

Unit 3 Chapter 13 Changes on the Western Frontier

Essential Questions to understand

- What did U.S. expansion mean for Native Americans
- How does the belief in manifest destiny impact the United States?

Visual Literacy

Chronology of significant events

1845 Manifest Destiny expressed in the United States Magazine

1862 Homestead Act

1864 Sand Creek massacre

1869 Transcontinental Railroad

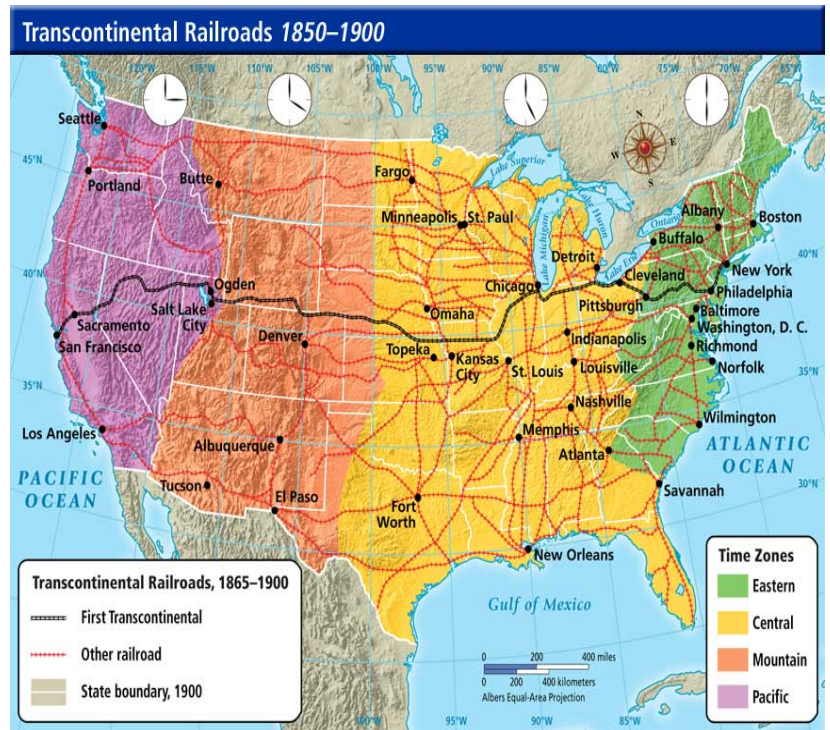
1874 Gold is discovered

1876 Battle of Little Big Horn

1887 Dawes Act

1890 Massacre at Wounded Knee

1893 Frederick Jackson Turner presents "Frontier thesis"



Questions:

1. Name two cities that were on the transcontinental railroad line?
2. How did the railroad impact the settlement of Native Americans?

Key terms:

Assimilation- to give up your beliefs to become part of another culture

Dawes Act- government attempt to "Americanize" the Native Americans

Reservation- land set aside for Native Americans

Manifest Destiny- belief that Americans had the right to expand westward

Pre-Test

1. How does manifest destiny impact the growth of the U.S.?
2. How did the Dawes Act impact Native Americans?

Louisiana Purchase

The [Louisiana](#) Purchase has been called the greatest real estate deal in U.S. history, and it remains one of the largest peaceful annexations of land in world history. Stretching from British Columbia to New Orleans, from the Ohio River to the eastern border of New Spain (roughly the eastern edge of today's mountain time zone), the Louisiana Territory covered 909,000 square miles.

The Louisiana Territory had been a wild card in the European game of [imperialism](#). The land mass was first claimed by France, ceded to Spain in 1762, and then ceded back to France nearly 40 years later. Its only indisputable value during all the switching of hands was the port of New Orleans, the [Mississippi River's](#) lucrative entrance into the Gulf of Mexico.

