

Primary Sources Speak: Documenting Westward Expansion

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Overview
Rationale
Objectives
Strategies
Classroom Activities
Annotated Bibliography
Appendix A: Introducing Primary Sources
Appendix B: Searching for information
Appendix C: Lewis and Clark
Appendix D: The Cherokee Nation
Appendix E: Narcissa Whitman
Appendix F: Thomas Hart Benton
Appendix G: Sarah Winnemucca
Appendix H: Standards

Overview

Eighth grade American history students study bits and pieces of the saga of Americans moving westward as they followed the ever advancing frontier from the Appalachians to the Mississippi and beyond to the Pacific coast. The purpose of this curriculum unit is to allow for a more thoughtful assessment of the people who followed those migratory paths as well as those who were already living there. Too often, in my opinion, the study of American history either organizes itself around presidential administrations or the politics and events surrounding each of our wars. Too seldom is there a recognition that ordinary people living ordinary lives may do extraordinary things. The movement westward was, by any measure, a significant event with wide ranging consequences. What happened, why it happened, and how it happened are all preserved in the primary source documents of the participants. Contemporary Americans studying national history in the eighth grade should be given the opportunity to uncover the past as it was lived. This curriculum unit will expose students to the voices of the actors in this drama whether they were moving westward, or already there.

Five primary sources have been selected to cover the period that begins with the Lewis and Clark Expedition of 1804-1806 and concludes with the observations of a Native American princess, Sarah Winnemucca in 1883. The Journal of Lewis and Clark, is particularly valuable because it records more than the flora and fauna in the Louisiana Purchase Land. Lewis and Clark's journal entries detail their interactions with Native Americans and offer a glimpse of what might have been if we had been committed to peaceful relations with the Indians. These early explorers were not there to expropriate land from the Native Americans. The United States had recently paid Napoleon \$15 million for the territory in 1803. We already considered it to be ours, legally bought and paid for. President Jefferson sent the Corps of Discovery into the vast territory to find out as much as possible about the land purchased from Napoleon and the people who lived there. Although there were certainly cultural misunderstandings, the explorers were not threatening the Native Americans. Their journal entries do not show the fear and outright antagonism of white settlers that would characterize many of the later observations by westward moving pioneers. An interesting comparison is made when we contrast their observations with those of the Native Americans. A Piute Indian princess, Sarah Winnemucca, witnessed first-hand the cultural clash between Native Americans and white settlers. Many years later she wrote a fascinating autobiography in

English, Life Among the Piutes, that focuses upon memories of her tribe's first encounter with whites and how relations subsequently soured. It seems fitting that this primary source is the last of the five I have selected for inclusion because it comes full circle from the first used in this curriculum.

In between these two primary sources, there are three others. Chronologically, the next primary source following the Lewis and Clark journal entries, is one devoted to the topic of the forced removal of Indians to lands west of the Mississippi River. Generally, American history students know something about the Trail of Tears. What they might not know is illustrated in a primary source, "The Appeal of the Cherokee Nation." It was selected for this curriculum because it is a logically reasoned document that presents the Cherokee arguments against the forced removal from their tribal lands. Students perhaps will be surprised to learn that the Cherokees were a prosperous tribe that undertook a legal defense to protect themselves from land speculators and greedy land hungry Georgia settlers.

The next primary source is from a missionary. Narcissa Whitman went west with her husband to the Oregon Country as a Christian missionary in the early 1830's and was massacred a few years later by the very Indians she was there to convert. A representative sample from her diary and a contemporary assessment of her by a fellow missionary are intriguing primary sources. Students will read her words, interpret them, and then draw conclusions based upon what she said, in her own words, rather than a secondary interpretation offered in traditional textbooks. Then, they will have the opportunity to react to the harsh assessment of Narcissa that was made by a contemporary missionary in the Oregon Country.

The xenophobic philosophy of many Americans who felt that God had ordained the white race for the domination of the North American continent is expressed in the words of Senator Thomas Hart Benson. His statement, "The Destiny of the Race," is a primary source that students today need to read to understand the mind set of those Americans who pushed others aside to get their land. Basically, these five primary sources cover the time period from 1804 until 1887. These 19th century primary sources should make clear that extraordinary changes occurred as our national size doubled and expanded westward.

Rationale

History students rely upon the information presented within their textbooks. That is the way it has been, and, for the most part, will continue to be. Change is in the air, however, and history students are now being exposed more and more to the primary sources that form the basis for these texts. Many, in fact, are readily accessible on the Internet. This curriculum unit fits into this general trend because it will allow students to examine primary sources, unfiltered by the authors of Social Studies books. There is a certain excitement to reading the original words of people recording their daily lives in unique situations. Students often need help in the interpretation of primary sources. The teacher needs to assist the student in making sense of the often awkward, and sometimes bizarre, spelling, punctuation, and grammar. The teacher also should help the student understand the historical time period in which the primary sources were created. The various lessons and projects presented in this curriculum should accomplish this.

The Core Curriculum Frameworks, used by Pittsburgh teachers as they create lessons, are divided into nine broad areas of content standards. Two of those areas (Communications and Citizenship) are directly tied to this curriculum, “Primary Sources Speak: Documenting Westward Expansion.” Since students are to use Social Studies activities involving the five primary sources, they will be doing research, interpretation, and application of results. Many Citizenship Standards are addressed in those activities. Several Communications Standards come into play when the students work co-operatively to create group projects that involve writing and classroom presentations. The last section of this curriculum unit contains a list of the specific content standards within these two broad areas of standards that apply to the work that students will do in this curriculum unit.

Participation in the Pittsburgh Teachers Institute seminar, “A Restless People: Americans on the Move, 1760-1900,” was a valuable personal experience. I chose to become involved because it provided an opportunity for me to grow as a history teacher. I had not done research using primary sources for some time. This was my chance to do it under the guidance of experts. Teachers need to do that from time to time. It makes us not only more knowledgeable, but also more sensitive to the common humanity of those we may casually discuss in class. The westward movement was a phenomenal event. Those who moved westward and those who greeted them deserve to have their story told accurately and with compassion. Primary sources should be used in the classroom to get the story right. What the students learn through these primary sources may contribute to a life long interest in history.

It should be noted that I teach at the Pittsburgh Middle Gifted Center which is a unique educational facility. I intend to adapt this curriculum to use there, but wrote the curriculum unit so it can be used elsewhere as well. For example, at the Middle Gifted Center, the students can not be given homework assignments, and meet for one hour classes one day per week. Also, they choose which classes they will take each semester. I will adapt this curriculum to meet the requirements of my particular situation, but it was written for the Social Studies and Language Arts teachers in all Pittsburgh Public schools.

Objectives

Initially, the lessons and projects detailed in this curriculum unit were created for eighth grade American history students. These middle school students will gain experience in the interpretation of primary sources and learn more about American history in the process. Communications and Language Arts teachers also might profit from using this curriculum unit. Many of the activities involving the interpretation of primary sources cut across subject lines. In fact, I think that the lessons and projects could be taught as an inter-disciplinary unit involving the Social Studies, Language Arts, and Visual Arts teachers. Each of these subject areas is called upon when students critically read a primary source, interpret it, and respond to it in creative ways. The various lessons and projects that are integral to the unit call upon specific Citizenship and Communication Standards. These Standards may be found in Appendix H

The focus of this unit will be student activities involving the interpretation of primary sources that relate to the continental expansion of the newly independent United States to the Pacific coast. Lesson plans and student projects will call upon students to work both independently and in groups. I would like my students to look at these five primary sources to gain an understanding of the life and times of those who either moved westward or who approved of this territorial expansion by their countrymen. I also want the students to think about the reaction of Native Americans and others who were there first. I would like them to form opinions based upon historical facts contained in selected primary sources. I want them to use their imaginations to recreate the events that were pivotal in the lives of those who decided to move westward.

The movement westward began with the first English colonists who left the somewhat settled eastern coastline to venture westward. Early European travelers in America recorded their impressions of Americans during the early days of our republic. Writing in the late eighteenth century, Jean de Crevecoeur struggled to comprehend what distinguished “This New Man, This American” from contemporary Europeans. In his published book, *Letters from an American Farmer*, he concluded that they had a restlessness of spirit that marked them as distinctly different from their European cousins. An early nineteenth-century French observer of American life, Alexis de Tocqueville, recorded his similar impressions in *Democracy in America*. He thought that the migratory instincts of Americans at that time were unique. He was surprised to note that, “in the United States a man builds a house in which to spend his old age, and he sells it before the roof is on.” This quote itself may inspire some comparative discussion about the migratory patterns of Americans today and yesterday.

A pivotal concept to help explain the seemingly irresistible urge to move ever westward is capsulized in the phrase “Manifest Destiny.” While this term was coined by the journalist, John O’Sullivan, in 1845, the attitudes behind it may have been present from colonial times onward. American history students need to understand the contemporary popularity of the term and then decide if it is an accurate way to explain the expansive nature of Americans who moved onto new territorial possession of the United States throughout the 19th Century.

This journalist’s explanatory statement in 1845, “Our manifest destiny is to overspread the continent allotted by Providence for the free development of our yearly multiplying millions” could form a debate topic in any American history class. O’Sullivan’s jingoistic rhetoric appealed to many 19th Century Americans who applauded his boldness, “Yes, more, more, more! ...till our national destiny is fulfilled and... the whole boundless continent is ours.” Do 21st Century American students agree? Did our nation have a right to take over lands because we had the power to do so? Does “might make right”? What would have happened if we had not? Would other nations such as Spain, France, Great Britain or Mexico have moved in to take over these lands from the Native Americans if we had not? These are just a few critical thinking questions that flow from such a discussion. Knowledge of American history gained from studying primary sources will contribute to a greater understanding of the issues involved. The brief “Manifest Destiny” quotation cited in this paragraph sets the stage for the racist pronouncements of Senator Thomas Hart Benton (“The Destiny of the Race”) that is used as one of the primary sources in this unit.

