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Lesson Title:

# Westward Expansion & Imperialism: Horse of a Different Color?

Grade Level: 9th

Essential Question: Are westward expansion and imperialism a horse of a different color?

## Lesson Foundations

### Content Standards

MWH. 11: Imperialism involved land acquisition, extraction of raw materials, spread of western values and direct political control.

### Learning Objectives

LO 1 SWBAT: draw comparisons between Canadian expansion and American Westward expansion

LO2 SWBAT: make a judgement whether European expansion in North America is a form of Imperialism

### Assessments

1. Source Analysis Handout
2. Picture analysis Check for Understanding
3. Exit Ticket Quick write

### Materials & Resources

* [Origin Article](http://origins.osu.edu/article/canada-s-dark-side-indigenous-peoples-and-canada-s-150th-celebration/page/0/0) (http://origins.osu.edu/article/canada-s-dark-side-indigenous-peoples-and-canada-s-150th-celebration/page/0/0)
* Groupwork Handout (Sources used: 1835 Australian Land advertisement, Dawes Act land advertisement, Canadian Pacific railway land advertisement )
* Slides (Picture analysis sources: White man burden political cartoon, Tom Tolino, [Chiracahua](http://carlisleindian.dickinson.edu/sites/all/files/docs-resources/Apaches_FortMarion_Before_0.jpg) Apaches from Fort Marion, 1886, Canadian Boarding school.)
* Exit Ticket

## Instructional Procedures/Steps

### Opening: 10 Minutes

#### Agenda:

* Brain DUMP: what they know about Imperialism and Westward expansion
* Source Analysis
* Picture analysis exercise (Carlisle and white man’s burden)Check for Understanding
* 4 corners (Strongly disagree, disagree, agree, strongly agree)
* Exit Ticket Quick write

#### Brain -Dump

* Divide the class into two sides
* Students on one side will write on the board words or concepts that they know about Imperialism
* Students on the other side will write on the board words or concepts that they know about Westward Expansion.
* Teacher will cross off words that are either irrelevant or incorrect and explain why they are incorrect.
* During this the teacher can be noting what students already know about each topic as well as drawing connections from both sides of the board.

#### Student Venn Diagrams

* In small groups or individually have students draw a Venn Diagram and compare/contrast what was written on the board.
* The teacher will be conducting small group discussions by asking:
  + What are the similarities and differences between westward expansion and imperialism.
  + What are the “requirements” of imperialism?
  + From this Venn Diagram is Westward Expansion in the United States and Canada a form of Imperialism? If so how?
  + What do you know about how Westward Expansion and Imperialism impact Native Americans, First Nations People, & Aboriginal people in Australia?

### Instruction: 35 Minutes

#### Mini-Lecture

* The Focus of the mini-lecture is a brief overview of Westward expansion in both the United States and Canada
* The Mini-Lecture is to further build students background information before analyzing primary sources on the topics of Westward Expansion and Imperialism
* This includes:
  + Brief “reasoning” for expansion (Manifest Destiny)
  + Resettlement of Native Americans, First Nations People and Inuit’s
  + Effects of Westward expansion; loss of sovereignty, ancestral homelands, assimilation, and persecution
  + The mini-lecture also focuses on recent outcry during Canada’s 150th celebration
* The teacher will be creating discussion throughout the Mini- Lecture by asking the following:
  + In your own words, what is Westward expansion?
  + How do you think the United States and Canada expanded?
  + Why were the Europeans wanting Native American, First Nations, and Inuit land?
  + What is the impact of assimilation?
  + What is the legacy of Westward Expansion?
  + How is Westward expansion still relevant today?

#### Small Group Work: Source Analysis

* Focusing on the theme of the unlawful selling of Native American land, Aboriginal land in Australia and First Nations land in Canada. The purpose of the group work is for students to compare and contrast economic motives of Westward expansion in Canada, The United States, and European Imperialism.
* Students will analyze sources together and complete the questions on the handout provided.
* When students are finished with their source analysis, they will complete the compare and contrast questions, # 6, #7 and #8.
* While students are working, the teacher can ask the following to groups:
  + Which of the documents stood out to you the most? Why was that the case?
  + Do all of the posters directly say whose land is being taken and sold?
  + Are all of these posters from the same decade? Why is this important?
  + Where do you think the original owners of the land went?

#### Check for Understanding

* When students have completed source analysis, lead a whole class discussion on the sources.
* What are the characteristics imperialism present in these sources?
* What similarities and differences between the sources did your group identify?
* How are imperialism and westward expansion alike and different?

#### Transition:

What aspect of imperialism did the sources cover? (Economic motives) What other important aspect of imperialism have we not seen yet? (Racist motives).

#### Picture Analysis Discussion:

* The activity features the following sources: Tom Torlino, 1882, [Chiricahua](http://carlisleindian.dickinson.edu/sites/all/files/docs-resources/Apaches_FortMarion_Before_0.jpg) Apaches from Fort Marion, 1886, Canadian Boarding schools, and White Man’s Burden
* The teacher will first show the picture of the “White Man’s Burden” and ask the following:
  + What is the role of the two people in this picture?
  + How does this connect to what you know about the “White Man’s Burden?”
  + How does this reflect what you know about westward expansion?
* The teacher will then show two cases of assimilation from the Carlisle Indian School from the support slides (Navajo and Chiricahua Apache). Teacher will provide historical context for each picture and then ask:
  + Describe the Native Americans before going to the school? How does this picture reflect their cultural values?
  + Describe the Native Americans after going to the school? What is different? How does this reflect the cultural values of Europeans?
  + What is the implication of losing one’s culture?
  + Are they unique to the United States?

#### 4 Corners:

* Instructions for activity:
  + Label the four corners of the room as strongly disagree, disagree, agree, and strongly agree.
  + The teacher will then read statements and students will move to where they stand in term of the statement.
  + Students will use content from sources used in this lesson to create an argument that supports or contradicts the claim that Westward expansion is a form of Imperialism
  + Students will then have time to discuss with their side why they chose their corner and identify evidence that supports their stance.
  + Students will then be asked to share why they chose their stance.
  + Students will be able to add and counter classmates’ arguments.
  + The teacher will then allow for other corners to cross examine the students’ claim.
* The teacher will then read the statement: Westward expansion is a form of Imperialism.
  + Students will move to a corner and then prepare to defend their position by using evidence from the day’s sources.
  + The teacher will then allow for other corners to cross examine the students’ claim.
  + The teacher will open the floor by asking “would anyone like to counter their argument? Or do we all agree?”

### Closure: 3 Minutes

#### Exit Ticket:

Are westward expansion and imperialism simply a horse of a different color?