

Lesson Plan -- Western Expansion and Reform

Primary Source Analysis Regarding Native American Displacement

Resources

1. Overview reading -- *The Treaty Trail* from Native American Testimony (ed. Peter Nabokov).
2. Primary sources -- *Comparing Opinions: Indian Removal* (Andrew Jackson and Senator Frelinghuysen).
3. Primary source -- *The Treaty of Fort Laramie, 1851*.
4. Map -- *Indian Removal*
5. Primary sources -- Apache Chief Cochise and Nez Perce Chief Joseph
6. Source document -- *Account of Some of the Old Grievances of the Sioux* from *A Century of Dishonor* by Helen Jackson

Timeline

The overview reading, *The Treaty Trail*, will be an overnight homework assignment between days 4 and 5 of the unit. Days 5 and 6 will be given as in-class work days on the documents. Day 7 will be a full class discussion day on the individual document analysis. The assignment, individual reading analysis and document based question response, are due at the beginning of class on day 8.

Objectives

As a result of their study of these documents, students will be able to...

1. Analyze and interpret maps regarding the movement human populations.
2. Analyze and critically evaluate the displacement of native populations
3. Critically evaluate primary source documents, both textual and visual, and draw analytic connections between documents as related to the displacement of native populations.
4. Articulate their understanding in written and oral formats.

Procedure

** Students may work individually, in pairs, or in groups of 3. However, it is required that **all** students answer the DBQ individually.

1. Framing questions will be posed at the end of day 4 (end of direct study of frontier life).
Examples -- With all of the settlers moving west, what gave them rights to occupy land?
Was there anybody occupying western lands before the settlers moved there?
Can two populations occupy the same land at the same time?
2. The overview reading will be handed out and assigned as homework for the next day (day 5)
3. Brief (10-15 minutes) discussion on day 5 regarding the overview reading analysis. The purpose of this is to check comprehension and get at some opening issues of analysis. The rest of the documents will also be handed out at this time.
4. The rest of day 5 and all of day 6 are in-class work periods on the other documents.
5. Day 7 will be a critical analytic discussion based upon the document analysis.
6. The assignment (answers to all analysis questions and the DBQ) will be due on Day 8.

Assessment

1. Student preparedness for and articulation during the discussion settings.
2. Students' written analysis of the documents.
3. Students' synthesis of the materials as derived from the DBQ.

OUTLINE FOR WESTWARD EXPANSION AND REFORM

MANIFEST DESTINY

(1800-1850)

I. INTRODUCTION TO MANIFEST DESTINY EXPANSION

- A. Students will be introduced to the concept of “Manifest Destiny” and its importance in western expansion. They will be asked to list certain KWL facts about Manifest and Destiny and how they relate to each other.
- B. After discussing the meaning of “Manifest Destiny,” students will review key events in Westward expansion and the explorations of the Louisiana Purchase and Lewis and Clark expedition. They will use maps, primary & secondary resources. Students will do map activities - such as watching directions, tracing paths and locating landmarks of exploration and settlement.
- C. To get a sense of the big picture, students will be shown a primary document (John Gast’s- American Progress) and will be asked to analyze it. They will work in groups, this helps students see and work with linking details in analysis. They will use a National Archives visual analysis sheet, where they will record what they see and make a list of responses. Then we will discuss as a class.

II. LAND AND PEOPLE

After students have some sense of what “Manifest Destiny” is, then they can link this to what kind of people were traveling (pioneers), what drove them to want to move and where they went.

B. TRANSPORTATION

Students will also discuss transportation during the westward movement, specifically the covered wagon and the role it played. They will do map exercises and answer DBQS.

III. THE FAR WEST

A. Students will define the term frontier. They will note both differences and similarities and between other frontiers.

As a result of specific study of the Donner Party and the Gold Rush, students will identify each of these in terms of motives and experiences. Students will use Journals, primary & secondary documents, maps, picture, books.

SOME OVERALL OBJECTIVES

Analysis of images as well as written texts as expressions of attitudes toward the West, "Manifest Destiny," and Native Americans.

One assignment project, students will create their own image of expansion.

Students will list what myths of American West remain in our culture today.

They will write answers in their journals.

Assessment tools that I find necessary are:

- Oral quizzes/debates
- Document based questions
- Some traditional quizzes
- Students will write up an interview with a pioneer family.

- Students will write about how it would feel to go on trip with their family.

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