



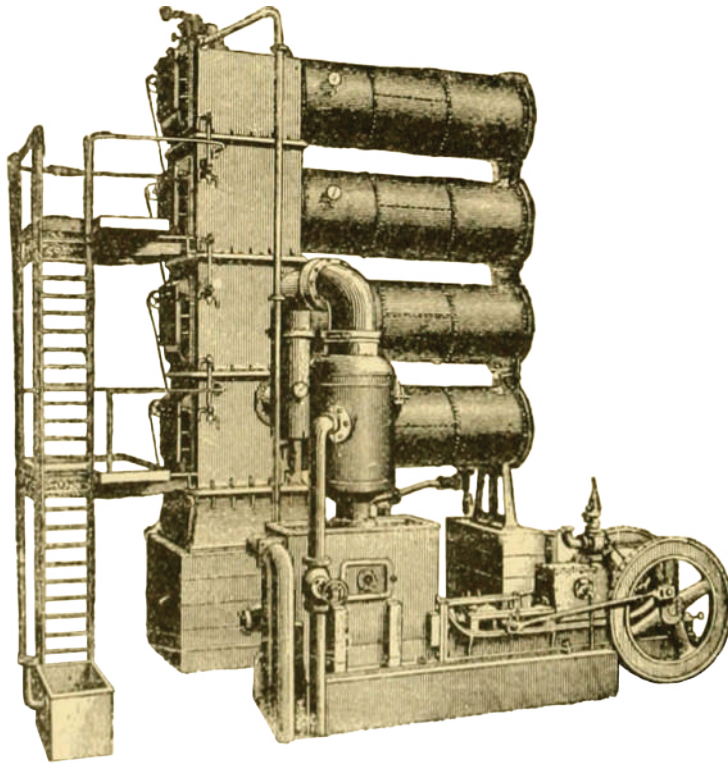
The Developing and Expanding Nation

Student Workbook

California Gold Rush



Multiple-effect evaporator



Trail of Tears

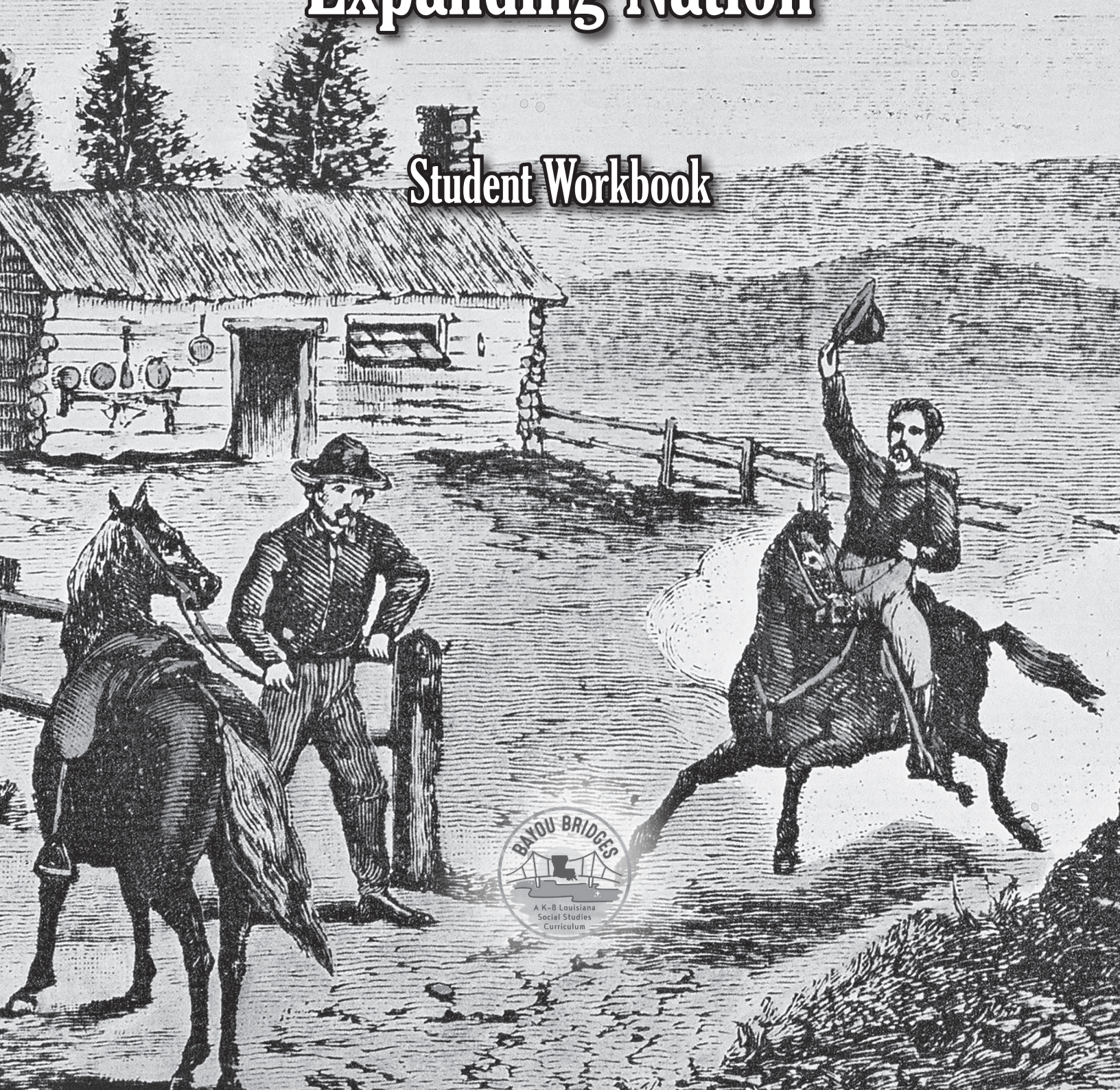


Locomotives pulling trains



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The Developing and Expanding Nation

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Chapter 1: Westward Expansion: Cultures and Conflicts

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Moving West	
Turnpikes and Canals	

Railroads	
Progress for Some, Pain for Others	
Removal of the Five Tribes	

The Cherokee and the Trail of Tears

The Reservation System

Primary Sources

PRIMARY SOURCE A: EXCERPT FROM PRESIDENT ANDREW JACKSON'S FIRST ANNUAL MESSAGE, DECEMBER 8, 1829

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.

Source: Jackson, Andrew. "First Annual Message to Congress, December 8, 1829." In *The Statesmanship of Andrew Jackson, as Told in His Writings and Speeches*, edited by Frances Newton Thorpe. New York: The Tandy-Thomas Company, 1909, p. 58.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Primary Sources

PRIMARY SOURCE B: MEMORIAL OF THE CHEROKEE NATION (1830)

A memorial is a letter generally written to petition or persuade a political leader. The Cherokee wrote many such memorials to Congress, asking them to recognize their right to their lands and to treat them with respect as equals.

The undersigned memorialists, humbly make known to your honorable bodies, that they are free citizens of the Cherokee nation. . . .

When the ancestors of the people of these United States first came to the shores of America, they found the red man strong. . . . They met in peace, and shook hands in token of friendship. Whatever the white man wanted and asked of the Indian, the latter willingly gave. At that time the Indian was the lord, and the white man the suppliant [beggar]. But now the scene has changed. . . .

. . . Our neighbor, the state of Georgia, is pressing hard upon us, and urging us to relinquish our possessions for her benefit. We are told, if we do not leave the country, which we dearly love, and betake ourselves to the western wilds, the laws of the state will be extended over us, and the time, 1st of June, 1830, is appointed for the execution of the edict. When we first heard of this we were grieved and appealed to our father, the president, and begged that protection might be extended over us. But we were doubly grieved when we understood . . . the president had refused us protection. . . .

