



U.S. HISTORY / 1803 – 1890

MANIFEST DESTINY

CHARLIE BOONE



SOCIAL STUDIES SCHOOL SERVICE
CULVER CITY, CALIFORNIA



SOCIAL STUDIES SCHOOL SERVICE

Copy Editor: Emily Rose Oachs
Editorial Assistant: Manasi Patel
Book Layout: Linda Deverich
Cover Design: Mark Gutierrez
Editorial Director: Dawn P. Dawson

©2015 Social Studies School Service
All rights reserved.

Printed in the United States of America

Social Studies School Service
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.socialstudies.com
access@socialstudies.com

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Links to online sources are provided in the teacher pages and text. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

ISBN: 978-1-56004-881-7
e-book ISBN: 978-1-56004-910-4
Product Code: Z333

Contents

1	Introduction
2	Common Core Standards
3	Tracking Common Core Standards
5	CHAPTER 1: KEY IDEAS AND DETAILS
6	ACTIVITY 1: How Did Davy Crockett Die?
11	ACTIVITY 2: Dolley Madison Saves George Washington’s Portrait
17	CHAPTER 2: CRAFT AND STRUCTURE
18	ACTIVITY 3: Nez Percé
24	ACTIVITY 4: Westward Expansion
29	CHAPTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS
30	ACTIVITY 5: Manifest Destiny
34	ACTIVITY 6: Wounded Knee
41	CHAPTER 4: WRITING STANDARDS
42	ARGUMENTATIVE WRITING: Should Andrew Jackson Be on the Twenty-Dollar Bill?
47	INFORMATIVE WRITING: Groups That Moved to the West
51	NARRATIVE WRITING: Lewis and Clark Journal Comparison
55	Selected Answers
59	Bibliography
60	Image Credits



Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On the next page, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no CCSS.ELA-Literacy.WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

CHAPTER 1

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

CHAPTER 2

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CHAPTER 3

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

CHAPTER 4: WRITING STANDARDS

Text Types and Purposes

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

Note: WHST.6-8.3 is not included on this chart because it is not required for social studies teachers.

Key Ideas and Details

ACTIVITY 1

How Did Davy Crockett Die?

RH.6-8.1

RH.6-8.2

RH.6-8.10

ACTIVITY 2

Dolley Madison Saves George Washington's Portrait

RH.6-8.1

RH.6-8.2

RH.6-8.3

RH.6-8.5

RH.6-8.10

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1 class period

How Did Davy Crockett Die?

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or advance of particular facts).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the first source together, highlighting any lines or phrases that describe how Davy Crockett died.
- With a partner, students answer "First Source Questions."
- Students read second source independently, highlighting any lines or phrases that describe how Davy Crockett died. Students share what they highlighted with the class.
- Students independently answer "Second Source Questions."
- The teacher leads a class discussion about bias, which source they trust more, and what they think happened.

EXTENSIONS

- Have students read more primary sources about this event (Dolson, Almonte, Caro, Ruiz, Santa Anna, Urissa, etc.).
- Investigate the controversies over the historical accuracy of José Enrique de la Peña's account.
- Watch the final Alamo battle scene of *The Alamo*, starring John Wayne, and discuss how it compares to these two accounts.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|---------------|-------------|-----------------|
| ▪ assailants | ▪ martyrs | ▪ indignation |
| ▪ immolated | ▪ carnage | ▪ sappers |
| ▪ countenance | ▪ stature | ▪ infamous |
| ▪ exultingly | ▪ adversity | ▪ Bejar (Bexar) |

HOW DID DAVY CROCKETT DIE? ^{1/2}

Historians agree that on March 6, 1836, the Mexican army, led by Santa Anna, stormed the Alamo. It is estimated that around six hundred Mexican fighters and almost two hundred Texians (Americans who had moved to Texas) died, with the Mexican army prevailing. During the battle around seven Texians surrendered and Santa Anna had them executed. What historians do not know is if Davy Crockett was one of them or if he died in battle. Read the following two sources and decide for yourself.

First Source

The following is a newspaper article about the Alamo from March 24, 1836, printed in the *Telegraph and Texas Register*.

The end of David Crocket[t] of Tennessee, the great hunter of the west, was as glorious as his career through life had been useful. He and his companions were found surrounded by piles of assailants, whom they had immolated on the altar of Texas liberties. The countenance of Crocket[t], was unchanged: he had in death that freshness of hue, which his exercise of pursuing the beasts of the forest and the prairie had imparted to him. Texas places him, exultingly amongst the martyrs in her cause.

Source: *Telegraph and Texas Register*. March 24, 1836. <http://texashistory.unt.edu/ark:/67531/metaph47891/m1/3/>.



Davy Crockett

Second Source

José Enrique de la Peña was a soldier in the Mexican army that defeated the Texians at the Alamo. A few years after, he wrote a diary of his experiences there. These were not found and published until 1955. The following is his account of Davy Crockett's death.

Some seven men had survived the general carnage and, under the protection of General Castrillon, they were brought before Santa Anna. Among them was one of great stature, well proportioned, with regular features, in whose face there was the imprint of adversity, but in whom one also noticed a degree of resignation and nobility that did him honor. He was the naturalist David Crockett, well known in North America for his unusual adventures, who had undertaken to explore the country and who, finding himself in Bejar at the very moment of surprise, had taken refuge in the Alamo, fearing that his status as a foreigner might not be respected. Santa Anna answered Castrillon's intervention in Crockett's behalf with a gesture of indignation and, addressing himself to the sappers, the troops closest to him, ordered his execution. The commanders and officers were outraged at this action and did not support the order, hoping that once the fury of the moment had blown over these men would be spared; but several officers who were around the president and who, perhaps, had not been present during the moment of danger, became noteworthy by an infamous deed, surpassing the soldiers in cruelty. They thrust themselves forward, in order to flatter their commander, and with swords in hand, fell upon these unfortunate, defenseless men just as a tiger leaps upon his prey. Though tortured before they were killed, these unfortunates died without complaining and without humiliating themselves before their torturers. It was rumored that General Santa Anna was one of them; I will not bear witness to this, for, though present, I turned away horrified in order not to witness such a barbarous scene.

Source: Lind, Michael. "The Death of David Crockett." *Wilson Quarterly* 22 (Winter 1998): 50–57.
http://archive.wilsonquarterly.com/sites/default/files/articles/WQ_VOL22_W_1998_Article_02.pdf.

FIRST SOURCE QUESTIONS

1. Is this a primary or secondary source? Explain.
2. What questions can be raised about the trustworthiness of this reading?
3. Does the author think Davy Crockett is a hero or villain? Cite a line or phrase to support your answer.
4. According to this source, Davy Crockett died in battle. Cite a line or phrase that supports this.
5. Cite a line or phrase that shows the author connecting Crockett's reputation as a frontiersman with how he died at the Alamo.
6. Why might Davy Crockett's legacy be tarnished if it was discovered he actually died by being executed after he surrendered?

SECOND SOURCE QUESTIONS

1. Is this a primary or secondary source? Explain.
2. What questions can be raised about the trustworthiness of this reading?
3. Is the author for or against the execution? Cite a line or phrase to support your answer.
4. According to this source, Davy Crockett was executed. Cite a line or phrase that supports this.
5. The commanders and many of the officers were angry that Santa Anna ordered an execution. Why might this be?
6. What did some of the officers trying to impress Santa Anna do?
7. Which source did you find more credible? Explain.

ACTIVITY 2

CHAPTER
Key Ideas and Details

DURATION
1 class period

Dolley Madison Saves George Washington's Portrait

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the first three paragraphs together, summarizing each paragraph in the margins.
- Students read the rest independently, summarizing each paragraph in their own words in the margins.
- Students share their summaries with the class.
- Students answer questions independently and then check answers with a neighbor.
- The teacher gives background on what happened after the letter (the president's house burning down, what happened to the portrait, how the war ended, etc.).