The topic of growth is basic to the study of American history. The dramatic rise in population and the expansion of industry in the 19th and 20th centuries took place within a newly established nation that had dramatically increased its continental boundaries. At first our official western boundary was the Mississippi River (1783), then it crept westward to include the Louisiana Purchase lands (1803), Texas

(1846), the Oregon Country (1846), the Mexican Cession lands (1848) and finally the Gadsden Purchase (1853). Eighth grade students typically are directed to look at color coded maps in United States history books to comprehend each territorial addition. Then, when the United States Census announced that the continental frontier no longer existed in 1890, that phase of territorial expansion was over. Yet, there is much to think about when the westward movement is looked at through the eyes of those living at the time. I want my student to try to better understand our historic past by looking at primary sources.

Strategies

One of the major benefits of teaching middle school students is simply that they can be more easily engaged in lessons and projects that spark their interest. Older students are often reluctant to show outward enthusiasm for anything related to formal learning. Most Middle Schoolers are just the opposite. Many love to role play, make speeches, even sing (usually in a group; there are limits). I hope to create lessons and projects where they have choices to make about which primary source they will work on, and give them opportunities to use their innate creativity to recreate events that illuminate the basic information in the primary sources.

Teachers using this curriculum may choose to use three introductory activities to acquaint their students with primary sources. These activities were created to fit a perceived need: students must first understand the importance of primary sources. They need to know what primary sources are, why they are valuable tools in historical research, and how they may be used to increase our understanding of the past.

The first introductory activity, “Primary sources and Me: Or, “How Will Anyone Know About Me When I Become Famous,” was developed to encourage students to be creative while exploring the primary sources that are constantly being created in the daily lives of ordinary people. The second introductory activity, “Sources: Primary and Secondary,” gives a simple definition of these two types of sources and directs students to take a fresh look at their Social Studies book. Specifically, the second activity asks students to make a connection between primary sources and the westward migration of Americans during the nineteenth century. Again, students are encouraged to be creative while developing a mind set that includes an understanding that Indians and westward moving settlers both left primary sources behind that we may study. The third activity, “Bulletin of the United States Census for 1890,” encourages students to use a quote from a primary source to explore the national consequences of first having millions of acres of frontier and unexplored lands, and then not having them. These three introductory activities should help ease students into their use of primary sources by making them appear to be what they are: documents created in the daily lives of people that can be used to gain a greater understanding of their part in the on-going story of humankind, in other words, history.

The proper placement of the unit within the eighth grade Social Studies curriculum is crucial. Ideally, it should be introduced toward the end of the year following the completion of the Civil War and Reconstruction. At that time of the year the eighth grade history books take a final look at territorial expansion, population growth, and industrial growth. Then, the course ends. In other words, this curriculum unit will be a series of lessons and projects that call upon the students to take some basic information on territorial expansion they should be familiar with by that time of the year and tie those

isolated facts together conceptually. Too often chunks of information remain isolated facts when, in fact, they are pieces of a puzzle that is easily understood when looked at as a whole. This unit will attempt to pull together information learned earlier, and then draw conclusions based on an examination of primary sources.

Classroom Activities

If the eighth grade curriculum is so crowded that it is not possible for some teachers to fit another unit into their course of study at the end of the year, those teachers might consider using the individual primary sources throughout the year when they chronologically fit. While it may not be ideal, it could still have value. A learning activity in Appendix B, “Searching for Information in Primary Sources: The Historian as a Detective,” was designed to be used with **each** of the primary sources that accompany this curriculum unit. It is a generic list of questions that students may use to focus their attention on the basic information sometimes buried in the awkward language of the period. Like modern journalists, students in this activity are directed to ask the basic “who, what, when, where, why, and how” questions. In other words, it is recommended that this unit be used at the end of the year as a way to pull together information on migration presented throughout the year, but that is not the only way it can be used. Primary sources on the westward movement may be presented as one day lessons throughout the year as a way to bolster the information presented chronologically in the textbook. Remember, however, that the activity in Appendix B should be used each time that students read a primary source.

This westward expansion probably looks like it was inevitable. Our thirteen eastern seaboard colonies had room to grow in the west. This simple fact took on greater significance when our national territory doubled with the addition of the Louisiana Purchase in 1803. St. Louis on the Mississippi River soon became a starting point for explorers and then wagon trains of settlers. Two intrepid explorers, Lewis and Clark, set out from there in 1804 to record just what we had purchased from Napoleon.

The first primary source in this curriculum unit contains some of their observations recorded in The Journals of Lewis and Clark. Meriwether Lewis, a personal friend and Virginia neighbor of President Thomas Jefferson, and a highly respected explorer, William Clark were both selected by the President to explore this vast region. They were to map the territory while trying to find an all water route from the Mississippi River to the Pacific Ocean. They also were to carefully draw pictures of all the new plant and animal species they encountered as well as to record their impressions of the native population in a journal. Their words, frequently misspelled and punctuated, chronicle the cultural clash that occurred when two very different worlds collided. Their individual journals recorded their experiences between 1804 and 1806 as they followed the Missouri River to its source, crossed the Rocky Mountains, descended the Columbia River to the

Pacific Ocean and then went back again to St. Louis. In this curriculum unit an 1804 journal entry by William Clark details some typical interaction between the Mandan Indians and the explorers. An 1805 entry by Meriwether Lewis illustrates the non-threatening nature of the relationship between the explorers and the Indians. Lewis and Clark were there to document and map the territory. They were not there to drive the Indians off the land. That would come later.

The second primary source, “Appeal of the Cherokee Nation,” looks at our internal migration from a

different angle. The white settlers willingly, and often eagerly, crossed the Mississippi River, but some Indians were forcibly moved across it by United States soldiers. The Cherokees were reluctant migrants because their tribal lands in Georgia were coveted by American citizens, and they were eventually forced to leave in the Trail of Tears. They had been prosperous farmers on lands secured by treaties with the Washington Administration. They actively opposed the white land speculators, and mounted an appeal to the national government. Unfortunately for them, the U.S. Congress and President Jackson were sympathetic to the demands of the white settlers and an official Indian Removal Policy were implemented in the 1830's. The Cherokees went to court to stop the state of Georgia, and the Supreme Court agreed with them in *Worcester vs. Georgia*. The favorable court ruling was not enforced by President Jackson, and they were forcibly removed to lands across the Mississippi. The primary source, "Appeal of the Cherokee Nation," should prove particularly interesting to students who may have believed that the Cherokee Indians were incapable of mounting their own legal defense.

The third primary source, journal entries from Narcissa Whitman's diary, is a peek into the private thoughts of a missionary in the Oregon Country approximately thirty years after Lewis and Clark's traveled through the area. Her diary entries reveal a great deal about the woman who wrote them, the wild country where she lived, and the tragedy of this woman who would be deliberately murdered in an Indian attack approximately ten years later. Students reading her account of daily life in the Oregon Country will glimpse into the thought processes of a missionary committed to winning souls to Christianity. They will discover her attitude toward the Indians she chose to serve and probably discover that her opinions are much different from their own. They also will learn more about how the continental expanse was brought under American control, and the reaction of the Native Americans to this process.

The fourth primary source, "The Destiny of the Race," is an article published in the *Congressional Globe* in 1846. The author, Senator Thomas Hart Benton of Missouri, was a firm believer in Manifest Destiny. He was born in North Carolina in 1782 and then briefly educated at the University of North Carolina. Later he practiced law and fought in the militia under Andrew Jackson. Still later, he became a newspaper editor and land speculator. Senator Benton remained loyal to Andrew Jackson and the Democratic party in his thirty years as a Congressman from 1820 until 1850. This primary source clearly shows his racist attitude in favor of the Caucasian race. His views fit into the arguments of those who believed that God had selected the white Americans as special and then given them a unique destiny. Senator Benton and others like him believed that they were predestined for a special destiny as the inevitable masters of all territory between the Atlantic and Pacific oceans. Students reading and digesting this primary source will better understand that some Americans honestly believed that no one should oppose them as their wagon trains rolled forward across the continent.

The fifth and final primary source contains some excerpts from Sarah Winnemucca's autobiography, *Life among the Piutes: Their Wrongs and Claims*, edited by Mrs. Horace Mann.

Sarah expressed herself very well in English, and her voice provides an alternative view to the Manifest Destiny claims of many Americans of that time. Students may be amazed to realize that this Indian princess was born into the world of the Piute Indians, witnessed the advent of the explorers and the pioneering settlers as a small child, lived during the conflict between the United States government and her people, and then went on to write about it in her autobiography. She truly had witnessed great change. Sarah, the daughter of a Piute chief in what is now the state of Nevada, believed that she was born sometime near 1844. She was not sure. While some of her contemporaries and later anthropologists and historians would question her motives, others staunchly defended her. The fact remains that she

was an eye witness to the events surrounding the conquest of the western lands by the settlers, U.S. Army, and the United States government.

Teachers using this curriculum unit may chose to include the five primary sources in a “Primary Sources Speak” project. If this approach is taken, the Social Studies class should be divided into groups of five with the typical class having five groups. Each group would then be given a set of the five primary sources: Lewis and Clark journal entries; the “Appeal of the Cherokee Nation,” journal entries written by Narcissa Whitman; Senator Benton’s “The Destiny of the Race” article; and excerpts from Sarah Winnemucca’s autobiography, Life Among the Piutes. Either the teacher could assign one document per student, or the members of the groups would decide among themselves who would be responsible for each document. It might be a good idea to have the teacher or the students themselves select a team leader to help coordinate the work of the group.

Please note that the materials to be used by groups are collected together in the appendix to this curriculum. Each primary source is followed by a special worksheet that focuses upon that particular primary source. There also is a lesson plan for teaching that primary source. The lesson plans are there for the teacher who decides to teach the primary source documents throughout the year as is chronologically appropriate. These lesson plans also may be used by group members who are teaching primary sources to their classmates.

