HOW TEACHERS CAN INTEGRATE ABSENT NARRATIVES INTO THEIR MANIFEST DESTINY CURRICULUM TO BETTER UNDERSTAND THE EXPERIENCES OF PEOPLE OF COLOR

By

Daniel Gerber

A capstone submitted in partial fulfillment of the Requirements for the degree of Master of Arts in Education

Hamline University
Saint Paul, Minnesota
December 2018

Primary Advisor: Trish Harvey
Content Reviewer: Tom Goetz
To Anna, for her constant love and support.

To my students, whom this work and research is for.
TABLE OF CONTENTS

Project Summary..................................................................................................................4

Description of Class Materials.............................................................................................7

Unit Standards..........................................................................................................................8

Unit Lesson Plans...................................................................................................................10

Appendix A (Manifest Destiny Introduction Assignment)......................................................15

Appendix B (A Soldier Recalls the Trail of Tears Assignment)..............................................18

Appendix C (Cotton & Slavery Comparison Documents).........................................................23

Appendix D (Mexican-American War Documents - Whose to Blame?).................................30

Appendix E (Manifest Destiny Project Rubric).......................................................................32

Appendix F (Slavery Document Based Questions).................................................................34

Appendix G (Manifest Destiny Project Resources links for students).................................38

References............................................................................................................................40
Project Summary

The purpose behind this project was to answer the question: *How can teachers integrate absent narratives into their Manifest Destiny curriculum to better understand the experiences of people of color to better understand the experiences of people of color?* Being a social studies teacher, I have worked in a different schools and grade levels, and I feel that one unit gets rushed through and numerous perspectives are left out. That is in the United States Expansion/Manifest Destiny Unit, that covers the growth of the country from the Louisiana Purchase in 1803 and can extend all the way to the Civil War, with events such as Texas and the Mexican-American War, Missouri Compromise, and California Gold Rush in. Textbooks, curriculum, and standards often focus on the reasons behind these events and expansion, how they benefit the United States, and may at times connect to how they lead up to the Civil War. What is often left behind is how American Indians, African Americans (including slaves), and Latinx were treated and the difficulties they faced as a result. At the same time the United States is becoming more diverse and students of color often do not see themselves in represented in United State History. That is why I created this modified Manifest Destiny high school unit that combines these elements, in order to enhance students understanding of content by adding voices that are often left out.

The curriculum was developed with ideas from critical race theory and culturally relevant pedagogy as guides to help engage students in content that is underrepresented, allowing for multiple perspectives from absent narratives, to be brought to the forefront of United States History. These ideas are used throughout the lessons, in formative and summative assessments, to open up students minds to information their textbook may leave out or standard curriculum may not focus on or have time to get to. This is done through reading primary documents,
looking at paintings, photographs, maps, and charts related to events from the time period, small and large group discussions, and doing their own research for the final project. The summative assessment at the end of the unit is to have students create an artistic representation of at least one result that negatively affected at least one group of people of color that occurred because of Manifest Destiny, after students have done research on a given sub-topic. The ultimate goal of this unit is to give teachers ideas on how to include absent narratives into social studies curriculum, with potential lessons and resources to use, and for students to learn that while Manifest Destiny had lots of benefits for the United States, multiple groups of people of color were negatively affected for a long time in a variety of ways.

The curriculum follows the Understanding by Design model laid out by Wiggins and McTighe (2011), with students summatives being a combination of creating artistic representations of the negative effects of Manifest Destiny and research they would have done to create the project as the intentional end goal. The desired result is that students learn that Manifest Destiny negatively affected people of color even as the United States benefitted, doing their own research to enhance their own understanding of the topic. This skill can be replicated in later units and content areas as they learn to appropriately investigate other historical themes and events in greater detail by finding accurate and educated sources. As a teacher, I will know that the student has learned if they can demonstrate how and in what way at least one group was negatively affected by Manifest Destiny, shown in their artistic summative. Students will learn early on in the unit how Manifest Destiny led to the expansion of slavery, how expansion affected the Cherokee along the Trail of Tears, and that Mexico lost land to the United States. Later in the unit they will see how and why slavery continued and how it hurt African Americans
throughout the period. After learning that Manifest Destiny is achieved, students are then given the task (their summative) of seeing how a certain group was negatively affected by Manifest Destiny as a whole, or in other events related to Manifest Destiny, such as the Gold Rush, Mormon migration, or what happened to the American Indians and Mexicans now under U.S. control. They do their research on one of these related topics and then create an artistic representation of what they have learned. This curriculum redesign meets a number of current Minnesota Department of Education standards in social studies, listed later in the project.

The idea for the artistic summative came from Elena Torre and Fine (2004), who in their own research shown in Engaging youth in participatory inquiry for social justice, had students work in collaboration on historical and present racial issues and feelings. The students displayed what they learned through various art forms, including poetry, songs, and dances, helping to break down stereotypes and present both the historical and present realities of racial issues in the United States.

The intended audience for this unit is for my one section of 10th Grade United States History students during the first trimester of the year. There are twenty-nine students in this class, twelve males and seventeen females. Fifteen of the students are students of color, and two of the students receive Special Education services. The unit can be modified accordingly for different age groups, grade levels, and regular/honors/Advanced Placement or International Baccalaureate, as well as length of assignments and coverage of topics based on different school curriculum standards.

Included in this document are the Unit Plans, daily activities with readings listed in the appendix, formative assessments, and the summative assessment rubric.
Description of Class Materials

Unit Standards & Goals (p. 6-7)
Guiding state standards and intended goals for the modified curriculum.

Lesson Plans (p. 8-12)
Curriculum that will be used for the modified Manifest Destiny unit.

Manifest Destiny Introduction Assignment (p. 13-15)
Assignment that gets students thinking what Manifest Destiny might be about by looking at paintings conveying themes and events related to U.S. expansion.

