



Westward Expansion Before the Civil War

Sacagawea and baby



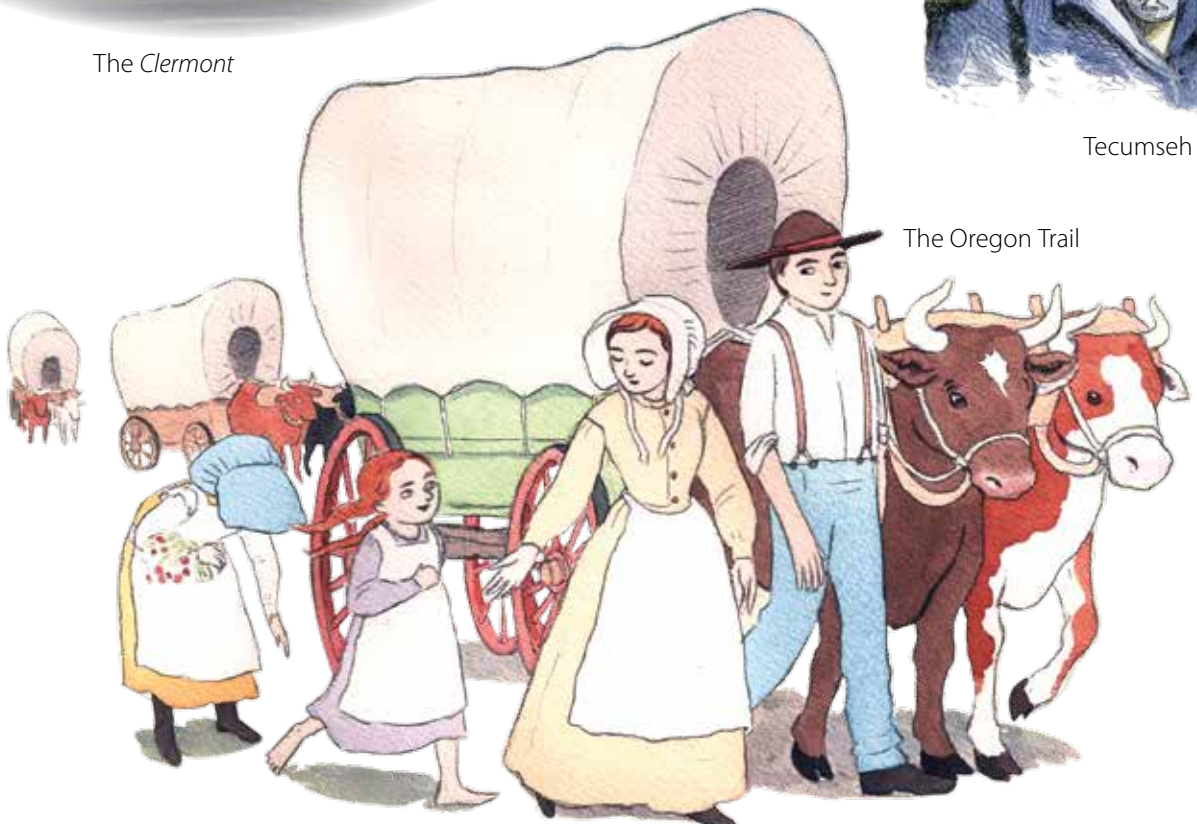
Teacher Guide



The Clermont



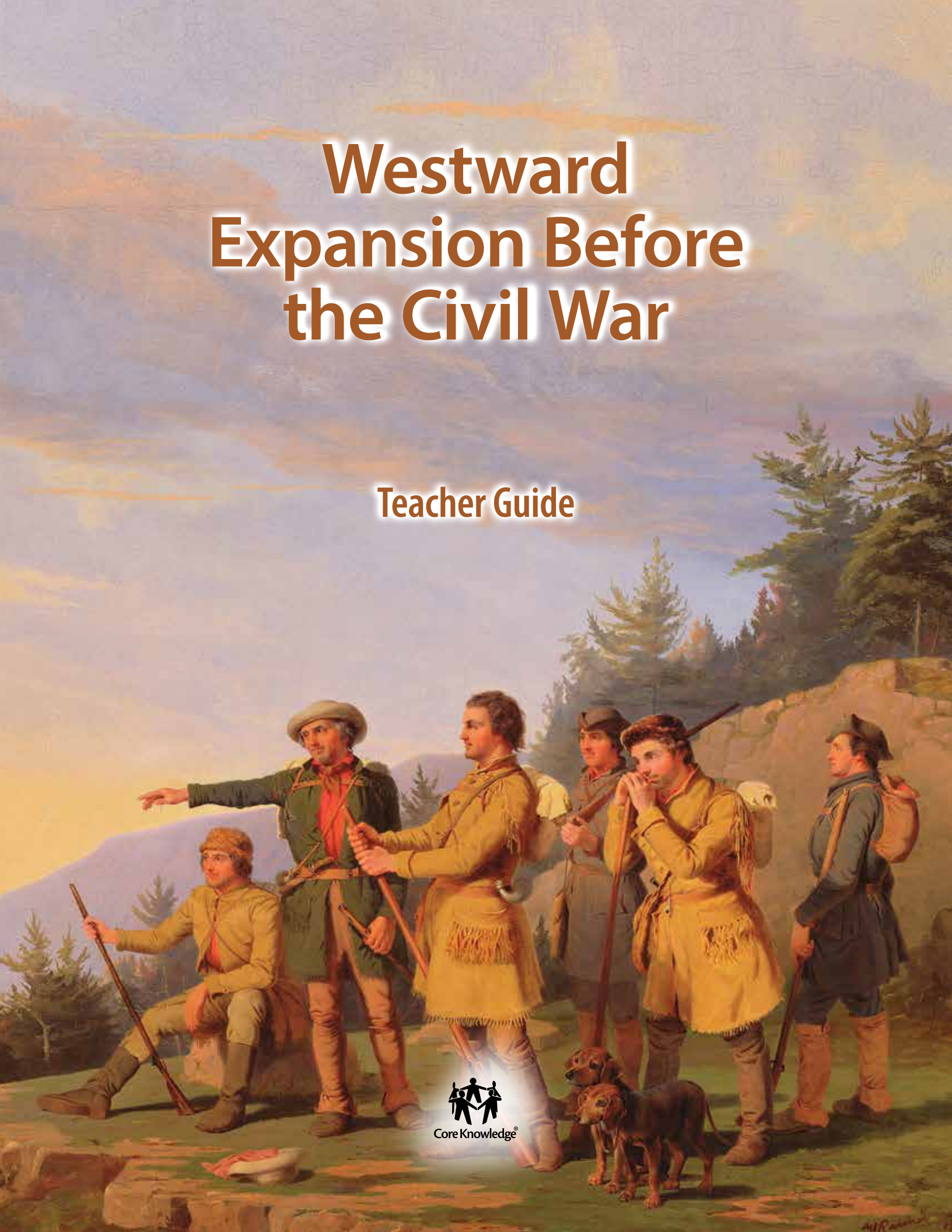
Tecumseh



The Oregon Trail

Westward Expansion Before the Civil War

Teacher Guide



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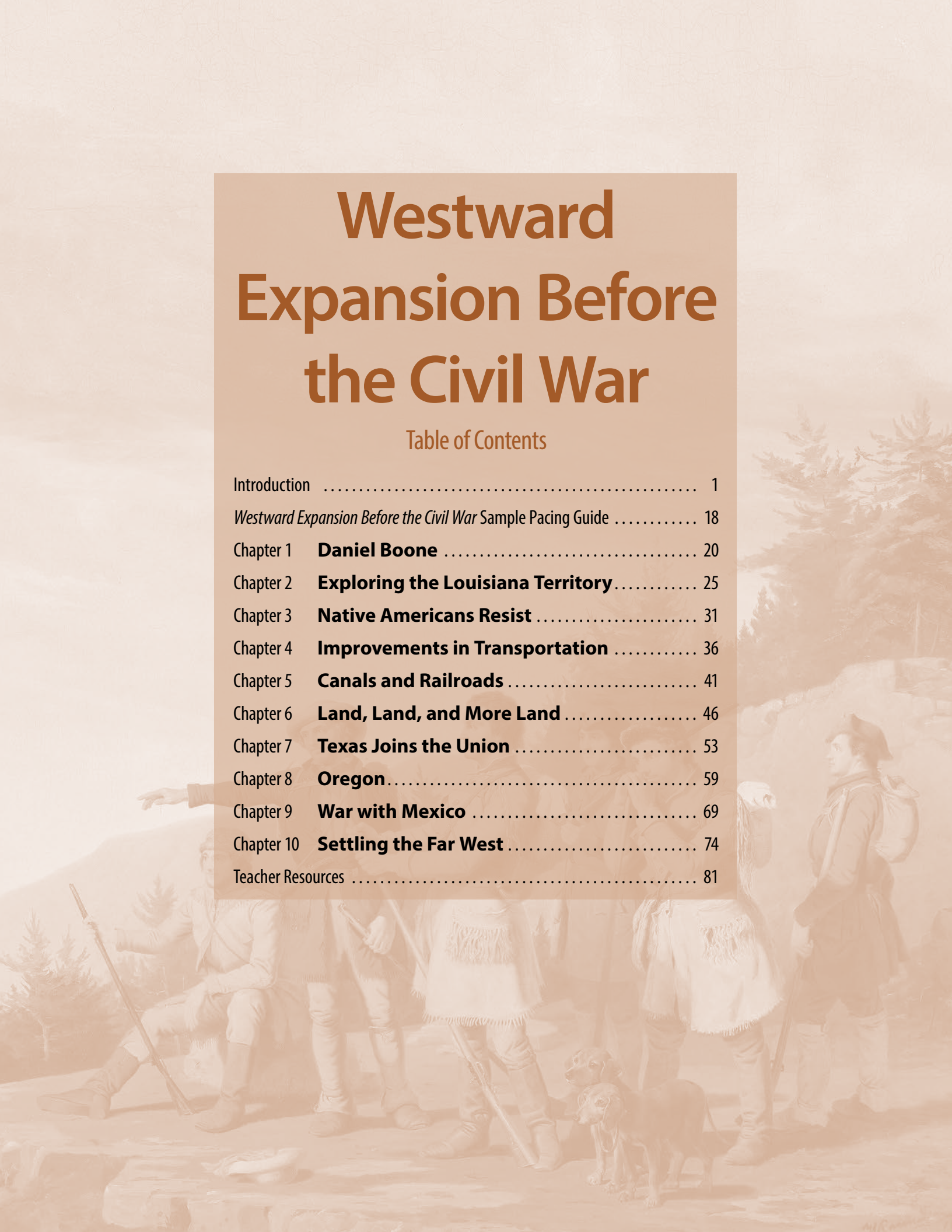
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Westward Expansion Before the Civil War

Table of Contents

Introduction	1
<i>Westward Expansion Before the Civil War</i> Sample Pacing Guide	18
Chapter 1 Daniel Boone	20
Chapter 2 Exploring the Louisiana Territory	25
Chapter 3 Native Americans Resist	31
Chapter 4 Improvements in Transportation	36
Chapter 5 Canals and Railroads	41
Chapter 6 Land, Land, and More Land	46
Chapter 7 Texas Joins the Union	53
Chapter 8 Oregon	59
Chapter 9 War with Mexico	69
Chapter 10 Settling the Far West	74
Teacher Resources	81



Westward Expansion Before the Civil War
Teacher Guide

Core Knowledge History and Geography™ 5

Introduction

ABOUT THIS UNIT

The Big Idea

Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

While some European-American settlers had found their way west during the 1600s and early 1700s, the purchase of the Louisiana Territory in 1804 triggered a national drive to move west. Following the Lewis and Clark expedition, countless other explorers and adventurers navigated what would become the western United States, blazing trails for other settlers and pioneers to follow. The development of new transportation innovations, such as canals, steamboats, and railroads, made westward expansion that much easier.