History is unclear on whether France first offered to sell the territory to the United States or whether the United States first showed an interest in purchasing it. Regardless, after France's official offer arrived from Emperor Napoleon I, President [Thomas Jefferson](#) felt obliged to accept without delay for two reasons: Napoleon's offer was only valid as long as he remained ruler of France, and the French territory blocked the continued western expansion of the United States.

Although he did wonder whether he could constitutionally buy the land with the U.S. government's money, Jefferson pushed the deal forward while [James Monroe](#) outlined the transaction. It soon became clear to the politicians in Washington that Napoleon had grown tired of holding on to his vast "American Empire," which was particularly troubled by disease and slave revolts in the West Indies. It also became clear to American citizens that the new land would provide more opportunity for them. Finally, after signing the [Louisiana Purchase Treaty \(1803\)](#) on May 2, the United States took possession on December 20, 1803. The Louisiana Purchase, at a cost of \$15 million, doubled the United States' size.





Manifest Destiny

Reading 1:

Our manifest destiny [is] to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.

John L. O'Sullivan, 1845

Reading 2:

Texas has been absorbed into the Union as the inevitable fulfillment of the general law which is rolling our population westward....It was disintegrated from Mexico in the natural course of events, by a process perfectly legitimate on its own part, blameless on ours....

California will, probably next fall away from...Mexico...imbecile and distracted...The Anglo-Saxon foot is already on its borders....All this without agency of our government, without responsibility of our people--in the natural flow of events, the spontaneous working of principles....

Democratic Review, 1845

Reading 3:

Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon American soil. She has proclaimed that hostilities have commenced and that the two nations are now at war.

As war exists, and, notwithstanding all our efforts to avoid it, exists by the act of Mexico herself, we are called upon by every consideration of duty and patriotism to vindicate with decision the honor, the rights, and the interests of our country.

Polk's War Message, 1846

Reading 4:

How does it become a man to behave toward this American government today? I answer that he cannot without disgrace be associated with it. I cannot for an instant recognize that political organization as my government which is the slave's government also.

Henry David Thoreau

Reading 5:

Now we ask, whether any man can coolly contemplate the idea of recalling our troops from the [Mexican] territory we at present occupy...and...resign this beautiful country to the custody of the ignorant cowards and profligate ruffians who have ruled it for the last twenty-five years? Why humanity cries out against it.

Civilization and Christianity protest against this reflux of the tide of barbarism and anarchy.

New York Evening Post, 1848

Reading 6:

Have not results in Mexico taught the invincibility of American arms?...The North Americans will spread out far beyond their present bounds. They will encroach again and again upon their neighbors. New territories will be planted, declare their independence, and be annexed. We have New Mexico and California! We will have Old Mexico and Cuba! The isthmus cannot arrest--nor even the Saint Lawrence!! Time has all of this in her womb. A hundred states will grow up where now exists but thirty.

DeBow's *Commercial Review*, 1848

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Questions to Think About

1. Define "manifest destiny." What forces contributed to the commitment to American expansion?
2. Why did the United States go to war with Mexico?
3. How does President Polk justify an American declaration of war against Mexico? Do you find his explanation convincing?
4. What were American motives for waging the war?
5. Why did opponents oppose the war?
6. What were the political consequences of the Mexican War?

Gilder Lehrman

<https://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/manifest-destiny>



Manifest Destiny

“America is destined for better deeds. We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples. The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past.

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. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that “the gates of hell” – the powers of aristocracy and monarchy – “shall not prevail against it. Who, then, can doubt that our country is destined to be the great nation of futurity?”

(John L. O’Sullivan, Manifest Destiny, 1839)

- 1. Read the quote by yourself, and then list key words or phrases.**
- 2. Now work with a partner and combine your two lists of key words or phrases into one shared list.**
- 3. Next, write a definition of “manifest destiny,” based on your shared list of key words and phrases.**
- 4. Now form a small group in your pod. Share your pair definitions of manifest destiny. Create one definition of manifest destiny.**
- 5. Share your definition with the class. Help the class come up with one single definition of “Manifest Destiny.” We will write our class definition on the board.**

Analyzing a Painting to Better Understand “Manifest Destiny”

- American Progress by John Gast

Look at John Gast’s painting, *American Progress*. Work in your pods to analyze the picture.