A Soldier Recalls the Trail of Tears (p. 16-20)
Reading assignment based on a soldier recalling his experience of the Trail of Tears, helping students understand what the Cherokee faced during their removal as part of U.S. expansion.

Cotton and Slavery Document Questions (p. 21-27)
Several documents designed to have students think about possible connections between slavery and cotton production, as well as differences between the North and South before the Civil War.

Mexican-American War Perspectives (p. 28-29)
Assignment for students on three different perspectives blaming the Mexican-American War on different sides and causes, having students consider who and what is really to blame.

Manifest Destiny Summative Project Rubric (p. 30-31)
Expectation and scoring guide for student research and final product for the unit.

Slavery Document Based Questions (p. 32-35)
Documents that help students understand the circumstances slaves faced and why.

Project Resources for students (p. 36-37)
Websites that students can use for their research for their final project

**Resources** (p. 38-39)

**Unit Standards from Minnesota State High School Social Standards, published by the Minnesota Department of Education.**

Standard 18. Students will understand that economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792—1861)

**Benchmarks**

1. Analyze the differential impact of technological change and innovation on regional economic development and labor systems. (Expansion and Reform: 1792—1861)
2. Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict. (Expansion and Reform: 1792—1861)
3. Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform. (Expansion and Reform: 1792—1861)

Standard 19. Students will understand that regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of
Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations’ territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877)

Benchmarks:

1. Compare and contrast the regional economies, societies, cultures and politics of the North, South and West leading up to the Civil War. (Civil War and Reconstruction: 1850—1877)

2. Describe the recurring antebellum debates over slavery and state's rights, popular sovereignty, and political compromise; analyze how the American political system broke down in the 1850s and culminated in southern Secession, the establishment of the Confederate States of America, and the Union response. (Civil War and Reconstruction: 1850—1877)

Unit Goals

1. Understand how and why the U.S. border changed from 1783 to 1853.

2. Evaluate the role expansion had on changing lifestyles in the U.S.

3. Analyze the role of slavery in these events and explain how slavery during this time led to the Civil War.
Unit Lessons:

Lesson 1 - Unit Introduction

Lesson Goal: Evaluate the effects that migration movements have on incoming areas.

Introduction – Students will provide the unit standards and goals and the teacher then introduces the essential question: Evaluate the effects that migration movements have on incoming areas. I will then provide notes on the Louisiana Purchase, what it did and why it happened.

Students will then take out their Manifest Destiny Introduction Assignment (see Appendix A) that they were given the day before after they finished their Revolutionary War Unit Tests and I will post the two images from the assignment. I will call on students randomly to describe what they see in the first image – John Gast’s American Progress (1872) and what they think that means, based on what they have wrote down for their assignment, emphasizing the movement westward if they do not. If the students do not mention it, I will guide the discussion to the image of the angel, surrounded by light and holding a telegraph line, bringing “progress and civilization” as American settlers transform the landscape as American Indians and wildlife run into the darkness in fear. Next they will look at Westward the Course of Empire Takes Its Way, 1861, by Emmanuel Gottlieb Leutze, comparing and contrasting the two images, while pointing out the Christian Cross embedded in rock in the middle of Gottlieb Leutze’s painting. To sum up the discussion, I will provide them a definition of Manifest Destiny, as provided by the classroom textbook United States History & Geography (Appleby et. al, 2016, p. 207)

We will next move onto a discussion on who does land belong to and how land is owned and transferred, referring to treaties and property. Students will connect a painting of the Trail of Tears with panning for gold to understand how the two are related. This will introduce the Indian Removal Act and Trail of Tears related to a story of gold being discovered.

This will proceed to mentioning how this is related to further removal of other tribes, such as the Dakota and Ojibwe in Minnesota. I will then introduce a homework assignment that is a reading of a soldier’s reflection of his Trail of Tears experience.

Assignment: Trail of Tears Diary for the next day (see Appendix B).

Lesson 2 – Cotton & Slavery expansion

Lesson Goal: Understand how technology can impact society.

Introduction: Students will begin by creating a list of technologies that make their lives easier. After a few minutes they compare their list with people around them. Then students will come up a class list, while discussing how they have impacted their lives. Students will then be asked if
technology meant for good intentions can lead to negative consequences and discuss with the class, hopefully with them coming to the conclusion that it can happen with relevant examples.

Main Content: Students will receive a packet of documents (see Appendix C) that show various images, charts, tables, and graphs, with the intent of them working in groups to decide what each document is telling them. There are a few summary questions that should help students see a connection between the growth of cotton and the growth of slavery from 1800 to 1860, while also showing a different, changing society and economy between the North and South in the U.S. Class discussion will be done to help clarify what students should be seeing and taking away from the documents.

Summary: Introduce the invention of the cotton gin with a video from the Ford Foundation on how it works, and then provide notes on the cotton gin, how it led to an increase in cotton production and helped expand slavery as an added consequence due to increased profitability.

Lesson 3 – Missouri Compromise and Texas Independence.

Lesson Goal:
1. Analyze the role slavery had in creating the Missouri Compromise, American migration to Texas, and The Texas War for Independence.
2. Evaluate how Manifest Destiny affected Mexican people.

Introduction: Students will review what determines the number of Senators per state and members of the House of Representatives per state. The correct answers of will be provided by the teacher if students cannot answer that each state gets two Senators and each state gets at least one representative and that states with bigger populations get more representatives.

Main Content: Students will be asked how the number of state representatives may be related to the issue of slavery, and even if answered, the teacher will provide notes on issues leading to the Three-Fifths Compromise, where slaves count as three-fifths of a person in census counting to give slave states more representatives in Congress. This will lead to the issue of the Missouri Compromise in 1820 and will instruct students of the results, emphasizing how future slave territories and states are limited, while free territories and states will outnumber the slave ones.

