

## How did Westward Expansion impact people, places, and ideas?

<b>Content</b>	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> <li>4.1.4<sup>1</sup> Produce clear and coherent writing to: <ul style="list-style-type: none"> <li>compare and contrast past and present viewpoints on a given historical topic</li> <li>conduct simple research</li> <li>summarize actions/events and explain significance</li> <li>differentiate between the 5 regions of the United States</li> </ul> </li> <li>4.1.7 Summarize primary resources and explain their historical importance</li> <li>4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States</li> <li>4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States</li> </ul>
<b>Claims</b>	This instructional task asks students to analyze the impact Westward Expansion had on the people and cultures of the American West.
<b>Unit Connection</b>	<p>This instructional task helps students explore and develop claims around the content from unit 4:</p> <ul style="list-style-type: none"> <li>How have our leaders impacted the growth of the United States? (4.2.2)</li> <li>How did explorers and pioneers impact the growth of the United States? (4.2.1-2)</li> <li>How have migration patterns impacted the boundaries of the U.S.? (4.2.3)</li> </ul>

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What is “Manifest Destiny”?	How did the belief in Manifest Destiny influence Westward Expansion?	What changes were seen as new people moved into western lands?	How did Manifest Destiny affect Native peoples of the West?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Students will describe the meaning of Manifest Destiny as related to a quote from John O’Sullivan from 1845.	Students will analyze a government document and an advertisement to understand the impact of Manifest Destiny.	Students will explain migration patterns as influenced by the belief in Manifest Destiny.	Students will examine a quotation to gain perspective from a chief whose people are affected by Westward Expansion.
<b>Featured Source</b>	<b>Featured Source</b>	<b>Featured Source</b>	<b>Featured Source</b>
<b>Source A:</b> Excerpt from John O’Sullivan’s editorial in <i>The Morning Post</i>	<b>Source B:</b> Excerpt from the <a href="#">Homestead Act</a> , OurDocuments, gov  <b>Source C:</b> <a href="#">Indian Land for Sale Flyer</a> , Nebraskastudies.org	<b>Source D:</b> <a href="#">American Progress</a> , John Gast	<b>Source E:</b> <a href="#">Quotation from Santana, Chief of the Kiowas</a> , Smithsonian Source

<b>Summative Performance Task</b>	Using the sources provided, write a well-organized response to the following prompt: How did Westward Expansion impact people, places, and ideas?
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<sup>1</sup> This GLE contains multiple parts, which should be taught over the course of several units in grade 4. The part of the GLE addressed in this task is “Produce clear and coherent writing to summarize actions/events and explain their significance.”

## Formative Performance Task 1

<b>Supporting Question</b>	How did “Manifest Destiny” influence Westward Expansion?
<b>Formative Performance Task</b>	Describe the meaning of Manifest Destiny as related to a quote from John O’Sullivan from 1845.
<b>Featured Source</b>	<b>Source A:</b> Excerpt from John O’Sullivan’s editorial in <i>The Morning Post</i>
<b>Content and Claims</b>	This formative task requires students to explain the idea of “Manifest Destiny” and its importance in Westward Expansion. (2.4.1, 2.4.2)

### Featured Source

**Source A:** Excerpt from John O’Sullivan’s editorial in *The Morning Post*

“(It is)...our manifest destiny to spread over spread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty.”

Source: John O’Sullivan from *The Morning Post* (1845)