1. Complete the following chart based on what you see in the painting:

List the people	List the objects	List the animals	List the colors
What do you notice about the people?	What do you notice about the objects?	What do you notice about the animals?	What do you notice about the colors?

2. What might be the painter’s intent in creating this work? (To entertain, persuade, or inform) How do you know?

3. Identify the painter’s bias in this picture. What opinion is the painter expressing on westward expansion? What evidence from the painting supports your claim?

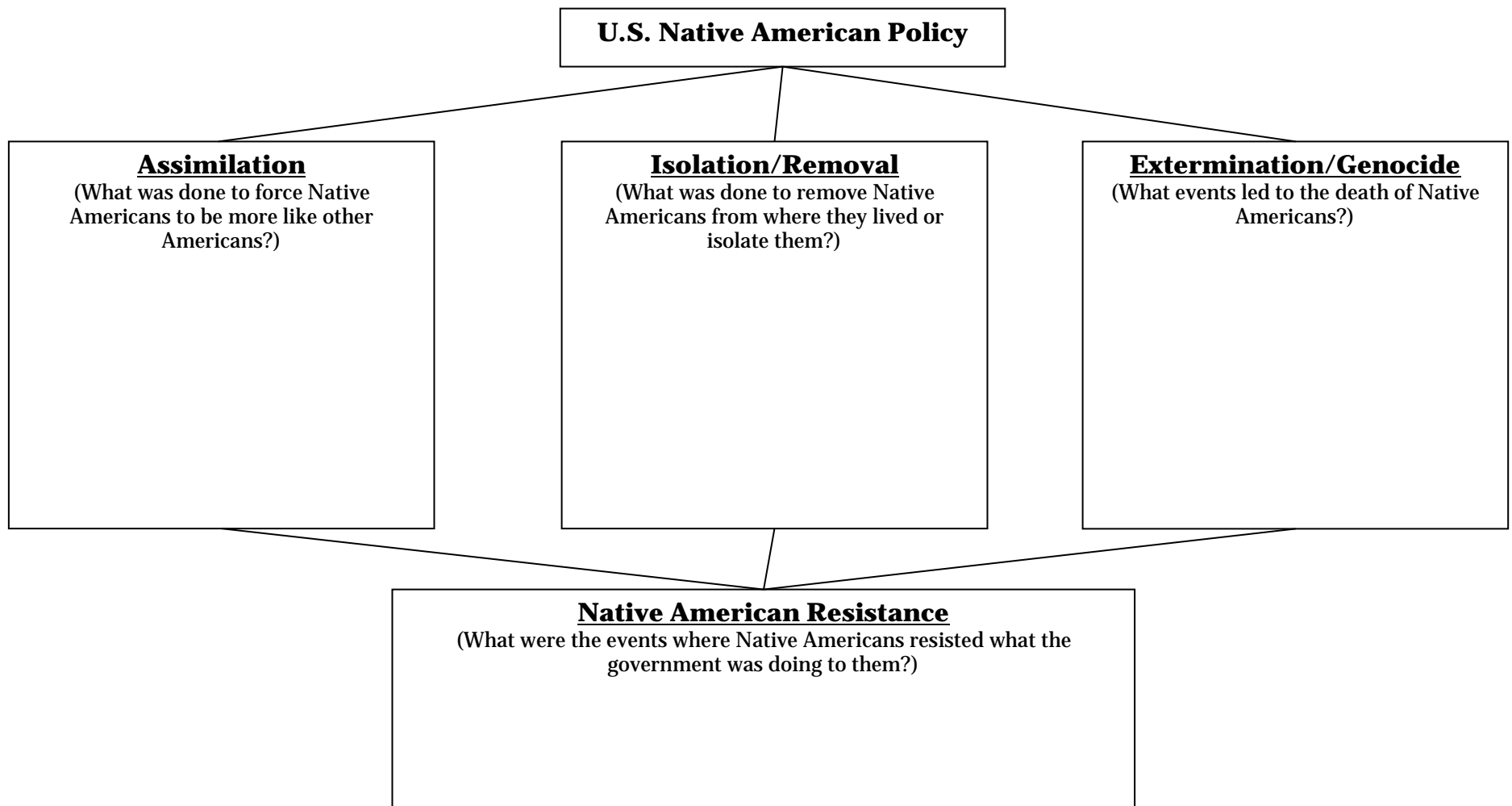
4. How does the painting relate to O’Sullivan’s quote on “manifest destiny?”

