

Historical Literacy Project Model Unit Gallery Template

Unit Title: “Manifest Destiny” and Texas

Designed by: Katie Bauer, Colleen Brown, Ashlyn Duncan

District: Appoquinimink

Content Area: Social Studies

Grade Level(s): 8th

Summary of Unit: In this unit, students will read, analyze documents, and make connections between Manifest Destiny and American settlement of Mexican Texas. By examining the settlement of Texas in light of the philosophy of Manifest Destiny, students will understand that value of a source depends on the question being asked. They will also identify the many possible effects of such a settlement and its subsequent independence during westward expansion of the United States.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

History Standard One 6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

Big Idea(s)

Manifest Destiny
U.S. Colonization of Texas

Unit Enduring Understanding(s)

Students will understand that history is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

Unit Essential Questions(s)

Is change inevitable?
To what extent does the past predict the future?
What’s the evidence for my conclusion?

What is "Manifest Destiny"?

How was "Manifest Destiny" connected to Freedom?

To provide freedom, can one country impose its values on another?

Knowledge and Skills:

Students will know...

The accepted meaning of Manifest Destiny

The conditions of the Mexican government to allow Americans to settle in Texas

American reasons for wanting Texan independence

Battle details during the War for the Independence of Texas

Students will be able to...

Analyze the philosophy of "Manifest Destiny" and its impact on U.S. territorial expansion

Analyze Gast's *American Progress* and determine its validity in illustrating "Manifest Destiny"

Discuss Mexican and American views of colonizing

Understand the cause and effect relationship between Manifest Destiny, the Texas War for Independence, and U.S. Annexation of Texas

Determine bias when analyzing a primary source document

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

Suggested Performance/Transfer Task(s)

Essential Question Addressed: To what extent does the past predict the future?

Prior Knowledge: Analyze the philosophy of "Manifest Destiny" and its impact on U.S. territorial expansion

Scenario: Before to material distribution, students will be asked if they think the idea of Manifest Destiny is "at work" today and give examples on a broad scale. Students will then be given various 21st century news editorials pertaining to undocumented immigration and U.S. presence in the Middle East. Given prior knowledge of Manifest Destiny, students will come to a conclusion about whether or not these 2 situations are examples of modern Manifest Destiny and how.

Requirements:

Handout 13: Information Clearinghouse Article

Handout 14: Latina Lista Editorial

Final Product: Students will use their evidence gathered to answer the Essential Question: To what extent does the past predict the future? By creating a timeline illustrating one of the 2 given situations, or they may come up with their own after discussing the option with the teacher.

Rubric(s)

2 – This response gives a valid addition, modification, or deletion with an accurate and relevant explanation.

1 – This response gives a valid addition, modification, or deletion with an inaccurate, irrelevant, or no explanation.

Other Evidence

Student Notebook – Right Side check

Graphic Organizer

Document Analysis

Teacher Observation

Student Self-Assessment and Reflection

Learning Log/Journal

Peer Cooperation

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson # 1 What is “Manifest Destiny”?

Katie Bauer, Colleen Brown, Ashlyn Duncan

Lesson Description: Through reading and discussion of the origin of the term “Manifest Destiny” as coined by John O’Sullivan, students will determine it’s meaning in order to understand the prevailing justification for westward expansion among 19th century Americans.

Time Required: 1-2 Class Periods (70 minute class model)

Essential Question Addressed: What is “Manifest Destiny”?

Enduring Understanding: The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.

Materials:

Overhead 1: Map of the U.S. in 1845

Handout 1: John O’Sullivan editorial excerpt in which he coins the phrase “Manifest Destiny” *Separate the individual sections for distribution to student groups/partner pairs* (Full sheet to be distributed to each student for inclusion in the left side of their notebook for comparison at the end of the lesson)

Handout 2: Manifest Destiny Homework Questions

Procedures:

#1 Begin lesson by projecting Overhead 1: Map of the U.S. in 1845 on the overhead. Ask students, “What is this map showing you?” and “Why are we looking at it today?” This will engage and prepare the students for the introduction of a new way to refer to the expansionism they have been studying.

#2 Distribute Handout 1: John O’Sullivan editorial excerpt in which he coins the phrase “Manifest Destiny Sections 1, 2, 4, and 5 randomly to student groups (it’s o.k. for more than one group/partner pair to have the same section)

#3 While distributing Handout 1: John O’Sullivan editorial sections, provide the students with a brief oral introduction to the man to focus their impression of him: John L. O’Sullivan was born on the North Atlantic Ocean during the War of 1812, his mother having taken refuge on a British ship to avoid plague in Gibraltar, where his father was engaged in business. His father, also named John, was a naturalized American citizen of Irish ancestry; his mother Mary Rowly was English. O’Sullivan attended Columbia College in New York City, where he In 1837, O’Sullivan co-founded and served as editor for *The United States Magazine and Democratic Review* (generally called the *Democratic Review*), a highly regarded journal meant to champion Jacksonian Democracy.

#4 When all sections have been distributed provide the students with the following instructions (written on the board or overhead):
Read the quote by yourself and list key words or phrases
Summarize the section for easy understanding
Allow time for students to confer in group. Walk around and provide support as needed.

#5 Call class to order and have group representatives share their analysis of each section to set the tone of the time period and issues being explored. Make adjustments to section summary as necessary. As the class comes to a consensus on each section, students should record each on the right side of their notebook.

#6 Distribute Handout 1: John O'Sullivan editorial section 6 to every group

#7 When all sections have been distributed provide the students with the following instructions (written on the board or overhead):
Read the quote by yourself and list key words or phrases
Summarize the section for easy understanding
Allow time for students to confer in group. Walk around and provide support as needed.

#8 Call class to order and have group representatives share their analysis of section 6 to set the tone of the time period and issues being explored. Make adjustments to section summary as necessary. As the class comes to a consensus on this section, students should record it on the right side of their notebook.