The first task would be for each group member individually to complete the worksheet, “Searching for Information in Primary Sources: The Historian as Detective.” They would use their individual primary sources to find answers (who, what, when, where, why, and how) to basic questions. The team leader should lead a discussion within the group where basic information about each document is shared. Once this is done, each team member should use their assigned primary source to complete their worksheet for their primary source. As noted above these worksheets may be found in the appendix. Students must record their answers and give a personal response to the document.

A variation on this project approach to teaching the five primary sources would be to use the groups of five students as specialists on one particular document. The teacher could divide the class into these groups, give each group one of the primary sources, one copy of the “Searching for Information in a Primary Source” worksheet, and the specific worksheet that goes with their particular primary source. They should also be given the lesson plan that goes with their primary source document. In other words, each group would have all the teaching materials in the appendix that support their primary source. Their project would be to teach the assigned primary source to their classmates. They could use library books and resources on the Internet to extend their knowledge of the primary source. It is often maintained that a person who has to teach something explores that subject from every angle. If it is true that you really learn a subject best when you have to teach it, this would be a great way for students to work together as a group to investigate a topic. Their individual strengths would come into play as they planned, organized, researched, and then presented the primary source to their classmates. The first thing they should do as a group would be to complete the “Searching for information” worksheet. This would make them aware of the basic information about their primary source. Then, they should complete the worksheet on their primary source and consult the lesson plan.

Regardless of the approach taken in the investigation of the primary source (an individual task by a team member, or as a group effort focused upon one primary source), there should be a creative way of presenting information to the class. Students should be given a list of presentation options. They could create a news broadcast (like 20/20 or 60 Minutes) on a topic such as “American Territorial Growth: At What Price?” A moderator could interview the historical personalities represented in the primary sources such as Lewis and Clark, Narcissa Whitman, Thomas Hart Benton, a Cherokee Indian, and Sarah Winnemucca. They could have the option of creating a mural on large paper (36” wide and as long as practical) showing major events and information gleaned from the primary sources. A time line illustrating key events in the westward movement could be part of this. It could focus upon the life of one person or several.

Students might be interested in creating a newsletter on westward expansion that covered the major events highlighted in the primary sources. In addition they could create a series of political cartoons or story boards accompanied by an editorial on specific topics covered in the primary sources. Students could do research on the Internet to find out more about Indian tribes such as the Mandans that befriended Lewis and Clark.. An article on the Mandans would be interesting in the newsletter. A travel brochure encouraging people to join a wagon train going west from St. Louis might capture the interest of students who would have to employ propagandistic advertising techniques to highlight the positives (adventure, economic opportunity and so on) and ignore the harsh realities (danger, mostly).

The students may have some ideas of their own about how they can present information. For example, if they want to recreate the events in a dialogue among actors in a play, why not? The goals of this curriculum will have been met if students have gained experience in using primary sources. If their knowledge of American territorial expansion has gone from knowing isolated facts to having concepts about how and why it happened as it did, the excursion into America’s past via primary sources was a success.

Annotated Bibliography for Teachers

Canfield, Gae Whitney, *Sarah Winnemucca of the Northern Paiutes* (Norman: Univ. of Oklahoma Press, 1983).

This biography is a valuable companion to Sarah Winnemucca’s autobiography, *Life Among the Piutes*. Together they paint a comprehensive picture of the Piute Indian princess experiences with the Americans who came westward into Piute lands.

Crevecoeur, Michel Guillaume Jean de, *Letters from an American Farmer*, Letter 3, “What Is an American,” quoted in *America Firsthand*, V. 1, 3rd edition, by Robert D. Marcus and David Burner, 1995.

This observant French traveler in the United States offers insights into the character of early Americans.

Drury, Clifford Merrill, ed., *Where Wagons Could Go: Narcissa Whitman and Eliza Spalding*, (Lincoln: University of Nebraska Press, 1997), Originally pub. as *First White Women Over the Rockies* (Glendale, Calif.: A.H. Clark, 1963).

The diaries and letters of these two women have not been altered editorially. The spelling and punctuation are original. The editor adds background information.

Lewis, Meriwether and William Clark, *The Journals of Lewis and Clark*, ed. Bernard DeVoto, (Boston: Houghton Mifflin Company, 1953).

Their journals with flawed spelling and grammar offer fresh insights into the initial contact between the Native Americans and these intrepid explorers.

Sarah Winnemucca Hopkins, *Life Among the Piutes: Their Wrongs and Claims*, ed. by Mrs. Horace Mann (Boston: Cupples, Upham and Company, 1883), 5-13, 20-21.

Sarah Winnemucca calls upon personal experience to describe her life and that of her tribesmen as she chronicles the cultural clash of the Piutes and the white invaders.

Annotated Bibliography for Students

Bandel, Eugene, *Frontier Life in the Army, 1854-1861*, ed. by Ralph Bieber (Glendale, Calif.: The Arthur H. Clark Company, Southwest Historical Series, 1932).

Eugene Bandel was an educated German American who wrote insightful letters and journal entries describing life in the U.S. Army in the Southwest. He often describes interaction with the Native Americans in that region.

Boller, Jr., Paul F. *A More Perfect Union: Documents in U. S. History*, 2nd ed., Vol. 1: to 1877, "Appeal of the Cherokee Nation", pp. 135-137, "The Destiny of the Race," pp. 139-142 (Boston: Houghton Mifflin Company, 1988).

The primary sources in this volume chronologically span the time period between colonial Virginia and the completion of Reconstruction. A section called "Counterpoint" contains statistical data. The "Appeal of the Cherokee Nation" and "The Destiny of the Race" were used in this curriculum unit.

Graebner, William and Leonard Richards, eds. *The American Record: Images of the Nation's Past*, vol. 1, 4th ed. (Boston: McGraw Hill Higher Education, 2001), pp. 279-282.

Students will find a fresh look at America's past through images that are thought provoking and insightful.

O'Sullivan, John, "Manifest Destiny" 1845.

An article in an eastern newspaper quoted in *The Essential America*, by George B. Tindall, David E. Shi, and Thomas Lee Percy (New York: W.W. Norton & Co, 2001), p. 212. Another portion quoted by Christopher Clark and Nancy A. Hewitt, *Who Built America?* vol. 1, (New York: Worth Publishers, 2000), pp. 524, 539.

O.Sullivan's article, "Manifest Destiny" is used to explain an American mind-set about the exploration and conquest of western territory.

Frederick Jackson Turner, "*The Significance of the Frontier in American History*," the first three chapters in his collected essays, *The Frontier in American History*, 1920, reprinted by Holt,

Rinehart & Winston, Inc., 1947.

Turner's thesis on the significance of the closing of the American frontier in 1890 profoundly influenced American historians in succeeding generations.

Annotated Bibliography for the Class

Davidson, James West, *et. al.* *Nation of Nations: A Concise Narrative of the American Republic*, vol. 1, 3rd ed., (Boston: McGraw-Hill higher Education, 2002).

This is a very readable narrative survey of American history until 1877. Chapter 14, "Western Expansion and the Rise of the Slavery Issue" provides historical insight particularly in the section, "Destinies: Manifest and Otherwise.

Kuzirian, Eugene and Larry Madaras, *Taking Sides: Clashing Views on Controversial Issues in American History*, vol. 1, (Guilford, Conn.: The Dushkin Publishing Group, Inc., 1987).

Issue 15, "Did the Frontier Determine the Course of American History?", pp. 266-287, explores the controversy over Turner's thesis regarding the significance of the official closing of the American frontier.

Alexis de Tocqueville, *Democracy in America*, ed. by J.P. Mayer (Garden City, N.Y.: Doubleday, 1969).

His early 19th Century observations of the United States and her citizens may be joined with those of Crèvecoeur to get a foreigners view of the unique character of early Americans. Both were fascinated with the migratory patterns.

Selected List of Web Sites on Westward Expansion: For Teachers, Students, and Classroom Use

<http://www.yale.edu/lawweb/avalon/nworder.htm>.

<http://www.statelib.lib.in.us/www/ihb/nword.html>

<http://www.pbs.org/ktca/liberty/chronicle/northwest.html>

<http://memory.loc.gov//ammem/armapquery.html>

The above sites are on the Northwest Ordinance and lands in the Old Northwest. While this area of land is not specifically covered in this curriculum unit, the sources give historical background information to anyone studying the westward movement.

http://www.pbs.org/lewisandclark/inside/idx_cir.html

[http://www.edgate.com/lewisandclark/mapping of the west.html](http://www.edgate.com/lewisandclark/mapping_of_the_west.html)

<http://www.pbs.org/lewisandclark/into/index.html>

The above sites have information on the Lewis and Clark expedition.

<http://odur.let.rug.nl/~usa/E/manifest/manifl.htm>

<http://www.pbs.org/kera/usmexicanwar/dialogues/prelude/manifest/manifestdestiny.html>

The above sites have information on Manifest Destiny. All of the sites may be surfed to find documentary collections of primary sources.

Appendix A

Primary Sources and ME: Or, “How Will Anyone Know About Me When I Become Famous?”

Name _____ Class Period _____ Date _____

Scenario: Imagine that you become famous as an adult. Maybe, you will become President of the United States, the discover of a cure for cancer, or a pop music star, or Future generations will want to know about you, but many of the secondary sources (articles in the Inquirer, etc. and tell-all books) may not be accurate. Finally, a first rate writer and winner of the Pulitzer Prize decides to set the record straight in an accurate biography of your life. The author needs to do research using primary sources that record the real story of your life. To do that, he/she needs public documents and private records.

Your Task

Decide what made you famous (what you did to become famous). Then, make a list of primary sources that could help this biographer write an accurate story. These sources could be public records of when and where you were born as well as your parents' names (a birth certificate), other public records or documents, newspaper interviews, etc. List at least ten primary sources that would shed some light on your life.

Complete this statement: I will become famous because I... _____

Ten Primary Sources:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Final Question: Even if you don't become famous, the primary sources that record some of the events of your life could be of interest to historians of the 21st Century. Why?

Sources: Primary and Secondary

Name _____ Class Period _____ Date _____

Students: Anyone who reads a history book comes in contact with both primary and secondary sources. In fact, the history book is a secondary source that contains some primary sources.

