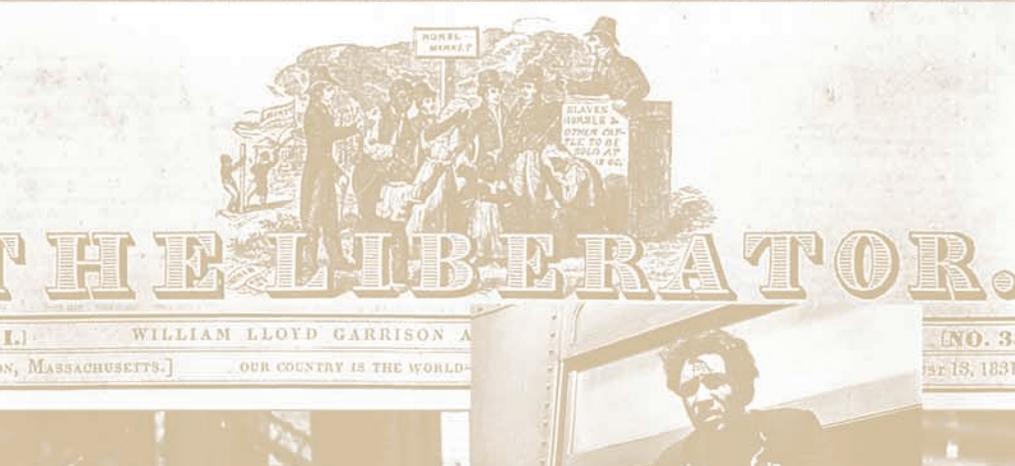




# UNITED STATES HISTORY

1850-1900

## California and Western Conquest



PLEASE SEE NOTES ON THE PDF, PAGE 5.

# LESSONS IN US HISTORY

By Eileen Luhr, Department of History, The University of California, Irvine

Teacher Consultant, Chuck Lawhon, Century High School, Santa Ana  
Faculty Consultant, Vicki L. Ruiz, Professor of History and Chicano-Latino Studies,  
The University of California, Irvine

Managing Editor, Danielle McClellan

The publication of this CD has been made possible largely through funding from GEAR UP Santa Ana. This branch of GEAR UP has made a distinctive contribution to public school education in the U.S. by creating intellectual space within an urban school district for students who otherwise would not have access to the research, scholarship, and teaching represented by this collaboration between the University of California, the Santa Ana Partnership, and the Santa Ana Unified School District. Additional external funding in 2004-2005 has been provided to HOT by the Bank of America Foundation, the Wells Fargo Foundation, and the Pacific Life Foundation.

## THE UCI CALIFORNIA HISTORY-SOCIAL SCIENCE PROJECT

The California History-Social Science Project (CH-SSP) of the University of California, Irvine, is dedicated to working with history teachers in Orange County to develop innovative approaches to engaging students in the study of the past. Founded in 2000, the CH-SSP draws on the resources of the UCI Department of History and works closely with the UCI Department of Education. We believe that the history classroom can be a crucial arena not only for instruction in history but also for the improvement of student literacy and writing skills. Working together with the teachers of Orange County, it is our goal to develop history curricula that will convince students that history matters.

## HUMANITIES OUT THERE

Humanities Out There was founded in 1997 as an educational partnership between the School of Humanities at the University of California, Irvine and the Santa Ana Unified School District. HOT runs workshops in humanities classrooms in Santa Ana schools. Advanced graduate students in history and literature design curricular units in collaboration with host teachers, and conduct workshops that engage UCI undergraduates in classroom work. In the area of history, HOT works closely with the UCI History-Social Science Project in order to improve student literacy and writing skills in the history classroom, and to integrate the teaching of history, literature, and writing across the humanities. The K-12 classroom becomes a laboratory for developing innovative units that adapt university materials to the real needs and interests of California schools. By involving scholars, teachers, students, and staff from several institutions in collaborative teaching and research, we aim to transform educational practices, expectations, and horizons for all participants.

## THE SANTA ANA PARTNERSHIP

The Santa Ana Partnership was formed in 1983 as part of the Student and Teacher Educational Partnership (STEP) initiative at UC Irvine. Today it has evolved into a multi-faceted collaborative that brings institutions and organizations together in the greater Santa Ana area to advance the educational achievement of all students, and to help them enter and complete college. Co-directed at UC Irvine by the Center for Educational Partnerships, the collaborative is also strongly supported by Santa Ana College, the Santa Ana Unified School District, California State University, Fullerton and a number of community based organizations. Beginning in 2003-2004, HOT has contributed to the academic mission of the Santa Ana Partnership by placing its workshops in GEAR UP schools. This unit on *California and Western Conquest* reflects the innovative collaboration among these institutions and programs.

## CONTENT COUNTS: A SPECIAL PROJECT OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES

This is one in a series of publications under the series title Content Counts: Reading and Writing Across the Humanities, supported by a generous grant from the National Endowment for the Humanities. Content Counts units are designed by and for educators committed to promoting a deep, content-rich and knowledge-driven literacy in language arts and social studies classrooms. The units provide examples of “content reading”—primary and secondary sources, as well as charts, data, and visual documents—designed to supplement and integrate the study of history and literature.

Additional external funding in 2003-2004 has been provided to HOT by the Woodrow Wilson National Fellowship Foundation, UC Links, the Bank of America Foundation, the Wells Fargo Foundation, and the Pacific Life Foundation.



A publication of Humanities Out There and the Santa Ana Partnership  
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# California and Western Conquest

## UNIT INTRODUCTION FOR TEACHERS

At the annual meeting of the American Historical Association in 1893, historian Frederick Jackson Turner delivered a paper entitled “The Significance of the Frontier in American History,” in which he argued that the frontier experience played a critical role in the creation of an American character that was distinct from European culture and institutions. While most contemporary historians do not agree with Turner’s conclusions about “free land”—a term Turner used to describe Western lands settled by (white) Americans—and a constantly moving, East-to-West “process” of civilization, Western history has remained a critical field of American historical inquiry. Contemporary historians of the West such as Patricia Nelson Limerick have argued that the study of the West is as important to American history as the study of slavery, as it provides a way to study race, class, and gender relations of the nation in both the nineteenth and twentieth centuries. In contrast to Turner, recent historians have tended to view the history of the West as one of either *conquest* or *cultural encounter* rather than *expansion* into “free land.” In their research, these historians have tried to emphasize the diversity of environments and experiences in the West, especially for Native Americans, who, as Limerick observes, “considered their home-

lands to be the center, not the edge” (26).

This unit introduces students to cultural changes in California during the nineteenth century. It emphasizes multiple perspectives in exploring what “the West” in general and California in particular meant to the United States, as well as what it meant to ethnic and racial groups who occupied the area before American settlers arrived. While the subject matter of this unit is not directly addressed in eleventh grade content standards, these materials offer a skills-based review of the importance of western expansion and conquest to United States History. Moreover, western expansion offers students a context for American expansion in the South Pacific, which is covered in standard 11.4.

Before contact with Europeans, California was the most densely populated area of what became the United States. During the eighteenth century, Franciscan priests from Spain established nine missions in California—along with several *presidios* (forts)—as they tried to convert the natives to Catholicism. Using native labor, priests established housing and large farms; mission lands technically still belonged to the natives. When Mexico gained independence from Spain in 1821, the government began to hand out large parcels of lands to Mexican

settlers, who became known as *Californios*; in this system, natives continued to supply most of the labor to the ranchos. Anglo settlers began to arrive in the 1840s, and by February 1848, the United States had obtained California through the Treaty of Guadalupe Hidalgo, which ended the Mexican War. At approximately the same time, gold was discovered at Sutter’s Mill, which led thousands of settlers (Anglos as well as Chinese immigrants and Mexicans) to migrate to California. The mass migrations triggered tremendous friction between cultures, as several different ethnic and racial groups competed for land, wealth, and social legitimacy.

This unit uses the inter-cultural friction created by these migrations as the basis for its four lessons, as students read about the meaning that California in particular and the West in general held for Natives Americans, *Californios*, Anglos, Chinese, and Japanese settlers who lived in the area during this period. The lessons examine how different groups struggled for cultural legitimacy—or, in some cases, cultural dominance—in California in the nineteenth century. Lesson 1 focuses on skills, as students are given issues and materials related to western history and asked to distinguish between primary and secondary sources, facts and interpreta-

tions, multiple perspectives, and potential biases of historical actors. Lesson 2 emphasizes secondary sources and historical interpretation as students read, summarize, and evaluate the work of two important historians of the West, Frederick Jackson Turner and Douglas Monroy. This lesson includes several excerpts from both historians' work. Students are also asked to match potential primary sources with each historian's interpretation. While the reading in this lesson is difficult, the lesson will help students who are preparing

for standardized tests that emphasize reading comprehension, as it requires them to pick out key words and summarize arguments. Lessons 3 and 4 focus on different historical perspectives that existed in California in the nineteenth and early twentieth century. Lesson 3 looks at the West from the perspective of Anglo settlers and asks students to extract the reasons settlers gave for expansion. Lesson 4 analyzes the interaction between Anglo and native Californians during the same period. Students are asked to consider how

western expansion appeared to Native Californians. At the end of this lesson, students complete a reading assignment in which they write about an encounter between a Miwok woman and an Anglo woman in Yosemite National Park from each woman's perspective. As a final writing assignment, students are asked to write an essay in which they evaluate the experiences of different ethnic and racial groups in the West during the late nineteenth century.

## HISTORY STANDARDS COVERED IN THIS UNIT

### *Skills*

#### ■ Chronological and Spatial Thinking

- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- Students relate current events to the physical and human characteristics of places and regions.

#### ■ Historical Research, Evidence, and Point of View

- Students identify bias and prejudice in historical interpretations.
- Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

#### ■ Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

## NOTES ON THE PDF:

1) Please note that in this pdf document the page numbers are two off from the printed curriculum. For example, page 2 in the printed curriculum is now page 4 in this pdf document.

2) We apologize if some of the hyperlinks are no longer accurate. They were correct at the time of printing.

3) Full-page versions of the images in this unit—some in color—can be found at the back of this pdf.

4) You can easily navigate through the different parts of this document by using the “Bookmark” tab on the left side of your Acrobat window.

## BIBLIOGRAPHY

Tomas Almaguer, *Racial Fault Lines: The Historical Origins of White Supremacy in California* (Berkeley: University of California Press, 1994). Almaguer argues that race was the “central organizing principle of group life” in nineteenth-century California. He draws attention to the friction between Anglos and Mexicans, African Americans, Chinese and Japanese immigrants, and California Indians and shows how white settlers came to dominate through the legal and political system, economics, and violence.