### Steps

1. Explain to students that after the War of 1812, many Americans turned their attentions to the exploration and settlement of territory in the West. As a result of the Louisiana Purchase in 1803, the size of the country more than doubled. Drove of pioneer families moved westward to claim and settle the land. Along the way, they also started new communities throughout the territory.
2. Provide students with a copy Source A: Excerpt from John O’Sullivan’s editorial in *The Morning Post*.
3. Provide students with the following definitions.
  - Manifest: clear or obvious to the eye or mind
  - Destiny: the events that will necessarily happen to a particular person or thing in the future
  - Providence: God’s will
4. Ask students to turn and talk to a partner to put the quotation into their own words.
5. Then ask a pair to share their understanding of the quotation.
6. Conduct a class discussion to analyze O’Sullivan’s quote and summarize the message. Possible guiding questions:
  - How does the author justify the spread of settlers westward?
  - Why does the writer use words like “manifest,” “destiny,” and “providence”?
  - Explain to students that once the concept was named “Manifest Destiny” it became widely used, appearing in newspapers, debates, paintings and advertisements. Why did the concept of “Manifest Destiny” spread quickly?
  - Based on what you know from previous units and the expansion of the United States, who is likely to be impacted by Westward Expansion? What problems did the settlers likely encounter as they moved West?

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## Student Look-Fors

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1. Students should use their understanding of *manifest, destiny*, and *providence* to conclude that settlers felt their westward movement was ordained by God and they were justified in claiming the land.
2. Students should recognize that Native Americans would likely be impacted as they were already located in these areas.
3. Students should also note that, along with the Native Americans, settlers who chose to move westward would be impacted, as well. They may mention positive impacts, such as new homes and economic opportunities, and/or negative impacts, such as difficulties with Native Americans, the lack of cities and resources, etc.

## Formative Performance Task 2

<b>Supporting Question</b>	How did the belief in Manifest Destiny influence Westward Expansion?
<b>Formative Performance Task</b>	Analyze a government document and an advertisement to understand the impact of Manifest Destiny.
<b>Featured Sources</b>	<b>Source B:</b> Excerpt from the <a href="#">Homestead Act</a> , OurDocuments.gov <b>Source C:</b> <a href="#">Indian Land for Sale Flyer</a> , Nebraskastudies.org
<b>Content and Claims</b>	In this formative performance task, students analyze two documents in order to determine the causes and effects of the Homestead Act.

### Featured Sources

**Source B:** Excerpt from the [Homestead Act](#), OurDocuments.gov

**CHAP. LXXV. —An Act to secure Homesteads to actual Settlers on the Public Domain.**

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first January, eighteen hundred and sixty-three, be entitled to enter one quarter section or a less quantity of unappropriated public lands, upon which said person may have filed a preemption claim, or which may, at the time the application is made, be subject to preemption [ . . . ]: Provided, That any person owning and residing on land may, under the provisions of this act, enter other land lying contiguous to his or her said land, which shall not, with the land so already owned and occupied, exceed [ . . . ] one hundred and sixty acres.

SEC 2. And be it further enacted, That the person applying for the benefit of this act shall, upon application to the register of the land office in which he or she is about to make such entry, make affidavit [ . . . ] that such application is made for his or her exclusive use and benefit, and that said entry is made for the purpose of actual settlement and cultivation, and not either directly or indirectly for the use or benefit of any other person or persons whomsoever; and upon filing the said affidavit with the register or receiver, and on payment of ten dollars, he or she shall thereupon be permitted to enter the quantity of land specified: [ . . . ] and if [ . . . ] shall prove by two credible witnesses that he, she, or they have resided upon or cultivated the same for the term of five years [ . . . ], the purchaser shall acquire the absolute title by the purchase...

Source C: [Indian Land for Sale Flyer](#), Nebraskastudies.org

# INDIAN LAND FOR SALE

GET A HOME  
OF  
YOUR OWN  
\*  
EASY PAYMENTS



PERFECT TITLE  
\*  
POSSESSION  
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

Poster "Indian Land for Sale" 1910.