When you do research to find out what really happened in the past, you need to look at primary sources so it is important to know what a primary source really is. A primary source is: a book, person or document supplying first hand information. A secondary source is: an interpretation of the original book, person or document by someone trying to explain what it means.

A Social Studies book explaining the history of the United States is a secondary source, but the excerpts from diaries, letters, and newspapers written by real people at the time are primary sources. The U.S. Constitution printed in the Social Studies book is another primary source.

Question # 1. Name at least three other primary sources found in your Social Studies book.

A. _____

B. _____

C. _____

Question # 2. People moving westward across the United States created primary sources that we can study. List at least three primary sources that pioneers may have created that we can study to find out what life was really like for them. Use your imagination. For example, they may have filled out an application to join a wagon train in which they agreed to pay a certain amount of money or agreed to do certain kinds of jobs.

A. _____

B. _____

C. _____

Question # 3 As the Native Americans came in contact with the advancing settlers, what kind of primary sources may have been created by either themselves or the settlers? For example, Native American chiefs may have signed peace treaties or...

A. _____

B. _____

C. _____

Bulletin of the United States Census for 1890

Name _____ Class Period _____ Date _____

Directions: The frontier may be defined as land that forms the furthest extent of a country's settled or inhabited regions. Since the days when colonists first arrived in North America, there was always land to be explored and settled to the west. In the following quote from a primary source, the U. S. Census of 1890, the superintendent of that official U.S. Census said the frontier didn't exist anymore because all lands between the east and west coast had some settlements. He announced that the westward movement of settlers had effectively populated our national territory and that the American frontier in the continental United States no longer existed. His exact words were:

“Up to and including 1880 the country had a frontier of settlement, but at present the unsettled area has been so broken into by isolated bodies of settlement that there can hardly be said to be a frontier line. In the discussion of its extent, the westward movement etc., it can not, therefore, any longer have a place in the census reports.”

Source: Superintendent of the Census for 1890, Bulletin quoted by Eugene Kuziriand and Larry Madaras, editors, Taking Sides: Clashing Views on Controversial Issues in America History, vol. 1, 2nd ed. (Guilford, Conn.:The Dushkin Publishing Group, Inc., 1987), p.268.

Question # 1:

With a classmate brainstorm ideas of why the frontier and the unexplored lands beyond were important to Americans from 1607 until 1890. Then, share these ideas with the class.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

Question # 2:

What would you find on the frontier that you wouldn't find in the unexplored and/or unsettled lands beyond the frontier? With a partner list at least three things.

A. _____

B. _____

C. _____

Question # 3:

In spite of the very real dangers of traveling in unexplored lands, why did so many Americans take the risk and join the westward migration? With a partner list at least three reasons people had for moving to the frontier and then beyond the frontier.

A. _____

B. _____

C. _____

Question # 4:

Do you think the loss of the frontier and open land beyond was a good or bad thing for Americans (yes or no)? Explain your answer.

Question # 5:

What other frontiers exist today that challenge people to move into and beyond? Try to think of frontiers in things other than land.

A. _____

B. _____

C. _____

Lesson Plan: Day One

Primary Sources Speak: Documenting the Westward Movement

Topic: Introducing Primary Sources

Objectives: SWBAT: Explain the difference between primary and secondary sources, give examples of both, and recognize the connection between their lives and historical records.

Materials: Two worksheets (Primary Sources and ME..., Sources: Primary and Secondary) and their regular U.S. History textbook.

Procedure:

1. Distribute the worksheet, Primary Sources and ME.
2. Ask a student to read the scenario on this worksheet.

3. Discuss the task description on this worksheet.
4. Divide the students into groups of two. Each student should brainstorm ideas for completing the assigned task and then complete the worksheets.
5. Share the answers that the students have written.
6. Emphasize the final question to show that everyone creates primary sources that may be of interest and value to future historians.
7. Distribute the worksheet, Sources: Primary and Secondary.
8. Discuss the definitions of primary and secondary sources given on the worksheet.
9. Ask students to use their regular history book to find primary sources
(Question # !).
10. Ask students to individually answer questions # 2 and # 3. Then, share their answers in class.

Evaluation: Teacher questioning to determine if concepts are understood. Students should be able to articulate the difference between primary and secondary sources and give examples of primary sources they will create within their lifetimes.

Primary Sources Speak: Documenting the Westward Movement

Topic: Introducing Primary Sources

Objectives: SWBAT: Define the term, frontier, and list at least three reasons why the frontier and unexplored lands were important to Americans prior to 1890. Describe the potential for conflict that existed between the Native Americans and the settlers who came to occupy their land.

Materials: The worksheet, Bulletin of the United States Census for 1890, their regular U.S. History textbook, a desk sized blank U.S. map, and colored pencils..

Procedure:

1. Distribute the worksheet, Bulletin of the United States Census for 1890
2. Orally read and explain the directions.
3. Divide the class into groups of two or three to brainstorm answers to the five questions on the worksheet.
4. Class discussion to share the results of the brainstormed answers.
5. Distribute blank maps of the continental United States.
6. Direct student to locate the frontier that existed at the following locations: the Appalachian, Mountains, the Mississippi River, and the Rocky Mountains.

7. Use maps in the U.S. history book to draw the Oregon Trail, the California Trail, the Santa Fe Trail, and the Chisholm Trail.

8. Use maps in the U.S. history book to locate areas where major Indian tribes lived before the settlers arrived (Cherokee, Iroquois, Seminole, Sioux, Comanche, Blackfeet, Crow, etc.).

9. Create a map legend to color code areas on the map where these tribes lived.

10. Discuss the potential conflicts that would arise when the wagon trains moved onto Indian lands.

Evaluation: Student responses to the worksheet and oral questions from the teacher. Also, teacher evaluation of the student created maps depicting the shifting frontier as well as the location of Indian tribes in the general area of the major westward trails

Appendix B

Searching for Information in Primary Sources:
The Historian as a Detective

Name _____ Class Period _____ Date _____

Directions: When you play the part of an historical researcher, you are really acting as a detective. Primary sources are full of information, but they may be written in a language that can be hard to understand. It helps if you are looking for answers to specific questions.

Find answers to the questions below. Some are easy to find (like who is the primary source about). Sometimes, though, it is about more than one person. It may be about a whole group of people (such as an Indian tribe, or a group of white settlers moving west). Other questions aren't as easy. They may ask for you to "read between the lines" to discover the attitude or opinion of the person in the document. Good luck to you as you begin to be an historical detective.

*** The Who, What When, Where, Why, and How of Primary Sources**

1. Is this primary source mostly about one person? _____ If yes, who? _____

2. When did the person live? _____

3. Where did the person live? _____

4. Why was this primary source created? (In other words is it a personal diary, a public document like a birth certificate, or something else?) _____

5. What did you find out about the life of this person (during childhood and/or adulthood)? If possible, comment on whether there were good times or bad. _____

6. If possible, give some details about one event that influenced the person in this primary source. _____

7. Does this primary source tell you anything about a larger group of people _____ If yes, which group did you get some information about? _____

8. If you found out something about a group of people in this primary source, what did you discover? _____

9. Does this person or group of people have any strong opinions about migration? _____

If yes, what opinions were held and why? _____

10. Do viewpoints or opinions expressed within this primary source ever change? _____
If yes, explain. _____

* You may not find answers to all of these questions in any one primary source. Find as many as you can. For example, some primary sources may have information about a group of people (Indians or White Settlers) and others may not.

Appendix C

Lesson Plan: Days One and Two

Primary Sources Speak: Documenting the Westward Movement

Topic: Journal of Lewis and Clark

Objectives: SWBAT: Interpret the observations written by Lewis and Clark and then make predictions about how their words might be used to justify further exploration of the Louisiana Purchase lands.

Materials: Two worksheets (Searching for Information in a Primary Source, and Lewis and Clark: Under the Microscope), a primary source (edited selections from the Journal of Lewis and Clark), large drawing paper, colored pencils, crayons, and rulers.

Procedure:

1. Distribute copies of the worksheet, Searching for Information in Primary Sources, and copies of the three pages of excerpts from the Journal of Lewis and Clark.

2. Alert the students to the fact that these are the real words written by real people who were recording their thoughts about 200 years ago. Their spelling, grammar, and punctuations are not Standard English today.
3. The teacher should decide if he/she want the students to work individually or in cooperative groups of two or three.
4. Ask students to answer as many of the ten questions on the first worksheet (Searching for Information in Primary Sources) as possible. Remember, it is a generic worksheet that will be used with all primary sources so some questions are more appropriate on specific primary documents.
5. Discuss the answers they wrote for the first worksheet.
6. Direct student to write answers to the five questions on the second worksheet (Lewis and Clark Under the Microscope).
7. Share the student answers and discuss why Lewis and Clark’s observations were important to our country at that time.
8. Distribute various art supplies (drawing paper, colored pencils, markers, etc.)
9. Stress that “A picture is worth a thousand words.” Direct the students to draw a picture of the Indian village that Captain Clark described on October 27, 1804. They should include details such as the location and shape of the homes and details of village life that are described.
10. Direct the students to draw a second picture using information from the October 27, 1804, entry by Captain Clark. This time they should illustrate how the explorers showed the Indians that they were friendly.
11. Assign students to rewrite one of the two paragraphs in the journal entry for Oct. 29, 1804. They are to correct the spelling, grammar and punctuation

(Standard English).

12. Ask students to use the October 22, 1805, entry by Lewis to make a list of reasons the explorers could use to tell President Jefferson that the Indians were friendly (examples of behavior) and would probably welcome future explorers and settlers.

Evaluation: The teacher will check for the accuracy of the answers on the two worksheets. Also he/she will match the drawings with the descriptions in the journal entries. The student edited version of the Lewis and Clark journal entries will be checked to see that they reflect Standard English.

The Journals of Lewis and Clark

The Journals of Lewis and Clark, ed. by Bernard DeVoto (Boston: Houghton Mifflin Company, 1953), pp. 58-60, 219-221.

