

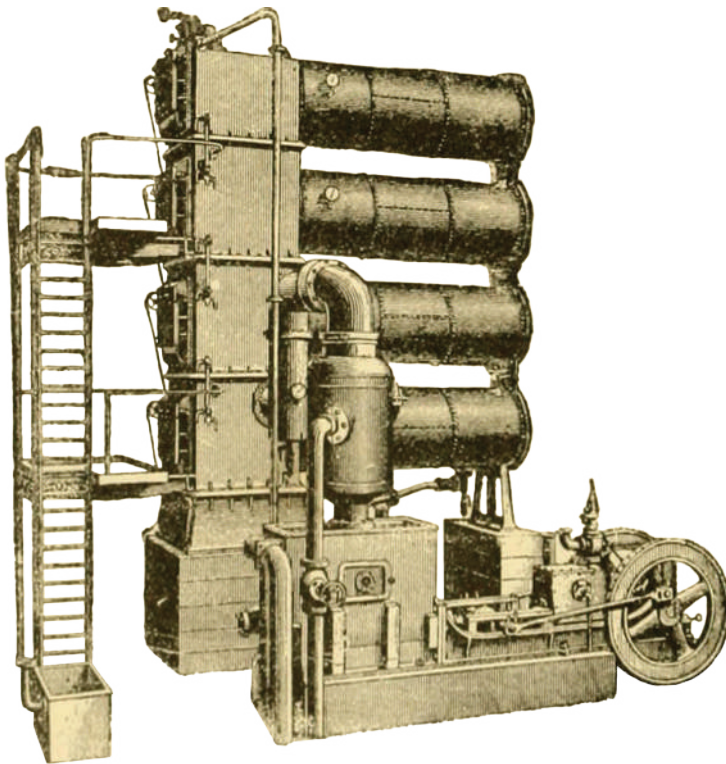


The Developing and Expanding Nation



Teacher Guide

Multiple-effect evaporator



Trail of Tears

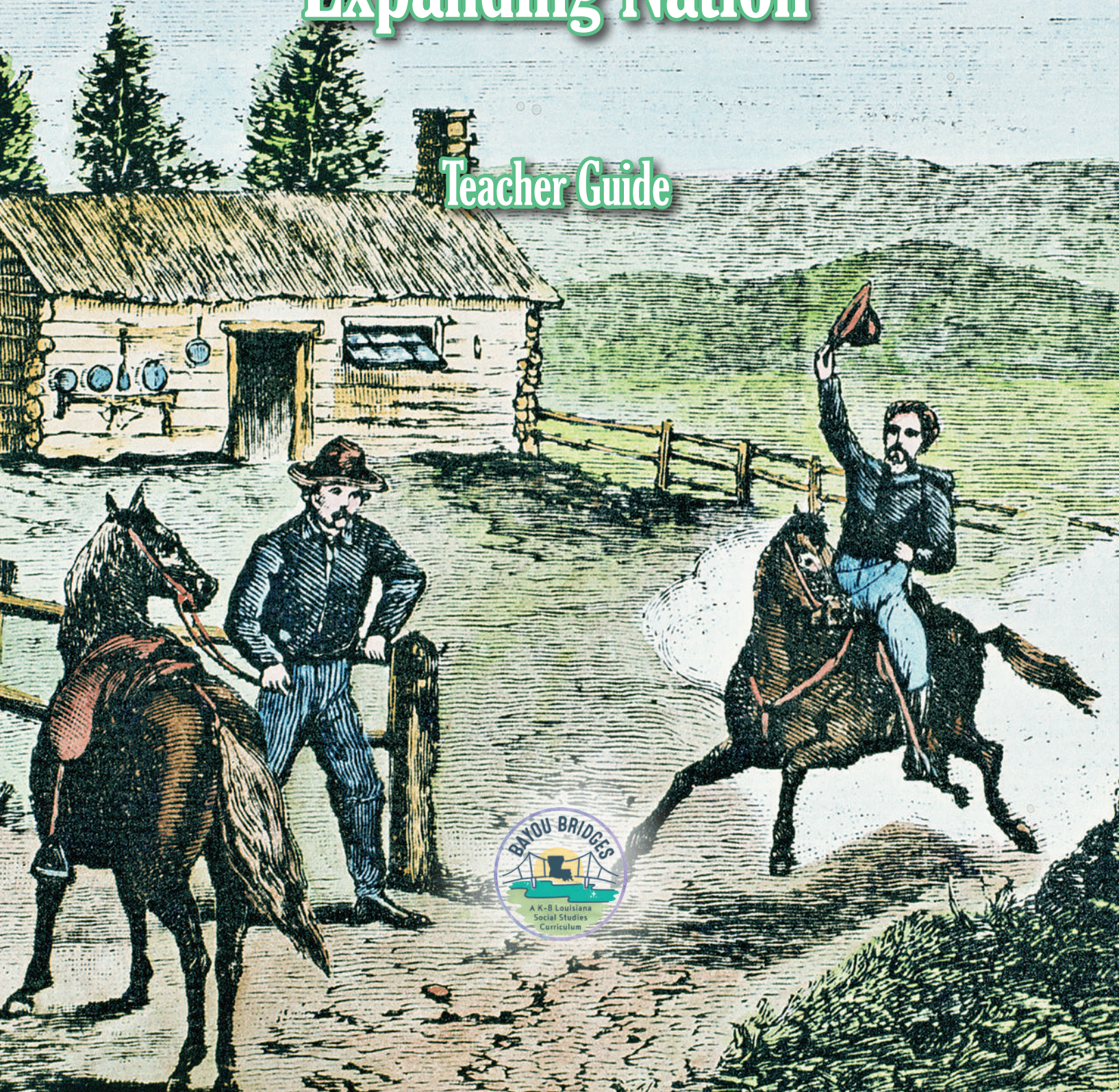


Locomotives pulling trains



The Developing and Expanding Nation

Teacher Guide



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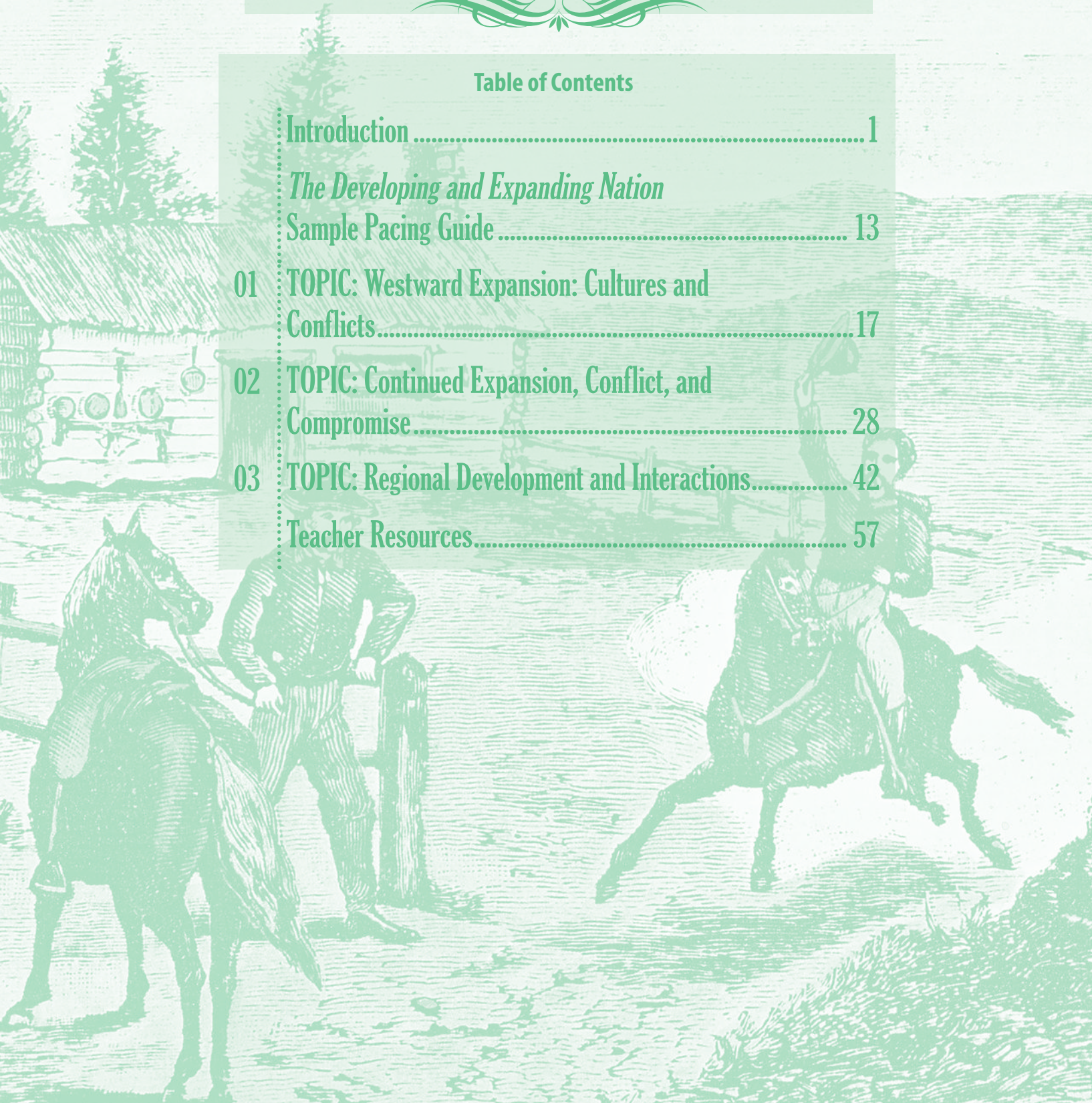


THE DEVELOPING AND EXPANDING NATION



Table of Contents

Introduction	1
<i>The Developing and Expanding Nation</i>	
Sample Pacing Guide	13
01 TOPIC: Westward Expansion: Cultures and Conflicts.....	17
02 TOPIC: Continued Expansion, Conflict, and Compromise.....	28
03 TOPIC: Regional Development and Interactions.....	42
Teacher Resources.....	57



**The Developing and Expanding Nation
Teacher Guide**

Bayou Bridges Louisiana Social Studies, Grade 7

Introduction

ABOUT THIS UNIT

The Big Idea

As the United States grew in size and wealth in the first half of the nineteenth century, distinct differences began to emerge between various regions of the country.

Regional differences developed in the early to mid-1800s as the United States grew both geographically and economically. Industry flourished in the urban North, while agriculture sustained the economy of the largely rural South. Improvements in technology and transportation, along with increased immigration, fueled the economy, particularly in the North. Meanwhile, settlers poured into the West in search of economic opportunity and religious freedom, creating yet another unique region in the country. The nation's expansion displaced millions of Native Americans, and the success of the Southern cotton industry expanded slavery in the region. In addition, many Americans began expressing concern and hostility toward immigrants to the United States and their cultures.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- unanimous election of George Washington as the first president of the United States in 1789
- precedents set by Washington's presidency
- formation of the nation's first political parties
- establishment of judicial circuits
- Whiskey Rebellion
- new capital city of Washington, D.C.
- events of XYZ Affair
- significance of the Alien and Sedition Acts
- events and effects of the election of 1800
- causes and effects of the Louisiana Purchase
- *Marbury v. Madison's* establishment of the Supreme Court's power of judicial review
- Daniel Boone's construction of the Wilderness Road
- exploration of the northern Louisiana Territory by the Lewis and Clark expedition
- exploration of the southern Louisiana Territory by the Dunbar-Hunter and Red River expeditions
- border disputes between the United States and Spain
- Louisiana's path to statehood
- causes, events, and consequences of the War of 1812
- Henry Clay's American System
- Monroe Doctrine
- *McCulloch v. Maryland* and *Gibbons v. Ogden* Supreme Court decisions and their implications

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 1793 to 1869.

1793	The cotton gin is invented, making it possible for southern planters to grow and sell enormous amounts of cotton and leading to an increase in the number of enslaved workers.
1807	The steamboat is invented, transforming river travel.
1817	The Seminole engage in the first of three wars against the U.S. government. The fighting lasts until 1858.
1820s–1830s	Industrialization has taken hold in the United States. Factories are producing an increasing portion of the nation's goods.
1825	The Erie Canal is completed. Such canals will improve the movement of goods and people between the East and the West.
1830	The Indian Removal Act is passed, leading to the removal of Native Americans in the East from their homes and relocation to Indian Territory out west.
1830s	The multiple-effect evaporator is invented, improving the production of sugar.
1836	Texas declares its independence from Mexico.
1837	The telegraph is invented, revolutionizing long-distance communication.
1838–39	Thousands of Cherokee are forcibly marched from their homes to Indian Territory in what has become known as the Trail of Tears.

1840s	Railroads have become the most important form of transportation in the country.
1840s–60s	Hundreds of thousands of people travel west on the Oregon Trail.
1846–47	Mormon migrants travel west from Illinois to the Great Salt Lake, where they establish settlements that will later become the states of Utah and Idaho.
1846–48	The Mexican-American War is fought, resulting in the United States acquiring most of the present-day American Southwest.
1848	The discovery of gold in California leads to a gold rush and an influx of new settlers to the region.
1850	The United States has roughly one hundred cities, located mostly in the North and Midwest.
1851	The Indian Appropriations Act is passed, creating reservations where the United States pushes Native Americans to live.
1852	Approximately forty-five thousand Chinese immigrants have come to the United States, many of whom will work on the railroad.
1860	More than one out of every eight people living in the United States were born somewhere else.
1862	The Homestead Act is passed, encouraging westward migration by giving land to anyone who settles on it and farms for at least five years.
1869	The transcontinental railroad is completed.

What Students Need to Learn

- growth and development of the United States from the early to mid-1800s
- growth of industry and the development of transportation networks
- ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects
- causes and effects of Indian Removal policies of the early to mid-1800s
- issues surrounding territorial disputes with Mexico and Britain and their resolutions
- development of distinct regional identities within the United States
- experiences of immigrants to the United States, including reasons for immigrating and experiences with nativism

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

While the topic of slavery is not a primary focus in this unit, students will read and learn about the effects of technology on slavery and the role of slavery in the antebellum southern economy. When you encounter references to slavery, you may want to note that today, we recognize that slavery is a cruel and inhumane practice. In earlier eras of history and in different societies, however, slavery was a generally accepted practice.

Discussing slavery can be a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Bayou Bridges materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In Bayou Bridges, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

AT A GLANCE

The most important ideas in Unit 3 are:

- The development of turnpikes, canals, and railroads made the movement of people and goods easier and cheaper.
- The U.S. government removed Native American peoples from their homes in the East and forced them onto reservations, though some groups—such as the Cherokee and Seminole—resisted for a time.
- The concept of Manifest Destiny led many Americans to believe the United States should extend its territory to the Pacific Ocean.
- The annexation of Texas and U.S. victory in the Mexican-American War expanded U.S. territories in the Southwest. Diplomatic relations with Britain brought much of the Oregon Country into U.S. possession. American settlers streamed into the regions.
- New technologies such as the telegraph, cotton gin, and spinning mill transformed the United States. Industrialization and urbanization took hold in the North. The South remained mainly rural and agrarian.
- Millions of immigrants—mainly from Western Europe but also from China—poured into the United States between the 1830s and 1860s, fueling America’s economy and changing its culture. Many Americans resented this influx of immigrants.

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

The Developing and Expanding Nation Student Volume—three chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct

research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

The Developing and Expanding Nation Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of *The Developing and Expanding Nation* Student Volume, 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 57.

- The Chapter Assessments test knowledge of each chapter's content 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.

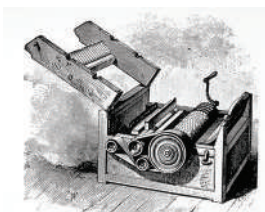
The Developing and Expanding Nation Timeline Card Slide Deck—twenty-one individual images depicting significant events and individuals related to the development and expansion of the United States in the early to mid-1800s. In addition to an image, each card contains a caption, a chapter number, and 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!

1793



Chapter 3

1807



Chapter 3

1817



Chapter 1

1820s–1830s



Chapter 3

1825



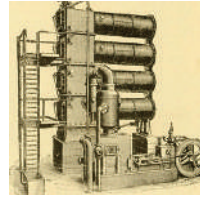
Chapter 1

1830



Chapter 1

1830s



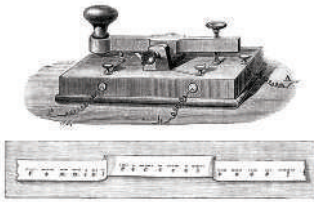
Chapter 3

1836



Chapter 2

1837



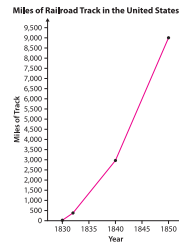
Chapter 2

1838-39



Chapter 1

1840s



Chapter 1

1840s-60s



Chapter 2

1846-47



Chapter 2

1846-48



Chapter 2

1848



Chapter 2

1850



Chapter 3

1851



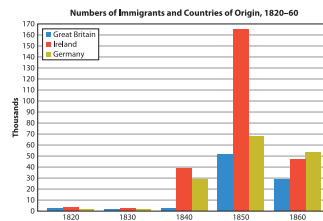
Chapter 1

1852



Chapter 3

1860



Chapter 3

1862



Chapter 2

1869



Chapter 2

The Timeline in Relation to Content in the Student Volume

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 Volume is organized thematically, not chronologically. Each chapter discusses a different area of development and expansion in the United States in the early to mid-1800s. Many of these events occurred simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Developing and Expanding 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, between 1840 and 1860, settlers poured into the west via the Oregon Trail. Conversely, the cotton gin was invented in a specific year: 1793.

Time to Talk About Time

Before you use the timeline, 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 is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Developing and Expanding Nation unit is one of six history and geography units in the Grade 7 Bayou Bridges Louisiana Social Studies Curriculum. A total of thirty days has been allocated to *The Developing and Expanding 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 7 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 a student volunteer. 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.

Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource "About Developing Student Research Skills":

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

Turn and Talk

After each section of the chapter is read, 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.


Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

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

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

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 7 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson’s Check for Understanding.

It will be especially important for the teacher to review all students’ written responses to any Independent Reading Lesson prior to the next day’s lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

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.

Primary Sources

Most chapters include a Student Volume 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, a Primary Source Analysis Activity Page has 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 Volume 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	Framing Question
1	What enabled westward expansion, and what effect did it have on Native Americans?
2	How did the United States grow in the mid-1800s?
3	How did technology and immigration shape the early United States?

Core Vocabulary

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

Chapter	Core Vocabulary
1	locomotive, displacement, treaty, permit, stockade, reservation
2	civil disobedience, telegraph, transcontinental railroad
3	manufacturer, textile, cotton-spinning mill, industrialization, cotton gin, multiple-effect evaporator, monopoly, immigrate, emigration, blight, nativism


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 77–82. 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)
- Chapters 1–3—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)
- Chapter 3—Domain Vocabulary: Chapter 3 (AP 3.1)

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.

Freedman, Russell. *Angel Island: Gateway to Gold Mountain*. Boston: HMH Books for Young Readers, 2016.

Leavitt, Amie Jane. *The Battle of the Alamo: An Interactive History Adventure*. You Choose: History. Mankato, MN: Capstone Press, 2016.

Leung, Julie. *Paper Son: The Inspiring Story of Tyrus Wong, Immigrant and Author*. New York: Schwartz & Wade, 2019.

Lowe, Mifflin. *The True West: Real Stories About Black Cowboys, Women Sharpshooters, Native American Rodeo Stars, Pioneering Vaqueros, and the Unsung Explorers, Builders, and Heroes Who Shaped the American West*. Ashland, OH: Baker & Taylor Publishing Services, 2020.

McGovern, Ann. *Native American Heroes: Osceola, Tecumseh & Cochise*. New York: Scholastic, 2014.

Osborne, Linda Barrett. *This Land Is Our Land: A History of American Immigration*. New York: Harry N. Abrams, 2016.

Raum, Elizabeth. *The California Gold Rush: An Interactive History Adventure*. You Choose: History. Mankato, MN: Capstone Press, 2016.

Sandler, Martin W. *Iron Rails, Iron Men, and the Race to Link the Nation: The Story of the Transcontinental Railroad*. Somerville, MA: Candlewick Press, 2015.

