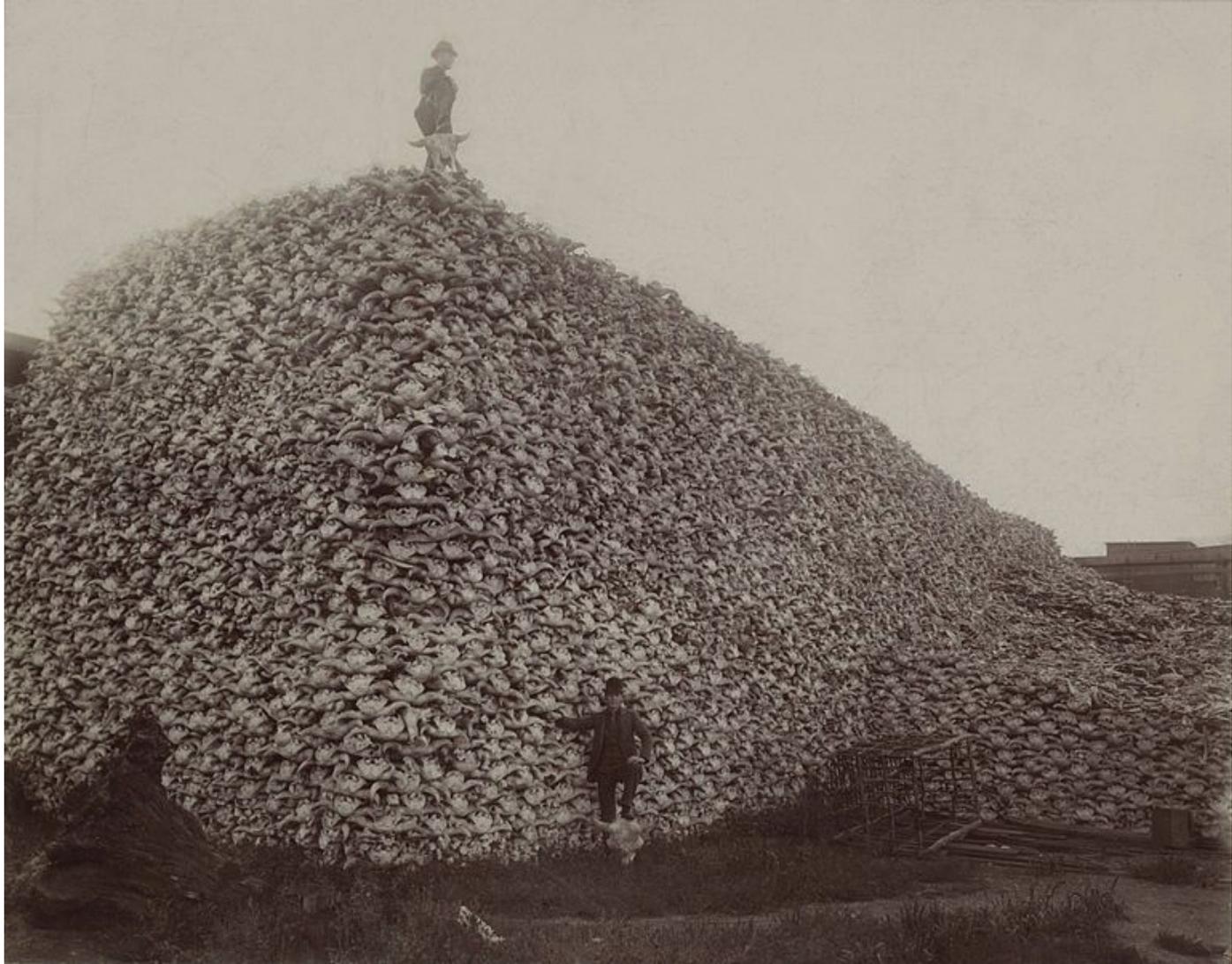




Unit 2: Westward Expansion





Unit 2 Essential Questions

How has American membership transformed across time and place? (AKA: How has membership been expanded and/or denied?)

What are the causes and effects of American ambition?