Clark's Journal: 27th of October, Saturday 1804, Mandans--

...this village is situated on an eminence of about 50 feet above the Water in a hansom plain it contains houses in a kind of Picket work, the houses are round and verry large containing several families, as also their horses which is tied on one Side of the enterance, I walked up and Smoked a pipe with the Chiefs of the Village they were anxious that I would stay and eat with them, untill a full explanation took place, I returned to the boat and Sent 2 Carrots of Tobacco for them to smoke, and proceeded on, passed the 2nd Village and camped opsd. the Village of the *Weter soon* (or Ah wah har ways) which is Situated on an eminence in a plain on the L.S.

we met with a frenchman by the name of *Jessomme* which we imploy as an interpeter. This man has a wife & Children in the village. Great numbers on both Sides flocked down to the bank to view us as we passed. we Sent three twists of Tobacco by three young men, to the three villages above enviting them to come Down & Council with us tomorrow. many Indians came to view us Some stayed all night in the Camp of our party. We procured some information of Mr. Jessomme of the Chiefs of the Different Nations.

29th October Monday 1804--

a fair fine morning after Brackfast we were visited by the old Cheaf of the *Big bellies* this man was old and had transfired his power to his Sun, who was then out at War against the Snake Indians who inhabit the Rocky Mountains. we Collected the Chiefs and Commenced a Council ... we delivered a long Speech the Substance of which Similer to what we had delivered to the nations before. the old Chief of the Grosvanters was verry restless before the Speech was half ended observed that he Could not wait long that his Camp was exposed to the hostile Indians, &c &c. he was rebuked by one of the Chiefs for

his uneasiness at Such a time as the present, ...(I gave the Cheaf a Dollar of the American Coin as a Meadel with which he was much pleased) In Council we presented him with a certificate of his sinerity and good Conduct &c. We also spoke about the fur which was taken from 2 frenchmen by a Mandan, and informed of our intentions of Sending back the french hands. after the Council we gave the presents with much serimony, and put the Meadels on the Chiefs ...one Grand Chief to each nation to whome we gave meadels with the presidents likeness in Council we requested them to give us an answer tomorrow or as Soon as possible to Some Points which required their Deliberation. after the Council was over we Shot the air gun which appeared to astonish the nativs much, the greater part then retired Soon after.

a Iron or Steel Corn Mill which we gave to the Mandins, was verry thankfully received. The Prarie was Set on fire (or cought by accident) by a young man of the Mandins, the fire went with such velocity that it burnt to death a man & woman, who Could not get to any place of Safty, one man a woman & Child much burnt and Several narrowly escaped the flame. a boy half white was saved unhurt in the midst of the flaim, Those ignerent people say this boy was Saved by the Great Medison Speret because he was white. The couse of his being Saved was a Green buffalow Skin was thrown over him by his mother who perhaps had more fore Sight for the pertection of her Son, and less for herself than those who escaped the flame, the Fire did not burn under the Skin leaving the grass round the boy. This fire passed our Camp ...about 8 oClock P.M. it went with great rapitidity and looked Tremendious.

We sent the presents intended for the Grand Chief of the Mi-ne-tat-re or Big Belly, and the presents flag and Wompom by the Old Chief and those intended for the Chief of the Lower Village by a young Chief.

30th October Tuesday 1804--

I took 8 men in a small perogue (canoe) and went up the river as fur as the 1st Island about 7 miles to see if a Situation could be got on it for our Winter quarters. ...

On my return found maney Inds. at our camp, gave the party a dram (alcohol), they Danced as is verry Comn. in the evening which pleased the Savages much.

Lewis' Journal

Tuesday August 22ed 1805

...at 11.A.M. Charbono, the Indian Woman, Cameahwait and about 50 men with a number of women and children arrived. they encamped near us. after they had turned out their horses and arranged their camp I called the Cheifs and warriors together and addressed them a second time; gave them some further presents, particularly the second and third Cheifs who it appeared had agreeably to their promise exerted themselves in my favour, having no fresh meat and these poor devils half starved I had previously prepared a good meal for them all of boiled corn and beans which I gave them as soon as the council was over and I had distributed the presents. this was thankfully received by them. the Cheif wished that his nation could live in a country where they could provide such food. I told him that it would not be many years before the whitemen would put it in the power of his nation to live in the country below the mountains where they might cultivate corn beans and squashes. he appeared much pleased with the information. I gave him a few dryed squashes which we had brought from the Mandans he had them boiled and declared them to be the best thing he had ever tasted except sugar, a small lump of which it seems his sister Sah-cah-gar Wea had given him. late in the evening I made the men form a bush drag, and with it in about 2 hours they caught 528 very good fish, most of them large trout. ... I distributed much the greater portion of the fish among the Indians. I purchased five good horses of them very reasonably, or at least for about the value of six dollars a peice in merchandize. the Indians are very orderly and do not croud about our camp nor attempt to disterb any article they see lying about. they borrow knives kettles &c from the men and always carefully return them.

Lewis and Clark: Under the Microscope

Name _____ Class Pd. _____ Date _____

Lewis and Clark

Directions: Complete your first job as an historical detective by answering the questions on the form, "Searching for Information in Primary Sources: The Historian as a Detective." Then, analyze the document for more specific details. To do this, search the primary source on the Lewis and Clark expedition. Answer the questions below.

1. Examine the October 27, 1804 journal entry. How did Lewis and Clark and the native Indians each show the other that they were friendly? _____

2. What do you think was the reason that the expedition leaders gave medals to the Mandan Indians, and what do you think the Indians thought about them? _____

3. Why do you think the explorers fired the air gun after the meeting? _____

4. Read the journal entry for October 29, 1804. The fact that the Indians thought the boy was saved from burning because he was white says something about the way the Indians thought. Explain what you think the Indians thought about the whites they had just met.

5. Read the journal entry for August 22, 1805. How did the expedition leaders show kindness toward the Indians, and how did the Indians respond? _____

Appendix D

Primary Sources Speak: Documenting the Westward Movement

Topic: Appeal of the Cherokee Nation

Objectives: SWBAT: Identify the arguments put forward by the Cherokee Nation in their legal appeal to keep tribal lands claimed by the state of Georgia.

Materials: Two worksheets (Searching for Information in a Primary Source, and The Cherokee Nation: Under the Microscope), a primary source, Appeal of the Cherokee Nation, and art supplies such as poster board, colored pencils, markers, crayons, rulers, and drawing paper.

Procedure:

1. Distribute copies of the worksheet, Searching for Information in Primary Sources, and copies of the primary source, Appeal of the Cherokee Nation.
2. Divide the class into cooperative groups of four to five students.
3. Ask members of these groups to answer as many of the ten questions as possible on the first worksheet, Searching for Information in a Primary Source. Remember, it is a generic type worksheet used with all of the primary sources in this curriculum unit.
4. Ask the cooperative group members to find answers to the five questions on the second worksheet, The Cherokee Nation Under the Microscope.
5. Describe a scenario to the class. Ask them to pretend that they are Cherokees living in Georgia who decide to hold a political rally in support of their right to stay

on their tribal lands. The tasks of each group are to: draw a poster or picket sign supporting Indian rights; write a short speech on issues raised in the primary source; write a letter to the editors of national newspapers across the nation explaining why the Cherokees have a right to stay where they are, and why they are afraid to move westward. Use the reasons given in the Appeal of the Cherokee Nation.

6. Distribute the art supplies (crayons, markers, colored pencils, poster board, etc.)

7. Display the final results of their work in class and/or ask each group to make a presentation to the class.

Evaluation: Teacher directed questioning to determine if the issues involved in this legal and emotional dispute are understood. Students should be able to answer questions from the class concerning the displays they have made.

Appeal of the Cherokee Nation (1830)

The portion of this document quoted in A More Perfect Union: Documents in U.S. History, ed. by Paul F. Boller, Jr. and Ronald Story (Boston: Houghton Mifflin Company), 1988, 2nd edition, pp. 135-137.

... We are aware that some persons suppose it will be for our advantage to remove beyond the Mississippi. We think otherwise. Our people universally think otherwise. Thinking that it would be fatal to their interest, they have almost to a man sent their memorial to Congress, deprecating the necessity of a removal. This question was distinctly before their minds when they signed their memorial. Not an adult persons can be found, who has not an opinion on the subject; and if the people were to understand distinctly, that they could be protected against the laws of the neighboring States, there is probably not an adult person in the nation, who would think it best to remove; though possibly a few might emigrate individually. There are doubtless many who would flee to an unknown country, however beset with dangers, privations and sufferings, rather than be sentenced to spend six years in a Georgia prison for advising one of their neighbors not to betray his country. And there are others who could not think of living as outlaws in their native land, exposed to numerous vexations, and excluded from being parties or witnesses in a court of justice. It is incredible that Georgia should ever have enacted the oppressive laws to which reference is here made, unless she had supposed that something extremely terrific in its character was necessary, in order to make the Cherokee willing to remove. We are not willing to remove; and if we could be brought to this extremity, it would be, not by argument; not because our judgment was satisfied;

not because our condition will be improved--but only because we cannot endure to be deprived of our national and individual rights, and subjected to a process of intolerable oppression.

We wish to remain on the land of our fathers. We have a perfect and original right to claim this, without interruption or molestation. The treaties with us, and laws of the United States made in pursuance of treaties, guaranty our residence, and our privileges, and secure us against intruders. Our only request is, that these treaties may be fulfilled, and these laws executed.

But if we are compelled to leave our country, we see nothing but ruin before us. The country west of the Arkansas territory is unknown to us. From what we can learn of it, we have no prepossessions in its favor. All the inviting parts of it, as we believe, are preoccupied by various Indian nations, to which it has been assigned. They would regard us as intruders, and look upon us with an evil eye. The far greater part of that region is, beyond all controversy, badly supplied with wood and water; and no Indian tribe can live as agriculturalists without these articles. All our neighbors, in case of our removal, though crowded into our near vicinity, would speak a language totally different from ours, and practice different customs. The original possessors of that region are now wandering savages, lurking for prey in the neighborhood. They

have always been at war, and would be easily tempted to turn their arms against peaceful

emigrants. Were the country to which we are urged much better than it is represented to be, and were it free from the objections which we have made to it, still it is not the land of our birth, nor of our affections. It contains neither the scenes of our childhood, nor the graves of our fathers.”