The land on which we stand, we have received as an inheritance from our fathers, who possessed it from time immemorial, as a gift from our common father in heaven. We have already said, that when the white man came to the shores of America, our ancestors were found in peaceable possession of this very land. They bequeathed it to us as their children, and we have sacredly kept it as containing the remains of our beloved men. This right of inheritance we have *never ceded*, nor ever *forfeited*. Permit us to ask, what better right can a people have to a country, than the right of *inheritance* and *immemorial peaceable possession*?

Source: "Memorial of the Cherokee Indians." January 20, 1830. Reprinted in *Niles' Weekly Register*, March 13, 1830, p. 53.

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PRIMARY SOURCE C: FROM SAGOYEWATHA'S ADDRESS TO THE IROQUOIS CONFEDERACY AND MISSIONARY CRAM (1805)

Brother. This council fire was kindled by you. It was at your request that we came together at this time. We have listened with attention to what you have said. You requested us to speak our minds freely. This gives us great joy; for we now consider that we stand upright before you, and can speak what we think. All have heard your voice, and all speak to you as one man. Our minds are agreed. . . .

Brother. Listen to what we say. There was a time when our forefathers owned this great island. Their feats extended from the rising to the setting of the sun. The Great Spirit had made it for the use of the Indians. He had created the buffalo, the deer, and other animals for food. He had made the bear and the beaver. Their skins served us for clothing. He had scattered them over the country, and taught us how to take them. He had caused the earth to produce corn for bread. All this He had done for his red children because he loved them. If we had some disputes about our hunting ground, they were generally settled without the shedding of much blood. But an evil day came upon us. Your forefathers crossed the great water and landed upon this island. Their numbers were small. They found friends, not enemies. They told us they had fled from their own country for fear of wicked men, and had come here to enjoy their religion. They asked for a small seat. We took pity on them, we granted their request, and they sat down amongst us. We gave them corn and meat, they gave us poison in return.

The white people had now found our country. Tidings were carried back and more came amongst us. Yet we did not fear them. We took them to be friends. They called us brothers. We believed them, and gave them a larger seat. At length their numbers had greatly increased. They wanted more land; they wanted our country. Our eyes were opened and our minds became uneasy. Wars took place. Indians were hired to fight against Indians, and many of our people were destroyed. They also brought strong liquors amongst us. It was strong and powerful and has slain thousands.

Brother. Our seats were once large and yours were small. You have now become a great people, and we have scarcely a place left to spread our blankets. You have got our country, but are not satisfied; you want to force your religion upon us. . . .

Brother. You say there is but one way to worship and serve the Great Spirit. If there is but one religion, why do you white people differ so much about it? Why not all agreed, as you can all read the book?

Brother. We do not understand these things. We are told that your religion was given to your forefathers, and has been handed down from father to son. We also have a religion, which was given to our forefathers, and has been handed down to us their children. We worship in that way. It teaches us to be thankful for all the favors we receive: to love each other, and to be united. We never quarrel about religion.

Brother. The Great Spirit has made us all, but he has made a great difference between his white and red children. He has given us different complexions and different customs. . . .

Brother. We do not wish to destroy your religion, or take it from you. We only want to enjoy our own.

Source: Sagu-ya-what-hath [Sagoyewatha]. *Indian Speech, Delivered Before a Gentleman Missionary, from Massachusetts, by a Chief, Commonly Called by the White People Red Jacket: His Indian Name Is Sagu-ya-wha-hath, Which being interpreted, is Keeper-Awake.* Boston: Nathaniel Coverly, 1805.

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[illegible]

Chapter 2: Continued Expansion, Conflict, and Compromise

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Manifest Destiny and the Push Westward	
Conflict with Mexico	

The Alamo

War with Mexico

Oregon

Searching for a New Home	
Gold in California	
Developments in Communication	

The Transcontinental Railroad	
"Free" Land	

Primary Sources

PRIMARY SOURCE D: JOHN O’SULLIVAN’S EDITORIAL ON MANIFEST DESTINY (1845)

John O’Sullivan was an editor who supported the annexation of Texas. He was the first to use the term manifest destiny, which appears in this editorial he wrote in the United States Magazine and Democratic Review.