Sucheng Chan, *This Bittersweet Soil: The Chinese in California Agriculture, 1860-1910* (Berkeley: University of California Press, 1986). Chan’s book analyzes the growth of Chinese agricultural work in California during the nineteenth century.

\* Delfina Cuero, *The Autobiography of Delfina Cuero, a Diegueño Indian*, as told to Florence C. Shipek (Banning, California: Malki Museum Press, 1970). Delfina Cuero was a Native American woman born near San Diego in 1900. Her heartbreaking oral history is one of the few accounts from a Native American of California during the conquest.

Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West* (New York: Norton, 1987). Limerick analyzes the history of the West in terms of its “place” or location (as opposed to Frederick Jackson Turner’s emphasis on the “process” of settlers civilizing a frontier). Limerick argues that “conquest” is the “historical bedrock of the whole nation” and focuses on the West as a key case study of conquest in which different ethnic groups competed for cultural and economic dominance.

Douglas Monroy, *Thrown Among Strangers: The Making of Mexican Culture in Frontier California* (Berkeley: University of California Press, 1990). Monroy argues that the key to understanding the

## KEY TERMS

**Anglo**—a white inhabitant of the United States (or the nineteenth-century West) of non-Hispanic descent.

**Bias**—a prejudice; an inclination or tendency of temperament or outlook. Bias is evident in both primary and secondary sources.

**California**—one of the original colonists of California or their descendants.

**Facts vs. interpretations**—in historical writing, facts include information that is not under dispute such as what happened, who was involved, and when an event occurred. Interpretations explain how or why something happened.

**Free land**—a term used by Frederick Jackson Turner to describe Western lands settled by (white) Americans.

**Frontier**—“a border between two countries” or “a region that forms the margin of settled or developed territory”; in the United States, the frontier was the zone where land controlled by American colonists/settlers met the land controlled by Native Americans.

**Manifest Destiny**—the belief that the United States was destined (made certain to happen by fate) to expand across the entire continent.

**Perspective**—a point of view.

**Primary source**—materials that have survived from

the past. Examples might include—but are not limited to—letters, photographs, buildings, or articles of clothing.

**Secondary source**—accounts of the past created by people writing about events after they happened. Primary sources are used to create secondary sources.

**Western conquest vs. western expansion**—Historians have recently argued whether to refer to American acquisition of new territories in the eighteenth century as conquest or expansion. While some believe that “expansion” adequately describes the process of American settlers and addition of states to the Union, others believe that the word “conquest” is more accurate, as it captures the perspective of Native Americans who inhabited western lands.

## ASSESSMENT

Each lesson in this unit contains several short answer exercises. In addition, an assignment in persuasive writing accompanies lesson 2 and an empathetic (and comparative) essay follows lesson 4. Students read several examples of descriptive writing in lesson 3. An analytical writing assignment concludes the unit.

history of the Mexican people in Southern California lies in the interaction of Indian, European, Mexican, and American cultures during the eighteenth and nineteenth centuries, and his book attempts to explain the world view of each culture. He argues that the friction between societies—rather than white Americans’ interaction with western lands—created new cultural forms.

Frederick Jackson Turner, *The Frontier in American History* (available online at <http://xroads.virginia.edu/~HYPER/TURNER/>). Turner was the first important historian of the American West. In 1893, Turner argued that the frontier was the most significant influence in American society and on the American character. Jackson believed that westward expansion made the United States fundamentally different from Europe because it allowed Americans to undertake the continuous process of civilizing—or taming—the frontier.

\* Denotes a work with primary sources that could be used in the classroom.

## Primary sources available on the Web

“California as I Saw It:” *First-Person Narratives of California’s Early Years, 1849-1900*: <http://memory.loc.gov/ammem/cbhtml/cbhome.html>. This collection at the Library of Congress website consists of nearly two hundred first-person accounts of California between 1849 and 1900. The collection primarily offers Anglo men’s perspectives, but the website includes several suggestions on places to find African-American, Mexican, Japanese, Chinese, and Native American perspectives.

*The Photography Collection*, Western History/Genealogy Department, Denver Public Library in partnership with the Colorado Historical Society and the Denver Art Museum: <http://photoswest.org/>. This website offers an online searchable database of 95,000 photographs from the library’s collection on topics such as American Indians, pioneers, railroads, mining, and labor strikes. The website has several thematic galleries, a “most requested” page, and a list of photographers and subjects to help guide searches.

## What kinds of sources do historians use? Why do historians use multiple sources?

### LESSON INTRODUCTION FOR TEACHERS

Before contact with Europeans, California was the most densely populated area of what became the United States. During the eighteenth century, Franciscan priests from Spain established nine missions in California—along with several presidios (forts)—as they tried to convert the natives to Catholicism. Using native labor, priests established housing and large farms; mission lands technically still belonged to the natives. When Mexico gained independence from Spain in 1821, the government began to hand out large parcels of lands to Mexican settlers, who became known as Californios; in this system, natives continued to supply most of the labor to the ranchos. Anglo settlers began to arrive in the 1840s, and in February 1848, the United States obtained California through the Treaty of Guadalupe Hidalgo, which ended the Mexican War. At approximately the same time, gold was discovered at Sutter’s Mill, leading thousands of settlers (Anglos as well as Chinese immigrants and Mexicans) to migrate to California. The mass migrations triggered tremendous friction between cultures, as several different ethnic and racial groups competed for land, wealth, and social legitimacy.

“California” held different meanings for Native Americans, Californios, Anglos, Chinese, and Japanese settlers who arrived during this period. This lesson gives students the tools necessary to examine the struggle for cultural legitimacy—or, in some cases, cultural dominance—in California in the nineteenth century.

### Lesson Goals

In this lesson, students discuss some basic concepts in the study of history. It helps them learn the difference between a primary and a secondary source and shows them how historians use facts as well as opinions to create historical interpretations of events. At the same time, the lesson attempts to show that sources and interpretations are inherently biased and that, as a result, historians use multiple perspectives (or points of view) in their work.

### STANDARDS ADDRESSED IN THIS LESSON

#### Skills

#### ■ Chronological and Spatial Thinking

- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

#### ■ Historical Research, Evidence, and Point of View

- Students identify bias and prejudice in historical interpretations.

#### ■ Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

## KEY TERMS

**Bias**—a prejudice; an inclination or tendency of temperament or outlook. Bias is evident in both primary and secondary sources.

**Facts vs. interpretations**—in historical writing, facts include information that is not under dispute such as what happened, who was involved, and when an event occurred. Interpretations explain how or why something happened.

**Perspective**—a point of view.

**Primary source**—materials that have survived from the past. Examples might include—but are not limited to—letters, photographs, buildings, or articles of clothing.

**Secondary source**—accounts of the past created by people writing about events after they happened. Primary sources are used to create secondary sources.

## TIME REQUIRED

- One class period. Part of this exercise could be used as a homework assignment.

## MATERIALS

- Photocopies of materials.

## Discussion Guide for Teachers

**FORMAT:** These materials may be taught and discussed in a large group, although teachers will want to give students a few minutes to fill in their answers in each exercise. Alternatively, teachers could divide students into small groups to discuss answers, and then ask for comments from each group.

The exercises in this lesson are fairly self-explanatory but should generate some productive discussion in class. The first exercise centers on students' ability to define and distinguish between primary and secondary sources. They are told that a high school student is researching a project on the history of California between 1840 and 1860 and is asked to identify potential sources as primary or secondary. Most are straightforward, though students might struggle with examples such as "western-style movie starring Clint Eastwood" (a secondary source given the paper topic, but a potential primary source on, for example, the history of film) or the "website describing pioneer routes to California" (depends whether the descriptions are eyewitness accounts). In the second exercise, students review several "research findings" and try to determine whether each is a fact or an interpretation. Many of the examples are straightforward, but a few (especially examples 2 and 4) are ambiguous. The word "conquest" may confuse some students in the second example (many would deny that the U.S. gained control via conquest, while others would insist this was the case), and the seeming "common sense" description of the West in the fourth example may prompt many students to believe that it is a fact when, in fact, it closely resembles Frederick Jackson Turner's interpretation of the West. It's more important that students are able to explain their answers. The final two exercises are intended to prompt students to consider multiple points of view in historical analysis. The second to last exercise asks students to look at the California gold rush through three different perspectives. The final exercise helps students begin to think about bias in sources.

## What kinds of sources do historians use? Why do historians use multiple sources?

### INTRODUCTION FOR STUDENTS

Before contact with Europeans, California was the most densely populated area of what became the United States. During the 1700s, Franciscan priests from Spain established nine missions in California as they tried to convert the natives to Catholicism. Using native labor, priests established housing and large farms. When Mexico gained independence from Spain in 1821, the government gave land to Mexican colonists who were willing to move to California. These settlers and their

descendants became known as *Californios*. Anglo settlers—non-Hispanic whites from the United States—began to arrive in the 1840s, and the United States gained control over California after the treaty ending the Mexican-American War was signed in 1848. Gold was discovered at Sutter’s Mill at about the same time, leading thousands of settlers (Anglos as well as Chinese and Mexicans) to come to California.

In this lesson, you will learn how scholars have tried to write about the his-

tory of California. “California” meant different things for Natives Americans, Californios, and Anglo settlers who lived in the area during the nineteenth century. In the next few pages, you will think about the kinds of sources that historians use to write interpretations. You will also see how historians attempt to use multiple points of view to tell the story of California in the nineteenth century.

## PRIMARY AND SECONDARY SOURCES

Historians use a variety of sources to try to explain the past:

- **Primary sources** are materials that have survived from the past. Examples might include—but are not limited to—letters, photographs, buildings, or articles of clothing.
- **Secondary sources** are accounts of the past created by people writing about events after they happened. Primary sources are used to create secondary sources.

*The table below lists several sources that a high school student might consider using for a project about the history of California between 1840 and 1900. Please determine whether each document is a primary or a secondary source, then briefly explain your choice. As you complete the table, you may wish to refer to the definitions of primary and secondary sources. The first question has been completed for you. Once you have completed the table, put a \*\* next to the 2-3 sources you think would be most useful for a high school student researching California history.*

Source	Primary or secondary source?	Briefly explain your answer
Diary of a Californio (Mexican-born ranch owner in California) from 1840s	Primary **	The diary was written during the time period the student is researching
U.S. history textbook		
Newspaper editorial about Manifest Destiny published in 1845		
Short story about a mining camp near San Francisco		
Western-style movie starring Clint Eastwood		
Autobiography of a Diegueño Indian born in 1900		
Court testimony from a land claim dispute during 1850s		
The introduction to this lesson		
Website describing pioneer routes to California		
Diary of Junipero Serra from 1770s		

*\*\* This source would be useful for a high school student researching California history.*

## FACTS AND INTERPRETATIONS

Historians create stories that explain the past. They need to describe the facts—that is, **what** happened in the past as well as **who** participated and **where** events occurred. But historians must also interpret **how** and **why** events or changes happened. History is therefore not just a recitation of facts. Rather, secondary sources offer readers a combination of facts and interpretations:

- A **fact** indicates what happened, who was involved, when it occurred (for example, the American colonies declared independence from Britain in 1776).
- An **interpretation** explains how or why something happened (for example, colonists declared independence *because* they objected to British taxes, *because* they wanted to expand west, etc.). A good way to detect an interpretation is to consider whether you can think of a counterargument (that is, an explanation that would argue the opposite).