The Cherokee Nation: Under the Microscope

Name _____ Class Pd. _____ Date _____

Appeal of the Cherokee Nation (1830)

Directions: Complete your first job as an historical detective by answering the questions on the form, “Searching for Information in Primary Sources: The Historian as a Detective.” Then, analyze the document for more specific details. To do this,

search the primary source that gives the official reaction of the Cherokee people to the government's order to remove themselves from their tribal lands in Georgia. Answer the questions below.

1. The Cherokees signed a memorial or petition to the U.S. government. What was the desire of the Cherokees who signed the memorial? _____

2. Give examples of what the state of Georgia had done to force the Cherokees to move out of Georgia. _____

3. This memorial states that, "if we could be brought to this extremity," (agree to remove themselves from their tribal lands in Georgia), what would make them agree to move away? _____

4. Why do they say they have the right to remain on their tribal lands? _____

5. Give five reasons why the Cherokees believed that, "we see nothing but ruin before us," if they were forced to remove themselves from their tribal lands in Georgia? _____

Appendix E

Lesson Plan: Days One, Two and Three

Primary Sources Speak: Documenting the Westward Movement

Topic: Mrs. Narcissa Whitman

Objectives: SWBAT: Research the selected entries from Mrs. Whitman's diary to determine what her leantoo home looked like and extract information on the religious activities of the missionaries.

Materials: Two worksheets (Searching for Information in a Primary Source, and Mrs.

Narcissa Whitman: Under the Microscope), a primary source (edited selections from Mrs. Whitman's diary), and art supplies such as colored pencils, markers, large drawing paper, and rulers.

Procedure:

1. Distribute copies of the worksheet, Searching for Information in Primary Sources, and copies of the primary source (Mrs. Whitman's diary).
2. The teacher should decide if he/she wants students to work individually or in cooperative groups.
3. Ask students to answer as many of the ten questions as possible on the first worksheet. Remember, it is a generic worksheet that will be used with all primary sources so some questions are more appropriate on specific primary sources.
4. Discuss the answers they wrote for the first worksheet.

5. Direct students to write answers to the eight questions on the second worksheet

(Mrs. Narcissa Whitman Under the Microscope).

6. Share the student answers and discuss the primary reason why the Whitmans decided to go to the Oregon Country (Was it to provide a better material life for them or to tend to their spiritual needs?)

7. Distribute various art supplies (drawing paper, colored pencils, markers, rulers)

8. Direct the students to carefully read Mrs. Whitman's diary entry for February 18, 1837. Ask them to color code the final paragraph by underlining all details that refer to the interior of her home in one color, and all exterior details in another.

9. The students should then use the written description to recreate the Whitman's home on large white paper. Each child or, if it is done in a cooperative group, then each group should make an interior drawing and an exterior one.

10. Create a brochure that would encourage 19th century missionaries to go west by wagon train to teach religion to the Indians. Fold the paper into three parts and then illustrate each part with something positive about the Indians and what the missionaries can do to gain their support. This brochure would then be used to get people in the East to volunteer to become missionaries.

11. The information source for creating this brochure would be all diary entries cited in this primary source: January 2, January 29, February 18, and March 6, 1837.

12. Direct students to carefully read the October 19, 1849, letter from Reverend H.K.W. Perkins to Mrs. Whitman's sister, Miss Prentiss.

13. Ask students to use his opinions as if they were true facts. Then, examine his letter to compile a list of ten reasons why one or both of the Whitmans were not the best persons to work with the Indians.

Evaluation: The teacher will check for the accuracy of the answers on the two worksheets and written exercises. Also, he/she will match the drawings with the descriptions in the journal entries for historical accuracy and reward the creativity of the brochure presentation.

Mrs. Narcissa Whitman's Diary

Wiletppoo (Oregon Country), Jan 2, 1837

Universal fast day. Through the kind Providence of God we are permitted to celebrate this day in heathen lands. It has been one of peculiar interest to us, so widely separated from kindred souls, alone, in the thick darkness of heathenism. We have just finished a separate room for ourselves with a stove in it, lent by Mr P for our use this winter. Thus, I am spending my winter as comfortably as heart could wish, & have suffered less from excessive cold than in many winters previous in New York. Winters are not very severe here. Usually they have but little snow say there is more this winter now on the ground than they have had for many years previous & that the winter is nearly over. After a season of worship during which I felt great depressure of spirits, we visited the lodges. All seemed well pleased as I had not been to any of them before.

We are on the lands of the Old Chief Umtippe who with a lodge or two are now absent for a few days hunting deer. But a few of the Cayuses winter here. They appear to separate in small companies, making their caches of provisions in the fall & remain for the winter, & besides they are not well united. The young Chief Towerlooe is of another family & is more properly the ruling chief. He is Uncle to the Young Cayuse Halket now at Red River Mission whom we expect to return this fall & to whom the chieftainship belongs by inheritance. The Old Chief Umtippe has been a savage creature in his day. His heart is still the same, full of all manner of hypocrisy deceit and guile. He is a mortal beggar as all Indians are. If you ask a favour of him, sometimes it is granted or not just as he feels, if granted it must be well paid for. A few days ago he took it into his head to require pay for teaching us the language & forbid his people from coming & taking with us for fear we should learn a few words of them. The Cayuses as well as the Nez Perces are very strict in attending to their worship which they have regularly every morning at day break & eve at twilight and once on the Sab. They sing & repeat a form of prayers very devoutly after which the Chief gives them a talk. The tunes & prayers were taught them by a Roman Catholic trader. Indeed their worship was commenced by him. As soon as we became settled we established a meeting among them on the Sab in our own house. Do not think it best to interfere with their worship but during the time had a family bible class & prayer meeting. Many are usually in to our family worship especially evenings, when we spend considerable time in teaching them to sing. About 12 or 14 boys come regularly every night & are delighted with it.

Sab Jan 29

Our meeting to day with the Indians was more interesting than usual. I find that as we succeed in

their language in communicating the truth to them so as to obtain a knowledge of their views & feelings, my heart becomes more & more interested in them. ...

Feb 1st

Husband has gone to Walla W to day & is not expected to return until tomorrow eve, & I am alone for the first time to sustain the family altar, in the midst of a room full of native youth

& boys, who have come in to sing as usual. After worship several gathered close around me as if anxious I should tell them some thing about the Bible. I had been reading the 12th chap of Acts, & with Richards help endeavoured to give them an account of Peters imprisonment &c, as well as I could. O that I had full possession of their language so that I could converse with them freely.

Feb 18th

... In addition to my other conveniences we have now 3 chairs & a bedstead & all our doors are made and hanging. These are exceedingly comfortable although not of the finest order. My chairs two of them are of my Husband making; with deer skin bottoms woven as the Fancy chairs of the States are and very durable. Our bedstead is made of rough boards & nailed to the wall, according to the fashion of the country. Perhaps a more minute discription of our house is demanded, The upright part is a story & half, faces the east. As I said before the leantoo only is enclosed. The siding is made of split logs fitted into groved posts, & the spaces filled with mud. The roof is made of poles, first coved with straw then with 5 or 6 inches of mud. The fire place & chimney is of the same. The size of the whole building is 30 by 36 feet, the leantoo 12 feet between the joints. My room is in the south end of it, a small bedroom & pantry on the north side, and a very pleasant kitchen in the middle. On the west side of the kitchen, is the fireplace with a twelve lighted window on each side, & the outer door. At present the Indians have full liberty to visit the kitchen, but as soon as we are able to prepare a seperate room for them they will not be allowed to come in any other part of the house at all.

You will scarcely think it possible that I should have such a convenience as a barrel to pound my clothes in for washing so soon, in this part of the world, & probably mine with Mrs. Pambran are the only two this side of the Rocky Mountains. ... I am not without a dog and good cat even. ... These may appear small subjects to fill a letter with, but my object is to show you that people can live here, & as comfortably too as in many places east of the mountains. A few lodges of Indians have come to this place & the whole tribe will be here before many weeks.

March 6th Sab eve.

To day our congregation has increased very considerably in consequence of the arrival of a party of Indians during the past week. A strong desire is manifest in them all to understand the truth & to be taught. Last eve our room was full of men & boys, who came every eve to sing. The whole tribe both men women & children would like the same privalege if our room was larger & my health would admit so much singing. ... I was not aware that singing was a qualification of so much importance to a missionary. While I was at Vancouver one Indian woman came a great distance with her daughter as she said to hear me sing with the children. The boys have

introduced all the tunes they can sing alone, into their morning and eve worship, which they sing very well. To be at a distance & hear them singing them, one would almost forget he was in a savage land.

March 18th Again I can speak of the goodness & mercy of the Lord to us in an especial manner. On the evening of my birthday March 18th we received the gift of a little daughter a treasure invaluable. ...It was a great mercy that I have been able to take the whole care of my babe & that

she is so well and quiet. The Little stranger is visited daily by the Chiefs & principal men in camp & the women throng the house continually waiting an opportunity to see her. Her whole appearance is so new to them. Her complexion her size & dress & all excite a deal of wonder for they never raise a child here except they are lash tight to a board & the girls heads undergo the flatening process.

...She is plump & large, holds her head up finely & looks about considerably. She weighs ten pounds. Tee-low-kike, a friendly Indian, called to see her the next day after she was born; Said she was a Cayuse Te-mi (Cayuse girl) because she was born on Cayuse wai-tis (Cayuse land). He told us her arrival was expected by all the people of the country. The Nez Perces, Cayuses & Walla Wallapoos Indians & now she had arrived it would soon be heard of by all of them, & we must write to our land & tell our Parents & friends of it. The whole tribe was highly pleased because we allow her to be called a Cayuse Girl. We have beautiful weather this month. March here is pleasant as May is in New York.