The teacher will then provide notes on Mexican independence from Spain and how that led to open immigration of Americans into Texas, including what was expected of the immigrants when they arrived. Students will learn how and why the Texans rebelled against the Mexican government when they went from loose enforcement of anti-slavery laws to strong enforcement, fear of increased American presence, and increased tariffs.

Summary: Students will receive their homework assignment, which is three primary document excerpts related to the causes of the Mexican-American War. They have to read each document and answer who the document blames for causing the war and why that side is to blame, with one reflection question as to who the student thinks is the cause and why. One is from the
Mexican President who accuses the Americans as being the aggressors for threatening their land, not meeting with their government, and invading their land. The second is from U.S. President Polk, who blames Mexico for not negotiating with the U.S. government, crossing the U.S. border and killing U.S. soldiers. The third is from Frederick Douglass, giving a speech in London, and blaming the U.S. government for first convincing the Texans to rebel and later the U.S. government because they want to expand slavery.

HW: Mexican-American Primary Source Documents (See Appendix D)

Lesson 4 – Mexican-American War achieves Manifest Destiny, Homestead Act, and introduce project.

Lesson Goal:
1. Analyze the role Manifest Destiny and slavery had in causing the Mexican-American War.
2. Evaluate how Manifest Destiny affected Mexican people.

Introduction: Go over the questions from yesterday’s homework assignment on the causes of the Mexican American War with the class. Teacher will collect the assignments after the discussion is over.

Main content: Provide notes on how the war started with a border dispute, planned by the U.S. government to get Mexico to start the war, and mention that the U.S. wins. Go over added territory as a result of the Treaty of Guadalupe-Hidalgo and later the Gadsden Purchase, along with a treaty with Great Britain gives the U.S. it’s continental forty-eight states and achieves Manifest Destiny.

Now comes the issue of settling the land, mentioning cheap land with things such as the Gold Rush, Oregon Trail, Homestead Act, and Mormon migration to Utah.

Project Introduction: Introduce Manifest Destiny Project, with rubrics and expectations (see Appendix E) and list of potential online resources to use for research (see Appendix G). Allow students to plan out potential ideas and offer suggestions for topics and project ideas.

Lesson 5 – Project work time. Teacher will discuss project expectations and ideas with students individually, supervising, and answer questions that students have in regards to the project. Students will have classroom access to computers and/or chromebooks to do their research, as well as access to the school media center to research books that could be used. Materials such as colored pencils, markers, tape, scissors, and art paper will be brought in for students to work with.

Lesson 6 – Project work time. Same as lesson 5.

Lesson 7 – Project work time. Same as lesson 5 and lesson 6.
Lesson 8 – Project work time. Same as lesson 5, lesson, and lesson 7.

Lesson 9 – Slavery Compromises & Violence (1850 to Bleeding Kansas)

Lesson Goal:
1. Evaluate the role slavery had in U.S. expansion.
2. Evaluate the role U.S. expansion had on the debate around and growth of slavery.

Intro: Students will revisit the purpose and result of the Missouri Compromise, and result of the Mexican-American War & Treaty of Guadalupe-Hidalgo. Students will look at the map of the U.S. in 1848 and consider what should happen to all the newly added land when considering the lines of free and slave state/territory drawn by the Missouri Compromise.

Main Content: Students will be given notes about abolitionism, the Underground Railroad, and how that, with the expansion of the U.S. through Manifest Destiny, leads to the Compromise of 1850. This results in a tougher Fugitive Slave Act that punishes those who do not help catch runaways, puts free African Americans in danger, and allows California to enter the U.S. as a free state.

Students will then be shown a six minute video from TED ED on the Kansas Nebraska Act found at https://www.youtube.com/watch?v=oWww0YIf-JE. Students will take notes during the video on the designed purpose of the Kansas-Nebraska Act and it’s ultimate results of dividing the nation and leading to the formation of the Republican Party and rise of Abraham Lincoln. Students will then have a few minutes to compare their notes with one to two students and revise their notes based on what others put down.


Lesson Goal: Explain how the views of slavery led up to the Dred Scott Decision and John Brown’s Raid, and then led to further division in the United States prior to the Presidential Election of 1860.

Intro: Students will revisit the idea of property and ownership from the beginning of the unit, asking how one can lose their property. The teacher can encourage students to think about examples such as guns, drivers licenses, and pets.

Main content: Students will be given a set of documents (see Appendix F) regarding slavery to help emphasize the how and why slave owners treated and viewed slaves as property and less than human. The first document is from the Governor of South Carolina in 1835, which can help students see how slave owners used economics, religion, and race to justify slavery. The second is a slave auction poster, with language describing the characteristics of the slaves. Students are asked to see why they are being sold, and how the language being used can be seen as offensive with terms like buck and wench. The third document is Frederick Douglass recounting how slaves are given nothing and treated like nothing by their owners. The fourth is an image of a slave’s scarred back from being whipped. After students fill in their questions, the teacher will
show a video, approximately four minutes, of a slave auction recreation in New Orleans found here [https://www.youtube.com/watch?v=TnHKwtXEYTO](https://www.youtube.com/watch?v=TnHKwtXEYTO). The teacher can then discuss how this connects to the readings and how slaves are treated more like animals than people.

The teacher will then provide notes on the Dred Scott case, including the background, the Supreme Court decision and how it takes away rights for free African Americans, undoes the Missouri Compromise and Kansas-Nebraska by saying slavery is allowed everywhere, and connecting it to property rights. The teacher can also draw this back to the auction poster as those slaves were being sold because their owner was moving to Indiana prior to the Dred Scott Decision, so slavery was not allowed there.

Conclusion: The teacher will conclude by providing notes on John Brown and how his raid on Harper’s Ferry to start a slave rebellion further divided the nation before the 1860 election.