5. Look at the class’s definition of “manifest destiny”. How does the painting add to the definition? Revise class definition with new information from painting.

Clash of Cultures: U.S. Policies towards Native Americans

Before you Read: Do you think a government has the right to interfere in the affairs of a single group of people, even in if their purpose helps out the majority of the nation? Why or why not?

While you Read: Using information from Ch. 9.2, pgs. 408-414, 226-229, complete the graphic organizer.



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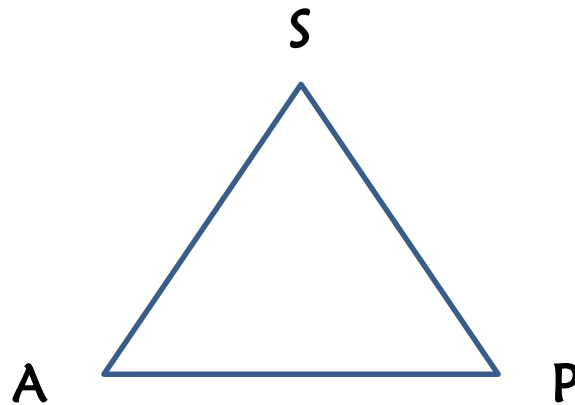
After you Read: Answer the following questions...

1. What was the motive of the U.S. government's behind the policy of...
 - a. Assimilation:
 - b. Removal/ Isolation:
 - c. Extermination/ Genocide:

2. What **conclusion(s)** can you draw about how the U.S. government felt what they needed to do in dealing with Native Americans?

Using *The Appeal of the Cherokee Nation*, please complete the following:

1. Complete a cold read of *The Appeal of the Cherokee Nation*.
2. After the cold read, complete the rhetorical triangle, giving the Speaker, Audience and Purpose of the *Appeal*.



Speaker:

Audience:

Purpose:

3. What style and emotions do the Cherokees employ to state their case?
4. What rights to stay in Georgia did they cite?
5. Was the Indian Removal Act an "injustice" or "unfortunate, but necessary?" State reasons for your position.
6. What alternatives to removal could the U.S. government have used to solve the "Indian Problem?"
7. In 3-4 sentences summarize/provide a summary for the document. What is the speaker trying to convey?
8. Which of the Enduring Understandings in American Studies does this speech exemplify the most? (American Identity, Reality of Democracy, the Living Constitution, American Migration, the Struggle for Equality, Economics in America, the American Landscape) Provide two pieces of textual evidence to support your claim.