America the Beautiful (1895)

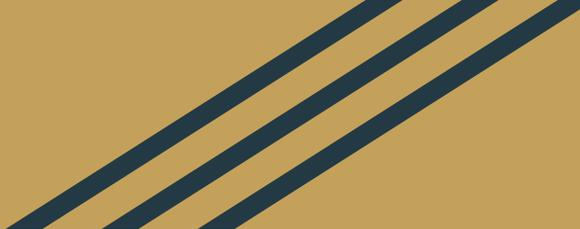
1. Oh, beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed his grace on thee,
And crown thy good with brotherhood
From sea to shining sea.

2. Oh, beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare of freedom beat
Across the wilderness!
America! America!
God mend thine ev'ry flaw,
Confirm thy soul in self-control,
Thy liberty in law.

3. Oh, beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
Till all success be nobleness,
And ev'ry gain divine.

4. Oh, beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam,
Undimmed by human tears!
America! America!
God shed his grace on thee,
And crown thy good with brotherhood
From sea to shining sea.





Why might this work be
considered a prime
expression of “American
exceptionalism”?



American Exceptionalism

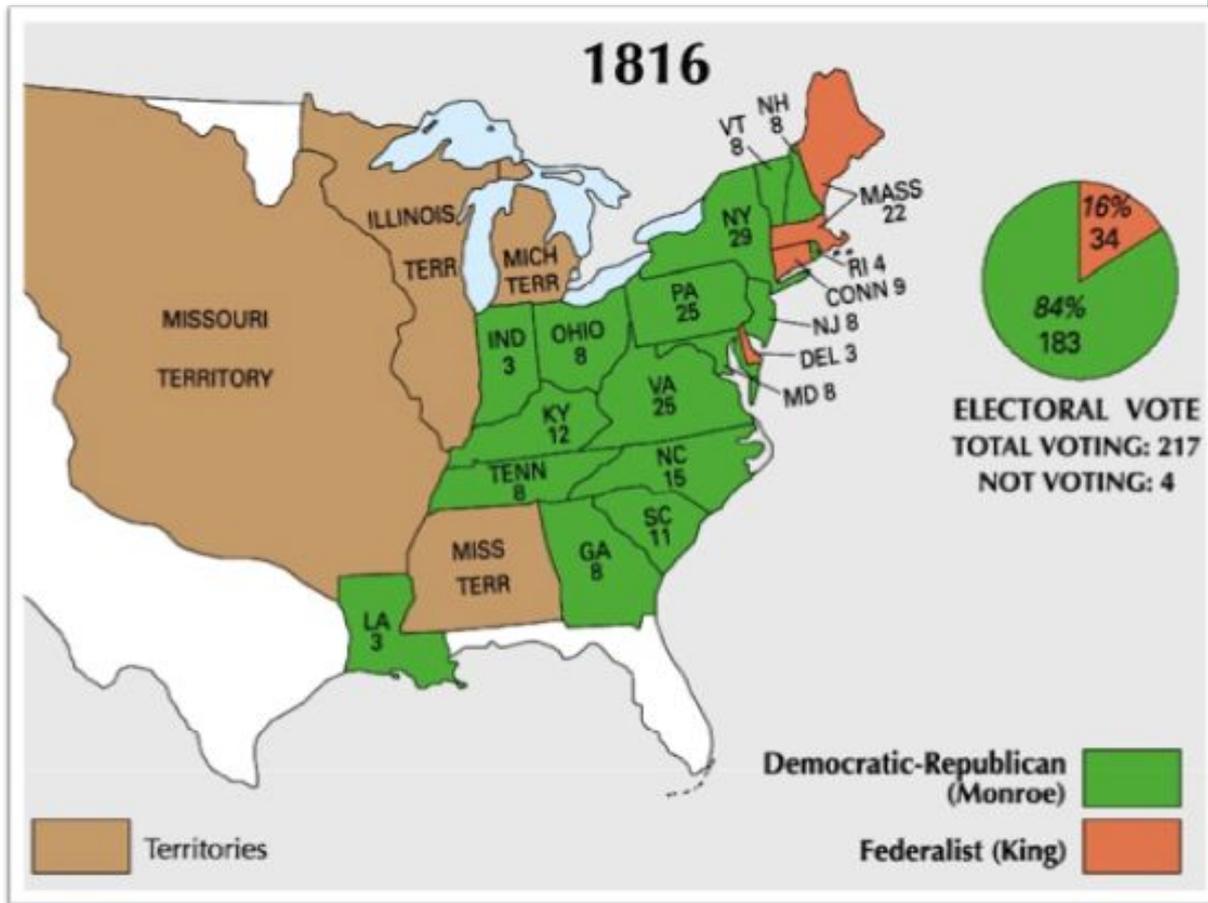
American exceptionalism is not the same as saying the United States is "different" from other countries. It doesn't just mean that the U.S. is "unique." Countries, like people, are all different and unique, even if many share some underlying characteristics. Exceptionalism requires something far more: a belief that the U.S. follows a path of history different from the laws or norms that govern other countries. That's the essence of American exceptionalism: The U.S. is not just a bigger and more powerful country — but an exception. It is the bearer of freedom and liberty, and morally superior to something called "Europe." Never mind the differences within Europe, or the fact that "the world" is bigger than the U.S. and Europe. The "Europe" versus "America" dichotomy is the crucible in which American exceptionalist thinking formed. ---Ian Tyrell, *The*