#9 Distribute Handout 1: John O'Sullivan editorial section 3 to every group

#10 When all sections have been distributed provide the students with the following instructions (written on the board or overhead):
Read the quote by yourself and list key words or phrases
Summarize the section for easy understanding
Allow time for students to confer in group. Walk around and provide support as needed.

#11 Call class to order and have group representatives share their analysis of section 3 to set the tone of the time period and issues being explored. Make adjustments to section summary as necessary. As the class comes to a consensus on this section, students should record it on the right side of their notebook.

#12 Distribute Handout 1: John O'Sullivan editorial excerpt in which he coins the phrase "Manifest Destiny" *in toto* so students can put it on the left side of their notebook.

Debrief: Prior to distributing Handout 2: Homework Questions, you may want to extend the lesson by asking students to look for instances of Manifest Destiny in modern times over the next few days. Encourage them to bring examples for discussion.

Formative Assessment ("Check for Understanding"): Handout 2: Manifest Destiny Homework Questions

Lesson # 2 **"American Progress" Illustrating Manifest Destiny**

Katie Bauer, Colleen Brown, Ashlyn Duncan

Lesson Description: To further reinforce the idea of Manifest Destiny, students will determine if John Gast's painting "American Progress" is a valid illustrative interpretation.

Time Required: 1 Class Period (70 minute class model)

Essential Question Addressed: Does "American Progress" *show* Manifest Destiny?

Enduring Understanding: History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

Materials:

Handout 3/Overhead 2: "American Progress" painting by John Gast

Handout 4: "American Progress" Analysis Chart and Questions

Handout 5: Letter Home

Procedures:

#1 Take up and review the answers to the homework questions to assess understanding of Manifest Destiny. Record "official" definition in right side of notebook: A popular slogan of the 1840s. It was used by people who believed that the United States was destined — by God, some said — to expand across North America to the Pacific Ocean. The idea of manifest destiny was used to justify the acquisition of Oregon and large parts of the Southwest, including California.

#2 Project Handout 3/Overhead 2: "American Progress" painting by John Gast – use the "magic paper" for magnifying parts of the image, but do not identify anything out loud.

#3 Distribute Handout 4: "American Progress" Analysis Chart and Questions and ask the students to individually fill in both charts based on what they see. Gauge time allowed as you walk around monitoring progress.

#4 Full group discussion of their charted findings. Point out any area that students "didn't see" and allow them to add to their own chart as the image is dissected.

#5 After charting, students should respond to the 2 questions at the bottom of the handout.

#6 Review answers

#7 Homework – Handout 5: Letter Home

Debrief: Refocus students to connect this image to John O’Sullivan’s idea of Manifest Destiny by determining (show of hands) who believes that the painting “American Progress” is a valid illustration of what O’Sullivan had in mind when he coined the phrase?

Formative Assessment (“Check for Understanding”):

Teacher observation of chart responses, oral responses, and inquiry between peers. Use the letter home to provide further evidence of understanding (2 point rubric below)

2	Student answers the question and provides details within the letter that relate to the spirit of Manifest Destiny
1	Student answers the question, but provides no details within the letter that relate to the spirit of Manifest Destiny
0	Student does not answer the question. Student does not demonstrate an understanding of the letter relating the spirit of Manifest Destiny

Lesson # 3 **American Settlement of Texas**

Katie Bauer, Colleen Brown, Ashlyn Duncan

Lesson Description: Using 3 different primary sources, students will determine the conditions, viewpoints, and problems surrounding the American settlement of Mexican Texas.

Time Required: 1-2 Class Periods (70 minute class model)

Essential Question Addressed: Did "Manifest Destiny" empower the U.S. to colonize and ultimately annex Texas?

Enduring Understanding: The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.

Materials:

Handout 6: Primary Source Document 1
Handout 7: Primary Source Document 2
Handout 8: Primary Source Document 3
Handout 9: Primary Source Focus Questions

Procedures:

#1 Begin class with a brief review to bring students up to date: (Teacher determines best method) For the United States, Manifest Destiny was both an expression of self-confidence and of a sense of power; however, for neighboring countries it was simply viewed as a veiled attempt to acquire territory. A strong surge of nationalism in the guise of Manifest Destiny marked the period of exploration, acquisition, and settlement of the trans-Mississippi West.

The Spanish province of Texas had long interested the United States. President Jefferson, at the time of the Louisiana Purchase, believed that Texas and West Florida had been acquired by the United States. The French archives show that Napoleon considered West Florida part of French Louisiana and that the western boundary of the territory extended to the Rio Grande in what is now the state of New Mexico. Spain, however, disputed the boundary arguing that the French territory of Louisiana was considerably smaller and did not include Florida or any parts of Texas. Until the ratification of the Adams-Onís Treaty, the United States adhered to the broader French claim. The Adams-Onís Treaty, signed in 1819 but not ratified until 1821, settled the question of West Florida and the boundary of the Louisiana Purchase. The treaty, commonly called the Transcontinental Treaty, set the western boundary along the Sabine River and in a stair-step fashion along the Red and Arkansas rivers to the Rocky Mountains and westward along the forty-second parallel to the Pacific Ocean.

The period between the Louisiana Purchase of 1803 and the conclusion of the Mexican-American War in 1848 marked the high-water mark in continental expansion. The study of the era should also emphasize that not all people in the United States favored Manifest Destiny. Some believed that it was the nation's destiny to spread democracy across the continent, while others viewed expansion as land hunger. Manifest Destiny had a tremendous impact on the United States. The annexation of new territory following the Mexican War widened the gap between North and South and the extension of slavery into the region renewed the sectional clash between free soil advocates and proponents of a slavocracy. Abolitionist Charles Sumner remarked that "by welcoming Texas as a slave state we make slavery our own original sin."

