



# A Growing Nation

Sitting Bull



## Teacher Guide

Transcontinental railroad



Oregon Trail



American settlers

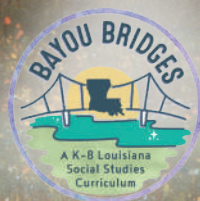






# A Growing Nation

## Teacher Guide





## Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



### You are free:

**to Share**—to copy, distribute, and transmit the work

**to Remix**—to adapt the work

### Under the following conditions:

**Attribution**—You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation ([www.coreknowledge.org](http://www.coreknowledge.org)) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.*

**Noncommercial**—You may not use this work for commercial purposes.

**Share Alike**—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

### With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2023 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

**[www.coreknowledge.org](http://www.coreknowledge.org)**

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-122-4

# A Growing Nation

## Table of Contents

Introduction .....	1
<i>A Growing Nation</i> Sample Pacing Guide.....	12
Chapter 1 <b>TOPIC: The Louisiana Purchase and the Corps of Discovery</b> .....	16
Chapter 2 <b>TOPIC: Settlement of the West and the American Indian Experience</b> .....	26
Teacher Resources .....	36

# **A Growing Nation**

## **Teacher Guide**

Bayou Bridges Louisiana Social Studies, Grade 3

# Introduction

## ABOUT THIS UNIT

### The Big Idea

In the 1800s, the United States expanded west across the North American continent, displacing many Native American nations in the process.

In the early 1800s, Americans began looking westward, hoping to find new lands to settle. In just a few decades, the United States stretched from the Mississippi River all the way to the Pacific Ocean. Advancements in transportation technology, including the steamboat and the railroad, allowed people to move in great numbers. Unfortunately, westward expansion led to conflicts with Native Americans. Through war, assimilation, and systematic removal, the United States took vast amounts of Native lands. Some Native peoples were removed entirely from the lands where they had lived for generations. Others retained only a fraction of their original territory.

# What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- why Great Britain limited self-government in the colonies
- what colonists meant by “taxation without representation”
- causes and effects of the Boston Tea Party
- causes and outcome of the First Continental Congress
- Battles of Lexington and Concord
- events of the Second Continental Congress
- Thomas Paine’s *Common Sense*
- writing and adoption of the Declaration of Independence
- important battles of the American Revolution
- symbols of the United States
- why the Articles of Confederation were considered weak
- events of the Constitutional Convention
- federal system of government
- debate over the Bill of Rights
- ratification of the Constitution
- purpose of the Constitution
- why George Washington was the first president
- Washington’s cabinet
- Whiskey Rebellion
- presidential precedents set by Washington
- how Americans honor Washington
- role of the U.S. Constitution in creating a framework for American government
- parts of the Constitution
- three branches of government and their responsibilities
- purpose of separation of powers and checks and balances
- how a bill becomes a law
- division of power between the national government and the states through federalism

## Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the late 1700s to the late 1800s.

late 1700s to early 1800s	Many Native Americans who lived north of the Ohio River have lost their lands or migrated.
1800	The United States claims territory from the East Coast to the Mississippi River.
1803	France agrees to sell the entire Louisiana Territory to the United States.
1804–1806	Meriwether Lewis and William Clark lead an expedition that explores the territory acquired in the Louisiana Purchase.
1807	Robert Fulton introduces the first passenger steamboat.
1830	The U.S. government passes the Indian Removal Act.
1830s	The forced migration of the Cherokee, other Southeast Indians, and other groups north of the Ohio River to Indian Territory begins.
1840s	Wagon trains head to Oregon across the prairie on the Oregon Trail.
1848	The discovery of gold in California leads to more westward migration.
1862	The Homestead Act gives land to people who agree to settle in the West.
1869	The transcontinental railroad is completed.
1876	The Lakota Sioux and Cheyenne defeat Custer’s army at Little Bighorn.
1890	U.S. troops kill 270 Lakota Sioux at Wounded Knee.
late 1800s	The United States extends across North America from the Atlantic Ocean to the Pacific Ocean.



- ways that people demonstrate civic virtues
- process of becoming a U.S. citizen
- geography, culture, economies, and symbols of the United States associated with the eight geographic regions—New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, West Coast—and Alaska and Hawaii

## What Students Need to Learn

---

- what the Louisiana Purchase was and how it changed the United States
- Lewis and Clark and the Corps of Discovery, including Sacagawea
- how the United States expanded westward over time
- how life in the West differed from life in the East
- Oregon Trail
- Mormon migration
- idea of manifest destiny
- impact of transportation technologies, such as covered wagons, flatboats, steamboats, and railroads, on westward expansion
- California Gold Rush
- impact of the Homestead Act
- impact of westward expansion on Native Americans, including relocation and removal, the reservation system, and armed conflict
  - Trail of Tears
  - Crazy Horse and Sitting Bull
  - Battle of Little Bighorn
  - massacre at Wounded Knee

## AT A GLANCE

The most important ideas in Unit 3 are the following:

- Thomas Jefferson purchased the Louisiana Territory from France in 1803.
- Lewis and Clark and other expeditions explored the Louisiana Territory and interacted with Native Americans.
- Factors such as improved transportation, access to land, and the promise of gold pushed Americans westward in the early 1800s.
- Westward expansion led to the appropriation of Native American lands and conflict.

## WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

## UNIT RESOURCES

### Student Component

---

*A Growing Nation* Student Reader—two chapters

### Teacher Components

---

*A Growing Nation* Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *A Growing Nation* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 36.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.

- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

*A Growing Nation* Timeline Card Slide Deck—fourteen individual images depicting significant events and individuals related to the Louisiana Purchase and westward expansion. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

late 1700s to early 1800s



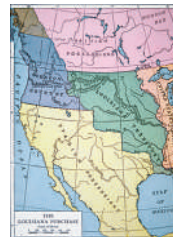
Chapter 2

1800



Chapter 1

1803



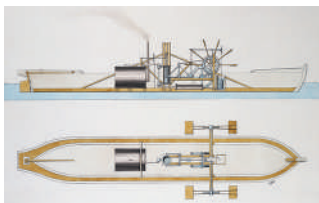
Chapter 1

1804–1806



Chapter 1

1807



Chapter 2

1830



Chapter 2

1830s



Chapter 2

1840s



Chapter 2



1848



Chapter 2

1862



Chapter 2

1869



Chapter 2

1876



Chapter 2

1890



Chapter 2

late 1800s



Chapter 2

### The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 3 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized both thematically and chronologically. These chapters discuss factors that led to westward expansion as well as the impact of westward expansion on Native peoples. Many of these events occurred simultaneously and over an extended period of time.

### Understanding References to Time in the *A Growing Nation* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, wagon trains headed west on the Oregon Trail in the 1840s, but the Louisiana Purchase occurred in 1803.

### Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?

4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

## USING THE TEACHER GUIDE

### Pacing Guide

---

The *A Growing Nation* unit is one of seven history and geography units in the Grade 3 Bayou Bridges Louisiana Social Studies Curriculum. A total of twenty-five days has been allocated to the *A Growing Nation* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

### Reading Aloud

---

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Picture This

---

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

## Turn and Talk

---

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Primary Sources

---

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, an Artifact Study Activity Page and a Primary Source Analysis Activity Page have been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.



## Framing Questions

---

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
---------	----------------------

- |   |  |
|---|--|
| 1 | How did the Louisiana Purchase and the Lewis and Clark Expedition contribute to the growth of the United States? |
| 2 | In what ways did American settlers move west?  |

## Core Vocabulary

---

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
---------	-----------------

- |   |   |
|---|---|
| 1 | flatboat, territory, expedition, corps, interpreter, source   |
| 2 | prairie, sod, emigrate, pack animal, keelboat, steam engine, steamboat, locomotive, transcontinental, ore, homestead, sovereignty |

## Activity Pages


---

The following Activity Pages can be found in Teacher Resources, pages 49–59. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—Artifact Study (AP 1.2)
- Chapters 1–2—Primary Source Analysis (AP 1.3)
- Performance Task—Claims and Evidence (AP 1.4)
- Chapter 1—The Lewis and Clark Expedition (AP 1.5)
- Chapter 2—Native American Conflicts and Reservations, 1890 (AP 2.1)
- Chapter 2—Native American Reaction to Removal (AP 2.2)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.3)

## Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



### A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called "The Freedom Framework," readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

## Books

Bruchac, Joseph. *Crazy Horse's Vision*. Illustrated by S. D. Nelson. New York: Lee & Low Books, 2000.

Bruchac, Joseph. *Trail of Tears*. Illustrated by Diana Magnuson. New York: Random House, 1999.

Doeden, Matt. *The Oregon Trail: An Interactive History Adventure*. You Choose: History. Mankato, MN: Capstone Press, 2013.

Erickson, Paul. *Daily Life in a Covered Wagon*. New York: Puffin Books, 1997.

Floca, Brian. *Locomotive*. New York: Atheneum/Richard Jackson Books, 2013.

Greathouse, Lisa, and Ted Fauce. *Crossing a Continent*. Huntington Beach, CA: Teacher Created Materials, 2018.

Greenwood, Barbara. *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840*. Boston: HMH Books for Young Readers, 1998.

Gregory, Josh. *If You Were a Kid During the California Gold Rush*. Illustrated by Caroline Attia. New York: Scholastic, 2018.

- Gregory, Josh. *If You Were a Kid on the Oregon Trail*. Illustrated by Lluís Farre. New York: Scholastic, 2016.
- Jazyńska, Kiston. *Sacagawea*. National Geographic Readers. Washington, D.C.: National Geographic Kids, 2015.
- Levine, Ellen. *If You Traveled West in a Covered Wagon*. Illustrated by Elroy Freeman. New York: Scholastic, 1992.
- Lowe, Mifflin. *Women Sharpshooters, Native American Rodeo Stars, Pioneering Vaqueros, and the Unsung Explorers, Builders, and Heroes Who Shaped the American West*. Illustrated by William Luong. Charlotte, NC: Baker & Taylor, 2020.
- McDonnell, Julia. *Sitting Bull in His Own Words*. Eyewitness to History. Milwaukee, WI: Gareth Stevens Publishing, 2014.
- McGovern, Ann. *Native American Heroes: Osceola, Tecumseh & Cochise*. New York: Scholastic, 2014.
- Otfinioski, Steven. *Building the Transcontinental Railroad: An Interactive Engineering Adventure*. You Choose: Engineering Marvels. Mankato, MN: Capstone Press, 2014.
- Raum, Elizabeth. *The California Gold Rush: An Interactive History Adventure*. You Choose: History. Mankato, MN: Capstone Press, 2016.
- Schwartz, Heather E. *Forced Removal: Causes and Effects of the Trail of Tears*. Mankato, MN: Capstone Press, 2015.
- Spinner, Stephanie, and Who HQ. *Who Was Sitting Bull?* Illustrated by Jim Eldridge. New York: Penguin Workshop, 2014.
- St. George, Judith. *What Was the Lewis and Clark Expedition?* Illustrated by Tim Foley. New York: Penguin Workshop, 2014.
- Van Leeuwen, Jean. *Going West*. Illustrated by Thomas B. Allen. New York: Puffin Books, 1997.
- Wagner, Tricia Martineau. *Black Cowboys of the Old West: True, Sensational, and Little-Known Stories From History*. Guilford, CT: TwoDot Books, 2010.