To those moving west, whether they were families living in the eastern United States or newly arrived European immigrants, the prospect of land ownership and farming offered the possibility of greater economic independence, freedom, and a better way of life. Indeed, in 1845, newspaper editor John O'Sullivan coined the phrase *Manifest Destiny* to describe the movement westward as one in which Americans were called to carry the great experiment of the American republic across the entire North American continent. Settlers moved westward with the fervent conviction that it was their mission to uplift what they perceived to be the less civilized Native American and Mexican cultures that they encountered. These lofty pioneer goals, however, came at a very real cost, in the form of either manipulated treaties or the forced and often violent displacement of Native Americans from their long-held tribal lands, as well as conflict with foreign powers. By the mid-1800s, Americans had settled all the way into present-day Oregon and California.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

Kindergarten

- Native American peoples, past and present
 - representative peoples in all eight culture regions in what is today the United States (Pacific Northwest: Kwakiutl, Chinook; Plateau: Nez Perce; Great Basin: Shoshone, Ute; Southwest: Dine [Navajo], Hopi, Apache; Plains: Blackfoot, Comanche, Crow, Kiowa, Dakota, Cheyenne, Arapaho, Lakota [Sioux]; Northeast: Huron, Iroquois; Eastern Woodlands: Cherokee, Seminole, Delaware, Susquehanna, Mohican, Massachusetts, Wampanoag, Powhatan)
- naming town, city, or community, as well as state, where they live
- locating North America, the continental United States, Hawaii, Alaska, and their own state

Grade 1

- The Earliest Peoples
 - hunters who historians believe either wandered over Beringia, a land bridge linking Asia and North America, or found a coastal route to North America
 - the shift from hunting to farming in places
 - the gradual development of towns and cities in places
- Early Exploration of the American West
 - Daniel Boone and the Wilderness Road, the Louisiana Purchase
 - the explorations of Lewis and Clark and their Native American guide Sacagawea
 - the geography of the Appalachians, Rocky Mountains, and Mississippi River

Grade 2

- Pioneers Head West
 - new means of travel (Robert Fulton and the invention of the steamboat, Erie Canal, railroads, and the transcontinental railroad)
 - routes west (wagon trains on the Oregon Trail)
 - the Pony Express
- Native Americans
 - Sequoyah and the Cherokee alphabet
 - forced removal to reservations and the Trail of Tears
 - displacement from their homes and ways of life by the railroads (the “iron horse”)
 - the effects of near extermination of the buffalo on Plains Native Americans

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 1607 to 1849.

c. 30,000– c. 15,000 BCE	Estimated time range when first peoples crossed into North America and lived as hunter-gatherers.
9,000 BCE	People spread out over the land and settled as ice sheets melted.
1607 CE	The English founded their first permanent colony at Jamestown.
1769	Daniel Boone and companions came upon the Cumberland Gap.
1776	The thirteen colonies declared their independence from Great Britain.
1804	Lewis and Clark set out to explore the Louisiana Territory.
1805	Sacagawea joined the Lewis and Clark “Corps of Discovery.”
1807	Robert Fulton’s steamboat, the <i>Clermont</i> , made the trip from New York City to Albany.
1811–1813	Shawnee chief Tecumseh tried unsuccessfully to unite the Native American nations to battle white settlers.
1811	Governor Harrison and the U.S. Army defeated the Shawnee at the Battle of Tippecanoe.
1825	The Erie Canal was completed.
1830s–1840s	Railroad travel became increasingly popular.
1836–1837	Osceola led the resistance against advances by the U.S. Army in Florida.
1836	General Santa Anna led an attack against the Texas rebels at the Alamo.

1836	Texans declared their independence from Mexico.
1838–1839	Thousands of Native Americans died along the Trail of Tears.
1840s–1850s	Wagon trains traveled on the Oregon Trail.
1846–1847	The Mexican-American War was fought over control of Mexican territory.
1847	The Mormons moved west and founded present-day Salt Lake City, Utah.
1848–1849	Many people hoped to become rich during the California Gold Rush.

What Students Should Already Know CONTINUED

- the United States: fifty states; forty-eight contiguous states, plus Alaska and Hawaii; and territories
- Mississippi River, Appalachian Mountains, Great Lakes, Atlantic and Pacific oceans, Gulf of Mexico

Grades 2–4

- Students should have begun learning the fifty states and their capitals

Grade 3

- Earliest Americans
 - first crossed Beringia between 30,000 and 15,000 years ago
 - customs, traditions, and languages changed as they spread across North and South America
 - are categorized into culture regions

Grade 4

- early presidents and politics, including the Louisiana Purchase; Jackson's Indian removal policies

What Students Need to Learn

Westward Expansion Before the Civil War

- Early exploration of the West
 - Daniel Boone, Cumberland Gap, Wilderness Trail
 - Lewis and Clark, Sacagawea
 - "Mountain Men," fur trade
 - Zebulon Pike and Pikes Peak
- Pioneers
 - Getting there in wagon trains, flatboats, steamboats
 - Many pioneers set out from St. Louis (where the Missouri and Mississippi rivers meet)
 - Land routes: Santa Fe and Oregon Trails
 - Mormons (Latter-Day Saints) settle in Utah, Brigham Young, Great Salt Lake
 - Gold Rush, '49ers
- Geography
 - Erie Canal connecting the Hudson River and Lake Erie
 - Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande

What Students Need to Learn CONTINUED

- Appalachian and Rocky mountains
- Great Plains stretching from Canada to Mexico
- Continental Divide and the flow of rivers: east of the Rockies to the Arctic or Atlantic oceans, west of the Rockies to the Pacific Ocean
- Native American Resistance
 - More and more settlers move onto Native American lands, treaties made and broken
 - Tecumseh (Shawnee): attempts to unite tribes in defending their land
 - Battle of Tippecanoe
 - Osceola, Seminole leader
- Manifest Destiny and conflict with Mexico
 - The meaning of Manifest Destiny
 - Early settlement of Texas: Stephen Austin
 - General Antonio López de Santa Anna
 - Battle of the Alamo (“Remember the Alamo”), Davy Crockett, Jim Bowie
- The Mexican War (also known as the Mexican-American War)
 - General Zachary Taylor (“Old Rough and Ready”)
 - Some Americans strongly opposed the war, Henry David Thoreau’s “Civil Disobedience”
 - Mexican lands ceded to the United States (California, Nevada, Utah, parts of Colorado, New Mexico, Arizona)