EXTENSIONS

- Delve into causes, effects, and main events of the War of 1812.
- Assign students to write a narrative about the War of 1812 from a specific perspective (Native Americans, British, Andrew Jackson, James Madison, Dolley Madison, American soldier, etc.).
- Some have made the claim, "The War of 1812 was a pointless war." Have students write a short paper either agreeing or disagreeing with this statement.
- Have students pick a first lady and write an informative paper about her life.

DOLLEY MADISON'S LETTER, AUGUST 23–24, 1814 ^{1/2}

During the War of 1812, President Madison left Washington, D.C. to help the army. Dolley Madison stayed behind at the White House. She wrote this letter to her sister as the British troops closed in on the city. After she fled the White House, the British burned the residence down. Some historians believe she actually wrote this letter years after this event.



Dolley Madison

Dear Sister—

My husband left me yesterday morning to join General Winder. He inquired anxiously whether I had courage or firmness to remain in the President's house until his return on the morrow, or succeeding day, and on my assurance that I had no fear but for him, and the success of our army, he left, beseeching me to take care of myself, and of the Cabinet papers, public and private.

I have since received two despatches [sic] from him, written with a pencil. The last is alarming, because he desires I should be ready at a moment's warning to enter my carriage, and leave the city; that the enemy seemed stronger than had at first been reported, and it might happen that they would reach the city with the intention of destroying it. I am accordingly ready; I have pressed as many Cabinet papers into trunks as to fill one carriage; our private property must be sacrificed, as it is impossible to procure wagons for its transportation.

I am determined not to go myself until I see Mr. Madison safe, so that he can accompany me, as I hear of much hostility towards him. Disaffection stalks around us. My friends and acquaintances are all gone, even Colonel C. with his hundred, who were stationed as a guard in this inclosure [sic].

French John [a faithful servant], with his usual activity and resolution, offers to spike the cannon at the gate, and lay a train of powder, which would blow up the British, should they

enter the house. To the last proposition I positively object, without being able to make him understand why all advantages in war may not be taken.

Wednesday Morning, twelve o'clock.—

Since sunrise I have been turning my spy-glass in every direction, and watching with unwearied anxiety, hoping to discover the approach of my dear husband and his friends; but, alas! I can descry only groups of military, wandering in all directions, as if there was a lack of arms, or of spirit to fight for their own fireside.

Three o' clock—Will you believe it, my sister? We have had a battle, or skirmish, near Bladensburg, and here I am still, within sound of the cannon! Mr. Madison comes not. May God protect us! Two messengers, covered with dust, come to bid me fly; but here I mean to wait for him. . . . At this late hour a wagon has been procured, and I have had it filled with plate and the most valuable portable articles, belonging to the house. Whether it will reach its destination, the Bank of Maryland, or fall into the hands of British soldiery, events must determine.

Our kind friend, Mr. Carroll, has come to hasten my departure, and in a very bad humor with me, because I insist on waiting until the large picture of General Washington is secured, and it requires to be unscrewed from the wall. This process was found too tedious for these perilous moments; I have ordered the frame to be broken, and the canvas taken out. It is done! and the precious portrait placed in the hands of two gentlemen of New York, for safe keeping.

And now, dear sister, I must leave this house, or the retreating army will make me a prisoner in it by filling up the road I am directed to take. When I shall again write to you, or where I shall be tomorrow, I cannot tell!"

Source: Madison, Dolley. Dolley Madison to Anna Payne Cutts, September 23–24, 1814. In *The Burning of Washington*, National Center for Public Policy Research. <http://www.nationalcenter.org/WashingtonBurning1814.html>.



George Washington

1/2

- Applying Common Core: Manifest Destiny Permission granted to reproduce for classroom use only. ©2015 Social Studies School Service. (800) 421-4246. www.socialstudies.com

6. How does Mrs. Madison save the portrait of George Washington?
7. Why might saving this portrait be so important to her?
8. How does Mr. Carroll feel about her trying to save the portrait? Quote the letter to support your answer.
9. Is this letter written sequentially, causally, or comparatively? Explain.
10. Use bullets to outline the main 5 to 7 events that occurred in the letter.

Craft and Structure

ACTIVITY 3

Nez Percé

RH.6-8.2
RH.6-8.3
RH.6-8.4
RH.6-8.5
RH.6-8.10

ACTIVITY 4

Westward Expansion

RH.6-8.1
RH.6-8.2
RH.6-8.6
RH.6-8.10

ACTIVITY 3

CHAPTER
Craft and Structure

DURATION
1 class period

Nez Percé

COMMON CORE STANDARDS

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- Students independently complete the vocabulary activity by drawing lines between a word and its matching image.
- Students read “Nez Percé” independently, underlining 3–5 sentences or phrases they can connect with.
- Students read text independently, highlighting lines or phrases they can connect to or are surprised by. They should draw a line from each and explain their connection or how it surprised them in the margin.
- Students share their connections or surprises with a neighbor, then the class.
- Students answer questions independently.

EXTENSIONS

- Listen to and analyze song lyrics from “The Heart of the Appaloosa” by Fred Small in class.
- Have students study the effects of geography on the culture of various Native American tribes.
- Compare various maps that show the decline of lands owned by Native Americans as time passes.
- Have students learn about the culture of a tribe who originally lived where students from the class are from.

NEZ PERCÉ VOCABULARY

Draw a line from each letter to its corresponding image.



- A. Chief Joseph
- B. Appaloosa
- C. plateau
- D. Rocky Mountains
- E. General Oliver Howard
- F. treaty

NEZ PERCÉ ^{1/2}

The Nez Percé are a Native American tribe from the Columbia River Plateau in the modern-day states of Washington, Oregon, Montana, and Idaho. They are known for their unique name, world-famous horses, and their flight from the American military across the Rocky Mountains.

One interesting detail about the Nez Percé is how they got the name for which they are most famous. They were not originally called the Nez Percé. Their tribal name is Niimípu, but French-Canadian fur traders called a nearby tribe who pierced their noses “Nez Percé.” Later, Lewis and Clark’s interpreter accidentally told them that was their name even though most Niimípu didn’t pierce their noses. Oops!

The Nez Percé are also known for their horses. In the 1700s, the Nez Percé obtained their first horses. Soon they were breeding their own type, the Appaloosa, a high-quality horse known for its spots. At a time when a regular horse could be bought for \$15, Appaloosas cost \$600 or more. In 1994 the Nez Percé began a new breeding program, crossing the Appaloosa with an Akhal-Teke to produce a horse named the Nez Percé Horse.



Chief Joseph

The Nez Percé are most famous for their 1,200-mile trek across the Rocky Mountains, in which they crossed the Great Divide (the drainage divide high up in the Rockies) three times while fighting the U.S. army. This journey was in reaction to issues between the Nez Percé and U.S. government. The tribe agreed to a treaty in 1855 that took away some of their land but allowed the Nez Percé to hunt on unoccupied territory. In 1860 gold was discovered, and American settlers flooded onto their already-reduced land. To appease the settlers, in 1863 the government forced the Nez Percé to sign a treaty reducing their land by a further 90 percent. Many Nez Percé refused to accept this and remained on their traditional land. Tensions between the settlers and Nez Percé continued, and in 1877 General Oliver Howard ordered the Nez Percé to move to a reservation. Chief Joseph, among others, decided that instead of resisting, they would flee. They were only forty miles from the Canadian border when they were intercepted by the 7th Cavalry and, after a three-day standoff, surrendered with Chief Joseph famously saying, “My heart is sick and sad. From where the sun now stands, I will fight no more forever.” Chief Joseph and his followers were first sent to reservations in Kansas and then Oklahoma, where they battled swampy conditions, poor food, and malaria. When Chief Joseph died in 1904, his doctor wrote the cause was “a broken heart.”

Chief Joseph has a canyon, town, and dam named after him. Today the Nez Percé reservation is located in Idaho and spans 750,000 acres. The tribe has around 3,500 official members. Also, the Appaloosa is currently one of the most popular breeds in the United States and can be found worldwide. Idaho made the Appaloosa its official state horse in 1975.



