as the major obstacle to kids today playing outside?

- A. Many areas are off limits or unsafe for kids to play.
- B. More kids live in urban areas, where there are no places to play outside.
- C. More kids have health problems such as attention deficit disorder and nature deficit disorder.
- D. Playing outside is too expensive for parents in the current economy.

2. What is the author trying to persuade the reader to do?

- A. to play video games more often
- B. to be more physically active outdoors
- C. to move from urban to rural areas
- D. to avoid the dangers of playing outside by staying inside

3. Read the sentences:

"'I do soccer, so I'm outside a lot,' says Jacob C. of Nashua, New Hampshire.
'Sometimes, though, I wish I had more time to *play* outside.'"

Joshua C. would most likely agree with which of the statements below?

- A. Kids today should only participate in organized activities due to the safety risks of playing outside.
- B. Kids today play too many of their sports games online.
- C. Kids should have time for both organized and unorganized activities outside.
- D. Kids already spend too much time outside.

4. In the section "The Great Outdoors," the author suggests that readers recapture their childhood. Reread the section. Which definition is closest to the meaning of **recapture** as used in that section?

- A. to write down or record
- B. to imagine in vivid detail
- C. to go back to or live again
- D. to take a picture or video of

5. What is the author mainly arguing in this passage?

- A. Kids in urban areas should be provided with cleaner parks, more accessible indoor recreation areas, and safer routes to outdoor activity areas.
- B. Playing outside is beneficial for your body and mind, and there are many ways to enjoy the outdoors.
- C. Young kids today will face obesity when they are older if they do not learn to exercise.
- D. Students would perform better in school if they played outside more.

6. Why is playing outside good for your health? Use evidence from the passage to support your answer.

7. Read the sentences and answer the question:

"Hiking, exploring, and fishing help **hone** all of your senses,' says Betsy Keller. She's a professor of exercise and sports sciences at Ithaca College in New York. 'Smell, sight ... [they're] all engaged when you're outside.'"

What does Professor Betsy Keller mean when she states that the activities can **hone** all senses?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The author clearly states that you do not need to live in a rural area to enjoy the outdoors; _____, many cities have parks and plots of trees within the city blocks.

- A. for instance
- B. secondly
- C. however
- D. obviously

Word Study Warm Up (1-2 minutes)

English has borrowed words from many languages. Saying the unfamiliar words and breaking them into syllables can help you learn to spell them.

siesta	cargo	tsunami
iguana	mattress	pajamas
poncho	hammock	vanilla

Fluency sentences (1-2 minutes)

1. You cannot take a siesta in class.
2. What cargo does that ship carry?
3. The tsunami destroyed the village.
4. Does an iguana make a good pet?
5. My old mattress is lumpy.
6. The child put on his pajamas.
7. This poncho will keep you warm.
8. Dad fell asleep on the hammock.
9. Leon liked vanilla ice cream.

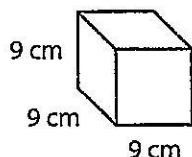
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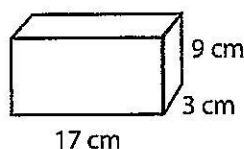
Pet Snacks

- 1 The pet store sells boxes of pet food and snacks in four sizes. Write and solve an equation to find the volume of each box. Label your answers with the correct units.

a

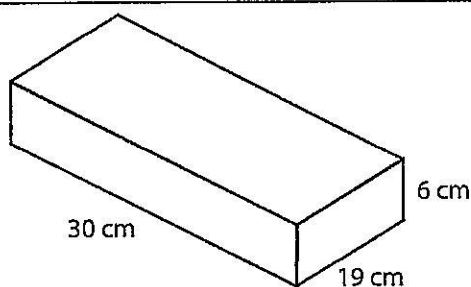
Equation

Volume

b

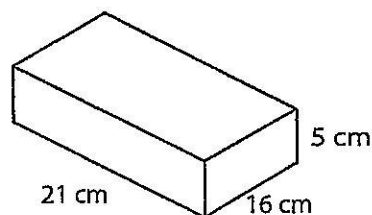
Equation

Volume

c

Equation

Volume

d

Equation

Volume

- 2 Use the information above to solve these problems.