Courtesy [United States Department of the Interior](http://www.doi.gov) (www.doi.gov)

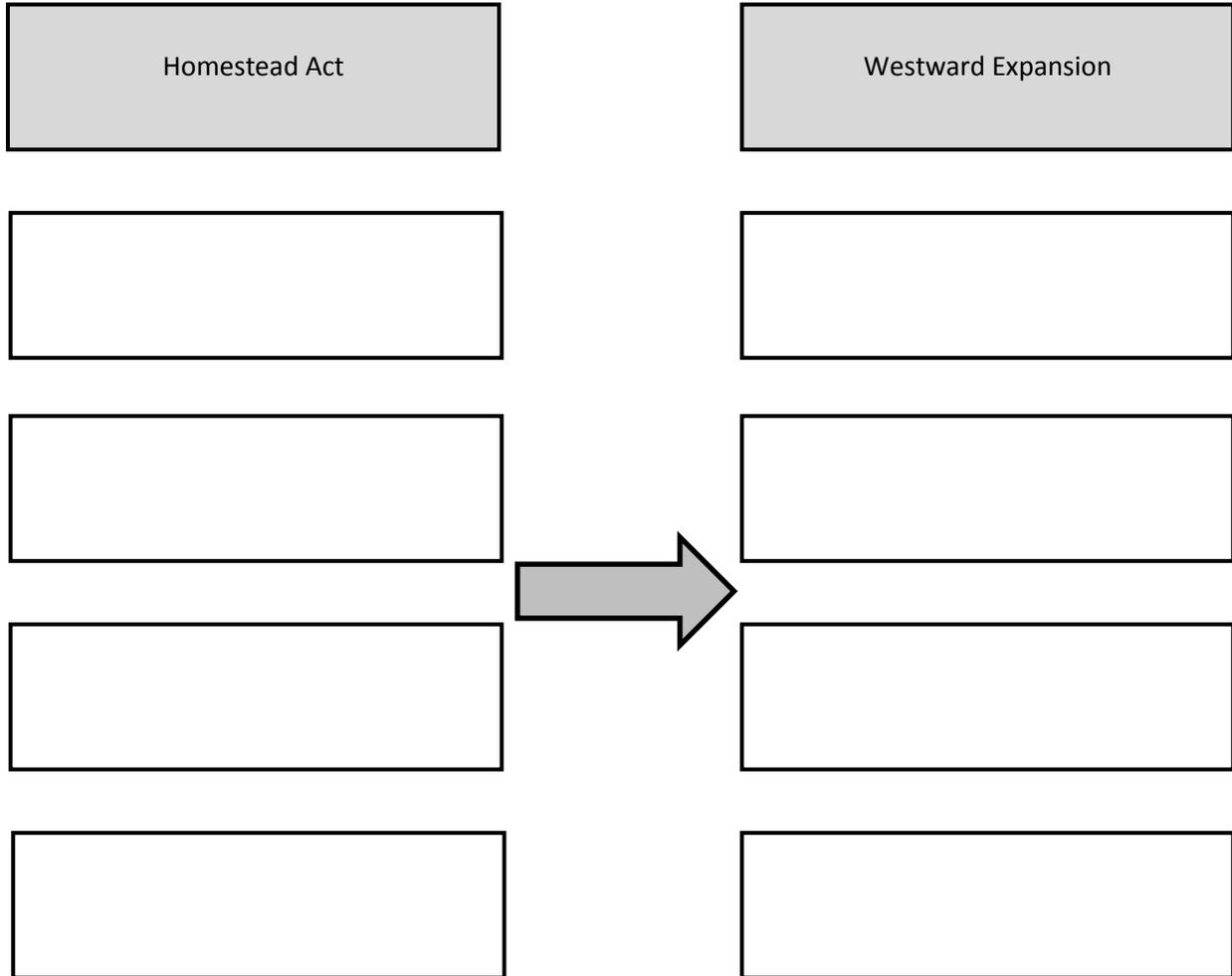
## Steps

1. Read aloud the information about the Homestead Act located at [OurDocuments.gov](#).
2. Provide students with Source D: Excerpt from the Homestead Act.
3. Divide the class into pairs using an established classroom routine.
4. Read aloud the excerpt from the Homestead Act as pairs follow along. Then reread the first phrase, "Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled." Say to students: "To enact something means to make something a law. Who is enacting the Homestead Act?"
5. Explain to students that in legal documents, the word *shall* means it is a requirement of the law. It is something that must happen or be upheld. Ask the pairs to locate and highlight or underline each time *shall* is included in the law and make special notice when *shall not* is written.
6. Then ask students what the coordinating conjunctions "or" and "and" mean in a sentence. As needed, provide them with the following sentence: "Any person who is a head of a family, or who has arrived at the age of twenty-one years and has not supported an enemy of the U.S. shall own land." Ask the pairs to locate and highlight in a different color or put a box around each time *or* and *and* are included in the law.
7. As a class, chorally read aloud the next phrase from "That any person who is the head of a family" until "or given aid and comfort to its enemies."