The Path of the Nez Percé's Flight

NEZ PERCÉ QUESTIONS ^{1/2}

1. What is the purpose of the introduction (the first paragraph) in this reading?
 - a. To let the reader know the overall subject, where they lived, and preview the subjects to be covered.
 - b. To hook the reader with a fact, then let them know how many Nez Perce there are today.
 - c. To hook the reader with a quote, then preview the subjects that will be covered.
2. What is the purpose of the conclusion (the last paragraph) in this reading?
 - a. To summarize what the paper covered.
 - b. A question followed by important facts that show the overall importance of the Nez Perce.
 - c. To inform the reader about the Nez Perce today.
3. The body paragraphs for this reading were organized by importance. Do you think it went from least important to most important or most important to least important? Explain.
4. What do you think “Nez Percé” means in French?
5. How did the Nez Percé get their name?

ACTIVITY 4

CHAPTER
Craft and Structure

DURATION
1 class period

Westward Expansion

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.10

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The teacher explains that these readings are pretending to be reports by students about America's borders moving west. One student is from Mexico; the other is from the United States.
- The teacher reviews what "loaded language" and "avoidance of particular facts" means.
- Students read "Westward Expansion" independently, highlighting any loaded language. Students share what they highlighted with a neighbor, then the class.
- Students read "Attack from the East" independently, highlighting any loaded language. Students share what they highlighted with the class.
- Students independently answer questions.

EXTENSIONS

- Assign students to write a paper about whether or not the Mexican War was a just war.
- Ask students to write their own version of the conflicts between the United States and Mexico that does not have any bias.
- Learn more about the Mexican cultural influences on the Southwest then and today.
- Have students research the histories of our two most populated states: Texas and California.

WESTWARD EXPANSION

Michael Jovanovic

Period 1

1/12/15

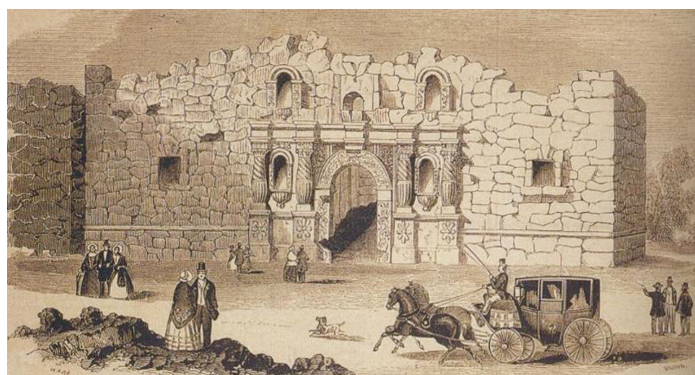
Not everyone knows that modern-day America was almost much smaller. Oregon, Washington, Idaho, Texas, Arizona, Utah, New Mexico, and even California were not originally within U.S. borders. How did our amazing country pull this off? Read more to find out.

Adding Texas is a very remarkable tale and includes an extremely famous battle. Ever heard of the Alamo? The Alamo was a conflict that occurred in 1836 between around 2,000 Mexican soldiers and under 200 Texians (U.S. settlers who had moved to Texas). Fighting from inside an old Spanish mission (the Alamo), the Texians were so outnumbered they knew they would eventually lose. They could have made a run for it. Instead, led by such notable men as Davy Crockett, William Travis, and James Bowie (the person the Bowie knife is named after!), the Texians decided to risk their lives for the future of Texas. These heroic martyrs managed to hold off the Mexican army for almost two weeks! Although the Texians eventually lost, and all of the Alamo defenders were killed, they were able to give a different Texian army, led by Sam Houston, the time needed to prepare to fight. When the Mexican army met Houston's men at the Battle of San Jacinto the next month, the U.S. soldiers shouted, "Remember the Alamo!" as they demolished the Mexican army in eighteen minutes. Texas was annexed by America in 1845.

The Mexican War gained even more territory for America. It started after Mexican soldiers murdered some of our soldiers during a border dispute in 1846. In response, America declared war on Mexico. America won, and the Southwest, including California, was ours.

How we gained Oregon Territory is more boring but still important. The United States and Britain both claimed it and additional territory in today's Canada. Eventually, they agreed to compromise in 1846 and split the land along the 49th parallel. This led to the eventual additions of today's Oregon, Washington, Idaho, and parts of Montana and Wyoming. James Polk was president for both the Mexican War and the treaty with Britain. And he did all that in one presidential term. Talk about efficient!

Can you imagine an America without California beaches, Seattle coffee, and Texas BBQ? Fortunately, due to many smart and brave men, you don't have to.



The Alamo Mission in San Antonio

ATTACK FROM THE EAST!

Sofia Gonzales

Period 4

10/13/14

By the 1800s, Mexico's population was made up of Spanish, native peoples (like the Maya and Aztec), and mestizos (a mix of Spanish and native peoples). All three groups decided that enough was enough and rose up against being ruled by a country an ocean away, Spain. The struggle took eleven years. But in 1821, the Mexican people were victorious over their Spanish oppressors! We were now independent and ruling a country about twice the size of today's Mexico. Times were good.

But there were problems in Texas. Mexico had nicely invited some U.S. settlers to share our land. You would think they would appreciate this. Instead they totally ignored our rules and kept moving in, even though we asked them to stop. How do you think they would have felt if we refused to follow their laws while living in their country? And what was worse, they brought their slaves. Mexico was much more progressive than the United States and had outlawed that horrid practice. It was bad enough that America continued to do this on their side of the border. But to bring it over to ours? Despicable.

Eventually, we told them to stop coming, but they would not listen. And then, to make matters even worse, they rioted like the savages they were and took over San Antonio. Mexico couldn't take this disrespect anymore, so behind Santa Anna, our army went up to take control of Texas. After a victory at the Alamo, our armies met at San Jacinto. Clearly the United States must have been too scared to face us on an even battlefield, because they performed a sneak attack and unfortunately won.

This meant we had lost Texas, which is a huge loss, and oil was discovered there later. They also sent troops onto our land in 1846, and when we shot at them (which is what they were hoping for), they declared war on us. This led to the Invasion of Mexico, the result of which was the United States stealing Arizona, New Mexico, Utah, Colorado, and California from us in 1848. Should I even mention that later in that year they discovered gold in California? So, yes, the Mexican War and the Texas War for Independence are major tragedies in our country. It is sad to think about all we lost from them.



Mexican Cession

WESTWARD EXPANSION QUESTIONS

1. "Westward Expansion" is from the American perspective. Cite a line or phrase that makes it clear which side Michael is identifying with.
2. "Attack from the East" is from the Mexican perspective. Cite a line or phrase that makes it clear which side Sofia is identifying with.
3. List two facts that "Westward Expansion" avoided mentioning that would have made the United States sound worse.
4. List two facts that "Attack from the East" avoided mentioning that would have made the United States sound better.
5. How was Mexican Independence similar to American Independence?
6. The Americans lost at the Alamo. Why do many Americans consider it an inspirational historical event?
7. Both readings discuss what started the Mexican War. What do they both have in common? How do they handle it differently?
8. The second reading did not mention the treaty that created Oregon Territory. Why might this be?
9. Britain, America, and Russia all claimed Oregon Territory as theirs. Who else may have felt it was their land?
10. If you were given the power to change history would you (a) allow the Americans to keep all the territory they gained after the annexation of Texas and the Mexican War, (b) have that land split down the middle, or (c) have Mexico keep all of their original land? Explain why in 2 to 3 sentences.

Integration of Knowledge and Ideas

ACTIVITY 5

Manifest Destiny

RH.6-8.2

RH.6-8.7

RH.6-8.10

ACTIVITY 6

Wounded Knee

RH.6-8.1

RH.6-8.2

RH.6-8.8

RH.6-8.9

RH.6-8.10

ACTIVITY 5

CHAPTER
Integration of Knowledge and Ideas

DURATION
1 class period

Manifest Destiny

COMMON CORE STANDARDS

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.10

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

DIRECTIONS

- Students share with the class what they notice about the painting.
- The class reads excerpts from O’Sullivan’s article, working together to understand. The class then revisits the first painting and makes new observations.
- Students look at map quietly while considering three questions: What do I notice? What do I wonder? What am I surprised by?
- Students share with a partner the answers to any of the three questions.
- Students share with the class the answers to any of the three questions.
- Students answer questions independently.
- Students share their personal definition of Manifest Destiny with a partner, then the class.
- Students complete an exit ticket answering the question, “What is your definition of Manifest Destiny?”