THE APPEAL OF THE CHEROKEE NATION – 1830

We are aware that some persons suppose it will be for our advantage to remove beyond the Mississippi. We think otherwise. Our people universally think otherwise. Thinking it would be fatal to their interests, they have almost to a man sent their memorial to Congress, deprecating the necessity of a removal. This question was distinctly before their minds when they signed their memorial. Not an adult person can be found, who has not an opinion on the subject; and if the people were to understand distinctly, that they could be protected against the laws of neighboring states, there is probably not an adult person in the nation, who would think it best to remove; though possibly a few might emigrate individually. There are doubtless many who would flee to an unknown country, however beset With dangers, privations and sufferings, rather that be sentenced to spend six years in a Georgia prison for advising one of their neighbors not to betray his country. And there are others who could not think of living as outlaws in their native land, exposed to numberless vexations, and excluded from being parties or witnesses in a court of justice. It is incredible that Georgia should ever have enacted the oppressive laws to which reference is here made, unless she had supposed that something extremely terrific in its characters was necessary, in order to make the Cherokees willing to remove. We are not willing to remove; and if we could be brought to this extremity, it would be, not by argument; not because our judgment was unsatisfied; not because our condition will be improved - but only because we cannot endure to be deprived of our national and individual rights, and subjected to a process of intolerable oppression. We wish to remain in the land of our fathers. We have a perfect and original right to claim this, without interruption or molestation. The treaties with us, and laws of the United States made in pursuance of treaties, guarantee our residence and our privileges, and secure us against intruders. Our only request is that these treaties may be fulfilled and these laws executed. But if we are compelled to leave our county, we see nothing but ruin before us. The country west of the Arkansas territory is unknown to us. From what we can learn of it, we have no prepossessions in its favor. All the inviting parts of it, as we believe, are preoccupied by various Indian nations to which it has been assigned. They would regard us as intruders, and look upon us with an evil eye. The far greater part of that region is, beyond all controversy, badly supplied with food and water, and no Indian tribe can live as agriculturists without these articles. All our neighbors, in case of our removal, though crowded into our near vicinity, would speak a language totally different from ours and practice different customs. The original possessors of that region are now wandering savages, lurking for prey in the neighborhood. They have always been at war, and would be easily tempted to turn their arms against peaceful emigrants. Were the country to which we are urged much better that it is represented to be, and were it free from the objections which we have made to it, still it is not the land of our birth, nor of our affections. It contains neither the scenes of our childhood, nor the graves of our fathers.

Westward Expansion Unit

Essential Understanding: What did U.S. expansion mean for Native Americans?

Historical Context: Westward expansion was greatly aided by the completion of the Transcontinental Railroad in 1869, and passage of the Homestead Act in 1862. That act provided free 160-acre lots in the unsettled West to anyone who would file a claim, live on the land for five years and make improvements to it, including building a dwelling. The great losers in this westward wave were the Native American tribes. Displaced as new settlers moved in, they lost their traditional way of life and were relegated to reservations. The U.S. government attempted to assimilate the Native Americans. Assimilation is the process of one group of people being “absorbed” into another’s culture. Goal of assimilation policy: for all Native Americans to live & behave like white Americans.

Step 1: Read and analyze the quote from Chief Joseph, then answer the follow-up questions.

"Do not misunderstand me [and] my affection for the land. I never said the land was mine to do with as I chose. The one who has the right to dispose of it is the one who has created it. I claim a right to live on my land, and accord you the privilege to live on yours. The earth is the mother of all people and all people should have equal rights upon it. “You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty to go where he pleases...”

Chief Joseph

1. What point is Chief Joseph making about Indian ownership of the land?
2. How did the white man's use of land differ from the Indian's use of land?
3. How did the white man's view of land ownership differ from the Indian's view?

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Step 2: Read the lyrics to the song *Don't Drink the Water* by the Dave Matthews Band and complete the questions below.

"Don't Drink the Water"

Come out come out
No use in hiding
Come now come now
Can you not see?
There's no place here
What were you expecting
Not room for both
Just room for me
So you will lay your arms down
Yes I will call this home
Away away
You have been banished
Your land is gone
And given me
And here I will spread my wings
Yes I will call this home
What's this you say
You feel a right to remain
Then stay and I will bury you
What's that you say
Your father's spirit still lives in this
place
I will silence you
Here's the hitch
Your horse is leaving
Don't miss your boat
It's leaving now
And as you go I will spread my

wings
Yes I will call this home
I have no time to justify to you
Fool you're blind, move aside for
me
All I can say to you my new
neighbor
Is you must move on or I will bury
you
Now as I rest my feet by this fire
Those hands once warmed here
I have retired them
I can breathe my own air
I can sleep more soundly
Upon these poor souls
I'll build heaven and call it home
'Cause you're all dead now
I live with my justice
I live with my greedy need
I live with no mercy
I live with my frenzied feeding
I live with my hatred
I live with my jealousy
I live with the notion
That I don't need anyone but me
Don't drink the water
Don't drink the water
There's blood in the water
Don't drink the water

1. Underline powerful lines and write down images that come to mind in the margins.
2. What is the meaning of *Don't Drink the Water*?