A Special Note to Teachers—Talking About Slavery

Discussing slavery with younger students is 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 CKHG 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 CKHG, 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 10 are:

- Students should be able to locate some physical features that have been important in the development of the United States.
- A variety of people helped to open up the West to settlement, attracted by the possibility that land ownership and farming held out the prospect of a better way of life.
- Even before railroads made travel west easier, people wanting a better life were willing to undergo the hardship of going to the far West by wagon train.
- The opening of the West to settlement resulted in a series of broken treaties with Native Americans and much bloodshed.
- The concept of Manifest Destiny, articulated as an obligation to spread the virtues of the American republic, was used to justify acquisitions of territory by the United States from the 1850s onward.
- Annexation of Texas gave the United States additional territory, fueled the controversy over slavery, and provided a pretext for war with Mexico.

WHAT TEACHERS NEED TO KNOW

Geography

Rivers

North America is crisscrossed by a network of rivers. These rivers were important for settlement of the continent (many early towns sprang up along the banks of rivers) and also for the later westward expansion of the United States. The chart below presents basic information on some important North American rivers.

River	Source	Area	Empties Into	Interesting Facts
James	Botetourt County, Virginia	Virginia	Chesapeake Bay	<ul style="list-style-type: none"> The lower part of the river is near the site of Jamestown, the first permanent English colony on the North American mainland. Important as navigable waterway for Richmond, capital of the Confederacy
Hudson	Adirondack Mountains, part of the Appalachian chain, in northern New York State	New York	Atlantic Ocean at New York City	<ul style="list-style-type: none"> Explored in 1609 by Henry Hudson, for whom it is named Navigable to Albany, the state capital Linked by the Erie Canal to the Great Lakes in 1825
St. Lawrence	Lake Ontario	Forms 120 miles of U.S.-Canadian Border	Gulf of St. Lawrence	<ul style="list-style-type: none"> One of the largest rivers in Canada Part of the St. Lawrence-Great Lakes Seaway
Mississippi	Lake Itasca, Minnesota	Minnesota, Wisconsin, Iowa, Illinois, Missouri, Kentucky, Arkansas, Tennessee, Mississippi, Louisiana	Gulf of Mexico	<ul style="list-style-type: none"> Longest river in North America, 2,348 miles Has more than 250 tributaries; two major tributaries, the Ohio and the Missouri rivers Explored by the Spaniard de Soto in 1541; Frenchman La Salle in 1682 Control of the Mississippi an important reason for the Louisiana Purchase
Missouri	Formed in Rockies by the Jefferson, Madison, and Gallatin rivers	Montana, North Dakota, South Dakota, Nebraska, Iowa, Missouri	Empties into the Mississippi, seventeen miles north of St. Louis	<ul style="list-style-type: none"> One of two major tributaries of the Mississippi River Seen by Frenchmen Marquette and Joliet in 1673 Explored by Lewis and Clark

Ohio	Formed at Pittsburgh, Pennsylvania, by the Allegheny and Monongahela rivers	Pennsylvania, Ohio, West Virginia, Indiana, Kentucky, Illinois	Mississippi River at Cairo, Illinois	<ul style="list-style-type: none"> • One of two major tributaries of the Mississippi River • Navigable its whole length • From 1783 to opening of Erie Canal in 1825, principal route west
Columbia	Rocky Mountains in British Columbia	British Columbia, Washington, Oregon	Pacific Ocean at Cape Disappointment, Washington	<ul style="list-style-type: none"> • Followed by Lewis and Clark to the Pacific Ocean • Many rapids and dams • Source of irrigation and hydroelectric power today
Rio Grande	Rocky Mountains in southwest Colorado	Colorado, New Mexico, Texas, Mexico	Gulf of Mexico	<ul style="list-style-type: none"> • Name means large river • Name in Mexico is Rio Grande del Norte, meaning large river to the north • Forms two-thirds of the border between United States and Mexico • Shallow river used for irrigation today
Colorado River	Rocky Mountains in Colorado	Wyoming, Colorado, Utah, New Mexico, Nevada, Arizona, and California	Gulf of California in Mexico	<ul style="list-style-type: none"> • In Arizona, forms seventeen miles of border between U.S. and Mexico • Known as the “Lifeline of the Southwest” • The Hoover Dam (formerly known as the Boulder Dam), completed in 1936, was a unique engineering project that allows the river to be used for irrigation, power, tourist recreation, flood control, and navigation

Erie Canal, Hudson River, and Lake Erie

Although rivers were an important means of travel, some rivers were not navigable, or not navigable beyond a certain point, and others came close to but did not connect to important bodies of water. To overcome these limitations, Americans built canals that connected rivers, lakes, and other bodies of water. The most famous of these canals was the Erie Canal.

In 1810, DeWitt Clinton, the lieutenant governor of New York, proposed building a canal linking the Hudson River (near Albany) with the Great Lakes. This would open up a natural route to the West. Albany was near the limits of navigation on the Hudson River above New York City. In 1825, when the Erie Canal opened, it joined the Atlantic Ocean to Lake Erie and to the Great Lakes beyond.

The Erie Canal was the largest public works project of its time, employing thousands of workers to dig a three-hundred-mile canal. The canal was forty feet wide and four feet deep. In addition to the digging of the canal, the construction of canal locks was an important engineering achievement. A canal lock is the part of a canal that has sets of doors in the front and back. Canal locks are necessary to accommodate changes in elevation. When a boat comes into the lock, the doors shut behind it. Then, water comes in or goes out of the lock depending on whether the water level the boat is heading toward is higher or lower. When the water inside the lock has risen or fallen to the level of the water outside the lock, the front doors open, and the boat moves on.