8. Then ask students: “To whom does this law apply? What characteristics make a person eligible or not eligible for application of this law? Does the head of a household have to be 21-years-old for this law to apply? Why or why not?” Record notes on chart paper or a white board.
9. While recording notes, ask students: “Given that this law applies to a citizen who is the head of a family OR is 21-years-old, how should I write that on our class notes? Should I include both statements as different bullets or should I write them on the same line? Why?”
10. Then ask the pairs to read until “and after the same shall be surveyed” to determine what the Homestead Act does and does not require.
11. Once pairs have read the rest of the excerpt, go through the following lines of text (rereading as necessary) to determine the meaning as a class. Record notes on chart paper or a white board. Possible guiding questions:
  - “Shall, from and after the first January, eighteen hundred and sixty-three, be entitled”
    - o When does this law go into effect?
  - “Be entitled to enter one quarter section or a less quantity of unappropriated public lands, upon which said person may have filed a preemption claim or which may, at the time the application is made, be subject to preemption”
    - o What does *entitled* mean? If you are entitled to your fair share of food at lunch, what does that mean?
    - o To appropriate means to take something typically without permission. What does *unappropriated* mean? According to the act, what kind of lands are available?
    - o *Preemption* means the purchase of land before it is offered to others. Does this part of the law entitle citizens to take any land they want? How do you know?
  - “Provided, That any person owning and residing on land may, under the provisions of this act, enter other land lying contiguous to his or her said land, which shall not, with the land so already owned and occupied exceed one hundred and sixty acres.”
    - o *Contiguous* means next to. What restrictions are placed on land ownership?
  - “And be it further enacted, That the person applying for the benefit of this act shall, upon application to the register of the land office in which he or she is about to make such entry, make affidavit that such application is made for his or her exclusive use and benefit, and that said entry is made for the purpose of actual settlement and cultivation and not either directly or indirectly for the use or benefit of any other person or persons whomsoever; and upon filing the said affidavit with the register or receiver, and on payment of ten dollars, he or she shall thereupon be permitted to enter the quantity of land specified.”
    - o What else must citizens do to gain land through this law?
    - o How do you know this is in addition to the previous requirements?
  - “And if shall prove by two credible witnesses that he, she, or they have resided upon or cultivated the same for the term of five years, the purchaser shall acquire the absolute title by the purchase.”
    - o What happens after five years if certain conditions are met?
    - o What are those conditions?
12. Pass out the cause and effect graphic organizer on page 12 and ask pairs to identify the impact the Homestead Act had on Westward Expansion.
13. Then provide pairs with Source E: Indian Land for Sale Flyer.
14. Say to students: “We analyzed the Homestead Act, which gave ownership of land to settlers who were willing to live on and improve the land. Let’s look at another source from the time. As you review with your partner, consider the following: Who owned the land? Did the settlers purchase the land legally? What likely happened to those who were on the land the settlers were claiming?”
15. Write the questions to consider on a white board.

16. Have students work with their partner to analyze the flyer and continue to fill out the cause and effect graphic organizer to determine the relationships among the Homestead Act, Westward Expansion, and the Native American population.
17. Conduct a whole-group discussion based on what students determined from their reading. Possible guiding questions:
  - What did the Homestead Act intend to do? What were some of the flaws in the plan?
  - How did the Homestead Act influence change in population in the West?
  - How did the Homestead Act contribute to the idea of Manifest Destiny?
  - What was the likely impact on the Native Americans in these areas?

