

Westward Expansion: A New History

Second edition. January 2021.

STUDENT READINGS

Part I: The Transformation of the Continent (c. 1500-1870)

Selected Key Events	Selected Key Terms
Pueblo Revolt of 1680 Louisiana Purchase War of 1812 Indian Removal Act, 1830 Red Cloud's War	horses, diseases, guns dispossession Manifest Destiny assimilation Peace Policy

Part II: Experiencing U.S. Settler Colonialism – Southern Arizona (c. 1200-1865)

- Uses a regional case study to illustrate political, economic, and social conflicts and adaptations.
- Profiles key eras up to 1860: settlement by diverse bands, Spanish colonialism, Mexican independence, and the border war with the United States.
- Contextualizes relationships among O'odham, Mexican Americans, U.S. settlers, the U.S. Army, and the Apache who had sought refuge at Camp Grant in 1871.

Part III: Telling New Stories (1871-c. 1910)

Homestead Act, 1862 Attack on Camp Grant in 1871 and subsequent trial Indian Wars General Allotment Act of 1887	confinement to reservations transcontinental railroad decline of the buffalo results of U.S. policy
--	--

PRIORITIZING UNDER-REPRESENTED HISTORIES

- Introduces the concept of settler colonialism as a more accurate term than westward expansion and/or “manifest destiny.”
- Understands Native peoples as diverse in culture, economy, and interactions with white settlers; seeks to not generalize the experience of Native Americans.
- Highlights the negative effects of changing U.S. government policy.
- Prioritizes Native views of settler colonialism.

SKILL DEVELOPMENT THROUGH LESSONS

A short description of each lesson can be found on the unit webpage [here](#).

This unit synthesizes historical thinking through a case study. Part II of the student readings, the map lesson, and primary source lessons provide the needed context to evaluate the case. The

case materials include a description of the events and primary sources drawn among five perspectives. Part III of the student readings analyzes what happened and how historical memory about the events was constructed.

Students will:

Close read Supreme Court Chief Justice John Marshall’s decision on *Cherokee Nation v. Georgia*, 1831, to understand the concept of “domestic foreign nations.”

Apply map reading protocols to Arizona maps of indigenous homelands.

Explore examples of historical records including an oral legend and calendar sticks.

Compare period newspaper accounts to illustrate the problem of missing perspectives.

Understand historical memory by creating an exhibit for a regional museum.

Complete a document-based question about the decline of the buffalo population.

LINKS FOR FURTHER CURRICULUM EVALUATION

Videos - A free online [video collection](#) accompanies this unit, and the videos are incorporated throughout the Digital Editions. These selected videos highlight under-represented voices:

- [How did horses change the lives of Native American women?](#)
- [In what ways is the southern Arizona case study unique?](#)
- [Why is it important to incorporate Native American perspectives in U.S. history?](#)

Print Format - This unit [preview](#) includes the table of contents, a reading excerpt, and a sample lesson plan.

Digital Editions Format - Interested in what the Digital Editions format looks like? Check out our web-based curriculum [here](#).