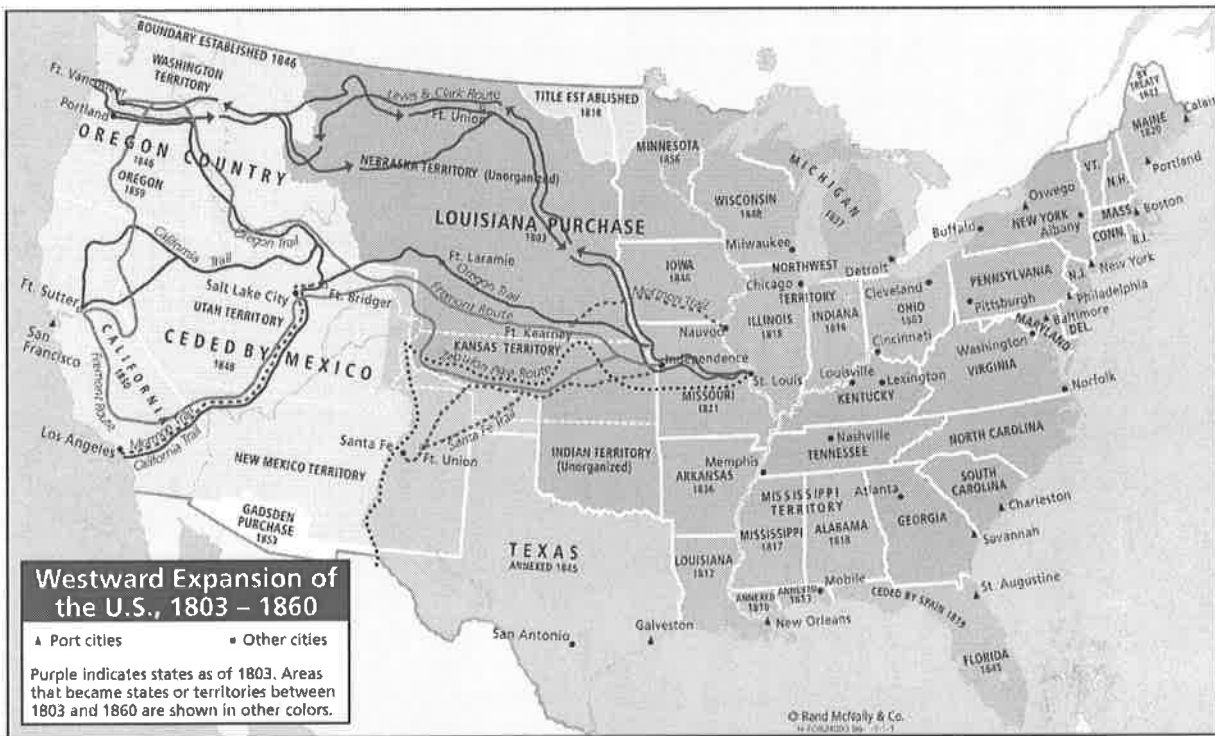


Westward Expansion



Westward Expansion: Assessment 1

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

Document 1: A Primary Source

The object of your mission is to explore the Missouri River and such principal stream of it, as, by its course and communication with the water of the Pacific ocean may offer the most direct and practicable water communication across this continent, for the purposes of commerce.

Beginning at the mouth of the Missouri, you will take observations of latitude and longitude at all remarkable points on the river, & especially at the mouths of rivers, at rapids, at islands & other places & objects distinguished by such natural marks & characters of a durable kind, as that they may with certainty be recognized hereafter. The courses of the river between these points of observation may be supplied by the compass, the log-line & by time, corrected by the observations themselves. The variations of the compass too, in different places should be noticed.

The interesting points of the portage between the heads of the Missouri & the water offering the best communication with the Pacific ocean should be fixed by observation, & the course of that water to the ocean, in the same manner as that of the Missouri.

Source Information: In 1803, President Jefferson sent a team to explore the northwest and discover a route to the Pacific Ocean. In 1804, Meriwether Lewis and William Clark led this team up the Missouri River. They crossed the Rocky Mountains, struggled to locate the Columbia River, traveled down it and reached the Pacific Ocean in November 1805. They returned with much new information on the native peoples, the resources, and the lands they explored. Before the expedition left, Jefferson wrote down a long list of instructions for Lewis. This document is one small excerpt from those instructions.