#2 Divide the class into three document-analysis groups, and distribute Handout 6: Primary Source Document 1, Handout 7: Primary Source Document 2, and Handout 8: Primary Source Document 3 randomly.

#3 Have students read and discuss the document within the group. They should also determine the validity of the source, area of bias.

#4 As group discussions are winding down, distribute Handout 9: Primary Source Focus Questions and ask the students to answer the questions that are applicable to their source. Let them know that we will build the full answers jigsaw style from each group's responses.

#5 Review and record final answers as groups present.

Debrief: Given the source of the documents examined, ask the students if they believe change is inevitable in Texas and foreshadow the effects of such a change as American settlement of Mexican Texas.

Formative Assessment ("Check for Understanding"): Teacher observation of student notebooks, responses to document analysis questions, oral inquiry.

Lesson # 4 **The Alamo**

Katie Bauer, Colleen Brown, Ashlyn Duncan

Lesson Description: Students will analyze William B. Travis' appeal to patriotic fervor then learn about the Battle of the Alamo by comparing fact with fiction (text and Hollywood)

Time Required: 1 Class Period (70 minute class model)

Essential Question Addressed: Is this source credible? What questions should I ask before and after using this source?

Enduring Understanding: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

Materials:

Video clip from John Wayne's *The Alamo* (MGM, 1960) (www.youtube.com)

Handout 10: Travis' Appeal from the Alamo

Handout 11: History vs. Hollywood Table

Procedures:

#1 Distribute Handout 10: Travis' Appeal from the Alamo and select a student to read it aloud to the class.

#2 Ask student groups to open their notebooks to their previous notes and report about their study section to place the battle of the Alamo in perspective with the Texas struggle for independence.

#3 Students cooperatively construct an Alamo Timeline using group reporting

#4 Distribute Handout 11: History vs. Hollywood Table and tell the students that they are going to see a Hollywood film clip from John Wayne's movie *The Alamo* twice. The first time, they are to watch and listen carefully. During the second viewing, they are to record inaccuracies on the chart.

#5 Share and add to inaccuracies column as a class.

#6 Homework is to use their notes to fill in the History side of the table for each corresponding inaccuracy.

Debrief: Remind students that, although movies are fun, we cannot always rely on them to be credible. What questions should they ask before and after watching a movie if they plan to use it as a source of information?

Formative Assessment ("Check for Understanding"): Accuracy of historical information vs. Hollywood information on Chart – Grade by teacher 100 point scale

Lesson # 5
The Battle of San Jacinto

Katie Bauer, Colleen Brown, Ashlyn Duncan

Lesson Description: Students will read an account of the Battle of San Jacinto and determine the importance of the battle's outcome to Texas and to Mexico as a lead in to subsequent annexation and the U.S. War with Mexico.

Time Required: 1 Class Period (70 minute class model)

Essential Question Addressed: What effects were realized because of the Texan success at the battle of San Jacinto?

Enduring Understanding: History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

Materials:

Handout 12: The Battle of San Jacinto

Procedures:

#1 Distribute and read Handout 12: The Battle of San Jacinto, pausing for questions and clarifications.

#2 Give the students a choice to demonstrate understanding: draw images of the battle from the description OR write journal entries from the viewpoint of an eyewitness describing the encounter.

#3 Monitor and provide feedback when necessary

Debrief: Ask students to present their work and close the lesson by requiring an "exit ticket" response to the essential question: What effects were realized because of the Texan success at the battle of San Jacinto?

Formative Assessment ("Check for Understanding"): Student work will be assessed using the 2 point rubric below.

2	Student illustrates the Battle of San Jacinto or writes descriptive journal entries of same with accurate details from T.J. Rusk's account of the battle.
1	Student illustrates the Battle of San Jacinto or writes descriptive journal entries of same, but provides no details within the letter that relate to the spirit of Manifest Destiny
0	Student does not demonstrate an understanding of the Battle of San Jacinto through illustration or journal entries.

HANDOUT 1

John O’Sullivan editorial excerpt in which he coins the phrase “Manifest Destiny”

John O’Sullivan Coins the Phrase “Manifest Destiny” 1845

Excerpted from “Annexation,” *The United States Magazine and Democratic Review* 17 (July 1845): 5–10.

John L. O’Sullivan (1813–1895), founder and editor of the United States Magazine and Democratic Review and avid Democrat casually coined the phrase “manifest destiny” in this 1845 editorial in which he commended the addition of Texas to the United States and hopefully looked further west to California as a site for future expansion. Texas had won independence from Mexico in 1836, but President Andrew Jackson opposed admitting Texas to the Union for fear of provoking political conflict over the slavery issue. By 1844, however, James Polk won the presidency in part because of his pro-annexation position. Polk’s aggressive expansionism soon provoked war with Mexico. O’Sullivan also continued to advocate American expansion by supporting the filibuster movement that sought to conquer Cuba, among other Latin American lands. Not included below is a fairly neutral discussion of the problem of slavery, in which O’Sullivan suggested that manumitted slaves might be sent to Central and South America, by way of Texas, thus allowing the U.S. to “slough . . . off” the African race. Although O’Sullivan denied that the Texas issue had anything to do with the expansion of slavery, the westward expansion of slavery fueled the sectional tensions that led to Civil War. —D. Voelker

[1] It is time now for opposition to the Annexation of Texas to cease It is time for the common duty of Patriotism to the Country to succeed;—or if this claim will not be recognized, it is at least time for common sense to acquiesce with decent grace in the inevitable and irrevocable.

[2] Texas is now ours. Already, before these words are written, her Convention has undoubtedly ratified the acceptance, by her Congress, of our proffered invitation into the Union.

. . . . It is time then that all should cease to treat her as alien . . .