Narcissa Whitman, *Diary*, January 2, 1837, January 29, 1837, February 1, 1837, February 18, 1837, March 6, 1837, March 30, 1837. Cited in Where Wagons Could Go: Narcissa Whitman and Eliza Spalding ed. Clifford Merrill Drury (Lincoln: University of Nebraska Press, 1997), pp. 123-127.

The October 19, 1849, letter is from Reverend H.K.W. Perkins to Miss Jane Prentiss, a sister of Narcissa Whitman, following the massacre of Marcus and Narcissa on November 29, 1847. He was responding to Miss Prentiss's bewilderment over the murder of her sister and brother-in-law by Indians they had devoted their lives to helping. The original Perkins letter is at Whitman College, Walla Walla, Washington. Italicized words below were underlined in the original letter. The quotations from that letter appeared in Where Wagons Could Go: Narissa Whitman and Eliza Spalding, pp.154-156.

“The truth is Miss Prentiss your lamented sister was far from happy in the situation she had chosen to occupy...I should say, unhesitatingly that both herself & husband were out of their proper sphere. They were not adapted to their work. They could not possibly interest & gain the

affections of the natives. I know for a long time before the tragedy that closed their final chapter

that many of the natives around them looked upon them suspiciously. Though they *feared* the Doctor, they did not *love* him. They did not love your sister. They could appreciate neither the one nor the other.

The Doctor I presume you knew familiarly. And *knowing him as I knew him* you would not need to be told that an Oregon Indian & he could never get along well together. It was “the last place,” to use a familiar phrase, that he ought to have occupied. And first...he cared for no man under heaven,--perfectly fearless & independent. Secondly, he could never stop to *parley*. It was always *yes* or *no*. In the 3rd place he had no sense of *etiquette* or personal dignity--manners, I mean. 4. And in the fourth place he was *always at work*. Now, I need not tell you that he & an Indian would never agree. ...

That she felt a deep interest in the welfare of the natives, no one who was at all acquainted with her could doubt. But the affection was manifested under false views of Indian character. Her carriage toward them was always considered haughty. It was the common remark among them that Mrs. Whitman was “very proud.”

Mrs. Whitman was not adapted to savage but *civilized* life. She would have done honor to her sex in a polished & exalted sphere. The natives esteemed her as proud, haughty, as *far above them*. No doubt she really seemed so. It was her *misfortune*, not her *fault*. She was adapted to a different destiny. She wanted something exalted--communion with mind. She longed for society, *refined society*. She was intellectually & by association fitted to do good only in such a sphere. She should have been different situated ...

She loved company, society, excitement & ought always to have enjoyed it. The self-denial that took her away from it was suicidal. Perhaps, however, more good was accomplished by it than could have been accomplished by pursuing a different course. Certain it is that we needed such minds to keep us in love with civilized life, to remind us occasionally of *home*. As for myself, I could as easily have become an Indian as not. ... I could gladly have made the wigwam my home for life if duty had called. But it was not so with Mrs. W. She had nothing apparently with them in common. She kept in her original sphere to the last. She was not a *missionary* but a *woman*, an American highly gifted, polished American lady. And such she died.

3. What do you think was the main reason that Narcissa wanted to learn their language?

4. What do you think of the Whitman home? Was it comfortable? Explain. _____

5. What does Narcissa think of the Indian singing, and does she value the singing very much as a missionary? Use her March 6th diary entry to answer this. _____

6. How did the Indians feel about the birth of the Whitman's child? How did Mrs. Whitman explain their interest? _____

7. Interpret the meaning of this sentence from her March 18th diary entry, "The whole tribe was highly pleased because we allow her to be called a Cayuse girl." _____

8. Read H.K.W. Perkins' letter to Mrs. Whitman's sister. If what he wrote was accurate, we may know why the Indians murdered the Whitmans. Using his first hand experience of knowing both the Whitmans and the Indians, give evidence from his letter to explain this sentence he wrote. "Though they *feared* the Doctor, they did not love him. They did not love your sister. They could appreciate neither the one nor the other."

Appendix F

Lesson Plan: Days One and Two

Primary Sources Speak: Documenting the Westward Movement

Topic: The Destiny of the Race

Objectives: SWBAT: Interpret the selected entry from Senator Thomas Hart Benton's 1846 article, "The Destiny of the Race," to determine what message he was promoting about the westward movement of white settlers and respond to it.

Materials: Two worksheets (Searching for Information in a Primary Source, and Thomas Hart Benton: Under the Microscope), a primary source ("The Destiny of the Race"), composition paper and drawing paper.

Procedure:

1. Introduce the lesson by defining the term, Manifest Destiny, and explain how it was used in the mid-19th century to justify the expansion of the United States across the North American continent.
2. Distribute copies of two worksheet (Searching for Information in Primary Sources, and Thomas Hart Benton: Under the Microscope) and copies of the primary source, "The Destiny of the Race."
3. Direct students to answer as many of the ten questions as possible on the first worksheet, Searching for Information in a Primary Source. Remember, it is a generic type worksheet used with all the primary sources in this curriculum.
4. Ask student to answer the five questions on the second worksheet, "Thomas Hart Benton: Under the Microscope."
5. Discuss the answers they wrote.

6. Describe this scenario to the class: Ask them to pretend to that they were living in Missouri in 1846 when their senator's article was published in the *Congressional Globe*. Publicly **disagree** with him. Write an editorial for your newspaper. Yes, you are the editor, the boss. You can write your opinions in the newspaper for everybody to see. He said that the white race should push everyone aside as they moved across the North American continent. Respond to that by pointing out that all humans have basic rights.

Evaluation: The teacher will compare their written editorials with the Benton article to check references to the article and will evaluate the development of a logical argument.

The Destiny of the Race

Thomas Hart Benton, the *Congressional Globe*, May 28, 1846, quoted in *A More Perfect Union: Documents in U.S. History*, ed. by Paul F. Boller, Jr. and Ronald Story (Boston: Houghton Mifflin Company), 1988, 2nd edition, pp. 139-142.

... It would seem that the White race alone received the divine command, to subdue and replenish the earth! for it is the only race that has obeyed it--the only one that hunts out new and distant lands, and even a New World, to subdue and replenish. Starting from western Asia, taking Europe for their field, and the Sun for their guide, and leaving the Mongolians behind, they arrived, after many ages, on the shores of the Atlantic, which they lit up with the lights of science and religion, and adorned with the useful and the elegant arts. Three and a half centuries ago, this race, in obedience to the great command, arrived in the New World, and found new lands to subdue and replenish. ... and even fourscore years ago the philosophic Burke was considered a rash man because he said the English colonists would top the Alleghenies, and descend into the valley of the Mississippi, and occupy

What was considered a rash declaration eighty years ago, is old history in our young country, at this day. Thirty years ago I said the same thing of the Rocky Mountains and the Columbia: it was ridiculed then: it is becoming history today. ... The van of the Caucasian race now top the Rocky Mountains, and spread down to the shores of the Pacific. In a few years a great population will grow up there, luminous with the accumulated lights of European and American civilization. ... The Red race has disappeared from the Atlantic coast: the tribes that resisted civilization, met extinction. This is a cause of lamentation with many. For my part, I cannot murmur at what seems to be the effect of divine law. I cannot repine that this Capitol has replaced the wigwam--this Christian people, replaced the savages--white matrons, the red squaws--and that such men as Washington, Franklin, and Jefferson, have taken the place of Powhattan, Opechonecanough, and other red men, howsoever respectable they may have been as savages.

Civilization, or extinction, has been the fate of all people who have found themselves in the track of the advancing Whites, and civilization, always the preference of the Whites, has been pressed as an object, while extinction has followed as a consequence of its resistance. ...

Thomas Hart Benton: Under the Microscope

Name _____ Class Pd. _____ Date _____

Thomas Hart Benton

Directions: Complete your first job as an historical detective by answering the questions on the form, "Searching for Information in Primary Sources: The Historian as a Detective." Then, analyze the document for more specific details. To do this, search the primary source in which Thomas Hart Benton gives his opinion about the westward movement of Americans. Answer the questions below.

1. According to Senator Benton, what "divine command" did the white race receive?

2. Thirty years before this statement in 1846, what did Senator Benton predict about the Rocky Mountains and the Columbia River? _____

3. How does Senator Benton feel was behind the disappearance of the Indians from the Atlantic Coast? _____

4. Explain what you think Senator Benton meant when he wrote, "...the tribes that resisted civilization, met extinction." _____

5. Summarize why you think Senator Benton backed the westward movement of Americans.

Lesson Plan: Days One and Two

Primary Sources Speak: Documenting the Westward Movement

Topic: Sarah Winnemucca

Objectives: SWBAT: Extract information from a primary source and use that knowledge to respond to the writer of the primary source, Sarah Winnemucca.

Materials: Two worksheets (Searching for Information in a Primary Source, and Sarah Winnemucca: Under the Microscope), a primary source (“First Meeting of Piutes and Whites” in Life Among the Piutes”), and composition paper.

Procedure:

1. Distribute copies of two worksheet (Searching for Information in Primary Sources, and Sarah Winnemucca: Under the Microscope) and copies of the primary source, “First Meeting of Piutes and Whites.”
2. Direct students to answer as many of the ten questions as possible on the first worksheet, Searching for Information in a Primary Source. Remember, it is a generic type worksheet used with all the primary sources in this curriculum.
3. Ask student to answer the eleven questions on the the second worksheet, Sarah Winnemucca: Under the Microscope.
4. Discuss the answers to the questions on both worksheets.

5. Give this assignment: If you could speak to Sarah, across time, what would you say to her? In this 200 word essay students might want to address the issues of misunderstanding between the races. They might want to suggest how relations between the two races could have been different from the very beginning. They might want to propose a solution to the problem of two races wanting the same land.

Evaluation: The teacher will check for the accuracy of the answers on the two worksheets as well as the logical development of ideas in the 200 word essay.