*Lesson 11 – Election of 1860 & Fort Sumter, Project due.*

Lesson Goal: Explain how events and divisions resulting from slavery led to Lincoln’s Presidential victory in 1860 and the beginnings of the Civil War.

Introduction: Students will hand in their projects, project notes, and project summaries. If any students are doing a performance piece or made a video, it is shown and graded at this time. Review with students the current state of slavery, where it is located and current slave laws as of 1860, including general mood in various parts of the country. Ask students to review what Abraham Lincoln and the Republican party ran on in the 1860 election, as shown in the previous TED ED video.

Main Content: Students will go over guided notes with the teacher on the division of the Democratic Party over the issue of slavery in 1860, what Abraham Lincoln and the Republican Party ran on in 1860, and how the South viewed Lincoln and his electoral victory, leading to secession. Students will learn about the terms for the Civil War, including how the Confederacy, Slave States, and the South are interchangeable, as are the North and Union. Students will learn about how and why Lincoln tried to hold onto Union positions in the South, and how Fort Sumter will start the war, and Lincoln’s call for volunteers to put down the rebellion leads to more secession, while also discussing the importance of the “Border States” to the Union.
Appendix A

The following paintings are essential to what we cover during the next unit. There are four questions you need to answer to receive credit for this assignment.

1. Write down everything you see and notice in this image. This should include places, physical objects and physical features, directions, colors, technology, perspectives (like how people are feeling), jobs, and any other imagery.
2. Write down everything you see in this image. This should include what events are happening, direction of movement, colors, physical objects and features, and any other imagery.
3. How are these images similar? What do they share and have in common?

4. How are these images different? What is in one but not the other?
Appendix B

A Soldier Recalls the Trail of Tears

Children:
This is my birthday, December 11, 1890, I am eighty years old today. I was born at Kings Iron Works in Sullivan County, Tennessee, December the 11th, 1810. I grew into manhood fishing in Beaver Creek and roaming through the forest hunting the deer and the wild boar and the timber wolf. Often spending weeks at a time in the solitary wilderness with no companions but my rifle, hunting knife, and a small hatchet that I carried in my belt in all of my wilderness wanderings. On these long hunting trips I met and became acquainted with many of the Cherokee Indians, hunting with them by day and sleeping around their camp fires by night. I learned to speak their language, and they taught me the arts of trailing and building traps and snares. On one of my long hunts in the fall of 1829, I found a young Cherokee who had been shot by a roving band of hunters and who had eluded his pursuers and concealed himself under a shelving rock. Weak from loss of blood, the poor creature was unable to walk and almost famished for water. I carried him to a spring, bathed and bandaged the bullet wound, and built a shelter out of bark peeled from a dead chestnut tree. I nursed and protected him feeding him on chestnuts and toasted deer meat. When he was able to travel I accompanied him to the home of his people and remained so long that I was given up for lost. By this time I had become an expert rifleman and fairly good archer and a good trapper and spent most of my time in the forest in quest of game.

The removal of Cherokee Indians from their life long homes in the year of 1838 found me a young man in the prime of life and a Private soldier in the American Army. Being acquainted with many of the Indians and able to fluently speak their language, I was sent as interpreter into the Smoky Mountain Country in May, 1838, and witnessed the execution of the most brutal order in the History of American Warfare. I saw the helpless Cherokees arrested and dragged from their homes, and driven at the bayonet point into the stockades. And in the chill of a drizzling rain on an October morning I saw them loaded like cattle or sheep into six hundred and forty-five wagons and started toward the west.

One can never forget the sadness and solemnity of that morning. Chief John Ross led in prayer and when the bugle sounded and the wagons started rolling many of the children rose to their feet and waved their little hands good-by to their mountain homes, knowing they were leaving them forever. Many of these helpless people did not have blankets and many of them had been driven from home barefooted.

On the morning of November the 17th we encountered a terrific sleet and snow storm with freezing temperatures and from that day until we reached the end of the fateful journey on March the 26th, 1839, the sufferings of the Cherokees were awful. The trail of the exiles was a trail of death. They had to sleep in the wagons and on the ground without fire. And I have known as many as twenty-two of them to die in one night of pneumonia due to ill treatment, cold, and
exposure. Among this number was the beautiful Christian wife of Chief John Ross. This noble hearted woman died a martyr to childhood, giving her only blanket for the protection of a sick child. She rode thinly clad through a blinding sleet and snow storm, developed pneumonia and died in the still hours of a bleak winter night, with her head resting on Lieutenant Greggs saddle blanket.

I made the long journey to the west with the Cherokees and did all that a Private soldier could do to alleviate their sufferings. When on guard duty at night I have many times walked my beat in my blouse in order that some sick child might have the warmth of my overcoat. I was on guard duty the night Mrs. Ross died. When relieved at midnight I did not retire, but remained around the wagon out of sympathy for Chief Ross, and at daylight was detailed by Captain McClellan to assist in the burial like the other unfortunates who died on the way. Her unconfined body was buried in a shallow grave by the roadside far from her native home, and the sorrowing Cavalcade moved on.

Being a young man, I mingled freely with the young women and girls. I have spent many pleasant hours with them when I was supposed to be under my blanket, and they have many times sung their mountain songs for me, this being all that they could do to repay my kindness. And with all my association with Indian girls from October 1829 to March 26th 1839, I did not meet one who was a moral prostitute. They are kind and tender hearted and many of them are beautiful.

The only trouble that I had with anybody on the entire journey to the west was a brutal teamster by the name of Ben McDonal, who was using his whip on an old feeble Cherokee to hasten him into the wagon. The sight of that old and nearly blind creature quivering under the lashes of a bull whip was too much for me. I attempted to stop McDonal and it ended in a personal encounter. He lashed me across the face, the wire tip on his whip cutting a bad gash in my cheek. The little hatchet that I had carried in my hunting days was in my belt and McDonal was carried unconscious from the scene.