*The table below lists both facts and interpretations that a student researching the history of California between 1840 and 1860 might find in either a primary or a secondary source. As you read each sentence,*

- *Circle the word(s) or phrase that you think was most important or meaningful.*
- *Decide whether each sentence is a fact or an interpretation.*  
**Fact:** *is the sentence only telling you **what, who, or when?***  
**Interpretation:** *is the sentence telling you **how** or **why?***
- *Explain your answer so you will be able to report back to the class.*

Research finding:	Key words	Fact or interpretation?	Briefly explain your answer
California became a state in 1850.	<i>became (verb)</i>	<i>Fact</i>	<i>This sentence explains what happened (statehood) and when (1850).</i>
The United States gained control of California through conquest.			
Gold was discovered at Sutter's Mill in January, 1848.			
The frontier (including California) was important to the USA because open land offered prosperity and social mobility for Americans who moved there.			
After 1848, Anglos (white Americans) dominated other ethnic groups in California through culture, politics, and force.			
In the 1850s, California law granted citizenship only to "free white persons."			

## PERSPECTIVE/POINT OF VIEW

Please begin this section by answering the following question. Explain and, if possible, give an example.

Can two people have a different view of the same event?

*A perspective is basically a point of view. The table below lists three types of people who lived during the California gold rush of the 1840s and 1850s. Write a sentence or two explaining what the Gold Rush meant to each person. How might an Anglo (or white) miner, a Diegueño Indian, and a Californio have a different perspective (or point of view) on the discovery of gold?*

Identity	Perspective on Gold Rush
Anglo miner	
Diegueño Indian	
Californio (Mexican-born ranch owner)	

## BIAS

A bias is a prejudice or a tendency to see something in a particular way. As you saw in the exercise on the previous page, the discovery of gold held different meanings to different groups of people. When historians conduct research, they often find that their sources disagree with one another. Sources have a bias: an opinion about whether something is good or bad that influences how a person or culture believes something should be dealt with. Factors such as a person's race, class, gender or even age can create a bias and influence a person's account of events. Therefore, historians need to look at sources carefully. They need to think about **where**, **when** and **what** kind of document was created. Historians also need to think about the purpose of a source—that is, **why** it was created. For example, they need to consider whether a source was a diary intended to be kept private or whether a source was an editorial prepared for a public audience.

*In this exercise, you will begin to learn the ways that historians evaluate their sources. Please begin by reading the following primary source and answering the questions on the next page. As you read, remember that California was a part of Mexico until 1848.*

**John L. O'Sullivan**, "Editorial on Manifest Destiny."  
Democratic Review, July 1845 edition.

"...**Imbecile** and **distracted**, Mexico can never **exert** any real governmental authority over such a country [California]... the **Anglo-Saxon** foot is already on its borders. Already the advance guard of the **irresistible** army of Anglo-Saxon **emigration** has begun to pour down upon it, armed with the **plough** and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and **meeting-houses**. A population will soon be in actual occupation of California, over which it will be idle for Mexico to dream of **dominion**. All this without **agency** of our government, without responsibility of our people in the natural flow of events..."

Source: *A History of US: Sourcebook and Index* (NY: Oxford UP, 1999)

## GLOSSARY FOR EXCERPT:

**imbecile**—idiotic or having a weak mind

**distracted**—confused or puzzled

**exert**—to use power

**Anglo-Saxon**—in this case, white people

**irresistible**—too strong to be stopped

**emigration**—leaving a place to live elsewhere

**plough**—machine used for farming

**meeting-house**—a building for public assembly, especially Protestant worship

**dominion**—the power to rule people

**agency**—the ability to take action or the state of taking action

Here are a few simple questions that will help you think about the source:

1. Who created the source?	2. When was it written?	3. Who was the source intended for? (Hint: look at the title of the piece) Describe the kind of person who would have read this source.

Once you finish the questions 1-3 above, you should be able to complete this sentence. Fill in the blanks using your answers, then explain whether these sentences create a **FACT** or an **INTERPRETATION**.

\_\_\_\_\_ wrote an “Editorial on Manifest Destiny” for the  
YOUR ANSWER FOR QUESTION 1  
*Democratic Review* in \_\_\_\_\_. O’Sullivan intended \_\_\_\_\_  
YOUR ANSWER FOR QUESTION 2 YOUR ANSWER TO QUESTION 3  
\_\_\_\_\_ to read the editorial.

Explain whether the above sentences create a **FACT** or **INTERPRETATION**:

\_\_\_\_\_

**INTERPRETIVE QUESTIONS.**

Here are a few questions that will help you think about the ideas expressed by John L. O’Sullivan and **how** he is trying to persuade his audience.

John L. O’Sullivan was a newspaper editor, and the source you just read was an editorial: that is, a piece of writing that gives the opinion of a writer instead of reporting facts. As a result, we know that he was trying to persuade other people to agree with his ideas about western expansion (which he called “Manifest Destiny”). Let’s take a close look to see how he tried to persuade his audience to agree with him.

*Please re-read the passage on page 11 and use the charts below to create two lists: in the first chart, you will write down the nouns, verbs, and adjectives that relate to Americans (or Anglo-Saxons) in O’Sullivan’s editorial; in the second chart, you will write down the nouns, verbs, and adjectives that relate to Mexico or Mexicans. We will discuss these charts as a group when you are finished. If you need a reminder of what a noun, verb, or adjective is, look at the definitions right.*

**Noun**—person, place, or thing

**Verb**—a word or words that show action, experience, or a state of being

**Adjective**—a word that describes a noun, noun phrase, or pronoun

<b>Words that describe Mexico or Mexicans</b>		
Word:	Meaning: Is the word positive or negative? Strong or weak?	Is the word a noun, verb, or adjective?
1) <i>Imbecile</i>	1) <i>negative and weak</i>	1) <i>adjective: describes Mexico</i>
2)	2)	2)
3)	3)	3)
4)	4)	4)

<b>Words that describe Anglo-Saxons (Americans)</b>		
Word or phrase:	Meaning: Do you think the word is positive or negative? Is it a word that shows strength or weakness?	Is the word a noun, verb, or adjective?
1)	1)	1)
2)	2)	2)
3)	3)	3)
4)	4)	4)

On this final page, we will use the charts from the previous page to create a new chart that organizes the words that O’Sullivan used to describe Anglos and Mexicans according to parts of speech. We will do this part of the lesson together as a class.

<b>Nouns</b>	
Anglos	Mexicans

<b>Verbs</b>	
Anglos	Mexicans

<b>Adjectives</b>	
Anglos	Mexicans
	<i>Imbecile</i>

**FINAL QUESTIONS**

1. As you look at the charts on this page, how do the nouns/verbs/adjectives that describe Anglos compare to those that are used to describe Mexicans?
2. What effect do you think O’Sullivan’s choice of words had on his audience? Did his choice of words make his argument more persuasive? Explain.
3. O’Sullivan was writing about America’s expansion into the West, and the title of his piece is “Editorial on Manifest Destiny.” Now that you have looked at the words, can you explain what O’Sullivan thought was going to happen as Americans moved into western lands?

## What have historians written about the history of California and the West? How have historians disagreed in their interpretations?

### INTRODUCTION FOR TEACHERS

Historians believe that the history of the West is important because it explains the creation of the American character and American society. In the nineteenth century, westward expansion was linked to a number of other important events and processes: slavery, diplomacy and foreign wars, the treatment of Native Americans, and industrialization. For many years, historians were primarily concerned with telling the history of the West as it related to the expansion of the United States from east to west. In more recent years, historians have tried to tell the history of the West through the eyes of the different ethnic and racial groups who occupied the area. They have argued that western culture emerged out of the contact between cultures rather than through the “civilizing” efforts of white settlers.

### Lesson Goals

This lesson emphasizes secondary sources. Students are asked to read two historical interpretations of westward expansion and conquest. By helping students identify the bias in each interpretation as well as the kinds of evidence that historians use to support their arguments, the lesson aims to show students that historians disagree about historical events and processes, meaning that there is not a single “true” interpretation of history.

### Discussion Guide for Teachers

**FORMAT:** Although designed as a small-group exercise, this lesson could also be used as a large-group activity if teachers allow students time to read each excerpt. This would give teachers the opportunity to reinforce some of the key words and arguments of each interpretation. In order to finish, teachers could assign different sections of the class a different excerpt to read and then ask students to answer the questions.

This lesson consists of three major sections. In the first part of the lesson, students read a summary of two historians’ interpretations of the history of the West. In the questions that follow each summary, students are first asked to write down one or two of the key words that each historian uses. They are then asked to try to summarize the interpretation in a sentence and to decide whether the historian emphasizes a particular “perspective.” The second section of the lesson tries to reinforce the first section by asking

### STANDARDS ADDRESSED IN THIS LESSON

#### Skills

#### ■ Historical Research, Evidence, and Point of View

- Students identify bias and prejudice in historical interpretations.
- Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors’ use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

## KEY TERMS

**Conquest**—the process of gaining by force of arms; territory acquired in war.

**Free land**—a term used by Frederick Jackson Turner to describe Western lands settled by Americans.

**Frontier**—“a border between two countries” or “a region that forms the margin of settled or developed territory”; in the United States, the frontier was the zone where land controlled by American colonists/settlers met the land controlled by Native Americans.

**Expansion**—the process of increasing a nation’s area by acquiring new territory; the acquisition of territory can take many different forms, including purchase and war.

## TIME REQUIRED

- Two hours, part of this lesson can be assigned as homework.

## MATERIALS

- Photocopies of materials.

students to connect a potential primary source to each historian’s interpretation. Students should be able to connect Frederick Jackson Turner’s interpretation to John Gast’s famous lithograph, *American Progress*; likewise, they should see that Douglas Monroy might use the autobiography of Pablo Tac, a Luiseño Native American born at the California Mission of San Luis Rey de Francia in 1822.

