

# Rethinking Manifest Destiny: Westward Expansion...

## Summary

The student will be able to weigh the events of history influenced by the assumption of manifest destiny by examining the underlying concepts and points of view involved.

## Time Frame

1 class periods of 90 minutes each

## Materials

### Teacher Materials

- [At a Glance: Manifest Destiny from the American Indian Perspective](#) (pdf)
- Video: [We Shall Remain: The Ute](#)
- Video: [We Shall Remain: The Northwestern Shoshone](#)
- Video: [We Shall Remain: The Navajo](#)
- Video: [We Shall Remain: The Goshute](#)

### Student Materials

- [John L. Sullivan Describes America's "Manifest Destiny"](#) (pdf)
- [The Domínguez-Escalante Expedition Encounters a Band of Utes](#) (pdf)
- [Heinrich Lienhard Describes the Salt Lake Valley](#) (pdf)
- [Henry Smith's Account of Chief Seattle's Oration](#) (pdf)
- [William Clayton Describes Mormon Settlement of Utah](#) (pdf)
- [Toney Tillohash Discusses Paiute Relations with Mormon Settlers](#) (pdf)
- [Connor Chapoose Discusses Tensions with Mormon Settlers](#) (pdf)
- [Washakie LDS Ward](#) (pdf)
- [Ute Group in Salt Lake City](#) (pdf)

Copy paper

Dictionary

Textbook

## Background for Teachers

While commenting on the annexation of Texas in 1845, Democratic journalist John L. O'Sullivan wrote that it was, "the fulfillment of our manifest destiny to overspread the continent allotted by Providence." At that time, many Americans agreed with Sullivan, assuming that it was the divine right of those of European descent to settle America from sea to shining sea. As white Americans pushed westward throughout the nineteenth century, the rights of the American Indians were rarely considered. While the settlers who came to the Salt Lake Valley in the mid-nineteenth century migrated west for a variety of complicated reasons, the ideology of manifest destiny was evident in the history of white settlement in Utah and had devastating consequences for Utah's Indians.

## Instructional Procedures

Give each student a sheet of blank copy paper to fold into four boxes. Have them write the word "destiny" across the top of the first box. Give them two minutes to brainstorm in that box on the meaning of the word destiny. (Depending upon time this may be a Think-Pair-Share.)

Have students title the next box "history." This box is for brainstorming on the question of "Does destiny play a role in the events of U.S. history?" (Think-Pair-Share)

The third box should be titled "manifest." Have a student look up this word in the dictionary and share

the definition with the class to record in the box. (You may need to direct them to the definition that will be the most useful.)

The last box on the front side is for the definition of "manifest destiny" from the textbook glossary. On the backside of the page have the students find four references to manifest destiny in their textbooks. Each box can contain one reference page number, a short description, a notation as to whether the information available is fact or opinion, and the point of view offered on the event.

Each student now has a prewriting guide to write a five-paragraph document-based question evaluating the impact of manifest destiny on Indian cultures. Although most of the documents focus on Utah, instruct your students to keep the national context in mind.

### Extensions

Students can search <http://www.UtahIndians.org> to find documents to create their own DBQ on this theme.

Students can be split into groups representing differing historical points of view to debate the impact of manifest destiny.

Students can reflect on the religious themes that led to the conflict between the Wampanoag and the Pilgrims as shown in *We Shall Remain: After the Mayflower* (chapters 7, 8, 9, available for Utah Educators in [eMedia](#)) and how they compare with the religious themes of manifest destiny. This could be a discussion or an essay.

Students can discuss how Andrew Jackson's actions, as shown in *We Shall Remain: Trail of Tears* (chapter 4, available for Utah Educators in [eMedia](#)), facilitated manifest destiny and the settlement of the American West.

The events of *We Shall Remain: Geronimo* (chapters 2, 7, available for Utah Educators in [eMedia](#)) are geographically relevant to manifest destiny in Utah. Have students compare the situations. Have students debate whether the events of 1873, as shown in *We Shall Remain: Wounded Knee* (chapter 6, 7, available for Utah Educators in [eMedia](#)), can be considered the final acts of manifest destiny.

### Assessment Plan

Pre-write page  
Essay

### [End of Unit Assessment](#)

### Bibliography

Alley, John R., Jr. "Prelude to Dispossession: The Fur Trade's Significance for the Northern Utes and Southern Paiutes." *Utah Historical Quarterly* 50 (Spring 1982): 104--23.

Reeve, W. Paul. *Making Space on the Western Frontier: Mormons, Miners, and Southern Paiutes*. Chicago and Urbana: University of Illinois, 2006.

The University of Utah's [American West Center](#) (AWC) produced the curriculum materials in consultation with the [Utah Division of Indian Affairs](#), [Utah State Office of Education](#), [KUED 7](#), and the Goshute, Northwestern Band of the Shoshone, Southern Paiute, and Ute nations.

### Authors

[Utah LessonPlans](#)