# A GROWING NATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; NFE—Nonfiction Excerpt

## Week 1

### Day 1

### Day 2

### Day 3

### Day 4

### Day 5

#### *A Growing Nation*

"The Louisiana Purchase and the Corps of Discovery" Core Lesson (TG & SR, Chapter 1)	"The Louisiana Purchase and the Corps of Discovery" Core Lesson (TG & SR, Chapter 1)	"Primary Source: Excerpts from the Journals of Lewis and Clark" (TG & SR, Chapter 1, AP 1.3)	"The Lewis and Clark Expedition" (TG, Chapter 1 Additional Activities, AP 1.5)	"Who Was Sacagawea?" (TG, Chapter 1 Additional Activities)
--	--	--	--	--

## Week 2

### Day 6




### Day 7

### Day 8

### Day 9

### Day 10

#### *A Growing Nation*

 "Trading with the Nez Perce" (TG, Chapter 1 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Lewis and Clark Holding Council" (TG, Chapter 1 Additional Activities, AP 1.3)	 "PRIMARY SOURCE ACTIVITY: The Journals of the Lewis and Clark Expedition" (TG, Chapter 1 Additional Activities, NFE 1, AP 1.3)	 "PRIMARY SOURCE ACTIVITY: Thomas Jefferson on the Louisiana Purchase" (TG, Chapter 1 Additional Activities, NFE 2, AP 1.3)	Chapter 1 Assessment
---	--	---	---	----------------------

## Week 3

### Day 11


### Day 12

### Day 13

### Day 14

### Day 15

#### *A Growing Nation*

"Settlement of the West and the American Indian Experience" Core Lesson (TG & SR, Chapter 2)	"Settlement of the West and the American Indian Experience" Core Lesson (TG & SR, Chapter 2)	"Settlement of the West and the American Indian Experience" Core Lesson (TG & SR, Chapter 2) "Domain Vocabulary: Chapters 1–2" (TG, Chapter 2 Additional Activities, AP 2.3)	"Primary Source: Excerpt from Sitting Bull's Response to U.S. Brigadier General Alfred Howe Terry" (TG & SR, Chapter 2, AP 1.3)	 "Making Tracks: The Transcontinental Railroad and Westward Expansion" (TG, Chapter 2 Additional Activities)
--	--	---	---	---

## Week 4

**Day 16**


**Day 17**

**Day 18**

**Day 19**

**Day 20**

### ***A Growing Nation***

 <p>“Six Trails West” (TG, Chapter 2 Additional Activities)</p>	<p>“PRIMARY SOURCE ACTIVITY: Gold Rush Art Analysis” (TG, Chapter 2 Additional Activities)</p>	<p>“The Trail of Tears” (TG, Chapter 2 Additional Activities)</p>	<p>“Sitting Bull: Spiritual Leader and Military Leader” (TG, Chapter 2 Additional Activities)</p>	<p>“Sitting Bull: Spiritual Leader and Military Leader” (TG, Chapter 2 Additional Activities)</p>
--	--	---	---	---

## Week 5

**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

### ***A Growing Nation***

<p>“Native American Conflicts and Reservations, 1890” (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>“PRIMARY SOURCE ACTIVITY: Native American Removal” (TG, Chapter 2 Additional Activities, AP 2.2)</p>	<p>Chapter 2 Assessment</p>	<p>Unit 3 Performance Task Assessment</p>	<p>Unit 3 Performance Task Assessment</p>
---	---	-----------------------------	---	---

## A GROWING NATION PACING GUIDE

\_\_\_\_\_’s Class

(A total of twenty-five days has been allocated to the *A Growing Nation* unit in order to complete all Grade 3 history and geography units in the Bayou Bridges Curriculum Series.)

### Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*A Growing Nation*

--	--	--	--	--

### Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*A Growing Nation*

--	--	--	--	--

### Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

*A Growing Nation*

--	--	--	--	--

**Week 4**

**Day 16**                      **Day 17**                      **Day 18**                      **Day 19**                      **Day 20**

***A Growing Nation***

--	--	--	--	--

**Week 5**

**Day 21**                      **Day 22**                      **Day 23**                      **Day 24**                      **Day 25**

***A Growing Nation***

--	--	--	--	--



## CHAPTER 1

# TOPIC: The Louisiana Purchase and the Corps of Discovery

**The Framing Question:** How did the Louisiana Purchase and the Lewis and Clark Expedition contribute to the growth of the United States?

### Primary Focus Objectives

- ✓ Understand what led to the Louisiana Purchase. (3.7)
- ✓ Explain the purpose of the Corps of Discovery and describe the route taken. (3.7, 3.20)
- ✓ Describe the achievements of Sacagawea. (3.6.a)
- ✓ Understand the meaning of the following domain-specific vocabulary: *flatboat*, *territory*, *expedition*, *corps*, *interpreter*, and *source*.

### What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Louisiana Purchase and the Corps of Discovery”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

### Materials Needed

#### Activity Pages



AP 1.1  
AP 1.3  
AP 1.5

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.3)
- individual students copies of The Lewis and Clark Expedition (AP 1.5)
- current map of the United States

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the map may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Core Vocabulary (Student Reader page numbers listed below)

---

**flatboat, n.** a boat with a flat bottom and square corners that can be used to carry loads and can also be used as a house (4)

*Example:* A family lived on a flatboat while they traded goods down the river.

*Variations:* flatboats

**territory, n.** an area of land belonging to a government (5)

*Example:* Puerto Rico is a territory of the United States.

*Variations:* territories, territorial (adj.)

**expedition, n.** a journey taken by a group that has a clear purpose or goal (6)

*Example:* Lewis and Clark’s expedition mapped much of the area that is now the upper western United States.

*Variations:* expeditions

**corps, n.** a group of people who work as a unit (7)

*Example:* The conservation corps helped several endangered species.

**interpreter, n.** a person who translates from one language to another (8)

*Example:* It’s a good idea to have a sign language interpreter when giving a speech.

*Variations:* interpreters, interpret (v.)

**source, n.** the starting point or beginning of a moving body of water (10)

*Example:* Lake Itasca in Minnesota is the source of the Mississippi River.

*Variations:* sources

### THE CORE LESSON 35 MIN

## Introduce *A Growing Nation* Student Reader

5 MIN

Distribute copies of the *A Growing Nation* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students may mention Native Americans, different kinds of boats, and American monuments (the Gateway Arch and Pompey’s Pillar).

## Introduce “The Louisiana Purchase and the Corps of Discovery”

5 MIN

Remind students that the United States began as thirteen colonies on the eastern coast of North America. Today, the country spans “from sea to shining sea” and also includes Alaska, Hawaii, Puerto Rico, and other territories. How

did the United States become so big? In this chapter, students will learn how the country grew in its early years.

Call students' attention to the Framing Question. Tell students to look for information about what the Louisiana Purchase meant for the United States and what the Lewis and Clark expedition was expected to accomplish as they read.

## Guided Reading Supports for “The Louisiana Purchase and the Corps of Discovery”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “Moving West,” pages 2–4

**Scaffold understanding as follows:**

**Read the section on pages 2–4 aloud.**

**SUPPORT**—Explain that after the American Revolution, American leaders wanted to expand the territorial boundaries to the Pacific Ocean, but because most of this land belonged to Native Americans, they had to first acquire Native lands.

**CORE VOCABULARY**—Point out the vocabulary term *flatboat*, and explain its meaning.

**After reading the text, ask the following questions:**

**LITERAL**—What were some of the challenges to westward expansion? (3.8)

- » Americans did not know the land, and the lands were occupied by Native peoples.

**LITERAL**—How was moving in the 1800s different than it is today? (3.2, 3.5)

- » Today, people look online and choose a place to move to. In the 1800s, settlers moved using wagons on rough roads, and they had to clear the land and build their houses themselves.

**LITERAL**—How did settlers move west? (3.8)

- » Settlers moved west by walking or traveling on horses or in wagons pulled by oxen or mules. Some settlers followed rivers on flatboats.

## "The Louisiana Purchase," pages 4–6

**Scaffold understanding as follows:**

**Read the section on pages 4–6 aloud.**



**SUPPORT**—Call students' attention to the map of North America on page 5. Have them point out the East Coast. Have them note where the territory of the United States was relative to Canada and Spanish Territory. (3.19, 3.20, 3.21, 3.24)

**SUPPORT**—Explain that today, Louisiana is one state out of fifty, but in 1800, it was a huge territory that stretched across thousands of miles. Over the years, the original Louisiana Territory was divided up into fifteen states.

**CORE VOCABULARY**—Point out the vocabulary term *territory*, and explain its meaning.

**SUPPORT**—Explain that the \$15 million price for the Louisiana Purchase works out to roughly four cents per acre. An acre is a square measurement, about 4,046 square meters.

**After reading the text, ask the following questions:**

**LITERAL**—Which country owned the Louisiana Territory at the beginning of 1800? (3.7)

- » Spain owned the Louisiana Territory. The Spanish turned it over to France later in the year.

**EVALUATIVE**—Why was New Orleans important in early America? (3.2, 3.7, 3.20)

- » It was at the mouth of the Mississippi River. Whoever controlled the city controlled the ports there, as well as access to the Gulf of America.



**LITERAL**—How did the United States acquire the Louisiana Territory? (3.7)

- » It bought the Louisiana Territory from France for \$15 million.

**LITERAL**—What sorts of things did President Jefferson want to know about the Louisiana Territory? (3.6.a, 3.7)

- » He wanted to learn details about the animals, plants, land, and other resources it held; if it contained a water passage to the Pacific Ocean; what the Rocky Mountains were like; and what the Native Americans were like.



## "The Expedition," pages 6–9

**Scaffold understanding as follows:**

**Have students read the section on pages 6–9 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *expedition*, *corps*, and *interpreter*, and explain their meanings.



**SUPPORT**—Using the Lewis and Clark Expedition (AP 1.5), have students locate the starting point of the expedition in St. Louis, Missouri, and the Missouri River. Explain that the Missouri River is the second-longest river in the United States. It flows northwest, creating a water route into the West. Explain that many settlers began their journeys in St. Louis, Missouri, because it is located where the Missouri and Mississippi Rivers meet. Then use a current map of the United States to point out North Dakota. Have students find North Dakota on the Lewis and Clark Expedition map. (3.7, 3.19, 3.20, 3.21)

**SUPPORT**—Explain to students that the Mandan people were very accustomed to hosting fur traders who passed through the region, which is why they were very welcoming to the Lewis and Clark expedition.

**After students read the text, ask the following questions:**

**LITERAL**—What were some of the supplies Lewis and Clark packed for their expedition? (3.7)

- » They packed clothes, tools, food, medicine, guns, and goods to be traded or given as gifts to the Native Americans.