In the third and final section, students attempt to match four excerpts to the historian who wrote them. The first and last excerpts were written by Frederick Jackson Turner, and the second and third were written by Douglas Monroy. Throughout each section, teachers should emphasize that students focus on key words as well as points of view: Turner is always interested in the “American” and “European” experience, whereas Monroy emphasizes interaction among Anglos, Natives, and Mexicans. Since students are likely to struggle with this section, teachers may wish to furnish students (after they have finished section III ) with a list of key words that each author uses: Turner frequently uses the terms “the West” and “the frontier,” whereas Monroy repeatedly uses the word “culture”. Since a major part of the lesson is for students to pay attention to key words, there is no glossary of terms used in the excerpts. Students may want to have a dictionary on hand because both historians use a sophisticated vocabulary. At the end of the lesson, teachers can lead a discussion of how the historians disagree; a review of the key words and historical actors in each historian’s work would be a good place to begin the discussion.

## Sources for excerpts

**Excerpt 1**, Frederick Jackson Turner, *The Problem of the West*, chapter VII.

**Excerpt 2**, Douglas Monroy, *Thrown Among Strangers: The Making of Mexican Culture in Frontier California*, p. 230.

**Excerpt 3**, Douglas Monroy, *Thrown Among Strangers: The Making of Mexican Culture in Frontier California*, p. 96.

**Excerpt 4**, Frederick Jackson Turner, *The Significance of the Frontier*.

What have historians written about the history of California and the West? How have historians disagreed in their interpretations?

**INTRODUCTION FOR STUDENTS**

In the nineteenth century, westward expansion was linked to a number of other important events: slavery, several wars, the treatment of Native Americans, and industrialization. For many years, historians were primarily concerned with telling the history of the West as it related to the expansion of the United States from east to west.

More recently, historians have told the history of the West through the eyes of the different ethnic and racial groups who lived in the area.

In today's lesson, you will read two secondary sources (that is, accounts of the past created by people writing about events after they happened) that disagree about how the history of the

West should be told. You will read summaries and excerpts of each historian's work and will think about the kinds of primary sources that each man uses. You will also try to locate each historian's bias.

## PART I. SUMMARY OF INTERPRETATIONS

In this section, you will read a summary of what two historians have written about the West. These historians disagree about how the story of the West should be told.

*Taking turns with the other members of your group, please read each summary aloud and answer the questions that follow. As you read, circle the words you think are important.*

### **Frederick Jackson Turner,**

#### *The Significance of the Frontier in American History*

Frederick Jackson Turner was the first important historian of the American West. In 1893, Turner presented a paper, "The Significance of the Frontier in American History," to the annual meeting of the American Historical Association. Turner's most important argument was that the frontier had a significant influence in American society and on the American character. Westward expansion made the United States different from Europe because it allowed Americans to set about the continuous process of civilizing—or taming—the frontier. Turner believed that western lands, which he called "free land," created economic opportunities for Americans, which meant that the United States did not suffer from the class wars that existed in Europe.

1. Write down one or two of the key terms that describe Jackson's work.
2. In your own words, summarize Turner's interpretation of Western history. If it helps, you can finish the following sentence: Turner thinks we should study western history because...
3. Look again at the summary and circle which group or groups Turner talks about the most:

**Americans**

**Native Americans**

**Mexicans**

**Douglas Monroy, *Thrown Among Strangers:***  
*The Making of Mexican Culture in Frontier California*

Douglas Monroy is a historian who teaches at Colorado College. His book, *Thrown Among Strangers*, was published in 1990. Monroy argues that the key to understanding the history of the Mexican people in Southern California lies in the interaction between Indians, Europeans, Mexicans, and Americans during the 18th and 19th centuries, and his book explains the world view of each group. He claims that the friction between societies—rather than the interaction with western lands—created new cultural ideas about religion, law, and economics. According to Monroy, the interactions between cultures never took a single, predictable form; rather, they were “conflictual, adaptive, and even lethal.”

1. Write down one or two of the key terms that describe Monroy’s work.
2. In your own words, summarize Monroy’s interpretation of Western history. If it helps, you can finish the following sentence: Monroy thinks we should study western history because...
3. Look again at the summary and circle which group or groups Monroy talks about the most:

**Americans**

**Native Americans**

**Mexicans**

4. If you can, please list one difference that you see between Turner’s interpretation of the West and Monroy’s interpretation [**hint:** think about *perspectives* that each historian may use].

## PART II. SOURCES

In this section, you will examine two sources and decide which one best fits the argument of Frederick Jackson Turner or Douglas Monroy.

*Please examine each source, then answer the questions on page 23.*



**Source A.** John Gast, *American Progress* (1872), Autry Museum of Western Heritage

### Source B

Autobiography of Pablo Tac, a Luiseño Native American born at the California Mission of San Luis Rey de Francia in 1822

“When the missionary arrived in our country with a small troop, our captain and also the others were astonished, seeing them from afar, but they did not run away or seize arms to kill them, but having sat down, they watched them. But when they drew near, then the captain got up (for he was seated with the others) and met them. They halted, and the missionary then began to speak. The captain saying perhaps in his language “hichsom iva haluon, puluchajam cham quinaí.” “What is it that you seek here? Get out of our country!” But they did not understand him, and they answered him in Spanish, and the captain began with signs, and the Fernandino, understanding him, gave him gifts and in this manner made him his friend. The captain, turning to his people (as I suppose) found the whites alright, and so they let them sleep here.”

1. What is happening in the image (source A)?
2. How are the Native Americans portrayed in the image? Give specific examples.
3. How are Anglos (or whites) portrayed in the image? Give specific examples.
4. What do the portrayals of Native Americans and Anglos tell you about the author's bias?
5. Which historian, Turner or Monroy, do you think would agree with—or use—this source? Why?
6. What is happening in the passage (source B)? Who is telling the story?
7. Which historian, Turner or Monroy, do you think would agree with—or use—this source? Why?

### PART III. MATCHING EXCERPTS

*In this section, you will read excerpts from the work of Frederick Jackson Turner and Douglas Monroy. Using the ideas you learned in the first half of the lesson, you will decide whether each excerpt was written by Professor Turner or Professor Monroy. At the end of the excerpts, you will compare their arguments. As you read, circle words you think are important. Use a different color pen to circle the key words that might offer clues to the author's identity.*

#### Excerpt 1

The West, at bottom, is a form of society, rather than an area. It is the term applied to the region whose social conditions result from the application of older institutions and ideas to the transforming influences of free land. By this application, a new environment is suddenly entered, freedom of opportunity is opened, the cake of custom is broken, and new activities, new lines of growth, new institutions and new ideals, are brought into existence. The wilderness disappears, the "West" proper passes on to a new frontier, and in the former area, a new society has emerged from its contact with the backwoods.

1. What are some of the most important nouns that the author uses? Some of the most important verbs? [**Hint:** you may wish to go back to Part I and compare lists of key words from your summaries.]
2. What is the historian describing in this excerpt? Does he include multiple perspectives?
3. Circle one: this is the work of **Frederick Jackson Turner** or **Douglas Monroy**.
4. Explain the key words that helped you identify the author.

## Excerpt 2

The [*Californio* petitioners]...detailed their complaints against the swarms of frustrated and avaricious gold seekers, the confounding Anglo-American legal structure...and the ruinous interest rates...The *Californios* [in 1859] found themselves excluded from the industrializing economy [Anglos] would develop. They also noted a matter of even greater moment for these people of kin ties and culture consciousness, one that has characterized all of California history since 1769: in their petition they declared that *Californios* “have been thrown among those who were strangers to their language, customs, laws, and habits.”

1. What are some of the most important nouns that the author uses? Some of the most important verbs? [**Hint:** you may wish to go back to Part I and compare lists of key words from your summaries.]
2. What is the historian describing in this excerpt? Does he include multiple perspectives?
3. Circle one: this is the work of **Frederick Jackson Turner** or **Douglas Monroy**.
4. Explain the key words that helped you identify the author.

### Excerpt 3

The social relations that mission California produced in those few years derived from many factors—Iberian political and religious imperialism, patriarchal relations between Spanish fathers and Indian children, the conflict over the relationship of humans to labor and nature, and disease...We see here how a culture emerges as well. The sometimes explosive, sometimes degenerating interplay of conquering proselytizers and native heathens, the efforts of each to adapt or to force the other's acquiescence, and the unfolding of history produced this curious syncretic culture of Alta California.

1. What are some of the most important nouns that the author uses? Some of the most important verbs? **[Hint:** you may wish to go back to Part I and compare lists of key words from your summaries.]
2. What is the historian describing in this excerpt? Does he include multiple perspectives?
3. Circle one: this is the work of **Frederick Jackson Turner** or **Douglas Monroy**.
4. Explain the key words that helped you identify the author.

#### Excerpt 4

In the settlement of America we have to observe how European life entered the continent, and how America modified and developed that life and reacted on Europe... The frontier is the line of most rapid and effective Americanization. The wilderness masters the colonist. It finds him a European in dress, industries, tools, modes of travel, and thought. It takes him from the railroad car and puts him in the birch canoe. It strips off the garments of civilization and arrays him in the hunting shirt and the moccasin. It puts him in the log cabin of the Cherokee and Iroquois and runs an Indian palisade around him. Before long he has gone to planting Indian corn and plowing with a sharp stick, he shouts the war cry and takes the scalp in orthodox Indian fashion. In short, at the frontier the environment is at first too strong for the man. He must accept the conditions which it furnishes, or perish, and so he fits himself into the Indian clearings and follows the Indian trails. Little by little he transforms the wilderness, but the outcome is not the old Europe... The fact is, that here is a new product that is American.

1. What are some of the most important nouns that the author uses? Some of the most important verbs? [**Hint:** you may wish to go back to Part I and compare lists of key words from your summaries.]
2. What is the historian describing in this excerpt? Does he include multiple perspectives?
3. Circle one: this is the work of **Frederick Jackson Turner** or **Douglas Monroy**.
4. Explain the key words that helped you identify the author.

How did Anglo-Americans view other cultures?  
 How did Anglos' understanding of other cultures justify westward expansion during the nineteenth century?

**STANDARDS ADDRESSED  
 IN THIS LESSON**

**Skills**

■ **Chronological and Spatial Thinking**

- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

■ **Historical Interpretation**

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

**INTRODUCTION FOR TEACHERS**

Historians are interested in how a primary source represents the collective beliefs of a culture, and how these collective beliefs explain larger historical processes. In other words, historians try to place texts (or sources) within contexts (times and places). In this lesson, students use multiple primary sources to explain how the collective beliefs of Anglo-Americans during the nineteenth century influenced the process of westward expansion (or conquest). Between 1800 and 1850, the United States extended its western border from the Mississippi River to the Pacific Ocean. During this period, the United States acquired land from other nations through purchase (Louisiana Purchase in 1803), treaty (Oregon territory), and war (the Mexican War); of course, there were also treaties with Native American nations and, most famously, the forced extrication of the Cherokee from their lands. Americans developed an ideology that explained why their nation was growing at such a fast rate. Manifest Destiny—the idea that the United States had the right to occupy the entire continent—offered Americans that explanation. This lesson examines sources associated with Manifest Destiny. Through these sources, students will see the positive ways in which Anglo-Americans described their institutions, beliefs, and practices and the negative ways in which they described Native American and/or Mexican settlers who already inhabited western lands. White Americans asserted that they were on a mission to carry “civilization” into the untamed frontiers of North America. Americans associated their culture with progress and the future while they relegated Native Americans and Mexicans to the past.