Life Among the Piutes

Chapter 1: First Meeting of Piutes and Whites

I was born somewhere near 1844, but am not sure of the precise time. I was a very small child when the first white people came into our country. They came like a lion, yes, like a roaring lion, and have continued so ever since, and I have never forgotten their first coming. My people were scattered so ever since, and I have never forgotten their first coming. My people were scattered at that time over nearly all the territory now known as Nevada. My grandfather was chief of the entire Piute nation, and was camped near Humboldt Lake, with a small portion of his tribe, when a party traveling eastward from California was seen coming. When the news was brought to my grandfather, he asked what they looked like? When told that they had hair on their faces, and were white, he jumped up and clasped his hands together and cried aloud,--"My white brothers,--my long-looked for white brothers have come at last!"

He immediately gathered some of his leading men, and went to the place where the party had gone into camp. Arriving near them, he was commanded to halt in a manner that was readily understood without an interpreter. Grandpa at once made signs of friendship by throwing down his robe and throwing up his arms to show then he had no weapons; but in vain,--they kept him at a distance. ...But he would not give up so easily. He took some of his most trustworthy men and followed them day after day, camping near them at night, and traveling in sight of them by day, hoping in this way to gain their confidence. But he was disappointed, poor dear old soul. ...

Seeing they would not trust him, my grandfather left them, saying, "Perhaps they will come again next year."...My people had never seen a white man, and yet they existed, and were a strong race. ...

The next year came a great emigration, and camped near Humboldt Lake. The name of the man in charge of the trains was Captain Johnson, and they stayed three days to rest their horses, as they had a long journey before them without water. During their stay my grandfather and some of his people called upon them, and they all shook hands, and when our white brothers were going away they gave my grandfather a white tin plate. Oh, what a time they had over that beautiful gift,--it was so bright! They say that after they left, my grandfather called for all of his people to come together, and he showed them the beautiful gift which he had received from his white brothers. Everybody was so pleased; nothing like it was ever seen in our country before. My grandfather thought so much of it that he bored holes in it and fastened it on his head, and wore it as his hat. He held it in as much admiration as my white sisters hold their diamond rings or a seal skin jacket. So that winter they talked of nothing but their white brothers. ...

The third year more emigrants came, and that summer Captain Fremont, who is now General Fremont.

My grandfather met him, and they were soon friends., They met just where the railroad crosses Truckee River, now called Wadsworth, Nevada. Captain Fremont gave my grandfather the name of Captain Truckee, and he also called the river after him. A party of twelve of my people went to California with Captain Fremont. ...

When my grandfather went to California he helped Captain Fremont fight the Mexicans. When he came back he told the people what a beautiful country California was. Only eleven returned home, one having died on the way....

They had all brought guns with them. My grandfather would sit down with us for hours, and would say over and over again, "Goodee gun, goodee, goodee gun, heap shoot." They also brought some of the soldiers' clothes with all their brass buttons, and my people were very much astonished to see the clothes, and all that time they were peaceable toward their white brothers. They had learned to love them, and they hoped more of them would come. Then, my people were less barbarous than they are nowadays. ...

That same fall, very late, the emigrants kept coming. It was this time that our white brothers first came amongst us. They could not get over the mountains, so they had to live with us. It was on Carson River, where the great Carson City stands now. You call my people bloodseeking. My people did not seek to kill them, nor did they steal their horses,--no, no, far from it. During the winter my people helped them. They gave them such as they had to eat. They did not hold out their hands and say:-- "You can't have anything to eat unless you pay me." No,--no such word was used by us savages at that time; and the person I am speaking of are living yet; they could speak for us if they choose to do so.

The following spring, before my grandfather returned home, there was a great excitement among my people of account of fearful news coming from different tribes, that the people whom they called their white brothers were killing everybody that came in their way, and all the Indian tribes had gone into the mountains to save their lives. So my father told all his people to go into the mountains and hunt and lay up food for the coming winter. Then we all went into the mountains. There was a fearful story they told us children. Our mothers told us that the whites were killing everybody and eating them. So we were all afraid of them. ...

Oh, what a fright we all got one morning to hear some white people were coming. Everyone ran as best they could. My poor mother was left with my little sister and me. Oh, I never can forget it. My poor mother was carrying my little sister on her back, and trying to make me run; but I was so frightened I could not move my feet, and while my poor mother was trying

to get me along my aunts overtook us, and she said to my mother: "Let us bury our girls, or we shall all be killed and eaten up." So, they went to work and buried us, and told us if we heard any noise not to cry out, for if we did they would surely kill us and eat us. So our mother buried me and my cousin, planted sage brushes over our faces to keep the sun from burning them, and there we were left all day.

Oh, can any one imagine my feelings *buried alive*, thinking every minute that I was to be unburied and eaten up by the people that my grandfather loved so much? With my heart throbbing, and not daring to breathe, we lay there all day. It seemed that the night would never come. Thanks be to God! the night came at last. Oh, how I cried and said "Oh, father, have you forgotten me? Are you never coming for me?" I cried so I thought my very heartstrings would break.

At last we heard some whispering. We did not dare to whisper to each other, so we lay still. I could hear their footsteps coming nearer and nearer. I thought my heart was coming right out of my mouth. Then I heard my mother say, "T is right here!" Oh, can any one in this world ever imagine what were my feelings when I was dug up by my poor mother and father? My cousins and I were once more happy in our mothers and fathers' care, and we were taken to where all the rest were. ...

Well, while we were in the mountains hiding, the people that my grandfather called our white brothers came along to where our winter supplies were. They set everything we had left on fire. It was a fearful sight. It was all we had for the winter, and it was all burnt during that night. my father took some of his men during the night to try and save some of it, but they could not; it had burnt down before they got there.

These were the last white men that came along that fall. My people talked fearfully that winter about those they called our white brothers. my people said they had something like awful thunder and lightning, and with that they killed everything that came in their way.

This whole band of white people perished in the mountains, for it was too late to cross them. We could have saved them, only my people were afraid of them. We never knew who they were, or where they came from. So, poor things, they must have suffered fearfully, for they all starved there. the snow was too deep. ...

My father got up very early one morning, and told his people the time had come,--that we could no longer be happy as of old, as the white people we called our brothers had brought a great trouble and sorrow among us already. He went on and said,--

“These white people must be a great nation, as they have houses that move. It is wonderful to see them move along. I fear we will suffer greatly by their coming to our country;

they come for no good to us, although my father said they were our brothers, but they do not seem to think we are like them. What do you all think about it? Maybe, I am wrong. my dear children, there is something telling me that I am not wrong, because I am sure they have minds like us, and think as we do; and I know that they were doing wrong when they set fire to our winter supplies. They surely knew it was our food.”

And this was the first wrong done to us by our white brothers.

Sarah Winnemucca Hopkins, Life Among the Piutes: Their Wrongs and Claims, ed. by Mrs. Horace Mann, Originally published: New York: G.P. Putnam, 1883, (Reno: University of Nevada Press, 1994), pp. 1-14.

Sarah Winnemucca: Under the Microscope

Name _____ Class Pd. _____ Date _____

The Sarah Winnemucca Story

Directions: Complete your first job as an historical detective by answering the questions on the form, "Searching for Information in Primary Sources: The Historian as a Detective." Then, analyze the document for more specific details. To do this, search the primary source on Sarah Winnemucca to answer the questions below.

1. How did the Chief of the Piute Indians react when he heard that white men were coming into his area? _____

2. How did the Chief of the Piutes try to show that he was friendly to the whites and was he successful? _____

3. Why do you think Sarah's grandfather, the chief, was so impressed with the gift that he received the following year from Captain Johnson's people on the wagon train? Also,

how did he show that he really liked it? _____

4. How did Captain Truckee, Sarah's grandfather, help Captain Fremont in California? _____

5. What things were brought back from California that impressed her grandfather and the other Indians? _____
- _____
- _____
6. The first time that the whites moving westward came to live among the Piute Indians was during the fall and winter season. Why did they live with the Indians, and how did the Indians treat them? _____
- _____
- _____
7. In the spring what news did the Piutes get from other tribes that caused them to be afraid? _____
- _____
- _____
8. Why was Sarah and her cousin buried alive by her mother, and how did Sarah react to being buried? _____
- _____
- _____
9. What happened to the supplies that the Piutes had set aside for winter? _____
- _____
- _____

10. Why didn't the Piutes help the wagon train that was trapped in the mountains during the winter? _____

11. What was the opinion of Sarah's father concerning the whites who came into their land?

Appendix H

Pittsburgh Public School Content Standards

Communication Standards:

All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies (Number 1)

All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems. (Number 3)

All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas. (Number 4)

All students analyze and make critical judgments about all forms of communication

separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence. (Number 5)

All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe. (Number 8)

Citizenship Standards:

All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations, and describe themes and patterns of historical development. (Number 1)

All students demonstrate their skills of communicating, negotiating and cooperating with others. (Number 7)

All students demonstrate that they can work effectively with others. (Number 8)

Annotation:

When students complete the three introductory worksheets to learn what primary sources are and how they may be used, they are addressing both CO 5 and C 1. The special worksheet, "Searching for Information: The Historian as Detective," takes a generic approach to interpreting primary sources. Each time that students use this worksheet, they are responding critically to primary sources, CO5. Students responding orally and in writing to the five primary sources and the worksheets that accompany them are working toward achieving competency in CO 3, 4, 5, and 8 as well as C 1. When students use creative approaches (a news broadcast, an illustrated timeline, a newsletter, a travel brochure, etc.) to present their information about the

primary sources they have researched, they are addressing four Communications Standards, CO 1, 3, 4, and 8 as well as three Citizenship Standards, C 1, 7, and 8.

Students must communicate, negotiate, and cooperate with others when doing group projects. Basically, this means that they must work effectively with others. To accomplish these goals, they are addressing C 7 and C 8. The over-riding objective of this curriculum unit is to gain an understanding of the historical development of our nation through an examination of selected primary sources, C 1.