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

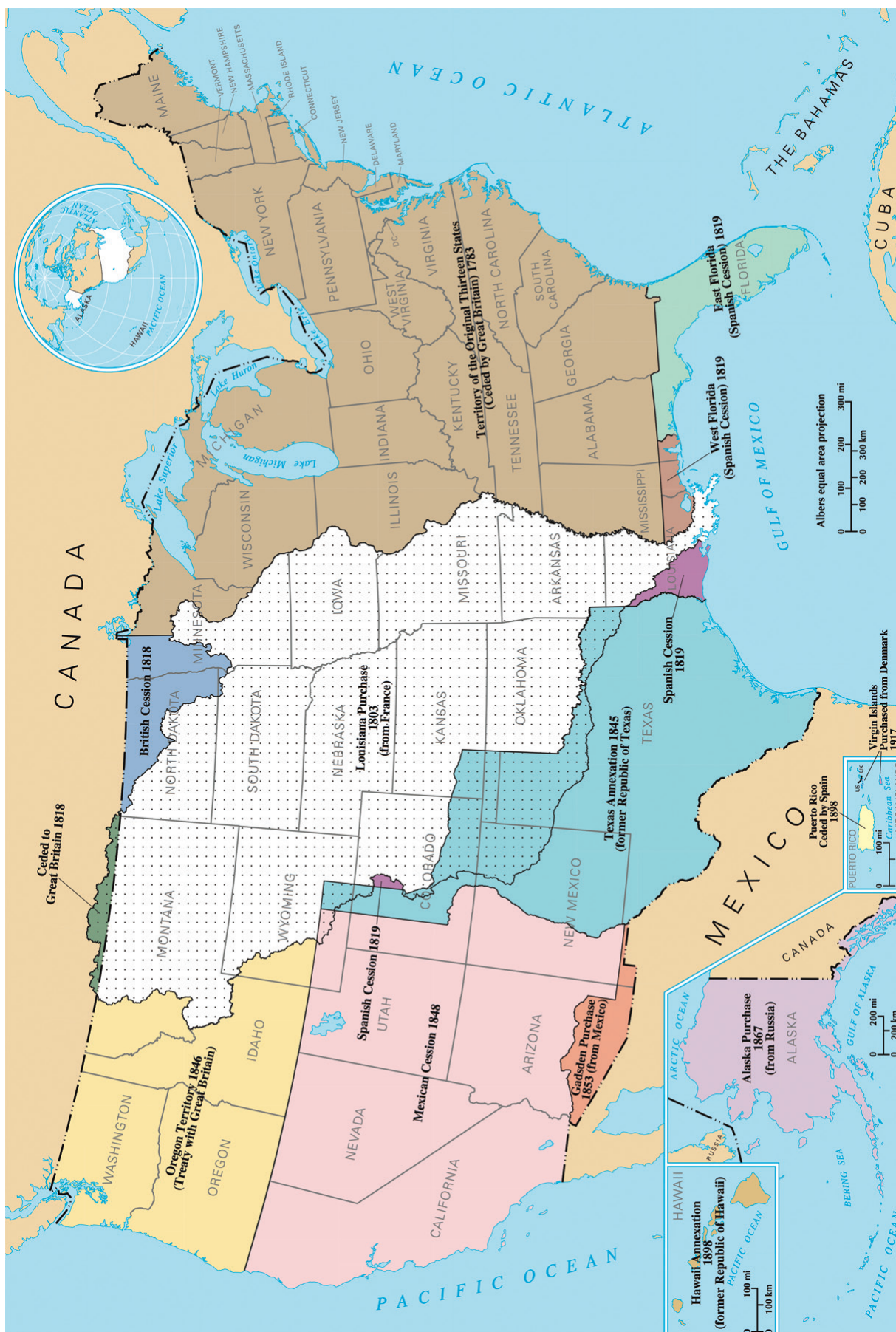
- | | | |
|--------------------------|--------------------------|-------------|
| ▪ manifest | ▪ universal enfranchise- | ▪ hierarchs |
| ▪ destiny | ment | ▪ tidings |
| ▪ providence | ▪ smite | ▪ myriads |
| ▪ nation of many nations | ▪ tyranny | ▪ enviable |
| | ▪ oligarchs | |

MANIFEST DESTINY ^{1/2}

American Progress, 1872

“America is destined for better deeds. . . . We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can. . . . The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles. . . . Yes, we are the nation of progress, of individual freedom, of universal enfranchisement. . . . For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; and her high example shall smite unto death the tyranny of kings, hierarchs, and oligarchs, and carry the glad tidings of peace and good will where myriads now endure an existence scarcely more enviable than that of beasts of the field. Who, then, can doubt that our country is destined to be *the great nation of futurity*?”

Source: O’Sullivan, John. “The Great Nation of Futurity.” *United States Democratic Review* 23 (November 1839): 426–430.



Manifest Destiny Map

MANIFEST DESTINY QUESTIONS

- 1. What is John O’Sullivan’s argument for why the United States had the right to take over lands to the west of existing U.S. borders?
- 2. How might Native Americans or Mexicans dispute O’Sullivan’s argument?
- 3. Come up with 2 to 3 positives and 2 to 3 negatives things about America’s westward expansion between 1803 and 1848.

Positives	Negatives

- 4. In what ways does the painting illustrate Manifest Destiny? Be specific about details in the picture.
- 5. How does the map show Manifest Destiny?

ACTIVITY 6

CHAPTER
Integration of Knowledge and Ideas

DURATION
1–2 class periods

Wounded Knee

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads “Secondary Source” and fills in the corresponding section on the chart together.
- Half the class reads Phillip Wells’ account, and the other half reads Black Elk’s version. As they read, they fill in the corresponding section of the chart.
- Students partner with someone who had a different reading and fill in the sections they didn’t read.
- The class reads Benjamin Harrison’s account and fills in the corresponding section together.
- Students independently answer the questions on “Wounded Knee Chart.”

EXTENSIONS

- Watch the opening scene in *Hidalgo*.
- Have the class read additional primary sources and write a longer paper about what they really think happened.
- Investigate the claim that Yellow Dog may have been deaf.

SECONDARY SOURCE

The armed resistance was over. The remaining Sioux were forced into reservation life at gunpoint. Many Sioux sought spiritual guidance. Thus began a religious awakening among the tribes of North America.

Called the “Ghost Dance” by the white soldiers who observed the new practice, it spread rapidly across the continent. Instead of bringing the answer to their prayers, however, the “Ghost Dance” movement resulted in yet another human travesty.

It all began in 1888 with a Paiute holy man called Wovoka. During a total eclipse of the sun, Wovoka received a message from the Creator. Soon an Indian messiah would come and the world would be free of the white man. The Indians could return to their lands and the buffalo would once again roam the Great Plains.

Wovoka even knew that all this would happen in the spring of 1891. He and his followers meditated, had visions, chanted, and performed what became known as the Ghost Dance. Soon the movement began to spread. Before long, the Ghost Dance had adherents in tribes throughout the South and West.

Although Wovoka preached nonviolence, whites feared that the movement would spark a great Indian rebellion. Ghost Dance followers seemed more defiant than other Native Americans, and the rituals seemed to work its participants into a frenzy. All this was disconcerting to the soldiers and settlers throughout the South and West. Tragedy struck when the Ghost Dance movement reached the Lakota Sioux.

Local residents of South Dakota demanded that the Sioux end the ritual of the Ghost Dance. When they were ignored, the United States Army was called for assistance. Fearing aggression, a group of 300 Sioux did leave the reservation. Army regulars believed them to be a hostile force preparing for attack. When the two sides came into contact, the Sioux reluctantly agreed to be transported to Wounded Knee Creek on Pine Ridge Reservation.

