<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>No School</td>
<td>Read: The Long March&lt;br&gt;Answer the following guiding questions while reading:&lt;br&gt;1. The Indian Removal Act…&lt;br&gt;  a) allowed settlers to walk across the country.&lt;br&gt;  b) allowed settlers to share land with Native Americans.&lt;br&gt;  c) allowed settlers to force Native Americans from their homes.&lt;br&gt;  d) allowed settlers to become part of Native American tribes.&lt;br&gt;  activities do you do when you’re bored?&lt;br&gt;2. On the long march, the Potawatomi were…&lt;br&gt;  a) exhausted and quick to get sick.&lt;br&gt;  b) exhausted but able to fish for enough food.&lt;br&gt;  c) exhausted, so they</td>
<td>Reread The Long March to increase fluency and answer the Text Dependent Questions page 3 questions 1-3.</td>
<td>Reread The Long March to increase fluency and answer the Text Dependent Questions page 3 questions 4-6.</td>
</tr>
<tr>
<td>Question</td>
<td>Options</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>stayed in some towns longer.</td>
<td>d) exhausted but allowed to ride where they wanted to.</td>
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<td>3. What challenge did they face after the rains began?</td>
<td>a) no food</td>
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<td></td>
<td>b) burning sun</td>
<td></td>
<td></td>
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<td></td>
<td>c) fierce battles</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>d) freezing cold</td>
<td></td>
<td></td>
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<td>4. Why does Equa-Ke-Sec’s great-granddaughter tell this story?</td>
<td>a) She hopes something like that will not happen again.</td>
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<td></td>
<td>b) She hopes children will want to learn more about the Potawatomi.</td>
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<td></td>
<td>c) She hopes to change her name to honor her great-grandmother.</td>
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<td></td>
<td>d) She hopes to move back to her great-grandmother’s original home.</td>
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<tr>
<td>Math</td>
<td>No School</td>
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<tr>
<td>Please identify the missing dimensions and solve for the perimeter.</td>
<td>Max’s mom gave him a string that was 50 inches long. His mom asked him to make a rectangle with one dimension that was 7 inches long. What are the other dimensions of his rectangle?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:___________</td>
<td>7 +<strong><strong>+</strong></strong>+____ = 50</td>
<td></td>
<td></td>
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<td>B:___________</td>
<td>Julie is trying to find a tablecloth that will fit on her table. The perimeter of her square table is 32 inches. If she finds a tablecloth with the dimensions below, will it fit her table? Show your work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em><strong>+</strong></em>+<em><strong>+</strong></em> =___</td>
<td>2 +__ +__ = 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please find the area.</td>
<td>Please identify the missing dimension.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6 ✖ 8 = ____</td>
<td>55 ÷ 5 = ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>?</td>
<td>55 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>?</td>
<td>9 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>?</td>
<td>44 11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

55 + 5 = ____
18 ÷ 9 = ____
44 ÷ 11 = ____
<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th><strong>No School</strong></th>
</tr>
</thead>
</table>
| **Act Out a Sound:**  
**Think:** When you put your hand on your throat and talk, you can feel the vibrations. When you made your “phone” previously, the string vibrated to carry your voice to the listener. But what if there is no string? Could there be vibrations in the air? **Plan and write** your best answer: How could you find out if there are vibrations in the air when we talk to each other?  
**Need:** balloon (“Sound Detector”)  
One person will be “Big Noise” and one will be “Hum Feeler”. Blow up the balloon as big as possible without popping and tie closed. Hum Feeler holds balloon close to Big Nose’s mouth, but does not touch. Big Noise says OHHH in a low voice toward balloon. Switch jobs.  
**Write:** What did you feel when you held the balloon? Can you explain what you felt? What are other sound experiments you could try with the balloon (e.g., different distances from mouth, different sounds, hold balloon up to speaker)? | **What Would Happen if You Screamed in Outer Space?:**  
**Think:** Whales communicate under water by making sounds with their throats that create vibrations in the water. Using evidence from what you have learned by creating “phones” and detecting sound with your “sound detector”, **write** your best answer to the following: Would you be able to hear it if someone screamed in space, or on the moon? Why or why not? Support your argument with evidence from what you have learned.  
**Activity:** Find a plastic bowl or cup, plate, rubber band, plastic cling wrap, and salt or sprinkles. Use the rubber band to hold the plastic film in place around the opening of the bowl or cup. Place the bowl on a plate and place salt or sprinkles on the plastic wrap. Hum or talk with your head near the bowl. Watch the salt/sprinkles move with the sound. You are seeing sound! What are some other things you can put on the cling wrap and move with sound?  
**Write:** Using the bowl and sprinkles in your drawing, create a model of how sound was created in you and traveled to make the sprinkles dance. **Label** as many parts as you can. **Write** a brief explanation of what is happening in your model (drawing). |

