

# MANIFEST DESTINY

ART AND SOCIAL STUDIES

GRADES: 7-12

## BASED ON

Henry Francois Farny (1847 – 1916), American  
*THE LAST OF THE HERD*, 1906  
Farny R. and Grace K. Wurlitzer Foundation, 1964.321

## OBJECTIVES

- Students will demonstrate knowledge of 19<sup>th</sup> century American History by identifying the significance of specific events leading to the near-extinction of the buffalo on the Great Plains.
- Students will also demonstrate synthesis skills by creating a timeline of these events.
- Students will demonstrate comprehension skills by interpreting *The Last of the Herd* by Henry Francois Farny.
- Students will demonstrate synthesis skills by composing a journal entry about Manifest Destiny from the point of view of a Native American or European American.

## CONCEPT

The philosophy of Manifest Destiny led to a mass migration of settlers to the American West, beginning in the 1840's. Yet, as European Americans were settling in this new land, Native Americans were being forced to leave their ancestral homes and modify their modes of existence. The buffalo was an important natural resource for the Native Americans of the Great Plains, for it provided everything from food, clothing, and shelter, to weapons, tools, and fuel. With more settlers moving west, and the establishment of towns and railroads throughout the Plains, the buffalo reached a state of near-extinction, and the Native Americans had to learn to adapt. *The Last of the Herd* by Henry Farny poignantly depicts this period of time in Native American history and allows viewers to consider the point of view of the Native American on this event.

## BACKGROUND INFORMATION:

Henry Francois Farny (1847 – 1916) immigrated to the United States with his family in 1853 at the age of six. His family was fleeing the political unrest of their native France, and settled near an Iroquois Indian Reservation in Western Pennsylvania. The family later moved to Cincinnati. Here, Farny became an illustrator.

Like many Cincinnati artists, Farny traveled to Europe to study art. In Dusseldorf, Farny met Albert Bierstadt. It was Bierstadt who encouraged him to travel to the American West. Farny was also influenced by Frank Duveneck's style of brushwork and use of dark palette while in Munich.

## CLASS EXPERIENCE

Farny is best known for his respectful and realistic paintings of Native Americans in the West. In 1881, he traveled to the Dakota Territory where he sketched the Native Americans, their land, and culture. Many of his most famous works were completed in Cincinnati, based on these sketches.

Farny lived and painted in the United States at a time when many Native Americans in the West, their land, and their culture were being disrespected. In the 1840's, when Farny was a young boy, a New York newspaper editor named John O'Sullivan coined a phrase that symbolized a belief held by many Americans: Manifest Destiny. Manifest Destiny was the idea that the United States was destined to expand its territory to the Pacific Ocean. The western border of the United States at the time of this proclamation was the Rocky Mountains. Consequently, wars were fought and treaties were signed to secure this goal. By 1853, the United States stretched from sea to sea.

However, a new problem arose. With more and more Americans traveling west to settle, what was to be done with the Native Americans already living there? In order to secure the land of the Native Americans in the West, the United States government made hundreds of treaties with the various tribes. The pressure brought on by Manifest Destiny, creating a transcontinental railroad, the search for gold and silver, and the steady stream of pioneers, resulted in many of these treaties being broken. While the Native Americans viewed themselves as tenders of the land, many Americans sought to be owners of the land.

### Sources:

<http://www.ohiohistory.org/resource/audiovis/exhibit/artists/farnybio.html>  
[http://www.findoldart.com/browse\\_by\\_essay.html?essay=266](http://www.findoldart.com/browse_by_essay.html?essay=266)

## VOCABULARY

Manifest Destiny

## MATERIALS/PROCEDURE

- Art Analysis Worksheets
- Image of *The Last of the Herd* by Henry Farny
- Poster Board
- Markers
- Scissors
- Resource Materials

### Preparation:

Teacher provides background information on the artist, artwork, and historical context of the work.

### Discussion:

1. Teacher divides students into Think, Pair, Share groups.
  - Think: Students think individually about a given concept.
  - Pair: Students turn to a partner and explain their thoughts.
  - Share: Students share responses with entire class.
2. Students complete Art Analysis Sheet on *The Last of the Herd* by Henry Farny (see attached)
3. Students share answers with partner (Pair) and then with class (Share)

### Web Search:

## CLASS EXPERIENCE

- Students answer the following questions based on information provided at [http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf\\_interview.html](http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html)
  - Why is the buffalo important to Native Americans?
  - How did the white settlers view the buffalo?
  - What is the difference between a buffalo and a bison?
  - Is it true that the buffalo nearly became extinct?
  - What factors contributed to the buffalo's disappearance?
  - How did the Plains Indians react to the loss of buffalo?
  - What is the buffalo's status in America today?
- The web search can be completed individually, in pairs, or in groups. If your school has access to a computer lab, the activity can be done in class. Otherwise, the students can complete the questions at home, or the information can be printed from the website and provided to the students.

### Timeline:

- Using their history textbooks or other resources provided by the teacher, the students (in groups) create a timeline of the events that led to the death of the buffalo. Timelines should include the name, date, and significance of each event.
- Encourage students to make visually creative timelines (Examples: in the shape of railroad tracks, or in the outline of a buffalo).
- Go to <http://www.pbs.org/wgbh/amex/tcrr/timeline/index.html> for ideas about events.
- Events may include the Louisiana Purchase, the Lewis and Clark Expedition, the Gold Rush, the establishment of the Oregon Trail and Mormon Trail, the election of James Polk, the Mexican War, the building of the Transcontinental Railroad.

### Writing Application:

The students choose one event from their group's timeline and write a journal entry about the event from the point of view of a Native American or European American.

## ASSESSMENT

- Students may be assessed on the following activities included in this lesson:
  - Participation in Art Analysis and Think, Pair, Share
  - Answers to Web Search
  - Group Timeline
  - Journal Entry

## NATIONAL STANDARDS

### SOCIAL STUDIES

#### US History

Standard 4: Understands United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.

Standard 6: Understands Federal Indian Policy and US foreign policy after the Civil War.

### LANGUAGE ARTS

Standard 9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

**Name:**

**Art Analysis Worksheet**

Answer the following questions about the assigned artwork. What does it tell you about life in the past?

1. What is the name of your painting?
2. Who is the artist?
3. When was it made?
4. Describe the people in the painting:
  - a. How many people are there?
  - b. What are their ages?
  - c. What are they wearing?
  - d. What emotions are being displayed?
5. Describe the activities in the painting:
  - a. What are the people doing?
6. Describe the objects in the painting:
7. What questions would you ask the people in this painting?
8. What questions would you ask the artist of this painting?
9. Do you think this painting could accurately be used as a primary source of the time in which it was painted? Explain your answer.
10. What cultural themes do you see portrayed in this painting? Examples: Friendship, Love, Family Life, Home Life, Recreation, etc...



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