**INFERENTIAL**—Why do you think Lewis and Clark brought items to give as gifts and to trade? Explain your answer. (3.2, 3.6.a, 3.7)

- » They likely wanted to establish friendly relationships with the Native Americans they encountered. Native Americans knew more about the land than they did. Gifts and trade goods would help them make friends and learn from the Native Americans.

**INFERENTIAL**—Why did the Corps of Discovery include interpreters? (3.2, 3.7)

- » Native Americans spoke different languages than the explorers. The explorers needed people who could help them talk to Native Americans they would meet on their expedition.

**EVALUATIVE**—Why couldn't the Corps of Discovery let the river carry their boats? (3.2)

- » They were traveling upriver, and the river flowed the other way.

Activity Page



AP 1.5


## “Sacagawea,” pages 9–10

**Scaffold understanding as follows:**

**Read the section on pages 9–10 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *source*, and explain its meaning.

**SUPPORT**—Call attention to the pronunciation keys for Charbonneau, Sacagawea, and Shoshone. Say each name aloud, and have students repeat it after you.

 **SUPPORT**—Using the Lewis and Clark Expedition (AP 1.5) map, have students locate the source of the Missouri River. Use a current map of the United States to point out Montana. Have students find Montana on the Lewis and Clark Expedition map. (3.7, 3.19, 3.20, 3.21)

**After reading the text, ask the following questions:**

**LITERAL**—Who was Charbonneau? (3.7)

- » Charbonneau was a French Canadian trapper who lived among the Native Americans and was the husband of Sacagawea.

**EVALUATIVE**—How did meeting Sacagawea help the expedition? (3.2, 3.6.a, 3.7)

- » Sacagawea served as an interpreter for the Corps of Discovery. She helped them acquire horses from her brother. She helped them establish friendly relations with tribes they encountered.

Activity Page




AP 1.5

## “Reaching the West,” pages 11–12

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 11–12 aloud.**

 **SUPPORT**—Have students locate the Rocky Mountains, the Continental Divide, and the Columbia River on the Lewis and Clark Expedition (AP 1.5) map. (3.7, 3.19, 3.20, 3.21)

**After the volunteers read the text, ask the following questions:**

 **LITERAL**—What is the Continental Divide? (3.20)

- » The Continental Divide is an imaginary line in the Rockies. The rivers all flow east on one side of it and west on the other.

Activity Page



AP 1.5


**INFERENTIAL**—How might the Corps of Discovery have felt upon reaching the Pacific Ocean? (3.7)

- » They likely felt relieved and excited. They had crossed North America by land and achieved their goal of making it to the Pacific.

### “The Return Trip,” pages 12–14


**Scaffold understanding as follows:**

**Have students read the section on pages 12–14 independently.**

 **SUPPORT**—Have students trace the return journey of Lewis and Clark on the Lewis and Clark Expedition (AP 1.5) map. (3.7, 3.19, 3.20, 3.21)

**SUPPORT**—Explain that the Gateway Arch was built between 1963 and 1965.

**After students read the text, ask the following questions:**

 **LITERAL**—What is Pompey’s Pillar? (3.7, 3.20)

- » Pompey’s Pillar is a rock formation named for Sacagawea’s son that is now a national monument.

**INFERENTIAL**—Why do you think Sacagawea and her family left the expedition? Explain your answer. (3.2, 3.6.a, 3.7)

- » Possible answers: They left so they could return home. They were at the village where they had started, which was their home.

**INFERENTIAL**—Why did Lewis and Clark sketch pictures of plants in their diaries? (3.2, 3.6.a, 3.7)


- » The diaries were intended to help inform President Jefferson and other readers about the natural resources, plants, and wildlife that the expedition found on their travels. Sketches helped record this information and would help readers visualize it.

**LITERAL**—Who does the Gateway Arch honor? (3.6, 3.6.d)

- » The Gateway Arch honors Lewis, Clark, Jefferson, and Sacagawea.

### Primary Source Feature: “Excerpts from the Journals of Lewis and Clark,” page 15

**Scaffold understanding as follows:**

 **Background for Teachers:** The journals kept by those on the Lewis and Clark expedition total nearly five thousand pages. They include sketches and

Activity Page



AP 1.5

descriptions of the land, plants, animals, and people the Corps of Discovery encountered, as well as maps.

**Direct students to the Primary Source Feature on page 15.**

**Introduce the source to students by reminding students of what Lewis and Clark were asked to do.** Explain that one way they kept track of their experiences was by keeping journals. On most days, they and other members of their expedition wrote down what had happened to them and, sometimes, how they felt about it.

**Invite volunteers to read the excerpts aloud.**

**SUPPORT**—These excerpts are from different dates in Lewis’s and Clark’s journals. Have students identify the dates. (*Lewis’s excerpt is from May 1805, and Clark’s is from October 1805.*)

**After the volunteers read the text, ask students what they notice about the excerpts.** (*Students should notice that they both refer to the “Indian woman” who was part of their group.*) **Why did Lewis and Clark both make note of this detail in their journals?** (*Lewis and Clark wanted to express their admiration for the Native American members of the expedition.*)

**Have students reread the excerpts to themselves, this time paying attention to what the journal entries say about the “Indian woman” (Sacagawea).**

**TURN AND TALK**—Have students think about the following questions and then answer them in a Turn and Talk:

- Who is the “Indian woman” in the source?
- What qualities do Lewis and Clark notice in Sacagawea?
- What do Lewis and Clark notice about the other Native Americans they encounter?
- How did Sacagawea help the expedition in different ways?
- How and why did the attitude of the Native Americans change when they saw Sacagawea (“the Indian wife of our interpreter”)?
- What do these details tell you about the role Native Americans played in the success or failure of the expedition? What do they tell you about the attitude of Lewis and Clark toward the Native Americans they encountered?

**After students have discussed the excerpts, ask the following questions:**

**LITERAL**—Where was the small Native American settlement situated?  
(3.3.a, 3.7, 3.20)

- » It was by the river that Lewis and Clark’s expedition was exploring.



**INFERENTIAL**—What do the excerpts tell us about the difficulties of traveling by river? (3.3.a, 3.7, 3.20)

- » The excerpts mention the risk of losing cargo and other goods in the water and the personal danger of having to fish things out if they fall in the water.

**INFERENTIAL**—How were Sacagawea, other Native American interpreters, and other members of the expedition involved in the expedition's success? (3.2, 3.3, 3.3.a, 3.6.a)

- » Members like Sacagawea and the others showed strength and courage, helping run the boats and avoid disasters. They also helped the expedition make friends with Native American groups they met along the way.

Activity Page



AP 1.3

**Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page with a partner.**

## Timeline Card Slide Deck

---

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (3.1)
- Review and discuss the Framing Question: “How did the Louisiana Purchase and the Lewis and Clark Expedition contribute to the growth of the United States?”



**CHECK FOR UNDERSTANDING 10 MIN**

**Ask students to:**

- Write a short answer to the Framing Question: “How did the Louisiana Purchase and the Lewis and Clark Expedition contribute to the growth of the United States?”
  - » Key points students should cite include: The Louisiana Territory expanded the area of the United States greatly and granted access to the Mississippi River; the Louisiana Territory was mostly unknown by Americans; Lewis and Clark journeyed across the territory, making notes about what they saw and becoming friends with many of the people they met, including Native Americans; they reported their findings to the president; once Americans mapped the land, it was easier for American settlers to move there.

- Choose one of the Core Vocabulary words (*flatboat*, *territory*, *expedition*, *corps*, *interpreter*, or *source*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

**Note:** Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

## Additional Activities

---

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

# TOPIC: Settlement of the West and the American Indian Experience

**The Framing Question:** In what ways did American settlers move west?

### Primary Focus Objectives

---

- ✓ Describe life in the American West and how it differed from life on the East Coast in the 1800s. (3.8, 3.25, 3.26)
- ✓ Explain the technological innovations that facilitated the movement of people westward in the United States. (3.9)
- ✓ Identify the impact of the gold rush. (3.2, 3.8, 3.25)
- ✓ Analyze the effect of westward expansion on Native Americans, including Native American resistance. (3.2, 3.6.a, 3.8, 3.25)
- ✓ Understand the meaning of the following domain-specific vocabulary: *prairie, sod, emigrate, pack animal, keelboat, steam engine, steamboat, locomotive, transcontinental, ore, homestead, and sovereignty.*

### What Teachers Need to Know

---

For background information, download the Bayou Bridges Online Resource “About Settlement of the West and the American Indian Experience”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Materials Needed

---

Activity Pages



AP 1.3

AP 2.1

- current map of the United States
- individual student copies of Primary Source Analysis (AP 1.3)
- display and individual student copies of Native American Conflicts and Reservations, 1890 (AP 2.1)

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the map may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Core Vocabulary (Student Reader page numbers listed below)

---

**prairie, n.** a flat grassland (18)

*Example:* Many people moved west and settled on the prairie.

*Variations:* prairies

**sod, n.** the top layer of grassy soil, sometimes used to build houses (18)

*Example:* Sod grows naturally and can be used to make a roof that keeps a house cool.

*Variations:* sod (v.)

**emigrate, v.** to leave one place to settle permanently in another (20)

*Example:* People often emigrate to find better job opportunities.

*Variations:* emigrates, emigrating, emigrated, emigration (n.), emigrant (n.)

**pack animal, n.** an animal, such as a horse or a mule, that is used to carry heavy loads (23)

*Example:* A mule is a good pack animal because it is very strong.

*Variations:* pack animals

**keelboat, n.** a boat with a long ridge on the bottom, used to navigate rivers (23)

*Example:* The family used a keelboat to travel down the Missouri River.

*Variations:* keelboats

**steam engine, n.** a motor that uses steam to work (24)

*Example:* Early trains used a steam engine to move.

*Variations:* steam engines

**steamboat, n.** a boat powered by a steam engine (24)

*Example:* Many passengers rode the steamboat because of its ability to travel upriver.

*Variations:* steamboats

**locomotive, n.** a railroad engine (24)

*Example:* The locomotive pulls the rest of the train.

*Variations:* locomotives



**transcontinental, adj.** crossing the entire continent (24)

*Example:* The transcontinental railroad connected the East Coast to the West Coast.

**ore, n.** a rock or mineral from which metal can be obtained (26)

*Example:* Ore must be refined before the metal in it can be used.

*Variations:* ores

**homestead, n.** a home and the land surrounding it (27)

*Example:* Acquiring a homestead allowed early American settlers to live, farm, and raise a family.

*Variations:* homesteads, homestead (v.), homesteader (n.)

**sovereignty, n.** freedom from external control; supreme power or authority (31)

*Example:* The United States declared its sovereignty as the American Revolution began.

*Variations:* sovereignties, sovereign (adj.), sovereignly (adv.), sovereign (n.)

## THE CORE LESSON 35 MIN

### Introduce “Settlement of the West and the American Indian Experience”

5 MIN

Review what students read in Chapter 1, and explain that after the Louisiana Purchase and the Lewis and Clark expedition, settlers continued moving west and pressuring Indigenous peoples to give up their homelands.