- a** How much more is the volume of box c than the volume of box a? Show your work.
- b** What is the combined volume of boxes b and d? Show your work.
- c** Jenny bought 3 boxes of Yummy Dog Snacks, the same size as shown in d above. What is the total volume of the 3 boxes put together? Show your work.

NAME _____

DATE _____

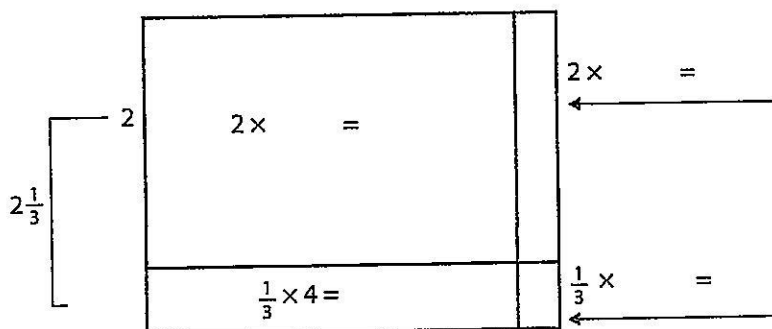


Aaron's Arrays

1 Aaron is setting up an array to solve $2\frac{1}{3} \times 4\frac{1}{4}$.

a Fill in the blanks on the array.

$$2\frac{1}{3} \times 4\frac{1}{4}$$



b $2\frac{1}{3} \times 4\frac{1}{4} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

2 Aaron needs to solve $1\frac{4}{5} \times 2\frac{1}{2}$.

a Sketch and label an array that shows $1\frac{4}{5} \times 2\frac{1}{2}$.

b $1\frac{4}{5} \times 2\frac{1}{2} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

3 Fill in the blanks:

a $3\frac{1}{2} \times 14 = \underline{\quad} \times 7 = \underline{\quad}$

b $32 \times 2\frac{1}{4} = 16 \times \underline{\quad} = \underline{\quad}$

c $24 \times \underline{\quad} = 12 \times 15 = \underline{\quad}$

Review

4 Solve. Use the strategy that makes the most sense to you.

$$\begin{array}{r} 49.5 \\ + 53.6 \\ \hline \end{array}$$

$$\begin{array}{r} 27.25 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 30.01 \\ - 26.49 \\ \hline \end{array}$$

$$\begin{array}{r} 62.50 \\ \times 24 \\ \hline \end{array}$$

THE PENNY EXPERIMENT:



Paola is 12 years old. She lives in Seville, Spain. The streets of her city are lined with beautiful orange trees. The oranges that grow here are sometimes called *Bitter Oranges*, because they are sharp to the taste. Tourists often come to Seville to see the beauty of Spain. They like to see flamenco, a colorful style of Spanish dancing, or visit a royal palace called the Alcázar.

But while all the tourists were coming to Spain, Paola and her family were off visiting New York City. They had many things to see while they were there, and seeing the Statue of Liberty was on the top of the list.

The Statue of Liberty is made of copper, but Paola noticed the statue didn't look much like copper. It was more of a bluish-green color. Once Paola noticed this, she started seeing this same color of copper all over the place. She noticed a green copper statue of the composer Beethoven in Central Park and a green copper roof on a famous old building called The Dakota.

There must be two kinds of copper, Paola thought to herself. *I guess one kind of copper is green.*

When Paola returned to Spain from New York, she brought home some souvenirs. One of the souvenirs wasn't something you could buy in a store, though. Paola is something of an amateur coin collector. So every time she travels, she brings home some money from that part of the world.

From this particular trip, she brought home about 30 pennies she had saved. She put them in a velvet pouch and packed it neatly in her suitcase. She had never held pennies before. In Spain, they use *euros*.

Paola spread all the pennies out on her kitchen table. She noticed they all had different dates on them. Some were old, and some were brand new. One of the pennies was from 1953, which happened to be the year Paola's grandmother was born. Paola started to organize the pennies by date when she noticed something else: the pennies were all slightly different colors.

