

# 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 Standards

- (3) The geography content standards for sixth through eighth grade are that each student will:
- (e) explain the role and impact of spatial patterns of settlement and movement in shaping societies and cultures, including Indigenous cultures;
  - (f) identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas.
- (4) The history content standards for sixth through eighth grade are that each student will:
- (f) understand that there are multiple perspectives and interpretations of historical events.

### Understandings

- History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with what most mainstream history tell. (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 do the arts play a role in shaping our national identity?

### Students will be able to...

- evaluate historical print resources for issues of bias and perspective.
- examine and evaluate historical paintings for 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 evaluation of the *American Progress* painting by John Gast.
2. Students will evaluate biased quotes/writing from historical figures.
3. Students will create a more inclusive piece of artwork that depicts westward expansion.

## 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 of westward expansion that is more inclusive of American Indian perspectives. Give them approximately 15-20 minutes to complete the in-class drawing. Provide other options for student expression i.e. if a student does not want to actually draw a picture, ask for a detailed written description of what his/her painting would include. In addition, some students might want to express themselves through poetry or music. The main idea is to allow students the opportunity to provide a more inclusive view of westward expansion via an artistic medium. Inform students they will be sharing and explaining their artwork or other forms of artistic expression during the next class period.

## Day 2

Facilitate a class discussion and recap some of the main points and ideas from the previous class period. Call on students to share and discuss their artwork. Allow students ample time to share. This activity may take more than one class period depending on class size.

After students explain their artwork share the painting “Reversing Manifest Destiny” which was commissioned by the Indian Land Tenure Foundation. The painting was created by Charles Hilliard (Sokaogon Chippewa Community).

Display the artwork by Gast and compare and contrast the two images and facilitate a class discussion.

Share the quotes from John Quincy Adams and from John O’Sullivan. How do these quotes affirm the concept of manifest destiny?

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

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.

Suggested final assignment – revisit the essential questions and have students write a brief reflection paper on what they learned and how this new knowledge might apply in their ongoing study of history.

## Materials/Resources Needed & Additional Information Regarding Manifest Destiny

[American Progress painting by John Gast](#)

[Reversing Manifest Destiny painting by Charles Hilliard](#)

[Hilliard painting image on Brittanica Kids](#)

[Manifest Destiny and the West | Uncovering America | PBS LearningMedia](#)

[Manifest Destiny and Westward Expansion](#)

[Why Artist Wendy Red Star Centered Indigenous People in Her Abstracted Revision of the Iconic Manifest Destiny Painting ‘American Progress’](#)



***American Progress* by John Gast (1872)**

**Summary:** Print shows an allegorical female figure of America leading pioneers westward, as they travel on foot, in a stagecoach, Conestoga wagon, and by railroads, where they encounter Native Americans and herds of bison.

**Image retrieved from the Library of Congress**