Canal boats had no motors or sails. Instead, mules or horses walked along a path on the bank of the canal and pulled the boats.

When DeWitt Clinton proposed the Erie Canal, many people laughed at the idea and said it would never work. No canal that long had yet been built. But Clinton had the last laugh. In 1825, the first canal boat made its way from Buffalo to New York City. It carried a barrel of water from Lake Erie. When the canal boat reached its destination, Clinton (now governor) dumped the water into the Atlantic Ocean to show that these two bodies of water were connected.

Aside from rushing people and goods westward, the canal helped New York City dominate other Eastern seaboard ports, such as Philadelphia, Baltimore, and Boston; all these cities lacked direct links to the West. Before the canal was built, New York was less important than the other cities noted. After the canal was built, New York rose to become the largest and most important city in the United States. The canal also dramatically cut the cost of transporting goods. For example, shipping between New York City and Buffalo dropped from \$100 a ton to \$10 a ton.

The success of the Erie Canal stimulated a boom in canal building. Among the most important were the Champlain Canal, connecting Lake Champlain and the Hudson River; the Chesapeake Canal; the Ohio Canal (which was never completed but was meant to connect Pittsburgh and the Ohio River to the Potomac River and the Atlantic Ocean); and the Miami and Erie canals in Ohio, which connected Lake Erie to the Ohio River at Cincinnati. Canal building continued for many years until canals were gradually replaced by railroads.

Appalachian Mountains

The Appalachian Mountains are the oldest mountain chain in North America, stretching from Newfoundland to central Alabama. They are about 1,800 miles (2,897 km) long and range from 120 to 375 miles (193 to 604 km) wide. The highest peak is Mount Mitchell in North Carolina, named for Maria Mitchell, an astronomer who lived in the 1800s. It rises 6,684 feet (2,037 m) above sea level.

The Appalachians are divided into various ranges, such as the White Mountains in Maine and New Hampshire; the Alleghenies in Pennsylvania, Maryland, and Virginia; the Blue Ridge Mountains in Pennsylvania, Maryland, Virginia, North Carolina, South Carolina, and Georgia; and the Great Smokies in North Carolina and Tennessee. Major rivers that flow through the mountains are the Hudson, Delaware, Susquehanna, Potomac, and Tennessee. The mountains are rich in iron and coal deposits, but proved a barrier to westward movement in the colonial era until Daniel Boone blazed the Wilderness Trail, also known as the Wilderness Road, through the Cumberland Gap in 1775. Further north, settlers traveled down the Ohio River on keelboats to get through the mountains.

Rocky Mountains and Continental Divide

The Rocky Mountains extend for more than three thousand miles from Alaska to New Mexico. The highest point in North America is Denali, previously called Mount McKinley, in Alaska. It rises 20,320 feet (6,194 m) above sea level. The major ranges of the Rocky Mountains are the Southern, Central, and Northern Rockies in the contiguous United States, the Brooks Range in Alaska, and the Canadian Rockies. The Rocky Mountains were more formidable barriers to travel than the Appalachians because the Rockies are in general more than twice as tall as the Appalachians. The major pass through the Rockies for travelers in the 1800s was South Pass in Wyoming. The Oregon Trail took this route.

Of major topographical interest is the Continental Divide, which runs north and south through the mountains. Rivers to the east of this long, high crest flow to the east toward the Arctic or Atlantic oceans, and rivers to the west of the divide flow toward the Pacific. Lewis and Clark, whom Core Knowledge students should have studied in earlier grades, and will study again this year, crossed the Continental Divide in 1805 as part of their voyage of discovery.

The Great Plains

The Great Plains stretch south to north from Mexico into Canada roughly along the 98th parallel. The plains are a plateau, or high flat land, that slopes downward from the Rockies. The plains vary in width from three hundred to seven hundred miles (483 to 1,127 km) and cover all or part of the following states: Montana, Wyoming, Colorado, New Mexico, North and South Dakota, Nebraska, Kansas, Oklahoma, and Texas.

The area experiences hot summers and cold winters. Rainfall is typically only about twenty inches a year, but some parts may also have heavy snows. Natural vegetation is typically short grasses; however, the rich soil in some areas makes the region a major grain producer.

To learn more about specific topics in this unit, use this link to download the CKHG Online Resource “About Westward Expansion Before the Civil War”:

www.coreknowledge.org/ckhg-online-resources

Student Component

Westward Expansion Before the Civil War Student Reader—ten chapters

Teacher Components

Westward Expansion Before the Civil War Teacher Guide—ten chapters. This includes lessons aligned to each chapter of the *Westward Expansion Before the Civil War* Student Reader with a daily Check for Understanding and Additional Activities, such as virtual field trips and cross-curricular art and music activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 81.

- » The Unit Assessment tests knowledge of the entire unit, 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 written presentation. In this unit, the assessment is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Westward Expansion Before the Civil War Timeline Image Cards—twenty individual images depicting significant events and individuals related to westward expansion in North America before the Civil War. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which Image Card(s) to add to the Timeline. The Timeline 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.

Optional: Core Knowledge Curriculum Series Art Resource™ Packet for Grade 5—art resources that may be used with cross-curricular art activities described in the Additional Activity of Chapter 8, if classroom Internet access is not available. You can purchase the Grade 5 Art Resource Packet, available at:

www.coreknowledge.org/store

Timeline

Some advance preparation will be necessary prior to starting the *Westward Expansion Before the Civil War* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image 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!

Create five time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **c. 30,000–c. 15,000 BCE**
- **9,000s BCE**
- **1600s CE**
- **1700s**
- **1800s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Image Cards that you will be adding to each time period as per the following diagram:

	c. 30,000– c. 15,000 BCE	9,000s BCE	1600s CE	1700s	1800s
Chapter	Intro	Intro	Intro	1 Intro	2 2 4 3 3 5 5 6 7 7 6 8 9 10 10

You will want to post all the time indicators on the wall at the outset before you place any Image Cards on the Timeline.