Week, Oct 21, 2016

**John Gast,
American
Progress,
1872**



Contemporary Map of the 1816 United States





John Melish, Map of the U.S., 1816

Melish's comments on his 1816 map of the United States

To present the country this way was desirable . . .

The map shows at a glance the whole extent of the United States territory from sea to sea.

In tracing the probable expansion of the human race from east to west, the mind finds an agreeable resting place on its western limits. The view is complete and leaves nothing to be wished for. It also adds to the beauty and symmetry of the map.

Source: John Melish. Map of the United States with the contiguous British and Spanish Possessions. Philadelphia, 1816.

“To present a picture of it was desirable in every point of view. The map so constructed, shows at a glance the whole extent of the United States territory from sea to sea; and in tracing the probable expansion of the human race from east to west, the mind finds an agreeable resting place on its western limits. The view is complete, and leaves nothing to be wished for. It also adds to the beauty and symmetry [balance] of the map; which will, it is confidently believed, be found one of the most useful and ornamental [decorative] works ever executed [created] in this country.”

—John Melish, 1816

1. According to Melish, why did he decide to draw the map of the United States this way?
2. How does this relate to Manifest Destiny?

Manifest Destiny

The philosophical concept that it was the United States' destiny to expand from coast to coast.

Discussion...

Why did Americans think they were so special?

Are you surprised by the reasons that O'Sullivan gives for expansion? Do you think he really believes that God wants Americans to expand?

This theory that Americans are so special is called "American Exceptionalism."

What do you think about this theory?

The
Mexican-American
War (overview)



Notes for American Yawp reading on Texas, Mexico, and America...

LINK: http://www.americanyawp.com/text/12-manifest-destiny/#IVTexas_Mexico_and_America

American Yawp, Chapter 12, IV: Texas, Mexico, and America

Read the passage and answer the following questions in your notes:

1. Why was Mexico worried about so many Americans moving into their country and what was their response in 1829 and 1830?
2. Who were the Texians and what did they do in 1836?
3. What was the result of the Texas Revolution?
4. What was the Runaway Scrape?
5. What was the Treaty of Velasco and what was the reaction of the new Mexican government, the U.S., and other nations?
6. Why did American politicians fear adding Texas to the Union?
7. What platform did Polk run on for President and what did President Tyler do in the final days of his presidency?
8. What was Mexico's reaction to the annexation?
9. Why did Polk send Slidell to Mexico City?
10. How did Polk use the killing of 11 US soldiers to his advantage?
11. Why was the war controversial in the U.S.?
12. What was the result of the Treaty of Guadalupe Hidalgo?
13. What were some of the major impacts for both Mexico and the U.S. after the war?

<https://www.cbsnews.com/news/americas-forgotten-war-south-of-the-border/3/>

ESSENTIAL QUESTION:

How has American membership transformed across time and place?

What types of factors have determined if someone or a group “belonged” to the American society?

We're going to focus on "race" for this unit as a determinant for "American Membership"...

Please complete the following sentence on a note card...

I feel _____ when talking about race because _____.

REMINDER: This is our Essential Question
for the YEAR...

How does the United States live up to its founding ideas?

Watch Race: The Power of an Illusion (Episode 2)

Race: The Power of An Illusion

Episode 2

Please answer these questions in your notebook:

1. Why was race created?
2. Who does race benefit?
3. What does the film say about the creation of hierarchy?
4. Why did the colonies change from indentured servants to enslaved Africans?
5. How did the upper-class whites use the lower class whites to establish race and racism in the U.S.?
6. What does the term "black" begin to mean?
7. What was "natural" about Native Americans to Thomas Jefferson?
8. What did it mean to "civilize" Native Americans?
9. What was the main difference between Native Americans and African Americans to Jefferson?
10. Why does science become involved? Why?
11. Why was expansion important?
12. What problems arose from expansion?
13. How did the Cherokee "civilize"?
14. What happened to the land that belonged to the Cherokee?