Texas is now ours. . . . The next session of Congress will see the representatives of the new young State in their places in both our halls of national legislation, side by side with those of the old Thirteen. Let their reception into “the family” be frank, kindly, and cheerful, as befits such an occasion, as comports not less with our own self-respect than patriotic duty towards them. . . .

Why, were other reasoning wanting, in favor of now elevating this question of the reception of Texas into the Union, . . . it surely is to be found, found abundantly, in the manner in which other nations have undertaken to intrude themselves into it, between us and the proper parties to the case, in a spirit of hostile interference against us, for the avowed object of thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions. . . .

. . . The day is not distant when the Empires of the Atlantic and Pacific would again flow together into one, as soon as their inland border should approach each other. But that great work [of a transcontinental railroad], colossal as appears the plan on its first suggestion, cannot remain long unbuilt. Its necessity for this very purpose of binding and holding together in its iron clasp our fast settling Pacific region with that of the Mississippi valley—the natural facility of the route—the ease with which any amount of labor for the construction can be drawn in from the overcrowded populations of Europe, to be paid in the lands made valuable by the progress of the work itself—and its immense utility to the commerce of the world with the whole eastern coast of Asia, alone almost sufficient for the support of such a road. . . .

Source: *United States Magazine and Democratic Review*, July–August 1845, pp. 5–10.

Name _____

Date _____

Activity Page 1.2

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Primary Sources

PRIMARY SOURCE E: SAMUEL BOWLES TRAVELS ON THE UNION PACIFIC

We witnessed here the fabulous speed with which the Railroad was built. Through the two or three hundred miles beyond were scattered ten to fifteen thousand men in great gangs preparing the road bed; plows, scrapers, shovels, picks and carts; and, among the rocks, drills and powder were doing the grading as rapidly as men could stand and move with their tools. Long trains brought up to the end of the completed track loads of ties and rails; the former were transferred to teams, sent one or two miles ahead, and put in place upon the grade. Then rails and spikes were reloaded on platform cars, these pushed up to the last previously laid rail, and with an automatic movement and a celerity that were wonderful, practiced hands dropped the fresh rails one after another on the ties exactly in line, huge sledges sent the spikes home, the car rolled on, and the operation was repeated; while every few minutes the long heavy train behind sent out a puff from its locomotive, and caught up with its load of material the advancing work. The only limit, inside of eight miles in twenty-four hours, to the rapidity with which the track could thus be laid, was the power of the road behind to bring forward the materials.

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 turfhovels—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.

Source: Morris, Richard B., and James Woodress, ed. *The Westward Movement, 1832–1889*. Webster Publishing, 1961, pp. 33–34.

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Activity Page 1.2

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PRIMARY SOURCE F: FROM ON THE DUTY OF CIVIL DISOBEDIENCE

I heartily accept the motto,—“That government is best which governs least;” and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe—“That government is best which governs not at all;” and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail, may also at last be brought against a standing government. The standing army is only an arm of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it. Witness the present Mexican war, the work of comparatively a few individuals using the standing government as their tool; for, in the outset, the people would not have consented to this measure. . . .

All men recognize the right of revolution; that is, the right to refuse allegiance to and to resist the government, when its tyranny or its inefficiency are great and unendurable. But almost all say that such is not the case now. . . . In other words, when a sixth of the population of a nation which has undertaken to be the refuge of liberty are slaves, and a whole country is unjustly overrun and conquered by a foreign army, and subjected to military law, I think that it is not too soon for honest men to rebel and revolutionize. What makes this duty the more urgent is that fact, that the country so overrun is not our own, but ours is the invading army. . . .

It is not a man’s duty, as a matter of course, to devote himself to the eradication of any, even the most enormous wrong; he may still properly have other concerns to engage him; but it is his duty, at least, to wash his hands of it, and, if he gives it no thought longer, not to give it practically his support. . . .