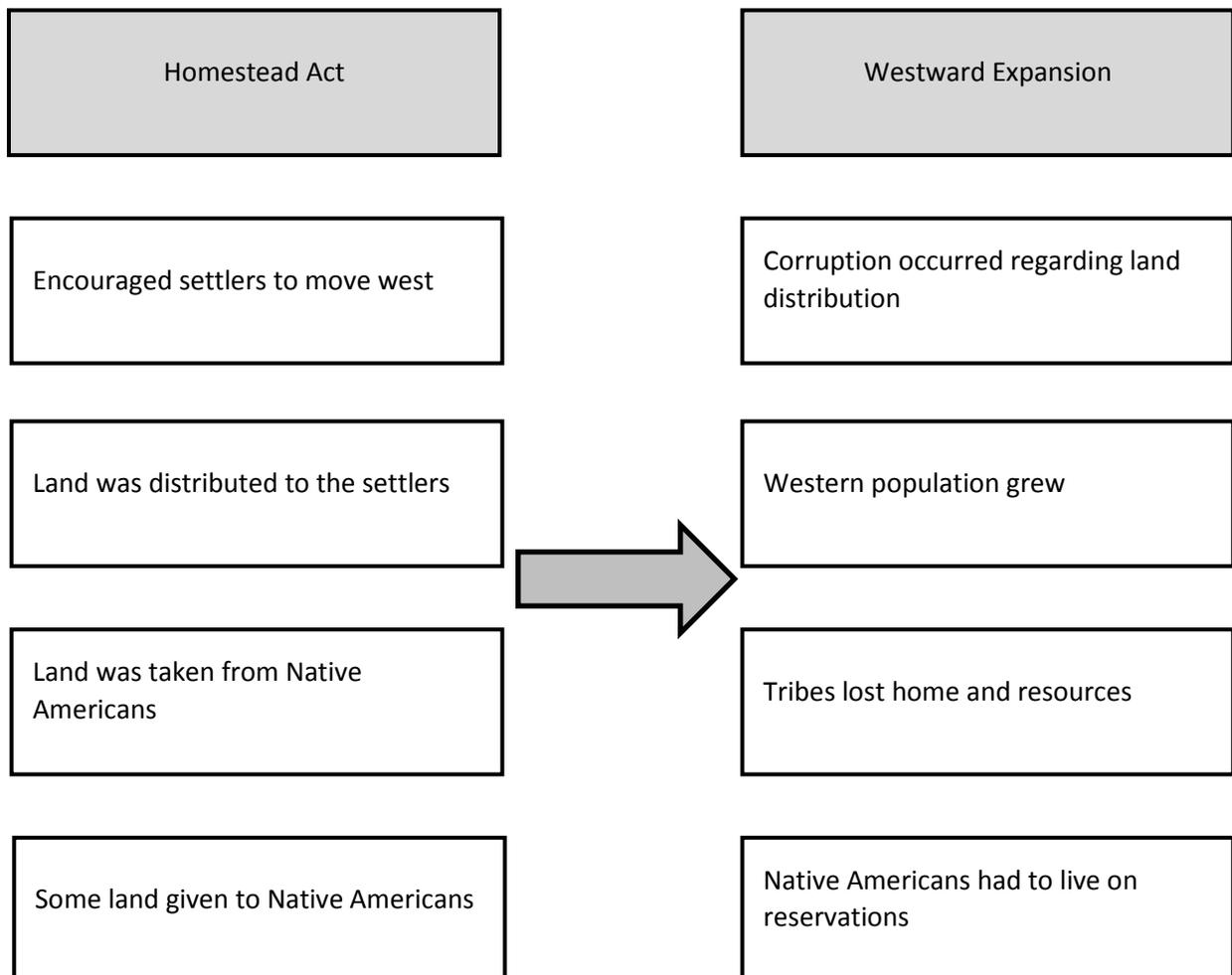
Cause and Effect Graphic Organizer



**Student Look-Fors**

1. Students should demonstrate an accurate understanding of the causal relationship between the Homestead Act and Westward Expansion and its impact on the Native American population. A sample completed graphic organizer is included below.
2. Students should also make connections between the Homestead Act and Manifest Destiny. Given the belief in Manifest Destiny (i.e., “God has given us the right to expand the borders of the United States”), the U.S. government passed a law, which allowed United States citizens to appropriate lands that belonged to Native Americans to claim more land for the country. While the Homestead Act expanded the borders and allowed U.S. citizens to claim ownership of land, it is questionable whether U.S. citizens really had right to the land given that, in many cases, it was not theirs to own. The resulting impact on the Native American population was negative.

**Cause and Effect Graphic Organizer**



## Formative Performance Task 3

<b>Supporting Question</b>	What changes were seen as new people moved into the western lands?
<b>Formative Performance Task</b>	Explain migration patterns as influenced by the belief in Manifest Destiny.
<b>Featured Source</b>	<b>Source D:</b> <a href="#">American Progress</a> , John Gast
<b>Content and Claims</b>	In this formative performance task, students analyze a painting to identify a message the artist is conveying.

### Featured Source

**Source D:** [American Progress](#), John Gast

### Steps

1. Divide the class into small groups using an established classroom routine.
2. Provide small groups with Source D: *American Progress*. Explain to students that the woman in the image is named Columbia and represents the United States. Explain that the painting symbolizes Western Expansion and the belief in Manifest Destiny.
3. Model for the students how to divide the image into four equal parts.
4. Have groups divide a plain sheet of paper into four squares, one for each section of the image. A sample is included on the next page.
5. Ask students to work together to describe what is happening in each corresponding section of the image and record key details in the appropriate square on their paper.
6. Discuss with students the underlying messages in the painting. Possible guiding questions:
  - How are the Native Americans represented in the image?
  - What modes of transportation are shown, and how do they change as your eye moves from the west (left) to the east (right) in the image?
