

Class: Modern American History (1877 to the Present) **Grade Level:** 11th grade
Unit: American West

Standards:

- **USI.3** Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson

Topic: Democracy in the West: Exploration of Access and Denial of Democracy to Groups Residing in the American West

Statement of Purpose: The following set of lesson plans is intended to overlap units that are traditionally taught separately. The purpose of the weeklong unit is to explore themes of democracy in the American West. Groups to be examined will include Native Americans, African Americans, Chinese, Mexicans, Women and Farmers (specifically the Populists). Each group will be examined through the lens of secondary and primary sources.

Learning Objectives:

- Students will reflect on prior knowledge prior to study of new material
- Students will analyze primary document in relation to concepts of “Western Expansion” and Democracy

Schedule:

Materials: Primary documents (listed under resources), highlighters, paper, pen or pencil, and whiteboard.

Time: Day 1 of 5 days, block

Activity: This five-day unit will incorporate readings of primary and secondary documents, detailed discussions of materials, on-line research, and student taught models.

Day 1: Background

Activity 1: Mindmapping: Students will be asked to think about what they already know of Western settlement. All student ideas will be shared on the white board. This allows the teacher to preview student knowledge and allows students to consider previous knowledge.

Activity 2: Reading of Primary Documents: Students will actively read two of Thomas Jefferson’s messages to Congress regarding the Louisiana

Purchase. Students will be asked to write down 3-5 observations about the document, considering students' current assumptions of the West. The class will have the opportunity to discuss these observations with small groups and whole class. During whole class discussion teacher will ask such questions as... What was Jefferson's vision of the West? Who did Jefferson envision settling there? What obstacles might Jefferson have perceived? What solutions would Jefferson suggest? What is your prior knowledge of Jefferson? What American ideals do you associate with Jefferson? How do these readings fit with what you already know?

Assessment:

- Student written observations of document to be turned in
- Test/quiz with essay on comparative democracy

Resources:

Jefferson:

- Thomas Jefferson's *Message to Congress Regarding the Exploration of the West* January 18, 1803 found on-line @ www.classbrain.com/artteenst/article-46.shtml
- Thomas Jefferson's Message to the Senate and House January 16, 1804 @ www.yale.edu/lawweb/presiden/messages/tj006.htm

Textbook:

- Appleby, Joyce. The American Republic Since 1877. New York: Glencoe-McGraw Hill, 2003.

Class: Modern American History (1877 to the Present)
Unit: American West Late 19th Century

Grade Level: 11th grade

Standards:

- **USII.3** Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America
- **USII.4** Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians
- **USII.9** Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights

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Learning Objectives:

- Students will analyze primary documents
- Students will demonstrate internet research skills
- Students will demonstrate understanding of minority groups in relation to successes and difficulties in the West and in relation to Democratic ideals
- Students will demonstrate knowledge and understanding of material studied by sharing information with peers
- Students will complete a graphic organizer in relation to all minority groups studied
- Students will be able to verbalize in class discussion their understanding of democratic inclusion/exclusion in the West

Schedule:

Materials: Primary documents (listed under resources), highlighters, paper, pen or pencil, computer cart, whiteboard or overhead projector.

Time: Day 2-4 of 5 days, block

Activity: This five-day unit will incorporate readings of primary and secondary documents, detailed discussions of materials, on-line research, and student taught models.

Day 2: Selected Readings: Students will be divided into five groups. Each group will receive a selection of primary and/or secondary documents from the following categories Native Americans, African Americans, Chinese, Mexicans, or Women. Student groups will be asked to create a list of 12 questions while reading the documents. What more do students want to know about their minority group? Specifically students will be asked to consider the question of democratic inclusion/exclusion. (see resources)

Day 3: Research: Each student group will have the opportunity to explore their minority group more thoroughly on-line. They should use readings and research to fill out a Democracy in the West grid (see attached). The purpose of further on-line study is for students to answer some of the 12 questions generated during day 2's reading of primary documents and to share findings with class on day 4.