Note: The following dates include multiple cards: 1700s and 1800s. Chapters 2, 3, 5, 6, 7, and 10 have multiple cards.

c. 30,000–c. 15,000 BCE



Introduction

9,000s BCE



Introduction

1600s CE



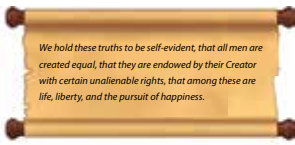
Introduction

1700s



Chapter 1

1700s



Introduction

1800s



Chapter 2

1800s



Chapter 2

1800s



Chapter 4

1800s



Chapter 3

1800s



Chapter 3

1800s



Chapter 5

1800s



Chapter 5

1800s



Chapter 6

1800s



Chapter 7

1800s



Chapter 7

1800s



Chapter 6

1800s



Chapter 8

1800s



Chapter 9

1800s



Chapter 10

1800s



Chapter 10

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

The events shown on the Timeline are arranged chronologically. The organization of the chapters in the *Westward Expansion Before the Civil War* unit is not chronological, but grouped according to major westward movements, technological innovations, and regions.

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 do *BCE* and *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Westward Expansion Before the Civil War* unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of eleven days has been allocated to the *Westward Expansion Before the Civil War* 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 5 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

In each chapter, the teacher or a student will read aloud various sections of the text. 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.

Turn and Talk

In the Guided Reading Supports section of each chapter, 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.

Big Questions

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

Chapter	Big Questions
1	What were some of the reasons why so many people wanted to move west?
2	How might Lewis and Clark's expedition and findings have helped the United States government?
3	Why was it a struggle for Native Americans to hold onto their land?
4	What were the advantages of traveling by steamboat rather than by stagecoach?
5	What drove the need for better forms of transportation?
6	What was Manifest Destiny?
7	What was the main reason the Texans and the Mexicans went to war against each other?
8	Why did settlers set off for Oregon, and what was different about the way they moved west along the Oregon Trail?
9	Why did President Polk seek to gain land that belonged to Mexico?
10	How do the experiences of the Mormons who moved west compare with those of the people who flocked to California?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter,

in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	pioneer, self-reliant, frontier, flatboat, territory
2	interpreter, translate
3	acre, game
4	inn, lumber, paddle wheel
5	locomotive, stove
6	Congress, treaty, stockades, swamp, fertile
7	“Roman Catholic religion,” mission
8	buckskin, emigrate, pack animal, latitude
9	conscience
10	prosper, irrigate, “desert plain,” sawmill, pick

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 1.3
AP 2.1
AP 5.1
AP 6.1
AP 8.1
AP 9.1
AP 10.1

The following activity pages can be found in Teacher Resources, pages 90–101. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—Physical Features of the United States (AP 1.2)
- Chapter 1—Map of the United States (AP 1.3)
- Chapter 2—The Lewis and Clark Expedition (AP 2.1)
- Chapter 5—Domain Vocabulary: Chapters 1–5 (AP 5.1)
- Chapter 6—Native American Reaction to Removal (AP 6.1)
- Chapter 8—Going West (AP 8.1)
- Chapter 9—Domain Vocabulary: Chapters 6–9 (AP 9.1)
- Chapter 10—Whose Line Is It? (AP 10.1)

Fiction Excerpt

Use this link to download the CKHG Online Resources, where a specific link to the following fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

- Chapter 10—*The Adventures of Tom Sawyer* (FE 1)

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as a review and/or culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Literature	Visual Arts	Music
Stories <ul style="list-style-type: none">• <i>The Adventures of Tom Sawyer</i> by Mark Twain	American Art: Nineteenth-Century United States <p>Become familiar with the Hudson River School, including:</p> <ul style="list-style-type: none">• Thomas Cole, <i>The Oxbow</i>• Albert Bierstadt, <i>Rocky Mountains, Lander's Peak</i> <p>Become familiar with genre painting, including:</p> <ul style="list-style-type: none">• George Caleb Bingham, <i>Fur Traders Descending the Missouri</i>• William Sidney Mount, <i>Eel Spearing at Setauket</i>	American Songs <ul style="list-style-type: none">• "Shenandoah"



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

A critical goal of the Core Knowledge 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 American history unit called "The Pathway to Citizenship," 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 geography, historical events, laws, and structure of the American government.

In choosing the specific content to call to you and your students' attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used "The Pathway to Citizenship" materials throughout the Core Knowledge Curriculum Series™ will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Altman, Linda Jacobs. *The Legend of Freedom Hill*. Illus. Cornelius Van Wright, Ying-Hwa Hu. New York: Lee & Low Books, 2003.

Bruchac, Joseph. *Buffalo Song*. Illus. Bill Farnsworth. New York: Lee & Low Books, 2008.

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

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

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

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

McCunn, Ruthanne Lum. *Pie-Biter*. Illus. You-shan Tang. Fremont: Shen's Books, 1983.

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

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

Rubright, Lynn. *Mama's Window*. New York: Lee & Low Books, 2008

WESTWARD EXPANSION BEFORE THE CIVIL WAR SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Westward Expansion Before the Civil War

<p>"Daniel Boone" Core Lesson (TG & SR–Chapter 1)</p>	<p>"Exploring the Louisiana Territory" Core Lesson (TG & SR–Chapter 2)</p>	<p>"Native Americans Resist" Core Lesson (TG & SR–Chapter 3)</p>	<p>"Improvements in Transportation" Core Lesson (TG & SR–Chapter 4)</p>	<p>"Canals and Railroads" Core Lesson (TG & SR–Chapter 5) Domain Vocabulary: Chapters 1–5 (AP 5.1)</p>
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CKLA

"The Renaissance"	"The Renaissance"	"The Renaissance"	"The Renaissance"	"The Reformation"
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Westward Expansion Before the Civil War