[3] Why, were other reasoning wanting, in favor of now elevating this question of the reception of Texas into the Union, out of the lower region of our past party dissensions, up to its proper level of a high and broad nationality, it surely is to be found, found abundantly, in the manner in which other nations have undertaken to intrude themselves into it, between us and the proper parties to the case, in a spirit of hostile interference against us, for the avowed object of thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions. This we have seen done by England, our old rival and enemy; and by France, strangely coupled with her against us, under the influence of the Anglicism strongly tinging the policy of her present prime minister, Guizot. . . .

[4] It is wholly untrue, and unjust to ourselves, the pretence that the Annexation has been a measure of spoliation, unrightful and unrighteous—of military conquest under forms of peace and law—of territorial aggrandizement at the expense of justice due by a double

sanctity to the weak. . . . The independence of Texas was complete and absolute. It was an independence, not only in fact but of right. . . .

[5] Texas has been absorbed into the Union in the inevitable fulfillment of the general law which is rolling our population westward; the connexion of which with that ratio of growth of population which is destined within a hundred years to swell our numbers to the enormous population of *two hundred and fifty millions* (if not more), is too evident to leave us in doubt of the manifest design of Providence in regard to the occupation of this continent.

[6] California will, probably, next fall away from the loose adhesion which, in such a country as Mexico, holds a remote province in a slight equivocal kind of dependence on the metropolis. Imbecile and distracted, Mexico never can exert any real government authority over such a country. . . . The Anglo-Saxon foot is already on [California's] borders. Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, armed with the plough and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and meeting-houses. A population will soon be in actual occupation of California, over which it will be idle for Mexico to dream of dominion. They will necessarily become independent. All this without the agency of our government, without responsibility of our people—in the natural flow of events And they will have a right to independence—to self-government—to the possession of the homes conquered from the wilderness by their own labors and dangers, sufferings and sacrifices. . . . Whether they will then attach themselves to our Union or not, is not to be predicted with certainty. Unless the projected rail-road across the continent to the Pacific be carried into effect, perhaps they may not; though even in that case, the day is not distant when the Empires of the Atlantic and the Pacific would again flow together . . .

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HANDOUT 2
MANIFEST DESTINY HOMEWORK QUESTIONS

1. What did O'Sullivan mean by "manifest destiny" in section 3?
2. What reasons did O'Sullivan give to support his argument that Texas (and probably California) should be annexed by the United States?
3. What role did race play in O'Sullivan's understanding of "manifest destiny"?
4. In this editorial, O'Sullivan ignored the presence of Native Americans on the lands that he believed should be added to the United States. How or why was he able to do so?

HANDOUT 3/OVERHEAD 2
"AMERICAN PROGRESS" JOHN GAST



"AMERICAN PROGRESS" (1872) JOHN GAST

In John Gast's "American Progress" (1872), a diaphanously and precarious clad America floats westward thru the air with the "Star of Empire" on her forehead. She has left the cities of the east behind, and the wide Mississippi, and still her course is westward. In her right hand she carries a school book -- testimonial of the national enlightenment, while with her left she trails the slender wires of the telegraph that will bind the nation. Fleeing her approach are Indians, buffalo, wild horses, bears and other game, disappearing into the storm and waves of the Pacific coast. They flee the wondrous vision - the star "is too much for them." -- George Crofutt (a contemporary of Gast, who engraved and distributed this painting widely)

"American Progress" is depicted as a light-haired woman, classically dressed, who is leading the Americans west. She guides and protects miners, farmers, covered wagons, railroads, and even a stage coach, displacing Indian families and the buffalo of the Great Plains. She is stringing the transcontinental telegraph cable wire with one hand and holds a book in the other. The concept of Manifest Destiny -- the idea that American conquest of the west was a

sign of progress, taking civilization and prosperity to unenlightened peoples -- provided a rationalization to Americans who displaced the Indians and other people of color who had long lived in California and other parts of the country west of the Mississippi River. -- George A. Crofutt. American Progress. Chromolithograph, ca. 1873, after an 1872 painting by John Gast

HANDOUT 4
"AMERICAN PROGRESS" ANALYSIS CHART AND QUESTIONS

*What do you see in the painting?

PEOPLE	ANIMALS	OBJECTS

*What actions are occurring in the painting? (Objects can show action, too!)

ACTION	DONE BY:

*What is the painter's message?

*How does the painting relate to John O'Sullivan's quote?

HANDOUT 5
1836 LETTER HOME

Daniel Cloud, a young lawyer from Kentucky, accompanied Davey Crockett to Texas in January,

1836. Cloud wrote the following letter home:

The tide of emigration will be onward and irresistible and he whose life is spared fifty years will see apostles of liberty and republicanism, the sons of our blessed country descending the western declivities of the Rocky Mountains, bearing in one hand the olive branch of peace and the implements of husbandry—in the other, the weapons of defense and security to shed on that benighted region the light of Christianity and the blessings of civilization and free government, than the mighty waves of the monarch of oceans which wash the East Indies, the hoary empire of China and the islands of Polynesia on the east, shall waft all their stores of plenty into the republican ports of our mammoth confederacy of the west.

Source: The Cloud Family Newsletter, Vol. 2, No. 2, p. 16, cited in Jeff Long, *Duel of Eagles: The Mexican and U.S. Fight for the Alamo* (New York: William Morrow, 1990), pp. 128–29.

*How does this letter reflect the spirit of Manifest Destiny?

HANDOUT 6
PRIMARY SOURCE DOCUMENT 1

Spain Grants Moses Austin Permission to Settle Colonists in Texas

Moses Austin wrote to the Spanish Governor in Monterrey, Mexico, on December 26, 1820,

requesting permission to settle emigrants from Louisiana in Texas. In less than a month the

Governor approved Austin's proposal and specified conditions for the settlement in a letter to

the Commander-General of Texas.