The newer pennies were copper-colored and shiny. But the older pennies were dull and had green spots on them. This was the same kind of green color she had seen on the Statue of Liberty.

Maybe there weren't two different kinds of copper, after all. Maybe the copper was just dirty. Or maybe the copper was painted green!

Paola asked her mother why the pennies were green. Her mother explained that the pennies had gone through a process called *oxidation*. This is a chemical reaction that can take place on metal. In this case, it creates a substance on metal. This substance on copper is green. It is called *verdigris*.

Paola said, "In Spanish, the word for green is *verde*."

"That's right. Now let's see if we can recreate *verdigris* on these pennies," Mom said. "We need a glass bowl, some salt, and some vinegar."

Together, they mixed a ½ cup of vinegar and two teaspoons of salt together in the bowl. They mixed the vinegar around until the salt dissolved. Then they put 10 of the shiny new pennies into the mixture.

"What are we doing, cooking pennies?" Paola asked.

"In a way," said Mom, laughing. "I promise I won't make you eat pennies for dinner, though."

After about five minutes, Paola emptied the bowl of vinegar, salt, and pennies into a colander over the sink, and let all the liquid drain out. Then she spread two paper towels out on the counter.

“Now separate out the pennies into two groups of five,” said Mom. “Wash half with water, and leave half the way they are.”

Since there were 10 pennies, Paola placed five on each paper towel. She placed the washed pennies on the right side so that she wouldn’t get confused later.

The next (and hardest) part was waiting for the results. They had to let the pennies dry for about an hour while the chemistry experiment worked its magic. To pass the time, Paola went for a bike ride.

She rode her bike up the street to the *Giralda*, a very old bell tower in Seville. It was completed in the year 1198. As she passed the tower, Paola remembered it used to have a copper sphere on the top. She had learned in school that the sphere fell off during an earthquake in the year 1365. She wondered whether that sphere would also be green today if it hadn’t fallen off in the earthquake.

When she returned home, she ran to the kitchen to check on her pennies. She was so excited she almost forgot to close the front door.

Here’s what had happened: the pennies that had been rinsed off in water looked really shiny and not at all green.

The five unwashed pennies on the left, however, had started to turn green.

Paola hadn’t painted the pennies. The vinegar mixture created a chemical reaction between the copper and the air. This is also known as *redox*, or what happens whenever atoms change their *oxidation* state. A substance of copper oxide mixed with chlorine from the salt had formed on the penny, and the substance looked green.

But, if this was how you oxidize copper, how did the Statue of Liberty turn green? Had an airplane dumped a giant bowl of vinegar over her head?

“There is more than one way for a metal to oxidize,” Mom explained.

Paola’s mom continued to explain that vinegar is a mild acid. When combined with salt (a neutral base), it can form hydrochloric acid, which both cleans and oxidizes copper.

When you wash it off, the penny looks shiny. When you leave it on, the penny turns green.

There are also other ways of making copper turn green, however. For example, there could be products in the air that react in different ways when combined with oxygen, such as sulfur from coal. They will behave in a similar way to the vinegar. And that is why statues and buildings might have green-colored copper.

Paola decided to recreate the experiment. This time she used some of the bitter oranges from the tree in her backyard. Oranges are also mildly acidic, just like vinegar. She followed all the steps from the first experiment, only replacing vinegar with orange juice. She got the same result.

She called to her mother, who was relaxing on the porch, thumbing through a cookbook.

“Look, Mom, I made *verdigris* with oranges, too!”

“That’s great,” Mom said, pointing to the cookbook. “Because I’m about to make marmalade with the rest of the oranges.”

“Just make sure you leave out the pennies!” said Paola.