I was placed under guard but Ensign Henry Bullock and Private Elkanah Millard had both witnessed the encounter. They gave Captain McClellan the facts and I was never brought to trial. Years later I met 2nd Lieutenant Riley and Ensign Bullock at Bristol at John Roberson’s show, and Bullock jokingly reminded me that there was a case still pending against me before a court martial and wanted to know how much longer I was going to have the trial put off? McDonal finally recovered, and in the year 1851, was running a boat out of Memphis, Tennessee.

The long painful journey to the west ended March 26th, 1839, with four-thousand silent graves reaching from the foothills of the Smoky Mountains to what is known as Indian territory in the West. And covetousness on the part of the white race was the cause of all that the Cherokees had to suffer. Ever since Ferdinand DeSoto made his journey through the Indian country in the year 1540, there had been a tradition of a rich gold mine somewhere in the Smoky Mountain Country, and I think the tradition was true. At a festival at Echota on Christmas night 1829, I danced and played with Indian girls who were wearing ornaments around their neck that looked like gold. In the year 1828, a little Indian boy living on Ward creek had sold a gold nugget to a white
trader, and that nugget sealed the doom of the Cherokees. In a short time the country was overrun with armed brigands claiming to be government agents, who paid no attention to the rights of the Indians who were the legal possessors of the country. Crimes were committed that were a disgrace to civilization. Men were shot in cold blood, lands were confiscated. Homes were burned and the inhabitants driven out by the gold-hungry brigands.

Chief Junaluska was personally acquainted with President Andrew Jackson. Junaluska had taken 500 of the flower of his Cherokee scouts and helped Jackson to win the battle of the Horse Shoe, leaving 33 of them dead on the field. And in that battle Junaluska had drove his tomahawk through the skull of a Creek warrior, when the Creek had Jackson at his mercy.

Chief John Ross sent Junaluska as an envoy to plead with President Jackson for protection for his people, but Jackson’s manner was cold and indifferent toward the rugged son of the forest who had saved his life. He met Junaluska, heard his plea but curtly said, "Sir, your audience is ended. There is nothing I can do for you." The doom of the Cherokee was sealed. Washington, D.C., had decreed that they must be driven West and their lands given to the white man, and in May 1838, an army of 4000 regulars, and 3000 volunteer soldiers under command of General Winfield Scott, marched into the Indian country and wrote the blackest chapter on the pages of American history.

Men working in the fields were arrested and driven to the stockades. Women were dragged from their homes by soldiers whose language they could not understand. Children were often separated from their parents and driven into the stockades with the sky for a blanket and the earth for a pillow. And often the old and infirm were prodded with bayonets to hasten them to the stockades. In one home death had come during the night. A little sad-faced child had died and was lying on a bear skin couch and some women were preparing the little body for burial. All were arrested and driven out leaving the child in the cabin. I don’t know who buried the body. In another home was a frail mother, apparently a widow and three small children, one just a baby. When told that she must go, the mother gathered the children at her feet, prayed a humble prayer in her native tongue, patted the old family dog on the head, told the faithful creature good-by, with a baby strapped on her back and leading a child with each hand started on her exile. But the task was too great for that frail mother. A stroke of heart failure relieved her sufferings. She sunk and died with her baby on her back, and her other two children clinging to her hands.

Chief Junaluska who had saved President Jackson’s life at the battle of Horse Shoe witnessed this scene, the tears gushing down his cheeks and lifting his cap he turned his face toward the heavens and said, "Oh my God, if I had known at the battle of the Horse Shoe what I know now, American history would have been differently written."

At this time, 1890, we are too near the removal of the Cherokees for our young people to fully understand the enormity of the crime that was committed against a helpless race. Truth is, the facts are being concealed from the young people of today. School children of today do not know that we are living on lands that were taken from a helpless race at the bayonet point to satisfy the white man’s greed.
Future generations will read and condemn the act and I do hope posterity will remember that private soldiers like myself, and like the four Cherokees who were forced by General Scott to shoot an Indian Chief and his children, had to execute the orders of our superiors. We had no choice in the matter.

Twenty-five years after the removal it was my privilege to meet a large company of the Cherokees in uniform of the Confederate Army under command of Colonel Thomas. They were encamped at Zollicoffer and I went to see them. Most of them were just boys at the time of the removal but they instantly recognized me as "the soldier that was good to us." Being able to talk to them in their native language I had an enjoyable day with them. From them I learned that Chief John Ross was still ruler in the nation in 1863. And I wonder if he is still living? He was a noble-hearted fellow and suffered a lot for his race.

At one time, he was arrested and thrown into a dirty jail in an effort to break his spirit, but he remained true to his people and led them in prayer when they started on their exile. And his Christian wife sacrificed her life for a little girl who had pneumonia. The Anglo-Saxon race would build a towering monument to perpetuate her noble act in giving her only blanket for comfort of a sick child. Incidentally the child recovered, but Mrs. Ross is sleeping in an unmarked grave far from her native Smoky Mountain home.

When Scott invaded the Indian country some of the Cherokees fled to caves and dens in the mountains and were never captured and they are there today. I have long intended going there and trying to find them but I have put off going from year to year and now I am too feeble to ride that far. The fleeing years have come and gone and old age has overtaken me. I can truthfully say that neither my rifle nor my knife were stained with Cherokee blood.

I can truthfully say that I did my best for them when they certainly did need a friend. Twenty-five years after the removal I still lived in their memory as "the soldier that was good to us". However, murder is murder whether committed by the villain skulking in the dark or by uniformed men stepping to the strains of martial music.

Murder is murder, and somebody must answer. Somebody must explain the streams of blood that flowed in the Indian country in the summer of 1838. Somebody must explain the 4000 silent graves that mark the trail of the Cherokees to their exile. I wish I could forget it all, but the picture of 645 wagons lumbering over the frozen ground with their cargo of suffering humanity still lingers in my memory.