<p>"Land, Land, and More Land" Core Lesson (TG & SR–Chapter 6)</p>	<p>"Texas Joins the Union" Core Lesson (TG & SR–Chapter 7) Domain Vocabulary: Chapters 6–9 (AP 9.1)</p>	<p>"Oregon" Core Lesson (TG & SR–Chapter 8)</p>	<p>"War with Mexico" Core Lesson (TG & SR–Chapter 9)</p>	<p>"Settling the Far West" Core Lesson (TG & SR–Chapter 10)</p>
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CKLA

"The Reformation"	"The Reformation"	"The Reformation"	"The Reformation"	"The Reformation"
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Week 3

Day 11

Westward Expansion Before the Civil War

<p>Unit Assessment</p>

CKLA

"The Reformation"

WESTWARD EXPANSION BEFORE THE CIVIL WAR PACING GUIDE

_____’s Class

(A total of eleven days has been allocated to the *Westward Expansion Before the Civil War* unit in order to complete all Grade 5 history and geography units in the Core Knowledge curriculum.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

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Week 3

Day 11

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CHAPTER 1

Daniel Boone

The Big Question: What were some of the reasons why so many people wanted to move west?

Primary Focus Objectives

- ✓ Understand the challenges that the physical features of the American landscape posed to travelers in the 1700s. **(RI.5.2)**
- ✓ Explain why people wanted to go west. **(RI.5.2)**
- ✓ Understand how hunters and trappers helped expand the nation, and how Daniel Boone has come to represent this pioneering spirit. **(RI.5.2)**
- ✓ Identify the Cumberland Gap and the Wilderness Trail. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *pioneer*, *self-reliant*, *frontier*, *flatboat*, and *territory*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Daniel Boone”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.3

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Physical Features of the United States (AP 1.2)
- Display and individual student copies of Map of the United States (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

pioneer, n. one of the first people to settle in a region **(4)**

Example: The pioneer built his home on the prairie, far from civilization.

Variation(s): pioneers

self-reliant, adj. needing no help from other people **(4)**

Example: To survive in the new land, the settlers had to be self-reliant.

frontier, n. where newly settled areas meet unsettled, but not necessarily uninhabited, areas (5)

Example: The brave settlers made their home on the frontier.

flatboat, n. a boat with a flat bottom that can easily travel in shallow water (7)

Example: The captain slowly maneuvered the flatboat through the shallow waters.

Variation(s): flatboats

territory, n. an area of land (7)

Example: Daniel Boone explored previously uncharted territory.

Variation(s): territories

THE CORE LESSON 35 MIN

Introduce the *Westward Expansion Before the Civil War* Reader

5 MIN

Distribute copies of the *Westward Expansion Before the Civil War* Student Reader. Introduce the unit by first displaying the Introduction Timeline Image Cards. Invite student volunteers to read aloud the captions. Explain that in this unit, students will read about the early growth of the United States. Between the 1700s and the late 1850s, settlers pushed from the East Coast and the area of the original thirteen colonies across the North American continent.

Activity Page



AP 1.1



Next, display World Map (AP 1.1), and distribute copies of the map to students. Have students name and review each of the continents, making sure students can orient North America in relation to Europe. Have students identify the landmass of the continental United States.

Introduce “Daniel Boone”

5 MIN

Activity Page



AP 1.2



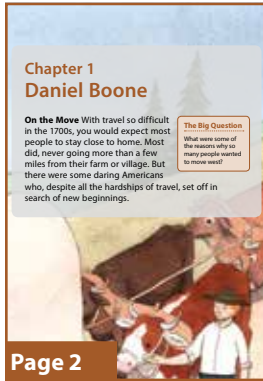
Distribute copies of Physical Features of the United States (AP 1.2). Using the map, have students identify the landmass of the continental United States, the Atlantic Ocean on the East Coast and the Pacific Ocean on the West Coast, and the general area of the original thirteen colonies. Call attention to the Appalachian Mountains, explaining to students that these mountains initially formed a natural barrier to the establishment of settlements beyond the original thirteen colonies. Tell students that in this chapter, they will read about the changes that encouraged settlers to move farther west. Call attention to the Big Question, and encourage students to look for reasons why people wanted to move west.

Guided Reading Supports for “Daniel Boone”

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.

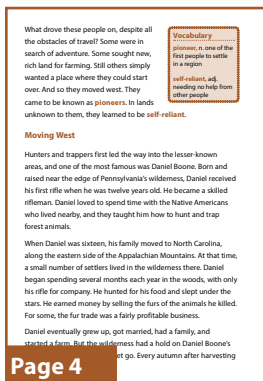
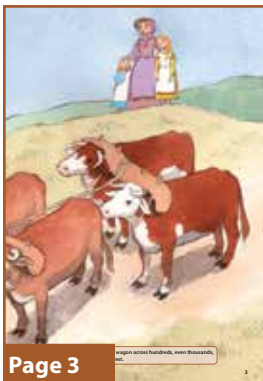
“On the Move” and “Moving West,” Pages 2–5



Activity Pages



AP 1.2
AP 1.3




Scaffold understanding as follows:

Invite a student to read aloud the first paragraph of the section “On the Move” on page 2.

CORE VOCABULARY—Read aloud the remainder of the section “On the Move” on page 4. Call attention to the Core Vocabulary terms *pioneer* and *self-reliant*, and explain their meanings.

Have students read independently the section “Moving West” on pages 4–5.

 **SUPPORT**—Have students locate the Appalachian Mountains on the Physical Features of the United States (AP 1.2) map. Explain that Daniel Boone’s family lived on the eastern edge of this range in North Carolina. Have students locate present-day North Carolina using Map of the United States (AP 1.3).

SUPPORT—Explain to students that some of the people who first moved west were squatters, who took advantage of what appeared to be free, available land. They then could be driven off land they had claimed by others if the latter could prove they had a more legitimate claim to the land.

After students finish reading the text, ask the following questions:

LITERAL—Who was Daniel Boone?

- » Daniel Boone was a hunter and trapper who was born and raised near the edge of Pennsylvania’s wilderness. He later moved to North Carolina along the edge of the Appalachian Mountains.