| **Seeing Sound:**  
**Activity:** Find a plastic bowl or cup, plate, rubber band, plastic cling wrap, and salt or sprinkles. Use the rubber band to hold the plastic film in place around the opening of the bowl or cup. Place the bowl on a plate and place salt or sprinkles on the plastic wrap. Hum or talk with your head near the bowl. Watch the salt/sprinkles move with the sound. You are seeing sound! What are some other things you can put on the cling wrap and move with sound?  
**Write:** Using the bowl and sprinkles in your drawing, create a model of how sound was created in you and traveled to make the sprinkles dance. **Label** as many parts as you can. **Write** a brief explanation of what is happening in your model (drawing). |

| **Three Cheers for Ears!**  
**Read:** “Three Cheers for Ears!” [3 pages]. If you need help with some words, it is ok to ask, but try to read as much on your own as you can.  
**Write** your best answers to the following:  
a) What is an eardrum?  
b) What do Jake and Sam learn about at the science museum?  
c) What happens when a sound wave hits the eardrum? |

<table>
<thead>
<tr>
<th><strong>Social Studies</strong></th>
<th><strong>No School</strong></th>
</tr>
</thead>
</table>
| **Cause & Effect of American Revolution**  
What caused the American Revolution?  
**Materials:** paper, pencil  
Read the vocabulary definition, draw a picture to remember the word  
**Vocabulary:**  
**colony/colonies:** Area under control of  
**Cause & Effect of American Revolution**  
What caused the American Revolution?  
**Materials:** paper, pencil, Causes of American Revolution text  
Read Causes of American Revolution Worksheet. The highlighted and bolded text is the important | **Cause & Effect of American Revolution**  
What caused the American Revolution?  
**Materials:** paper, pencil, The American Revolution Events and Outcomes  
Read the American Revolution Events and Outcomes text  
**Cause & Effect of American Revolution**  
What caused the American Revolution?  
**Materials:** paper, pencil, The American Revolution Events and Outcomes text, Causes of American Revolution text and Chronology of the Causes and Effects of the American Revolution Worksheet |
<table>
<thead>
<tr>
<th>another country</th>
<th>information.</th>
<th>Directions: Using the texts write down 4 different causes or effects of the revolution. Fill the row in completely!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colonist:</strong></td>
<td></td>
<td>*Remember to use the bolded and underlined text to fill out the chart</td>
</tr>
<tr>
<td>person living in a colony</td>
<td></td>
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<tr>
<td><strong>Native American:</strong></td>
<td></td>
<td></td>
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<tr>
<td>person living in America before Columbus</td>
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<tr>
<td><strong>Independence:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>freedom from control</td>
<td></td>
<td></td>
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<tr>
<td><strong>Tax:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ways government collects money</td>
<td></td>
<td></td>
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<tr>
<td><strong>Long term cause:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>been around for a long time so something is done</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Short term cause:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>immediate action</td>
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</table>
In 1838, the Potawatomi Indians were forced to leave their homelands and move far away. This text tells the story of one girl during that terrible event. As you read, take notes on the challenges that Equa-Ke-Sec faces.

In 1838 the Potawatomi Indians were forced to leave their homelands and move west.