Let the historian of a future day tell the sad story with its sighs, its tears and dying groans. Let the great Judge of all the earth weigh our actions and reward us according to our work. Children -- Thus ends my promised birthday story. This December the 11th 1890.
Trail of Tears Diary Reflection

Name:

What is the background of the author, John Burnett?

Describe at least three struggles the Cherokee faced on their journey.

Why do you think the removal of the Cherokee is called the Trail of Tears?

Do you trust Burnett’s story? Why or why not?
APPENDIX C

PRODUCTION OF RAW COTTON, 1790-1861

(Gray, Table 40, p.1026)

<table>
<thead>
<tr>
<th>Year</th>
<th>Production</th>
<th>Year</th>
<th>Production</th>
<th>Year</th>
<th>Production</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bales</td>
<td></td>
<td>Bales</td>
<td></td>
<td>Bales</td>
</tr>
<tr>
<td>1790</td>
<td>3,135</td>
<td>1814</td>
<td>146,290</td>
<td>1838</td>
<td>1,091,838</td>
</tr>
<tr>
<td>1791</td>
<td>4,180</td>
<td>1815</td>
<td>208,896</td>
<td>1839</td>
<td>1,651,995</td>
</tr>
<tr>
<td>1792</td>
<td>6,270</td>
<td>1816</td>
<td>259,143</td>
<td>1840</td>
<td>1,346,232</td>
</tr>
<tr>
<td>1793</td>
<td>10,449</td>
<td>1817</td>
<td>271,682</td>
<td>1841</td>
<td>1,396,821</td>
</tr>
<tr>
<td>1794</td>
<td>16,719</td>
<td>1818</td>
<td>261,233</td>
<td>1842</td>
<td>2,033,354</td>
</tr>
<tr>
<td>1795</td>
<td>16,719</td>
<td>1819</td>
<td>349,007</td>
<td>1843</td>
<td>1,748,231</td>
</tr>
<tr>
<td>1796</td>
<td>20,889</td>
<td>1820</td>
<td>334,378</td>
<td>1844</td>
<td>2,076,737</td>
</tr>
<tr>
<td>1797</td>
<td>22,989</td>
<td>1821</td>
<td>376,176</td>
<td>1845</td>
<td>1,804,223</td>
</tr>
<tr>
<td>1798</td>
<td>31,348</td>
<td>1822</td>
<td>438,871</td>
<td>1846</td>
<td>1,602,087</td>
</tr>
<tr>
<td>1799</td>
<td>41,797</td>
<td>1823</td>
<td>386,625</td>
<td>1847</td>
<td>2,126,208</td>
</tr>
<tr>
<td>1800</td>
<td>73,145</td>
<td>1824</td>
<td>449,321</td>
<td>1848</td>
<td>2,612,299</td>
</tr>
<tr>
<td>1801</td>
<td>100,313</td>
<td>1825</td>
<td>532,915</td>
<td>1849</td>
<td>2,064,028</td>
</tr>
<tr>
<td>1802</td>
<td>114,943</td>
<td>1826</td>
<td>731,452</td>
<td>1850</td>
<td>2,133,851</td>
</tr>
<tr>
<td>1803</td>
<td>125,392</td>
<td>1827</td>
<td>564,263</td>
<td>1851</td>
<td>2,796,365</td>
</tr>
<tr>
<td>1804</td>
<td>135,841</td>
<td>1828</td>
<td>679,206</td>
<td>1852</td>
<td>3,127,067</td>
</tr>
<tr>
<td>1805</td>
<td>146,290</td>
<td>1829</td>
<td>762,800</td>
<td>1853</td>
<td>2,763,304</td>
</tr>
<tr>
<td>1806</td>
<td>167,189</td>
<td>1830</td>
<td>731,452</td>
<td>1854</td>
<td>2,705,252</td>
</tr>
<tr>
<td>1807</td>
<td>167,189</td>
<td>1831</td>
<td>804,598</td>
<td>1855</td>
<td>3,217,417</td>
</tr>
<tr>
<td>1808</td>
<td>156,740</td>
<td>1832</td>
<td>815,047</td>
<td>1856</td>
<td>2,870,678</td>
</tr>
<tr>
<td>1809</td>
<td>171,369</td>
<td>1833</td>
<td>929,990</td>
<td>1857</td>
<td>3,008,869</td>
</tr>
<tr>
<td>1810</td>
<td>177,638</td>
<td>1834</td>
<td>961,338</td>
<td>1858</td>
<td>3,754,346</td>
</tr>
<tr>
<td>1811</td>
<td>167,189</td>
<td>1835</td>
<td>1,060,711</td>
<td>1859</td>
<td>4,541,285</td>
</tr>
<tr>
<td>1812</td>
<td>156,740</td>
<td>1836</td>
<td>1,127,836</td>
<td>1860</td>
<td>3,837,402</td>
</tr>
<tr>
<td>1813</td>
<td>156,740</td>
<td>1837</td>
<td>1,426,891</td>
<td>1861</td>
<td>4,485,893</td>
</tr>
</tbody>
</table>