Call students’ attention to the Framing Question. Tell students to look for information on new technologies, laws, ideas, and events that encouraged people to move westward.

### Guided Reading Supports for “Settlement of the West and the American Indian Experience”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Moving Farther West,” pages 16–18

**Scaffold understanding as follows:**

**Read the section on pages 16–18 aloud.**

**SUPPORT**—Explain that Daniel Boone was an American explorer who helped map a trail that American settlers could follow to cross the Appalachian Mountains.



**SUPPORT**—Direct students to the map Westward Expansion by 1898 on page 22. Use the map to illustrate the expansion of the United States across the continent. Call attention to the dates. Ask students to name the last area in the continental United States to be acquired. (*the Gadsden Purchase in 1853*) (3.19, 3.20, 3.21)

**After reading the text, ask the following questions:**

**LITERAL**—How long did it take the United States to extend across all of North America after the American Revolution? (3.20)

- » The United States extended across continental North America in less than one hundred years.

**EVALUATIVE**—Why did few Americans move to the Southwest and California before 1848? (3.2, 3.8)

- » These areas were claimed by Spain and Mexico.

**“Life in the West,” pages 18–19**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 18–19 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *prairie* and *sod*, and explain their meanings.



**SUPPORT**—Explain that the Great Plains are a wide, mostly flat area of land in the middle of the United States and part of Canada. Point out the area of the Great Plains on a map of the United States, indicating the area between the Mississippi River and the Rocky Mountains.

**SUPPORT**—Draw attention to the image of the sod house on page 19. Give students a moment to study the image, and then read the caption aloud. Ask students what this image tells them about life on the Great Plains. (3.3.a)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What did American settlers use to build their homes on the plains? (3.25)

- » They used sod, the top layer of grassy soil.

**LITERAL**—How did settlers get fresh water? (3.25)

- » Settlers either dug deep wells or traveled back and forth to nearby streams to get water.

**EVALUATIVE**—How was life on the plains different from life on the East Coast? (3.26, 3.28)

- » On the East Coast, people lived in cities, where they shopped and went to social events. On the plains, people lived very far apart and might go days without seeing another person.

**INFERENTIAL**—How was life in the West different from life today? (3.5)


- » It was different because people lived far apart in houses made from sod. There also were not any stores or cities like there are today.

### **“To Oregon,” pages 20–21**

**Scaffold understanding as follows:**

**Have students read the section on pages 20–21 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *emigrate*, and explain its meaning.

 **SUPPORT**—Direct students to the map Westward Expansion by 1898 on page 22 and have them find the Louisiana Purchase. Then have them find the Oregon Trail and Oregon Territory. (3.7, 3.19, 3.20, 3.21)

**SUPPORT**—Explain that at this time in history, the area known as “Oregon Territory” was a large area between the Rocky Mountains and the Pacific Ocean. Its northern and southern borders were Canada and California.

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did people travel to Oregon Territory instead of settling in the Great Plains? (3.2, 3.8, 3.25)

- » The land in Oregon Territory was better for farming.

**LITERAL**—How long did the trip along the Oregon Trail take? (3.8)

- » The trip along the Oregon Trail took six months.

### **“Manifest Destiny,” page 21**

**Scaffold understanding as follows:**

**Read the section on page 21 aloud.**

**SUPPORT**—Americans came to understand the term *manifest destiny* to mean that God had given the United States a clear right to extend its authority across the continent and that the nation was destined to do so.

**After reading the text, ask the following questions:**

**INFERENTIAL**—How did the idea of manifest destiny impact westward expansion? (3.2, 3.8)

- » Manifest destiny made American leaders more determined to acquire lands in the West.

**EVALUATIVE**—How did manifest destiny lead to conflict? (3.2, 3.8)

- » The desire to expand west put the United States into conflict with other nations and Native Americans who already occupied the lands.


## **“New Technologies,” pages 21–25**

**Scaffold understanding as follows:**

**Have students read the section on pages 21–25 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *pack animal*, *keelboat*, *steam engine*, *steamboat*, *locomotive*, and *transcontinental*, and explain their meanings.

**SUPPORT**—Explain that although pack animals could be used for riding, they were often used to carry belongings while the settlers walked beside them.

 **SUPPORT**—Direct students’ attention to the map of the transcontinental railroad on page 25. Have students find Omaha, Nebraska, and Sacramento, California, on the map. Have them trace the blue line from Omaha to Promontory Point in Utah, and explain that this part of the railroad tracks was built by the Union Pacific Railroad. Then trace the red line from Sacramento, California, to Promontory Point, and explain that this part of the railroad tracks was built by the Central Pacific Railroad. Finally, help students find Baltimore on the map, and trace the brown line from Baltimore to Omaha. Explain that this line shows part of the railroad that already existed before the railroad tracks between Sacramento and Omaha were built. The three lines on the map (red, blue, brown) all together represent the transcontinental railroad. (3.19, 3.20, 3.21)

**After students read the text, ask the following questions:**

**EVALUATIVE**—What were pack animals and keelboats both used for? (3.8)

- » Both were used to carry belongings for Americans traveling west.

**EVALUATIVE**—What was the *Clermont*? Why was it important? (3.2, 3.9)

- » The *Clermont* was the passenger steamship invented by Robert Fulton. By going upriver, it showed how much better travel by steamboat was than other river transportation.

**EVALUATIVE**—How did the invention of the steam engine lead to the construction of the transcontinental railroad? (3.2, 3.9)

- » Locomotives were powered by steam engines, and they pulled trains along the railroad.

**LITERAL**—Who worked on the transcontinental railroads? (3.8, 3.9)

- » The railroad was built by immigrants from China, Ireland, and Germany. It was also worked on by Mexican Americans, African Americans, and Native Americans.

### **“Land, Gold, and Religion,” pages 25–27**


**Scaffold understanding as follows:**

**Invite volunteers to read the first two paragraphs of the section on pages 25–26 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *ore*, and explain its meaning.

**SUPPORT**—Explain that a sawmill is a building where logs are cut so they can be used to build things.

**SUPPORT**—Explain that gold, silver, and other metals that attracted miners are examples of natural resources.

 **SUPPORT**—Direct students to the map Westward Expansion by 1898 on page 22, and have them locate California. Explain that after gold was found in California, it was found in many other places as well. (3.8, 3.19, 3.20, 3.21, 3.25)

**Invite volunteers to read the remainder of the section on pages 26–27 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *homestead*, and explain its meaning.

**SUPPORT**—When the Homestead Act is mentioned, explain that 160 acres is 774,400 square yards (647,500 m<sup>2</sup>), the equivalent of about 120 football fields side-by-side—almost twice the size of Disneyland.

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—Why did people move to California after the discovery of gold? (3.2, 3.8)

- » People hoped to get rich.

**EVALUATIVE**—Why did the search for gold lead to the creation of new towns? (3.2, 3.8, 3.25)

- » People flocked to big finds of gold and quickly created towns.

**EVALUATIVE**—Why did railroads give land to farmers cheaply or for free? (3.2)

- » They knew farmers would use trains to ship their crops.

**LITERAL**—What was one effect of the Homestead Act? (3.2, 3.8)





- » One effect of the Homestead Act was that about 1.6 million people acquired land to live on and farm.

## “Native Americans,” pages 28–32

**Scaffold understanding as follows:**

**Read the section on pages 28–32 aloud.**

 **SUPPORT**—Using the map Forced Migrations of Native Nations, 1800–50 on page 27, have students find the home of the Cherokee: North Carolina, Tennessee, and Georgia. Then have them find Oklahoma. Explain that most Cherokee had to walk the entire way from their homes to Oklahoma. (3.8, 3.19)

 **SUPPORT**—Using the map Native American Conflicts and Reservations, 1890 (AP 2.1), have students locate Little Bighorn and the site of the Wounded Knee Massacre. Ask students what is similar about the land where both of these events took place. (*They both happened on Native American reservation land.*) (3.8, 3.19, 3.20, 3.21)

**CORE VOCABULARY**—Point out the vocabulary term *sovereignty*, and explain its meaning.

**SUPPORT**—Make sure students understand that although reservations still exist today, Native Americans are no longer forced to live on them. While some Native Americans still live on reservations, others choose to live elsewhere.

**After reading the text, ask the following questions:**

**LITERAL**—What was the goal of the Indian Removal Act? (3.8)

- » The American government passed the Indian Removal Act to force Native American people off their land.

**LITERAL**—What was the Trail of Tears? (3.8)

- » It was the journey the U.S. military forced the Cherokee to take to move them from their homes to Indian Territory.

**LITERAL**—Who were Sitting Bull and Crazy Horse, and what did they do? (3.6.a)

- » They were Native American leaders. They were leaders of the Lakota Sioux and Cheyenne when those groups fought against the United States at the Battle of Little Bighorn.

**LITERAL**—What happened at Wounded Knee? (3.6.a, 3.8)

- » American soldiers killed 270 Native Americans. Many of them were women and children.

Activity Page



AP 2.1

**Primary Source Feature: “Excerpt from Sitting Bull’s Response to U.S. Brigadier General Alfred Howe Terry,” page 33**

**Scaffold understanding as follows:**



**Background for Teachers:** Following the Battle of Little Bighorn, Sitting Bull led his people north, crossing the Canadian border in the process. Sitting Bull met with Alfred Howe Terry in 1877, but Terry was unable to convince Sitting Bull and his band to return to the United States. By this point, the bison population, on which the Sioux depended, was rapidly waning. Many of the Sioux suffered from hunger, and growing numbers began to surrender. Sitting Bull continued to lose followers to starvation and finally was forced to surrender in 1881.

**Direct students to the Primary Source Feature on page 33.**

**Introduce the source by reviewing what students read about Sitting Bull.**

**Read the italicized introductory text aloud.**

**Invite a volunteer to read the source aloud.**

**SUPPORT**—Explain that by the time the meeting between Terry and Sitting Bull took place, the bison population, on which the Sioux depended, was rapidly waning. This led to hunger and scarcity among the Sioux.

**TURN AND TALK**—Have students summarize or paraphrase what Sitting Bull is saying. (3.3.a)

**After students have completed the Turn and Talk, ask the following questions:**

**LITERAL**—According to Sitting Bull, how many treaties had the U.S. government broken with the Sioux? (3.3.a, 3.6.a)

» Sitting Bull said the U.S. government had broken fifty-two treaties.

**INFERENTIAL**—What did Sitting Bull mean when he said he intended to “raise a country full of grown people”? (3.3.a, 3.6.a)

» He meant that he wanted his people to survive until adulthood.

**INFERENTIAL**—Did Sitting Bull trust General Terry or the U.S. government? How do you know? (3.3.a, 3.3.b, 3.6.a)

» No, Sitting Bull did not trust General Terry or the U.S. government. He said Terry came to tell him lies. He said if Washington sent a man who spoke the truth, he would listen, which means he thought Terry was lying.



**Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page with a partner.**

## Timeline Card Slide Deck

---

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (3.1)
- Review and discuss the Framing Question: “In what ways did American settlers move west?”