Equa-Ke-Sec tried to calm her fears as the soldier stood in the clearing, ordering her family to leave their home. Even though she was a child, she was about to begin the longest walk of her life, a journey of more than six hundred miles.

Why was this happening?

Thousands of settlers from the east were beginning to move farther west, and they wanted land. President Andrew Jackson had just approved the Indian Removal Act, which called for resettling Native Americans on land west of the Mississippi River. Over the next several years, many tribes, including the Potawatomi, were forced to leave their homelands.

On that hot September day in 1838, soldiers came to the beautiful Niles Valley in Michigan where Equa-Ke-Sec lived with her mother, father, sister, and other tribal members. The soldiers gave them fifteen minutes to collect what they could carry on their backs and leave. Equa-Ke-Sec and her family were sad and frightened. They were told that if they didn't hurry, their village would be burned.

Some of the soldiers felt bad about what was being done to the Potawatomi, but others pushed the people along with the butts of their rifles. By the second night of their journey, Equa-Ke-Sec was more tired than she had ever been before.

The soldiers stopped at a place called Mud Creek. Equa-Ke-Sec missed the great lake her family had lived by in Michigan. For hundreds of years, her family had fished for trout in the lake and in the nearby St. Joseph River.

But here there was no sound of running water. Mud Creek was only a trickle, barely enough to quench her thirst.

1. a gun
The soldiers divided the Potawatomi into small groups and gave each a portion of cornmeal. Equa-Ke-Sec's mother stirred this into boiling water to make a kind of mush for dinner. Equa-Ke-Sec was so tired she could barely eat.

By the next day many children and some of the older people were too sick to walk. They were put into baggage wagons and carried along. Equa-Ke-Sec sometimes felt ill, but she was determined not to go into the sick wagon. The wagons were crowded, stuffy, and smelly — the cloth covering held in the heat. And she could hardly bear the sight of the jail wagon where the tribal chiefs were forced to ride. It was almost like a cage.

They passed through many towns on their journey. Sometimes the townspeople were kind to them. In Rochester, Indiana, people made hoecakes, or corn pancakes, for the hungry Potawatomi. And in Jacksonville, Illinois, the town band played, and the mayor came out to give candy to Equa-Ke-Sec and the other children.

But as the journey continued, the drought that had dried up Mud Creek got worse. Sometimes when the soldiers stopped for the night, Equa-Ke-Sec could not quench her thirst at all. The only water was from stagnant\(^2\) ponds or muddy creeks, which even the horses refused to drink.

Finally, the weather changed. One day as she walked along, it began to pour. Equa-Ke-Sec held her face up to the rain, eagerly drinking fresh cool drops of water.

By now it was late October, and the weather quickly grew colder. One day it snowed. Many of the people were barefoot, their moccasins worn through from the long march. It was almost a week before the soldiers could get shoes for the shivering, footsore tribe.

Finally, on November 4, 1838, after more than six hundred miles of hard travel, Equa-Ke-Sec and her tribe reached Pottawatomie Creek in Kansas, but a short time later moved to their final destination, Sugar Creek. They arrived during a snowstorm. Their friends, the Osage Indians, didn't have enough shelter for them. Equa-Ke-Sec's family hung animal skins from the stone banks along Sugar Creek and huddled under them to stay warm.

Equa-Ke-Sec had survived the long march. That year she and her sister went to school at the Sugar Creek Mission. Equa-Ke-Sec was now called Theresa Slavin, but she did not forget what had happened. When she grew up, married, and had her own daughter, she told her about the long sad journey of their tribe. Because so many people had died along the way, the Potawatomi called it the Trail of Death.

The story was passed on from mother to child for three generations. Finally, a young girl named Virginia was told the story by her mother. Virginia Pearl, CSJ, a Catholic sister, is the great-granddaughter of Equa-Ke-Sec and a member of the Citizen Band Potawatomi in Oklahoma. She tells Equa-Ke-Sec's story whenever she has the chance. It is her hope that people will always remember that long-ago journey so that such a sad thing will never happen again.