  - How do the colors and lighting in the image change from the west (left) to the east (right)?
  - What technologies are shown?
  - Consider each topic of the image: Native Americans, transportation, technology. What message(s) about each topic is the artist trying to convey in this image?

Four Quadrants

<b>A</b>	<b>B</b>
<b>C</b>	<b>D</b>

**Student Look-Fors**

1. Students should recognize that the modes of transportation become progressively more advanced from west to east (i.e., travel by foot and horse to travel by steam engine).
2. Students should note the artist used lighter colors in the eastern portions of the image. The west is shown as dark and cloudy while the east is brighter and clearer.
3. Students should recognize that the technologies represented in the image are more advanced in the eastern portions of the picture than the western, similar to the modes of transportation. Mail, for example, is transported by Pony Express but close behind the rider are the telegraph lines reaching across the land.
4. Students should recognize the artist is trying to convey several possible messages:
  - Movement west brings with it many advancements and that these advancements will be bring “light” and knowledge to the West.
  - The image represents the power of the white settlers over the land, people, and wildlife of the West. The Native Americans, traveling on foot and horseback with simple weapons (e.g., tomahawks and spears), run from the white men who bring with them more advanced technologies and weapons. The bison are also depicted as running away.
  - The advancement west represented the beginnings of ‘civilization’ in an area once savage and wild.

**Four Quadrants**

<p><b>A</b></p> <ul style="list-style-type: none"> <li>• dark clouds in the sky</li> <li>• Buffalo running from something</li> <li>• lady holding cord and book</li> </ul>	<p><b>B</b></p> <ul style="list-style-type: none"> <li>• trains moving west</li> <li>• ships in the water</li> <li>• light colored clouds in the sky</li> </ul>
<p><b>C</b></p> <ul style="list-style-type: none"> <li>• Native Americans are running from something</li> <li>• Native Americans are mad or upset</li> <li>• Animals are running away</li> <li>• A wagon is moving west</li> <li>• Men with tools are traveling west</li> </ul>	<p><b>D</b></p> <ul style="list-style-type: none"> <li>• Train is moving west</li> <li>• Lady is hanging power lines as she moves</li> <li>• Men are plowing a field</li> <li>• There is a house and farmland</li> </ul>