Manifest Destiny

Social Studies Home Learning Activities

Standard Benchmark	History 2b: Students will examine historical materials relating to a particular region, society, or thee; chronologically arrange them, and analyze change over time.
Grade	4
Vocabulary / Key Concepts	<p>Manifest Destiny – the idea that the United States had a God-given right to take over every part of North America. The phrase Manifest Destiny was created in 1845 by a newspaper writer named John L. O’Sullivan.</p> <p>Symbolized – is when one object or thing stands in the place of something else, such as an idea, another object, a person, or a place</p> <p>Louisiana Purchase – an 1803 land deal that involved France selling the Louisiana Territory to the United States. The Louisiana Territory was about 827,000 square feet, and it doubled the size of the United States.</p> <p>War with Mexico / Mexican American War / Invasion of Mexico – lasted just under 2 years from April 25, 1846-February 2, 1848. The War grew out of unresolved border disputes between the Republic of Texas and Mexico after the Texas Annexation by the United States.</p> <p>Annexation – one territory is being merged with another. The territory being annexed is usually the smaller or weaker one, which becomes an inseparable part of the bigger one.</p>

Lesson Title: Manifest Destiny

From SHEG (Part of the Delaware Recommended Curriculum) & Modified by CSD for Home

Materials Needed:

- Sheet of lined paper
- Painting “American Progress” (page 2 in this document)
- Map of the United States, 1872 (page 3 in this document)
- Contemporary Map of the 1816 United States (page 3 in this document)
- 1816 John Melish Map and Comments & Guiding Questions (page 4 in this document)
- “Manifest Destiny” and the Writing of John O’Sullivan (Modified) & Guiding Questions (page 4 & 5 in this document)

CENTRAL HISTORICAL QUESTION: How did Americans justify Westward Expansion?

ACTIVITY 1:

Observe the painting “American Progress” (page 2) and answer the following questions:

1. What do you see in the painting?
2. The floating white woman in the painting is heading West. What do you think she represents? How is this symbolized in the painting?

ACTIVITY 2:

Observe the “Map of United States in 1872” (page 3) – Notice the following:

- By 1872, the United States had already expanded to the Pacific Ocean.
- This is after the Louisiana Purchase and after the War with Mexico.
- So, this painting is basically celebrating *what had already happened*.

ACTIVITY 3:

Observe “Map of United States in 1816” (page 3) – Notice the following:

- But in 1816, the US hadn’t spread that far yet.
- This is before the annexation of Texas and before the Mexican War.

ACTIVITY 4:

Observe “Melish Map, 1816” and answer the question.

- John Melish could have drawn the map of the United States to just include American territory.
- Instead he drew the continent from sea to sea.
- Why do you think he choose to draw the map this way?

ACTIVITY 5:

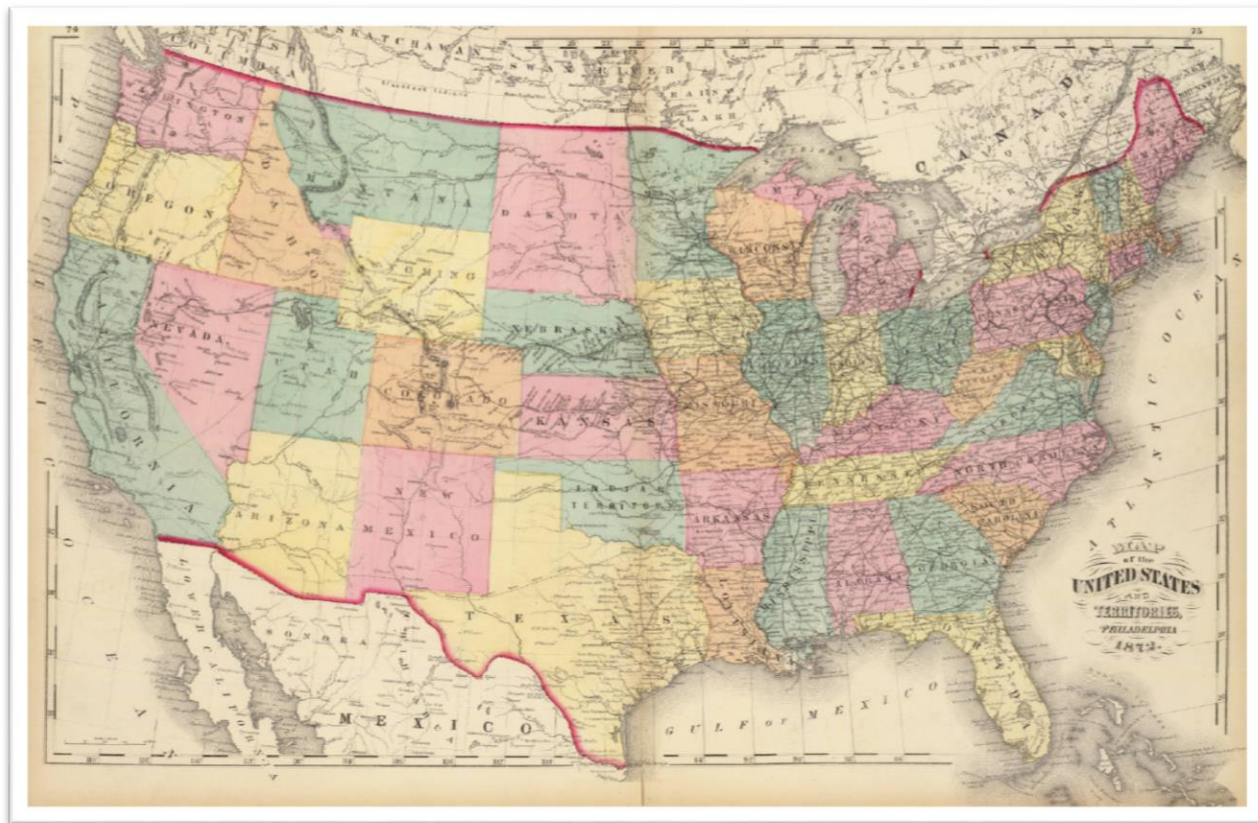
Read Melish’s explanation (page 4) for why he drew the map that way and answer the questions below Melish’s comments.