On the morning of December 29, 1890, the army demanded the surrender of all Sioux weapons. Amid the tension, a shot rang out, possibly from a deaf brave who misunderstood his chief’s orders to surrender.

The Seventh Cavalry—the reconstructed regiment lost by George Armstrong Custer—opened fire on the Sioux. The local chief, Big Foot, was shot in cold blood as he recuperated from pneumonia in his tent. Others were cut down as they tried to run away. When the smoke cleared almost all of the 300 men, women, and children were dead. Some died instantly, others froze to death in the snow.

This massacre marked the last showdown between Native Americans and the United States Army. It was nearly 400 years after Christopher Columbus first contacted the first Americans. The 1890 United States census declared the frontier officially closed.

Source: Independence Hall Association. “The Wounded Knee Massacre.”
USHistory.org. <http://www.ushistory.org/us/40e.asp>.

Available under the CC Attribution 4.0 International License, <http://creativecommons.org/licenses/by/4.0/>.

PRIMARY SOURCE 1: PHILLIP WELLS

Phillip Wells was an interpreter for the army. His ethnicity was a mix of Lakota and European-American.

I was interpreting for General Forsyth (*Forsyth was actually a colonel*) just before the battle of Wounded Knee, December 29, 1890. The captured Indians had been ordered to give up their arms, but Big Foot replied that his people had no arms. Forsyth said to me, 'Tell Big Foot he says the Indians have no arms, yet yesterday they were well armed when they surrendered. He is deceiving me. Tell him he need have no fear in giving up his arms, as I wish to treat him kindly.' Big Foot replied, 'They have no guns, except such as you have found.' Forsyth declared, 'You are lying to me in return for my kindness.'

During this time a medicine man, gaudily dressed and fantastically painted, executed the maneuvers of the ghost dance, raising and throwing dust into the air. He exclaimed 'Ha! Ha!' as he did so, meaning he was about to do something terrible, and said, 'I have lived long enough,' meaning he would fight until he died. Turning to the young warriors who were squatted together, he said 'Do not fear, but let your hearts be strong. Many soldiers are about us and have many bullets, but I am assured their bullets cannot penetrate us. The prairie is large, and their bullets will fly over the prairies and will not come toward us. If they do come toward us, they will float away like dust in the air.' I turned to Major Whitside and said, 'That man is making mischief,' and repeated what he had said. Whitside replied, 'Go direct to Colonel Forsyth and tell him about it,' which I did.

Forsyth and I went to the circle of warriors where he told me to tell the medicine man to sit down and keep quiet, but he paid no attention to the order. Forsyth repeated the order. Big Foot's brother-in-law answered, 'He will sit down when he gets around the circle.' When the medicine man came to the end of the circle, he squatted down. A cavalry sergeant exclaimed, 'There goes an Indian with a gun under his blanket!' Forsyth ordered him to take the gun from the Indian, which he did. Whitside then said to me, 'Tell the Indians it is necessary that they be searched one at a time.' The young warriors paid no attention to what I told them. I heard someone on my left exclaim, 'Look out! Look out!' I saw five or six young warriors cast off their blankets and pull guns out from under them and brandish them in the air. One of the warriors shot into the soldiers, who were ordered to fire into the Indians. I looked in the direction of the medicine man. He or some other medicine man approached to within three or four feet of me with a long cheese knife, ground to a sharp point and raised to stab me. He stabbed me during the melee and nearly cut off my nose. I held him off until I could swing my rifle to hit him, which I did. I shot and killed him in self-defense.

Troop 'K' was drawn up between the tents of the women and children and the main body of the Indians, who had been summoned to deliver their arms. The Indians began firing into 'Troop K' to gain the canyon of Wounded Knee creek. In doing so they exposed their women and children to their own fire. Captain Wallace was killed at this time while standing in front of his troops. A bullet, striking him in the forehead, plowed away the top of his head. I started to pull off my nose, which was hung by the skin, but Lieutenant Guy Preston shouted, 'My God Man! Don't do that! That can be saved.' He then led me away from the scene of the trouble.

Source: "Massacre at Wounded Knee." Eyewitness to History. 1998. <http://www.eyewitnesstohistory.com/knee.htm>.

PRIMARY SOURCE 2: BLACK ELK

Black Elk was a Lakota who heard the gunfire and came to the scene.

After the soldiers marched away, I heard from my friend, Dog Chief, how the trouble started, and he was right there by Yellow Bird when it happened. This is the way it was:

In the morning the soldiers began to take all the guns away from the Big Foots, who were camped in the flat below the little hill where the monument and burying grounds are now. The people had stacked most of their guns, and even their knives, by the tepee where Big Foot was lying sick. Soldiers were on the little hill and all around, and there were soldiers across the dry gulch to the south and over east along Wounded Knee Creek too. The people were nearly surrounded, and the wagon-guns were pointing at them.

Some had not yet given up their guns, and so the soldiers were searching all the tepees, throwing things around and poking into everything. There was a man called Yellow Bird, and he and another man were standing in front of the tepee where Big Foot was lying sick. They had white sheets around and over them, with eyeholes to look through, and they had guns under these. An officer came to search them. He took the other man's gun, and then started to take Yellow Bird's. But Yellow Bird would not let go. He wrestled with the officer, and while they were wrestling, the gun went off and killed the officer. Wasichus and some others have said he meant to do this, but Dog Chief was standing right there, and he told me it was not so. As soon as the gun went off, Dog Chief told me, an officer shot and killed Big Foot who was lying sick inside the tepee.

Then suddenly nobody knew what was happening, except that the soldiers were all shooting and the wagon-guns began going off right in among the people.

Many were shot down right there. The women and children ran into the gulch and up west, dropping all the time, for the soldiers shot them as they ran. There were only about a hundred warriors and there were nearly five hundred soldiers. The warriors rushed to where they had piled their guns and knives. They fought soldiers with only their hands until they got their guns.

Dog Chief saw Yellow Bird run into a tepee with his gun, and from there he killed soldiers until the tepee caught fire. Then he died full of bullets.

It was a good winter day when all this happened. The sun was shining. But after the soldiers marched away from their dirty work, a heavy snow began to fall. The wind came up in the night. There was a big blizzard, and it grew very cold. The snow drifted deep in the crooked gulch, and it was one long grave of butchered women and children and babies, who had never done any harm and were only trying to run away.

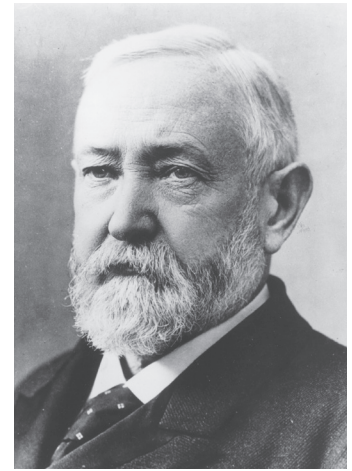
Source: Black Elk. *Black Elk Speaks*. As told through John G. Neihardt. Albany, NY: Excelsior Editions, State University of New York Press, 2008. http://books.google.com/books?id=7p9VqRLiKqC&source=gbs_navlinks_s.

PRESIDENT BENJAMIN HARRISON

This is President Harrison's "Report on Wounded Knee Massacre and the Decrease in Indian Land Acreage," released in 1891.

The outbreak among the Sioux, which occurred in December last, is as to its causes and incidents fully reported upon by the War Department and the Department of the Interior. That these Indians had some just complaints, especially in the matter of the reduction of the appropriation for rations and in the delays attending the enactment of laws to enable the department to perform the engagements entered into with them, is probably true; but the Sioux tribes are naturally warlike and turbulent, and their warriors were excited by their medicine men and chiefs, who preached the coming of an Indian messiah who was to give them power to destroy their enemies. In view of the alarm that prevailed among the white settlers near the reservation and of the fatal consequences that would have resulted from an Indian incursion, I placed at the disposal of Gen[eral] Miles, commanding the Division of the Missouri, all such forces that we thought by him to be required. He is entitled to the credit of having given thorough protection to the settlers and of bringing the hostiles into subjection with the least possible loss of life. . . .