THE DEVELOPING AND EXPANDING NATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SV—Student Volume; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Developing and Expanding Nation

<p>"Westward Expansion: Cultures and Conflicts" Core Lesson (TG & SV, Chapter 1)</p>	<p>"Westward Expansion: Cultures and Conflicts" Core Lesson (TG & SV, Chapter 1)</p>	<p>"Primary Source: Excerpt from President Andrew Jackson's First Annual Message, December 8, 1829" (TG & SV, Chapter 1, AP 1.2) and "Primary Source: Memorial of the Cherokee Nation (1830)" (TG & SV, Chapter 1, AP 1.2)</p>	<p>Chapter 1 Learning Lab</p>	<p>"Erie Canal: Document-Based Questions" (TG, Chapter 1 Additional Activities)</p>
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Week 2

Day 6


Day 7

Day 8

Day 9

Day 10

The Developing and Expanding Nation

<p>"PRIMARY SOURCE ACTIVITY: Anti-Railroad Poster (1839)" (TG, Chapter 1 Additional Activities, AP 1.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: Sagoyewatha's Address to the Iroquois Confederacy and Missionary Cram (1805)" (TG, Chapter 1 Additional Activities, NFE 1, AP 1.2)</p>	<p>Chapter 1 Assessment</p>	<p>"Continued Expansion, Conflict, and Compromise" Core Lesson (TG & SV, Chapter 2)</p>	<p>"Continued Expansion, Conflict, and Compromise" Core Lesson (TG & SV, Chapter 2)</p> <p>Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.1)</p>
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Week 3

Day 11



Day 12

Day 13

Day 14

Day 15

The Developing and Expanding Nation

<p>"Primary Source: John O'Sullivan's Editorial on Manifest Destiny (1845)" (TG & SV, Chapter 2, AP 1.2) and "Primary Source: Samuel Bowles Travels on the Union Pacific" (TG & SV, Chapter 2, AP 1.2)</p>	<p>Chapter 2 Learning Lab</p>	<p> "PRIMARY SOURCE ACTIVITY: Henry David Thoreau on Civil Disobedience" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: The Homestead Act" (TG, Chapter 2 Additional Activities, NFE 2, AP 1.2)</p>	<p>"VIRTUAL FIELD TRIP: The Oregon Trail" (TG, Chapter 2 Additional Activities)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Developing and Expanding Nation

"A Communication Revolution" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	"Regional Development and Interactions" Core Lesson (TG & SV, Chapter 3)	"Regional Development and Interactions" Core Lesson (TG & SV, Chapter 3) "Domain Vocabulary: Chapter 3" (TG, Chapter 3 Additional Activities, AP 3.1)	"Primary Source: Recollections of a European Immigrant" (TG & SV, Chapter 3, AP 1.2) and "Primary Source: Recollections of a Chinese Immigrant" (TG & SV, Chapter 3, AP 1.2)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Developing and Expanding Nation

Chapter 3 Learning Lab	"From Craft Production to Factory Production" (TG, Chapter 3 Additional Activities)	"Did Antebellum Technology Make Life Better?" (TG, Chapter 3 Additional Activities)	"Did Antebellum Technology Make Life Better?" (TG, Chapter 3 Additional Activities)	"Did Antebellum Technology Make Life Better?" (TG, Chapter 3 Additional Activities)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Developing and Expanding Nation

"Did Antebellum Technology Make Life Better?" (TG, Chapter 3 Additional Activities)	"Immigration: Finding a Home" (TG, Chapter 3 Additional Activities)	Chapter 3 Assessment	Unit 3 Performance Task Assessment	Unit 3 Performance Task Assessment
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THE DEVELOPING AND EXPANDING NATION PACING GUIDE

_____’s class

(A total of thirty days has been allocated to *The Developing and Expanding Nation* unit in order to complete all Grade 7 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Developing and Expanding Nation

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Developing and Expanding Nation

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Developing and Expanding Nation

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Developing and Expanding Nation

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Developing and Expanding Nation

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Developing and Expanding Nation

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TOPIC: Westward Expansion: Cultures and Conflicts

The Framing Question: What enabled westward expansion, and what effect did it have on Native Americans?

Primary Focus Objectives

- ✓ Examine the growth and development of the United States from the early to mid-1800s. **(7.10)**
- ✓ Describe the development of transportation networks in the early to mid-1800s. **(7.10.a)**
- ✓ Explain the effects of *Worcester v. Georgia* (1832). **(7.10.c)**
- ✓ Understand the ideas and motivations that contributed to westward expansion. **(7.10.d)**
- ✓ Analyze the causes and effects of Indian removal policies of the early to mid-1800s. **(7.10.e)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *locomotive*, *displacement*, *treaty*, *permit*, *stockade*, and *reservation*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Westward Expansion: Culture and Conflicts”:

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

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- video from the Internet of the Erie Canal song

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

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

Core Vocabulary (Student Volume page numbers listed below)

locomotive, n. a railroad engine (5)

Example: The train was pulled by a powerful locomotive.

Variations: locomotives, locomotion (n.)

displacement, n. the process of removing from the usual place or land (8)

Example: The forced displacement of Native Americans from their homes was a tragic event that hurt many people.

Variations: displace (v.), displaced (adj.)

treaty, n. a formal agreement between two or more groups, especially countries (10)

Example: The Treaty of Guadalupe Hidalgo ended the war between the United States and Mexico.

Variations: treaties

permit, n. a formal authorization to do something (11)

Example: The city permit allowed us to stage a peaceful protest in the town square.

Variations: permits, permission (n.), permit (v.)

stockade, n. a prison or camp guarded by the military (12)

Example: The unruly soldiers were locked in the stockade for one week.

Variations: stockades

reservation, n. an area of land set aside by the federal government for Native Americans (13)

Example: The Cherokee were sent to live on a reservation in Oklahoma.

Variations: reservations

THE CORE LESSON 35 MIN

Introduce *The Developing and Expanding Nation Student Volume*

5 MIN

Distribute copies of *The Developing and Expanding Nation Student Volume*. 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 will likely mention the maps, the illustrations of canals and railroads, the Erie Canal, and the removal of Native Americans/Trail of Tears.

Introduce “Westward Expansion: Cultures and Conflicts”

5 MIN

Review what students read in Unit 2 about westward exploration and expansion. Explain that even before the Louisiana Purchase, people had begun moving west. The acquisition of Louisiana led to even more people moving farther and farther west. This led to increased contact and conflict with Native Americans and a demand for improved long-distance transportation. In this chapter, students will read about both of these phenomena.

Call students’ attention to the Framing Question. Tell students to look for examples and information that help explain how westward expansion impacted the lives of Native Americans.

Guided Reading Supports for “Westward Expansion: Cultures and Conflicts” 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 2–3

Scaffold understanding as follows:

Read the section on pages 2–3 aloud.

SUPPORT—In 1800, the population of the United States was 5,308,483. By 1850, this number had risen to 23,191,876.

After reading the text, ask the following questions:

LITERAL—By 1800, the borders of the United States were being pushed in which direction? (7.10)

- » The borders of the United States were being pushed west.

LITERAL—How had transportation improved in the United States by 1800? (7.1, 7.10.a)

- » Many roads that connected cities and towns in the East had been widened, allowing them to handle wagon traffic and horses.


EVALUATIVE—Why did the United States need to improve its transportation system in the early 1800s? (7.1, 7.10.a)


- » America’s population was growing and spreading west, and people needed better, more efficient means of travel.

“Turnpikes and Canals,” pages 3–5

Scaffold understanding as follows:

Invite volunteers to read the section on pages 3–5 aloud.

 **SUPPORT**—Introduce and play the Erie Canal song for students. The song was written around 1905, at a time when canals were being transitioned out of use, to memorialize the canal. After students have heard the song, ask them to speculate about what life was like along the Erie Canal. (7.10.a)

 **SUPPORT**—Call attention to the map on page 5 and the accompanying caption Ask: The Erie Canal connected the Great Lakes with which river? (*the Hudson River*) Which two cities did the Erie Canal connect? (*Albany and Buffalo*) (7.4, 7.5, 7.8.g, 7.10.a)

SUPPORT—By 1840, more than three thousand miles (4,828 km) of canals had been constructed in the United States, and the country had an inland water system that connected New York City to New Orleans.

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

EVALUATIVE—How was a turnpike different from a regular road? (7.10.a)

- » Travelers on a turnpike had to pay a toll, or fee, to the owner of the road.

 **LITERAL**—Which geographical feature made it difficult for settlers to travel west? (7.1, 7.2)

- » The Appalachian Mountains made it difficult for settlers to travel west. There were only a few lowland areas that passed through the mountains.

EVALUATIVE—What change led to Buffalo becoming a large city? (7.1, 7.7.c, 7.10.a)

- » The construction of the Erie Canal brought increased trade to Buffalo, causing it to grow from a small town into a large city.

EVALUATIVE—How did the Erie Canal impact the prices consumers paid for goods that were shipped on the canal? (7.1, 7.8.g, 7.10.a)

- » The canal lowered the cost of shipping by more than 90 percent. This would have lowered the prices for consumers also.

INFERENTIAL—What were the benefits of canals in the mid-1800s? (7.1, 7.8.g, 7.10, 7.10.a)

- » Canals made it easier and cheaper to ship goods from West to East (and vice versa). Canals also helped towns grow and encouraged settlement of the West because it was easier to travel along waterways than over land.

“Railroads,” pages 5–7

Scaffold understanding as follows:

Have students read the section on pages 5–7 independently.

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

SUPPORT—As stated in the text, early railroad companies used rails of different gauges, or widths, making it impossible for trains of one line to use another line’s tracks. Therefore, most early local lines carried goods for short distances and could not connect with other lines. By the late 1800s, however, almost all railroad companies were using a standard gauge of 4 feet, 8.5 inches (143.5 cm) as the width of a railroad track. A standardized gauge allowed faster shipment of goods at reduced cost.

SUPPORT—Call attention to the graph of railroad growth on page 6. Ask: How many miles of railroad track did the United States have in 1830? In 1850? (*almost none in 1830; about 9,000 miles [14,484 km] in 1850*) How do you think this change impacted the movement of goods and people in the United States? (*The movement of goods and people became faster and cheaper.*) (7.1, 7.4, 7.10, 7.10.a)

SUPPORT—Point out the illustration of Peter Cooper’s locomotive “Tom Thumb” on page 6. Ask students what they think it would have been like to ride on this train. (7.10.a)

After students read the text, ask the following questions:

LITERAL—When and where was the world’s first railroad built? (7.10.a)

- » The world’s first railroad was built in England in 1825.

EVALUATIVE—In what way were U.S. railroads in the 1830s and 1840s inefficient? (7.10.a)

- » Tracks were only forty or fifty miles long (65–80 km), and each company’s locomotives and cars could only roll on its own tracks. When a train reached the end of one company’s line, passengers had to get off and walk to the next company’s line.

INFERENTIAL—How do you think the rise of railroads in the United States affected the use of canals? (7.1, 7.7.c, 7.10.a)

- » By the 1840s, railroads had become the most important form of transportation in the country. It was even easier to ship goods and people via rail than via canals. Therefore, the use of canals probably began to decline as the use of railroads increased.

“Progress for Some, Pain for Others,” pages 7–8

Scaffold understanding as follows:

Read the section on pages 7–8 aloud.

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

SUPPORT—Even before the passage of the Indian Removal Act in 1830, Andrew Jackson strongly supported the displacement of Native peoples. In 1814, he led the U.S. Army against the Seminole and against the Creek nation. He forced the Creek to abandon more than twenty million acres (8 million hectares) of land in the Southeast. He also helped negotiate several treaties with southern tribes that resulted in the loss of their land and their eventual removal.


SUPPORT—Opposition to the removal of Native Americans came from a variety of fronts, particularly from abolitionists, Quakers, and members of the Whig Party, formed in opposition to Andrew Jackson and his Democratic Party. Prominent Americans such as Daniel Webster, Henry Clay, and Davy Crockett opposed the Indian Removal Act.

Note: For a long time, the five tribes were referred to as the “Five Civilized Tribes.” This term is now considered offensive.

After reading the text, ask the following questions:

EVALUATIVE—How did the construction of roads, canals, and railroads impact Native Americans? (7.1, 7.7.c, 7.10.a, 7.10.e)

- » For Native Americans, each new road, canal, or railroad meant they were closer to being pushed off their land.

 **LITERAL**—Where was the Indian Territory? (7.10.e)

- » The Indian Territory was west of the Mississippi River.

EVALUATIVE—Why do you think settlers wanted to move Native Americans to the Indian Territory? What did Congress do to make this happen? (7.1, 7.10.d, 7.10.e)

- » Settlers wanted to move Native Americans to Indian Territory so they could use their lands in the East for themselves. To force Native Americans to move to Indian Territory, Congress passed the Indian Removal Act of 1830.

LITERAL—Who were the five tribes that tried to avoid being forced off of their land? (7.10.e)

- » The five tribes were the Choctaw, Creek (Muscogee), Cherokee, Chickasaw, and Seminoles. They tried to avoid being forced off of their land by adopting the lifestyle of white settlers, farming and building more permanent homes.


“Removal of the Five Tribes,” pages 8–11

Scaffold understanding as follows:

Invite volunteers to read the first four paragraphs of the section on pages 8–10 aloud.

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

SUPPORT—In the years before the Second Creek War, the U.S. government and the Creek people had signed numerous treaties in which the Creek continually gave up parts of their territory for assurances that settlers would be prohibited from encroaching on Native lands. Over time, these assurances and prohibitions were ignored.

 **SUPPORT**—Call attention to the map on page 9. Ask: According to the map, where did most Cherokee live? (*Georgia*) Which tribes lived mainly in Mississippi? (*Chickasaw and Choctaw*) Which tribe had the longest journey to Indian Territory? (*Seminole*) (7.2, 7.4, 7.5, 7.8.g, 7.10.e)

Invite volunteers to read the remainder of the section on pages 10–11 aloud.

SUPPORT—The Seminole fought three wars with the U.S. government between 1817 and 1858. Most Seminoles eventually relocated, but not all. About three hundred remained in Florida and made lives for themselves in the Everglades. Osceola was leader during the Second Seminole War, but he was only one of the Seminole leaders who refused to surrender. The Seminoles of Florida call themselves the “Unconquered People.” They never signed a final peace treaty with the U.S. government. Today, more than two thousand Seminoles live on reservations in the state.

SUPPORT—Read the Find Out the Facts prompt on page 11. Explain that “in the wake of” means after and because of.

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

EVALUATIVE—Compare and contrast the reactions of the Choctaw, Chickasaw, and Creek to attempts at removal. (7.1, 7.3, 7.10.e)

- » Some Choctaw agreed to give up their land in Mississippi for other land in Indian Territory and help moving; the U.S. government did not uphold its end of the agreement. The Chickasaw negotiated the sale of their lands, but unlike the Choctaw, they did not rely on the U.S. government for help in moving to Indian Territory. After the U.S. government was unable to keep settlers out of Creek territory, the Creek engaged in armed conflict with the U.S. government before their ultimate defeat.

LITERAL—Of the five tribes, which one held out against removal the longest? (7.3, 7.10.e)

- » Of the five tribes, the Seminoles held out against removal the longest.

INFERENTIAL—Of the Native groups discussed in this section, which do you think was most successful in resisting removal? Why? (7.10.e)

- » Students' answers will vary. Some may suggest the Chickasaw, because they suffered less loss of life than other nations. Others may suggest the Seminoles, because they fought the U.S. Army for many years and some remained in Florida.

“The Cherokee and the Trail of Tears,” pages 11–13

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 11–12 with a partner.

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

SUPPORT—Among other things, the 1791 Treaty of Holston established perpetual peace and friendship between the Cherokee nation and the U.S. government, stated that the Cherokee were to fall under the protection of the U.S. government, created boundaries between Cherokee lands and U.S. lands, and stated that U.S. citizens could neither hunt nor settle on Cherokee lands.

Have students read the remainder of the section on pages 12–13 independently.

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



TURN AND TALK—In *Worcester v. Georgia*, the Supreme Court found in favor of the Cherokee, but President Andrew Jackson ignored the decision. Have students discuss what that says about the limits of the system of checks and balances. As time allows, invite a few students to share what they discussed with their partner. (7.8.g, 7.10.c, 7.10.e)

SUPPORT—Born in 1790 to a white father and part-Cherokee mother, Cherokee leader John Ross unsuccessfully tried to stop the relocation of his people. After leading his people to Indian Territory, he helped write a constitution for the new United Cherokee Nation, which he led as chief from 1839 until his death in 1866. Interestingly, John Ross had fought under the command of Andrew Jackson in the First Creek War (1813–14).

SUPPORT—The Trail of Tears was actually a network of routes—mostly overland but some involving water travel—not a single path. The migration generally referred to as the Trail of Tears began in June 1838. By November, thirteen groups of about a thousand Cherokee each were making the eight-hundred-mile (1,287-km) journey from eastern Alabama and Tennessee to Indian Territory.

SUPPORT—Call students' attention to the illustration on page 13. Ask students to describe what the illustration suggests about the Cherokee's experience on the Trail of Tears. Encourage students to use details from the illustration in their answers. (7.10.e)

After students read the text, ask the following questions:

LITERAL—What argument did the Cherokee present to resist removal from their lands? (7.10.e)

- » The Cherokee argued that they had a treaty with the U.S. government that acknowledged their legal ownership of their land. (7.10.e)

LITERAL—What did the Supreme Court rule in the case of *Worcester v. Georgia*? How did President Andrew Jackson respond? (7.8.g, 7.10.c, 7.10.e)

- » The court ruled in favor of the Cherokee, finding that the Constitution stated that Native American nations were independent nations and U.S. states had no authority over them or their lands. Both the state of Georgia and President Jackson ignored the court's ruling, and Jackson sent the U.S. Army to remove the Cherokee.

LITERAL—How long did the Cherokee's journey to Indian Territory take? How many people began the journey? How many made it to Indian Territory? (7.10.e)

- » The journey to Indian Territory took several months. About fifteen thousand Cherokee began the trip, but only eleven thousand survived.

INFERENTIAL—Why do you think the Cherokee people refer to their forced removal to Indian Territory as the "Trail of Tears"? (7.1, 7.7, 7.10.e)

- » The Cherokee refer to the forced migration as the "Trail of Tears" because of its horrible impact. They faced hunger, disease, and exhaustion during the march, plus they were alienated from their homes.

"The Reservation System," page 13

Scaffold understanding as follows:

Read the section on page 13 aloud.

SUPPORT—The 1887 Dawes Act intended to encourage Native Americans to become farmers, abandon their traditional ways of life, and assimilate into white society. Under the Dawes Act and subsequent provisions, Native American children were taken from their families and sent to government-run boarding schools. In addition, much of the land given to individuals and families under the Dawes Act was dry and unsuitable for farming.

Note: Students in the Bayou Bridges program will read more about the Dawes Act and the reservation system in Grade 8.

After reading the text, ask the following questions:

LITERAL—What is a reservation? (7.8.g, 7.10.e)

- » A reservation is an area of land set aside by the U.S. government for Native Americans to live on.

LITERAL—What did the Dawes Act do? (7.1, 7.8.g, 7.10.e)

- » The Dawes Act divided reservation lands into small plots that were allocated to individuals and families.

Primary Source Feature: "Excerpt from President Andrew Jackson's First Annual Message, December 8, 1829," page 14

Scaffold understanding as follows:



Background for Teachers: Every year, the president issues a message to Congress reporting on the state of the nation. Andrew Jackson's first message as president covered a range of

topics, from foreign policy to Jackson’s intention to reform the government. In this selection, Andrew Jackson explains his view on the state of Native Americans and their relationship to the United States.

Direct students to the Primary Source Feature on page 14.

Introduce the source by reminding students that many Native American groups had been moved or removed by American settlers. As settlers continued to move west, they further displaced Native Americans. This primary source illustrates Jackson’s awareness of what was going on.

Invite volunteers to read the message aloud.

SUPPORT—Explain to students that the Mohegan, Narragansett, and Delaware are Native American peoples of the Northeast who lost their original lands through contact and conflict with colonists in the colonial period.

SUPPORT—Explain the meaning of the following terms as they are encountered in the text:

possessors, n. owners

retire, v. to retreat or move away

TURN AND TALK—Ask students to explain what Jackson means when he says, “The fate of the Mohegan, the Narragansett, and the Delaware is fast overtaking the Choctaw, the Cherokee, and the Creek.” If time permits, ask students to share their explanations with the class.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

EVALUATIVE—Why is the conduct of Americans toward Native Americans “deeply interesting to our national character”? (7.2, 7.6, 7.6.a)

- » It is because the relationship between Americans and Native Americans affects the future of American settlement, as well as American identity.

LITERAL—What does Jackson say about the condition of Native Americans when colonists first arrived and how this changed? (7.2, 7.6, 7.6.a, 7.10, 7.10.d)


- » Jackson says that colonists found Native Americans as the sole owners of land in America. This changed through “persuasion and force” as Native Americans were driven from their homes.

EVALUATIVE—What future actions does Jackson suggest be taken? Who does Jackson suggest would benefit from such action? (7.2, 7.6, 7.6.a, 7.10, 7.10.d)

- » Jackson suggests that Native Americans should be removed from the United States, or they will suffer the same fate as earlier peoples. He suggests that such a removal will be to the benefit of Native Americans.

Primary Source Feature: “Memorial of the Cherokee Nation (1830),” page 15

Scaffold understanding as follows:

 **Background for Teachers:** In this petition to the U.S. government in the wake of the Indian Removal Act, the writers begin by describing their peoples’ willingness to help the first European settlers in America and then point out that the encroachment of settlers onto Cherokee land violates treaties signed by the U.S. government. The Cherokee ask the government to stop Georgia’s violation of Cherokee sovereignty over their territories. Though ultimately unsuccessful, the document strongly demonstrates the attachment the Cherokee people have to their ancestral lands, as well as their sense of justice.

Direct students to the Primary Source Feature on page 15.

Introduce the source by reminding students that the Cherokee fought removal through legal means, including lawsuits and petitions. This primary source is an excerpt from one of those petitions.

Invite a volunteer to read the italicized introduction aloud. Then invite volunteers to read the memorial aloud.

SUPPORT—Explain to students that references in the text to “the red man” refer to Native Americans. It is considered offensive today to refer to Native people in this way.

SUPPORT—Explain the meaning of the following terms as they are encountered in the text:

relinquish, v. to voluntarily give something up

“time immemorial” (phrase) time that extends beyond the reach of memory or knowledge

bequeathed, v. passed down to others who came after

ceded, v. gave something to someone else, especially unwillingly

TURN AND TALK—Ask students to summarize what the Cherokee are saying. What is their argument for staying on the land? As time allows, ask students to share their summaries with the class.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—According to the text, how did Native Americans treat the first Europeans to arrive in America? (7.2, 7.6, 7.6.a)

- » The text says that Native Americans and Europeans met in peace and shook hands in friendship and that Native peoples helped the Europeans whenever they could.