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Framing Question: “In what ways did American settlers move west?”
  - » Key points students should cite include: American settlers moved along the Oregon Trail in wagon trains; new technologies, such as steamboats and railroads, made westward movement easier; the search for gold brought many people west, especially to California; free or cheap land offered by railroads and the U.S. government brought people west; all of this movement was done without consideration for Native Americans, leading to conflict with them; American settlers took much Native American land.
- Choose one of the Core Vocabulary words (*prairie, sod, emigrate, pack animal, keelboat, steam engine, steamboat, locomotive, transcontinental, ore, homestead, or sovereignty*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

---

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

# Teacher Resources

## **Chapter Assessments: *A Growing Nation*** **37**

- Chapter 1: The Louisiana Purchase and the Corps of Discovery **37**
- Chapter 2: Settlement of the West and the American Indian Experience **41**

## **Performance Task: *A Growing Nation*** **46**

- Performance Task Scoring Rubric **47**
- Performance Task Activity: *A Growing Nation* **48**

## **Activity Pages** **49**

- Letter to Family (AP 1.1) **49**
- Artifact Study (AP 1.2) **50**
- Primary Source Analysis (AP 1.3) **52**
- Claims and Evidence (AP 1.4) **53**
- The Lewis and Clark Expedition (AP 1.5) **54**
- Native American Conflicts and Reservations, 1890 (AP 2.1) **56**
- Native American Reaction to Removal (AP 2.2) **57**
- Domain Vocabulary: Chapters 1–2 (AP 2.3) **59**

## **2022 Louisiana Student Standards for Social Studies: Grade 3** **60**

## **Answer Key: *A Growing Nation*—Chapter Assessments and Activity Pages** **63**

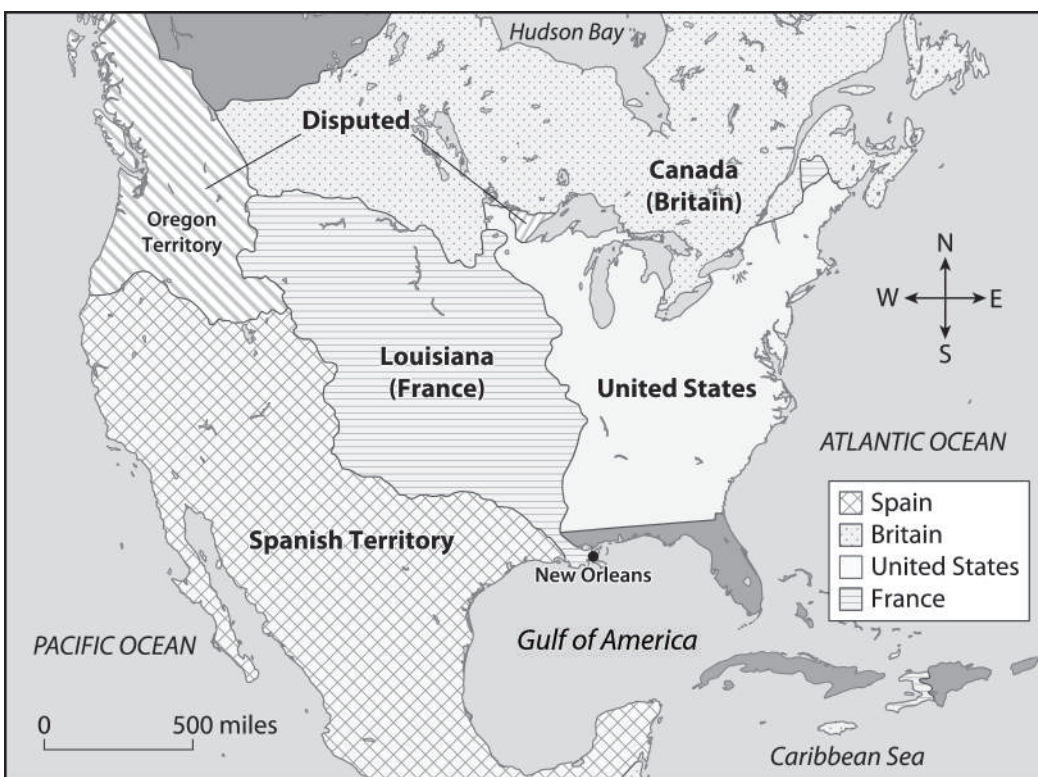
## Assessment: Chapter 1—The Louisiana Purchase and the Corps of Discovery

A. On your own paper, write the letter that provides the best answer.

1. How did people in 1800 move west? Select the **two** correct answers. (3.2, 3.8)

- a) They flew in planes.
- b) They drove in cars.
- c) They walked on trails.
- d) They drove on highways.
- e) They traveled on flatboats.

Use the map to answer questions 2 and 3.

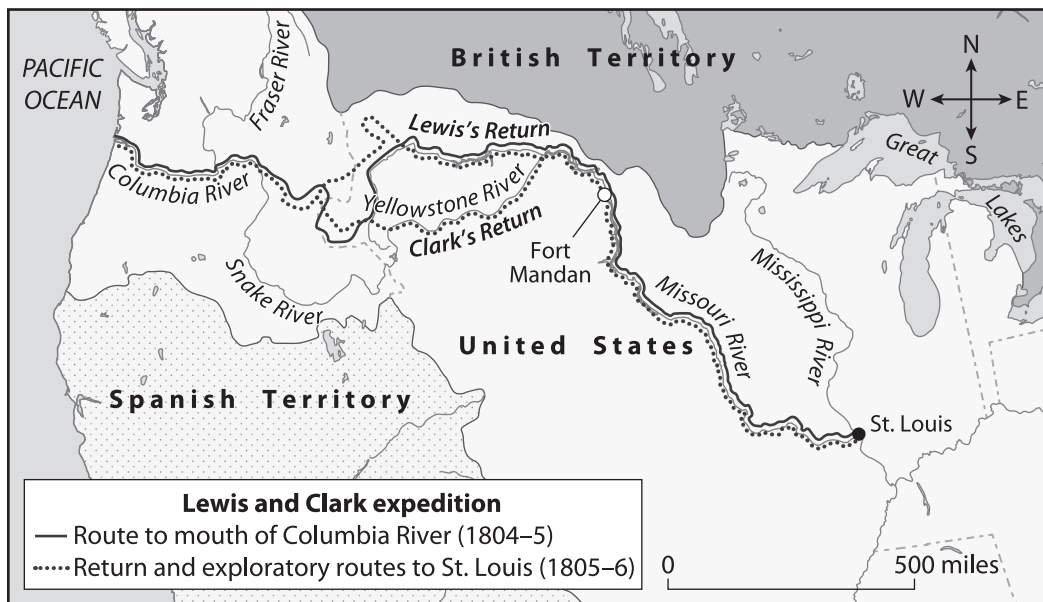


2. Which countries owned land bordering the United States of America in 1800? Select the **two** correct answers. (3.19, 3.20, 3.21)

- a) Britain
- b) France
- c) Mexico
- d) Russia
- e) Spain



3. Which area on the map did the United States buy from another country in 1803? (3.7, 3.21)
- a) Canada
  - b) Louisiana
  - c) Oregon Territory
  - d) Spanish Territory
4. Why did Lewis and Clark bring gifts on their expedition? (3.2, 3.6.a, 3.7)
- a) to exchange them for a place to stay
  - b) to convince settlers to come with them
  - c) to make friends with Native Americans
  - d) to celebrate holidays with other travelers
5. Use the map to answer the question.



Why did the Lewis and Clark expedition begin in St. Louis? (3.2, 3.6.a, 3.7, 3.19, 3.20, 3.21)

- a) It was north of Fort Clatsop.
- b) It was next to the Great Lakes.
- c) It was bordering Spanish Territory.
- d) It was located along the Missouri River.

6. Which statement best describes a reason the United States purchased Louisiana? (3.2, 3.7)
- a) The United States wanted to end a war with France.
  - b) The United States wanted to ensure it could continue to use the Mississippi River for trade.
  - c) The United States no longer wanted to trade through the Port of New Orleans.
  - d) The United States wanted to ensure it could continue to use the Ohio River for trade.

Which statement best explains the answer to Part A? (3.2, 3.4, 3.7)

- a) The United States owed money to France from the French and Indian War
  - b) Farmers used the Mississippi River to ship their goods to other markets.
  - c) The Port of New Orleans was near the Pacific Ocean.
  - d) France governed the colony of New France.
7. How did Sacagawea help the Lewis and Clark expedition? (3.2, 3.6.a, 3.7)
- a) She sold them horses.
  - b) She fought off wild animals.
  - c) She served as an interpreter.
  - d) She helped them build forts for the winter.
8. Why was France willing to sell its territory to the United States? (3.2, 3.7)
- a) France hoped the United States would forgive its debts in return.
  - b) France hoped the United States would go to war with Britain.
  - c) France did not want to be neighbors with the Spanish in the Americas.
  - d) Expensive wars meant that France needed the money.
9. How did the Lewis and Clark expedition help early America? (3.2, 3.6.a, 3.7)
- a) It led to peaceful cooperation with Native Americans.
  - b) It provided information about a new region.
  - c) It brought back valuable gold and silver.
  - d) It forced Spain from important territory.

10. Use the image to answer the question.



Who does this arch commemorate? (3.6.d)

- a) Sacagawea only
- b) Lewis and Clark only
- c) Sacagawea, Lewis, and Clark
- d) Sacagawea, Lewis, Clark, and President Jefferson

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

The Lewis and Clark expedition would not have been successful without the help of Sacagawea.