ACTIVITY 6:

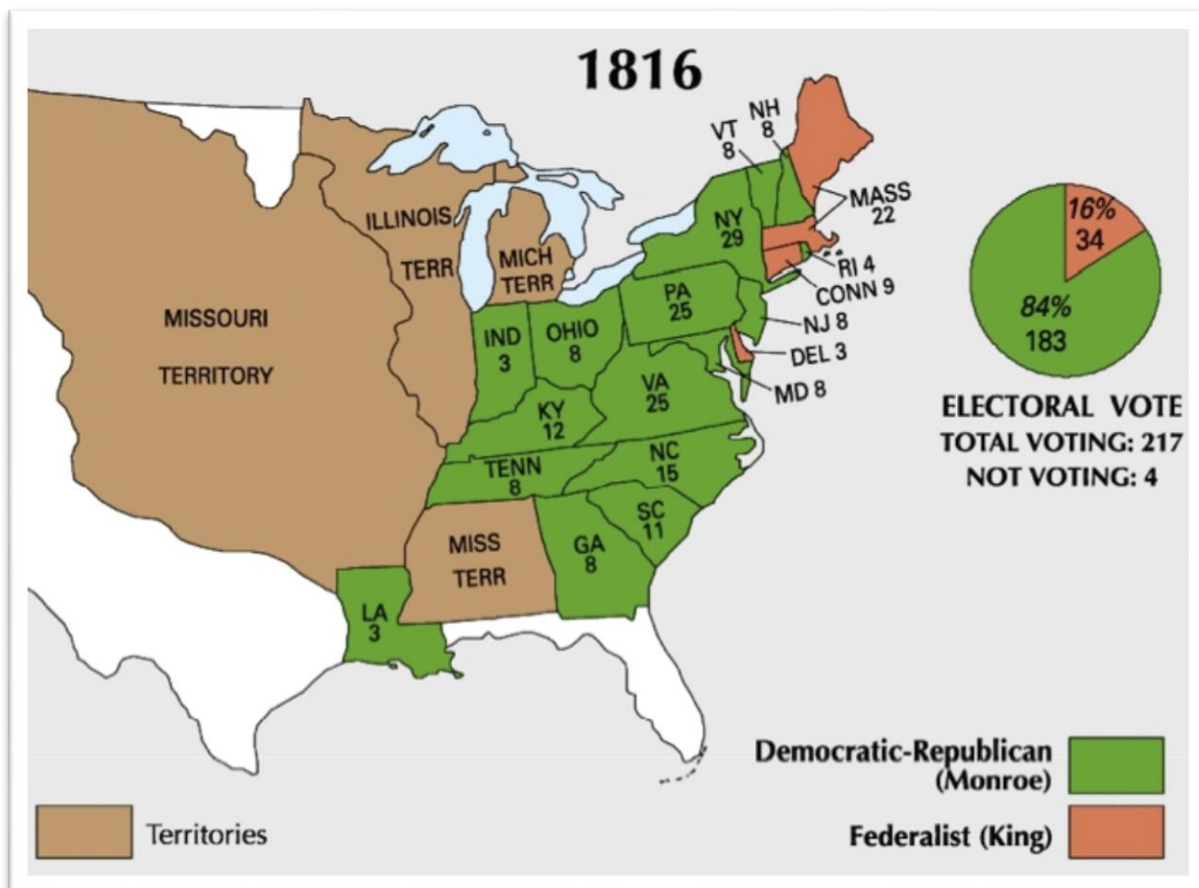
Read “Manifest Destiny and The Writing of John O’Sullivan” (page 4 & 5) and answer the Guiding Questions and the Overarching Questions.