LITERAL—What is the state of Georgia asking the Cherokee to do? (7.1, 7.6, 7.6.a, 7.8.g, 7.10.e)


- » Georgia is asking the Cherokee to give up their and their ancestors’ lands and leave the area.

EVALUATIVE—Why do the Cherokee think they should not have to leave their land? (7.1, 7.6, 7.6.b, 7.10.e)

- » The Cherokee say that they possessed the land before Europeans even arrived in the area and that they inherited it from their ancestors. They further state that they have never given up that right.

INFERENTIAL—Do you find the Cherokee’s argument persuasive? Why or why not?
(7.6, 7.6.b, 7.7, 7.7.a, 7.7.d, 7.10.e)

- » Students’ answers will vary.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

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. (7.1, 7.2, 7.3)
- Review and discuss the Framing Question: “What enabled westward expansion, and what effect did it have on Native Americans?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What enabled westward expansion, and what effect did it have on Native Americans?”
 - » Key points students should cite include: enabled—growing U.S. population; improved transportation, such as turnpikes, canals, and railroads; effect—loss of land; loss of traditional culture and ways of life; loss of independence; widespread loss of life; legal fights such as *Worcester v. Georgia*, petitions such as the Memorial of the Cherokee Nation, and wars such as the Seminole Wars; displacement, such as the Trail of Tears, to unfamiliar and unsuitable territories; the reservation system; the Dawes Act.
- Choose two of the Core Vocabulary terms (*locomotive, displacement, treaty, permit, stockade, or reservation*), and write a sentence using the terms.

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

Activity Page

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



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: Continued Expansion, Conflict, and Compromise

The Framing Question: How did the United States grow in the mid-1800s?

Primary Focus Objectives

- ✓ Examine the growth and development of the United States from the early to mid-1800s. (7.10)
- ✓ Understand the ideas and motivations that contributed to westward expansion. (7.10.d)
- ✓ Analyze key events and developments that contributed to westward expansion. (7.10.f)
- ✓ Explain the motivations and means of westward migration, the experiences of the settlers, and resulting changes in the West. (7.10.g)
- ✓ Describe the causes, course, and consequences of the Mexican-American War. (7.10.h)
- ✓ Understand the meaning of the following domain-specific vocabulary: *civil disobedience*, *telegraph*, and *transcontinental railroad*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Continued Expansion, Conflict, and Compromise”:

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

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- the image *Reversing Manifest Destiny* from the Indian Land Tenure Foundation
- map of the United States (optional)
- individual student copies of the National Archives Analyze a Photograph worksheet (optional)

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

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

Core Vocabulary (Student Volume page numbers listed below)

civil disobedience, n. a refusal to follow the law or government because it goes against one’s conscience; an act of protest (23)

Example: People sometimes engage in civil disobedience to protest laws that they believe harm society.

telegraph, n. a machine that communicates messages over long distances by sending signals through wires (29)

Example: Simon used a telegraph to send a message to his sister in Paris.

Variations: telegraphs, telegraph (v.)

transcontinental railroad, n. a railroad that stretches across an entire continent (30)

Example: The completion of the transcontinental railroad linked the Atlantic coast to the Pacific coast.

Variations: transcontinental railroads

THE CORE LESSON 35 MIN

Introduce “Continued Expansion, Conflict, and Compromise”

5 MIN

Review what students read in Chapter 1. Explain that westward expansion led to conflict not only with Native Americans but also with other countries, like Mexico. In this chapter, students will read more about westward migration and the conflict with Mexico that led to the Mexican-American War.

Call students’ attention to the Framing Question. Tell students to look for details that explain how and why the United States grew in the mid-1800s.

Guided Reading Supports for “Continued Expansion, Conflict, and Compromise”

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.

“Manifest Destiny and the Push Westward,” pages 16–17

Scaffold understanding as follows:

Read the section on pages 16–17 aloud.

SUPPORT—Explain to students the meaning of the words in the phrase “Manifest Destiny”. *Manifest* means clear or obvious. *Destiny* means events that will inevitably happen in the future. Ask them to state what the use of the phrase means. (*The use of the phrase “Manifest Destiny” means that it is obviously inevitable that Americans conquer the West and extend their country from coast to coast.*) (7.10.d)

SUPPORT—Call attention to the illustration of John Gast’s *American Progress* on pages 16–17. Ask students what details they notice. Then point out the various elements of the painting: the railroad, the covered wagon, the stagecoach, the farmers, the miners, the bison (buffalo), and the Native Americans. Ask students what is happening in the painting. Whose perspective does the painting illustrate? How does the painting relate to what they read in Chapter 1? Explain that other details in the painting will be discussed in this chapter. (7.6.a, 7.6.c, 7.10.d, 7.10.f, 7.10.g)

CHALLENGE—Display the image *Reversing Manifest Destiny* from the Indian Land Tenure Foundation. Explain to students that it was created by Native artist Charles Hilliard in response to John Gast’s *American Progress*. Ask students which details they notice in this image. Which details does it share with Gast’s painting? Which are different? What is the message of Hilliard’s painting? Whose perspective does it reflect? (7.3, 7.6, 7.6.a, 7.6.c, 7.7, 7.7.b, 7.10, 7.10.d, 7.10.f, 7.10.g)

After reading the text, ask the following questions:

LITERAL—How many Americans worked as farmers in the 1820s? (7.10)

- » Roughly nine out of ten Americans made a living by farming in the 1820s.

EVALUATIVE—By the 1820s, why did many Americans want the country’s boundaries to expand westward? (7.1, 7.10, 7.10.d)

- » The country’s population was growing, and most land in the East was already being used for agriculture; more land was needed if Americans were going to be able to continue farming. In addition, some Americans believed that the unique government they had should be spread across the continent in order to “extend the area of freedom.”

EVALUATIVE—Did the idea of Manifest Destiny include all groups? Why or why not? (7.1, 7.7, 7.7.a, 7.7.b, 7.10, 7.10.b)

- » The idea of Manifest Destiny did not include all groups. The vision of freedom offered by supporters of Manifest Destiny did not include Native Americans, African Americans, women, or any other minority group.

LITERAL—Which foreign countries stood in the way of Americans’ pursuit of Manifest Destiny? (7.2, 7.8, 7.8.g, 7.10, 7.10.b)

- » Mexico and Great Britain stood in the way of Americans achieving their Manifest Destiny because they claimed land along U.S. borders and did not want to give it up.

“Conflict with Mexico,” pages 17–18

Scaffold understanding as follows:

Invite a volunteer to read the first two paragraphs of the section on pages 17–18 aloud.

SUPPORT—When Mexico gained its independence in 1821, there were about three thousand Tejanos (/teh*hah*nohs/), or Spanish Mexicans, living in Texas. A decade later, Anglo settlers greatly outnumbered Tejanos. Stephen Austin (1793–1836) founded most of the main Anglo settlements in Texas while that region was still part of Mexico. His father, Moses Austin, had obtained a land grant from Mexico to colonize Texas but died before he could carry out the project. Stephen traveled to Texas to put his father’s plans into action. In 1822, he founded a community of several hundred families on the Brazos River. Thousands of Anglos had settled in Texas by the early 1830s. Though they legally became Mexican citizens, culturally they were more American than Mexican.

Invite volunteers to read the remainder of the section on page 18 aloud.

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

LITERAL—How did Mexico gain control of the American Southwest, including Texas, in 1821? (7.1, 7.2, 7.10.h)

- » Mexico gained its independence from Spain in 1821 and took control of all Spanish lands in the southwestern portion of North America, including Texas.

EVALUATIVE—Why did Mexico encourage Americans to settle in Texas? What conditions did Mexico place on American settlers moving to Texas? (7.2, 7.10.d, 7.10.g, 7.10.h)

- » Few Mexicans wanted to live in Texas, and the Mexican government wanted to build up the area, so they invited Americans to settle in the region. Settlers had to agree to become Mexican citizens, were encouraged to adopt the Roman Catholic religion of Mexico, and were expected to free any enslaved workers they brought to Texas.

EVALUATIVE—Why did Mexico’s policy toward Texas settlement turn out to be a mistake? (7.2, 7.10.d, 7.10.g, 7.10.h)

- » By 1830, settlers from the United States greatly outnumbered Spanish-speaking Mexican settlers in Texas. The settlers from the United States broke their promises: they did not follow Mexican laws, they continued to practice slavery, and they began talking about forming an independent nation.

“The Alamo,” pages 19–20

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of the section on pages 19–20 aloud.

SUPPORT—Missions were religious-economic communities built throughout the Spanish colonies by Catholic priests from the 1500s to the 1800s. The missions’ primary purpose was to convert Native Americans to Christianity.

SUPPORT—The defense of the Alamo was not in vain. The defenders of the Alamo bought the Texans time to gather troops and supplies. The Battle of the Alamo became a symbol of resistance for the people of Texas. The following month, Sam Houston led the Texan forces in attacking the Mexican army at the Battle of San Jacinto, shouting “Remember the Alamo!” as a rallying cry.

SUPPORT—Some students may mistakenly believe that there were no Texan survivors at the Battle of the Alamo. In fact, though all the fighters were killed, many women and children taking shelter in the Alamo were spared by Mexican soldiers.

Invite volunteers to read the remainder of the section on page 20 aloud.

SUPPORT—Emphasize that the issue of whether Texas might become a state was a difficult one for the country. Explain that this issue is known as “Texas annexation” and that *annexation* comes from the word *annex*, which means to add or incorporate. Ask: Why did some Americans not want Texas to become a U.S. state? (*There were two reasons: 1. Some Americans did not want Texas to become a U.S. state because they opposed slavery and Texas allowed the enslavement of people. 2. Besides opposing slavery, people feared how adding a slave state would shift the balance of power in Congress between the proslavery and the antislavery states.*) (7.1, 7.2, 7.8.g, 7.10.f, 7.10.h)

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

EVALUATIVE—Why did fighting break out with Mexican soldiers in a number of Texas settlements? (7.7.c, 7.10.f, 7.10.h)

- » Mexico wanted the settlers in Texas to keep to their agreements and tried to tighten its rule over Texas, including enforcing Mexican laws against slavery, which angered the settlers there.

LITERAL—What happened at the Alamo? (7.10.h)

- » Mexican troops defeated a small Texan force that had taken shelter inside an abandoned Spanish mission called the Alamo.

EVALUATIVE—What disadvantage did General Sam Houston face at the Battle of San Jacinto? How did he overcome that disadvantage? (7.10.h)

- » The disadvantage Houston faced was that he had far fewer troops than the Mexican army. He overcame this advantage by launching a surprise attack against the Mexicans, catching them unprepared and disorganized.


LITERAL—In which year did Texas become an independent nation? In which year did it become a U.S. state? (7.2, 7.8.g, 7.10.f, 7.10.h)

- » Texas won its independence from Mexico in 1836. It became a U.S. state in 1845.

“War with Mexico,” pages 20–24

Scaffold understanding as follows:

Have students read the first six paragraphs of the section on pages 20–22 with a partner.

 **SUPPORT**—Direct students’ attention to the map of territory acquired from Mexico after the Mexican-American War on page 21, and have them locate the United States, Mexico, and the territory acquired by the United States from Mexico. Ask: Which current U.S. states were acquired by the United States in whole or in part from Mexico? (*California, Nevada, Texas, Utah, New Mexico, Arizona, Colorado, Oklahoma, Kansas, and Wyoming*) (7.4, 7.10, 7.10.f, 7.10.h)

SUPPORT—Explain to students that in the 1840s, Great Britain controlled the territory just north of California. This region was known as Oregon Country. Today, it includes the states of Washington, Oregon, and Idaho.

SUPPORT—The Santa Fe Trail is sometimes called America’s first commercial highway. Established in 1821, the approximately nine-hundred-mile (1,448-km) trail connected Missouri to Santa Fe, New Mexico. Mainly used by traders, the Santa Fe Trail was also an important route for settlers traveling west. The U.S. military also followed the trail westward to enter Mexican-controlled lands during the war with Mexico. After the war, the Santa Fe Trail was a major route for Pony Express riders. Railroad expansion eventually ended the usefulness of the trail as a trade and transportation route.

SUPPORT—Point out the mention of General Zachary Taylor on page 22, in the sixth paragraph of the section. Tell students that Taylor, whose exploits in the Mexican-American War helped him become president, had a strong connection to Louisiana. He owned a plantation near Baton Rouge and was put in charge of forts and garrisons in Baton Rouge

and New Orleans on several occasions, although his military service often called him away from Louisiana.

Have students read the next two paragraphs of the section on pages 22–23 with a partner.

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

SUPPORT—Tell students that Thoreau’s refusal to pay taxes was not just about the war with Mexico. He also refused to pay taxes because he did not want to support a government that supported slavery. Also explain that not paying taxes is a crime and that Thoreau was jailed for his act of civil disobedience.

Have students read the remainder of the section on pages 23–24 independently.

After students read the text, ask the following questions:

LITERAL—According to the Mexican government, where was the border between Texas and Mexico? Where did the United States say the border was located? (7.2, 7.3, 7.10.h)

- » Mexico said the Nueces River was the border with Texas. The United States said the border was the Rio Grande.

EVALUATIVE—Why did President Polk want to gain the California and New Mexico territories from Mexico? (7.1, 7.2, 7.8.g, 7.10.d, 7.10.f, 7.10.g, 7.10.h)

- » Polk wanted these regions in part because he wanted to expand the size of the United States and had his eye on even more land. He also wanted these territories because they were important for trade. Finally, Polk was afraid that Great Britain might claim California if the United States did not. Great Britain had already claimed the Oregon Country, which was located just north of California.

INFERENTIAL—Do you think President Polk intentionally started the war with Mexico? Explain. (7.1, 7.2, 7.7, 7.10.h)


- » Many students will argue that Polk did intentionally start the war because he deliberately provoked Mexico by sending U.S. troops across the Nueces River into territory Mexico considered its own. Accept all reasonable answers.

EVALUATIVE—Who was Zachary Taylor? How did the war with Mexico impact his life? (7.8.g, 7.10.d, 7.10.f, 7.10.h)

- » Zachary Taylor was the American commander in Texas. President Polk ordered Taylor to move troops across the Nueces River, which started the war with Mexico. During the war, Taylor’s troops captured the Mexican town of Monterrey and defeated Mexican troops at the Battle of Buena Vista. The war made Taylor a hero. He used his popularity to enter politics and was elected president in 1848.

LITERAL—What territory did the United States gain from the Treaty of Guadalupe Hidalgo? What did this territory include? (7.2, 7.8.g, 7.10.d, 7.10.f, 7.10.g, 7.10.h)


- » The Treaty of Guadalupe Hidalgo gave the United States the territory known as the Mexican Cession. The Mexican Cession included almost all of the present-day American Southwest: California, the land that became the states of Nevada and Utah, most of what became the state of Arizona, and parts of present-day Wyoming, New Mexico, and Colorado.

 **SUPPORT**—Direct students’ attention to the map of American expansion to the Pacific coast on page 24, and have them locate the Nueces River and the Rio Grande. Also have them locate the town of Santa Fe. Ask: Which current U.S. states were part of the Gadsden Purchase? (*Arizona and New Mexico*) (7.5, 7.10.f)

“Oregon,” pages 24–26

Scaffold understanding as follows:

Read the section on pages 24–26 aloud.

 **SUPPORT**—Direct students’ attention to the map of the Oregon Trail on page 25. Have them read the caption and then locate the Oregon Trail. Ask: Where did the Oregon Trail begin? (*Independence, Missouri*) Why do you think the Oregon Trail does not follow a straight route? (*The trail probably bypasses regions where travel is difficult, such as especially mountainous areas, and areas where violent conflict with Native Americans was likely.*) If the entire trip from Independence to Oregon City took six months, about how many miles did travelers complete each day? (*2,000 miles (3,200 km) ÷ 180 days = about 11 miles (18 km) per day.*) (7.5, 7.10.g)

SUPPORT—Tell students that President Polk originally wanted all of the Oregon Country, which extended as far north as the boundary of Alaska (claimed by Russia) at the latitude of 54°40’. Polk’s supporters used the slogan “Fifty-Four Forty or Fight!” to suggest that the United States should be willing to go to war with Britain to obtain all of the region. However, Polk’s congressional opponents preferred diplomacy, which ultimately resulted in the 1846 agreement to divide the Oregon Country at the forty-ninth parallel. Ask: Which treaty drew the border of Oregon at the forty-ninth parallel? (*the Oregon Treaty*) In what year was the Oregon Treaty signed? (*1846*)

After reading the text, ask the following questions:

LITERAL—Which two nations claimed the Oregon Country? (7.2, 7.8.g, 7.10.f)

- » The United States and Great Britain both claimed the region.

EVALUATIVE—Why were Americans originally attracted to Oregon? How does this compare to settlers who began traveling to Oregon in the 1840s? (7.1, 7.3, 7.10.d, 7.10.f, 7.10.g)

- » The first American settlers in Oregon were fur trappers and traders. Later, people moved to Oregon to acquire land to farm.

LITERAL—How many miles was the trip to Oregon along the Oregon Trail? How long did the trip take? Briefly describe what the journey was like. (7.1, 7.10.g)

- » The trip to Oregon along the Oregon Trail was two thousand miles (3,200 km) long and took six months. The journey typically began in the early spring, when enough grass had grown along the trail for settlers’ animals to feed on. Settlers traveled in wagon trains that sometimes stretched for a mile (1.6 km) or longer. Teams of mules or oxen pulled the wagons; domestic animals followed behind or alongside.


“Searching for a New Home,” pages 26–27

Scaffold understanding as follows:

Have students read the section on pages 26–27 independently.

Note: Some members of the Church of Jesus Christ of Latter-Day Saints object to the term “Mormon” and prefer to be called “Saints” or “Latter-Day Saints.”

SUPPORT—The founder of the Church of Jesus Christ of Latter-Day Saints, Joseph Smith, was a New Englander who lived in New York. Smith said he received visions that led him to form a new church. In 1830, he published the Book of Mormon, saying that it was a translation of words he had received from an angel. The text told of the coming of Christ and the need to build a kingdom on Earth to receive him. Smith taught that property should be held in common rather than belong to individuals. Though Mormons accepted Christian concepts, such as the divinity of Jesus Christ, many of their ideas were very different from traditional Christianity, and Smith and his followers faced religious persecution. Smith himself was killed by an Illinois mob in 1844. After his death, Brigham Young took over as leader of the Latter-Day Saints.

 **SUPPORT**—Have students find Illinois and Utah on a map of the United States, such as the Oregon Trail map on page 25 or the map in the Online Resources, and trace a possible route of the Mormon migration. (7.5, 7.10.g)

After students read the text, ask the following questions:

EVALUATIVE—Why did the Mormons decide to travel west? (7.1, 7.10.d, 7.19.f, 7.10.g)

- » The Mormons decided to travel west because their beliefs were considered to be a threat to more traditional American ways of life.

EVALUATIVE—Why was Utah an especially attractive place for the Mormons to settle? (7.1, 7.10.d, 7.19.f, 7.10.g)

- » The Mormons knew the land around the Great Salt Lake was rich and could be successfully farmed if they worked hard. Also, at the time, the land belonged to Mexico, not the United States. The Mormons feared persecution by U.S. authorities.

“Gold in California,” pages 28–29

Scaffold understanding as follows:

Invite volunteers to read the section on page 28–29 aloud.

SUPPORT—Call attention to the graph on page 28. Ask: How many miners were in California in 1849? (80,000) How many were there by 1853? (250,000) How do you think such population growth impacted California? (Possible answers: The sudden growth in population led to the sharp decline of California’s Native American population and likely put a great strain on the region’s resources. Mining likely caused a great deal of environmental damage. Mining camps were probably not especially sanitary. On the other hand, the economy also grew quickly as trade, farming, and ranching became increasingly important as settlers gave up mining.) (7.4, 7.7.c, 7.10.g)

SUPPORT—The rapid population growth in California brought on by the gold rush led to California becoming a state in 1850, just two years after the discovery of gold.

After the volunteer reads the text, ask the following questions:

EVALUATIVE—Why did settlers begin traveling to California in the late 1840s? (7.1, 7.10.d, 7.10.f, 7.10.g)

- » The discovery of gold in California in 1848 led many thousands of people to travel there in hopes of finding gold and becoming wealthy. Others traveled to California to sell supplies to the miners.

EVALUATIVE—How did most settlers in California wind up making a living? Why did this happen? (7.1, 7.7.c, 7.10.d, 7.10.f, 7.10.g)

- » Most settlers in California wound up making a living by farming or ranching. Only a few miners actually struck it rich. The rest eventually gave up mining and began raising crops and livestock.

“Developments in Communication,” pages 29–30

Scaffold understanding as follows:

Have students read the section on pages 29–30 with a partner.

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

SUPPORT—Point out to students the bits of Morse code in the illustration of the telegraph on page 29. In Morse code, a “dot” is a short signal sent over a telegraph wire, and a “dash” is a longer signal—three times as long as a dot. The space between dots and dashes that are part of the same letter is equivalent to the length of a dot. The space between different letters is equivalent to the length of a dash. The space between different words is equivalent to seven dots.

After students read the text, ask the following questions:

EVALUATIVE—How did people use the telegraph to communicate? (7.10.f, 7.10.g)

- » Telegraph messages were sent as electrical signals through a wire. A telegraph operator used Morse code to tap out letters and numbers as dots and dashes. A telegraph receiver at the other end of the line copied the message, and another telegraph operator, who knew Morse code, interpreted or translated it.