**Lesson Goals**

This lesson uses visual and textual sources to help students identify the ways that white Americans perceived other cultures—especially Native Americans—and how these beliefs justified western expansion during the nineteenth century. This lesson emphasizes perspective as students compare multiple primary sources that help explain westward migration and make connections between Anglo-Americans' understanding of other cultures and the process of westward expansion. The lesson also aims to help students understand how Anglos viewed the natural landscape of the West. Finally, in keeping with the History and Social Science Analysis Skills, the lesson tries to help students understand the Anglo worldview in the context of its day.

## Discussion Guide for Teachers

**FORMAT:** These materials may be taught and discussed in a large group, although teachers will want to give students a few minutes to fill in their answers in each exercise. Alternatively, teachers could divide students into small groups to discuss answers, and then ask for comments from each group.

This lesson asks students to use visual and textual sources to identify Anglos' attitudes toward Native Americans and Mexicans during the nineteenth century. The lesson tries to use students' visual learning capabilities to enhance their understanding of several textual justifications of western conquest. The lesson is divided into three sections. The first section simply asks students to define and give examples of two words: "civilization" and "savagery." Depending on the reading level of the class, teachers may want to use this as a five-minute "pre-writing" question, or they may want to let students use a dictionary (in class or as homework). In the second section, students analyze two images created during the 1860s: Emmanuel Leutze's painting *Westward the Course of Empire Takes its Way* and Fanny Palmer's lithograph *Across the Continent: Westward the Course of Empire Takes its Way*. Both artists invoked a poem written in the eighteenth century by Bishop Berkeley. In addition to the painting, Leutze created a similar mural with the same name for a staircase in the United States Capitol building. Having seen visual representations of western expansion, students next read challenging justifications of expansion drawn from editorials and eyewitness accounts. The questions that follow each excerpt prompt students for details. Students may need to read the excerpts a few lines at a time, and they may need to consult a dictionary. In the final section, students combine the visual and textual representations of expansion as they label the Palmer and Gast images with quotations from the previous section.

### KEY TERMS

**Civilization**—a society that is well organized and developed. Anglos cited institutions such as schools and government, economic practices and systems such as private property and technology, and cultural practices such as religion and art as evidence of their civilization.

**Manifest Destiny**—the idea that the United States had the right and duty to invade and occupy the entire continent of North America.

**Savagery**—a society or place where the way of living seems simple and undeveloped.

### TIME REQUIRED

- One class period. The final exercise might be used as a homework assignment.

### MATERIALS:

- Photocopies of materials.

How did Anglo-Americans view other cultures?  
How did Anglos' understanding of other cultures justify westward expansion during the nineteenth century?

**INTRODUCTION FOR STUDENTS**

Between 1800 and 1850, the United States extended its western border from the Mississippi River to the Pacific Ocean. During this period, the United States gained land through purchase (Louisiana Purchase in 1803), treaty (Oregon territory), and war (the Mexican War). Ameri-

cans believed that Manifest Destiny—the idea that the United States had the right and duty to occupy the entire continent—explained the nation's rapid growth. Manifest Destiny dismissed any claims that Native Americans or Mexicans had to western lands. In today's lesson, you

will look at some sources that believed in America's Manifest Destiny. You will learn how Anglo-Americans described their institutions, beliefs, and practices in positive ways and described Native American and/or Mexican settlers who lived on western lands in negative ways.

## PART I. REPRESENTATIONS OF THE WEST AND WESTWARD EXPANSION

This section has two parts. First, look at the two images by Anglo-American artists on page 32, then answer these questions.

1. What is happening in the image? Please write down 2-3 details about each image.

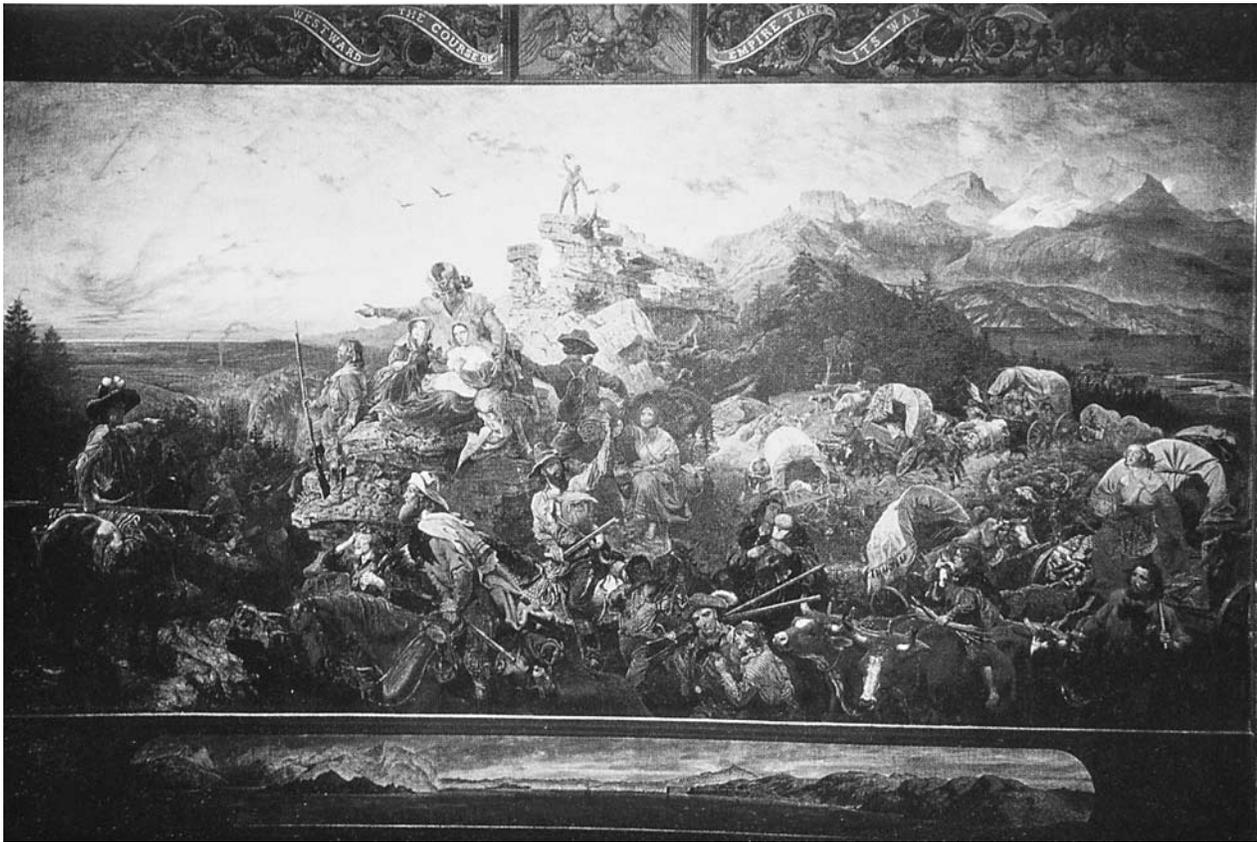
Leutze, <i>Westward the Course of Empire</i>	Palmer, <i>Across the Continent</i>

2. Does each artist have a positive or negative view of the events? How can you tell?

Leutze, <i>Westward the Course of Empire</i>	Palmer, <i>Across the Continent</i>

3. How are Anglos portrayed in each picture? How are Native Americans portrayed in each picture? Please give two specific examples of how each group is portrayed in the images? You may want to note attitudes toward the natural environment, government, economics, or technology.

Leutze, <i>Westward the Course of Empire</i>	Palmer, <i>Across the Continent</i>
Anglos:	Anglos:
Anglos:	Anglos:
Native Americans:	Native Americans:
Native Americans:	Native Americans:



Emanuel Gottlieb Leutze, *Westward the Course of Empire Takes its Way*. 1861  
Smithsonian American Art Museum



Fanny Palmer, *Across the Continent: Westward the Course of Empire Takes Its Way*. 1868  
Museum of the City of New York (Harry T. Peters Collection)

Second, read the following accounts of westward expansion written by Anglo-American authors. Pay careful attention to how the authors describe American culture and how they describe Native American or Mexican culture. You will need to understand the nouns, verbs, and adjectives associated with the highlighted words in the passage to answer the questions. This is a difficult passage, so you may want to try to read and summarize it a few lines at a time. Remember to circle any words you think are important.

### Account 1

In the following excerpt, California pioneer D.A. Shaw describes American goals in California:

To wrest an extensive domain from semi-barbarism; to reveal its unlimited treasures; to open up new avenues of **commerce**; to form a progressive, enlightened and liberal **government**; to herald the advent of new social and **religious** conditions; these made a commendable field for noble endeavor. Living in the glorious advantages their labors secured to us; who shall say their duties were not well performed by the founders of our grand commonwealth. [American settlers] brought civilization, beauty, and unrivaled attractions to a **vast country** of unbounded possibilities; a land of mighty monarchs of the forests, whose topmost branches pierce the clouds, the wonder of all beholders, a land of giant mountains, which, from their aerial heights, pour down to the thirsty valleys below their crystal floods, beautifying all the landscape with fruit, flower and vine, and creating panorama after panorama of unsurpassed terrestrial beauty.

D.A. Shaw, *Eldorado, or California as Seen by a Pioneer, 1850-1900*, preface [www.loc.gov]

1. According to D.A. Shaw, what did American settlers bring to the West? Using the table below, create a “before and after” list that summarizes Shaw’s view of what American culture brought to the West. The first item on the list has been completed for you.

<b>Before American settlement</b> , the lands in the West...	<b>After American settlement</b> , the lands had...
a. Government: <i>Shaw does not believe there was a government in the western lands.</i>	a. government: “ <i>enlightened and liberal government</i> ”; <i>Shaw clearly feels American government is an improvement.</i>
b. Commerce/economy:	b. Commerce/economy:
c. Religion:	c. Religion:
d. Nature, environment:	d. Nature, environment:

2. Is anything or anyone missing from Shaw’s description of California?

In the following excerpt, D.L. Phillips describes the condition of former mission Indians in San Diego. Mission Indians were Native Americans who lived and worked on the settlements run by priests when Spain controlled California. The mission lands were technically owned by the natives.

