**Teaching Point of View with Westward Expansion**

Race and the Wild West

From: Footprints of Freedom, 2011

**History Standards: 8.8.2**
Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

**CCSS Standards: Writing, Grade 6-8**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis reflection, and research.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Guiding Question:**

What were white Americans point of view of Westward Expansion?

**Overview of Lesson:**

Across the Continent, 1868 by Currier & Ives

<http://americanhistory.si.edu/militaryhistory/exhibition/zoomify.asp?id=834&type=g&width=640&height=480&hideAlt=1>

4 C’s Primary Analysis Tool

(available on UCI History Project website under Primary Source Analysis Tools)

<http://www.humanities.uci.edu/history/ucihp/tah/index.php>

For background on the image and a visual analysis, watch the video link on Across the Continent here:

<http://teachinghistory.org/best-practices/examples-of-historical-thinking/23423>

**Assessment:**

Pre/post Assessment

1. What is westward expansion? Give examples.
2. What did people do when they settled in the West?
3. Why were people moving West?

4 C’s Response and Analysis to lesson question:

What were white Americans point of view of Westward Expansion?

**Learning Sequence:**

1. Introductory Activity: Pre-test
2. *With half of the image covered, ask students to examine the image*

Prompt students with the following questions:

What is going on in the picture? What stands out and why? What emotions do you feel when you look at the picture?

Who is the most important figure(s)? What can you tell about the person who created this piece? Where ideas are communicated in this image? Why? What happened in the time the person lived?

How does this piece give us an understanding of westward expansion? Was it positive or negative?

Students Predict: What is going on the other side of the image?

1. *With entire image uncovered,*studentsanalyze the source with the 4 C’s of Primary Source Analysis for Images
2. The teacher presents the question for the day: How did Anglo-Americans view Westward expansion?
3. Present the source and citation and ask is it primary or secondary? What type of
4. Prompt students with the following questions:

Content: What is going on in the entire picture? What stands out? What emotions do you feel when you look at the picture? How is one side different from the other?

Communication: Who is the most important figure(s)? Who are the least important figures? What can you tell about the person who created this piece? What is the importance of the railroad in the image? How are the colors important to giving us an understanding of the creator’s point of view? Where ideas are communicated in this image? Why? What happened in the time the person lived?

Conclusion: How does this piece give us an understanding of westward expansion? Was it positive or negative? Why? What is the Anglo-American’s view of westward expansion? How do we know?

1. Closing discussion: What can we learn about the Anglo-Americans’ point of view by examining this entire image? What ideas about westward expansion are communicated? How is this similar or different to what we have already learned in class? What other people’s point of view would be useful for us to have to better understand westward expansion?
2. Students take Post-test