LITERAL—What was the Pony Express? Why did Pony Express riders have to change horses? (7.1, 7.10.f, 7.10.g)

- » The Pony Express was a private company that used riders on fast horses to take mail quickly along long routes. Riders had to change horses because they rode very fast and the horses would get tired out.

EVALUATIVE—Why didn’t the Pony Express last very long? (7.1, 7.10.f, 7.10.g)

- » The Pony Express did not last long because it was very costly. Also, once telegraph lines were constructed, it was faster and easier for people to send messages by telegraph than by mail.

“The Transcontinental Railroad,” pages 30–32

Scaffold understanding as follows:

Read the section on pages 30–32 aloud.

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

SUPPORT—Explain to students that the land the government gave railroad companies to build their railroads on was already occupied by Native Americans and was given without the consent of those Native Americans.

After reading the text, ask the following questions:

LITERAL—What did the Pacific Railway Act accomplish? (7.1, 7.8.g, 7.10.f, 7.10.g)

- » The Pacific Railway Act enabled the first transcontinental railroad in the United States to be built.

LITERAL—Which two companies built the transcontinental railroad? Where did each company begin construction, and in which direction did each build track? (7.10.f, 7.10.g)

- » The Union Pacific Railroad Company built track westward from Omaha, Nebraska. The Central Pacific Railroad built track eastward from Sacramento, California.

EVALUATIVE—How did construction of the transcontinental railroad impact Native Americans? (7.1, 7.7.c, 7.10.f, 7.10.g)

- » The railroad was built on land occupied by Native Americans, and the railroad companies were paid with such land—ten square miles (26 km²) for each mile of track laid. Native Americans who lived or hunted on these lands were forced to move.

LITERAL—Describe the people who actually built the transcontinental railroad. (7.1, 7.10.f, 7.10.g)

- » The railroad was built mainly by immigrants. Most workers on the Central Pacific line were Chinese immigrants. At first, most workers on the Union Pacific line were Irish immigrants, but they were later joined by African Americans, Latinos, and Native Americans. Some Civil War army veterans also joined work crews.

LITERAL—When and where was the transcontinental railroad completed? (7.10.f, 7.10.g)

- » The railroad was completed on May 10, 1869, at Promontory Point, Utah.

“Free’ Land,” pages 32–33

Scaffold understanding as follows:

Invite volunteers to read the section on pages 32–33 aloud.

SUPPORT—Point out to students that at the time the Homestead Act was passed, the United States was engaged in the Civil War. Previously, Southern members of Congress had opposed homesteading because they believed homesteaders would work to prevent slavery in new territories. After the Southern states left the Union during the Civil War, however, Northern lawmakers had the votes to pass the Homestead Act.

SUPPORT—Point out to students that the land that the Homestead Act gave away was land that was taken without its occupants’—that is, Native Americans’—consent.

SUPPORT—Explain that African Americans from the South, the Exodusters, could not take advantage of the Homestead Act until after the Civil War ended. They were enslaved until then. Tell students that they will read more about the Civil War and the end of slavery in Units 5 and 6, *A Nation at War* and *Reconstructing the Nation*.

SUPPORT—The term *exodus* refers to the biblical story of Israelite enslavement in Egypt and their eventual departure led by Moses.

SUPPORT—You may wish to have students complete a National Archives Analyze a Photograph worksheet about the image of Exodusters on page 33. The worksheet is available in English and in Spanish.

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

LITERAL—What was the Homestead Act? (7.8.g, 7.10.d, 7.10.f, 7.10.g)

- » Under the Homestead Act, the U.S. government gave 160 acres (65 hectares) of land free to anyone who would settle on it and farm it for at least five years.

LITERAL—Who were the Exodusters? (7.10.d, 7.10.f, 7.10.g)

- » The Exodusters were formerly enslaved African Americans who left the South and settled in Kansas under the terms of the Homestead Act.

EVALUATIVE—Why were many poor people unable to take full advantage of the Homestead Act? (7.1, 7.7.c, 7.10.d, 7.10.f, 7.10.g)

- » Even with free land, poor families often could not afford other farm costs, such as fencing, plows, animals, barns, and seed. Therefore, most people able to “homestead” on the Great Plains were already farmers.

EVALUATIVE—How did the Homestead Act relate to the idea of Manifest Destiny? (7.1, 7.8.g, 7.10.d, 7.10.f, 7.10.g)

- » The Homestead Act furthered the westward expansion of the United States, which was the major idea behind Manifest Destiny.

INFERENCE—How do you think the Homestead Act impacted Native Americans? (7.1, 7.7.c, 7.10.d, 7.10.f, 7.10.g)

- » The Homestead Act “gave away” land to settlers that was occupied by Native Americans, who were forced to move.

Primary Source Feature: “John O’Sullivan’s Editorial on Manifest Destiny (1845),” page 34

Scaffold understanding as follows:



Background for Teachers: John O’Sullivan (1813–95) was the son of an English aristocratic woman and an Irish-born naturalized American sea captain. He was best known as the founder and editor of the *United States Magazine and Democratic Review*, which strongly promoted westward expansion. He first used the phrase “Manifest Destiny” in a July 1845 editorial in this

journal, from which this excerpt is taken. O’Sullivan also served in the New York State Legislature in the 1840s and as a U.S. diplomatic representative to Portugal in the 1850s.

Direct students to the Primary Source Feature on page 34.

Introduce the source by reviewing what students read about Manifest Destiny and the annexation of Texas.

Invite a volunteer to read the italicized introductory text aloud. Then have students read the source with a partner.

SUPPORT—Explain the meaning of the following terms as they are encountered in the text:

comports, v. is fitting or appropriate

thwarting, v. preventing or successfully opposing

hampering, v. interfering with

allotted, v. gave, granted, or assigned to someone as a share or task

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

INFERENTIAL—Who is O’Sullivan referring to when he says “other nations” are intruding on the issue of Texas annexation? (7.2, 7.6, 7.10, 7.10.f, 7.10.d, 7.10.h)

- » O’Sullivan is referring to Mexico.

INFERENTIAL—What can you conclude about the population of the United States from this editorial? Explain. (7.6, 7.7, 7.10)

- » The population of the United States is growing. O’Sullivan mentions the country’s “yearly multiplying millions.”

LITERAL—According to O’Sullivan, where should workers on a transcontinental railroad come from? How should they be paid? (7.2, 7.6, 7.10, 7.10.f, 7.10.g)

- » O’Sullivan says railroad workers should come from Europe and be paid in land.

LITERAL—According to O’Sullivan, what would be the benefits of a transcontinental railroad? (7.1, 7.6, 7.10, 7.10.f, 7.10.g)


- » He says a transcontinental railroad would unite the East and the West, which would make commerce easier.

INFERENTIAL—Who would likely disagree with O’Sullivan’s argument? Why? (7.1, 7.2, 7.6, 7.7.b, 7.7.d)

- » Students’ answers will vary. Native Americans would certainly disagree with O’Sullivan’s argument because westward expansion would result in further displacement and loss of land. European immigrants might disagree too, as O’Sullivan’s plan envisions them doing the backbreaking work of constructing a transcontinental railroad. Mexico and Great Britain might also disagree because at the time, they claimed land in North America. If O’Sullivan’s vision became true, these countries would lose their claims.

Primary Source Feature: “Samuel Bowles Travels on the Union Pacific,” page 35

Scaffold understanding as follows:

 **Background for Teachers:** Samuel Bowles (1826–78) was a newspaper editor and publisher from Springfield, Massachusetts. He inherited the newspaper *The Springfield Republican* from his father in 1851 and made it a popular and successful independent newspaper. In 1868, Bowles took a trip to the West along the Union Pacific railroad from Omaha. He described to his readers the rapid pace of construction and the wider changes the railroad brought to the surrounding area.

Direct students to the Primary Source Feature on page 35.

Introduce the source by reviewing what students read about the construction of the transcontinental railroad.

Have students read the source with a partner.

SUPPORT—Explain the meaning of the following terms as they are encountered in the text:

grading, v. reshaping land in construction

celerity, n. speed

perishable, adj. temporary

disbursements, n. money given out

desperadoes, n. desperate or reckless people, especially outlaws

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What does Bowles praise about what he sees on his travels? (7.6, 7.6.a)

- » He praises the skill with which the railroad is being constructed and especially the speed. He is impressed by the rapid pace of development.

LITERAL—What is Bowles less pleased about? Why? (7.6, 7.6.a)

- » He is much less pleased about the people he sees inhabiting the towns and camps alongside the railroad. He thinks that many of them are greedy people who want to make money off the railroad workers without doing any useful work themselves.

EVALUATIVE—From Bowles’s description, what caused the construction to become a “Hell on Wheels”? Cite details from the source. (7.6, 7.6.a, 7.6.b)

- » Bowles’s description suggests that it was the rapid pace of construction that contributed to the presence of all the “hangers-on.” He describes the temporary accommodations and shanties that were set up and torn down as the railroad moved along.


Activity Page



AP 1.2

EVALUATIVE—Do you think Bowles thought the good of the railroad outweighed the bad? Why? (7.1, 7.2, 7.6, 7.6.a, 7.6.b, 7.7.a, 7.7.b, 7.7.d)

- » Answers may vary but could state that Bowles’s praise for the skill and rapid construction of the railroad means that he thought the railroad itself was a good thing and a sign of progress. His criticisms of the people around the railroad construction do not mean he thinks the railroad itself was a bad thing. He regrets that the rapid construction has led to the presence of the hangers-on.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

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. (7.1, 7.2, 7.3)
- Review and discuss the Framing Question: “How did the United States grow in the mid-1800s?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the United States grow in the mid-1800s?”
 - » Key points students should cite include: the belief in Manifest Destiny; Anglo settlement in Texas, leading to Texas independence and subsequent annexation; the Mexican-American War and subsequent land acquisition; the acquisition of Oregon and migration along the Oregon Trail; the Mormon migration; the discovery of gold in California; the significance of the telegraph; the completion of the transcontinental railroad; the Homestead Act of 1862.
- Choose one of the Core Vocabulary terms (*civil disobedience*, *telegraph*, or *transcontinental railroad*), and write a sentence using the term.

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/>

TOPIC: Regional Development and Interactions

The Framing Question: How did technology and immigration shape the early United States?

Primary Focus Objectives

- ✓ Examine the growth and development of the United States from the early to mid-1800s. **(7.10)**
- ✓ Analyze the effects of *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Gibbons v. Ogden* (1824), and *Worcester v. Georgia* (1832). **(7.10.c)**
- ✓ Explain the motivations and means of westward migration, the experiences of the settlers, and resulting changes in the West. **(7.10.g)**
- ✓ Explain the causes and effects of the first Industrial Revolution in the United States. **(7.10.i)**
- ✓ Analyze the development of the agrarian economy in the South, including Louisiana, and the impact of technology on that development. **(7.10.j)**
- ✓ Explain how steamboats influenced Louisiana’s economic growth. **(7.10.k)**
- ✓ Compare and contrast the economies of the North and South during the early to mid-1800s. **(7.10.l)**
- ✓ Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States impacted rural and urban areas. **(7.10.m)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *manufacturer, textile, cotton-spinning mill, industrialization, cotton gin, multiple-effect evaporator, monopoly, immigrate, emigration, blight, and nativism*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Regional Development and Interactions”:

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

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- map from the Internet of major American cities
- image of a mechanical reaper

- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- individual student copies of the National Archives Analyze a Photograph worksheet (optional)
- Internet access
- capability to display Internet in the classroom

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

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

Core Vocabulary (Student Volume page numbers listed below)

manufacturer, n. a person or company that makes or produces an item to be sold (37)

Example: The manufacturer produces high-quality chairs at a reasonable price.

Variations: manufacturers, manufacture (v.), manufactured (adj.)

textile, n. cloth or fabric (38)

Example: Denim is a strong and long-lasting textile.

Variations: textiles

cotton-spinning mill, n. a factory that makes thread or yarn from cotton (38)

Example: The cotton-spinning mill employs about one hundred people.

Variations: cotton-spinning mills

industrialization, n. a shift to the widespread use of machines and factories to produce goods (38)

Example: The industrialization of the United States increased the number of people working in factories.

Variations: industrialize (v.), industrial (adj.), industry (n.)

cotton gin, n. a machine that extracts cotton seeds from fibers (40)

Example: A cotton gin makes it easier to remove seeds from cotton balls.

Variations: cotton gins

multiple-effect evaporator, n. a system that refines materials by removing water in a series of steps under a vacuum (41)

Example: The invention of the multiple-effect evaporator changed the way sugar could be refined.

Variations: multiple-effect evaporators

monopoly, n. the complete control of the supply of a good or service by one person, country, or company (43)

Example: Donna holds a monopoly on haircutting in our town because she owns the only barber shop.

Variations: monopolies, monopolize (v.), monopolization (n.)

immigrate, v. to move into a country from a different one (44)

Example: In the mid-1800s, many people decided to immigrate to the United States from Ireland.

Variations: immigrates, immigrating, immigrated, immigrant (n.), immigration (n.)

emigration, n. the movement of people out of a country (44)

Example: Some European countries tried to discourage emigration to the Americas in the mid-1800s.

Variations: emigrate (v.), emigrant (n.)

blight, n. a disease that causes plants to dry up and die (47)

Example: My uncle dug up the flowers that were ruined by blight.

Variations: blights, blight (v.)

nativism, n. a preference for people born in a country rather than immigrants (51)

Example: Nativism is often found in people who believe their country is superior to others.

Variations: nativist (n.), nativist (adj.)

THE CORE LESSON 35 MIN

Introduce “Regional Development and Interactions”

5 MIN

Review what students read in Chapter 2. Explain that in addition to westward expansion, the nation at this time was also experiencing great social and economic changes, some of which contributed to the development of unique geographical regions. Students will read about these changes in this chapter.

Call students’ attention to the Framing Question. Tell students to look for details in the text that explains how technology and immigration shaped the early United States.

Guided Reading Supports for “Regional Development and Interactions”

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.

“A Changing Nation” and “Changing Technology,” pages 36–38

Scaffold understanding as follows:

Read the sections on pages 36–38 aloud.

CORE VOCABULARY—Point out the vocabulary terms *manufacturer*, *textile*, and *cotton-spinning mill*, and explain their meanings. At the mention of cotton-spinning mills, explain that the Chapter Opener image shows a worker in such a factory.

SUPPORT—Call attention to the image of the factory worker on pages 36–37. What do students notice about the worker? (*They should notice that she is a child.*) Explain that in the early to mid-1800s, it was common for children to work in factories. It was not until about one hundred years later that laws were passed to regulate and limit child labor.

SUPPORT—Point out the phrase “cornered the market” in the second paragraph of the section “Changing Technology.” Explain that it means to own or control such a large portion of the supply of a good or commodity that one can control or manipulate its market price.


After reading the text, ask the following questions:

LITERAL—What are some things that were changing in the United States in the first half of the 1800s? (7.1, 7.10, 7.10.i, 7.10.m)

- » The country’s borders were expanding; settlers were changing the land; new technologies were changing how people worked, lived, and played; and people from all over the world were moving to the United States, bringing with them their own cultures and practices.

EVALUATIVE—Why is Samuel Slater an important figure in American history? (7.1, 7.2, 7.10.i)

- » Slater brought knowledge of the spinning machine to the United States and shared it with American manufacturers. By the 1790s, the first cotton-spinning mills in the United States had opened, beginning the industrialization of the country.

 **EVALUATIVE**—Why did the first spinning mills develop in New England? (7.1, 7.7.c, 7.10.i)

- » The first spinning mills developed in New England because the fast-flowing streams and rivers there could provide the power needed to run the machines.


“Industrialization of the North,” pages 38–39

Scaffold understanding as follows:

Invite volunteers to read the section on pages 38–39 aloud.

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

SUPPORT—Tell students that the Lowell mills in the town of Lowell, Massachusetts, were famous for their all-female workforce, called Lowell Girls. Today the Lowell mills no longer function as factories, but they are part of the Lowell National Historical Park, which honors industrialization and the role of young women as factory workers.

 **SUPPORT**—Display the map of U.S. cities, and point out or have students locate Philadelphia, Pittsburgh, Cincinnati, and Chicago. Explain that these cities are all located along major waterways. (In 1848, the Illinois and Michigan Canal was constructed to connect Lake Michigan and the Mississippi River.) As a result, by the mid-1800s, they had become major centers of trade. Chicago also became an important railroad hub.

SUPPORT—Relate the material students read in Chapter 1, about the construction of canals, to the growth of cities in the North and the reciprocal East–West flow of manufactured goods and agricultural products as described in this section. Make sure students understand the connection between the importance of rivers for transporting goods and materials, the growth of the canal system, and the rapid industrialization of the North.

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

LITERAL—When did the industrialization of America begin? What kinds of products did early American factories produce? (7.1, 7.10.i, 7.10.l)

- » The industrialization of America began in 1814 when the Waltham Associates opened a cloth factory in Massachusetts. In addition to cloth, early American factories produced goods such as flour, lumber, shoes, clocks, kitchenware, and much more.

LITERAL—How were farmers able to purchase goods manufactured in northern factories? (7.1, 7.10.i, 7.10.l)

- » Farmers paid for manufactured goods with the money they earned from selling their produce. They sold their produce by shipping it to be sold in markets in the East.

EVALUATIVE—Explain the connection between the industrialization of America and the growth of cities in the North. (7.1, 7.7.c, 7.10.i, 7.10.l, 7.10.m)

- » The largest part of the industrialization of America was the construction of factories in northern cities. These cities grew as people moved to them to find work in the factories.

INFERENTIAL—How do you think the First Industrial Revolution affected the supply and price of consumer goods in the United States? Explain. (7.1, 7.7.c, 7.10.i, 7.10.)

- » The First Industrial Revolution created large quantities of consumer goods, which were now made more quickly in factories than they could be made by hand. The price of goods also fell because goods were made using less human labor and improvements in transportation made shipping much quicker and less expensive.

“The Agrarian South” and “Changing Regions, Changing Laws,” pages 39–41

Scaffold understanding as follows:

SUPPORT—Point out the word *agrarian* in the section title, and explain that it means related to the ownership and farming of land or relating to the part of a society or economy that is concerned with agriculture.

Have students read the section “The Agrarian South” on pages 39–41 and the sidebar “Changing Regions, Changing Laws” on page 40 independently.

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

SUPPORT—Review with students the meanings of the terms *urban* and *rural*. Tell students that by 1850, only twenty-four of America’s one hundred largest cities and towns were located in the South, mostly along the Atlantic coast.

SUPPORT—Explain to students that an important innovation for agriculture was the development of the mechanical reaper. A reaper is a tool used to cut crops. Before the development of mechanical reapers, crops had to be cut and bundled by hand, and this took many laborers. Mechanical reapers, such as that developed by Cyrus McCormick, drastically reduced the number of workers needed to harvest crops and allowed farmers to harvest even if labor was in short supply. Display the image of a mechanical reaper, and invite students to comment on what they see, how the machine works, and how it made agriculture more efficient. (7.10.j)

SUPPORT—Remind students that they read about some of the court cases discussed in the “Changing Regions, Changing Laws” section in earlier units: *Marbury v. Madison* in Unit 1, *Governing the New Nation*, and *McCulloch v. Maryland* and *Gibbons v. Ogden* in Unit 2, *Growth of the New Nation*.

After students read the text, ask the following questions:

EVALUATIVE—How did the Southern and Northern economies differ by the early to mid-1800s? (7.1, 7.10.i, 7.10.j, 7.10.l)

- » By the early to mid-1800s, the Southern economy depended mostly on agriculture, particularly cotton, while the Northern economy was becoming increasingly industrialized.

EVALUATIVE—Why did the invention of the cotton gin result in an expansion of slavery in the South? (7.1, 7.7.b, 7.10.i, 7.10.j, 7.10.l)

- » The cotton gin made it easier to remove seeds from cotton. This meant fewer workers were needed to produce a given quantity of cotton, making it cheaper to produce. This enabled Southern planters to expand production, which they did by expanding their plantations. With larger farms, they needed more workers for planting and harvesting.

EVALUATIVE—Although enslaved labor had been outlawed in most of the North by the mid-1800s, in what way was the Northern economy also dependent on slavery? (7.1, 7.7.b, 7.10.i, 7.10.j, 7.10.l)

- » Northern mills needed the cotton grown by enslaved workers in the South.



LITERAL—What is judicial review? Which Supreme Court case established the principle of judicial review? (7.10.c)

- » Judicial review is the idea that the Supreme Court has the authority to declare a law unconstitutional. Judicial review was established by the *Marbury v. Madison* case (1803).

“Louisiana and Sugar,” pages 41–42

Scaffold understanding as follows:

Have students read the section on pages 41–42 with a partner.

CORE VOCABULARY—Point out the vocabulary term *multiple-effect evaporator*, and explain its meaning.

SUPPORT—In addition to his work on the multiple-effect evaporator, early chemical engineer Norbert Rillieux (/ril*juh/) developed a plan to combat a yellow fever outbreak in New Orleans in the 1850s. Possibly because of his ethnicity, state legislators rejected his plan, prompting Rillieux to leave the country. A few years later, Louisiana lawmakers adopted a yellow fever prevention plan proposed by white engineers that was almost identical to Rillieux’s.

SUPPORT—Explain to students that although Rillieux was a free man, because he was African American, he frequently experienced racial discrimination.

After students read the text, ask the following questions:

LITERAL—Who invented the multiple-effect evaporator? (7.10.i, 7.10.j, 7.10.l)

- » Norbert Rillieux invented the multiple-effect evaporator.

EVALUATIVE—How did the multiple-effect evaporator impact the price of sugar? (7.1, 7.7.b, 7.10.i, 7.10.j, 7.10.l)

- » The invention lowered the production cost of sugar, which in turn would have lowered the price consumers paid for the product.