Source: Jefferson, Thomas. "Jefferson's Instructions to Meriwether Lewis." *Thomas Jefferson's Monticello*. <http://www.monticello.org/site/jefferson/jeffersons-instructions-to-meriwether-lewis>.

Document 2: A Secondary Source

It took Lewis and Clark more than a year to travel from St. Louis, up the Missouri, to the edge of the Rocky Mountains. A crucial moment in their adventure awaited Lewis as he climbed up from the headwaters of the Missouri to what is now Lemhi Pass on the Montana-Idaho border. He had reached the Continental Divide. From that point, waters on the eastern side flowed to the Mississippi and on the western side to the Pacific. Until that moment, Lewis had expected to find what Jefferson hoped he would find—a short portage from the headwaters of the Missouri to rivers flowing directly west to the Pacific Ocean. Instead, he tells us, “We proceeded on to the top of the dividing ridge from which I discovered immense ranges of high mountains still to the west of us with their tops partially covered with snow.” Mountains and more mountains as far as he could see. Until then, a dream had been kept alive from the time of the first explorers of North America to the age of Jefferson. It was the dream of an easy, nearly all-water route across North America to the Pacific Ocean and Asia. It turned out this imagined and longed-for Northwest Passage did not exist. A dream died that day, August 12, 1805, and the first person to realize it was probably Meriwether Lewis himself.

Source Information: This document is a secondary source about the Lewis and Clark expedition. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of the Lewis and Clark expedition. It is a later account by someone writing about that time. This particular historical account was written in 2013 specifically for use as part of this activity.

Assessment Questions

1. What details in Document 1 help explain why Jefferson was so hopeful as to what Lewis would learn about the route to the Pacific Ocean?

2. What details in Document 2, the secondary source, help explain why this aspect of the Lewis and Clark expedition was so surprising and such a turning point?

Westward Expansion: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A Primary Source Document

An unoccupied spectator who could have beheld our camp today would think it a singular spectacle. The hunters returning with the spoil, some erecting scaffolds, and others drying meat. Of the women, some were washing, some ironing, some baking. At two of the tents, the fiddle was employed in uttering its unaccustomed voice among the solitudes of the Platte River. At one tent, I heard singing; at others the occupants were engaged in reading, some the Bible, others poring over novels. While all this was going on, that nothing might be wanting to complete the harmony of the scene, a Carmelite preacher named Foster was reading a hymn, preparatory to religious worship. The fiddles were silenced, and those who had been occupied with the amusements, betook themselves to cards. Such is but a small portrait of the great world we left behind us when we crossed the line that separates civilized man from the wilderness. But even here the variety of occupation, the active exercise of body and mind, either in labor or pleasure, the coming of evil and good, all show that this miniature portrait is a true one.

Source Information: The Oregon Trail was a 2,000-mile route for settlers heading west by foot, horseback and wagons. From jumping off points mainly in Missouri, the trail ran all the way to the Willamette Valley in Oregon. Other trails branched off from it, including one heading to California. Its heaviest use was from the 1830s to the 1860s, during which perhaps 400,000 settlers used it. This document is an excerpt from the diary of one settler, Joel Palmer of Indiana. The passage from his journal is dated June 15, 1845. His company was far out on the prairie in what is now Nebraska. Some of the men had just returned from hunting buffalo. The excerpt is adapted from Palmer's *Journal of Travels over the Rocky Mountains, 1845–1846* (Cleveland, Ohio: The Arthur H. Clark Company, 1906) and can be accessed online at <http://freepages.history.rootsweb.ancestry.com/~jkidd/books/Palmer/04.htm>.

Assessment Questions

1. Palmer says in this passage, "Such is but a small portrait of the great world we had left behind us." Explain why this is the central idea of this passage. Cite two or three of the details in the passage to support your explanation.
2. Palmer stresses the variety of people in his camp. What most surprises you about the scene he describes? Why?