## Formative Performance Task 4

<b>Supporting Question</b>	How did Manifest Destiny affect Native peoples of the West?
<b>Formative Performance Task</b>	Examine quote to gain perspective from a chief whose people are affected by Westward Expansion.
<b>Featured Source</b>	<b>Source E:</b> <a href="#">Quotation from Santana, Chief of the Kiowas</a> , Smithsonian Source
<b>Content and Claims</b>	This formative performance task requires students to analyze a quote from a Native American leader in order to identify the effect of Westward Expansion on the Native American tribes.

### Featured Source

**Source E:** Quotation from Santana, Chief of the Kiowas, Smithsonian Source

“A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers here on its bank. These soldiers cut down my timber; they kill my buffalo; and when I see that, my heart feels like bursting; I feel sorry.”

Source: Santana, Chief of the Kiowas, 1867. *U.S. Bureau of Ethnography Annual Report*, 17<sup>th</sup>, 1895-96.

### Steps

1. Provide students with Source E: Quotation from Santana, Chief of the Kiowas.
2. Allow students to read the text to get an understanding of the Santana’s view of expansion and its impact on his people.
3. Conduct a whole-class discussion about the perspective in this text. Possible guiding questions include:
  - How does the Kiowa chief feel about what he is witnessing?
  - What effects are his people experiencing? What led to these effects?
  - How is this text similar to and/or different from the previous sources?

### Student Look-Fors

1. Students should recognize the author is sorrowful about the movement west (“...my heart feels like bursting; I feel sorry.”)
2. Students should identify the Native Americans are losing the land on which the tribes have lived for generations. They are also losing resources vital to their survival, such as timber and buffalo.
3. Students should also demonstrate understanding that while the previous sources painted Westward Expansion in a positive light (e.g.: God’s will, advancement, progress), this text illustrates the negative impact expansion had on the existing tribes in the region. The perspective of this author shows a sense of loss.

## Summative Performance Task

<b>Compelling Question</b>	How did Westward Expansion impact people, places, and ideas?
<b>Summative Performance Task</b>	Using the sources provided, write a well-organized response to the following prompt: How did Westward Expansion impact people, places, and ideas?

### Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored how both beliefs and policies associated with Westward Expansion impacted different groups of people, places, and ideas; this information will be an essential part of a well-developed essay. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their writing.

### Student Prompt

Using the sources provided, write a well-organized response to the following prompt: How did Westward Expansion impact people, places, and ideas?

### Student Look-Fors

1. Scoring Notes
  - a. Student response should demonstrate understanding of how Westward Expansion impacted the growth of the United States, the landscape of the West, and the Native Americans of the American Plains.
  - b. The student supports claims using information gained from sources.
  - c. Students' written responses should follow the English language arts standards for written expression at grade 4.
2. A strong response:
  - a. References documents appropriately
    - Americans believed they had a God-given right to expand west and claim territory previously owned by Native Americans (Source A, B, C, and D)
    - Westward Expansion was intended to unite and bring solidarity to the country (Source B and C)
    - Settlers could buy and own land cheaply (Source B)
    - Native Americans were pushed out of the lands that had always been their home (Source B, D, and E)
    - Westward Expansion led to progress in transportation, technology, and knowledge; the west was improved through expansion (Source D)

- b. Applies the provided evidence as well as additional information about how governments provide services to citizens
- Before the arrival of Europeans, Native Americans were located throughout the North American continent. Westward Expansion would displace many tribes, especially the Plains Indians, as noted in the advertisement.
  - Native American tribes were dependent on the natural resources found in the areas they inhabited. As they moved out of the areas they previously inhabited, they lost access to the resources they had used for centuries.
  - The Plains Indians relied heavily on the buffalo. They used all parts of the animal for food, tools, shelter, and clothing. As they were displaced, their access to the animal was limited, which would greatly alter their ability to maintain their previous lifestyle.