Since March 4, 1889, about 23,000,000 acres have been separated from Indian reservations and added to the public domain for the use of those who desired to secure free homes under our beneficent laws. It is difficult to estimate the increase of wealth which will result from the conversion of these waste lands into farms, but it is more difficult to estimate the betterment which will result to the families that have found renewed hope and courage in the ownership of a home and the assurance of a comfortable subsistence under free and healthful conditions. It is also gratifying to be able to feel, as we may, that this work has proceeded upon lines of justice toward the Indian, and that he may now, if he will, secure to himself the good influences of a settled habitation, the fruits of industry, and the security of citizenship.



President Harrison

Source: Harrison, Benjamin. "Third Annual Message." Speech delivered December 9, 1891. The American Presidency Project. <http://www.presidency.ucsb.edu/ws/?pid=29532>.

WOUNDED KNEE CHART
1/2

	Secondary Source	Phillip Wells	Black Elk	Harrison
Distance from event (consider time and geography)				
Cite an example of an opinion				
Who shot first? Why?				
What happened?				
How does it differ from the secondary source?				

1. How are the accounts of Phillip Wells and Black Elk different from each other?
2. What do the sources agree on?
3. How might Phillip Wells, Black Elk, and President Harrison be biased?
4. What do you think happened at Wounded Knee?

Writing Standards

ARGUMENTATIVE WRITING:

Should Andrew Jackson
Be on the Twenty-Dollar Bill?

WHST.6-8.1
WHST.6-8.4
WHST.6-8.5
WHST.6-8.9
WHST.6-8.10

INFORMATIVE WRITING:

Groups That Moved to the West

WHST.6-8.2
WHST.6-8.6
WHST.6-8.7
WHST.6-8.8
WHST.6-8.10

NARRATIVE WRITING:

Lewis and Clark Journal Comparison

W.8.3
WHST.6-8.4
WHST.6-8.6
WHST.6-8.10

Should Andrew Jackson Be on the Twenty-Dollar Bill?

COMMON CORE STANDARDS

WHST.6-8.1

Write arguments focused on discipline-specific content.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students read “Andrew Jackson Facts.” They should highlight all positive facts about him and underline all negative facts.
- Students share what they highlighted with the class. The teacher clarifies any questions students have.
- Students discuss with a neighbor whether or not Andrew Jackson should be on the twenty-dollar bill.
- Students pick a side and type a rough draft of a letter to their congressperson about the issue. They print one copy.
- Students complete “Peer Edit” of a classmate’s paper.
- Students use the advice they received from “Peer Edit” to complete a final draft.
- The teacher selects the top two or three most persuasive letters from each side and reads them to the class. The class votes on which one should be sent to a congressperson.
- Teachers may want to explicitly tell students to avoid two common weak arguments: “Andrew Jackson should remain on the twenty-dollar bill because he was a president,” and “It would be too expensive to remove Andrew Jackson from the twenty.”
- Teachers may want students to journal about people they think should be honored on our money.

SHOULD ANDREW JACKSON BE ON THE TWENTY-DOLLAR BILL?



Overall

- Write a letter to a congressman about whether or not Andrew Jackson should be on the twenty-dollar bill.
- 1–2 pages
- Each class votes on its strongest letter, which will be sent to a congressperson.

Requirements

- Introduction that explains purpose of letter
- Three arguments supported by facts
- Brings up a counterclaim and disputes it
- Conclusion that restates argument

Rubric

	Exceeding	Proficient	Developing	Beginning
Argument	Uses persuasive word choice, logical reasoning, and strong support to write a strong argument. Also, successfully disputes a counterclaim.	Integrates all requirements to write a solid argument. Brings up counterclaim, but may struggle to successfully dispute it.	At times argument is solid, but needs to improve persuasive word choice, reasoning, and/or counterclaim.	Argument is weak due to issues with persuasive word choice, reasoning, and/or counterclaim.

ANDREW JACKSON FACTS ^{1/2}

Accomplishments

Led a major victory over the British in the Battle of New Orleans during the War of 1812. Despite being outnumbered, America had around three hundred casualties versus over two thousand for the British. Although the war was technically over at the time, news hadn't reached America yet.

Elected to the House of Representatives and Senate for Tennessee.

Became Governor of Florida Territory in 1821.

Two-term president (1829–1837).

Jacksonville, Florida, and Jackson, Mississippi, are named after him.

“Man of the People”

Rose up from humble roots. He grew up poor and suffered major family tragedies. His dad died before he was born, while his two brothers and mom died in the Revolutionary War.

Because of expanding suffrage, 55 percent of white men voted in the election of 1828, up from 25 percent in 1824.

First president to invite the public to his inauguration ball.

Historians call his new people-oriented democracy “Jacksonian Democracy.”

Relations with Native Americans

Jackson defeated Creek Indians at the Battle of Horseshoe Bend (1814). After the victory, he imposed on them a treaty that took over 20 million acres of their land.

His campaign against Seminoles in Florida included burning down their villages and destroying their crops.

During his presidency, over 45,000 Native Americans were relocated.

Pushed to get the Indian Removal Act passed in 1831. Ignored Supreme Court decision (*Worcester v. Georgia*, 1832) that declared the Indian Removal Act unconstitutional.

The Indian Removal Act led to the Trail of Tears (1838), where 16,000 Cherokee were forced to leave their homes and move to Oklahoma. At this point, the Cherokee were settled farmers, but some Americans wanted their land. An estimated 4,000 Cherokee died on the journey. (It should be noted that Andrew Jackson was not president when the Trail of Tears occurred.)

Jackson adopted three sons, two of whom were Native American.

Other

Worked as a courier (a message deliverer) in the Revolutionary War as a teenager. Captured by a British soldier and slashed by his sword when he refused to clean the soldier's boots.

Had a musket ball lodged in his lungs throughout much of his life.

Fought in various duels, killing a man.

Became rich practicing law, running a plantation, and trading slaves.

Was nicknamed "Old Hickory" by soldiers after War of 1812. Called "Sharp Knife" by many Native Americans.

When commanding troops in 1815 had six militia members accused of desertion executed.

Although he won the most votes in the Election of 1824, he did not get over 50 percent of the electoral votes. Henry Clay supported John Quincy Adams for president, and after Adams became president, Clay was made secretary of state. Jackson referred to this as a "corrupt bargain."

Upon being elected, he removed over 900 Adams supporters from the government and replaced them with his own allies. This was called the "spoils system" and became common practice for the next fifty years.

Wanted less government spending and reduced the national debt to zero during his presidency. Also, was against having a central bank and national currency. Many historians believe this led to the Panic of 1837, the event that touched off a major depression.

In the Nullification Crisis, South Carolina declared they would no longer pay the Tariff of 1828. Although not a supporter of the tariff, Jackson believed it was unconstitutional for a state to ignore a federal law and threatened to use force to get them to adhere to it. Congress agreed to a lower tariff and South Carolina relented.

PEER REVIEW

Peer Reviewer _____

Support

1. What fact(s) did your partner use to support his or her first argument?
2. What fact(s) did your partner use to support his or her second argument?
3. What fact(s) did your partner use to support his or her third argument?
4. Which argument did you find the weakest? What support could your partner add to make it stronger?

Persuasive Word Choice

- Highlight all examples of persuasive word choice in your partner's paper.
- Find two places your partner could add persuasive word choice. Underline and draw a line to your idea for a persuasive word replacement/addition.

Rubric

On the rubric, circle the score you would currently give your partner's paper. Below the rubric, either (1) tell your partner what he or she should change to improve his or her score or (2) explain what your partner did to earn an "Exceeding."

	Exceeding	Proficient	Developing	Beginning
Argument	Uses persuasive word choice, logical reasoning, and strong support to write a strong argument. Also, successfully disputes a counterclaim.	Integrates all requirements to write a solid argument. Brings up counterclaim, but may struggle to successfully dispute it.	At times argument is solid, but needs to improve persuasive word choice, reasoning, and/or counterclaim.	Argument is weak due to issues with persuasive word choice, reasoning, and/or counterclaim.

