

Westward Expansion

Alabama Course of Study Standard 11.1 Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.

- Describing the impact of Manifest Destiny on the economic development of the post-Civil War West, including mining, the cattle industry, railroads, Great Plains farming, and the Grange

Objective:

The student will be able to discuss how settlers migrated West after the Civil War to search for economic opportunities. They will think about how the romanticized view of the West encouraged mining activity and the building of railroads.

Guiding Question: How does Albert Bierstadt's *Looking Down Yosemite Valley, California, 1865*, romanticize the American idea of the West?

Background Information:

The teacher will present information about how settlers migrated West after the Civil War to search for economic opportunities. Discussions will include how a mineral strike could cause the creation of a near overnight boomtown. Students will be taught how mining perpetuated the creation of railroads and turned mining posts into large cities. The settlement of the "Great American Desert" will be discussed as well as how the construction of the railroads provided settlers easy access to the West. The teacher will also discuss the impact of Manifest Destiny and westward expansion on the Plains Indians and identify Indian wars and reservation policies as factors in Native American resettlement.

Informational Resources:

<http://www.digitalhistory.uh.edu/modules/westward/index.cfm>

<http://www.americanwest.com/pages/awexpans.htm>

http://www.besthistorysites.net/USHistory_WestwardExpansion.shtml

<http://www.archives.gov/research/american-west/>

http://digitalgallery.nypl.org/nypldigital/explore/dgexplore.cfm?col_id=200

Textbook

Lesson:

Students will listen to and participate in a class discussion on the material covered in class. They will look at photographs of the West and the painting by Albert Bierstadt. At the conclusion of the discussion students will create travel brochure in which they will show how the imagery of the West would idealize the American dream of Westward expansion.

Travel Brochure Rubric

	Exceptional (16-20)	Well Done (11-15)	Satisfactory (6-10)	Unsatisfactory (0-5)
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Creativity	The brochure shows an excellent integration of fact and draw in the reader's attention.	The brochure shows integration of fact and draw in the reader's attention.	The brochure shows some integration of fact and draw in the reader's attention.	The brochure shows little or no integration of fact and draw in the reader's attention.
Conventions	There are no mistakes in the brochure.	There is only 1 mistake in the brochure.	There are 2-3 mistakes in the brochure.	There are 4 or more mistakes in the brochure.