Unjust laws exist: shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we transgress them at once? Men generally, under such a government as this, think that they ought to wait until they have persuaded the majority to alter them. They think that, if they should resist, the remedy would be worse than the evil. But it is the fault of the government itself that the remedy *is* worse than the evil. It makes it worse. . . .

The authority of government, even such as I am willing to submit to,—for I will cheerfully obey those who know and can do better than I, and in many things even those who neither know nor can do so well,—is still an impure one: to be strictly just, it must have the sanction and consent of the governed. It can have no pure right over my person and property but what I concede to it. The progress from an absolute to a limited monarchy, from a limited monarchy to a democracy, is a progress toward a true respect for the individual. . . . Is a democracy, such as we know it, the last improvement possible in government? Is it not possible to take a step further towards recognizing and organizing the rights of man? There will never be a really free and enlightened State, until the State comes to recognize the individual as a higher and independent power, from which all its own power and authority are derived, and treats him accordingly.

Source: Thoreau, Henry David. *On the Duty of Civil Disobedience*. 1849.

Name _____

Date _____

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PRIMARY SOURCE G: *FROM THE HOMESTEAD ACT (1862)*

CHAP. LXXV. —An Act to secure Homesteads to actual Settlers on the Public Domain.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first January, eighteen hundred and sixty-three, be entitled to enter one quarter section or a less quantity of unappropriated public lands, upon which said person may have filed a pre-emption claim, or which may, at the time the application is made, be subject to pre-emption at one dollar and twenty-five cents, or less, per acre; or eighty acres or less of such unappropriated lands, at two dollars and fifty cents per acre, to be located in a body, in conformity to the legal subdivisions of the public lands, and after the same shall have been surveyed: Provided, That any person owning and residing on land may, under the provisions of this act, enter other land lying contiguous to his or her said land, which shall not, with the land so already owned and occupied, exceed in the aggregate one hundred and sixty acres.

SEC. 2. And be it further enacted, That the person applying for the benefit of this act shall, upon application to the register of the land office in which he or she is about to make such entry, make affidavit before the said register or receiver that he or she is the head of a family, or is twenty one years or more of age, or shall have performed service in the army or navy of the United States, and that he has never borne arms against the Government of the United States or given aid and comfort to its enemies, and that such application is made for his or her exclusive use and benefit, and that said entry is made for the purpose of actual settlement and cultivation, and not either directly or indirectly for the use or benefit of any other person or persons whomsoever; and upon filing the said affidavit with the register or receiver, and on payment of ten dollars, he or she shall thereupon be permitted to enter the quantity of land specified: Provided, however, That no certificate shall be given or patent issued therefor until the expiration of five years from the date of such entry; and if, at the expiration of such time, or at any time within two years thereafter, the person making such entry . . . shall prove by two credible witnesses that he, she, or they have resided upon or cultivated the same for the term of five years immediately succeeding the time of filing the affidavit aforesaid, and shall make affidavit that no part of said land has been alienated, and that he has borne rue allegiance to the Government of the United States; then, in such case, he, she, or they, if at that time a citizen of the United States, shall be entitled to a patent, as in other cases provided for by law.

Source: Act of May 20, 1862 (Homestead Act). Pub. L. No. 37-64, 12 Stat. 392 (1862). Enrolled Acts and Resolutions of Congress, 1789–2011. General Records of the United States Government, Record Group 11. National Archives Building, Washington, D.C.

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Activity Page 1.2

Use with Chapters 1–3

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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Chapter 2 Check for Understanding: How did the United States grow in the mid-1800s?

[illegible]

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 |

Chapter 3: Regional Development and Interactions

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Changing Nation	
Changing Technology	

Industrialization of the North	
The Agrarian South	
Louisiana and Sugar	

The Steamboat	
Coming to America	
The Push to Emigrate	

The Pull of America	
Moving On	
Remaining in the Cities	

Immigration in the West

The Rise of Nativism

Primary Sources

PRIMARY SOURCE H: RECOLLECTIONS OF A EUROPEAN IMMIGRANT

This excerpt is from a book by Norwegian immigrant Andreas Ueland. He was the son of a farmer and politician, and he immigrated to the United States in 1871 as a teenager.