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Step 3: Read and analyze the Dawes Act, then complete the follow-up questions.

What is the Dawes Act? Adopted by Congress in 1887, the Dawes Severalty Act was authorized by the Executive branch of the Federal Government to survey Indian tribal land. The Dawes Act emphasized severalty and the delivery of individual rights to Native Americans. The premise was to divide the land into allotments for individual Native Americans. Sponsored by Massachusetts Senator, Henry L. Dawes, the stated objective of the Dawes Severalty Act was to propel the assimilation of Indians into American society. The Federal government believed that individual land ownership was the starting point for assimilation; if reservations were divided among individual Native Americans, a seamless assimilation into American society would follow naturally. While Senator Dawes may have been well meaning in his intentions, the results were less than satisfactory for the Indians. It provided for each head of an Indian family to be given 160 acres of farmland or 320 acres of grazing land. The remaining tribal lands were to be declared "surplus" and opened up for whites. Tribal ownership, and tribes themselves, were simply to disappear. The story would be much the same across much of the West. Before the Dawes Act, some 150 million acres remained in Indian hands. Within twenty years, two-thirds of their land was gone. The reservation system was nearly destroyed.

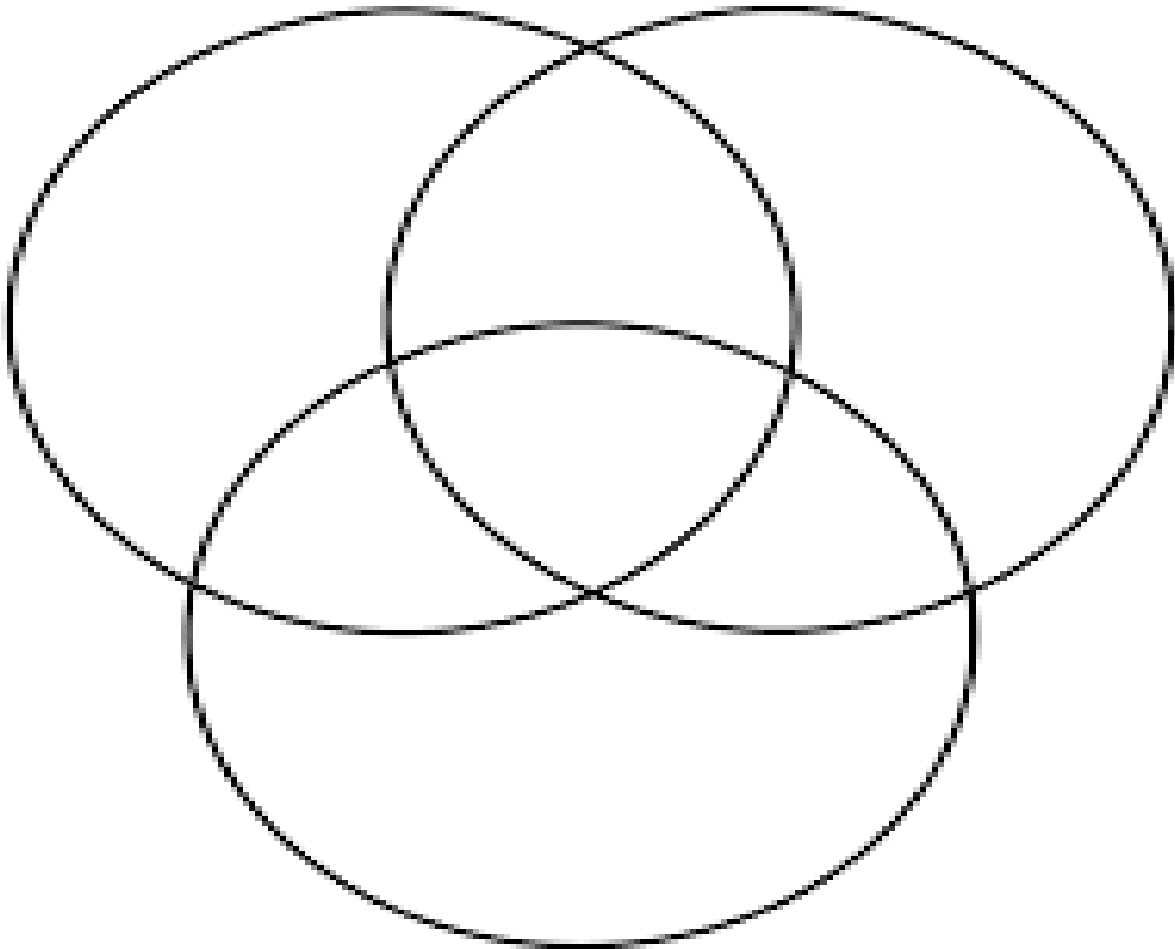
Important Provisions of the Dawes Act: The provisions of the Dawes Severalty Act were as follows:

- The Dawes Act stated that the head of family shall receive 160, while single persons or orphans under the age of 18 were granted 80 acres. Lastly, natives under the age of 18 would receive 40 acres each
- The Dawes Act stipulated that the allotments of land would be held in trust by the Government for 25 years
- Eligible natives had four years to choose their allotments. If this time exhausted, the selection would be initiated for them by the Secretary of the Interior
- Citizenship to the United States would be conferred upon only for natives who abandoned their tribes and assimilated into white culture

Questions:

1. What are key parts/provisions of the Dawes Act?
2. Why was the Dawes Act passed?
3. How did Native Americans react to the passage of the Dawes Act?

Directions: Compare and contrast the Dawes Act, *Don't Drink the Water*, and the Chief Joseph quote.



What did U.S. expansion mean for Native Americans? Use specific examples from the documents to support your answer.

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
EASY PAYMENTS



PERFECT TITLE
POSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location	Acres	Average Price per Acre	Location	Acres	Average Price per Acre
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Reno, Sacramento, Yuba	IDAHO: Lewiston	KANSAS: Lawrence, Topeka, Wichita	MISSOURI: St. Louis	NEBRASKA: Omaha, Lincoln, Grand Island	NEVADA: Carson City	NEW MEXICO: Santa Fe, Albuquerque	OKLAHOMA: Oklahoma City, Muskogee	OREGON: Portland, Medford	SOUTH DAKOTA: Pierre, Rapid City	UTAH: Salt Lake City	WASHINGTON: Seattle, Tacoma	WISCONSIN: Madison	WYOMING: Cheyenne
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WALTER L. FISHER,
Secretary of the Interior
ROBERT G. VALENTINE,
Commissioner of Indian Affairs

Artifacts

Artifacts take many forms. They might be coins, stone tools, pieces of clothing, or even items found in your backpack. As you study artifacts in this textbook, ask yourself questions like the ones below.

Why was this object created?

When and where would it have been used?

Who used the artifact?

What does the artifact tell me about the technology available at the time it was created?

What can it tell me about the life and times of the people who used it?

How does the artifact help to make sense of the time period?

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American History

Unit 2 – Westward Expansion

Unit Study Guide

Gast's Painting American Progress

Essential Questions:

- What are the impacts of American expansion?
- What motivates American expansion?
- What is the difference between the Perception and the Reality of American expansion?

Content Knowledge:

(Define and describe these terms)

- Manifest Destiny
- Reservations
- Homestead Act
- Transcontinental Railroad
- Louisiana Purchase
- Assimilation
- Popular Sovereignty
- President Jackson's Policies
- Dawes Act