Monterrey January 17, 1821

It will be very expedient to grant the permission asked for by Moses Austin for the removal and settlement in the Province of Texas of the three hundred families who declare that they are desirous of so doing as soon as possible. . . . It would be well also if, in addition to the first and most important conditions of being Catholics or agreeing to become so before they enter Spanish territory and that of proving their character and good conduct . . . they would take the required oath to be obedient to the government in all things, to take up arms in its defense against all classes of enemies whatsoever, to be faithful to the king, and to defend the political constitution of the Spanish monarchy. Very flattering hopes may then be entertained that the province will receive a noticeable development in the branches of agriculture, industry, and the arts through the new inventions they shall bring with them.

Source: Mattie Austin Hatcher. "The Opening of Texas to Foreign Settlement, 1801–1821," *University of Texas Bulletin*, No. 2714 (April 8, 1927), pp. 354–355.

HANDOUT 7
PRIMARY SOURCE DOCUMENT 2

Letter from General Manuel Mier y Terán, June 30, 1828

Following Mexico's independence from Spain (1821), Stephen Austin convinced the Mexican government that opening Texas to colonization was the most feasible way of converting the province from a wasteland to an economic asset. The Mexican Congress in 1824 offered free land to immigrants and granted special favors to land agents (empresarios) who recruited immigrants. Before long the Mexican government began to wonder whether open immigration was a practical policy because it attracted an overwhelming number of emigrants from the United States rather than the multi-national migration Mexico had desired. Alarmed by the influx of emigrants from the United States, Mexico sent General Manuel Mier y Terán to investigate. The following is an excerpt from Mier y Terán's letter regarding Texas.

As one covers the distance from Béxar [San Antonio] to this town [Nacogdoches], he will note that Mexican influence is proportionately diminished until on arriving in this place he will see that it is almost nothing. . . . The ratio of Mexicans to foreigners is one to ten. . . . The naturalized North Americans in the town maintain an English school, and send their children north for further education. . . . It would cause you the same chagrin that it has caused me to see the opinion that is held of our nation by these foreign colonists. . . . I am warning you to take timely measures. Texas could throw the whole nation into revolution.

The majority of the North Americans established here under the Spanish government—and these are few—are of two classes. First, those who are fugitives from our neighbor republic and bear the unmistakable earmarks of thieves and criminals . . . however, some of these have reformed and settled down to an industrious life in the new country. The other class of early settlers are poor laborers who lack the four or five thousand dollars necessary to buy . . . land in the north, but having the ambition to become landholders—one of the strong virtues of our neighbors—have come to Texas. Of such as this latter class is Austin's colony composed. They are for the most part industrious and honest, and appreciate this country. Most of them own at least one or two slaves. . . .

The wealthy Americans of Louisiana and other western states are anxious to secure land in Texas for speculation, but they are restrained by the laws prohibiting slavery. The repeal of these laws is a point toward which the colonists are directing their efforts. The whole population here is a mixture of strange . . . parts without parallel in our federation: numerous tribes of Indians, now at peace, but armed and at any moment ready for war . . . colonists of another people, more progressive and better informed than the Mexican inhabitants; but also more shrewd and unruly; among these foreigners are fugitives from justice, honest laborers, vagabonds and criminals, but honorable and dishonorable alike travel with their political constitution in their pockets, demanding the privileges, authority and officers which such a constitution guarantees. . . .

Source: Alleine Howren. "Causes and Origin of the Decree of April 6, 1830," *Southwestern Historical Quarterly*, XVI (April, 1913), pp. 395–398

HANDOUT 8
PRIMARY SOURCE DOCUMENT 3

Ortiz's Report to the President of Mexico on the Colonization of Texas

Tadeo Ortiz de Ayala filed a report appraising the situation in the frontier. The following is an excerpt of the Ortiz report.

February 2, 1833

As a commissioner of the Federal Union and as a Mexican, I believe that I would not be fulfilling my most sacred duty, if I did not take steps in the present difficulties, to give to your Excellency's government . . . a brief report of the deplorable condition in which I found the . . . Province of Texas. . . .

The class of people who have settled and who will continue to establish themselves in Texas is not unknown to your Excellency. . . . The colonists are natives of the southern states . . . and, although in general industrious many are lazy, but nevertheless brave. At the same time they are corrupt, covetous, and aggressive; they are accustomed to pass life in absolute independence in the privations of the frontier and to enjoy an almost unlimited liberty. . . .

. . . It is believed . . . that the President of the United States [Andrew Jackson] and his partisans have secret views concerning Texas. . . . With the present Anglo-American minister to our government and with other persons he has an interest in a vast scheme of colonization. . . . These secret views are as alarming as the policies of the government itself, which is interested in the increase of the emigration of criminals from the United States. These criminals have escaped from the courts and from the punishments which are . . . imposed there upon violators of the law. They have taken refuge in Texas and have formed a band of vandals who are very hard to control. They have outdone the few honest men. For this reason, Texas is likely to declare itself independent and thus endanger the integrity of the territory of the Republic. Although the United States might . . . refuse to admit them into the Union, it would not fail to encourage the establishment of an independent state between the two republics. . . .

Source: "Tadeo Ortiz de Ayala and the Colonization of Texas, 1822–1833," edited by Edith Louise Kelly and Mattie Austin Hatcher, *The Southwestern Historical Quarterly*, Vol. XXXII, No. 4 (April, 1929), pp. 311, 319–323.

HANDOUT 9
PRIMARY SOURCE FOCUS QUESTIONS

1. What conditions did the Mexican government establish for settlement?
2. How did Mexican officials view settlers who emigrated from the United States?
3. What concerned Mexican authorities most about these settlers?
4. What was the basis for Mier y Teran's distrust of Texans?
5. Why did Mexico close the frontier to emigrants from the United States?
6. What were the underlying factors contributing to the problems with Texas?
7. What other courses of action were open to Mexico?