John Gast, *American Progress*, 1872

Map of the United States, 1872



Contemporary Map of the 1816 United States:



1816 John Melish Map



"To present a picture of it was desirable in every point of view. The map so constructed, shows at a glance the whole extent of the United States territory from sea to sea; and in tracing the probable expansion of the human race from east to west, the mind finds an agreeable resting place on its western limits. The view is complete, and leaves nothing to be wished for. It also adds to the beauty and symmetry [balance] of the map; which will, it is confidently believed, be found one of the most useful and ornamental [decorative] works ever executed [created] in this country."

—John Melish, 1816

Guiding Questions for 1816 John Melish Map:

1. According to Melish, why did he decide to draw the map of the United States this way?
2. How does this relate to Manifest Destiny?
3. What do you think of Melish's explanation?
4. What does this say about the power of maps?
5. Do you think Melish would have said that his map is inaccurate?

"Manifest Destiny" and the Writing of John O'Sullivan (Modified)

John O'Sullivan, "The Great Nation of Futurity," 1839.

Our national birth (and the Declaration of Independence) was the beginning of a new history, which separates us from the past and connects us only with the future.

We are the nation of progress, of individual freedom, of universal enfranchisement. Our future history will be to establish on earth the moral dignity and salvation of man -- the undeniable truth and goodness of God. America has been chosen for this mission among all the nations of the world, which are shut out from the life-giving light of truth. Her high example shall put an end to the tyranny of kings, and carry the happy news of peace and good will to millions who now endure an existence hardly better than that of beasts of the field. Who, then, can doubt that our country is destined to be the great nation of the future?

John O'Sullivan, "Annexation," 1845.

It is time now for all opposition to annexation of Texas to stop. . . Texas is now ours. She is no longer to us a mere geographical space. She is no longer to us a mere country on the map....

The time has come for everyone to stop treating Texas as an alien, and to stop thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.

Vocabulary

Enfranchisement: the right to vote

Tyranny: cruel and oppressive government

Endure: suffer

Thwarting: opposing

Hampering: slowing down

Allotted: given

Providence: God

Source: John O'Sullivan was a writer and editor of a well-known newspaper around the time of the Mexican-American war. Most people give him the credit for coining the term "Manifest Destiny."

Guiding Questions for "Manifest Destiny" and the Writing of John O'Sullivan (Modified)

John O'Sullivan, "The Great Nation of Futurity," 1839.

1. What does John O'Sullivan think America stands for?
2. What, according to John O'Sullivan, is America's mission?

John O'Sullivan, "Annexation," July 1845.

3. What do you think John O'Sullivan means by "our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions"?
4. Based on these two documents, how did Americans feel about expanding westward?

Overarching Questions:

5. Why did Americans think they were so special?
6. Are you surprised by the reasons that O'Sullivan gives for expansion? Do you think he really believes that God wants Americans to expand?
7. This theory that Americans are special is called "American Exceptionalism." It's this idea that America has had such a unique history and has become so powerful that there's something really special about it.
8. What do you think about this theory?