“The Trail of Tears”

Painting by Robert Lindneux in 1942

In 1838, the Cherokee were forced to march of 800 miles to Indian Territory in Oklahoma.

4,000 died along the way.

We’re going to talk about the Indian Removal Act...

Question: *Why did some people in the 1830s support the Indian Removal Act?*



- **1785** First treaty between Cherokee and United States, established peaceful relations
- **1796** George Washington initiated “civilization” program among Cherokees
- **1802** Georgia ceded some of its western land to the United States; the U.S. government, in exchange, promised to purchase for Georgia all of the Indian lands remaining within the state. However, the Federal Government could only buy land through treaty
- **1808-1810** First major Cherokee migration to land west of the Mississippi
- **1820s** Cherokees became the most “civilized” of the five “Civilized Tribes” (Creeks, Chickasaw, Seminole, Choctaw and Cherokee). The Cherokee had a newspaper and many had converted to Christianity; they adopted a Constitution; they had farms and owned slaves
- **1828** Andrew Jackson elected President and declares his support for removal
- **1828** Georgia extended its state power over Cherokee Nation and nullified (makes illegal) Cherokee law
- **1832** Cherokee won their case in Worcester v. Georgia. U.S. Supreme Court upheld Cherokee sovereignty in Georgia. Andrew Jackson ignored the ruling
- **1836** Treaty of New Echota signed; provided for removal of Cherokees to land west of the Mississippi. Chief John Ross led 15,000 in protesting the treaty. Only 2,000 Cherokee agreed to migrate voluntarily.
- **1838** U.S. government sent in 7,000 troops, who forced the Cherokees out at bayonet point. 4,000 Cherokee people died of cold, hunger, and disease on their way to the western lands
- **1839** Execution of Major Ridge, John Ridge, and Elias Boudinot for their role in the Treaty of New Echota.

Assignment...

1. Answer question #1 on the worksheet for Document A
2. Read document A and answer the rest of the questions for that document (#2-4)
3. Answer question #1 on the worksheet for Document B
4. Read document B and answer the rest of the questions for that document (#2-3)

Follow-Up Discussion:

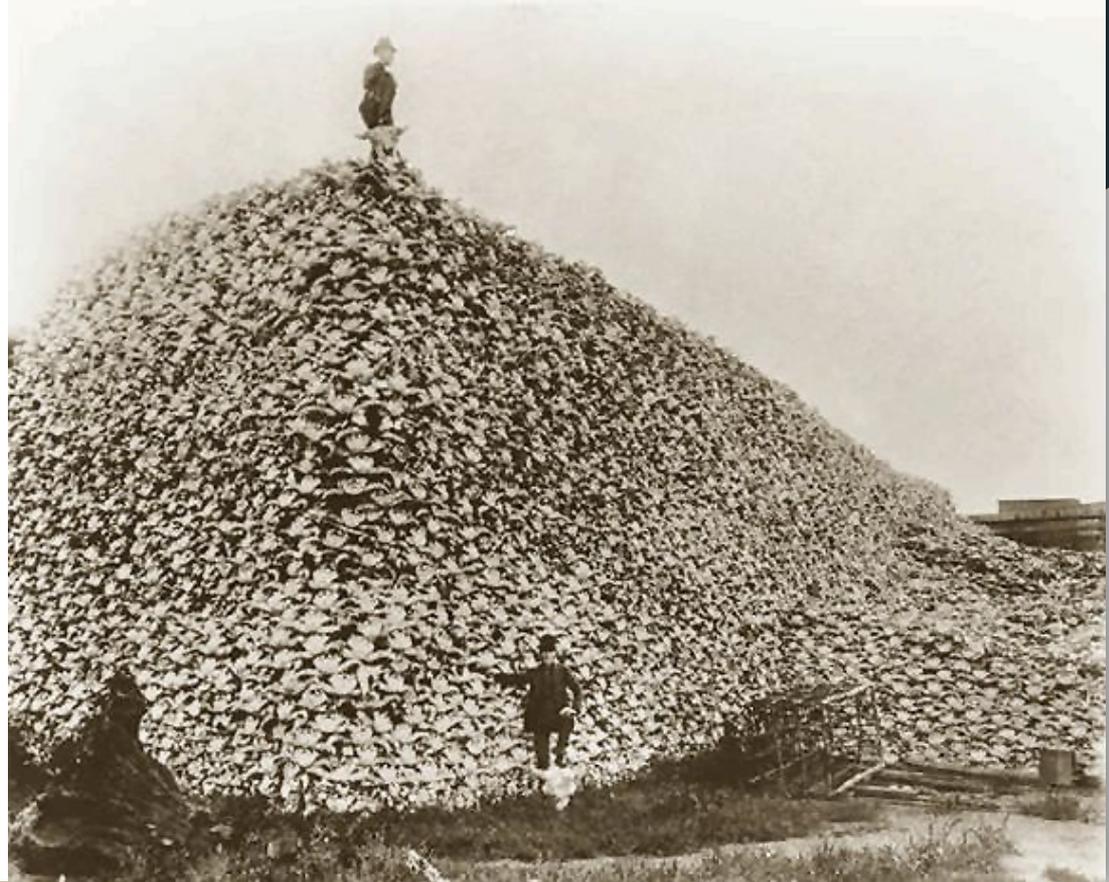
- Why did Jackson or Boudinot think Indian Removal was in the best interest of the Cherokee?
- Do you believe them? What parts sound sincere/ believable?
- Why might some people at that time have believed that Indian Removal was a reasonable policy?
- How have our attitudes changed/ stayed the same since the 1830s?