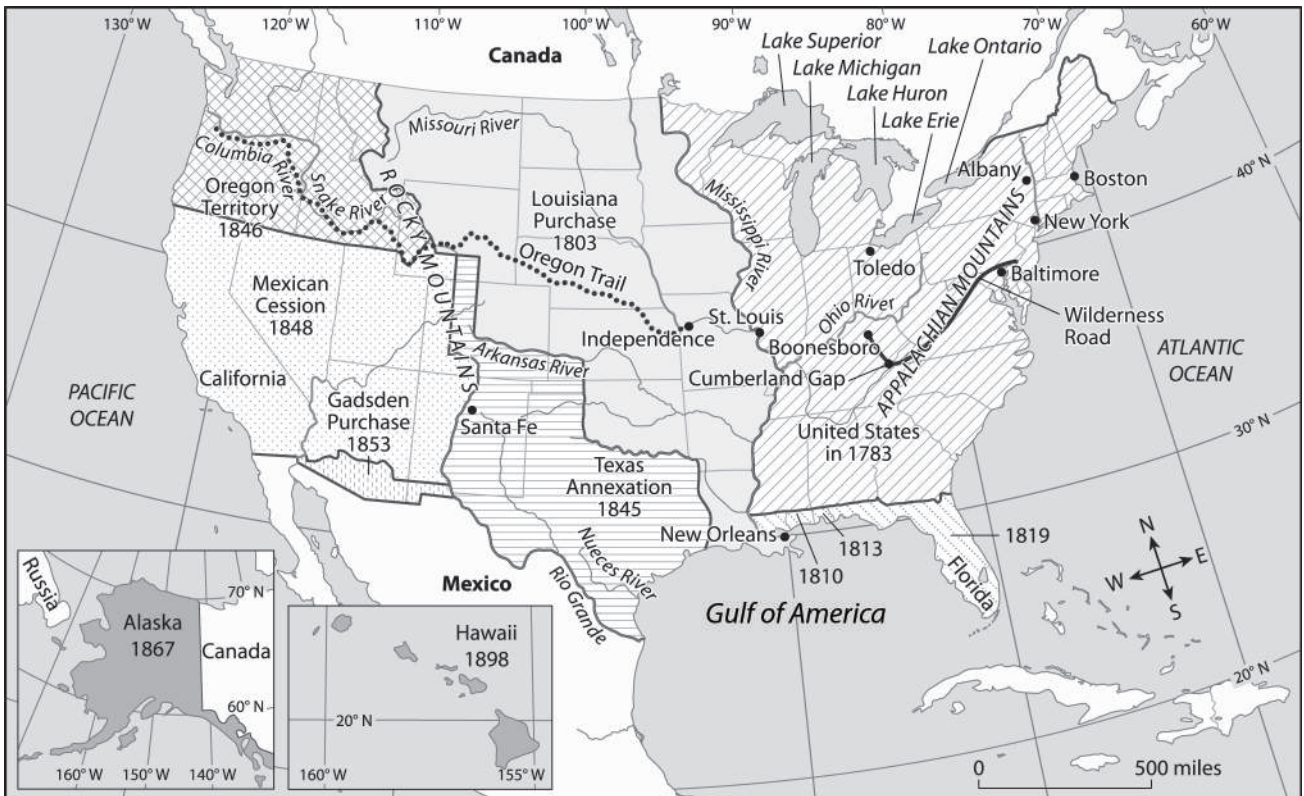
Use evidence from the chapter to support or refute this claim. (3.2, 3.4, 3.4.d, 3.6.a, 3.7)

## Assessment: Chapter 2—Settlement of the West and the American Indian Experience

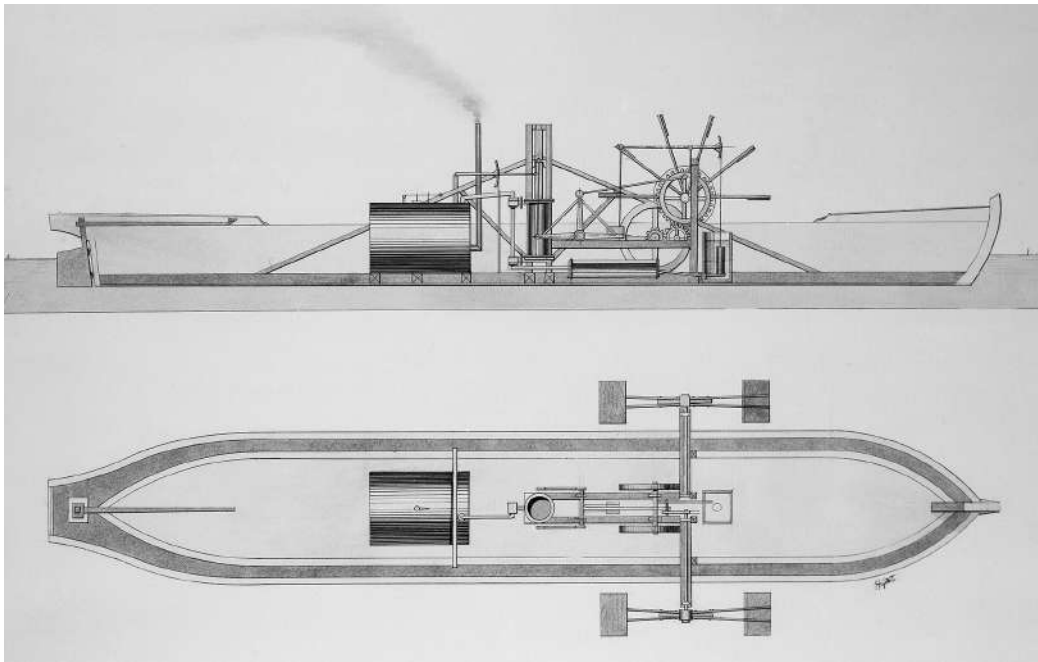
**A. On your own paper, write the letter that provides the best answer.**

1. Why did people in the 1800s emigrate to Oregon? (3.8)
  - a) to mine for gold
  - b) to work in factories
  - c) to escape violence
  - d) to live on rich farmland
2. Which statement best describes the journey to the West in the mid-1800s? (3.8)
  - a) The trails passed through the Smokey Mountains.
  - b) The trip took months.
  - c) The trip followed the path of the Hudson River.
  - d) The journey was completely safe.

Use the map to answer questions 3 and 4.



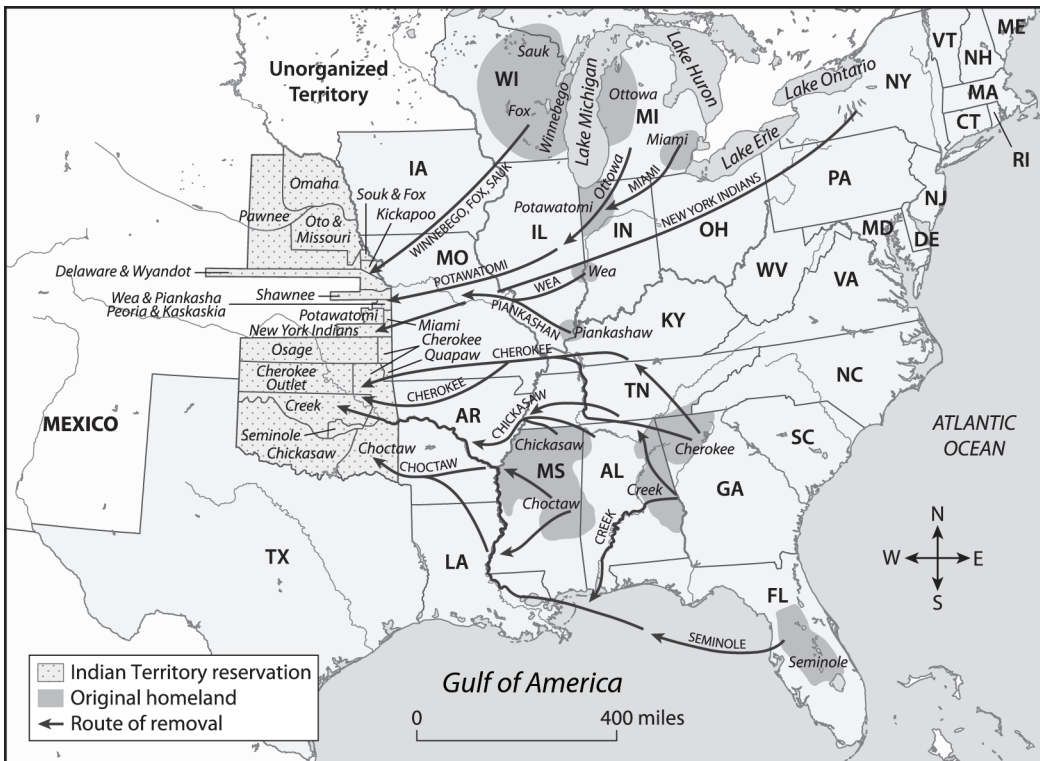
3. Which territory was acquired one year after Texas? (3.19, 3.20, 3.21)
- a) Alaska
  - b) Oregon Territory
  - c) Louisiana Territory
  - d) Gadsden Purchase
4. Which statements are supported by the map? Select the **two** correct answers. (3.4.a, 3.19, 3.20, 3.21)
- a) By 1783, the United States consisted of all the land east of the Mississippi River.
  - b) A person could travel from New Orleans to Toledo entirely by boat in the 1800s.
  - c) More land was added during the Texas annexation than the Louisiana Purchase.
  - d) All the regions west of the Rocky Mountains were acquired after 1845.
  - e) The Oregon Trail began in a town called Independence.
5. Use the image to answer the question.



What powered the mode of transportation shown in the diagram? (3.9)

- a) animals
- b) electricity
- c) steam
- d) wind

6. Which 1848 discovery in California drew thousands of people west? (3.2, 3.8)
- oil
  - sod
  - coal
  - gold
7. Who gave away or sold very cheap land on the Great Plains? Select the **two** correct answers. (3.8)
- Robert Fulton
  - Native Americans
  - Oregon emigrants
  - railroad companies
  - U.S. government
8. Use the map to answer the question.

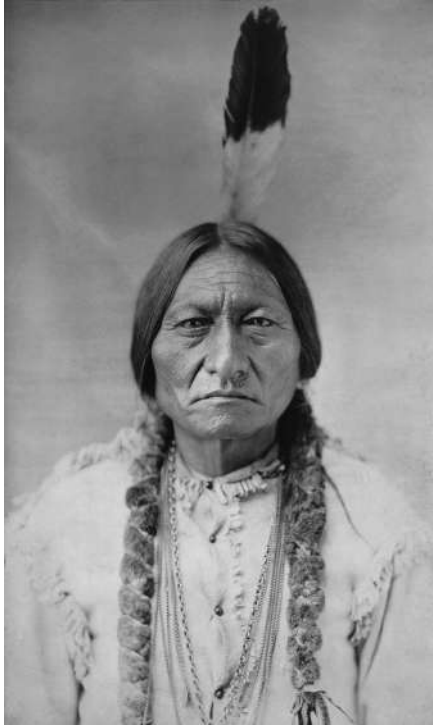


What did the Cherokee call the route they were forced to walk from their homeland to reservation land? (3.8)

- Trail of Tears
- Nightmare Road
- Custer's Last Stand
- Indian Removal Act



9. Use the image to answer the question.



What is the person in the image most known for? (3.6.a)

- a) running for political office
  - b) guiding American explorers
  - c) resisting western expansion
  - d) trading with Spanish businesses
10. Where did the Lakota Sioux and Cheyenne defeat the U.S. Army? (3.6.a, 3.8)
- a) Pine Ridge
  - b) Little Bighorn
  - c) Mount Rushmore
  - d) Wounded Knee

11. Use the map to answer the question.



Which of these statements about the people living on the reservations is true? (3.8)

- a) They have the right to govern themselves.
- b) They have access to many acres of free land.
- c) They have large gold deposits and many minerals.
- d) They have more money than people in other areas.

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

What is the most important reason people in the 1800s moved west?

Make a claim and support it with evidence from the chapter. (3.4, 3.4.a, 3.4.c, 3.8)

# Performance Task: A Growing Nation

**Teacher Directions:** Beginning in the early 1800s, thousands of Americans migrated westward across North America. This process brought benefits to the growing nation, but it also had negative effects.

Activity Page



AP 1.4

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their essays.