HANDOUT 10
TRAVIS' APPEAL FROM THE ALAMO

Colonel Travis's Appeal from the Alamo

In 1835 Colonel William B. Travis and a group of Texan volunteers seized the Alamo, an old Spanish mission that had been occupied by Mexican troops at the time of the revolt. Between February 23 and March 6, 1836, Mexican forces laid siege to the Alamo. Santa Anna had ordered no quarter for prisoners and 187 defenders perished; only one combatant survived by persuading his captors that he had been forced to fight. A few women, children, and a black slave were also spared. "Remember the Alamo" became a rallying cry for Texans. A few days before the fall of the Alamo, Travis sent the following appeal for help.

Fellow Citizens and Compatriots:

I am besieged by a thousand or more of the Mexicans under Santa Anna. I have sustained a continued bombardment for twenty-four hours and have not lost a man. The enemy have demanded a surrender at discretion; otherwise the garrison is to be put to the sword if the place is taken. I have answered the summons with a cannon shot, and our flag still waves proudly from the walls.

I shall never surrender or retreat.

Then, I call on you in the name of Liberty, of patriotism, and of everything dear to the American character to come to our aid with all dispatch. The enemy are receiving reinforcements daily and will no doubt increase to three or four thousand in four or five days. [Although] this call may be neglected, I am determined to sustain myself as long as possible and die like a soldier who never forgets what is due to his own honor and that of his country. Victory or death!

W. Barret Travis

Lieutenant Colonel Commanding

P.S. The Lord is on our side. When the enemy appeared in sight, we had not three bushels of corn. We have since found, in deserted houses, eighty or ninety bushels and got into the walls twenty or thirty head of beeves [beef].

Source: Henderson Yoakum. *History of Texas*, Vol. 2 (New York: Redfield, 1856), pp. 76–77.

HANDOUT 11
HISTORY VS. HOLLYWOOD CHART

HISTORY	HOLLYWOOD

HANDOUT 12
THE BATTLE OF SAN JACINTO

The Battle of San Jacinto

The Alamo fell on March 6, and later in the month Colonel Fannin, a Georgian commanding a force consisting of volunteers from the United States, surrendered his force near Goliad. On the order of Santa Anna, Fannin and his soldiers and were executed. Santa Anna pursued the Texans and, in April, within a month after Fannin's surrender, confronted General Houston at San Jacinto. The following account of the ensuing battle is taken from a dispatch from General Rusk to David Burnet, provisional president of Texas.

War Department, Headquarters, Army of Texas
San Jacinto River, April 22, 1836

To His Excellency David G. Burnet, President of Texas.

Sir: I have the honor to communicate to your excellency a brief account of a general engagement with the army of Santa Anna, at this place on the 21st. . . . Our army, under the command of General Houston, arrived here on the 20th. . . . The enemy . . . were unconscious of our approach until our standard was planted on the banks of the San Jacinto. Our position was a favorable one for battle. On the noon of the 20th, the appearance of our foe was hailed by our soldiers with enthusiasm. The enemy . . . took a position in front of our encampment . . . where they planted their only piece of artillery. . . . In a short time, they commenced firing upon us. . . . A charge was made on the left of our camp by their infantry, which was promptly repelled by a few shots from our artillery, which forced them to retire. . . . The attack ceased; the enemy retired . . . and remained in that position, occasionally opening their cannon upon us, until just before sunset. . . .

Early next morning, about nine o'clock, the enemy received a reinforcement of five hundred men, under the command of General Martin Prefecto do Cos, which increased their strength to fourteen or fifteen hundred men. It was supposed that an attack upon our encampment would now be made; and, having a good position, we stationed our artillery, and disposed of the forces, so as to receive the enemy to the best advantage. At three o'clock, however, the foe, instead of showing signs of attack, was evidently engaged in fortifying. We determined, therefore, immediately to assail him; and, in half an hour, we were formed in four divisions. . . . At the command to move forward, all divisions advanced in good order and high spirits. On arriving within reach of the enemy a heavy fire was opened, first with their artillery on our cavalry. A general conflict now ensued. Orders were given to charge. . . . Major-General Houston acted with great gallantry, encouraging his men to the attack, and heroically charged, in front of the infantry, within a few yards of the enemy, receiving at the same time a wound in his leg. The enemy soon took to flight, officers and all, some on foot and some on horseback. In ten minutes after the firing of the first gun, we were charging through the camp, and driving them before us.

They fled in confusion and dismay down the river, followed closely by our troops for four miles. Some of them took the prairie, and were pursued by our cavalry; others were shot in attempting to swim the river; and in a short period the sanguinary conflict was terminated by the surrender of nearly all who were not slain in the combat. One half of

their army perished; the other half are prisoners, among whom are General Santa Anna himself, Colonel Almonte, and many other prominent officers of their army. The loss of the enemy is computed at over six hundred slain, and above six hundred prisoners. . . . Our loss, in point of numbers, is small, it being seven slain and fifteen wounded. This glorious achievement is attributed, not to superior force, but to the valor of our soldiers and the sanctity of our cause. . . . There was a general cry which pervaded the ranks— “Remember the Alamo! remember Bahia!” These words electrified all. “Onward!” was the cry. The unerring aim and irresistible energy of the Texan army could not be withstood. It was freemen fighting against the minions of tyranny, and the result proved the inequality of such a contest. . . .

I have the honor to be, very respectfully, yours,
Thomas J. Rusk, Secretary of War

P.S. — Since writing the above, General Cos has been brought in a prisoner by our cavalry. T. J. Rusk

Source: John H. Jenkins (ed.), *The Papers of the Texas Revolution, 1835–1836, Vol. 6* (Austin: Presidial Press, 1973), pp. 10–13

Draw images of the battle from the description or write journal entries from the viewpoint of an eyewitness describing the encounter. How important was the battle of San Jacinto to Texas? To Mexico?