In October last I was in San Diego, and met Mr. Bryden, the Indian Agent for California, and from him and several attorneys learned that the Indians were mere squatters; that their houses were built of reeds and sticks; that they had no farms, and but very few horses or cattle. It turned out to be true, also, that the male Indians were scarcely ever at home, being employed as herdsmen, shepherds, sheep shearers, farm hands, or were common lazy vagabonds about the towns and drinking places. The women are very much like the men, almost wholly given to a vagabond life, swarming about the towns and, as generally and openly stated, utterly oblivious to the obligations of the marriage relation. These Indians have never had anything like schools, are ignorant to the last degree, and simply doomed, by their laziness and vices, to early extinction.... Why...make such an outcry about ejecting a lot of worthless Indians from lands which they never owned and never intended to own?

D.L. Phillips. *Letters from California: its mountains, valleys, plains, lakes, rivers, climate and productions. Also its railroads, cities, towns and people, as seen in 1876.* pp. 97-98 [www.loc.gov]

1. How does Phillips describe the Native Americans in San Diego? Write down one way that Phillips describes each item on the list. The first item on the list has been completed for you.

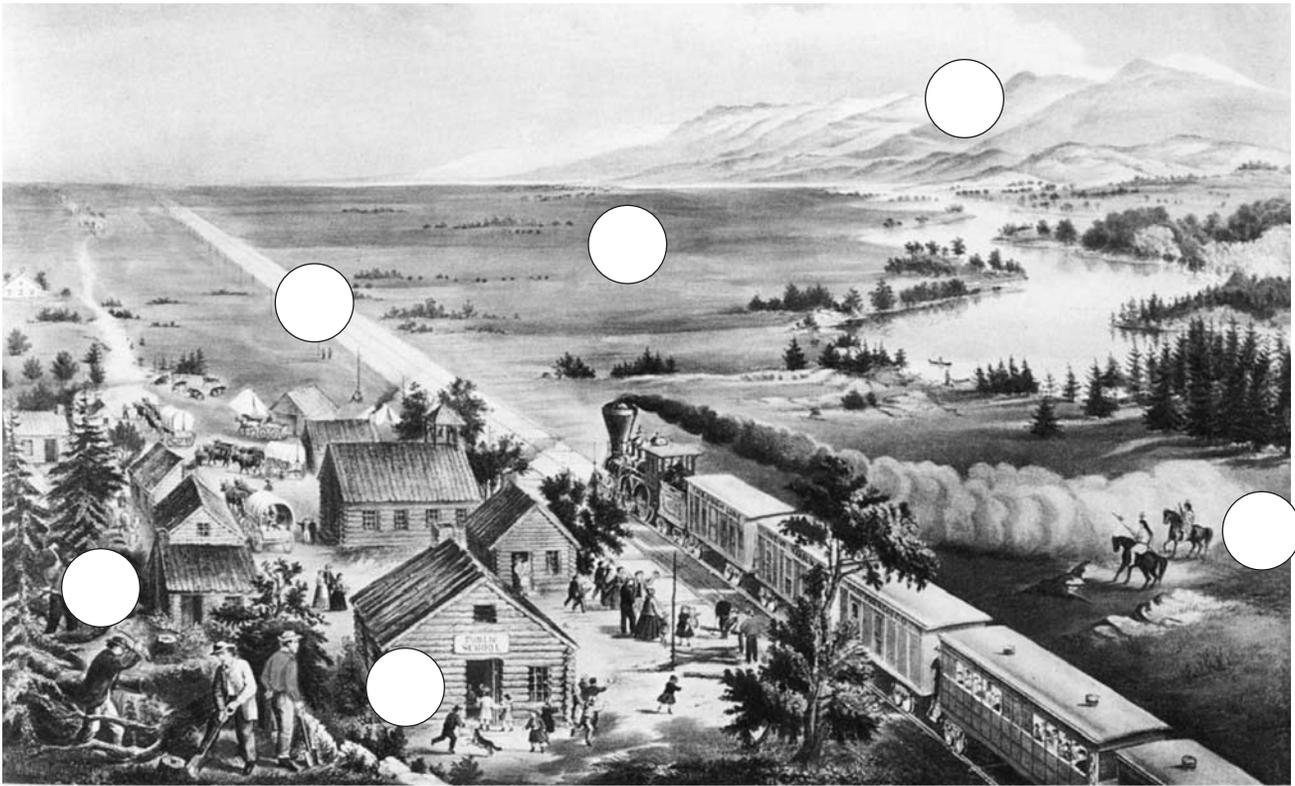
a. homes	<i>made of reeds and sticks; Phillips claims that Indians didn't own their lands and that they didn't plant crops or raise animals, so Anglos should not worry about evicting them from lands.</i>
b. male Indians	
c. female Indians	
d. other characteristics of Natives:	

2. Look at the chart you just made. Phillips does not state this directly, but how do the Native Americans differ from white families? What markers of "civilization" do the Natives lack? Give one or two examples. You might consider comparing Phillips' description of the mission Indians to the lithograph by Frances Palmer earlier in this lesson.

### PART III. SAVAGERY AND CIVILIZATION

*In this section, you will use some of the textual excerpts to diagram the images you saw in part I. This page includes several sentences or phrases drawn from the excerpts written by D.A. Shaw and John L. O’Sullivan. On the following pages, you will find the images by Gast and Palmer with circles in different sections of the picture. Write the phrase number that best describes the areas in the images. The text often describes more than one part of the picture, but you only need to use the phrase once. Be ready to explain your choices.*

1. To wrest an extensive domain from **semi-barbarism**
2. To open up **new avenues of commerce**
3. To form a **progressive, enlightened and liberal government**
4. A vast country of **unbounded possibilities**
5. A land of **mighty monarchs of the forests**, whose topmost branches pierce the clouds... a land of giant mountains, which, from their aerial heights, pour down to the thirsty valleys below their crystal floods
6. (from previous lesson: O’Sullivan editorial) Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, **armed with the plough and the rifle**, and **marking its trail with schools and colleges, courts and representative halls, mills and meeting-houses**.
7. A population will soon be in actual occupation of California...All this without agency of our government, without responsibility of our people in the **natural flow of events**.



## How did Anglo and Native Californians interact during the late nineteenth and early twentieth century?

### INTRODUCTION FOR TEACHERS

Although paintings and writings created by Americans often showed Native Americans and Mexicans in retreat from Anglo settlers, historians like Douglas Monroy have more recently argued that the three cultures significantly interacted and, in fact, changed each another. Anglo settlers frowned upon Native cultural systems and used the American economic and legal systems to dominate Natives, but they were dependent on Native Americans in other ways. Specifically, Anglo settlers relied on non-Anglos—including California Natives, working-class Mexicans, and Chinese immigrants—to work on farms and ranches as well as to perform industrial work in mines and on railroads. This lesson focuses on these interactions. There is a particular emphasis on including sources that offer the perspective of California natives.

### Lesson Goals

In this lesson, students compare how Anglos and Natives described their interactions with one another. They compare multiple primary sources that describe cultural interactions in California and attempt to understand the Native as well as Anglo worldviews, including their understanding of the natural landscape of the West. There is a short writing exercise at the end of the lesson that asks students to show their understanding of Native and Anglo worldviews.

### STANDARDS COVERED IN THIS LESSON

#### Skills

#### ■ Chronological and Spatial Thinking

- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- Students relate current events to the physical and human characteristics of places and regions.

#### ■ Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

**Key Term**

**Perspective**—a point of view.

**Time Required**

- At least one class period. The writing assignment at the end may be assigned as homework.

**Materials**

- Photocopies of materials.

**Discussion Guide for Teachers**

**Format:** These materials may be taught and discussed in a large group, although teachers will want to give students a few minutes to fill in their answers in each exercise. Alternatively, teachers could divide students into small groups to discuss answers, then ask for comments from each group.

This lesson attempts to help students understand the conquest of California from the perspective of Native Californians. The lesson begins with D.L. Phillips' description of former mission Indians in San Diego, an excerpt also used in lesson three. Students are asked to pick out details from Phillips' description. Students then read an excerpt from the autobiography of Delfina Cuero, a Diegueño woman born near San Diego in 1900. Cuero's family worked for white families, and students are asked to compare the kinds of work Natives were asked to do for white families to the kinds of work they did for themselves. The third excerpt is drawn from a law created in 1850 when California became a state. The law, which resembles the "black codes" that governed interactions between white Southerners and African Americans in the nineteenth century, outlines the rights of California natives as well as whites' access to California natives' labor. The final part of the lesson asks students to engage in a piece of empathetic writing as they describe an interaction between an Anglo woman and a Miwok woman from each woman's point of view.

## How did Anglo and Native Californians interact during the late nineteenth and early twentieth century?

### INTRODUCTION FOR STUDENTS

Many paintings and writings created by Anglos in the nineteenth century showed Native Americans and Mexicans in retreat, but some historians have argued that the three cultures interacted (mixed together) and changed one another. Anglo settlers believed that

their culture and government were superior (better than) those of Natives and Mexicans. However, Anglos often depended on non-Anglos—including California Natives, Mexicans, and Chinese immigrants—to work on farms and ranches as well as in mines and on

railroads. In today's lesson, you will think more about the interactions between Anglos and non-Anglos and how Anglos came to dominate, or control, California during the nineteenth century.



**Diegueño house at Campo (North American Indian, v.15)**

Northwestern University Library, Edward S. Curtis's *The North American Indian: The Photographic Images*, 2001. <http://memory.loc.gov/ammem/award98/ienhtml/curthome.html>

### ANGLO-NATIVE RELATIONS IN CALIFORNIA

*In this section, you will read two accounts of life in California during the late nineteenth and early twentieth century: one by a white settler and one by a Diegueño Indian. Each source describes the interactions between Native Californians and white settlers. As you read, remember to circle unfamiliar words as well as important phrases.*

Anglo descriptions of California Natives. In the following excerpt, D.L. Phillips describes the condition of former mission Indians in San Diego:

In October last I was in San Diego, and met Mr. Bryden, the Indian Agent for California, and from him and several attorneys learned that the Indians were mere squatters; that their houses were built of reeds and sticks; that they had no farms, and but very few horses or cattle. It turned out to be true, also, that the male Indians were scarcely ever at home, being employed as herdsmen, shepherds, sheep shearers, farm hands, or were common lazy vagabonds about the towns and drinking places. The women are very much like the men, almost wholly given to a vagabond life, swarming about the towns and, as generally and openly stated, utterly oblivious to the obligations of the marriage relation. These Indians have never had anything like schools, are ignorant to the last degree, and simply doomed, by their laziness and vices, to early extinction.... Why...make such an outcry about ejecting a lot of worthless Indians from lands which they never owned and never intended to own?