"It helps me to remember Equa-Ke-Sec's courage\(^3\) when hard things happen to me," Sister Pearl says. "May her story help you have courage when anything hard happens to you on your journey."

\(^2\) a body of water that is still and might smell bad
\(^3\) **Courage (noun):** bravery
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main idea of the text?
   A. When the Potawatomi Indians were forced from their home in 1883, they were able to keep their lifestyle in their new home.
   B. When the Potawatomi Indians were forced from their home in 1883, they discovered a part of the country that they really loved.
   C. When the Potawatomi Indians were forced from their home in 1883, they faced terrible challenges on the long march and in their new home.
   D. When the Potawatomi Indians were forced from their home in 1883, they died from sickness and starvation before they reached their new home.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Thousands of settlers from the east were beginning to move farther west, and they wanted land.” (Paragraph 3)
   B. “The soldiers divided the Potawatomi into small groups and gave each a portion of cornmeal.” (Paragraph 8)
   C. “Sometimes when the soldiers stopped for the night, Equa-Ke-Sec could not quench her thirst at all. The only water was from stagnant ponds or muddy creeks” (Paragraph 11)
   D. “The story was passed on from mother to child for three generations. Finally, a young girl named Virginia was told the story by her mother.” (Paragraph 16)

3. Why was Equa-Ke-Sec determined to avoid the wagons?
   A. She wanted to walk with her family.
   B. She wanted to feel the rain when it started.
   C. She saw wagons that looked hot and crowded and were filled with sick people.
   D. She saw wagons that had space, but she saved those for people who were sicker than she was.

4. What effect did the move have on Equa-Ke-Sec?
   A. She lost her whole family.
   B. She had to eat a different kind of fish.
   C. She had to leave her favorite pair of shoes behind.
   D. She had to change many things, including her name.

5. How does the author of the text organize the information?
   A. She presents a few stories that her great-grandmother told her.
   B. She presents the stories of several tribes that were forced from their homes.
   C. She presents details about one girl’s experiences being forced from her home.
   D. She presents a debate about whether it was right to force the Native Americans to move.
6. How does the Trail of Death change Equa-Ke-Sec’s life?
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How does this story of the Long March make you feel? Why is it important to remember it?

2. How did Equa-Ke-Sec show bravery? When is a time in your life that you showed bravery? When have you overcome challenges in your life?
Three Cheers for Ears!

Jake pulled a portable CD player from his backpack and settled in for the long bus ride to the science museum. "You're lucky," Sam said as he plunked himself down on the seat beside him. "My mom won't let me listen to music with headphones. She says if it's too loud, it can make you go deaf."

"I sure hope not," said Jake. "My grandpa is losing his hearing. Now he has to wear a hearing aid."

At the museum, Jake and Sam decided to find out if Sam's mom was right. They headed over to the human body exhibit and stood in front of a gigantic model of an ear. A museum guide was explaining how ears help you hear. "That flap on the side of your head is only a part of your whole ear," she said. "Tiny, complicated structures inside your ear do the main job of hearing."

Jake and Sam moved closer to the model. "Hey, look, it says there's a drum," said Sam.

"And a hammer," added Jake.

"That's right," the guide explained. "The eardrum is a thin piece of skin that's stretched tight like a drum. It vibrates or moves very fast when sound waves hit it. These vibrations are carried to three tiny bones called the hammer, anvil, and stirrup. They conduct, or pass, the vibrations to your inner ear, where they are changed into nerve signals and sent to your brain. Your brain makes sense of the sounds you hear."
What Is Hearing Loss?

"What happens when you can't hear?" Jake asked.

"That depends," the guide replied. "If something like wax, for example, gets stuck in your ear canal, it can block sound waves from getting to your eardrum. This type of problem is called conductive hearing loss."

"Ew-w-w! Earwax is gross," said Sam.

"Actually, earwax protects your ears," the guide explained. "It contains special chemicals that fight infections and prevent dust and dirt from getting inside. Plug your ears with your fingers, and you'll know what conductive hearing loss is like."