INFERENTIAL—How do you think the multiple-effect evaporator impacted the practice of slavery in the South? (7.1, 7.7.b, 7.10.i, 7.10.j, 7.10.l)

- » Because the invention lowered the cost of sugar, consumer demand for sugar likely increased, resulting in an increase in the number of enslaved people laboring in the sugarcane fields.

“The Steamboat,” pages 42–44

Scaffold understanding as follows:

Invite volunteers to read the section on pages 42–44 aloud.

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

SUPPORT—Reinforce the connection between the invention of the steamboat and the development of the canal system that students read about in Chapter 1.

SUPPORT—Remind students that they read about the War of 1812 and Andrew Jackson’s role in the Battle of New Orleans in Unit 2, *Growth of the New Nation*.

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

EVALUATIVE—What advantages did steamboats have over flatboats? (7.1, 7.10.i, 7.10.k)

- » Steamboats could travel much faster than flatboats. They could also carry large loads. Most importantly, they could travel upstream against river currents. It was very difficult to steer a flatboat upstream against the current.

LITERAL—What role did Henry Miller Shreve play in the War of 1812? (7.1, 7.10.i, 7.10.k)

- » Shreve was the captain of a steamboat, the *Enterprise*, which brought supplies to Andrew Jackson’s army in New Orleans via the Mississippi River. He further placed the *Enterprise* in Jackson’s service, ferrying supplies and troops to forts downriver on the other side of the British.

LITERAL—How did Henry Miller Shreve help improve the economy of upper Louisiana? (7.1, 7.10.i, 7.10.k)


- » Shreve designed a special boat that could clear snags, or fallen logs that blocked the river. His invention opened the Red River for travel and trade, bringing commerce to the region.

“Coming to America,” pages 44–46

Scaffold understanding as follows:

Read the section on pages 44–46 aloud.

CORE VOCABULARY—Point out the vocabulary terms *immigrate* and *emigration*, and explain their meanings. Make sure students understand the difference between immigration and emigration. Give students this mnemonic to help them remember the difference: *i* = into and *e* = exit.

-  **SUPPORT**—Call attention to the graph and map on page 45. Ask: Where did most immigrants to America come from in 1850? in 1860? (*Most came from Ireland in 1850; most came from Germany in 1860.*) About how many immigrants came from Great Britain to America in 1850? (*just over fifty thousand*) Based on the map, in which part of the United States did immigrants from Europe arrive? (*the East Coast*) Why do you think the number of immigrants to the United States fell in 1860? (*Possible answer: The Civil War was about to erupt.*) (7.2, 7.4, 7.5, 7.10.m)

After reading the text, ask the following questions:

EVALUATIVE—Why didn't very many people immigrate to the United States before 1820? (7.2, 7.10.m)

- » There were two main reasons why few people immigrated to the United States before 1820. One was that many European nations were at war with one another at the time, so travel from Europe to America was dangerous. The other reason was that European nations made it difficult for their citizens to leave, partly because they needed people to fight in the wars.

LITERAL—How many people living in the United States in 1860 were born somewhere else? (7.10.m)


- » By 1860, more than one out of every eight people living in the United States were born somewhere else.

“The Push to Emigrate,” pages 46–47

Scaffold understanding as follows:

Have students read the section on pages 46–47 independently.

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

 **SUPPORT**—In addition to the push factors mentioned in the Student Volume, lack of social mobility; violence, crime, and warfare; natural disaster; overpopulation; and lack of access to education are also push factors that cause people to emigrate.

SUPPORT—The Mennonites and the Amish are Christian groups that developed in Europe in the wake of the Protestant Reformation. Both groups tended to be pacifists, rejected infant baptism, and often worshipped in one another's homes. They were often at odds with civil society, in part because of their different religious beliefs and in part because of their commitment to following biblical teachings (as they perceived them) despite the wishes of the state.

After students read the text, ask the following questions:

LITERAL—What was the main push factor for most immigrants? (7.10.m)

- » The main push factor for most immigrants was economic.

LITERAL—What happened in Ireland in the 1840s that caused many people to emigrate? (7.1, 7.2, 7.10.m)

- » A blight wiped out nearly the entire potato crop in Ireland in the late 1840s, causing widespread starvation.

EVALUATIVE—How did the early stages of industrialization impact emigration from Europe? (7.1, 7.2, 7.10.i, 7.10.m)

- » In the early stages of industrialization, machines replaced skilled workers, leaving them without jobs. Many chose to emigrate from their homelands.


EVALUATIVE—Why did many Mennonites and Amish travel to the United States? From which European country did they come? (7.1, 7.2, 7.10.m)

- » Many Mennonites and Amish came to the United States from Germany to escape religious persecution.

“The Pull of America,” pages 47–48

Scaffold understanding as follows:

Read the section on pages 47–48 aloud.

 **SUPPORT**—In addition to the pull factors mentioned in the Student Volume, greater economic opportunities, political and religious freedom, lower crime rates, reuniting with family, and access to adequate education are also pull factors that cause people to emigrate.

SUPPORT—Call attention to the editorial cartoon on page 48, and ask students to describe what it shows. (*The cartoon shows Europeans heading toward the United States, where the promise of well-paying jobs awaits. A European is holding back a potential immigrant, trying to prevent her from leaving as well.*) What can they conclude about the impact of immigration on the European economy? (*Increased immigration to America meant fewer available workers in European factories.*) (7.1, 7.2, 7.6.a, 7.6.b, 7.10.m)

Note: You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the editorial cartoon on page 48. The worksheet is available in English and in Spanish.

After reading the text, ask the following questions:

LITERAL—Where did Europeans get their ideas about what life in the United States was like? (7.2, 7.10.m)

- » Newspapers and books were two important sources of information about life in the United States. Even more important were letters written by relatives and friends who had already moved to America.

EVALUATIVE—In what way was economics a pull factor that influenced immigration to the United States? (7.1, 7.10.i, 7.10.m)

- » Wages were higher in American factories than in European factories, which encouraged immigration to the United States. In addition, European newspapers often carried advertisements posted by American businesspeople who hoped to attract Europeans to work in their factories.

“Moving On,” page 49

Scaffold understanding as follows:

Invite volunteers to read the section on page 49 aloud.

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

LITERAL—Where did most European immigrants first arrive in the United States? (7.1, 7.10.i, 7.10.l, 7.10.m)

- » Most of the ships that brought immigrants from Europe first landed in East Coast cities such as New York, Philadelphia, Boston, and Baltimore.

LITERAL—In general, how did immigrants to the United States decide where to live? (7.1, 7.10.i, 7.10.l, 7.10.m)

- » Many factors were involved in the decision of where to live, such as the city they arrived in, the amount of money they had when they arrived, their skills, and the locations where others of their nationality had already settled.

EVALUATIVE—Describe the experience of German immigrants to the United States in the years before the Civil War. (7.1, 7.2, 7.10.i, 7.10.l, 7.10.m)

- » More than half of the German immigrants who arrived in the United States entered through New Orleans rather than along the East Coast. The German Coast is named for the German migrants who settled around New Orleans. Many others made their way up the Mississippi River and established farms in Missouri, Ohio, Illinois, and Wisconsin.

EVALUATIVE—Why did many immigrants settle where relatives, friends, and others from their country were already living? (7.1, 7.2, 7.10.i, 7.10.l, 7.10.m)

- » Living among their own made their adjustment to America easier. They could associate with people who spoke their language, were familiar with their customs, and could explain cultural differences they had already learned about.

“Remaining in the Cities,” pages 49–50

Scaffold understanding as follows:

Have students read the section on pages 49–50 with a partner.

SUPPORT—Remind students that earlier in the chapter, they learned that by 1850, most large American cities and towns were in the North and Midwest rather than in the South.

SUPPORT—Ask students to examine the image on page 50 and describe the details. Call on volunteers to speculate about what it would have been like for immigrant families to live in such neighborhoods. (7.6, 7.10.i)

Note: You may wish to have students complete a National Archives Analyze a Photograph worksheet about the image on page 50. The worksheet is available in English and in Spanish.

After students read the text, ask the following questions:

EVALUATE—How did immigration impact the growth of cities in the North? (7.1, 7.7.c, 7.10.i, 7.10.l, 7.10.m)

- » Most of the ships that brought European immigrants to America landed in cities along the East Coast. Many arriving immigrants remained and settled in the cities where they landed. Skilled workers tended to settle in Northern cities because that was where most of the factories were, so that was where they could find employment. Most arriving immigrants were too poor to travel beyond the cities where they landed.

LITERAL—What kinds of jobs did unskilled immigrants find in the United States? Which were especially held by women? (7.1, 7.10.i, 7.10.l, 7.10.m)

- » Unskilled immigrants did a wide variety of jobs, such as sweeping streets, loading and unloading ships, cleaning stables, hauling garbage, and digging ditches. Immigrant women often did domestic work as maids or house cleaners.

LITERAL—What were living conditions like for most immigrants in American cities? (7.1, 7.10.i, 7.10.l, 7.10.m)

- » Living conditions for most immigrants were very bad. Rooms were crowded, dirty, and in need of repair.

“Immigration in the West,” pages 50–51

Scaffold understanding as follows:

Read the section on pages 50–51 aloud.

SUPPORT—Tell students that many Chinese immigrants referred to California as “Gold Mountain.” Also remind students that they read about Chinese railroad workers earlier in this chapter.

Note: Guangdong is pronounced /gwang*dong/, with “dong” pronounced like *wrong*. Say the name aloud, and have students repeat it after you.

After reading the text, ask the following questions:

LITERAL—How many Chinese people had immigrated to America by 1852? Where did they often enter the country? (7.1, 7.2, 7.10.i, 7.10.m)

- » By 1852, about forty-five thousand Chinese people had immigrated to America. They often entered the country through the city of San Francisco.

EVALUATIVE—What were some pull factors that encouraged Chinese people to immigrate to America? (7.1, 7.2, 7.10.i, 7.10.m)

- » The discovery of gold in California attracted many Chinese people to immigrate to America. The expanding railroads also provided economic opportunities for Chinese laborers.

INFERENTIAL—Why do you think the point of entry for Chinese immigrants was different from that for European immigrants? (7.3, 7.7, 7.10.i, 7.10.m)

- » China is closer to the West Coast of the United States than the East Coast, so most Chinese immigrants entered the country there, particularly through San Francisco. Europe is closer to the East Coast, so that was where most European immigrants entered the country.

“The Rise of Nativism” and “Anti-Chinese Discrimination,” pages 51–52

Scaffold understanding as follows:

Have students read the section “The Rise of Nativism” on pages 51–52 independently.

CORE VOCABULARY—Point out the vocabulary term *nativism*, and explain its meaning. Explain to students that the word *nativism* is related to the word *native*, which means a

person born in a specific place. Nativists considered themselves to be the “true” native inhabitants of America. Make sure students understand that nativists were not Native Americans but white Americans, nearly all of whose ancestors had immigrated to America from Europe.

SUPPORT—Explain to students that nativists disliked the cultural differences immigrants were introducing to the United States. For example, Irish immigrants were largely Roman Catholic (as were German immigrants), while Protestant Christianity was the dominant faith in early to mid-1800s America. Immigrants from non-English-speaking countries, such as Germany and China, were also looked at with suspicion. Many Americans in unskilled jobs were also afraid that employers would replace them with immigrants, who were often willing to work for very low wages.

SUPPORT—Explain that while nativism was on the rise in this period, it was not a new phenomenon. For example, in 1751, Benjamin Franklin wrote an editorial complaining about European migrants, especially Germans, whom he regarded as inferior. And in 1798, when tensions with France were high, the Alien and Sedition Acts were passed, partially limiting the rights of migrants by making it harder to achieve citizenship and empowering the government to remove people born outside of the United States from the country.

Have students read the sidebar “Anti-Chinese Discrimination” on page 52 with a partner.

SUPPORT—Explain to students that the Chinese Exclusion Act of 1882 did not in fact put an end to all Chinese immigration to the United States; it only excluded Chinese laborers, so it did not apply to other groups, like merchants, diplomats, students, or tourists. As a result, Chinese people in these categories continued to arrive in the United States from China after 1882, as did Chinese laborers who pretended that they were in these other categories. However, the act did prohibit all Chinese immigrants from becoming U.S. citizens.

After students read the text, ask the following questions:

LITERAL—Who were the nativists, and what was their attitude toward immigrants to America? (7.1, 7.10.m)

- » Nativists were people who had been born in the United States and feared that immigrants were changing America for the worse. They did not think these newcomers would become “American” quickly enough, if at all.

LITERAL—How did the U.S. Congress try to prevent Chinese people from immigrating to America? (7.1, 7.8.g, 7.10.m)

- » In 1870, Congress passed a law making it impossible for a Chinese immigrant to become an American citizen.

Primary Source Feature: “Recollections of a European Immigrant,” page 53

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 53.

Introduce the source by reviewing what students read about “America fever” and immigration from northern Europe to the United States.

Read the italicized introductory text aloud. Then invite volunteers to read the source aloud.

SUPPORT—Explain the meaning of the following terms as they are encountered in the text:

Whitsunday, n. Pentecost, a Christian holiday that celebrates the coming of the Holy Spirit as described in the Bible (Acts 2:1–13)

grubbing, v. clearing land of trees, stumps, and shrubs

inapt, adj. inappropriate

“hired man” (phrase) someone hired to do short-term manual labor

booming, adj. thriving or prospering

greenhorn, n. a person who is new to or inexperienced at a particular activity.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

After students have completed the Activity Page, ask the following questions:

EVALUATIVE—What kind of work did Andreas do on the farm? Was the work easy or hard? How do you know? (7.1, 7.6, 7.10.m)

- » Andreas did grubbing work, digging out trees and brush on a farmer’s land. The work was very hard. Andreas says he worked so hard he sweated even more than an ox.

LITERAL—What did the hired man tell Andreas? (7.6, 7.10.m)

- » The hired man told him about the big city of Minneapolis and that he should move there.

EVALUATIVE—Based on the text, which pull factor caused Andreas to move to Minneapolis? (7.6, 7.10.m)

- » Andreas moved to Minneapolis for greater economic opportunity. The hired man had told him the city was “booming.”

EVALUATIVE—Why did Andreas think it was better for a newcomer to stay in the country instead of moving to the city? (7.6, 7.6.b, 7.10.m)

- » Andreas thinks that when newcomers stay in the country, they have the chance to learn a little English. He also felt safer living in the country, where life seemed more familiar and he could be around people of his own nationality.

EVALUATIVE—How was life in the city different from life on the farm for Andreas? (7.6, 7.10.m)

- » Andreas felt rather alone in the city, where he was surrounded by people who were very different from the people on the farm. Andreas did not speak much English, so life in the city was difficult for him. The work was also too hard, compared to the work on the farm, and living conditions were poor. On the farm, he had been among people of his own nationality, which made him more comfortable.

Primary Source Feature: “Recollections of a Chinese Immigrant,” pages 54–55

Scaffold understanding as follows:

Direct students to the Primary Source Feature on pages 54–55.

Introduce the source by reviewing what students read about immigration from China to the United States.

Invite volunteers to read the source aloud.

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

After students have completed the Activity Page, ask the following questions:

LITERAL—What jobs does the source describe the author doing? (7.6, 7.6.a)

- » The source describes the author working as a household servant, in a laundry, on the railroad, and in a mine.

EVALUATIVE—Why did Chinese migrants do these jobs? (7.6, 7.6.a, 7.7.a, 7.10.m)


- » As the source states, they did these jobs because they were available to Chinese migrants while others were not. For example, laundry work was available and did not require a lot of starting capital to get into. Chinese migrants were excluded from other work or faced barriers such as language.

EVALUATIVE—What challenges did the author have to overcome? (7.6, 7.10.m)

- » Challenges included a lack of opportunities for Chinese migrants, the danger and disorder of the mining and railroad camps, and the long hours he was expected to work in the laundry.

EVALUATIVE—What do you think the author feels about his time in America? Why? (7.6, 7.6.a)

- » Answers may vary but can include the author feeling some pride about his time in America. He mentions that he has learned English and aspects of American culture, and he is proud to say that the stove and cooking utensils in the laundry shop are the same as those used by Americans. He mentions hardships, but his tone is not one of complaint.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 3 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. (7.1, 7.2, 7.3)
- Review and discuss the Framing Question: “How did technology and immigration shape the early United States?”

Activity Page



AP 1.2



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did technology and immigration shape the early United States?”
 - » Key points students should cite include: the impact of technology on the industrial North and the agrarian South; specific technologies, including the spinning machine, the power loom, the cotton gin, and the multiple-effect evaporator; the impact of the steamboat on transportation; push/pull factors of immigration to the United States; sources of immigrants to the United States at different times; the relationship between immigration, urbanization, and industrialization; the rise of nativism.
- Choose two of the Core Vocabulary terms (*manufacturer, textile, cotton-spinning mill, industrialization, cotton gin, multiple-effect evaporator, monopoly, immigrate, emigration, blight, or nativism*), and write a sentence using the terms.

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: <i>The Developing and Expanding Nation</i>	58
• Chapter 1: Westward Expansion: Cultures and Conflicts	58
• Chapter 2: Continued Expansion, Conflict, and Compromise	63
• Chapter 3: Regional Development and Interactions	68
Task: <i>The Developing and Expanding Nation</i>	73
• Performance Task Scoring Rubric	74
• Performance Task Activity: <i>The Developing and Expanding Nation</i>	76
Activity Pages	77
• Letter to Family (AP 1.1)	77
• Primary Source Analysis (AP 1.2)	78
• Claims and Evidence (AP 1.3)	79
• Domain Vocabulary: Chapters 1–2 (AP 2.1)	80
• Domain Vocabulary: Chapter 3 (AP 3.1)	81
2022 Louisiana Standards for Social Studies: Grade 7	83
Answer Key: <i>The Developing and Expanding Nation</i>	87

Assessment: Chapter 1—Westward Expansion: Cultures and Conflicts

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

- The development of turnpikes _____. (7.8.g, 7.10.a, 7.10.d)
 - lowered the cost of shipping goods from West to East
 - quickly replaced the canal system in the North and Midwest
 - prevented travelers from using the road until they paid a toll
 - answered the growing needs of people who were moving west
- Use the map to answer the question.

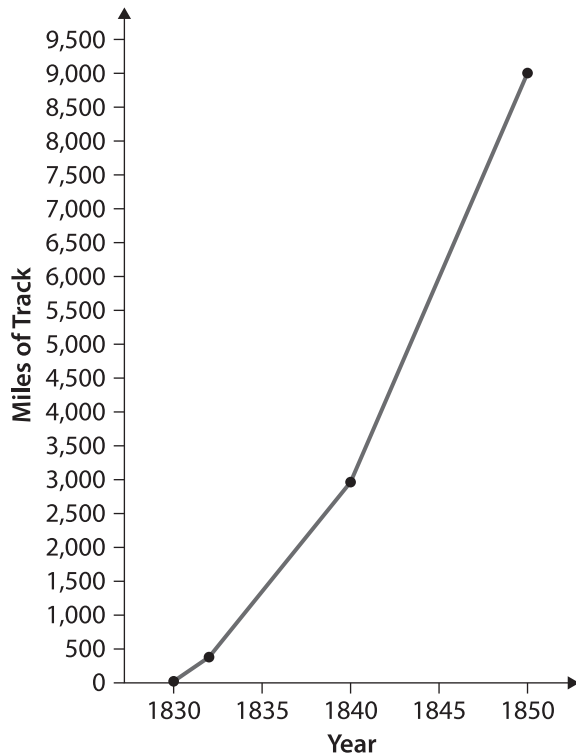


The Erie Canal linked the Hudson River to the _____. (7.5, 7.10.a, 7.10.d)

- Appalachian Mountains
- Arkansas River
- Atlantic Ocean
- Great Lakes

3. Use the graph to answer the question.

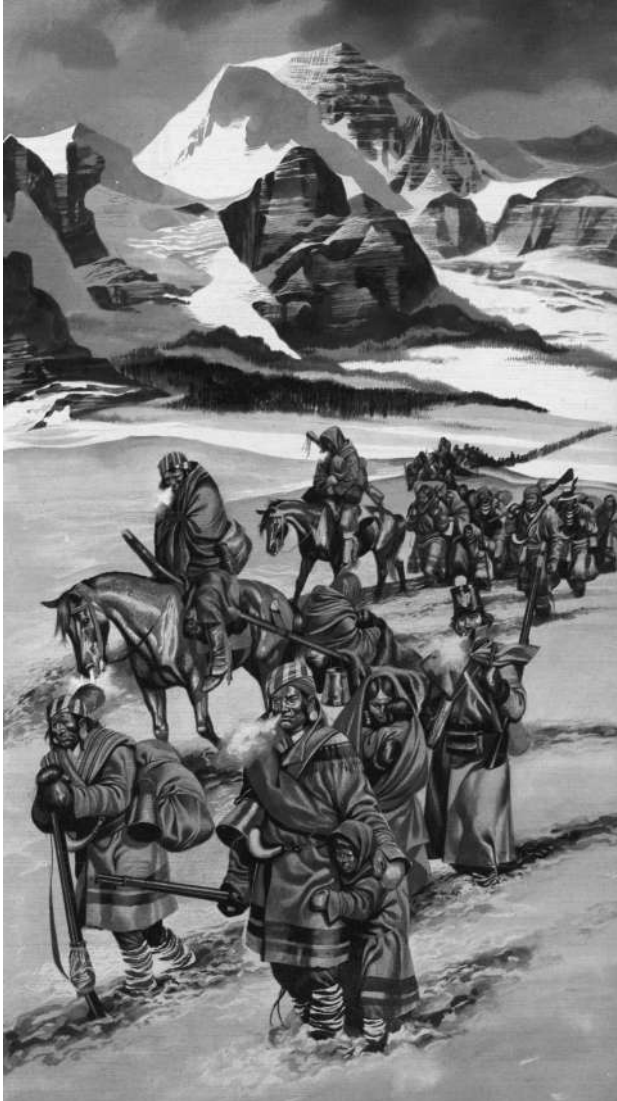
Miles of Railroad Track in the United States



Which conclusion is supported by the graph? (7.4, 7.10.a, 7.10.d)

- a) It cost more to ship goods on canals than it did on railroads.
 - b) Shipping goods via rail cost more in 1850 than it did in 1830.
 - c) By 1850, railroads had become a key part of America's transportation network.
 - d) Americans were slow to embrace the use of railroads as a means of transportation.
4. Why had most Native Americans in the East moved west of the Mississippi River by 1830? (7.10.e)
- a) The rise of factories in the East had caused permanent environmental damage to their lands.
 - b) The U.S. government forced them to move because settlers wanted their lands.
 - c) The hunting and farming was much better west of the Mississippi.
 - d) They wanted to live far from the authority of the U.S. government.

