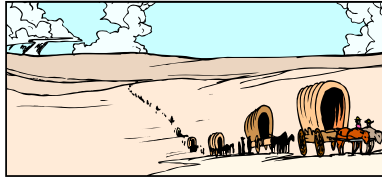


Western Expansion and Reform -- Sample 15 Day Unit Outline



Part I: Westward Expansion

Framing Questions:

1. What combination of political, economic, social, and ideological developments shaped and were shaped by westward expansion?
2. What broader patterns were present in the chronology and process of westward expansion? Why did these patterns develop?
3. What was the life experience like for new settlers on the frontier?
4. How were native populations impacted by this expansion? How did whites explain and justify this process?
5. What is "Manifest Destiny"? How does this idea integrate itself into multiple facets of the expansion westward and into the ways in which Americans conceptualized the idea of the frontier?

Day 1: The idea of "Manifest Destiny" and the broad geography of the frontier.

Suggested resources: John Gast's *American Progress* and map(s).

Day 2: Frontier Life

Suggested resources: maps, images (frontier life), primary source journals, primary source advertisements (land sales), primary source Donner Party, PBS documentary Donner Party

Day 3: Frontier Life

Day 4: Frontier Life

Day 5: Native American Policy/removal

Suggested resources: "The Treaty Trail" overview reading from Native American Testimony, map

Day 6: Treaties and displacement

Suggested resources: primary source document(s) comparing opinions President Andrew Jackson and Senator Theodore Frelinghuysen, primary source Fort Laramie Treaty (excerpted), Account of Some of the Old Grievances of the Sioux from A Century of Dishonor by Helen Jackson

Day 7: Native American responses/impacts.

Suggested resources: primary sources, Cochise and Chief Joseph speeches from Native American Testimony

Part II: Political and Social Policy Reform

Framing Questions:

1. How did America change socially, politically, and economically during this time period and what public policies and social movements reflect and embody this change?
2. How did America's role in the world develop during this time and how did American leaders conceive of and respond to this role?

Day 8: The scope of issues national, international, and social

Suggested resources: framing lecture covering the War of 1812, the Monroe Doctrine, The Mexican/American War, immigration, Jacksonian Democracy, social reform movements (education, abolition, temperance, women's rights, prisons/asylums, utopian communities)

Day 9: Foreign Policy -- The Monroe Doctrine

Suggested resources: primary source -- Monroe Doctrine excerpted

Day 10: Social Movements/Reform

Suggested resources: primary sources -- Emma Willard "Plan for Improving Female Education", Seneca Falls Declaration, opposing views on public education from *N. Carolina Register* and Walt Whitman, "Ain't I a Woman" from Sojourner Truth

Day 11: Continue Social Reform documents analysis

Day 12: Finish/discuss social reform document analysis

Day 13: Mexican War

Suggested resources: Overview reading, primary sources -- political speeches for/against, maps of territory

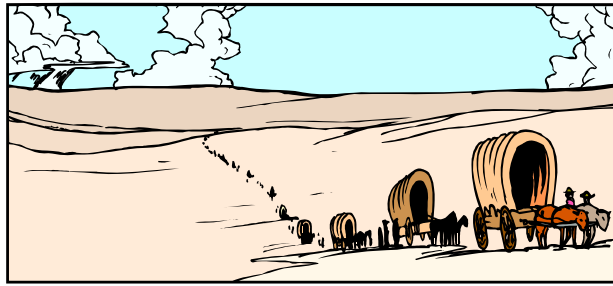
Day 14: Mexican War continued/completed

Day 15: Art and Western images -- Expansion in the national imagination

Suggested resources: John Gast's image from day 1, other images from American landscape painters (John Gast, Albert Bierstadt) and photographers (J.W. Powell), contrast with Doyle's political cartoon *American Liberty*.

Westward Expansion and Reform -- American Society 1810-1860

The Unit Outline as Menu -- Choose the Sub-Units most Suited to Your Students' Intellectual Diets



NOTE: We provide this general sub-topic "menu" as an initial curricular planning document. We assume that different instructors will choose different content arrangements based upon their students' needs. The suggestions expressed in parenthesis offer some initial thoughts toward general *types* of teaching materials suggested. We offer this as a work in progress.

Prologue: We assume that the following two pieces of the expansion have been taught before we enter this unit.

- A. Louisiana Purchase (map)
- B. Lewis and Clark (maps, primary source journals, video, Undaunted Courage)

I. Land and People

- A. Manifest Destiny (artistic representations -- e.g. John Gast's American Progress)
- B. Federal Land Policy (lecture, Homestead Act text, land sale advertisements)
- C. Native American Policy/Removal (primary sources both, U.S. gov't and Native American)
- D. Frontier Life (journals, visuals of frontier life, Donner Party documents)
- E. Immigration (maps, graphs)
- F. Transportation Revolution -- covered wagons, steamboats, canals, railroads (images)

II. Political Policy and Social Reform

- A. National Policy: The rise of Jacksonian Democracy (lecture and documents)
- B. International Policy: War of 1812, Mexican War, Monroe Doctrine (primary source analysis)
- C. Social: Women's Rights, Public Schools, Abolition, Temperance, Utopias, Prisons/Asylums (primary source documents)

III. Arts and Literature

- A. Popular Media -- Newspapers, P.T. Barnum, Novels, Theatre, Minstrel Shows (primary sources, artifacts, images)
- B. Literature -- J. F. Cooper, Emerson, Thoreau, Whitman, Hawthorne, Melville, Poe (excerpts, English/Literature classes)
- C. Applied Arts -- American Landscape Painters and Photographers (visual images)

IV. The Far West

- A. Texas, California, New Mexico, Oregon (lecture, maps)
- B. Mexican War (lecture, primary sources, news accounts, secondary readings)
- C. Gold Rush (visual images, maps)

Epilogue: Plantation Economy -- a possible link between "Expansion" and "Civil War" units

- A. Missouri Compromise (map, political positions analysis)
- B. Advancement of Southern/slave states (maps, lecture)
- C. Development of Plantation economy (visual images, lecture)
- D. Expansion of slavery (maps, graphs)
- E. Development of African Cultural influences (primary sources, songs, visual images)