On-line Exhibits

- African American Mosaic @ www.loc.gov/exhibits/african/afam/009.html
- The Chinese-American Experience in Minnesota, Minnesota Historical Society @ <http://www.mnhs.org/events/ChineseAmerican/exhibit.htm>
- Central Pacific Railroad Photographic History Museum (includes photographs and documents of Chinese laborers) @ <http://cpr.org/Museum/Exhibits.html>

Internet sites:

- New Perspectives on the West @ <http://www.pbs.org/weta/thewest/>
- American Memories, The Library of Congress @ <http://memory.loc.gov/ammen/browse>
- The American West @ <http://www.vlib.us/american/west/>
- Native American Documents Project @ <http://csusm.edu/nadp/nadp.htm>
- Digital History @ http://www.digitalhistory.uh.edu/historyonline/annot_links_list.cfm
- Women of the West Museum @ <http://www.museumoftheamericanwest.org/explore/exhibits/suffrage/suffrage/index.html>

Day 4:

Activity 1: Sharing: Groups will be rearranged so a member from each of the previous day's groups makes up the new group. Each member should share content from reading and research. All students should also fill out

the remainder of Democracy in West grid. (It may be helpful with some groups to recreate the grid on the whiteboard or on an overhead).

Activity 2: Teacher Led Discussion: Though teacher questions will be tailored by class discussion, questions will include... How do the groups studied compare to your starting knowledge of the West? What examples did you find of democratic inclusion? What examples did you find of exclusion? Was exclusion legal, social or economic? Who does have political power?

Assessment:

- Reading questions turned in
- Completed democracy grids will be collected
- Test/quiz with essay on comparative democracy

Resources:

African Americans:

- Affidavit of Daniel Parker regarding the Negro Exodus @ http://www.pbs.org/wnet/jimcrow/education_lesson3_proc.html
- Benjamin Singleton Testimony to Senate, April 17, 1880 @ <http://www.pbs.org/weta/thewest/resources/archives/seven/w67singl.htm>
- Frederick Douglass and Richard T. Greener on the Negro Exodus, 1879 @ http://www.pbs.org/wnet/jimcrow/education_lesson3_proc.html
- John H. Burch Regarding the Negro Exodus @ http://www.pbs.org/wnet/jimcrow/education_lesson3_proc.html
- John H. Burch Regarding the Negro Exodus (2) @ http://www.pbs.org/wnet/jimcrow/education_lesson3_proc.html
- Proceedings of the National Conference of Colored Men of the United States (Selections) @ http://www.pbs.org/wnet/jimcrow/education_lesson3_proc.html

Chinese

- “Augustus Layres Endores Chinese Immigration, 1876,” Clyde Milner II, Anne, Butler, and David Lewis. Major Problems in the History of the American West, Second Edition. Boston: Houghton Mifflin Company, 1997. p. 276-278.
- Chinese Exclusion Act, May 6, 1882 @ <http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm#treaty>
- “Huang Zunxian Expresses the Chinese Perspective in Poetry, c. 1884,” Clyde Milner II, Anne, Butler, and David Lewis. Major Problems in the History of the American West, Second Edition. Boston: Houghton Mifflin Company, 1997. p. 278-280.
- Treaty Regulating Immigration from China, November 17, 1880 @ <http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm#treaty>

Native Americans

- Chester Arthur's First Annual Message to Congress, Indian Policy Reform Extract, December 6, 1881 @ <http://www.pbs.org/weta/thewest/resources/archives/seven/indpol.htm>
- "John Stands-in-Timber and Ella C. Deloria Recall the Early Days of Reservation Farming, 1877-1900," Clyde Milner II, Anne, Butler, and David Lewis. Major Problems in the History of the American West, Second Edition. Boston: Houghton Mifflin Company, 1997. p. 349-342.
- "Northern Utes Respond to the Break-up of Their Reservation, 1903," Clyde Milner II, Anne, Butler, and David Lewis. Major Problems in the History of the American West, Second Edition. Boston: Houghton Mifflin Company, 1997. p. 342-348.