Groups That Moved to the West

COMMON CORE STANDARDS

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students are assigned one of eight groups that moved to the West.
- Students research their group, filling in the research page and keeping track of sources as they go.
- Students meet with other people who have the same group and share what they learned.
- Students research more about their topic.
- Students use research to write the final draft.
- Students read each other's papers and fill in the "Groups That Moved to the West Chart" for all columns except the group they researched.

GROUPS THAT MOVED TO THE WEST

Overall

- Write a paper about one of the various groups that moved to the West in the 1800s
- 1–2 pages

Requirements

- Introductory paragraph where the overall topic is presented and the topics to be covered are previewed
- Body paragraph about why they moved to the West
- Body paragraph about how they got to the West
- Body paragraph about how life was in the West
- A conclusion that summarizes the main ideas of the paper
- Works Cited page

Groups That Moved to the West

49ers
 Donner Party
 Chinese
 pioneer women
 African Americans
 Mormons
 mountain men
 railroad owners

Rubric

	Exceeding	Proficient	Developing	Beginning
Informative	Comprehensively informs about the required topics.	Sufficiently informs about the required topics.	Informs well at times, but needs to go into more detail or has significant factual errors.	Has little/no information about topic.
Conventions	No convention errors. <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area. <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. <i>or</i> Major issues with conventions.

GROUPS THAT MOVED TO THE WEST RESEARCH PAGE

Why did this group move to the West?	How did this group get to the West?	What was life like for this group in the West?

GROUPS THAT MOVED TO THE WEST CHART

Groups	What Makes This Group Stand Out?
49ers	
Donner Party	
Mormons	
pioneer women	
African Americans	
Chinese	
mountain men	
railroad owners	

NARRATIVE WRITING

CHAPTER
Writing Standards

DURATION
7 days out of class
1–2 days in class

Lewis and Clark Journal Comparison

COMMON CORE STANDARDS

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students keep journals of their life for a week and bring in three copies.
- Students go online to Lewis and Clark's journals. Once there, they find and select one of the entries for their birthday date and print three copies.
- In groups of three, students read all the Lewis and Clark journal entries and discuss what commonalities they find between them.
- In the same groups they read each other's journal entries and discuss what commonalities they see between them and what similarities/differences there are with Lewis and Clark's journals.
- Students independently complete "Journal Comparison."

VARIATIONS

- Teachers may only want to grade the "Journal Comparison."
- Journal entries could be preselected for students.
- Class could watch selections from Ken Burns's film *Lewis and Clark: The Journey of the Corps of Discovery*.

NARRATIVE WRITING: LEWIS AND CLARK JOURNAL COMPARISON

Overall

- Between May 1804 and September 1806, Meriwether Lewis and William Clark traveled from near St. Louis to the Pacific Northwest and back. Thomas Jefferson required both to keep a journal.
- You will keep your own journal and compare it to the journals of Lewis and Clark.



Meriwether Lewis, William Clark, and Sacagawea

Your Journal Requirements

- Over a week's period make four to seven journal entries about your life.
- Date each entry and make it at least $\frac{1}{2}$ a page.
- Your goal is to let people know the most interesting and important events of your day.
- Your audience is your teacher and other classmates.
- Print three copies.

Journal Comparison

- Go online to find journal entries from Lewis and Clark's expedition.
- Read the entries that were written about events on your birthday. Select the entry you find most interesting. Print three copies of it.
- After working with a group in class, complete "Journal Comparison" sheet.

Rubric

	Exceeding	Proficient	Developing	Beginning
Informative	Gives extensive details about week in four to seven journal entries.	Gives sufficient details about week in four to seven journal entries.	Gives sufficient details about week at times, but either needs more details or more entries.	Gives few details about week in journal entries.
Analysis	Accurately describes many similarities/differences between journals and hypothesizes why these similarities/differences might exist.	Accurately describes many similarities/differences between journals.	Accurately describes some similarities/differences between journals.	Struggles to accurately describe similarities/differences between journals.

JOURNAL COMPARISON

1. What were some common topics the Lewis and Clark journals focused on? Why might they have chosen these topics?
2. What were some common topics the student journals focused on? Why might students have chosen these topics?
3. What were some differences between the student journals?
4. What were some similarities between the Lewis and Clark and student journals?
5. What were some differences between the Lewis and Clark and student journals?
6. Explain why the similarities/differences between any of the journals might exist.
7. How would your journal entries be different if they weren't going to be shared with other students and your teacher?
8. What did you think of the process of keeping a journal? Will you continue to do so? Why or why not?

ACTIVITY 1

First Source Questions

1. Secondary source—the author of the article was not at the Alamo.
2. The author was not there, the author seems biased towards Davy Crockett based on his past achievements, etc.
3. Hero: “Texas places him, exultingly amongst the martyrs in her cause.”
4. “He and his companions were found surrounded by piles of assailants.”
5. “The end of David Crockett of Tennessee, the great hunter of the west, was as glorious as his career through life had been useful.”
6. Many think surrendering is less heroic than fighting to the death.

Second Source Questions

1. Primary source—the author witnessed Davy Crockett’s death.
2. It was discovered over 100 years after Crockett’s death, so it could be a fake.
3. The author is against the execution: “I turned away horrified in order not to witness such a barbarous scene.”
4. “Santa Anna answered Castrillon’s intervention in Crockett’s behalf with a gesture of indignation and, addressing himself to the sappers, the troops closest to him, ordered his execution.”
5. The soldiers may have been upset because the Texians were killed after they had surrendered.
6. They killed the men from the Alamo who had surrendered in a brutal manner.
7. Answers will vary

ACTIVITY 2

Dolley Madison’s Letter Questions

1. “Despatches” should be dispatches. “Inclosure” should be enclosure. The reader knows the mistake was the original author’s and not a typo.
2. He is worried about her. “He inquired anxiously whether I had courage or firmness to remain in the President’s house until his return.”
3. The British are closing in.
4. She wants to wait for her husband.
5. He wants to lay gunpowder at the gate. This could blow up a British soldier who entered the White House. She might be opposed to killing the soldiers, even if they are the enemy.
6. She has the frame broken and the picture taken out.
7. George Washington is the country’s first president and a revered figure.
8. He does not want her to bother. “Our kind friend, Mr. Carroll, has come to hasten my departure, and is in very bad humor with me, because I insist on waiting until the large picture of George Washington is secured.”
9. Sequentially—she’s writing in the order the events occurred.

10. Events

- Mrs. Madison's husband leaves
- There is a battle nearby that she hears
- Mrs. Madison decides to leave
- Mrs. Madison wants to bring the portrait of George Washington, but can't get it off the wall
- Mrs. Madison breaks the frame and removes the picture
- She leaves before the British get there

ACTIVITY 3

Nez Percé Vocabulary: D, A, E, F, C, B

Nez Percé Questions

1. It tells us who the reading is about and where they lived.
2. It informs the reader about the Nez Percé today.
3. Least to most important—the last paragraph begins with the statement “They are most famous for.”
4. Pierced nose
5. A translator thought they were the tribe where most members pierced their nose.
6. Answers will vary.
7. Events
 - The Nez Percé were forced to sign treaties where they lost most of their land
 - Many Nez Percé stayed on their old land so the government ordered them to leave
 - The Nez Percé ran across the Rocky Mountains towards Canada
 - They had a battle with the United States army forty miles from the border
 - They surrendered; the Nez Percé were sent to reservations with bad conditions
8. They were sent to reservations that had terrible conditions.
9. There are around 3,500 members and they have a reservation that spans 750,000 acres.
10. Answers will vary.