Document 1
Document 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Total US Population</th>
<th>African American</th>
<th>% of Total Population</th>
<th>Slaves</th>
<th>% of African Americans in Slavery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1790</td>
<td>3,929,214</td>
<td>757,208</td>
<td>19.27%</td>
<td>697,681</td>
<td>92%</td>
</tr>
<tr>
<td>1800</td>
<td>5,308,483</td>
<td>1,002,037</td>
<td>18.88%</td>
<td>893,602</td>
<td>89%</td>
</tr>
<tr>
<td>1810</td>
<td>7,299,881</td>
<td>1,377,808</td>
<td>19.03%</td>
<td>1,191,362</td>
<td>86%</td>
</tr>
<tr>
<td>1820</td>
<td>9,638,453</td>
<td>1,771,556</td>
<td>18.38%</td>
<td>1,538,022</td>
<td>87%</td>
</tr>
<tr>
<td>1830</td>
<td>12,360,702</td>
<td>2,328,642</td>
<td>18.11%</td>
<td>2,009,043</td>
<td>86%</td>
</tr>
<tr>
<td>1840</td>
<td>17,063,353</td>
<td>2,873,648</td>
<td>16.84%</td>
<td>2,487,355</td>
<td>87%</td>
</tr>
<tr>
<td>1850</td>
<td>23,191,876</td>
<td>3,638,808</td>
<td>15.69%</td>
<td>3,204,287</td>
<td>88%</td>
</tr>
<tr>
<td>1860</td>
<td>31,443,321</td>
<td>4,441,830</td>
<td>14.13%</td>
<td>3,953,731</td>
<td>89%</td>
</tr>
</tbody>
</table>

https://norberthaupt.files.wordpress.com/2011/01/population1.jpg

Document 3 below

Map 1: Urban Population of the United States in 1860

https://eh.net/encyclopedia/the-economics-of-the-civil-war/
Figure 2
Cotton Exports from the United States, 1815-1860

Source: Douglass North (1961: 233; Table A-VIII)

https://eh.net/encyclopedia/the-economics-of-the-civil-war/

Document 4
Slave population overall and by state

http://xroads.virginia.edu/~HYPER/DETOC/census/mfr1.jpg

Document 6
Cotton production in 1821 & 1859
Cotton & Slavery Documents

Name:

Explain what information is provided by each document.

Document 1 –

Document 2 –

Document 3 –

Document 4 –

Document 5 –

Document 6 –

Document 7 –

What is the relationship between cotton and slavery during this time period?
Why might this relationship exist?

How do you think this will connect to learning later in the unit?
Appendix D

**Mexican-American War Primary Documents – Whose to blame?**

**Mexican Viewpoint:**
The Mexican government had always wanted to maintain a negotiable manner with the United States. As stated by the Mexican government to the United States one month before the annexation of Texas, “…although the Mexican nation was gravely offended by the United States due to its action in Texas – belonging to Mexico – the government was willing to receive a commissioner who would arrive in this capital from the United States possessing full faculties to settle the current dispute in a peaceful, reasonable and respectable way.”

However not only did the United States choose to not enter negotiations, they also demanded for the cession (giving up) of the territories of New Mexico and California (from Mexico to the United States).

On July 6, 1846, President Mariano Paredes passed a Congressional decree that stated:

- **Article 1** - The government, in the natural defense of the nation, will repel the aggression initiated and sustained by the United States of America against the Republic of Mexico, having invaded and committed hostilities in a number of the departments making up Mexican territory.

- **Article 3** - The government will communicate to friendly nations and to the entire republic the justifiable causes which obliged it to defend its rights, left with no other choice but to repel force with force, in response to the violent aggression committed by the United States.”

Edited from [http://www.umich.edu/~ac213/student_projects06/magsylje/viewpoints.html](http://www.umich.edu/~ac213/student_projects06/magsylje/viewpoints.html)

**American Viewpoint:**
“Upon the pretext that Texas, a nation as independent as [Mexico], thought proper to unite its destinies with our own, [Mexico] has affected to believe that we have severed her rightful territory, and, in official proclamations and manifestoes, has repeatedly threatened to make war upon us, for the purpose of reconquering Texas. In the meantime, we have tried every effort at reconciliation...But not after reiterated menaces, Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood upon the American soil...

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.”

- President James K. Polk, from *The Congressional Globe*, May 11, 1846
**2nd American Viewpoint:**
“The war (between the U.S. and Mexico)...was [begun] with no higher or holier motive than that of upholding and propagating slavery. In 1829 Mexico...had declared the entire abolition (end of) of slavery in her territories. The consequence was a decrease in the value of slaves in the border states of America...What was the desperate purpose of the United States?...They stirred up a revolt against Mexico in Texas (then part of Mexico), which...was ultimately severed from the mother country. Their next step was kindly to recognize the independence of Texas, and in 1844 it was annexed to the Union (U.S.). An army of men was sent to protect the Texians...and the Mexicans firing at the invaders (U.S. soldiers coming into the disputed border), the United States at once recognized war.”

- Former slave and famous abolitionist Frederick Douglass, from a speech delivered in Bristol, England, April 1, 1847

Name:  
Questions to answer

1. Who does Mexico blame for the conflict and why?

2. Who does U.S. President Polk blame for the conflict and why?

3. Who does Frederick Douglass blame for the conflict and why?

4. Based on what you have read here, as well as class notes and from the textbook, do you think it’s the Mexicans or Americans who are to blame for the war? Why?
Appendix E
Manifest Destiny Representation Project – DUE ... **50 Points**

You are tasked with creating a representation of Manifest Destiny during the mid-1800s through a form of art. Included in this representation must be two themes of expansion – a reason for why people are leaving their homes and a reason for what they hope to find/gain by moving out west. Your representation must also include a portion dedicated to those who are on the losing end of Manifest Destiny (Native Americans, slaves, environments, etc.)
MUST CLEARLY DEFINE/REPRESENT THE THEMES AND AT WHAT COST!

You will have to research and cite at least two sources not from the textbook that provides background information for your project. You will have to describe the information that those sources provide (and it cannot be wikepedia, quora, or ask.com!).

You may choose to represent Manifest Destiny through one of the following art forms:
Poem
Narrative/Story
Song/Rap
Painting
Script for a short play or film

Option for group work – Combined song and/or rap, play to present to the class, or short film.

Art Rubric – 30 points. Each art form will judged by its form of art, not against other art-forms.