Mexicans:

- "John A. Dix Advocates Expansion onto Mexican Lands, 1848," Clyde Milner II, Anne, Butler, and David Lewis. Major Problems in the History of the American West, Second Edition. Boston: Houghton Mifflin Company, 1997. p. 162-163.
- "John C. Calhoun Opposes Incorporating Mexico, 1848," Clyde Milner II, Anne, Butler, and David Lewis. Major Problems in the History of the American West, Second Edition. Boston: Houghton Mifflin Company, 1997. p. 160-162.
- Las Vegas Daily Optic, March 12, 1890 @ http://www.digitalhistory.uh.edu/mexican-voices/voices_display.cfm?id=82
- Martinez, Felix, Las Vegas Daily Optic, August 18, 1890. @ http://www.digitalhistory.uh.edu/mexican-voices/voices_display.cfm?id=82
- Ridge, John Rollin. "Life of Joaquin Murieta," San Francisco: *California Police Gazette*, 1859. @ http://www.digitalhistory.uh.edu/mexican-voices/voices_display.cfm?id=82

Women:

- Albina L Washburn letter to the Editors of the Woman's Journal, printed as "Colorado Suffrage Items," Woman's Journal @ <http://www.binghamton.edu/womhist/colosuff/doc.11.htm>
- "Carrie Chapman Catt Encourages Idaho Suffragists, 1896," Clyde Milner II, Anne, Butler, and David Lewis. Major Problems in the History of the American West, Second Edition. Boston: Houghton Mifflin Company, 1997. p. 280-281.
- Caroline Nichols Churchill, "Women at School Elections," *The Colorado Antelope*, 2 (March 1881) @ <http://www.binghamton.edu/womhist/colosuff/doc.9.htm>
- "Gone Up," Editorial in *The Pueblo Chieftain* (9 October 1877) @ <http://www.binghamton.edu/womhist/colosuff/doc.5.htm>
- Henry B. Blackwell, "The Lesson of Colorado: Woman's Journal, 8 (29 October 1877) @ <http://www.binghamton.edu/womhist/colosuff/doc.7.htm>
- "Newspaper Account of Idaho Suffrage Vote, 1896," Clyde Milner II, Anne, Butler, and David Lewis. Major Problems in the History of the American West, Second Edition. Boston: Houghton Mifflin Company, 1997. p. 282-284.

Internet: Use of laptop cart in classroom.

Textbook:

- Appleby, Joyce. The American Republic Since 1877. New York: Glencoe-McGraw Hill, 2003.

Class: Modern American History (1877 to the Present)
Unit: American West Late 19th Century

Grade Level: 11th grade

Standards:

- **USII.5** Explain the formation and goals of the unions as well as the rise of radical political parties during the Industrial era
 - C. The Populist Party
- **USI.3** Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson
- **USII.3** Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America
- **USII.4** Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians
- **USII.9** Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights

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Learning Objectives:

- Students will analyze primary documents
- Students will be able to discuss relationship between Populists and minority groups in West
- Students will be able to discuss Populists in relation to inclusion/exclusion of democratic ideals

Schedule:

Materials: Primary documents (listed under resources), highlighters, paper, pen or pencil, whiteboard or overhead projector.

Time: Day 5 of 5 days, block

Activity: This five-day unit will incorporate readings of primary and secondary documents, detailed discussions of materials, on-line research, and student taught models.

Day 5:

Activity 1: Power Point Lesson: Teacher will provide a lesson on the Progressives. (see attached)

Activity 2: Readings: Teacher will provide Populist Primary Document. (see attached)

Activity 3: Discussion: Class will be divided into small groups to create a list of how Farmer/Populist issues are similar and dissimilar to groups previously discussed. Whole class discussion will bring ideas of small groups to large group. Teacher led questions will include... Do farmers/Populists meet criteria for minorities in West? Are farmers included/excluded from democratic model? How do? How do Populists match your understanding of Jefferson? Final discussion will attempt to unite understanding of democracy in relation to western residents of the late 19th century.

Assessment:

- Completed democracy grids will be collected
- Test/quiz with essay on comparative democracy (see attached)

Resources:

Populism

- Populist Party Platform 1892 @ <http://www.wwnorton.com/EAMERICA/media/ch22/resources/documents/populist.htm>

Textbook:

- Appleby, Joyce. The American Republic Since 1877. New York: Glencoe-McGraw Hill, 2003.