8. Use the image to answer the question.



Which statement is true and supported by this image of the Trail of Tears? (7.8.g, 7.10.e)

- a) The journey along the Trail of Tears took only a few weeks.
 - b) The Cherokee did not resist their removal to Indian Territory.
 - c) The Cherokee faced brutal conditions along the Trail of Tears.
 - d) Very few Cherokee survived the trip to Indian Territory along the Trail of Tears.
9. Which of the following created the reservation system in the United States? (7.8.g, 7.10.e)
- a) the ruling in *Worcester v. Georgia*
 - b) the Indian Appropriations Act
 - c) the Indian Removal Act
 - d) the Dawes Act

10. Use the excerpt to answer the question.

Our conduct toward these people is deeply interesting to our national character. Their present condition, contrasted with what they once were, makes a most powerful appeal to our sympathies. Our ancestors found them the uncontrolled possessors of these vast regions. By persuasion and force they have been made to retire from river to river and from mountain to mountain, until some of the tribes have become extinct and others have left but remnants to preserve for a while their once terrible names. . . . The fate of the Mohegan, the Narragansett, and the Delaware is fast overtaking the Choctaw, the Cherokee, and the Creek. That this fate surely awaits them if they remain within the limits of the States does not admit a doubt. Humanity and national honor demand that every effort should be made to avert so great a calamity.

—*from* President Andrew Jackson’s First Annual Message, December 8, 1829

Based on this excerpt, with which statement would Jackson agree? (7.6, 7.6.a, 7.10.e)

- a) Removal will cause irreversible damage to the five tribes.
 - b) Removal is necessary to save the five tribes from extinction.
 - c) The United States must repair the damage done to Native cultures.
 - d) The United States is responsible for the destruction of many Native cultures.
11. Use the excerpt to answer the question.
- Permit us to ask, what better right can a people have to a country, than the right of inheritance and immemorial peaceable possession?

—*from* Memorial of the Cherokee Nation (1830)

In this excerpt, on what basis do the Cherokee claim ownership of their native lands? (7.6, 7.6.a, 7.10.e)

- a) They have purchased the land from the U.S. government and hold a clear legal title to it.
 - b) They have signed treaties with the U.S. government stating that the land belongs to the Cherokee.
 - c) They have lived peacefully with white settlers and are entitled to the land as payment for helping them.
 - d) They have lived on the land for countless years, and it has been passed down to them from generation to generation.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**
- Westward expansion was an overall positive experience for the United States.
- Support or refute this claim using evidence from the chapter. (7.7, 7.8.g, 7.10.a, 7.10.c, 7.10.d, 7.10.e)

Assessment: Chapter 2—Continued Expansion, Conflict, and Compromise

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

1. Use the image to answer the questions.



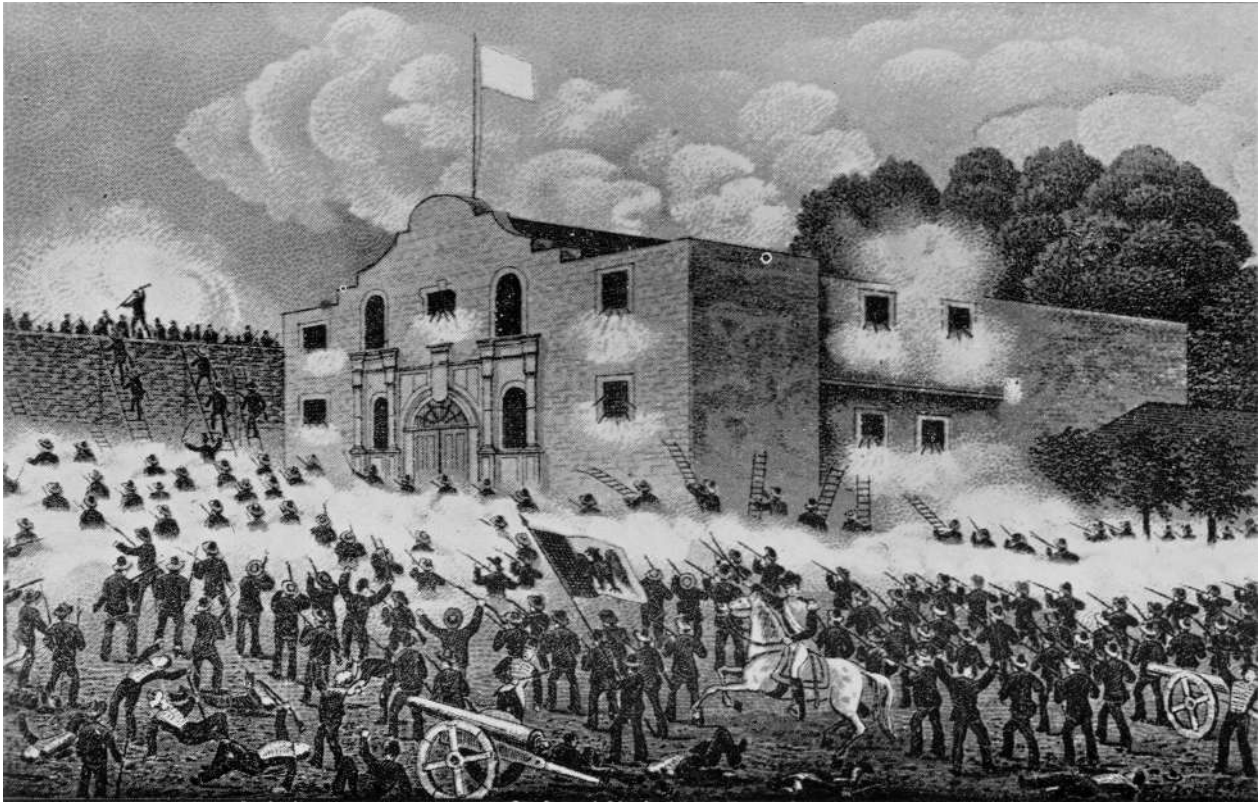
Part A What does this image represent? (7.6, 7.10.d)

- a) Manifest Destiny
- b) the Trail of Tears
- c) the Monroe Doctrine
- d) the Mormon migration

Part B Which piece of evidence best supports the answer to Part A? (7.6, 7.10.d)

- a) the Native Americans fleeing
 - b) the angelic figure headed west
 - c) the new forms of transport technology shown
 - d) the heavy clouds and mountains in the background
2. After gaining its independence from Spain, the Mexican government _____. (7.10.f, 7.10.g, 7.10.h)
- a) offered to sell Texas to the United States
 - b) immediately legalized the practice of slavery
 - c) encouraged American settlers to move to Texas
 - d) moved troops into areas claimed by the United States

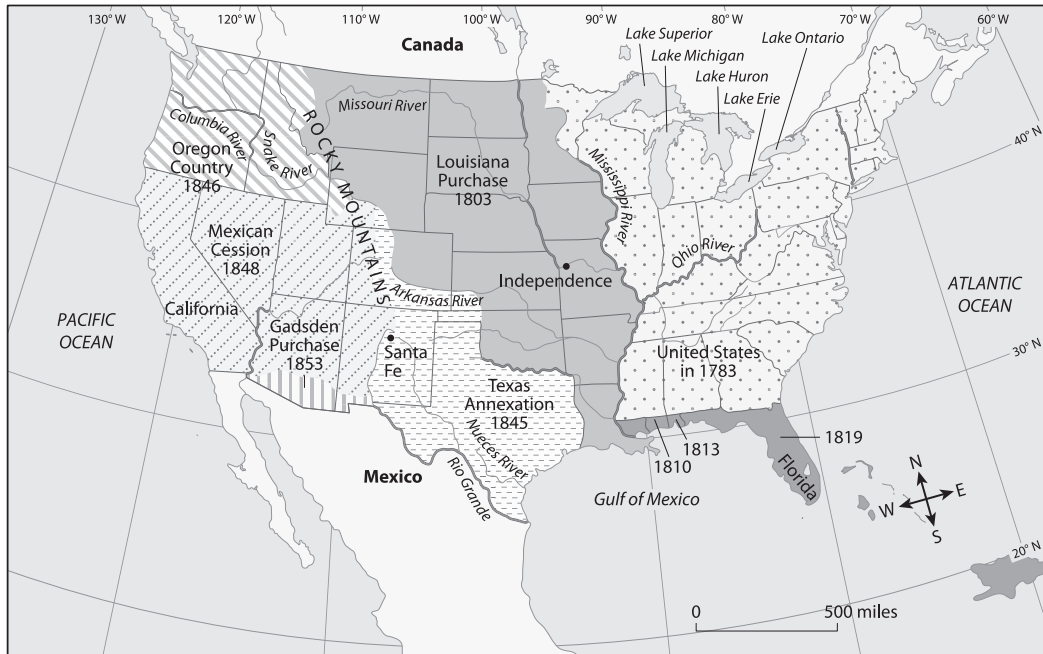
3. Use the image to answer the question.



This image is most closely associated with _____. (7.10.f, 7.10.g, 7.10.h)

- a) Texas independence
 - b) Mexican independence
 - c) the Gadsden Purchase
 - d) the settlement of Oregon
4. How did President James K. Polk provoke war with Mexico? (7.8.g, 7.10.f, 7.10.g, 7.10.h)
- a) He allowed slavery to be practiced in Texas.
 - b) He ordered U.S. troops to cross the Nueces River.
 - c) He ordered U.S. troops to attack the town of Santa Fe.
 - d) He refused to buy California and New Mexico from Mexico.

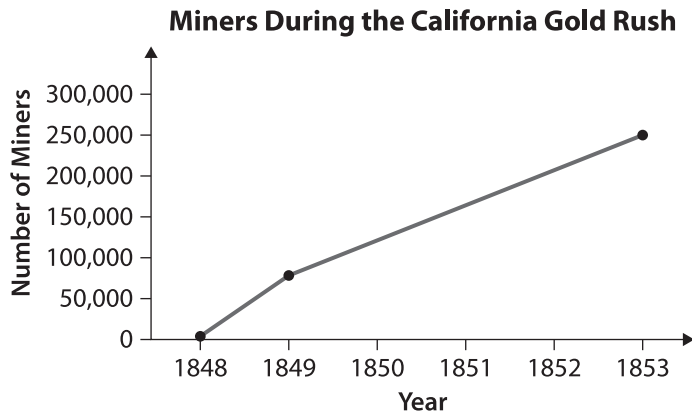
5. Use the map to answer the question.



Which of the following were most responsible for expanding U.S. territory into Texas and areas west of the Rocky Mountains? Select the **two** correct answers. (7.5, 7.10.f, 7.10.g)

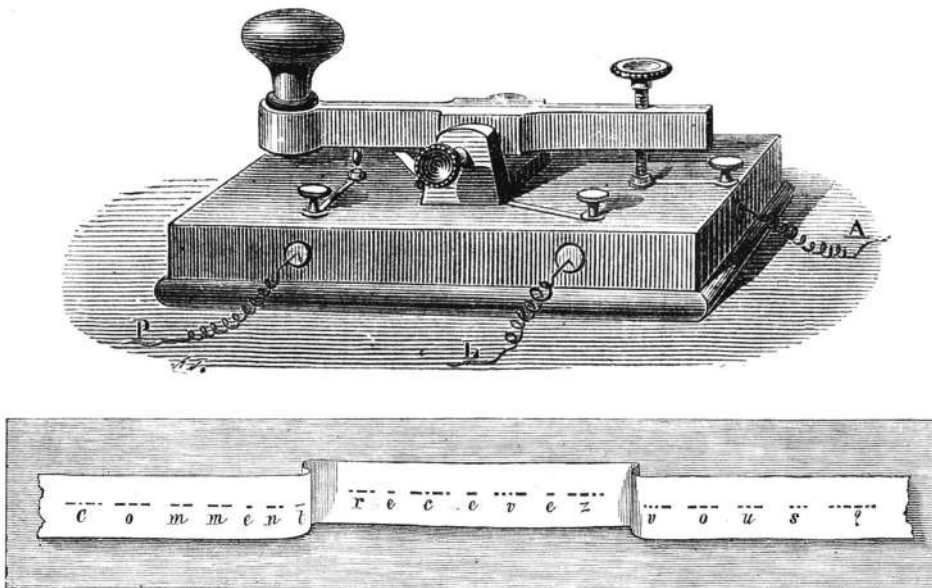
- a) the Oregon Treaty
 - b) the Homestead Act
 - c) the Indian Removal Act
 - d) the *Worcester v. Georgia* case
 - e) the Treaty of Guadalupe Hidalgo
6. Which of the following groups settled in the West to escape religious persecution? (7.10.d, 7.10.g)
- a) the Californios
 - b) the Exodusters
 - c) the Forty-Niners
 - d) the Mormons

7. Use the graph to answer the question.



Which conclusion is supported by the graph? (7.7, 7.7.a, 7.7.c, 7.7.d, 7.10.d, 7.10.f, 7.10.g)

- a) By 1850, California had become the wealthiest state in the Union.
 - b) Most miners who traveled to California in search of gold became wealthy.
 - c) The discovery of gold in California quickly increased the territory's population.
 - d) The experience of migrants to California weakened Americans' belief in Manifest Destiny.
8. Use the image to answer the question.



This invention helped make which of the following obsolete? (7.10.f, 7.10.g)

- a) railroads
- b) telephones
- c) newspapers
- d) the Pony Express

9. How did the U.S. government help in the construction of the transcontinental railroad? (7.8.g, 7.10.f, 7.10.g)
- a) The government gave 160 acres of free land to anyone who would settle on it and farm for at least five years.
 - b) The government gave railroad companies a gift of ten square miles of land alongside each mile of track they built.
 - c) The government raised taxes on American businesses and passed the revenue along to the companies building the railroad.
 - d) The government passed the Indian Removal Act to force Native Americans off of land needed for the transcontinental railroad.

10. Use the excerpt to answer the question.

[It is] our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.

—from John O’Sullivan’s Editorial on Manifest Destiny (1845)

The ideas expressed in the passage contributed most directly to which of the following? (7.6, 7.6.a, 7.10.d, 7.10.f, 7.10.g)

- a) the American Civil War
 - b) the War of 1812
 - c) the passage of the Homestead Act
 - d) the Supreme Court’s decision in *Worcester v. Georgia*
11. Use the excerpt to answer the question.

As the Railroad marched thus rapidly across the broad Continent of plain and mountain, there was improvised a rough and temporary town at its every public stopping-place. As this was changed every thirty or forty days, these settlements were of the most perishable materials—canvas tents, plain board shanties, and turf-hovels—pulled down and sent forward for a new career, or deserted as worthless, at every grand movement of the Railroad company. Only a small proportion of their populations had aught to do with the road, or any legitimate occupation. Most were the hangers-on around the disbursements of such a gigantic work, catching the drippings from the feast in any and every form that it was possible to reach them. Restaurant and saloon keepers, gamblers, desperadoes of every grade, the vilest of men and of women made up this “Hell on Wheels,” as it was most aptly termed.

—from Samuel Bowles Travels on the Union Pacific

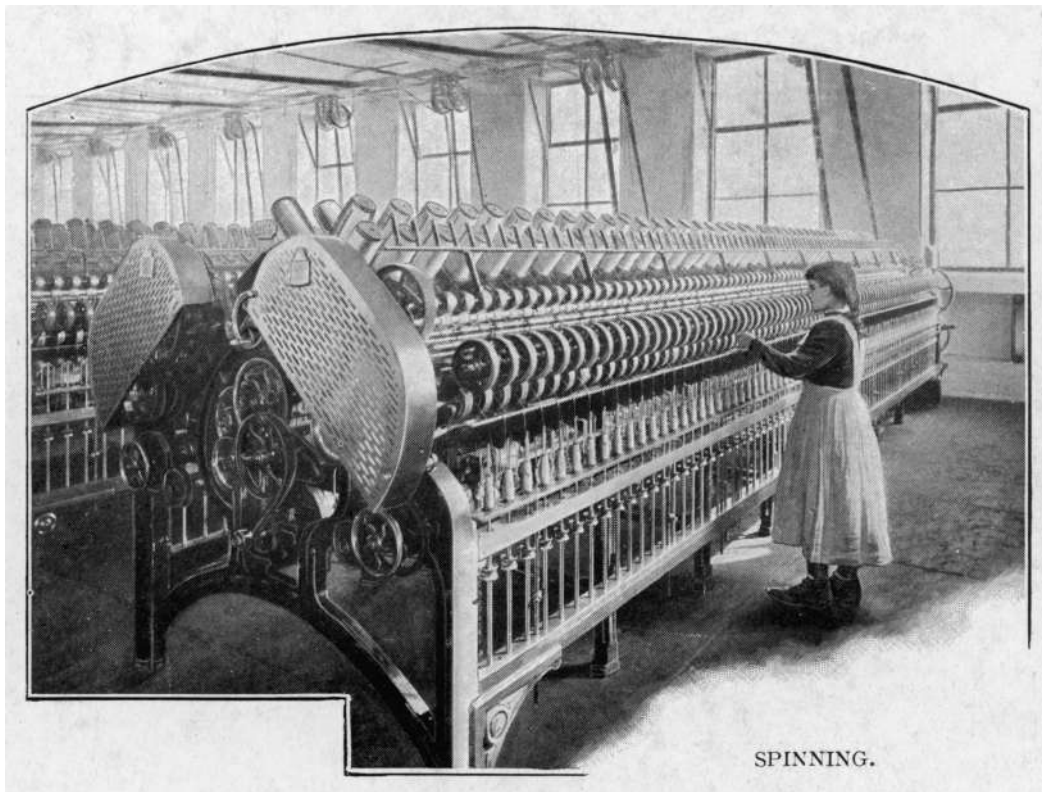
Which statement is supported by the details in this excerpt? (7.6, 7.6.a, 7.6.b, 7.10.g)

- a) The railroad left a lasting impact on the environment of the West.
 - b) The railroad hired workers of questionable moral character.
 - c) The railroad required large numbers of workers.
 - d) The railroad encouraged migration to the West.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**
- Which event discussed in this chapter was most responsible for the growth and expansion of the United States in the mid-1800s? Make a claim that answers the question, and support it with evidence from the chapter. (7.7.b, 7.7.c, 7.7.d, 7.8.g, 7.10.d, 7.10.f, 7.10.g, 7.10.h)

Assessment: Chapter 3—Regional Development and Interactions

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

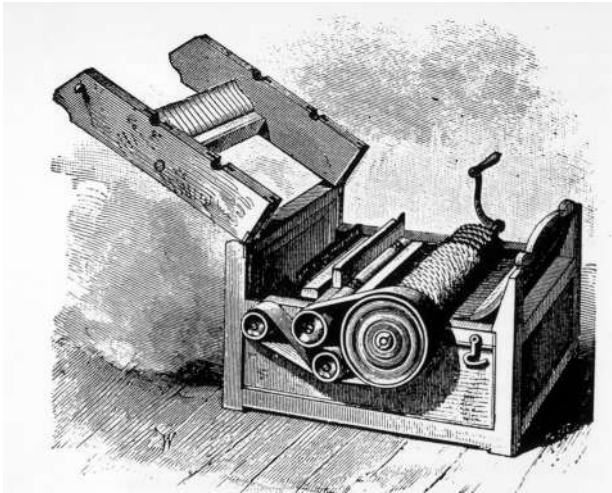
1. Use the image to answer the question.



This factory was most likely located in which region of the United States? (7.6, 7.10.i, 7.10.l)

- a) the North
 - b) the South
 - c) the Southwest
 - d) the West
- 2.** Which statement about regional development in the early to mid-1800s is accurate? (7.10.i, 7.10.l)
- a) The economies of both the West and the South depended largely on the labor of enslaved people.
 - b) The North and the West cooperated economically and politically to develop a successful mining industry.
 - c) As the South began to develop industrially, it became politically and economically independent of the North.
 - d) The North and the South grew apart because of rapid industrialization in the North and heavy reliance on agriculture in the South.