HANDOUT 13
INFORMATION CLEARING HOUSE ARTICLE

Manifest Destiny - 21st Century Style
The Myth Of US Cultural, Religious, Political and Social Superiority

By Kristina M. Gronquist
Information Clearing House
4-26-5

The concept of Manifest Destiny describes the 19th century conviction that God intended the continent of North America to be under the control of Christian, European Americans. The ideology of Manifest Destiny was the backbone of U.S. government efforts to colonize land inhabited by indigenous people in North America and expand the United States into Mexican territory.

Believers in Manifest Destiny asserted that U.S. rulers were predestined to spread their proclaimed superior values near and far. Propaganda, armed interventions, occupations, and terror were used in various insidious combinations. Indigenous people whose country we reside in can best attest to the results of Manifest Destiny policy, as they survived centuries of unspeakable injustices and lost millions, but courageously, have survived. Ulysses S. Grant, that era's most prominent military man, and himself a participant in the Mexican-American War, wrote in his memoirs, "I do not think there ever was a more wicked war than that waged by the United States in Mexico. I thought so at the time, when I was a youngster, only I had not moral courage enough to resign."

Although the shameful concept of Manifest Destiny should be confined to history books, it has reared its ugly head, as reflected in our government's 21st century mission to reshape the Middle East. Of course, the psychology of Manifest Destiny - the projection of Anglo-Saxon supremacy - never really went away, it has always been used to justify America's expansionist adventures. Losing the Vietnam War drove it toward covert action, i.e., U.S. attempts in the 1980's to undo the Nicaraguan revolution and support for death squads in El Salvador and Guatemala. But U.S. foreign policy has consistently been based on an arrogant and racist view that "America knows best."

For most Americans, the myth of U.S. cultural, religious, political, and social superiority has been so strongly reinforced over the years that it is taken a given, it is assumed. In the language of political science, this is called "reification," when myths become accepted as reality. Public debate

is often vacuous, because we are unable to question 1) whether or not the U.S. system of governance is desired by non-Americans, or 2) whether or not the "one size fits all" U.S. model will offer people in other lands true solutions. Without such debate, the reification process becomes frightening: If it is a given that our system and values are superior, it follows that remaking others in our image will always be the worthy "end." Any means can be used to reach the agreed-upon (but unquestioned) worthy end.

This is why the U.S. invaded and devastated Iraq, and why our leaders and a majority of Americans can ignore 100,000 Iraqi civilian casualties. If it is a given that a Western-style, capitalist Iraq is the proper end, then the means by which that is achieved can be illegal, ruthless, bloody, inhumane, or whatever. The means are open-ended. We see that glazed, slightly out-of-reality look constantly in this administration's eyes as they talk about "democracy" in Iraq. Their fixed eyes look up towards the ends, but they are never cast seriously downward to look over and evaluate the terrible means by which they are trying to reach those ends.

Of course, this "remaking Iraq" project isn't genuinely guided by the true lofty goal of implementing democracy. Instead, its focus is synchronizing Middle Eastern social and cultural values with Western capitalist values, because that will better facilitate a global world order that revolves around the U.S. economic interests of elites.

We all recall and recoil when we remember the days shortly after the invading troops reached Baghdad, when widespread looting destroyed Iraq's museums and libraries. The U.S. troops stood idly by as Iraq's cultural history was being erased. There are Iraqis who now say that this was deliberate, an attempt to erase the records of Iraq's cultural and historical achievements, to wipe the slate clean, so that Western values could be more easily imposed.

Hundreds of Iraqi youth recently came out into the streets to protest a new government order that makes Saturday an official holiday in Iraq, officially aligning Iraq's weekend with the Western weekend. The holy day for Muslims is Friday, and most Muslim countries take off Thursday and Friday or just Friday. At Baghdad's University of Mustansariyah, a statement read, "We declare a general strike in the University of Mustansariyah to reject this decision and any decision aimed at depriving Iraqis of their identity."

Since the invasion, there have been scores of such changes. The CPA (Coalition Provisional Authority) under L. Paul Bremer, and the interim

government that followed, both gutted and reworked Iraqi legislation in many areas. The CPA's meddling with Iraq law violates the Hague Regulations of 1907 and the Fourth Geneva Convention of 1949, governing the treatment of the inhabitants of militarily occupied territories. Occupiers are prohibited from making major alterations to the character of the occupied society.

The press hasn't covered the extent of the many changes. We only hear about them occasionally, as in this (2/27/05) Associated Press article that pokes fun at the protesters, portraying the Iraq students as silly for not wanting Saturday off. This patronizing and condescending tone is prevalent throughout U.S. reporting on Iraq society. The Western press resurrects and reinforces the colonialist idea that dark-skinned people in foreign lands are unable to do anything right. Their customs, religion, and culture are not properly "modern" or advanced enough, like ours, and, by God, they have to get with the program!

But many Muslims in the Middle East don't want to get with "the program" because they have been subject to this colonial program before. Like indigenous people, who also reject attempts to assimilate them and dismantle their identity, Muslims in the Middle East don't want to be shoved on to reservations either, left to watch the rich cities of their countries gleam and hum with U.S. oil money. Fast food joints on every corner, hotel chains, and big box stores offering lousy wages and products may be the American dream, but they are many a Muslim's nightmare.

On February 25, a Qatar-hosted conference called for disseminating the culture of peaceful resistance to aggressive policies adopted by world powers towards Muslim countries. It was attended by a cohort of senior Muslim scientists, intellectuals, and dignitaries. Dr. Abdael Rahman al-Nuaimi, the chairman of the Arab Center for Studies and Research, said that Muslims are facing fierce campaigns from world parties attempting to impose their hegemony over Muslim people and destroy their social systems. He told the opening session of the three-day conference that the goal of such campaigns is to tarnish the image of Islam and mock Islamic values. "In response to such aggressive campaigns, the conference calls for the adoption of all peaceful means as well as the economic, media, and legal tools, to stand up to these aggressions."