D.L. Phillips, *Letters from California: its mountains, valleys, plains, lakes, rivers, climate and productions. Also its railroads, cities, towns and people, as seen in 1876* (pp. 97-98) [www.loc.gov]

1. How does Phillips describe the Native Americans in San Diego? Write down 2-3 characteristics of the Native Americans, according to Phillips.
  - a.
  - b.
  - c.
2. Phillips does not state this directly, but how do the Native Americans differ from white families? What traits of “civilization” do the Natives lack that Anglos had, according to Phillips? Give one or two examples.
3. Historians often collect facts and details from a source even when they know the source is biased. Phillips gives many details about California Natives, including the kinds of work they did. What kind of jobs did California Natives have, and for whom do you suppose they worked? Why do you think they did not own farms?

California Native descriptions of Anglos. In the following excerpt, Delfina Cuero, a Native American woman born near San Diego in 1900, describes the work her family did for a white farmer. She also describes her family's living conditions during this period:

...The Indians didn't speak English in those days. The men they worked for never told them their names. [The family worked for one person name Maxfield] I was very young but the whole family was working for him, my father, mother, grandfather, grandmother, and I. All doing some kind of work. I can remember, we cleared a lot of land. The men cut trees and they did many other things while we carried, piled and burned the brush. Other times while the men worked, my mother, grandmother and I used to go all over looking for wild cherries at the right time of the year, or wild wheat, or different kinds of Indian food. That's what we used to eat. We lived on those things we gathered when I was little. This old man gave us some food too. The ranchers that my people worked for gave us some food or sometimes some old clothes for the work. They never gave the Indians money. We didn't know what money was in those days...

...Maxfield gave us a little place where we could stay while we worked for him, a place to build our "semay" [little Indian house of willows and other brush]. The men put up two posts and tied a beam between them with fibers stripped from yucca leaves. The reeds or brush were tied to the beam. It looked kind of like a small [pup] tent. We used tamu (reeds) when we could get it otherwise we used xatamu [brush]. Then the men put four posts to make a square and on them we made a ramada beside the house...

...The Indians had to move around from place to place to hunt and gather enough food, so we knew lots of places to camp. Later on white people kept moving into more and more of the places and we couldn't camp around those places any more...

Delfina Cuero, *The Autobiography of Delfina Cuero, a Diegueño Indian* (pp.25-26)

1. What kind of work did Delfina Cuero’s family do for Maxfield? What kind of work did they do for themselves? How did the work differ?

Work for Maxfield	Work for themselves
a.	a.
b.	b.
c.	c.

2. What do you think Delfina Cuero means when she says “We didn’t know what money was in those days”?

3. How does Cuero’s description of her family’s housing compare to the description given by D.L. Phillips? Why do you suppose Cuero’s family built temporary, rather than permanent, houses?

## CALIFORNIA LAW

Laws are another kind of primary source. They tell us about the interactions between cultures because they offer explain the “rules” of the interactions.

This excerpt is taken from a California law that outlined the rights of California natives because they did not have the same rights as Anglos.

An Act for the Government and Protection of Indians; passed April 22, 1850  
The people of the State of California, represented in Senate and Assembly, do enact as follows:

6. Complaints may be made before a Justice of the Peace, by white persons or Indians: but in no case shall a white man be convicted on any offence upon the testimony of an Indian.

14. ...When an Indian is convicted of an offence before a Justice of the Peace, punishable by fine, any white man may, by consent of the justice, give bond for said Indian, conditioned for the payment of said fine and costs, and in such case the Indian shall be compelled to work for the person so bailing, until he has discharged or cancelled the fine assessed against him: Provided; the person bailing shall treat the Indian humanely, and feed and clothe him properly...

20. Any Indian able to work and support himself in some honest calling, not having wherewithal to maintain himself, who shall be found loitering and strolling about, or frequenting public places where liquors are sold, begging, or leading an immoral or profligate course of life, shall be liable to be arrested on the complaint of any reasonable citizen of the county, brought before the Justice of the Peace of the proper county, Mayor or Recorder of any incorporated town or city, who shall examine said accused Indian, and hear the testimony in relation thereto, and if said Justice, mayor or Recorder shall be satisfied that he is a vagrant, as above set forth, he shall make out a warrant under his hand and seal, authorizing and requiring the officer having him in charge or custody, to hire out such vagrant within twenty-four hours to the highest bidder, by public notice given as he shall direct, for the highest price that can be had, for any term not exceeding four months...

1. Looking at section 6 of the California law on page 41, could a California Native testify against a white man? Why do you suppose this was?
  
2. In section 14 and section 20, how could a white man get a Native to work for him? Do you think this was a fair system?
  
3. How does this legal document compare to the observations of D.L. Phillips and Delfina Cuero in what it tells you about Anglo-Native relations in the late nineteenth century?

D. L. Phillips: description of Native life	Delfina Cuero: description of Native life
a.	a.
b.	b.

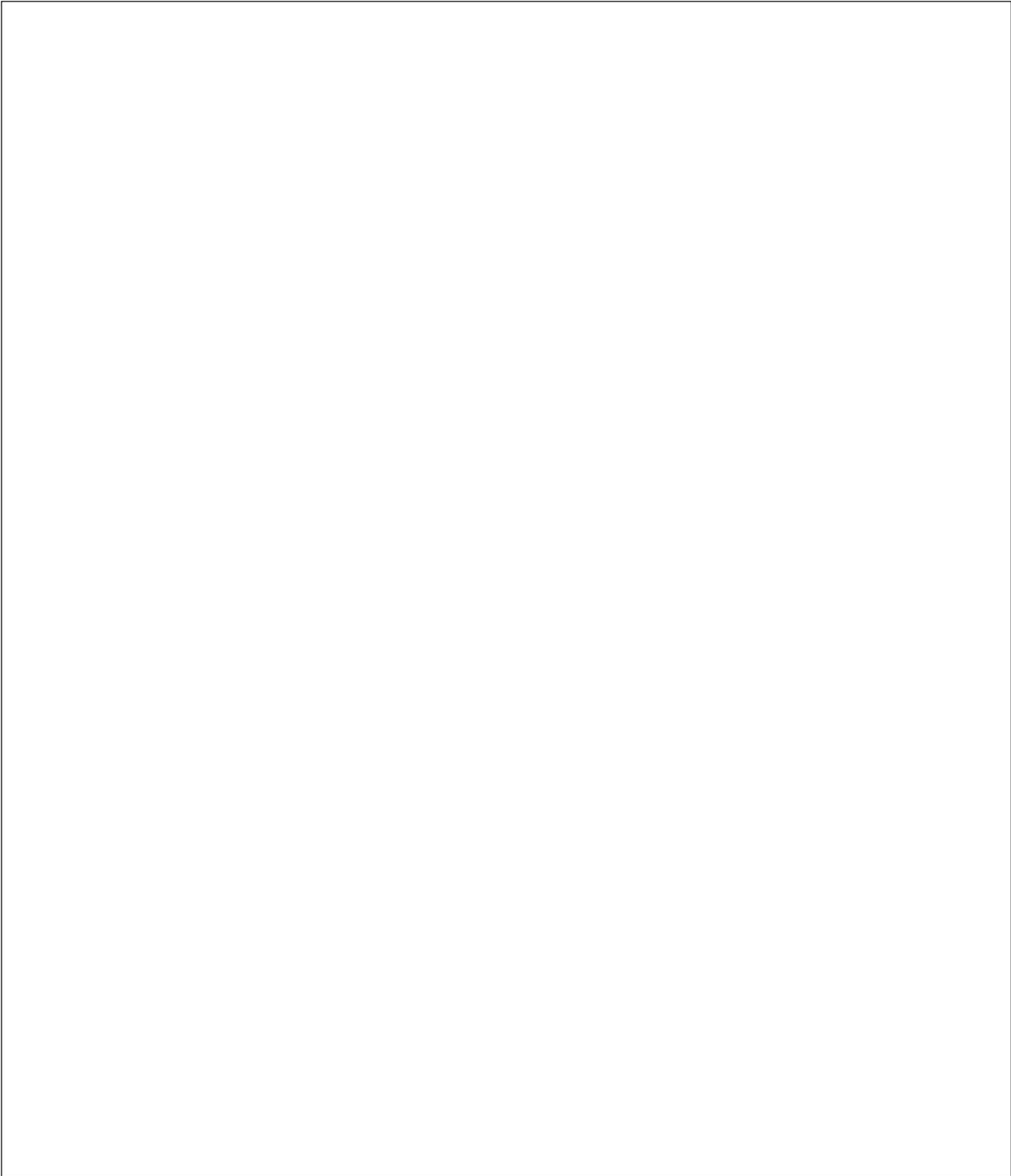
## EXERCISE

*In previous lessons, we have discussed John Gast's famous lithograph, American Progress. Today, you will try to look at the process shown in the picture—Manifest Destiny—through the eyes of a Native American. Imagine that you are one of the Native Americans on the left-hand side of the picture. How does the scene look to you? Once you have finished drawing your picture on the next page, please give the picture a title.*



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

Autry Museum of Western Heritage



Name:

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Title:

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## WRITING ASSIGNMENT: WHAT THEY WERE THINKING

The primary sources that depict American expansion often show Native Americans either apart from Anglos or in retreat from them. Yet the sources we have examined show that

Native Americans, Mexicans, and Anglos frequently came into contact with one another. The areas of contact included economics (especially labor), law and government (for example,

rights given or not given to Natives), land, and values (for example, attitudes about other cultures).

*The picture below, taken in Yosemite National Park between 1890 and 1910, shows a Miwok woman sitting in front of a shelter as a white woman looks on. In this final exercise, you will describe what each woman was thinking during this interaction, then you will explain three comparative sentences explaining how Western expansion (or conquest) affected each woman differently.*



**Miwok woman and Anglo woman, Yosemite, circa 1890**

Source: Denver Public Library, Western History Collection, X32070



2. State in complete sentences three ways that Western expansion (or conquest) differed for Anglos and Native Americans. Use the same categories as the previous page as the basis for your comparison.