<table>
<thead>
<tr>
<th>27-30</th>
<th>23-26</th>
<th>19-22</th>
<th>15-18</th>
<th>11-14</th>
<th>10 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art clearly represents two themes of Manifest Destiny. Strong demonstration either one reason why people left their homes or one reason people came to the west. Clearly identifies one group that is negatively affected by Manifest Destiny.</td>
<td>Art clearly represents two themes of Manifest Destiny. Demonstrates either one reason why people left their homes or one reason people came to the west. Strongly identifies one group that is negatively affected by Manifest Destiny.</td>
<td>Art somewhat represents two themes of Manifest Destiny. Demonstration of either one reason why people left their homes or one reason people came to the west. Somewhat identifies one group that is negatively affected by Manifest Destiny.</td>
<td>Art weakly represents two themes of Manifest Destiny. Demonstration of one reason why people left their homes or one reason people came to the west. Vaguely identifies one group that is negatively affected by Manifest Destiny.</td>
<td>Art weakly represents one theme of Manifest Destiny. Demonstration of either one reason why people left their homes or one reason people came to the west. Does not identify one group that is negatively affected by Manifest Destiny.</td>
<td>Art does not represent one theme of Manifest Destiny. Demonstration of one reason why people left their homes or one reason people came to the west. Does not identify one group that is negatively affected by Manifest Destiny.</td>
</tr>
</tbody>
</table>
## Research Rubric

<table>
<thead>
<tr>
<th>18-20 points</th>
<th>14-17 points</th>
<th>10-13 points</th>
<th>6-9 points</th>
<th>5 points or fewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research includes two appropriate websites, and gives appropriate credit to each site (link to the site, author’s name, name of website, when published); accurately describes the information from the website; that information is accurately and appropriately added into the artistic representation.</td>
<td>Research includes two appropriate websites, and gives appropriate credit to each site (link to the site, author’s name, name of website, when published); somewhat accurately describes the information from the website; that information is mostly accurately and appropriately added into the artistic representation.</td>
<td>Research includes two appropriate websites, and attempts to give appropriate credit to each site (link to the site, author’s name, name of website, when published); somewhat accurately describes the information from the website; that information is mostly accurately and appropriately added into the artistic representation.</td>
<td>Research includes two appropriate websites, and gives some appropriate credit to each site (gives two of the following - link to the site, author’s name, name of website, when published); somewhat accurately describes the information from the website; that information is mostly accurately and appropriately added into the artistic representation.</td>
<td>Research includes at least one website; gives some appropriate credit to each site with a link to the site; briefly describes some information from the website; provides some accurate information into the artistic representation.</td>
</tr>
</tbody>
</table>
Appendix F - Edited from Denver School of the Arts

**Document A**

**Source: A Speech Defending Slavery (1835)**

_The following passage is taken from a speech given by Governor George McDuffie of South Carolina. The speech was given to the state legislature in response to the growing evidence of abolitionists in that state._

“No human institution, in my opinion, is more clearly consistent with the will of God than slavery. That the African Negro is destined to occupy this condition of servitude is not less clear. It is marked on the face, stamped on the skin, and shown by the inferiority of this race. They have all the qualities that fit them to be slaves, and not one of those that would fit them to be free men. Until the ‘African can change his skin,’ it will be useless to try by any human power, to make free those whom God has doomed to be slaves...”

**Questions to Consider:**

1. What was McDuffie’s economic argument for slavery?

2. What was McDuffie’s racial argument for slavery?

3. What was McDuffie’s religious argument for slavery?
Questions to Consider:
1. How are the slaves described in the poster? What does this tell you? Why?
"The law gives the master absolute power over the slave. He may work him, flog him, hire him out, sell him... In law a slave has no wife, no children, no country and no home. He can own nothing, acquire nothing, but what must belong to another."

**Questions to Consider:** What was Frederick Douglass' point out about the institution of slavery? Why?

---

**Document D**

Source: National Archives  
*Photograph of a Slave who was whipped (1863).*

**Questions to Consider:**

What does this photograph suggest about how slaves were treated? Why?

---

**Slavery Document Summary Questions**

Use the documents to answer the questions. In each answer, say which documents support your answer.

1. How were slaves viewed by their owners and potential owners?
2. How were slaves treated by their owners and potential owners?

3. Why were slaves viewed and treated this way?

Appendix G
Student resources for research during the Manifest Destiny Unit

Treatment of Mexicans after the war -
http://wsu.tonahangen.com/citizen/?page_id=140

https://www.pbs.org/kerausmexicanwar/aftermath/many_truths.html

https://www.pbs.org/kerausmexicanwar/aftermath/legacy.html

https://www.pbs.org/kerausmexicanwar/aftermath/violence.html

Slavery issue in Texas & Mexico before and after the war
http://www.understandingrace.org/history/gov/west_exp_post_mex.html

Mexican American War & American Indians

https://clas.berkeley.edu/research/us-mexican-war-forgotten-foes

https://historynewsnetwork.org/article/60703

Gold Rush

https://online.norwich.edu/academic-programs/masters/history/resources/articles/historical-impact-of-the-california-gold-rush

U.S. Dakota War (Minnesota)
http://www.usdakotawar.org/

Mormons, American Indians, and Manifest Destiny
https://americanexperience.si.edu/wp../Manifest-Destiny-and-Indian-Removal.pdf

U.S. Government policies for dealing with American Indians and their effects
http://users.humboldt.edu/ogayle/hist420/AmericanIndians.html

Westward Expansion & Slavery

Apache Wars with the U.S.

Comanches and the U.S. government
https://tshaonline.org/handbook/online/articles/bmc72

Flight of the Nez Perce
https://www.americanheritage.com/content/nez-perce-flight-justice

Hawaii
http://www.ushistory.org/us/44b.asp


http://www.digitalhistory.uh.edu_disp_textbook.cfm?smid=2&psid=3159
REFERENCES


*United States history & geography.* Columbus, OH: McGraw-Hill Education.


University Bush Library online database

https://www.slideshare.net/cloganwashington/critical-race-theory-13359782