There were scant, if any, reports of this conference in the Western press. Why? Because it calls into question the "end" of making other people adapt to the assumed perfect U.S. model of governance, and it speaks to the failed

psychology of Manifest Destiny that still guides U.S. thinking - that the U.S. government has a right to spread its values by any means. We cannot hear news that Muslim people en masse reject and plan to resist Western values, which are part and parcel of a specific economic system. That reality (gosh, they don't want to be like us?) uncomfortably clashes with the reified language of Manifest Destiny, which U.S. leaders again spit forth, to convince citizens that their self-serving violent Middle East policies are worthy.

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HANDOUT 14
LATINA LISTA EDITORIAL

Latina Lista

a viewpoint on anything and everything from a Latina perspective

Today's undocumented migration is the 21st century version of Manifest Destiny

If people were meant to live in one place all their lives, they wouldn't be endowed with the abilities to dream and aspire nor have the courage to make their dreams come true.



Concepts like Manifest Destiny, which historians credit for creating the nation we have today, would not have taken place had those early settlers not migrated from the east to the west, or from across the Atlantic to the US.

The qualities shared by migrants who have voluntarily left their homes, and all they know, to travel to another country in search of fulfilling their dreams for personal and professional success is not a phenomena of just one era, it's an innate human quality that spans the creation of man.

Migration, documented and undocumented, is happening at record levels around the world — and for good reasons. If the reasons were not of life and death consequences to the mass majority of migrants, but just merely a curiosity of what life is like in another country, governments wouldn't be contending with the number of people who appear on their shores/at their borders on an hourly basis.

Yet migrants are seen as a destabilizing threat to industrialized economies and that shouldn't be the case.

As the Director General of the International Organization of Migration, William Lacy Swing, reminds people:

"Although the economic crisis is still unfolding and its full impact remains unclear, it would be counter-productive for governments in developed countries to close their doors to migrants. Many of them are still needed in jobs that citizens in industrialized countries are unable or unwilling to take.

"This structural need for migrants, who represent the human face of globalization, is underlined by demographic projections showing that by 2050, these countries will experience even greater labour shortages due to falling birth rates and aging working populations, leaving twice as many people over 60 years of age than children. Indeed, migration has become a linchpin of globalization.

"Closing doors will undoubtedly encourage migrants to use the exploitative, abusive and often life-threatening back entrance into destination countries offered by human smugglers and traffickers. Just as importantly, such a reaction risks contributing to greater social division and xenophobia towards migrants already in these countries by perpetuating the myth that migrants are job-takers."

In response to these feelings that already exist, crackdowns on throwing migrants out of their destination countries have accelerated without regard to respecting the global human rights of individuals.

Undocumented migrants are the ones without a voice in these times and so it's not surprising that organizations have stepped up to speak on their behalf.

Officials with the National Network for Immigrant and Refugee Rights released their findings of an analysis of how the US treats immigrants. Due to the findings, the decision was made to make more people aware that the U.S. track record for humanely treating immigrants falls short of the stature of this country on the global stage.

(Oakland,CA) Immigrant rights groups urged today, International Migrants Day (December 18), that the U.S. government should adopt humanitarian policies and practices in the treatment of immigrants.

The National Network for Immigrant and Refugee Rights (NNIRR) asserted that although well-publicized raids at work-sites have dominated immigration news this past year, a majority of persons have been deported through other means - and at the expense of their rights and physical well-being.

Following another year of monitoring enforcement operations and gathering information from immigrant workers and communities, NNIRR has concluded that the Department of Homeland Security (DHS) routinely violates and ignores the due process rights of persons they question for immigration status.

Information from 100 reports and 115 reviews of raids showed that DHS has continued to use overwhelming force, including physical and mental abuse, in coercing immigrants to sign away their rights for almost instant deportation or detention.

"We need an end to these immigration raids," declared Arnoldo Garcia, director of NNIRR's Immigrant Justice and Rights program. "It will be up to the new Administration and Congress to ensure that humanitarian policies and practices are put into place. Until

that can be done, detentions and deportations should also be suspended to bring some relief to immigrant families and communities from this shameful human rights crisis."

DHS' Bureau of Immigration and Customs Enforcement (ICE) deported almost 350,000 persons from the United States in fiscal year 2008; over two-thirds had no prior criminal record or convictions. Persons deported through worksite raids accounted for less than 2 percent of all ICE deportations, and from fugitive operations, 10 percent.

Meanwhile persons identified for deportation in local, county, and federal detention made up 63 percent of all deportations.

In one deportation case, Marvin Ventura, a Honduran immigrant detained at Steward Federal Detention Center in Lumpkin, Georgia was deported after ICE physically forced him to sign a form waiving his right to a hearing before an immigration judge and any opportunity to adjust status. An active member of his local church, Ventura is now separated from his wife and community in Little Robbins, Georgia.

Another immigrant who had lived and worked in the U.S. for 20 years, Rodrigo Caltenco, was arrested in Walden, NY, processed and transferred to a detention facility in Texas. There he was verbally threatened and intimidated into signing a form he did not understand. Two days later he was deported, leaving behind his wife, children, and grandchildren.

"Each person deported represents families that are torn apart, communities that are traumatized and economies that are disrupted," continued Garcia. "These patterns have seriously deepened under the Bush Administration and since 9/11, and we see grave repercussions in the current period."

Many of the immigration enforcement operations included the collaboration of local, county and state police and other public agencies.

A full report of the 2008 human rights monitoring effort will be published early next year. Last year's NNIRR report, "Over-Raided, Under Siege", found that DHS was subjecting immigrant and refugee communities to a form of "collective punishment," resulting in widespread violations of constitutional and human rights...

http://www.latalista.net/palabrafinal/2008/12/todays_undocumented_migration_is_the_21s.html

LESSON 1 – OH 1
MAP OF U.S. IN 1845