Westward Expansion: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

A Primary Source Document

Mon. Sep. 10th

We arrived at Bear River in the afternoon, where we found a large number of emigrants engaged in digging and washing gold. The method of operation was very simple: one man dug the earth and put it into a sieve attached to a cradle, which a second man washed, rocked and poured water upon. After sufficiently washing the earth, it passed through the sieve in to the bottom of the cradle, which is open at one end, where the water passes out, leaving only particles of gold and black sand in the bottom. In the sieve, remaining particles of rocks and roots are thrown away. After washing a sufficient quantity of earth (generally from 20 to 50 pans full), the contents of the cradle are put into a pan and washed. This operation is performed by dipping the pan in the water and shaking and stirring it to keep the contents loose, then pouring the water off. This is repeated until the sand is all floated off with water. The gold being much heavier, soon deposits itself in the bottom of the pan. An experienced hand will perform this operation in 10 minutes without losing a particle of gold. The amount thus collected by the miners on Bear River was from \$4 to \$16, and sometimes even \$50 dollars per day, each, according to the luck of the miner. Provisions were very high here. Flour \$40 per hundred, Pork and Bacon \$1 per lb. Other things in proportion. Gold-rockers were worth \$40. Shovels \$10. Picks \$10. and so on.

Source Information: William Z. Walker traveled by ox and mule team from Boston, Massachusetts, to Sacramento, California, in 1849, during the California gold rush. He continued to keep his diary once he got to California. This document is his entry for September 10, 1849. In it, he describes a party panning for gold and comments on the high prices a prospector had to pay for provisions. Walker's entire diary is available online at the "Library of Congress, American Memory: Trails to Utah and the Pacific: Diaries and Letters, 1846–1869." This passage is adapted from pages 135–137 of Walker's diary and can be accessed at [http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field\(DOCID+@lit\(dia11827\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field(DOCID+@lit(dia11827))).

Assessment Questions

1. Based on this passage, create a brief outline of the steps Walker describes in panning for gold.
2. Why do you think Walker followed up this description of panning for gold with his remarks about earnings and the prices of goods?

Westward Expansion: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

A Primary Source Document

Article 4: *The said territory, and the States which may be formed therein, shall forever remain a part of this Confederacy of the United States of America, subject to the Articles of Confederation, and to such alterations therein as shall be constitutionally made; and to all the acts and ordinances of the United States in Congress assembled, conformable thereto. The inhabitants and settlers in the said territory shall be subject to pay a part of the federal debts... [and] expenses of government, to be apportioned on them by Congress according to the same common rule and measure by which apportionments thereof shall be made on the other States. And the taxes for paying their proportion shall be laid and levied by the authority and direction of the legislatures of the district or districts, or new States, as in the original States, within the time agreed upon by the United States in Congress assembled. The legislatures of those districts or new States, shall never interfere with the primary disposal of the soil by the United States in Congress assembled, nor with any regulations Congress may find necessary for securing the title in such soil to the bona fide purchasers. No tax shall be imposed on lands the property of the United States; and, in no case, shall nonresident proprietors be taxed higher than residents. The navigable waters leading into the Mississippi and St. Lawrence, and the carrying places between the same, shall be common highways and forever free, as well to the inhabitants of the said territory as to the citizens of the United States, and those of any other States that may be admitted into the confederacy, without any tax, impost, or duty there for.*

Source Information: The Northwest Ordinance was adopted on July 13, 1787. It organized the Northwest Territory of the United States from lands north and west of the Ohio River and east of the Mississippi. It outlined a process for admitting new states to the Union, and provided that such new states would be equal to the original thirteen states. It was a major accomplishment of the Confederation Congress of the United States, which governed according to the Articles of Confederation. The Northwest Ordinance protected civil liberties and outlawed slavery in the new territories. This document is only one part of the Ordinance, its Article 4. The text of the entire Northwest Ordinance is available online at the Library of Congress, *American Memory: Documents from the Continental Congress and the Constitutional Convention, 1774–1789*, and can be accessed at [http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdccc:@field\(DOCID+@lit\(bdsdccc22501\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdccc:@field(DOCID+@lit(bdsdccc22501))).

Assessment Questions

1. Note the four underlined parts of this document. Think about how to explain them in everyday language. Now rewrite this section of the Ordinance in a way that makes it easier to understand.