**Comparison:**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_
3. \_\_\_\_\_  
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\_\_\_\_\_

## **SHOULD HISTORIANS DESCRIBE AMERICAN GROWTH IN THE NINETEENTH CENTURY AS A PROCESS OF EXPANSION OR AN ACT OF CONQUEST?**

*Please read the following definitions and circle the one you feel best describes the process through which the United States grew during the nineteenth century.*

**Expansion:** the process of increasing in size, number, or amount.

**Conquest:** the act of defeating or controlling a group of people.

*Now that you have chosen the word you would use to describe the process of American growth in the nineteenth century, you will write a paragraph explaining your decision. You should explain why expansion or conquest describes the three of the following four categories or processes:*

- a. use of technology in Western lands;
- b. economic system, including the interests of labor and laborers;
- c. government, including representation and civil rights;
- d. contact with other cultures

# ACKNOWLEDGMENTS

## THE UCI CALIFORNIA HISTORY-SOCIAL SCIENCE PROJECT

Robert G. Moeller, Faculty Director and Professor of History

Stephanie Reyes-Tuccio, Site Director

Eileen Powell, CH-SSP Program Assistant

<http://www.hnet.uci.edu/history/chssp/>

## HUMANITIES OUT THERE

Julia Reinhard Lupton, Faculty Director and Professor of English and Comparative Literature

Tova Cooper, Director of Publications

Peggie Winters, Grants Manager

<http://yoda.hnet.uci.edu/hot/>

## THE SANTA ANA PARTNERSHIP:

### UCI'S CENTER FOR EDUCATIONAL PARTNERSHIPS

Juan Francisco Lara, Director

<http://www.cfep.uci.edu/>

### THE SANTA ANA UNIFIED SCHOOL DISTRICT

Lewis Bratcher, Assistant Superintendent of Secondary Education

<http://www.sausd.k12.ca.us/>

### SANTA ANA COLLEGE

Sara Lundquist, Vice-President of Student Services

Lilia Tanakeyowma, Director of the Office of School and Community Partnerships and  
Associate Dean of Student Development

Melba Schneider, GEAR UP Coordinator

<http://www.sac.edu/>

This unit would not have been possible without the support of Professor Karen Lawrence, Dean of the School of Humanities at the University of California, Irvine; Professor Robert G. Moeller, Faculty Director of the UCI California History-Social Science Project, who provides ongoing intellectual leadership in all areas touching on historical research, interpretation, and teacher professional development; Dr. Manuel Gómez, Vice Chancellor for Student Affairs, who provided funding and has been a steadfast supporter of our work; and the leadership of the Santa Ana Partnership, including Dr. Juan Lara, Director of the UCI Center for Educational Partnerships; Dr. Sara Lundquist, Vice-President of Student Services at Santa Ana College; Lilia Tanakeyowma, Director of the Office of School and Community Partnerships and Associate Dean of Student Development at Santa Ana College; and Dr. Lewis Bratcher, Assistant Superintendent of Secondary Education at the Santa Ana Unified School District.

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Book design by Susan Reese

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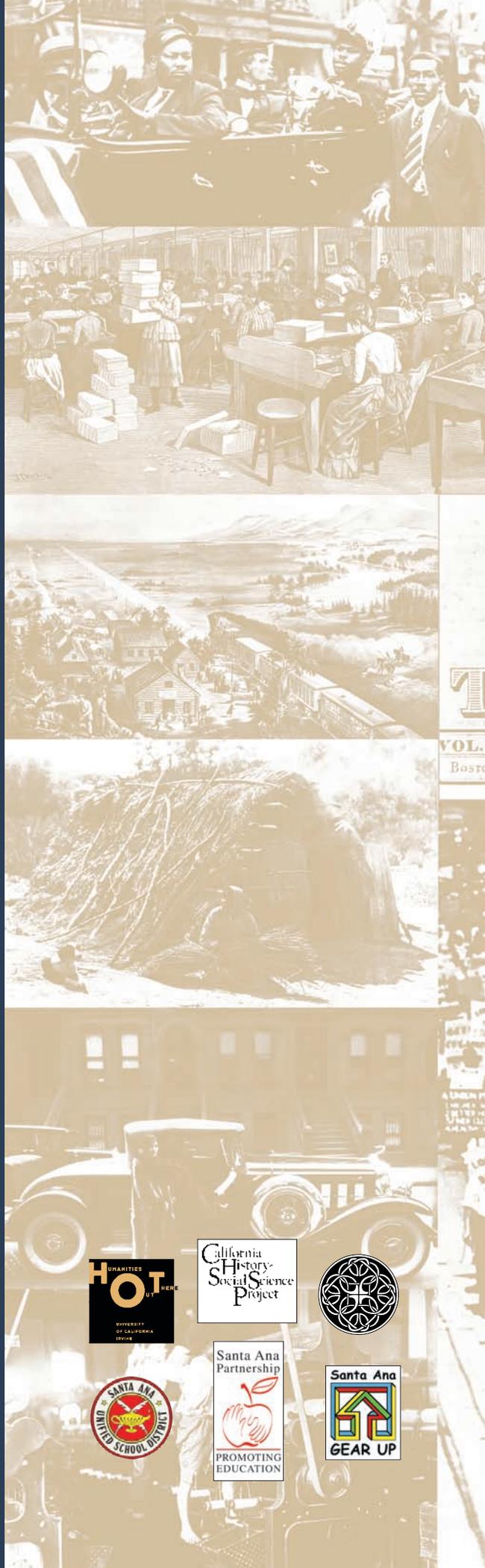
*“These units in US History demonstrate to students that history matters to the past, present, and future. They expose students to the tools of the historians’ trade, helping them develop their own sense of what happened and why. Through these units, young historians have a chance to explore the connections among the many regions, groups, and ideas that have shaped the history of the United States. The units are carefully calibrated with the California State Content Standards for US eleventh grade history in order to make these dynamic, engaging lessons meaningful to the real needs and interests of teachers and students in California schools.”*

—Vicki L. Ruiz, Professor of History  
and Chicano-Latino Studies,  
The University of California, Irvine

## CONTENT STANDARDS COVERED

### Skills

1. Chronological and Spatial Thinking
2. Historical Research, Evidence, and Point of View
3. Historical Interpretation



## California and Western Conquest



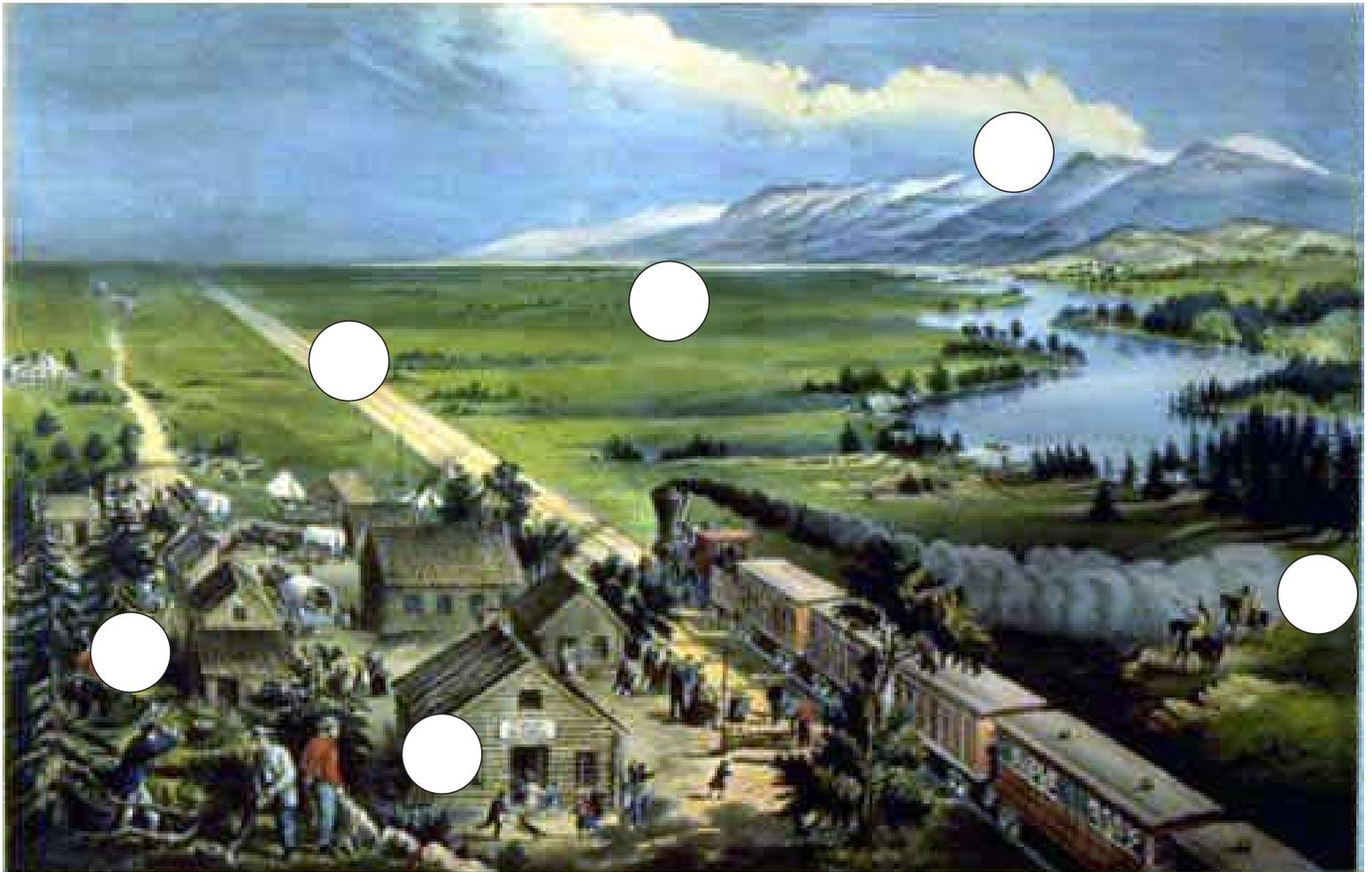
**Cover Image/Page 22 Image:** John Gast, *American Progress* (1872).  
Autry Museum of Western Heritage



**Page 32 Image:** Emanuel Gottlieb Leutze, *Westward the Course of Empire Takes its Way*. 1861  
Smithsonian American Art Museum



**Page 32 Image:** Fanny Palmer, *Across the Continent: Westward the Course of Empire Takes Its Way*. 1868  
Museum of the City of New York (Harry T. Peters Collection)



**Image for Savagery and Civilization Assignment, page 36:** Fanny Palmer, *Across the Continent: Westward the Course of Empire Takes Its Way*. 1868

Museum of the City of New York (Harry T. Peters Collection)



**Image for Savagery and Civilization Assignment, page 36: John Gast, *American Progress* (1872).**  
Autry Museum of Western Heritage



**Page 39 Image:** Diegueño house at Campo (*North American Indian*, v.15)

Northwestern University Library, Edward S. Curtis's *The North American Indian: The Photographic Images*, 2001. <http://memory.loc.gov/ammem/award98/ienhtml/curthome.html>



**Page 47 Image:** Miwok woman and Anglo woman, Yosemite, circa 1890

Source: Denver Public Library, Western History Collection, X32070