## Prompt:

What was the the biggest impact of westward expansion? In your response, be sure to include how different groups of people within and around the United States were affected. (3.4.a, 3.4.b, 3.4.c, 3.4.d, 3.7, 3.8)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

<b>Sample Claim:</b>	The biggest impact of westward expansion was that it caused conflict with Native Americans, many of whom were forced from their lands.
<b>Reason:</b>	Westward expansion pushed Native American people off their lands and threatened their way of life.
<b>Evidence:</b>	Westward expansion, especially the building of railroads, almost wiped out the buffalo population on which Plains Native Americans depended. Thousands of Native Americans were killed in forced removal to reservations or in fighting that removal.
<b>Counterclaim and Answer:</b>	<p>While the impact on Native Americans was great, the biggest impact of westward expansion was the increased size and power of the United States. Expansion brought with it access to land and many resources that fueled further growth.</p> <p>That is true, but all of that came at the cost of Native American land and lives.</p>

## Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.4), which is intended to be a support for students as they think about their written responses.

<b>3</b>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of westward expansion; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none"><li>• Westward expansion involved thousands of people moving.</li><li>• People who moved west faced harsh conditions for both working and living.</li><li>• Westward expansion almost wiped out the buffalo population on the Plains.</li><li>• Westward expansion forced Native Americans off their land.</li><li>• When Native Americans resisted, they often were killed.</li><li>• New technologies, such as the steamboat and railroad, made moving west much easier.</li></ul>
<b>2</b>	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of westward expansion, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>
<b>1</b>	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of westward expansion, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.</p>
<b>0</b>	<p>Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding westward expansion. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</p>

Name \_\_\_\_\_

Date \_\_\_\_\_

## Performance Task Activity: A Growing Nation

What was the the biggest impact of westward expansion? In your response, be sure to include how different groups of people within and around the United States were affected.

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *A Growing Nation*, as well as from the sources and resources in the unit activities.

[illegible]

## Activity Page 1.1

## Use with Chapter 1

## Letter to Family

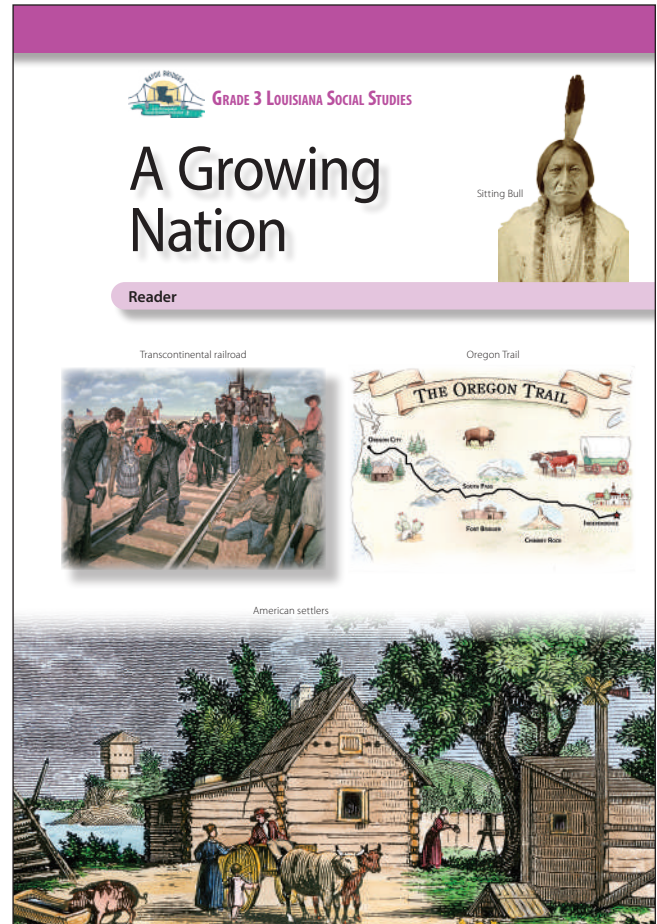
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the westward expansion of the United States. They will learn about the Louisiana Purchase and the migration of settlers across North America.

In this unit, students will study the Lewis and Clark expedition, including Sacagawea's role in the journey. They will also read about westward expansion, including manifest destiny. They will learn about the development of the steam engine and construction of the transcontinental railroad, as well as other technologies that contributed to settlement of the West.

As part of their exploration, students will also learn about the Native American experience of westward expansion, including conflicts with settlers and the U.S. government, encroachment on their homelands, and forced migration onto reservations. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture, group, or practice. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.





Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.2

Use with Chapter 1

### Artifact Study

#### Describe the artifact.

1. What type of object is it?

\_\_\_\_\_

2. Where is it from?

\_\_\_\_\_

3. When was it made?

\_\_\_\_\_

4. What color is it?

\_\_\_\_\_

5. What shape is it?

\_\_\_\_\_

6. What size is it?

\_\_\_\_\_

7. What is it made of?

\_\_\_\_\_

#### Think about the artifact.

8. What knowledge or experience was needed to create it?

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (*continued*)**

**Use with Chapter 1**

**9.** Why was it made? What is its purpose?

---

---

**10.** Could it have been made by one person, or did it require a group?

---

**11.** How has the artifact changed over time?

---

---

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

---

---

**Draw a conclusion about the artifact.**

---

---

Primary Source Analysis

<div>Describe the source.</div>	<div>Connect the source to what you know.</div>
<div>Understand the source. Identify its message, purpose, and/or audience.</div>	<div>Draw a conclusion from or about the source.</div>

SOURCE:

Name \_\_\_\_\_

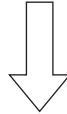
Date \_\_\_\_\_

Activity Page 1.4

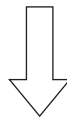
Use with Performance Task

Claims and Evidence

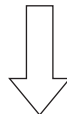
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

Name \_\_\_\_\_

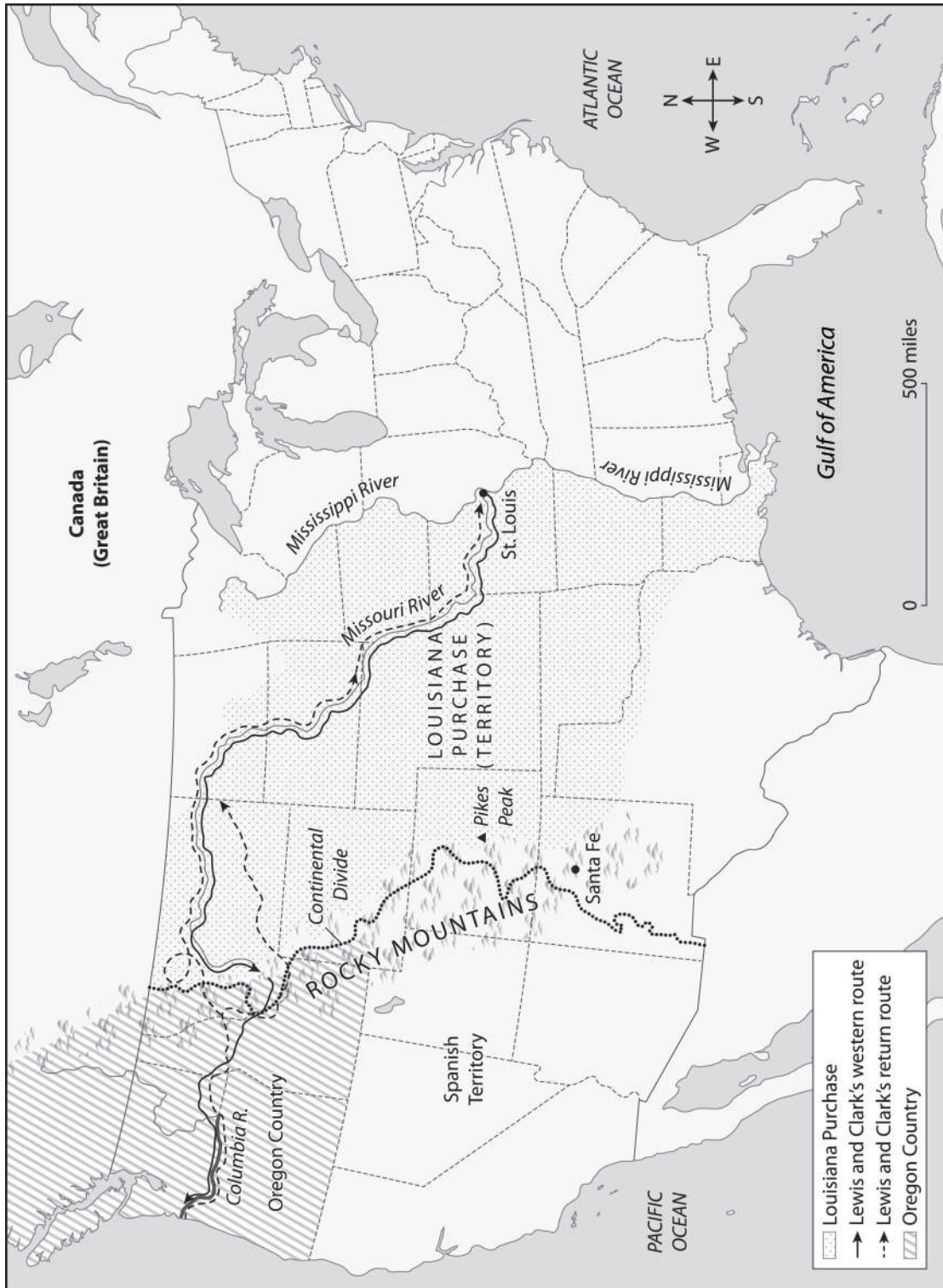
Date \_\_\_\_\_

## Activity Page 1.5

Use with Chapter 1

### The Lewis and Clark Expedition

Study the map. Then use it to complete the statements that follow.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5 (continued)**

**Use with Chapter 1**

1. Lewis and Clark's route took them west from St. Louis along the \_\_\_\_\_ River.
2. The high \_\_\_\_\_ stood in the way of an all-water route to the Pacific.
3. The expedition also explored the \_\_\_\_\_ Country.
4. The final part of the journey followed the \_\_\_\_\_ River.
5. Although they traveled together on their journey west, Lewis and Clark took \_\_\_\_\_ routes on their journey back eastward.
6. The expedition avoided territory to the south controlled by the \_\_\_\_\_.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.1

Use with Chapter 2

### Native American Conflicts and Reservations, 1890

Study the map. Then use it to complete the statements that follow.