2. Many historians see the entire Northwest Ordinance as a truly historic and a unique way for a large nation to grow. Based on this Article 4 and the source information, explain why they find the Ordinance so significant?

Westward Expansion: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

A Primary Source Document

To those who are unacquainted with the manners, habits, and improvements of the aborigines of this country, the term "Indian" carries with it ideas the most repelling and degrading. But such impressions, originating as they frequently do from long-held prejudices (although they hold too true when applied to some), do great injustices to many of this race of beings.

Perhaps there are some even in this enlightened assembly, who at the bare sight of an Indian, or at the mention of the name, would imagine ancient times, back to the ravages of savage warfare, to the yells pronounced over the mangled bodies of women and children, thus creating an opinion, inapplicable and highly injurious to those for whose temporal interest and eternal welfare, I come to plead.

What is an "Indian"? Is he not formed of the same materials with yourself? "Of one blood God created all the nations that dwell on the face of the earth." It is true that he is ignorant, that he is a heathen, that he is a savage. Yet he is no more than all others have been under similar circumstances. Eighteen centuries ago what were the inhabitants of Great Britain?

You here behold an "Indian." My kindred are "Indians," and my fathers sleeping in the wilderness grave—they too were "Indians." But I am not as my fathers were—broader means and nobler influences have fallen upon me. Yet I was not born, as thousands are, in a stately home and amid the congratulations of the great. For on a little hill, in a lonely cabin, overspread by the forest oak, I first drew my breath. And in a language unknown to learned and polished nations, I learned to lisp my fond mother's name. Since then, I have had greater advantages than most of my race. I now stand before you delegated by my native country to seek her interest, to labor for her respectability, and by my public efforts to assist in raising her to an equal standing with other nations of the earth.

Source Information: Elias Boudinot was a leader in the Cherokee Nation. His name at birth was Gallegina Uwati. He was educated in mission schools, and later adopted the name Elias Boudinot after a statesman and missionary of that name. He believed the Cherokees had to adapt to American culture and adopt its ways. He sought to unify the Cherokee Nation as the editor of the Cherokee Phoenix, the first Native American newspaper. In 1826, he raised money for a school and printing press by delivering his "Address to the Whites" throughout the country. This passage is adapted from the first part of Boudinot's speech as he gave it to the First Presbyterian Church in Philadelphia, May 26, 1826. Accessed at <http://nationalhumanitiescenter.org/pds/triumphnationalism/expansion/text3/addresswhites.pdf>.

Assessment Questions

1. "Text structure" refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are three types of text structure:
 - Compare and Contrast: A pattern showing what is similar and what is different in two events, examples, processes, etc.
 - Problem/Solution: A problem or question is presented and a solution or series of steps in a solution follows.
 - Definition Structure: A definition of a term, process, or concept, along with examples and different aspects of whatever is being defined.

Of these three text structures, choose the one you think most accurately describes the text structure of this document. Explain your choice.

2. In developing his concept of the "Indian" here, what overall point does Boudinot want his audience to accept?

Westward Expansion: Assessment 6

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Document 1: A Primary Source

We have had a great deal of Indian difficulty both North and South, there has been a great many men and women and children killed in Oregon. Great many families have been murdered and their houses burned and cattle driven off and destroyed. They have several women and children prisoners at this time. Our young men and a good many old men have gone to fight Indians. Our Indian war commenced about the first of September last, and we have had a great deal of difficulty with them ever since, and there is no telling when it will be over. This war caused labor to be high and money scarce.

Source Information: Alfred and Phoebe Stanton and their five children moved from Indiana to Oregon in 1847. This passage is a small excerpt from Alfred's part of an April 13, 1856, letter the couple sent from Oregon to relatives back east. The excerpt is all he had to say regarding some "Indian difficulty," as he puts it. The troubles were part of a conflict known as the Yakima War, which took place north of the Columbia River. It broke out as settlers moved into the area and miners began seeking gold on a recently established Yakama reservation and other tribal lands. This letter is reprinted in *Covered Wagon Women: Diaries & Letters from the Western Trails, 1840–1849—Vol. 1*, edited and compiled by Kenneth L. Holmes (Lincoln, NE: University of Nebraska Press, 1995), p.91. It can be accessed online at http://books.google.com/books?id=9i9ajDTZ9XAC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Student Handout