It was still Whitsunday when I reached the village tavern, as country-town hotels were then called. I had not been there an hour when in comes a farmer who could see I was a newcomer and spoke to me in Norwegian. Would I like to work for him grubbing, fifty cents a day and board [housing]? Yes, indeed, I would like that kind of work very much. So off at once, emigrant chest and all, in his farm wagon, to his log house a mile from town; up early next morning, with ax and grubbing hoe, into the brush and timber of the hottest bluffs in Minnesota, grubbing away for dear life. And sweated—I came near saying like an ox, but that is inapt here, as no ox ever sweated as I did. . . .

No telling what my future might have been had I continued to work on that farm. . . .

But the hired man, besides teaching me English, told me about Minneapolis, the biggest city in the state, and how it was then booming, and he made me believe that there I ought to be. . . .

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. . . . In the log house they thought I was a rather interesting young man, but at the boarding house I was a common newcomer-greenhorn, in whom nobody felt interested, and to whom none suggested where to go and look for work.

Source: Ueland, Andreas. *Recollections of an Immigrant*. New York: Minton, Balch, & Company, 1929, pp. 26–28.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

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PRIMARY SOURCE I: RECOLLECTIONS OF A CHINESE IMMIGRANT

When I went to work for that American family I could not speak a word of English, and I did not know anything about housework. The family consisted of husband, wife and two children. They were very good to me and paid me \$3.50 a week, of which I could save \$3. . . .

In six months I had learned how to do the work of our house quite well, and I was getting \$5 a week and board, and putting away about \$4.25 a week. I had also learned some English, and by going to a Sunday school I learned more English and something about Jesus, who was a great Sage, and whose precepts are like those of Kong-foo-tsze [Confucius].

It was twenty years ago when I came to this country, and I worked for two years as a servant, getting at the last \$35 a month. I sent money home to comfort my parents. . . .

When I first opened a laundry it was in company with a partner, who had been in the business for some years. We went to a town about 500 miles inland, where a railroad was building. We got a board shanty and worked for the men employed by the railroads. . . .

We were three years with the railroad, and then went to the mines, where we made plenty of money in gold dust, but had a hard time, for many of the miners were wild men who carried revolvers and after drinking would come into our place to shoot and steal shirts, for which we had to pay. One of these men hit his head hard against a flat iron and all the miners came and broke up our laundry, chasing us out of town. They were going to hang us. We lost all our property and \$365 in money. . . .

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.

Work in a laundry begins early on Monday morning—about seven o'clock. There are generally two men, one of whom washes while the other does the ironing. . . . Each works only five days a week, but those are long days—from seven o'clock in the morning till midnight. . . .

The reason why so many Chinese go into the laundry business in this country is because it requires little capital and is one of the few opportunities that are open.

Source: Chew, Lee. "Biography of a Chinaman." *The Independent*, February 19, 1903, pp. 420–422.

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?	

Chapter 3 Check for Understanding: How did technology and immigration shape the early United States?

[illegible]

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

[illegible]

Name _____

Date _____

Performance Task Activity: *The Developing and Expanding Nation*

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.

Write an essay in response to the following claim: Technology had a greater impact on the United States in the 1800s than westward expansion did.

Support or refute this claim, using evidence from the unit reading and Additional Activities in your response. Use the Claims and Evidence Activity Page (AP 1.3) and the space below to organize your thoughts and plan your essay.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

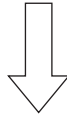
Date _____

Activity Page 1.3

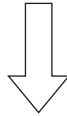
Use with Performance Task

Claims and Evidence

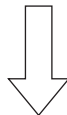
STATE THE CLAIM *What opinion or position are you defending?*



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



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



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

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

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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

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

Reading Room 2020 / Alamy Stock Photo: Cover B

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



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