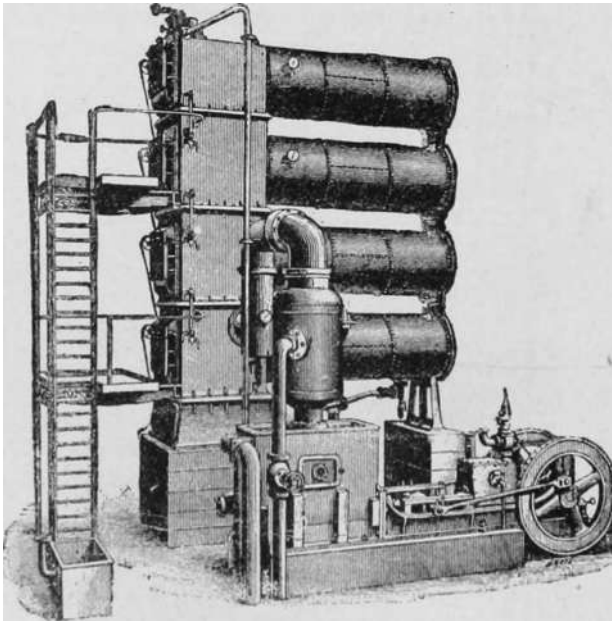
3. Use the image to answer the question.



Which of the following were direct results of this invention? Select the **two** correct answers. (7.10.i, 7.10.j)

- a) the invention of the telegraph
- b) the growth of agriculture in the North
- c) the expansion of slavery in the South
- d) the introduction of the factory system in the West
- e) the rapid growth of the textile industry in New England

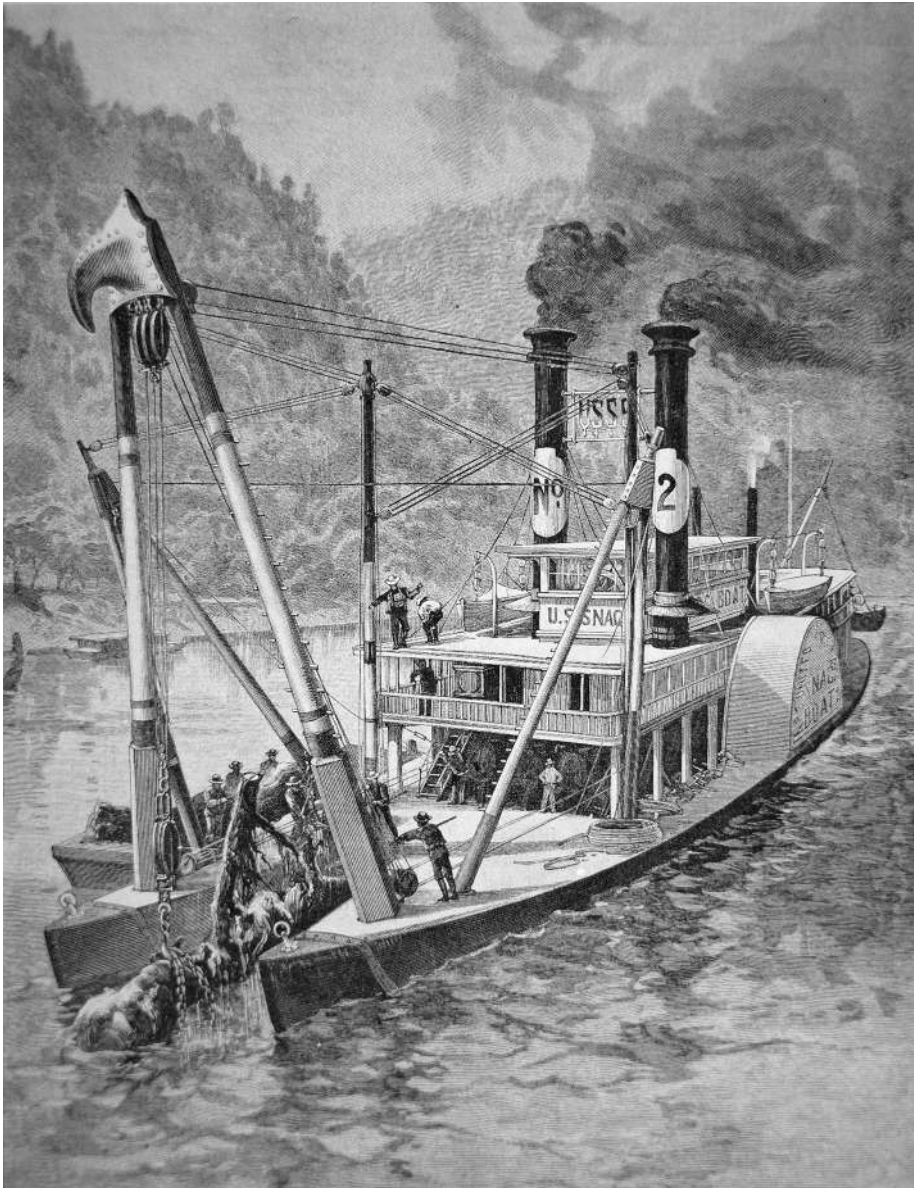
4. Use the image to answer the question.



This invention had effects very similar to the effects of what other invention? (7.10.i, 7.10.j)

- a) the canal system
- b) the cotton gin
- c) the telephone
- d) the telegraph

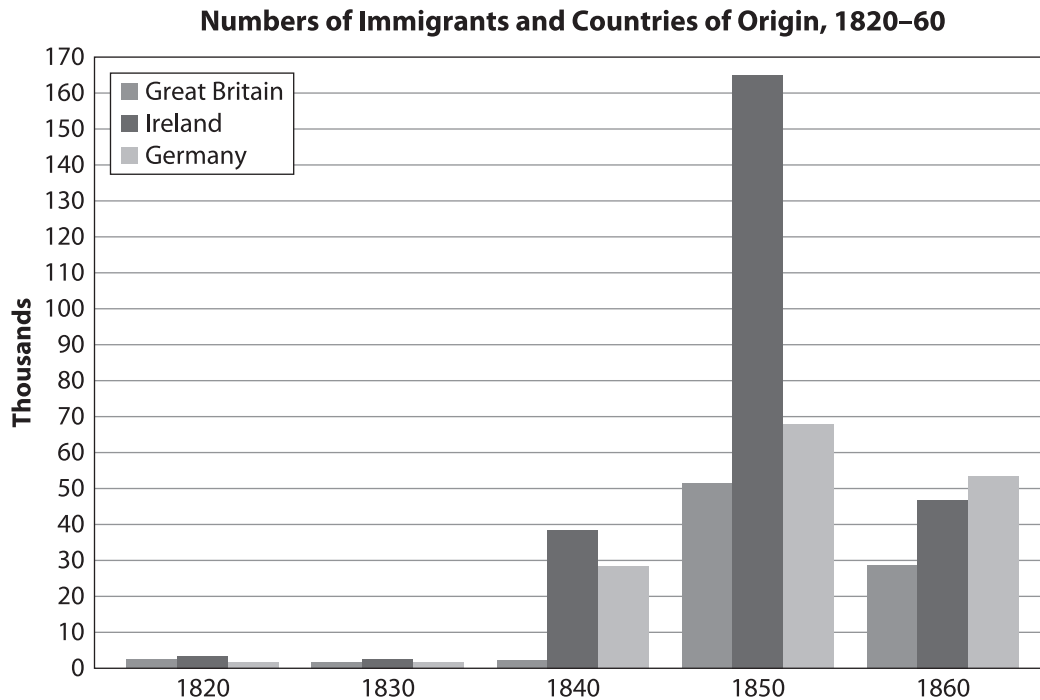
5. Use the image to answer the question.



How did this invention affect the growth of the United States during the early to mid-1800s? (7.10.k)

- a) It revolutionized the fishing industry along the Mississippi River.
- b) It enabled the removal of "snags," opening new avenues of river travel.
- c) It made it easier and faster for people to send long-distance messages.
- d) It made it easier for settlers to journey to the Oregon and New Mexico Territories.

6. Use the graph to answer the question.



Which conclusion is best supported by the graph? (7.10.m)

- a) In the early 1800s, most immigrants to the United States could not speak English.
 - b) In the mid-1800s, millions of Irish immigrants came to the United States.
 - c) After the 1860s, most immigrants to the United States came from Asia.
 - d) In the mid-1800s, Great Britain and Germany were continually at war.
7. Which of the following was a push factor that led to increased immigration to America in the mid-1800s? (7.10.m)
- a) the Irish potato blight
 - b) the passage of the Homestead Act
 - c) the building of the transcontinental railroad
 - d) the development of the U.S. textile industry
8. Which of the following was a pull factor that led to increased immigration to America in the mid-1800s? (7.10.m)
- a) political turmoil
 - b) widespread famine
 - c) the discovery of gold in California
 - d) persecution of the Mennonites and Amish
9. Why did migrants from China find themselves working in laundries and in mines? (7.10.i, 7.10.m)
- a) Migration caused economic decline.
 - b) Other job opportunities were limited.
 - c) All available work was taken by Europeans.
 - d) These jobs paid better than other forms of work.

10. Use the excerpt to answer the question.

The change taught me how much better it is for a newcomer to stay in the country among farmers of his nationality until he has learned a little English. I was safe and felt almost at home on that farm. . . . The situation became very different in a boarding house in Minneapolis for workers in the saw-mills and in the lumber yards. Their work was very heavy, too heavy for a boy of my years. The board was good enough but the rooms poor and not too clean.

—*from* Recollections of a European Immigrant

Which statement is supported by the excerpt? (7.6.a, 7.6.b, 7.10.i, 7.10.l, 7.10.m)

- a) Immigrants rarely settled where others from their own country were already living.
 - b) Living conditions for most immigrants in American cities were dreadful.
 - c) Most immigrants were too poor to travel beyond the cities where they landed.
 - d) Most immigrants did not want to become “real Americans.”
11. Use the excerpt to answer the question.

The ordinary laundry shop is generally divided into three rooms. In front is the room where the customers are received, behind that a bedroom and in the back the work shop, which is also the dining room and kitchen. The stove and cooking utensils are the same as those of the Americans.

—*from* Recollections of a Chinese Immigrant (1903)

What can be inferred from this excerpt? (7.6, 7.6.a, 7.10.m)

- a) The author came to the United States with money.
 - b) The author did not see himself as an American.
 - c) The author built a successful business.
 - d) The author had no meaningful skills.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**
- How did immigration shape the United States in the early to mid-1800s? Make a claim, and support it with evidence from the chapter. (7.7, 7.7.a, 7.7.b, 7.7.c, 7.7.d, 7.8.g, 7.10.i, 7.10.l, 7.10.m)

Performance Task: *The Developing and Expanding Nation*

Teacher Directions: The United States experienced tremendous change and growth in the early to mid-1800s. New technology and westward expansion both played important roles in the development of the nation during this period.

Activity Page



AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their essays.

Prompt:

Technology had a greater impact on the United States in the 1800s than westward expansion did.

Support or refute this statement using evidence from the unit reading and activities. (7.1, 7.2, 7.3, 7.7, 7.7.a, 7.7.b, 7.7.c, 7.7.d, 7.10, 7.10.d, 7.10.e, 7.10.f, 7.10.g, 7.10.h, 7.10.i, 7.10.j, 7.10.k)

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.

Sample Claim:	Technology had a greater impact on the United States in the 1800s than westward expansion did.
Reason:	Changes in technology radically altered the way people lived and worked in the United States.
Evidence:	<p>Before the advent of the Industrial Age, most Americans were farmers. Goods were largely produced by hand. After the innovation of technology and the beginning of the factory system, people began to leave the farms and moved to cities to take factory jobs. The industrialization of America also attracted millions of immigrants to the country, helping transform the country's culture and slowly changing the nation from a rural to an urban country.</p> <p>The growth of the textile industry increased the demand for Southern cotton. Inventions such as the cotton gin made it easier to remove seeds from cotton and made it possible for Southern planters to grow and sell enormous amounts of cotton. However, it also required more enslaved workers. Similarly, the multiple-effect evaporator made refining sugar from sugarcane easier; this increased the demand for sugar, which also increased the demand for enslaved people to work on sugar plantations.</p> <p>Finally, technological improvements in transportation and communication made it easier and cheaper for goods to be transported from one place to another. Demand for consumer goods grew, and goods that used to be considered luxuries for the wealthy were now available to working people as well.</p>
Counterclaim and Answer:	<p>Technology did change the way people lived and worked, but westward expansion changed the country even more. People lived farther away from each other, and regional/lifestyle differences began to develop between the North, South, and West.</p> <p>Even so, without the advent of technology, westward expansion itself would not have happened on a large scale. Advances in transportation made it easier for people to travel. Advances in communication bridged the long distances between people. It was technology that drove expansion.</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 Claims and Evidence (AP 1.3), which is intended to be a support for students as they think about their written responses.

3	<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 the development and expansion of the United States; 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">• the development of transportation networks in the early to mid-1800s• the effects of new transportation technologies, such as canals, steamboats, and railroads• the causes and effects of Indian removal policies, including <i>Worcester v. Georgia</i>, the Trail of Tears, the Seminole Wars, the Dawes Act, and the reservation system• the ideas and motivations that contributed to westward expansion, including the belief in Manifest Destiny, the annexation of Texas, the acquisition of territory after the Mexican-American War, the discovery of gold in California, and the Homestead Act of 1862• the causes and effects of the Oregon Trail, the Santa Fe Trail, and Mormon migration• the causes and effects of the first Industrial Revolution in the United States, including the invention of the cotton gin and textile machinery, the opening of cotton-spinning mills, and the rise of the factory system• the relationship between immigration, urbanization, and industrialization, including the growth of northern cities as a result of manufacturing and trade, the influx of rural Americans and immigrants into cities in search of jobs, the problems resulting from rapid population growth in urban areas, and the rise of nativism
2	<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 the development and expansion of the United States, 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>

1	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 the development and expansion of the United States, 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.
0	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 of the development and expansion of the United States. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Activity Page 1.1

Use with Chapter 1

Letter to Family

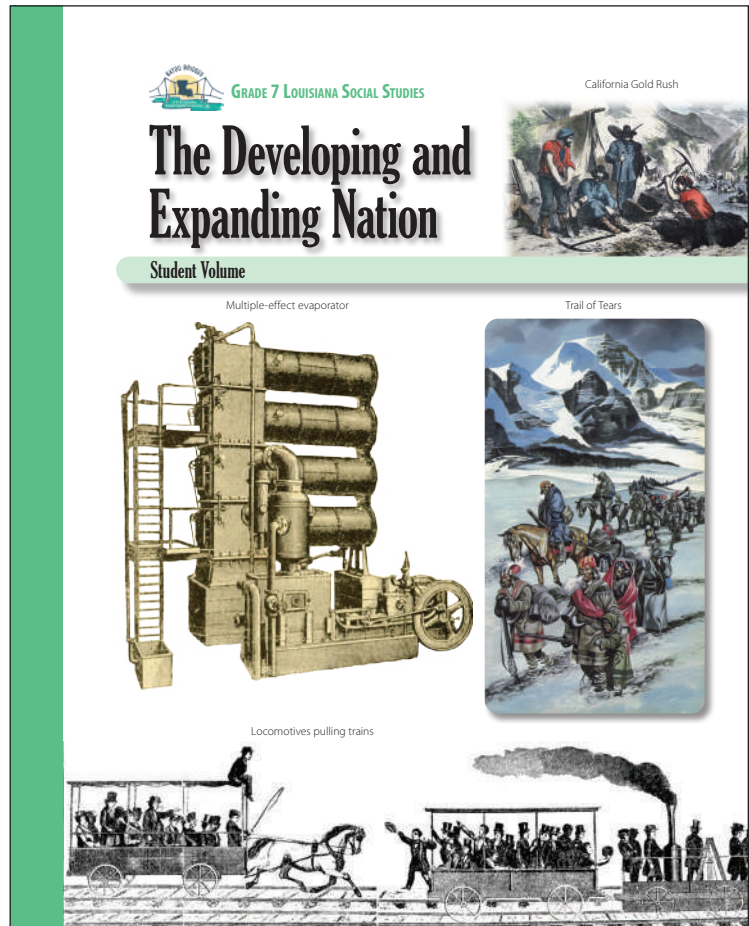
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the development and expansion of the United States in the early to mid-1800s. They will learn about the growth of industry and the development of transportation networks.

In this unit, students will examine the ideas and motivations that contributed to westward expansion, including the concept of Manifest Destiny; analyze the causes and effects of Indian Removal policies in the early to mid-1800s; explore the issues surrounding territorial disputes with Mexico and Great Britain, including the Mexican-American War; learn about the impact of immigration during this period; and analyze primary sources related to these issues.

As part of their exploration, students will also learn about the treatment of Native Americans by settlers and the U.S. government. They will also learn a bit about the lives of enslaved people and the discrimination faced by some immigrants to America in the early to mid-1800s, particularly Chinese immigrants. 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 or group. 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

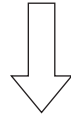
Use with Chapters 1–3

Primary Source Analysis

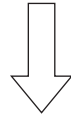
SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Claims and Evidence

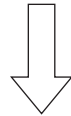
STATE THE CLAIM *What opinion or position are you defending?*



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 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Using your own paper, write the letter that matches the definition of each term.

- | | |
|------------------------------|--|
| 1. locomotive | a) a prison or camp guarded by the military |
| 2. displacement | b) the process of removing from the usual place or land |
| 3. treaty | c) a refusal to follow the law or government because it goes against one's conscience; an act of protest |
| 4. permit | d) a formal authorization to do something |
| 5. stockade | e) a railroad that stretches across an entire continent |
| 6. reservation | f) an area of land set aside by the federal government for Native Americans |
| 7. civil disobedience | g) a railroad engine |
| 8. telegraph | h) a machine that communicates messages over long distances by sending signals through wires |
| 9. transcontinental railroad | i) a formal agreement between two or more groups, especially countries |

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapter 3

Use the words in the Word Bank to complete the crossword puzzle. Leave out the space and/or hyphen in two- or three-word terms.

manufacturer multiple-effect evaporator textile monopoly
cotton-spinning mill immigrate industrialization emigration
cotton gin blight nativism

Across:

- 3. to move into a country from a different one
- 7. the complete control of the supply of a good or service by one person, country, or company
- 8. a system that refines materials by removing water in a series of steps under a vacuum
- 11. a shift to the widespread use of machines and factories to produce goods

Down:

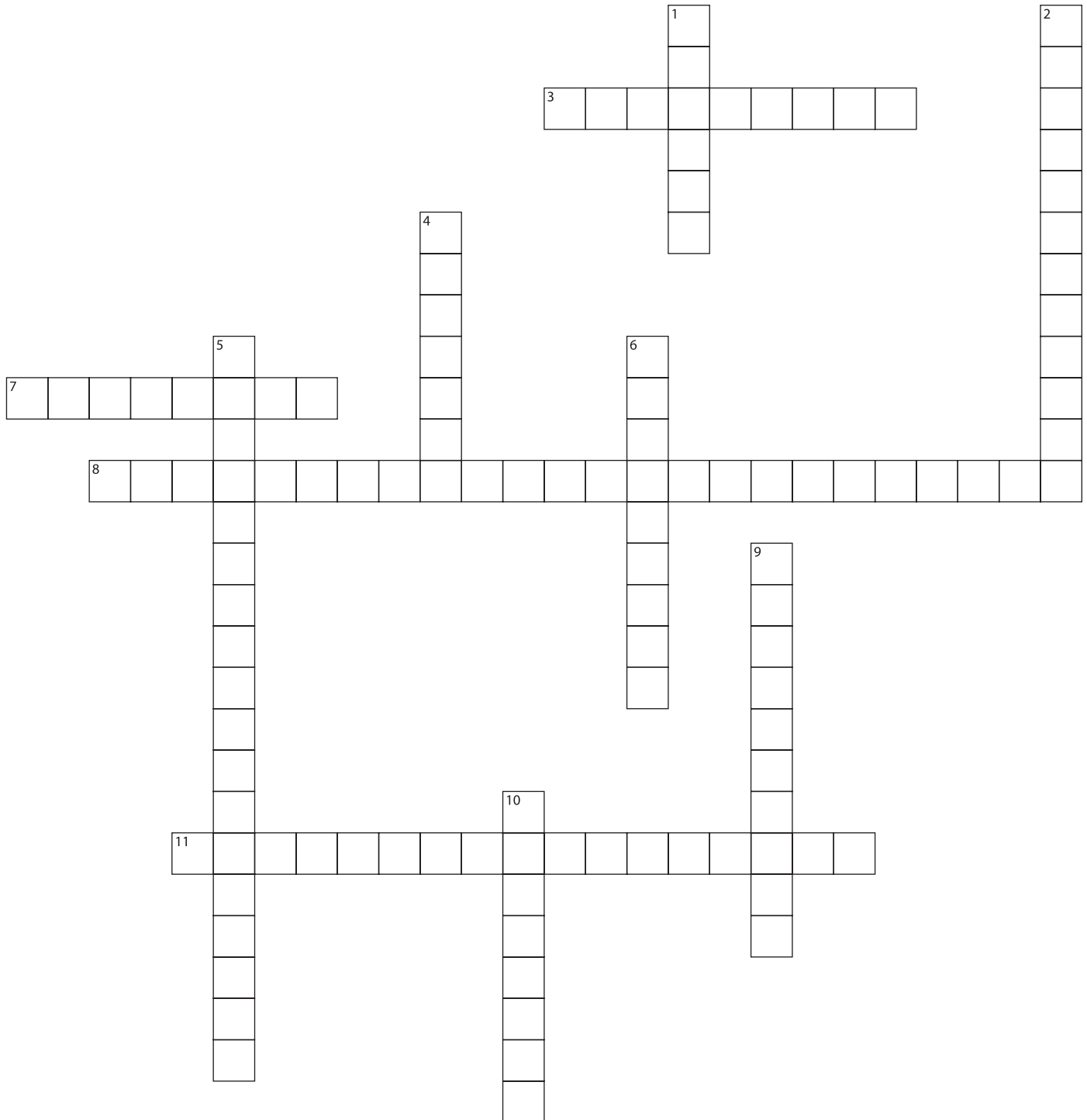
- 1. a disease that causes plants to dry up and die
- 2. a person or company that makes or produces an item to be sold
- 4. cloth or fabric
- 5. a factory that makes thread or yarn from cotton
- 6. a machine that extracts cotton seeds from fibers
- 9. the movement of people out of a country
- 10. a preference for people born in a country rather than immigrants

Name _____

Date _____

Activity Page 3.1 (continued)

Use with Chapter 3



- 7.1** Explain ideas, events, and developments in the history of the United States of America from 1791 to 1877 and how they progressed, changed, or remained the same over time.
- 7.2** Analyze connections between ideas, events, and developments in U.S. history within their global context from 1791 to 1877.
- 7.3** Compare and contrast events and developments in U.S. history from 1791 to 1877.
- 7.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1791 to 1877, including environmental, cultural, economic, and political characteristics and changes.
- 7.5** Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 7.6** Use a variety of primary and secondary sources to:
- a)** Analyze social studies content.
 - b)** Evaluate claims, counterclaims, and evidence.
 - c)** Compare and contrast multiple sources and accounts.
 - d)** Explain how the availability of sources affects historical interpretations.
- 7.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
- a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Analyze causes and effects.
 - d)** Evaluate counterclaims.
- 7.8** Analyze the influence of key events, ideas, and people on the economic, political, and social development of the United States from 1791–1850s.
- a)** Explain the causes and events of the Whiskey Rebellion, including the response from the Washington administration and its relationship to enforcement of the government’s right to tax.
 - b)** Explain the influence of precedents set by the presidency of George Washington, and analyze the advice in and effects of his Farewell Address.
 - c)** Analyze key events of the presidency of John Adams including the Alien and Sedition Act and the XYZ affair.
 - d)** Explain the significance of the election of 1800.
 - e)** Explain how the disagreements between Thomas Jefferson and Alexander Hamilton resulted in the emergence of the Federalist and Democratic-Republican political parties, including views on foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt.
 - f)** Describe the role of the Electoral College in presidential elections, including how it aims to ensure representation of less populated states.
 - g)** Explain how the U.S. government addressed foreign and domestic challenges during the late 1700s to the mid-1800s and how related policies and legislation influenced the development of the United States.