ACTIVITY 4**Westward Expansion Questions**

1. Michael describes the United States and those involved in the Alamo using such positive descriptions as “amazing country,” “heroic martyrs,” and “smart and brave men.”
2. Sofia uses descriptions that cast Mexico in a positive light and the United States in a negative light: “nicely invited,” “savages they were,” “stealing Arizona,” etc.
3. That the Texians brought slaves to Texas. How the Battle of San Jacinto was a sneak attack.
4. How the defenders of the Alamo stayed instead of fleeing. How the Battle of San Jacinto was a rout, lasting less than 20 minutes.
5. Mexico also fought against a European country to rule themselves.
6. They gave up their lives to give Sam Houston more time to prepare.
7. They both agree it started over a border dispute. Sofia implies the United States sent troops to Mexican land in the hope of starting the war. Michael contends that the war was in retaliation after Mexico “murdered some of our soldiers.”

8. The second reading focuses on land Mexico lost, and Oregon territory was never claimed or lost by Mexico.
9. The Native American tribes living there at the time.
10. Answers will vary.

ACTIVITY 5

Manifest Destiny Questions

1. He argued the United States had the right because of America's democracy, continual progress, and religion.
2. They might argue that they had the right to live in areas they had settled and that their religions were just as valid as American religions.
3. Positives: made the United States a bigger country, allowed the United States to spread democracy, gained valuable resources like gold, etc.
Negatives: Led to wars, Native Americans lost most of their land, weakened their neighbors, etc.
4. The people are moving west, they are led by an angel, the Native Americans are fleeing, farms are taking over buffalo hunting, etc.
5. The United States more than doubled its territory in under 50 years.

ACTIVITY 6

Wounded Knee Chart

	Secondary Source	Phillip Wells	Black Elk	Harrison
Distance from event (consider time and geography)	Not close. It was written over one hundred years after the event.	He was there as the event happened.	He was near the event when it occurred and got there to see the aftermath.	He was president at the time of the event, but was nowhere close to it when it happened.
Cite an example of an opinion	"Instead of bringing the answer to their prayers, however, the 'Ghost Dance' movement resulted in yet another human travesty."	"He exclaimed 'Ha! Ha!' as he did so, meaning he was about to do something terrible."	"It was one long grave of butchered women and children and babies, who had never done any harm and were only trying to run away."	"The Sioux tribes are naturally warlike and turbulent."
Who shot first? Why?	Not known for sure, possibly a deaf Sioux who wasn't sure what was going on.	A Sioux warrior shot because the medicine man told them they would be protected from gunfire.	Yellow Bird—but accidentally as he wrestled over his weapon with a soldier.	He doesn't mention the shot.
What happened?	The army was taking away all of the Sioux's weapons. After the shot, a massacre took place with 300 Sioux dying.	In self-defense, the U.S. army shot back at the Sioux.	After the accidental shot, the Sioux were mowed down. Women and children were even shot at as they ran away.	Due to the Sioux acting threateningly, white soldiers were sent out to keep the peace. They did their job well.
How does it differ from the secondary source?		He writes that it is the Sioux's fault that women and children were killed.	Black Elk does not mention any Sioux who might be deaf and not understanding the chief.	He doesn't mention how many Sioux died.

1. Phillip Wells says Sioux warriors pulled out their guns and one started shooting. Black Elk says it accidentally happened while Yellow Bird wrestled with an American officer over keeping his gun.
2. They all agree that tensions were running high, and then the incident occurred. All but President Harrison mention that a single shot is what incited the massacre.
3. Phillip Wells might be biased towards the U.S. soldiers since he was working for them. He would not want to be known to support a group that massacred innocent people. Black Elk might be biased toward the Sioux because he himself was Sioux and there was a history of tension between the Sioux and U.S. army. President Harrison might be biased toward the U.S. soldiers because they represent the country he is leading. He might also want to downplay the incident because having anything to do with the deaths of women and children would make him look bad.
4. Answers will vary.

Bibliography

- Black Elk. *Black Elk Speaks*. As told through John G. Neihardt. Albany, NY: Excelsior Editions, State University of New York Press, 2008. http://books.google.com/books?id=7p9VqRLiKqC&source=gbs_navlinks_s.
- Cornelison, Pam, and Ted Yanak. *The Great American History Fact-Finder: The Who, What, Where, When, and Why of American History*. 2nd ed. Boston: Houghton Mifflin, 2004.
- Crisp, James. "The Crockett Controversy Continues." Texas A&M University. http://www.tamu.edu/faculty/ccbn/dewitt/adp/archives/delapena/lind_crisp/crisp.html.
- Faragher, John Mack. *The American Heritage Encyclopedia of American History*. New York: H. Holt, 1998.
- Gonick, Larry. *The Cartoon History of the United States*. New York: Harper Perennial, 1991.
- Harrison, Benjamin. "Third Annual Message." Speech delivered December 9, 1891. The American Presidency Project. <http://www.presidency.ucsb.edu/ws/?pid=29532>.
- Independence Hall Association. "The Wounded Knee Massacre." UShistory.org. <http://www.ushistory.org/us/40e.asp>.
- "Lewis and Clark." PBS. <http://www.pbs.org/lewisandclark/>.
- Lind, Michael. "The Death of David Crockett." *Wilson Quarterly* 22 (Winter 1998): 50–57. http://archive.wilsonquarterly.com/sites/default/files/articles/WQ_VOL22_W_1998_Article_02.pdf.
- Madison, Dolley. Dolley Madison to Anna Payne Cutts, September 23–24, 1814. In *The Burning of Washington*, National Center for Public Policy Research. <http://www.nationalcenter.org/WashingtonBurning1814.html>.
- "Massacre at Wounded Knee." Eyewitness to History. 1998. <http://www.eyewitnesstohistory.com/knee.htm>.
- O'Sullivan, John. "The Great Nation of Futurity." *United States Democratic Review* 23 (November 1839): 426–30.
- Telegraph and Texas Register*. March 24, 1836. <http://texashistory.unt.edu/ark:/67531/metapth47891/m1/3/>.
- "Why the Election of 1828 Was the Dirtiest Ever." About.com: 19th Century History. <http://history1800s.about.com/od/leaders/a/electionof1828.htm>.

Image Credits

- page 7 **Davy Crockett.** By William Henry Huddle, Dallas Museum of Art (Public domain, via Wikimedia Commons)
- 12 **Dolley Madison.** By Gilbert Stuart (Public domain, via Wikimedia Commons)
- 13 **George Washington.** By Gilbert Stuart (Public domain, via Wikimedia Commons)
- 19 **Rocky Mountain National Park.** Thinkstock.com
- 19 **Chief Joseph.** Courtesy of National Archives and Records Administration
- 19 **Treaty.** Public Domain, via Wikimedia Commons
- 19 **General Oliver Howard.** Public Domain, via Wikimedia Commons
- 19 **Plateau.** Thinkstock.com
- 19 **Appaloosa.** By Karakal (CC-BY-SA-3.0, CC-BY-SA-2.5-2.0-1.0, or GFDL, via Wikimedia Commons), <http://creativecommons.org/licenses/by-sa/3.0/> of <http://www.gnu.org/copyleft/fdl.html>.
- 20 **Chief Joseph.** By O.S. Goff in Bismarck (Public domain, via Wikimedia Commons)
- 21 **The Path of the Nez Percé Flight.** Courtesy of the US Department of Agriculture
- 25 **The Alamo Mission in San Antonio.** By Mattstone911 (CC-BY-SA-3.0, via Wikimedia Commons), <http://creativecommons.org/licenses/by-sa/3.0/>.
- 26 **Mexican Cession.** By Kballen (CC-BY-SA-3.0, CC-BY-3.0, or GFDL, via Wikimedia Commons), <http://creativecommons.org/licenses/by-sa/3.0/> or <http://www.gnu.org/copyleft/fdl.html>.
- 31 **American Progress, 1872.** By John Gast (Public domain, via Wikimedia Commons)
- 32 **Manifest Destiny Map.** By National Atlas of the United States (Public domain, via Wikimedia Commons)
- 38 **President Harrison.** Public Domain, via Wikimedia Commons
- 43 **Andrew Jackson twenty-dollar bill.** Public Domain, via Wikimedia Commons
- 52 **Meriwether Lewis, William Clark, and Sacagawea.** By Edgar Samuel Paxson (Public domain, via Wikimedia Commons)