

Movement Patterns Leading to Interdependence and/or Conflict

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grades 7-8
Suggested Duration: One-two 50-minute class periods

Stage 1 Desired Results

Established Goals

Social Studies Standard 4, Benchmark 8.6 Students will explain how and why events may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.

Understandings

- History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most mainstream history tells us. (EU 6)
- Students will understand that for some tribal nations the westward movement was more of an invasion from the east.

Essential Questions

- Why do we examine historical events from multiple perspectives?
- How did the arts play a role in shaping our national identity?

Students will be able to...

- evaluate historical references for issues of bias and perspective.

Students will know...

- images can be a powerful force in influencing our thoughts and beliefs about American Indians.

Stage 2 Assessment Evidence

Performance Tasks

1. Students will develop and practice oral and written communications and expand critical thinking skills through the use of the *American Progress* painting by John Gast.



Stage 3 Learning Plan

Learning Activities

This lesson would work well as you study the topic of westward expansion.

Have the following question written on the board/overhead when students enter the classroom: "What is destiny? Define it in your own words." Give students approximately five minutes to write their own definition of destiny and lead students through a brief discussion regarding the concept of destiny.

Ask students about the term "manifest destiny" – What does this mean? Have a student look up a definition in a dictionary and read it out loud to the class.

Display an overhead of the 1872 painting *American Progress* by John Gast.

Ask students to analyze the painting using the following questions as a guideline.

1. What do you see in the painting? Describe everything you see.
2. What is happening in the painting?
3. What groups are represented?
4. Why do you think the artist titled the painting *American Progress*?
5. Art is sometimes said to be a reflection of our culture. How does this painting reflect or reinforce ideas regarding westward expansion?
6. Imagine you are an American Indian artist – how might you paint this picture depicting an American Indian viewpoint? What would you change or revise? What would you title the piece of artwork?

Have students in small groups or individually draw a picture from an American Indian perspective. Give them approximately 15-20 minutes to complete the in-class drawing. (If a student does not want to actually make a picture ask for a detailed written description of what his/her painting would include). During the next class, the students could discuss their pictures/word descriptions.

Materials/Resources Needed

[Brief definition of manifest destiny](#) This link also has a copy of John Gast's *American Progress* painting.

Historic quotes regarding manifest destiny

John Quincy Adams, sixth president of the United States (1825-1829), wrote in 1811:



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The whole continent appears to be **destined...**to be peopled by one nation. The acquisition of a definite line of boundary to the [Pacific] forms a great epoch in our history.

In 1845, John O'Sullivan, a New Yorker and editor of the *United States Magazine and Democratic Review*, wrote:

Away, away with all these cobweb issues of rights of discovery, exploration, settlement, contiguity, etc. The American claim is by the right of our **manifest destiny** to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federative self-government entrusted to us. It is a right such as that of the tree to the space of air and earth suitable for the full expansion of its principle and **destiny** of growth. ...It is in our future far more than in the past history of Spanish exploration or French colonial rights, that our True Title is to be found.

For more quotes and lesson plans regarding manifest destiny visit the following web sites:

[Manifest Destiny and the Commercial Conquest of the United States](#)

[Manifest Destiny and Westward Expansion](#)