Indian Reservations

- US gov't forced Native American tribes to live in certain areas called Indian Reservations
 - Not usually the best land
 - Best land going to white settlers and gov't: **Homestead Act**
- In exchange for living on the reservation, tribes often were paid some money called an annuity
 - Annuities usually not very much \$\$
 - Gov't did not always pay them on time
- Native Americans usually had to spend their money buying food and supplies from white American traders

Destroying the Bison

- Bison (buffalo) were the main source of food and clothing for Native Americans on the Great Plains
- US army, railroad companies and white settlers systematically set out to kill all bison





Nº. 32

Assimilation: “Kill the Indian, Save the Man”

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 and behave like white Americans

Tools to Achieve:

- Boarding schools for Native American children
- Killing bison (main food source)
- Missionaries to introduce Christianity



Dawes Act (1887)

- Goal of Dawes Act: to get Native Americans to live like white Americans
 - Reservations were broken up into “allotments” that were given out to individual families
 - Families were supposed to farm and build homes on their allotment to support themselves
 - Land that wasn’t given to a family was sold by the US government to white farmers

Wounded Knee Massacre (1890)

- Members of the Sioux Tribe felt that their culture had been destroyed
 - Financially dependent on the US government for their annuities, unable to support themselves by hunting buffalo
- Ghost Dance offered hope
 - Believed that if everyone followed the Ghost Dance rituals, their culture and power would be restored and the white people would leave
- US troops felt threatened by large gatherings of Sioux men and their families
- US troops fired on a group of Sioux gathered for the Ghost Dance, killing dozens of men, women, and children (about 300 Native Americans)





Native American issues today...

- TED Talk “America’s Native Prisoners of War”
 - https://www.ted.com/talks/aaron_huey/transcript?language=en
 - Answer question in notebook after video:
 - What is life like now for people living on the Lakota Reservation?
- Native American mascots in sports
- UN investigation into treatment of Native Americans by United States Government
 - S. James Anaya, Dean of the University of Colorado Boulder Law School, and was formerly a professor of Human Rights Law and Policy at the University of Arizona. Quotes from the report he completed for the United Nations regarding the rights of indigenous people in the United States.

“The basic finding is that there needs to still be some reconciliation between indigenous peoples and the United States government. Indigenous peoples suffer a range of social ills, high rates of poverty, alcoholism, domestic violence, low educational attainment. And these are a product of what’s been referred to as intergenerational trauma spanning decades, really centuries, since the founding of the country and before. So the historical oppression that indigenous peoples have suffered, the taking of their lands, the undermining of their cultures, the taking of their children to boarding schools in order to wean them away from indigenous culture, these have had profound effects on indigenous peoples. There’s yet to be a real reckoning of that history and reconciliation.”