1. In 1890, which state or territory had the largest area of reservation lands?

\_\_\_\_\_

2. In which state was the Battle of Little Bighorn fought?

\_\_\_\_\_

3. How do you think Native Americans felt about being forced to live on reservations?

\_\_\_\_\_

\_\_\_\_\_

## Activity Page 2.2

## Use with Chapter 2

## Native American Reaction to Removal

**The Indian Removal Act of 1830, proposed by President Andrew Jackson, forced Native Americans living east of the Mississippi River to relocate west of the river. The passage below is from a speech given by Speckled Snake, a Creek. This speech was delivered after he learned about the forced relocation.**

**Read the speech, and answer the questions that follow.**

Brothers! I have listened to many talks from our great father. When he first came over the wide water, he was but a little man. . . . His legs were cramped by sitting long in his big boat, and he begged for a little land to light his fire on. But when the white man had warmed himself before the Indians' fire and filled himself with their corn, he became very large. With a step he bestrode the mountains, and his feet covered the plains and the valleys. His hand grasped the eastern and western sea, and his head rested on the moon. Then he became our Great Father. He loved his red children, and he said, "Get a little further, lest I tread on thee."

Brothers, I have listened to a great many talks from our great father. But they always begin and end on this—"Get a little further; you are too near to me."

1. According to Speckled Snake, how did Native Americans help the white settlers?

---

---

---

2. What does Speckled Snake mean when he says, "With a step he bestrode the mountains, and his feet covered the plains and the valleys. His hand grasped the eastern and western sea, and his head rested on the moon"?

---

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.2 (*continued*)**

**Use with Chapter 2**

- 3.** What is the message of Speckled Snake's speech?

---

---

---

## Activity Page 2.3

## Use with Chapter 2

## Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- |       |                     |  |
|-------|---------------------|--|
| _____ | 1. prairie          | <b>a)</b> a group of people who work as a unit   |
| _____ | 2. sod              | <b>b)</b> a boat powered by a steam engine   |
| _____ | 3. emigrate         | <b>c)</b> a rock or mineral from which metal can be obtained   |
| _____ | 4. pack animal      | <b>d)</b> an area of land belonging to a government  |
| _____ | 5. keelboat         | <b>e)</b> a flat grassland   |
| _____ | 6. steam engine     | <b>f)</b> crossing the entire continent  |
| _____ | 7. steamboat        | <b>g)</b> freedom from external control; supreme power or authority  |
| _____ | 8. locomotive       | <b>h)</b> a home and the land surrounding it   |
| _____ | 9. transcontinental | <b>i)</b> a boat with a flat bottom and square corners that can be used to carry loads and can also be used as a house |
| _____ | 10. ore             | <b>j)</b> to leave one place to settle permanently in another  |
| _____ | 11. homestead       | <b>k)</b> a motor that uses steam to work  |
| _____ | 12. sovereignty     | <b>l)</b> the starting point or beginning of a moving body of water  |
| _____ | 13. flatboat        | <b>m)</b> a journey taken by a group that has a clear purpose or goal  |
| _____ | 14. territory       | <b>n)</b> the top layer of grassy soil, sometimes used to build houses   |
| _____ | 15. expedition      | <b>o)</b> a railroad engine  |
| _____ | 16. corps           | <b>p)</b> a person who translates from one language to another   |
| _____ | 17. interpreter     | <b>q)</b> an animal, such as a horse or a mule, that is used to carry heavy loads                                      |
| _____ | 18. source          | <b>r)</b> a boat with a long ridge on the bottom, used to navigate rivers  |

- 3.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 3.2** Explain connections between ideas, events, and developments in U.S. history.
- 3.3** Use a variety of primary and secondary sources to:
  - a)** Analyze social studies content.
  - b)** Explain claims and evidence.
  - c)** Compare and contrast multiple sources.
- 3.4** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
  - a)** Demonstrate an understanding of social studies content.
  - b)** Compare and contrast content and viewpoints.
  - c)** Explain causes and effects.
  - d)** Describe counterclaims.
- 3.5** Compare life in the United States in the past and present.
- 3.6** Identify and describe national historical figures, celebrations, and symbols.
  - a)** Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, the Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.
  - b)** Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day.
  - c)** Describe the history of American symbols, including the Liberty Bell, U.S. flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."
  - d)** Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.
  - e)** Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.

- 3.7** Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women’s suffrage movement, civil rights movement, and the Space Race.
- 3.8** Describe how voluntary and involuntary migration have affected the United States.
- 3.9** Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.
- 3.10** Recognize functions of the Declaration of Independence and the Constitution of the United States.
- a)** Describe the process by which a bill becomes law.
  - b)** Describe the responsibilities of the three branches of government.
  - c)** Explain the relationship between the federal government and state government.
  - d)** Compare and contrast representative democracy (republic) and monarchy.
  - e)** Explain how our founding documents protect individuals’ rights to life, liberty, and the pursuit of happiness.
- 3.11** Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.
- 3.12** Explain the significance of the Emancipation Proclamation and the Thirteenth Amendment.
- 3.13** Describe civic virtues: voting, running for office, serving on committees, and volunteering.
- 3.14** Describe how and why people become citizens of the United States.
- 3.15** Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.
- a)** Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
  - b)** Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs.
  - c)** Explain how supply and demand can affect the prices of goods and services.
  - d)** Differentiate between imports and exports.
  - e)** Explain why and how people specialize in the production of goods and services.
- 3.16** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.
- 3.17** Describe the relationship between scarcity and opportunity cost in economic decision-making.
- 3.18** Describe the importance of personal financial decision-making such as budgeting and saving.
- 3.19** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 3.20** Describe the geographic features of places in the United States.



- 3.21** Interpret geographic features of the United States using a variety of tools such as different types of maps and photos.
- 3.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 3.23** Locate and describe the seven continents and five oceans.
- 3.24** Describe the relative location of the United States.
- 3.25** Describe why and how people in the United States have modified their environment.
- 3.26** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 3.27** Describe the importance of conservation and preservation.
- 3.28** Describe how the regions of the United States vary culturally and economically.

# Answer Key: A Growing Nation

## Chapter Assessments

### Chapter 1

- A. 1. c, e 2. a, b 3. b 4. c 5. d 6. b, b 7. c 8. d 9. b 10. d
- B. Students should clearly support or refute the given claim and support their response with relevant evidence, such as: Sacagawea acted as an interpreter; Sacagawea helped Lewis and Clark get supplies from the Shoshone; although Sacagawea was helpful, other factors like the use of boats and the expertise of the explorers were also important. Answers should include explanations of how the evidence supports the claim.

### Chapter 2

- A. 1. d 2. b 3. b 4. d, e 5. c 6. d 7. d, e 8. a 9. c 10. b 11. a
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as: manifest destiny was the idea that the United States had a divine destiny to occupy land from sea to sea; technological innovations like the railroad drew people west; the discovery of gold was a major factor in western expansion; Native American removal opened land to more settlers; government policies like the Homestead Act made western expansion possible. Answers should include explanations of how the evidence supports the claim.

## Activity Pages

### Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature

**Describe the source.** The source is a pair of excerpts from the journals of Lewis and Clark while on their expedition. Both excerpts are about the Native American members of the expedition.

**Connect the source to what you know.** The point of the Lewis and Clark expedition was to observe the land, animals, and people. The explorers recorded their findings in journals that they later presented to the government. The expedition included Native American members.

**Understand the source. Identify its message, purpose, and/or audience.** The intended audience for the journals was President Jefferson. Both explorers likely knew other people would read the journals as well. Their purpose was to inform the president about the region they explored and the role played by the expedition's members.

**Draw a conclusion from or about the source.** The sources show the vital role played by Native American members of the expedition, especially women. They show that the Native American woman on the expedition played an active role, demonstrating strength and courage. They also explain why the inclusion of Native American women helped make contact with Native American groups go more smoothly.

### The Lewis and Clark Expedition (AP 1.5)

1. Missouri
2. Rocky Mountains
3. Oregon
4. Columbia
5. separate or different
6. Spanish

### Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature

**Describe the source.** The source is an excerpt from a speech Chief Sitting Bull gave after the U.S. government sent General Terry to convince him to bring his people back to the United States.

**Connect the source to what you know.** This speech was made after Sitting Bull and Crazy Horse defeated General Custer at Little Bighorn. By that time, the U.S. government had broken many treaties with Native Americans and was forcing them onto reservations.

**Understand the source. Identify its message, purpose, and/or audience.** The source sent a strong message to the U.S. government that Chief Sitting Bull distrusted them and would not be easily persuaded.

**Draw a conclusion from or about the source.** Sitting Bull was angry about the treatment of his people by the U.S. government. The United States had treated his people like a problem to be solved instead of a nation to be negotiated with. His victory at Little Bighorn gave him added power to refuse to speak to them.

**Native American Conflicts and Reservations, 1890 (AP 2.1)**

- 1. Oklahoma
- 2. Montana
- 3. They were angry and unhappy.

**Native American Reaction to Removal (AP 2.2)**

- 1. Speckled Snake says that Native Americans provided the white settlers with warmth and food.
- 2. Speckled Snake means that the white man took control of all the land and made himself powerful.

- 3. The message is that even though Native Americans helped the white man when he came to America, the white man is not thankful. Instead, the white man wants to control the land that belongs to the Native Americans.

**Domain Vocabulary: Chapters 1–2 (AP 2.3)**

- |      |       |
|------|-------|
| 1. e | 10. c |
| 2. n | 11. h |
| 3. j | 12. g |
| 4. q | 13. i |
| 5. r | 14. d |
| 6. k | 15. m |
| 7. b | 16. a |
| 8. o | 17. p |
| 9. f | 18. l |



**CKHG™**  
Core Knowledge **HISTORY AND GEOGRAPHY™**

in partnership with



## Illustration and Photo Credits

4X5 Coll-Lerner Fine Art II / Superstock: Cover A, 6d, 43, 48a

Adam Olson / Alamy Stock Photo: 39

Driving the Golden Spike on 10th May, 1869 (colour litho)/American School, (19th century) / American/Private Collection/Peter Newark American Pictures / Bridgeman Images: Cover B, 48b

Dustin Mackay: 5d

Jacob Wyatt: 5a, 5g

Jed Henry: 6c

Kristin Kwan: Cover C, 5h, 48c

North Wind Picture Archives / Alamy Stock Photo: Cover D, 48d

Oklahoma Land Rush, 1889, Sooners claim land / Photo © Tallandier / Bridgeman Images: 6b

Steamboat designed by Robert Fulton, watercolor, United States, 19th century / De Agostini Picture Library / Bridgeman Images: 5e, 41

Superstock: i, iii

The Louisiana Purchase of 1803 (colour litho) / American School, (20th century) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: 5c

The Story of Australia: Gold!, Linklater, Barrie (b.1931) / Private Collection / © Look and Learn / Bridgeman Images: 6a

U.S. troops surrounding the Indians on Wounded Knee battle field 1913 (photo) / Universal History Archive/UiG / Bridgeman Images: 6e

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: [coreknow@coreknowledge.org](mailto:coreknow@coreknowledge.org)







## Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history, integrating topics in geography, civics, economics, and the arts, exploring civilizations, cultures, concepts, and skills specified in the 2022 Louisiana Student Standards for Social Studies

### **Bayou Bridges**

units at this level include:

**The Founding of the United States of America**

**Papers and Places**

**A Growing Nation**

**A Changing Nation**

**A Nation of Industry and Innovation**

**Toward a More Perfect Union**

**An Ever-Advancing Nation**

**[www.coreknowledge.org](http://www.coreknowledge.org)**