Document 2: A Primary Source

The first tribe we passed was the Omaha. They are a beggarly set. The next came the Pawnee, they are the tallest, strongest and most savage, also the noblest looking of any of the tribes I have seen. While we were camped at Shell Creek several of them came and stayed with us. They were nearly starved, their hunting excursion the fall previous having not proved successful and most of the warriors—some 300—had gone to hunt in the area disputed between them and the Sioux. The day previous to our arrival at Shell Creek, the Pawnees had taken two cows from a company of settlers, taking them as pay for passing through their country, and the settler's captain being afraid, dared not refuse. They wanted some cattle of us but did not get any.

1st of June. Passed the Sioux village. Their wigwams are made of buffalo skins (the Pawnees' were mud). They seemed to be a much wealthier tribe than any we have yet seen. The squaws were dressed in antelope skins, ornamented with beads. The men were also clothed with skins or blankets. They owned a great many ponies. On one of the wigwams were several scalps hung out to dry, taken from the Pawnees. They were friendly.

4th of June. Passed Chimney Rock and camped under Scott bluffs near two wigwams. The Indians came over to eat with us. I helped to get supper for two Indians. We gave them a knife and fork. They took the knife but refused the forks. They were well dressed in blankets, with a hood to come over the head. They were very careful to take all from their plates and tie up in a corner of their blankets. They belonged to the Cheyenne.

Source Information: Like many settlers, Lucia Loraine Williams kept a diary of her trip across the plains with her husband and children, traveling from Ohio to Oregon in 1851. Once in Oregon she wrote a long letter to her mother and included parts of her diary in it. In these passages from different days in her story, she describes various encounters with Native Americans along the way. This letter is reprinted in *Covered Wagon Women: Diaries & Letters from the Western Trails, 1851—Vol. 3*, edited and compiled by Kenneth L. Holmes (Lincoln, NE: University of Nebraska Press, 1996) pp. 134–136. It can be accessed online at http://books.google.com/books?id=9W3ZSrJb1_8C&printsec=frontcover&source=gbs_ge_summary_r&ad=0#v=onepage&q&f=false.

Assessment Questions

1. What attitudes or opinions about Indians do these documents express? How do their points of view differ? Cite some details from each document to support your answer.

2. Aside from differences in point of view, how else do the documents differ in their way of describing Indian-settler interactions?

Westward Expansion: Assessment 7

Directions: This exercise asks you to study three primary source documents carefully and answer questions focused on what the sources have in common. In order to better understand these documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document 1: A Primary Source Table

Dates	Days to California	Days to Oregon
1841-1848	157.7	169.1
1849	131.6	129.0
1850	107.9	125.0
1850-1860	112.7	128.5
1841-1860	121.0	138.6

Source Information: This table provides a variety of estimated times to travel from the Mississippi across the plains and mountains to either California or Oregon. The figures show the average number of days the overland trip took during several different years or sets of years. The estimates are not exact, as information about exact jumping off places and other details was not always available. These estimates can be found in John Unruh, Jr., *The Plains Across: The Overland Emigrants and the Trans-Mississippi West, 1840–60*, (Champaign IL: University of Illinois Press, 1979), page 403. This table can be accessed online at http://www.octa-trails.org/learn/trail_facts.php#deaths.

Document 2: A Written Primary Source

After experiencing so many hardships, you doubtless will think I regret taking this long and tiresome trip, and would rather go back than proceed to the end of my journey. But, no, I have a great desire to see Oregon, and besides, there are many things we meet with—the beautiful scenery of plain and mountain, and their inhabitants, the wild animals and the Indians, and natural curiosities in abundance—to compensate us for the hardships and mishaps we encounter. People who do come must not be worried or frightened at trifles; they must put up with storm and cloud as well as calm and sunshine; wade through rivers, climb steep hills, often go hungry, keep cool and good natured always, and possess courage and ingenuity equal to any emergency, and they will be able to endure unto the end. A lazy person should never think of going to Oregon.