- h) Analyze the major events of Thomas Jefferson’s presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of Ouachita River, Red River Expedition, and Twelfth Amendment.

7.9 Analyze the causes, course of, and consequences of the War of 1812.

- a) Explain the events leading to the War of 1812, including Britain’s war with Napoleonic France, impressment, and blockades, and analyze the political and economic effects on the United States.
- b) Explain key events, turning points and outcomes of the War of 1812, including blockades, Battle of Lake Erie (1813), Burning of Washington (1814), Battle of New Orleans (1814), Battles of Baltimore and Lake Champlain (1814), penning of the Star Spangled Banner, and the Treaty of Ghent (1814).
- c) Analyze the interests and motivations of Native American groups aligned with the United States and with Britain during the War of 1812, including Chief Tecumseh.
- d) Explain the importance and effects of the Battle of New Orleans to Louisiana, and describe the roles played by General Andrew Jackson and Jean Lafitte.
- e) Explain the events leading to and surrounding Louisiana statehood, including the Neutral Strip, the West Florida controversy, and the capture of the Spanish Fort at Baton Rouge, as well as key figures including Julien de Lallande Poydras.

7.10 Analyze the growth and development of the United States from the early to mid-1800s.

- a) Describe the Era of Good Feelings (1815–1825), including Henry Clay’s American System, Treaty of 1818, Adams-Onis Treaty of 1819, and the development of transportation networks.
- b) Analyze the purpose of the Monroe Doctrine (1823), with emphasis on its policies of both isolationism and protection of American interests in the Western Hemisphere, and how it influenced U.S. foreign policy and interactions with other nations.
- c) Analyze the effects of *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Gibbons v. Ogden* (1824), and *Worcester v. Georgia* (1832).
- d) Analyze the ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects.
- e) Analyze the causes and effects of Indian Removal policies of the early to mid-1800s, including the Indian Removal Act of 1830, Trail of Tears, and Seminole Wars, and explain the role of key figures, including Andrew Jackson, Chief John Ross, and Chief Osceola.
- f) Analyze key events and developments that contributed to westward expansion, including the Oregon Treaty (1846), annexation of Texas (1845), Treaty of Guadalupe Hidalgo (1848), Gadsden Purchase (1853), the Pony Express (1860), Pacific Railway Act (1862), and Homestead Act (1862).
- g) Explain the motivation and means of migration West, the experiences of the settlers, and resulting changes in the West, including the Gold Rush (1848–1855), trails (Oregon Trail, Mormon Trail, and Santa Fe Trail), first transcontinental telegraph, and the transcontinental railroad.
- h) Describe the causes, course, and consequences of the Mexican-American War, including the Battle of the Alamo, Battle of San Jacinto, annexation of Texas, the Mexican Cession and Zachary Taylor’s role in the war and subsequent election to the presidency.
- i) Explain the causes and effects of the first Industrial Revolution in the United States, including advancements in technology, increased manufacturing, changing labor conditions, growing transportation systems, and urbanization.
- j) Analyze the development of the agrarian economy in the South, including Louisiana, and explain how advancements in technology, such as the cotton gin and multiple-effect evaporator for sugar, contributed to an increase in enslaved labor.
- k) Explain how steamboats influenced Louisiana’s economic growth and the significance of Captain Henry Miller Shreve in steamboat navigation.
- l) Compare and contrast the economies of the North and the South during the early to mid-1800s.

- m) Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States affected rural and urban areas.

7.11 Analyze role and importance of social and political reform movements of the nineteenth century.

- a) Analyze the key people, ideas, and events of the women's rights movement and woman's suffrage movement of the early to mid-1800s, including the Seneca Falls Convention, National Women's Rights Conventions, Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, Mary Church Terrell, and Margaret Fuller.
- b) Explain the development of education and prison reform movements, including those led by Horace Mann and Dorothea Lynde Dix.
- c) Explain the effects of abolition efforts by key individuals and groups, including Sojourner Truth, William Lloyd Garrison, and the Quakers.
- d) Analyze the historical works and ideas of influential abolitionists, including Frederick Douglass' speech "The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?" and Harriet Beecher Stowe's *Uncle Tom's Cabin*.
- e) Describe the purpose, challenges, routes, and successes of the Underground Railroad and the key role played by Harriet Tubman.
- f) Explain restrictions placed on the trade of enslaved people prior to the Civil War, including the Northwest Ordinance of 1787 and the Act Prohibiting Importation of Slaves of 1807.

7.12 Explain the ideas, key people, and events related to the growth of sectionalism and rising tension prior to the Civil War.

- a) Analyze major events, legislation, and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, *North Carolina v. Mann* (1830), the Nullification Crisis (1831–1833), the Compromise of 1850, the Fugitive Slave Acts (1793, 1850), the Kansas-Nebraska Act (1854), and the Dred Scott decision (1857).
- b) Describe the reasons for the formation of the Republican Party in 1854 and its founding platform.
- c) Compare and contrast various arguments on the issue of slavery and state's rights, including those expressed in the Lincoln-Douglas debates and during the 1860 presidential campaign.
- d) Explain the causes of and reactions to rebellions and raids, including the German Coast Uprising, Nat Turner's Rebellion, and John Brown's Raid on Harpers Ferry and subsequent trial.
- e) Analyze Lincoln's First Inaugural Address, and explain how the ideas expressed affected the cause and course of the Civil War.

7.13 Analyze the causes, course, and consequences of the Civil War.

- a) Explain why the Confederate states seceded from the Union.
- b) Explain Louisiana's decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint).
- c) Describe the events leading to, significance of, and reaction to the Battle of Fort Sumter, including Lincoln's call for 75,000 volunteers.
- d) Describe the importance and outcomes of the major military engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans, Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman's March to the Sea, and the surrender at Appomattox Court House.
- e) Describe the roles and experiences of soldiers, women, enslaved people, and freed people during the Civil War.
- f) Analyze the role of Louisiana in the Civil War and how the conflict affected Louisiana and its people, including the importance of its ports and the occupation of New Orleans.
- g) Analyze the purpose, significance, and consequences of the Emancipation Proclamation.

- h)** Describe the roles and contributions of key individuals in the Civil War, including Jefferson Davis, Robert E. Lee, Thomas Stonewall Jackson, PGT Beauregard, Mary Walker, Clara Barton, Ulysses S. Grant, William Tecumseh Sherman, Robert Smalls, and the Louisiana Tigers.
- i)** Analyze Lincoln’s Gettysburg Address and Second Inaugural Address, and explain how the ideas expressed affected the course of the war and show how ideas about equality changed over time.
- j)** Describe the significance of Lincoln’s assassination, and how it affected the nation.

7.14 Analyze the major events, key people, and effects of Reconstruction.

- a)** Compare and contrast plans for Reconstruction, including Lincoln’s Ten Percent Plan, President Johnson’s Plan, and the Radical Republican Plan for Reconstruction.
- b)** Analyze the development and effects of tenant farming and the sharecropping system in the postwar South.
- c)** Explain how federal action affected individual rights and freedoms during the Reconstruction era, including through the Thirteenth Amendment, Freedmen’s Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, Fourteenth Amendment, Fifteenth Amendment, and analyze the challenges, achievements, and effectiveness of each.
- d)** Explain the rise of violence and intimidation of Black Americans by groups, including the Ku Klux Klan, White League and Red Shirts and describe the significance of the Opelousas and Colfax Massacres.
- e)** Describe the role and motivations of carpetbaggers and scalawags during Reconstruction.
- f)** Explain the roles of Black politicians in Southern states during Reconstruction, including Oscar Dunn and P.B.S. Pinchback.
- g)** Explain how the presidential election of 1876 and the Compromise of 1877 led to the end of Reconstruction, and analyze short-term effects of the collapse of Reconstruction, including the decline of Black Americans in elected offices and loss of enforcement of the Fourteenth and Fifteenth Amendments.
- h)** Analyze how Black Codes affected the lives of Black Americans, including the restriction rights to own and lease property, conduct business, bear arms, and move freely through public spaces.
- i)** Analyze how national events and amendments to the U.S. Constitution influenced Louisiana from the 1860s to 1877, including changes to the Louisiana Constitution.

Answer Key: *The Developing and Expanding Nation*

Student Volume Questions

Chapter 1

p. 4 Think Twice The building of the Erie Canal was an extraordinary achievement because workers completed the difficult project in just eight years without the use of modern tools.

p. 8 Think Twice The U.S. Army and settlers had vastly superior weapons that made it impossible for Native Americans to prevent their land being taken from them.

p. 12 Think Twice If the Cherokee supported Georgia in making and enforcing such laws, then they would be allowing the state government to have control over their land rather than being an independent nation.

Chapter 2

p. 18 Think Twice The new government of Mexico was not as powerful as the Spanish government and had less ability to get rid of them once they were there.

p. 22 Think Twice The U.S. government knew that Mexico considered the land south of the Nueces River to be Mexican territory, which made the movement of American troops there an aggressive act.

p. 28 Think Twice Gold mining was difficult work, and by the time most miners arrived, much of the gold had already been found, so the likelihood of finding gold was small. Also, all miners needed certain equipment and supplies, so businesses catering to miners had a ready supply of customers.

p. 30 Think Twice The infrastructure for the use of telegraph machines was already in place, and it remained a practical form of communication across long distances.

p. 32 Think Twice A transcontinental railroad would make it easier to ship people and goods across the country. This would support economic growth as well as help fulfill the concept of Manifest Destiny, both of which were goals of the U.S. government.

p. 33 Think Twice Life on the Great Plains was difficult, as people lived far from cities and neighbors.

Chapter 3

p. 38 Think Twice Keeping the knowledge secret meant no competitor could produce cloth for less money or of equal or better quality, which allowed Britain to continue to dominate the market.

p. 40 Think Twice The cotton gin was only useful for removing seeds from fibers. Plantations still needed lots of workers to plant and harvest cotton.

p. 46 Think Twice The United States was a nation with ample opportunities to expand its territory and power into unsettled or little-settled lands. It also had a history of freedom of religion and a governing document that protected other freedoms, such as freedom of speech.

p. 47 Think Twice The population had increased, which meant sharing the produce of the land among more people, and consequently less food per person. Also, weather and crop disease could destroy important crops for years, and landowners could decide at any time to switch to grazing animals rather than raising crops.

p. 49 Think Twice New Orleans is at the mouth of the Mississippi River, so it connects many cities with one another and with the Atlantic Ocean.

p. 51 Think Twice The railroad was an economic opportunity for a group of people who had been excluded elsewhere.

Chapter Assessments

Chapter 1

A. 1. c 2. d 3. c 4. b 5. b, c 6. b 7. c 8. c 9. b 10. b 11. d

B. Students should clearly support or refute with relevant evidence, such as the growth of cities and towns, the canal and railroad systems and their consequences, and the removal of Native Americans. Answers should include explanations of how the evidence supports the claim.

Chapter 2

A. 1 Part A. a Part B. b 2. c 3. a 4. b 5. a, e 6. d 7. c 8. d 9. b 10. c 11. d

B. Student claims should identify a relevant event, such as the belief in Manifest Destiny, Texas independence and subsequent annexation, the Mexican-American War, acquisition of the Southwest and Oregon Country and migration there, discovery of gold in California, construction of the transcontinental railroad, or passage of the Homestead Act. Answers should include evidence from the chapter that supports the claim.

Chapter 3

A. 1. a 2. d 3. c, e 4. b 5. b 6. b 7. a 8. c 9. b 10. b 11. b

B. Students should clearly state an accurate claim and support it with relevant evidence, such as changing technology and its impact on the U.S. economy, the industrialization and urbanization of the North, push and pull factors impacting immigration, immigration in the West, and/or the rise of nativism. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

Source: Excerpt from President Andrew Jackson's First Annual Message, December 8, 1829

Content: The document is Andrew Jackson's first message to Congress as president.

Creation: Andrew Jackson wrote this message in 1829.

Communication: The purpose is to explain to Congress Jackson's belief that Native American groups will have to leave the United States or suffer the same fate as earlier groups.

Context: Settlers and the American government were gradually driving Native Americans from their lands.

Connection: The source is suggesting that Native Americans should be removed from the United States.

Consideration: Jackson's point of view is expressed.

Conclusion: The source helps us understand that Andrew Jackson viewed his intentions as being for the ultimate benefit of Native Americans, who, he suggests, will be able to preserve their way of life outside of the United States but cannot do so if they remain where they are.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 2

Source: Memorial of the Cherokee Nation (1830)

Content: The document is a petition from the Cherokee asking Congress to recognize their right to their lands.

Creation: The Cherokee people created the document in 1830.

Communication: The purpose is to get Congress to recognize the Cherokee's right to live on their land. Congress is the intended audience.

Context: The government was trying to force Native Americans off of their land.

Connection: The source is trying to convince Congress not to force the Cherokee off of their land.

Consideration: The Cherokee point of view is expressed here.

Conclusion: The source helps me understand that the Cherokee tried to resist being removed from their land, which was very important to them. When the U.S. government broke a treaty with the Cherokee, they were forced to give up most of their traditional ways.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 1

Source: John O'Sullivan's Editorial on Manifest Destiny (1845)

Content: The document is an editorial arguing in favor of westward expansion.

Creation: John O'Sullivan created the document in 1845.

Communication: The source tries to convince readers that white settlers should expand westward. Other (white) Americans are the intended audience.

Context: The United States had annexed Texas and wanted to possess other lands claimed by Mexico and Great Britain.

Connection: The source is in favor of acquiring additional western territory.

Consideration: The point of view is from the perspective of a white settler. It does not consider how westward expansion might impact anyone else besides white Americans.

Conclusion: The source shows me that John O’Sullivan helped spread the idea of Manifest Destiny. Many people agreed with the idea that the United States should stretch from the Atlantic coast to the Pacific coast. This helped the country grow in the mid-1800s.

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

Source: Samuel Bowles Travels on the Union Pacific

Content: The document is an article describing the construction of the transcontinental railroad.

Creation: Samuel Bowles wrote this article in 1868.

Communication: The source describes the speed with which the railroad was constructed and the various people who accompanied the construction.

Context: The transcontinental railroad was built to cross America from West to East Coast. It was constructed rapidly between 1863 and 1869.

Connection: The source admires the speed with which the railroad is being built.

Consideration: The point of view is from the perspective of a newspaper editor from New England. His negative perception of the workers and the camp may follow from his own status.

Conclusion: The source describes the great speed with which the railroad was constructed and expresses admiration for the skill with which it was done. It also describes the rapid construction as having many negative social impacts in the form of the hangers-on who accompanied the camps. The article suggests that rapid progress comes with a price.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature 1

Source: Recollections of a European Immigrant, by Andreas Ueland

Content: The document is part of Andreas Ueland’s autobiography. He was a teenage immigrant to the United States from Norway.

Creation: Andreas Ueland published the source in 1929. It is intended for a general audience of readers.

Communication: The purpose of the source is to describe what it was like to be a new teenage immigrant from Europe to the United States.

Context: In the 1800s, immigrants were pouring into the United States, especially from Europe.

Connection: Andreas is one of the millions of European immigrants to America.

Consideration: The source is from Andreas’s point of view as a newly arrived immigrant.

Conclusion: The source shows some of the difficulties faced by European immigrants in the mid-1800s.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature 1

Source: Recollections of a Chinese Immigrant, by Lee Chew

Content: The document is taken from Lee Chew’s auto biography.

Creation: The source was published in 1903 for an audience interested in the life stories of migrants.

Communication: The purpose of the source is to describe what it was like to immigrate to the United States from China.

Context: In the 1800s, immigrants came to the United States from around the world, including China. Opportunities for Chinese migrants were limited.

Connection: Lee Chew was one of thousands of Chinese migrants who moved to America and faced limited job opportunities.

Consideration: The source is from Lee Chew’s point of view as he looks back on his life and how he worked to cement himself in America.

Conclusion: The source shows some of the challenges faced by Chinese immigrants in the late 1800s.

Domain Vocabulary: Chapters 1–2 (AP 2.1)

- | | |
|------|------|
| 1. g | 6. f |
| 2. b | 7. c |
| 3. i | 8. h |
| 4. d | 9. e |
| 5. a | |

Domain Vocabulary: Chapter 3 (AP 3.1)

Across

- immigrate
- monopoly
- multiple-effect evaporator
- industrialization

Down

- blight
- manufacturer
- textile
- cotton-spinning mill
- cotton gin
- emigration
- nativism

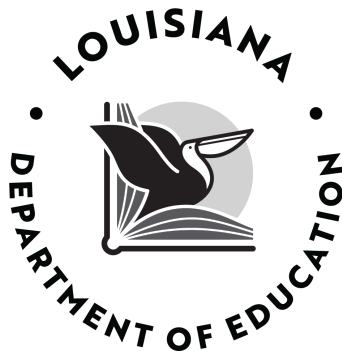


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Rosie McCormick
Ilene Goldman

in partnership with



Subject Matter Expert

Dr. Christian S. Davis, Professor of History, James Madison University

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Chronicle / Alamy Stock Photo: 5d, 68

Construction derricks near Lockport, Erie Canal (coloured engraving), American School, (19th century) / Private Collection / Peter Newark Pictures / Bridgeman Images: 6a

gameover / Alamy Stock Photo: 6e, 66

Glasshouse Images / Alamy Stock Photo: 5a, 6m, 69a

Government snagboat removing logs or snags from the Mississippi, c. 1870 (engraving)/American School, (19th century) / American/Private Collection/Peter Newark American Pictures / Bridgeman Images: 70

Hudson River Steamboat 'Clermont', 1858 (w/c on paper mounted on canvas), Witt, Richard Varick De (1800–68) / Collection of the New-York Historical Society, USA / Bridgeman Images: 5b
incamerastock / Alamy Stock Photo: 63

North Wind Picture Archives / Alamy Stock Photo: 6h

Osceola, Leader of the Seminoles during their war against the United States (engraving) / English School, (19th century) / English / Private Collection / © Look and Learn / Bridgeman Images: 5c

Pony Express Station (coloured engraving)/American School, (19th century) / American/Private Collection/Peter Newark American Pictures / Bridgeman Images: i, iii

Prospectors during the Californian Gold Rush of 1849 (colour litho) / American School, (19th century) / American / Private Collection / Peter Newark Western Americana / Bridgeman Images: Cover A, 6k, 77a

Race between Peter Cooper's locomotive 'Tom Thumb' and a horse-drawn railway carriage: Baltimore and Ohio Railroad, 1829. / Universal History Archive/UiG / Bridgeman Images: Cover D, 77d

Reading Room 2020 / Alamy Stock Photo: Cover B, 6c, 69b, 77b

Salt Lake City in 1850, from 'American Pictures', published by The Religious Tract Society, 1876 (engraving), English School, (19th century) / Private Collection / Photo © Ken Welsh / Bridgeman Images: 6i

The Siege of the Alamo, 6th March 1836, from 'Texas, an Epitome of Texas History, 1897', by William H. Brooker (engraving) (b&w photo), American School, (19th century) / Private Collection / Bridgeman Images: 6d, 64

Track-layers gang-building the Union Pacific Railroad through American wilderness, 1860s (b/w photo), American Photographer, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 6q

Trail of Tears, forced relocation of the Cherokee Nation, 1836–1839 (colour litho) / Embleton, Ron (1930–88) / British / Private Collection / © Look and Learn / Bridgeman Images: Cover C, 6f, 61, 77c

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