"The sounds outside are soft, but my own voice sounds really loud," said Sam.

"Has anyone ever had an ear infection?" the guide asked.

Most of the kids nodded.

"Well, an infection can also make you lose your hearing for a while." The guide continued, "If the tube that goes from your middle ear to the back of your throat gets blocked, germs can get trapped inside. Your ear will hurt and feel like it's ready to burst. When the doctor looks with a special flashlight, the eardrum appears red and doesn't move in and out as it should. If you have an ear infection, you may have to take medicine for it. Sometimes doctors have to operate to open up blocked tubes or put in new tubes to keep the middle ear from getting infected.

"Sensory (SEN-suh-ree) hearing loss means part of the inner ear is not working. A person may hear some sounds but not others, or sounds may be muffled. Sensory hearing loss can be caused by a number of things. Sometimes the ears don't develop properly before a baby is born. There are also some serious infections that can cause sensory hearing loss in kids. Sensory hearing loss is usually permanent. Kids with sensory hearing loss may need to wear hearing aids."

Did You Know?

Your ears are amazing structures. Here are some fascinating facts about ears and hearing.

- The three bones in your ear that help you hear are the smallest bones in your body.
- The famous composer Ludwig van Beethoven (1770-1827) started to lose his hearing when he was just 26. He wrote some of his greatest music without being able to hear it.
Hearing tests tell how well your ears work. To take the test, you wear headphones and sit in a special room so you don't hear any stray noise. A machine makes different tones. You listen first with one ear and then the other and raise your hand each time you hear a sound. The tones start loud and get softer and softer until you can't hear them anymore. That tells the doctor how well you can hear.

Ever wonder why your ears feel funny in a tunnel or on an airplane? There is air both inside and outside your eardrum. To balance the air pressure, you need to let more air into the inside of your ear. Yawning, chewing, swallowing, or blowing your nose until your ears "pop" helps you hear normally again.

Now Hear This

"What about loud music?" Sam wanted to know. "Can that make you lose your hearing?"

"Any kind of loud noise can damage your hearing if it goes on for a while," the guide explained. "If the music is so loud that your ears start hurting or you have to yell to be heard over it, there's a good chance your ears could be injured."

"What if you listen with headphones?" asked Jake. "Sam's mom says they're bad for your ears."

"She's partly right. If someone standing near you can hear music coming through earphones you are wearing, the music is too loud." The guide went on, "Listening to loud noise can cause tinnitus (TIN-uh-tus), which is the term for ringing in your ears. If the noise isn't too loud and you don't listen too long, your hearing can return to normal. But you can damage your hearing permanently if the noise is too loud or you are exposed to it too long. That's why construction workers wear ear protection. Their equipment can be extremely loud.

"Using headphones can be dangerous if the volume is too high. Don't crank it up, and you should be fine as long as you give your ears a rest once in a while."
**Manifest Destiny**

**Social Studies Home Learning Activities**

<table>
<thead>
<tr>
<th>Standard Benchmark</th>
<th>History 2b: Students will examine historical materials relating to a particular region, society, or time; chronologically arrange them, and analyze change over time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>4</td>
</tr>
</tbody>
</table>

**Vocabulary / Key Concepts**

**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.

**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

**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.

**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.

**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.

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**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:
“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)


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?


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)

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

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?
Chronology of the Causes & Effects of the American Revolution

Causes of the American Revolution
from https://kidskonnect.com/history/causes-american-revolution/

The American Revolutionary War, also known as the American War of Independence, was a long conflict that spanned more than eight years of fighting between Great Britain and 13 of its North American colonies.