Source Information: This brief excerpt is a passage from Elizabeth Wood's diary of her journey to Oregon in 1851. This account, copied from the *Weekly Republican* of Peoria, Illinois, February 13, 1852, appears with the title "Journal of a Trip to Oregon, 1851," by Elizabeth Wood, *The Quarterly of the Oregon Historical Society*, Vol. 27, No. 1 (March 1926), page 199.

Student Handout

Document 3: A Visual Primary Source



Library of Congress Prints and Photographs Division, Reproduction Number: LC-DIG-ppmsca-08375.

Source Information: This photograph shows a family group standing in front of their sod house with a windmill on the roof of an adjoining building. The location was Coburg, Nebraska, around 1884.

Assessment Questions

1. Westward expansion in the mid-1800s was a big challenge to every settler family. Explain how *all three* of these documents offer evidence of the nature of that challenge?
2. What attractions do you think made certain people willing to face this challenge? What evidence, if any, do these documents offer as to what those attractions were?

Westward Expansion: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 8: (9–10) Assess the extent to which the reasoning and evidence in a text support the author's claims. **(11–12)** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

A Primary Source Document

Nor will it become in a less degree my duty to assert and maintain by all constitutional means the right of the United States to that portion of our territory which lies beyond the Rocky Mountains. Our title to the country of the Oregon is "clear and unquestionable," and already are our people preparing to perfect that title by occupying it with their wives and children. But eighty years ago our population was confined on the west by the ridge of the Alleghenies. Within that period—within the lifetime, I might say, of some of my hearers—our people, increasing to many millions, have filled the eastern valley of the Mississippi, adventurously ascended the Missouri to its headsprings, and are already engaged in establishing the blessings of self-government in valleys of which the rivers flow to the Pacific. The world beholds the peaceful triumphs of the industry of our emigrants. To us belongs the duty of protecting them adequately wherever they may be upon our soil. The jurisdiction of our laws and the benefits of our republican institutions should be extended over them in the distant regions which they have selected for their homes. The increasing facilities of intercourse will easily bring the States, of which the formation in that part of our territory cannot be long delayed, within the sphere of our federative Union.

Source Information: This excerpt is from President James K. Polk's inaugural address on March 4, 1845. In this part of the address, he speaks of the need to acquire the Oregon territory and explains why it is right for the United States to incorporate this territory into the nation. The entire address can be accessed online at <http://www.bartleby.com/124/pres27.html>.

Assessment Questions

1. President Polk strongly asserts "the right of the United States to that portion of our territory which lies beyond the Rocky Mountains." Explain his reasoning in support of this claim. Do you think his reasoning is sound? Why or why not?
2. Suppose someone disagreed with Polk's view. What other facts or issues might that opponent say Polk ignores?

Westward Expansion: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is a historical primary source. In order to better understand the documents, read and make use of the source information just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 9: (9–10) Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Document 1: A Primary Source

The future commerce of this infant country is destined, in a very few years, to exceed by far that of any other country of the same extent and population, in any portion of the known world. We are necessarily driven to this conclusion, when we consider the vast extent of its plains and valleys, unequalled in fertility and exuberance. Or when we consider the extraordinary variety and abundance of its productions, its unheard of uniformity and healthy climate. In fine, its unexhausted and inexhaustible resources, as well as its increasing emigration, which is annually swelling its population from hundreds to thousands, and which is destined, at no distant day to revolutionize the whole commercial, political, and moral aspect of all that highly important and delightful country. In my opinion, there is no country in the known world possessing a soil so fertile and productive, with such varied and inexhaustible resources, and a climate of such mildness, uniformity and healthfulness. Nor is there a country, in my opinion, now known, which is so eminently calculated by nature herself to promote the unbounded happiness and prosperity, of civilized and enlightened man.

Source Information: This excerpt is adapted from a passage in *The Emigrants' Guide to Oregon and California*, by Lansford W. Hastings (Cincinnati, George Conklin, 1845), page 133. The entire book can be accessed online at <http://xroads.virginia.edu/~hyper/iguide/or-pref.htm>.

Westward Expansion: Writing Assignment 1

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you *do or do not agree* with the following statement:

"Given the attitudes of American settlers and American leaders, it was inevitable that no real peace with the native peoples of the West could ever be achieved."

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in the *Westward Expansion Assessments*.

Instructions

- Write a brief well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.