

Unit 7

Scaffolded Deconstructed DBQ Assignment Sheet and Document Set

HANDOUT SET

Instructions

Read and analyze each document in the set. Use the vocabulary to support your understanding and/or take notes on a piece of paper as you read. Then, use the graphic organizer to plan your response to the question. The graphic organizer has more information and support to understand the task.

In your response you should:

- Use relevant evidence from the documents to support your thesis and line of reasoning.
- Respond to the prompt with a defensible thesis that establishes a line of reasoning.
- Analyze the sources (documents) using the VIEW technique.
- Group the sources (documents) based on similarities or connections.

DBQ Question:

How did the drive for territorial expansion shape the nation's identity and create new challenges for the United States?

Documents

Document A: Interview with Harriet Scott Palmer (1939)

On and on, we journeyed — averaging 15 miles a day over cactus, **sagebrush**, and hot sand. Everybody's shoes gave out, and we **bartered** with Indians for **moccasins**, but that didn't help much about the **prickly pears**. One by one, the oxen **fell by the way**. We came to Burnt River — a most **desolate** country. Here, our baby brother, Willie, fell sick. It was in the heat of August. The train was halted so that

sagebrush- dry, shrubby plants

bartered- traded goods without money

moccasins- shoes worn by Native Americans

prickly pears- a type of cactus

the darling child of four years could be better cared for, but he became unconscious and passed away.

fell by the way- died
desolate- deserted,
empty

Analysis Questions:

1. What reason does the source give for the group bartering with Native Americans for moccasins?
2. How does this passage help you understand the hardships faced by pioneer families?

Document B: *American Progress* by John Gast (1872)



<https://www.loc.gov/resource/cph.3b49232/>

In *American Progress*, painter John Gast portrays Manifest Destiny by showing Columbia, a symbol of the United States, floating westward with settlers, trains, and telegraph wires following her. As she moves into the dark frontier, Native Americans and wild animals flee.

Analysis Questions:

1. What changes do you see from east to west in the painting?
2. What kind of progress is being emphasized?

Document C: Excerpt from the Gadsden Treaty (1853)

... In consideration of the **foregoing stipulations**, the Government of the United States agrees to pay to the government of Mexico... the sum of ten millions of dollars, of which seven millions shall be paid immediately upon the exchange of the **ratifications** of this treaty, and the remaining three millions as soon as the boundary line shall be surveyed, marked, and established...

foregoing stipulations- conditions or agreements already mentioned

ratifications- approvals

Analysis Questions:

1. How much did the United States agree to pay Mexico for the land in the Gadsden Purchase?
2. Why was the payment split into two parts, and what does this payment tell you about how the U.S. approached territorial expansion during this time?

Document D: Excerpt from the Indian Removal Act (1830)

Be it **enacted** by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been **extinguished**, as he may judge necessary, to be divided into a suitable number of districts, for the **reception** of such tribes or nations of Indians...

enacted- made law

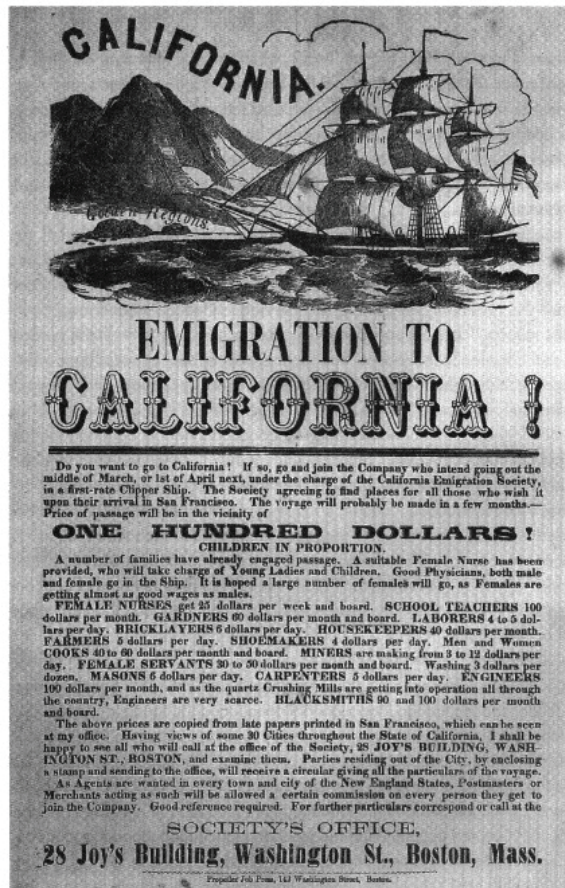
extinguished- ended, terminated

reception- receiving or taking in

Analysis Questions:

1. What did Congress make it lawful for the president to do?
2. What did relocation look like for the tribes involved?

Document E: Handbill from the California Emigration Society, Boston (1856)



Gold was discovered in California in 1848. Afterward, getting to California to strike it rich was a pull factor for many people. Once the gold miners arrived, others were needed to join to make cities. This handbill features information for people, including families, interested in moving west to California for reasons other than gold.

https://commons.wikimedia.org/wiki/File:Gold_Rush_flyer.jpg

Analysis Questions:

1. What is being advertised in this flyer?
2. Who might have been the audience for this flyer?

Document F: Excerpt from President James Polk's Message to Congress (1845)

...The terms of **annexation** which were offered by the United States having been accepted by Texas, the **public faith** of both parties is **solemnly** pledged to the compact of their union... This **accession** to our territory has been a bloodless achievement. No arm of force has been raised to produce the result. The sword has had no part in the victory. We have not sought to extend our territorial possessions by conquest, or our republican institutions over a **reluctant** people. It was the deliberate **homage** of each people to the great principle of our federative union. If we consider the extent of territory involved in the annexation, its **prospective** influence on America, the means by which it has been accomplished, springing purely from the choice of the people themselves to share the blessings of our union, the history of the world may be challenged to **furnish a parallel**

annexation- the taking of land where one party voluntarily gives it up

public faith- promise or commitment

solemnly- in a formal manner

accession- to add

reluctant-hesitant

homage- acknowledge-ment

prospective- future effect

furnish a parallel- provide an equal

Analysis Questions:

1. What state is joining the Union according to this excerpt?
2. How did the United States obtain this new state?

Document G: Alexis de Tocqueville, *Democracy in American* (1848)

“The state of Kentucky was founded in 1775, the state of Ohio only twelve years later...Today the population of Ohio already exceeds that of Kentucky by 250,000 **inhabitants**...

These **diverse** effects of slavery and freedom are easily understood....

On the left bank of the Ohio work is blended with the idea of slavery; on the right bank, with that of well-being and progress; there it is **degraded**, here they honor it; on the left bank of the river, one cannot find workers belonging to the white race; on the right bank one would seek in vain for an **idle** man....

The whites on the right bank, **obliged** to live by his own efforts, has placed in material well-being the **principal** goal of his existence....The American on the left bank **scorns** not only work, but all the undertakings that work makes successful; living in idle ease.”

Inhabitants-people who live in an area

diverse- varied

When looking at the Ohio River from the East, Ohio is on the right bank and Kentucky is on the left.

degraded- lowered in value

idle- not working, without purpose

obliged- morally bound

principal- main or most important

scorns- to feel or express distaste

Analysis Questions:

1. What is the difference being discussed between Ohio and Kentucky?
2. Which state does the author look upon more positively? How do you know?