Key Facts & Information
MAJOR CAUSES

- Many of the colonies were founded by people wanting to escape persecution in England. When the British government started to become more involved with the colonies, tension rose and the colonies worried they would once again lose their freedoms and be persecuted by the British.
- The British Parliament taxed the colonies for helping them in the French and Indian War. This war took place between the American colonies and New France. The war lasted from 1754 to 1763 and British troops helped the colonists to fight the war, and also protected them after the war. They weren’t free though and Britain needed to tax the colonies to pay for the troops.
- In 1764, the British started to impose new taxes and laws on the colonies. Before this, the British had left the colonies to govern themselves, but they started to implement a lot of new laws such as the Sugar Act, Currency Act, Quartering Act, and the Stamp Act.
- Colonists started to protest the taxes and formed the Sons of Liberty. They were a group of Patriots formed in 1765 in Boston and the group soon spread across the colonies. One protest lead to fighting and several colonists were shot and killed by the British. This became known as the Boston Massacre.
- The British introduced the Tea Act in 1773. The protests against this act saw patriots in Boston throw 342 chests of tea into the water – this was the Boston Tea Party. In today’s money, that tea would have been worth roughly a million dollars.
- The British government punished the colonies for the Boston Tea Party. They did this by passing the Massachusetts Government Act through Parliament. The act was designed to suppress dissent and restore order in Massachusetts.
- The British also enacted the Boston Port Act. The events of the Boston Tea Party had appalled the British, and, in response, this act was made to completely shut down the Boston Harbor until the dumped tea was paid for. This angered people in Boston, but it also angered the other colonies who believed the British might do the same thing to them.
- The laws imposed by the British did not control the colonies as they wanted. Instead, the countless taxes and laws angered the colonies, and lead to them becoming more united against the British rule. Other colonies sent supplies to Boston during the blockade of the harbor. At the same time, the Sons of Liberty was growing across the Americas.
- In 1774, twelve of the thirteen colonies sent representatives to the First Continental Congress. This was a direct response to the Intolerable Acts imposed by the British and...
they sent a petition to King George III to repeal the acts. When they didn’t receive a response, they also began to boycott British goods.

THE AMERICAN REVOLUTION: EVENTS AND OUTCOMES

- Upon the imposition of new taxes by the British Parliament, many colonists resented, especially politicians including Patrick Henry, who gave a momentous speech “Give me liberty or give me death”.
- On April 18, 1775, Paul Revere, a Patriot and founding member of the Sons of Liberty, made his famous midnight ride which warned the colonies with the coming of the British troops.
- It is believed that Paul Revere was summoned by Dr. Joseph Warren to ride to Lexington, Massachusetts to warn the advancing British troops.
- A day after, the first shot of the revolution was heard at the Battle of Lexington and Concord.
- On May 10, 1775, the Second Continental Congress met at the State House in Philadelphia. Unlike the first Congress, the meeting was participated by all delegates from the thirteen colonies, including Georgia.
- The Second Continental Congress was able to accomplish the following; (1) the establishment of the Continental Army became the official militia of the united thirteen colonies, headed by Commanding General George Washington, (2) through the Olive Branch Petition, the colonists tried to make peace and negotiation with King George III, (3) On July 4, 1776, the Declaration of Independence was issued, (4) through the Flag Resolution, the flag was officially adopted, and (5) the Articles of Confederation was stipulated.
- In 1783, the Treaty of Paris negotiated by colonists Benjamin Franklin, John Adams, and John Jay formally ended the American Revolution.
- The battle in Yorktown, Virginia in the fall of 1781, was the last major standoff between the British and American troops.
- Aside from formally recognizing independence of the thirteen colonies, Britain ceded most of its territory east of the Mississippi River. However, both nations were given navigation rights to the River.
- The newly acquired northwest territories, including present-day Ohio, Michigan, Indiana, Wisconsin, and parts of Minnesota soon gave way to American westward expansion.
### Chronology of the Causes & Effects of the American Revolution

<table>
<thead>
<tr>
<th>Causes of the American Revolution</th>
<th>Date / Estimated Date</th>
<th>Immediate or Long Term Effect</th>
<th>Effects of the Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>French and Indian War</td>
<td>1754-1763</td>
<td>Long term</td>
<td>Britain taxed the colonies to pay for the French and Indian War. This annoyed the colonists. The colonists eventually went to war.</td>
</tr>
</tbody>
</table>

- Choose the cause that you think had the biggest effect on the war. Explain why you think this cause had the biggest effect on the war.