EVALUATIVE—How would you describe Daniel Boone’s personality and why?

- » Student responses may vary. Some may note that he was very independent, self-reliant, adventurous, and possibly even shy, explaining why he enjoyed spending months by himself in the woods.

“The Wilderness Trail,” Pages 5–7

the crops, he headed back to the forest. He'd live there until the spring, when it was time to plant the next year's crops.

The Wilderness Trail

The western frontier marked the end of the area settled by Americans and the beginning of unknown land, or wilderness. By the 1760s, the frontier reached the Appalachian Mountains. But there it stopped. The mountains formed a physical barrier to the West. In addition, the British issued an order that prevented settlers from moving beyond the mountain range. They did this to prevent possible conflicts with Native Americans who lived on these lands.

For years, Daniel Boone had heard other hunters and traders tell of a rich land on the other side of the Appalachians. They said an old Native American trail called the Warrior's Path led the way. Although Boone searched for the trail several times, he failed to find it.

Finally, in 1769, Boone and a group of five companions found what they were looking for. The Warrior's Path led them into a gap, or narrow pass, between the mountains. Arriving at the other end of the pass, Boone and his friends found themselves on the western side of the Appalachians. There, for the first time, they gazed down upon the beautiful green meadows of the land that would become Kentucky. The mountain pass they had used came to be known as the Wilderness Trail.

Vocabulary
frontier, n. where newly settled areas meet unsettled, but not necessarily uninhabited, areas.

Page 5

Activity Pages



AP 1.3

AP 1.2




After years of searching, Daniel Boone and his companions found a path through the Appalachian Mountains.

Boone crossed through the Cumberland Gap many times over the next several years. In 1775, he was hired to widen the Warrior's Path so that settlers with wagons and animals could use it. Boone and a crew of forty men chopped down trees and cleared away the underbrush. In just a few months, the new road, now called the Wilderness Trail, was ready for use.

The first settlers to follow the Wilderness Trail into Kentucky were some of Boone's relatives and friends. They started a settlement called Boonesboro. They were quickly followed by hundreds, then thousands, of other pioneers searching for new, rich land south of the Ohio River.

While thousands of pioneers poured across the Wilderness Trail, thousands more floated downstream on the Ohio River.

Page 6



The flat bottoms of the Ohio River made it easy for pioneers to travel through shallow waters.

their flatboats until they reached the land they hoped to settle. By 1792, Kentucky had enough people to become a state. Tennessee became a state just four years later.

During those same years, pioneers also moved into the land north of the Ohio River known as the Northwest Territory. Most of the pioneers settled along the Ohio River or near the streams that emptied into it. The Ohio River, and the Mississippi River too, were used by Westeners to transport their farm products to market.

Vocabulary
flatboat, n. a boat with a flat bottom that can travel easily in shallow water.
territory, n. an area of land.


Page 7

Scaffold understanding as follows:


CORE VOCABULARY—Call attention to the Core Vocabulary term *frontier*, and explain its meaning.

Note: Students in Core Knowledge schools may recall the term *frontier* from the Grade 4 units, *The American Revolution* and *Early Presidents*.

Invite students to read aloud the first three paragraphs of the section “The Wilderness Trail” on page 5.

 **SUPPORT**—Have students locate Kentucky on Map of the United States (AP 1.3). Explain that Boone and others crossed the Appalachians across the Warrior's Path into what is present-day Kentucky.

CORE VOCABULARY—Have students read independently the remainder of the section “The Wilderness Trail” on pages 6–7. Before students begin reading, encourage them to review the meaning of the Core Vocabulary term *flatboat* to better understand the text. Refer to the image on page 7 to illustrate the concept. Also have them review the meaning of *territory*.

 **SUPPORT**—Have students locate the Ohio River on the Physical Features of the United States (AP 1.2) map. Explain that while pioneers like Daniel Boone moved west over land, others navigated the Ohio River on their way west.

SUPPORT—Explain to students that in 1787, Congress passed the Northwest Ordinance for the orderly settlement of the West. According to the Northwest Ordinance, new states would have republican governments. The ordinance also provided a mechanism for the entry of new states to the Union; these new states would be considered equal to the original thirteen states.

After students finish reading the text, ask the following questions:

LITERAL—Why was travel so difficult in America in the early 1700s?

- » Roads were often rough paths that were hard to follow. Many people had to travel by foot. It took a long time to get from place to place.

LITERAL—How did Daniel Boone encourage westward expansion?

- » He came upon the Warrior's Path and expanded it into the Wilderness Trail. His explorations inspired others to follow.

LITERAL—Why was the flatboat important to the settlement of Kentucky and Tennessee?

- » Many pioneers used flatboats to travel downstream on the Ohio River before settling in Kentucky and Tennessee.

Timeline

- Show students the Chapter 1 Timeline Image Card of Daniel Boone and his companions finally coming upon the Cumberland Gap. Read and discuss the caption.
- Review and discuss the Big Question: “What were some of the reasons why so many people wanted to move west?”
- Post the Image Card on the Timeline under the date referencing the 1700s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What were some of the reasons why so many people wanted to move west?”
 - » Key points students should cite include: They were looking for adventure, rich farmland, hunting and trapping opportunities, or a new start.
- Choose one of the Core Vocabulary words (*pioneer, self-reliant, frontier, flatboat, or territory*), and write a sentence using the word.

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

Additional Activities



Physical Features of the United States (RI.5.7)

20 MIN

Activity Page



AP 1.2

Materials Needed: Sufficient copies of Physical Features of the United States (AP 1.2)

Distribute copies of Physical Features of the United States (AP 1.2). Read aloud the directions. Instruct students to study the map to answer the questions. Students should complete the activity for homework.

CHAPTER 2

Exploring the Louisiana Territory

The Big Question: How might Lewis and Clark’s expedition and findings have helped the United States government?

Primary Focus Objectives

- ✓ Describe Lewis and Clark’s experiences and discoveries during their expedition. **(RI.5.2)**
- ✓ Explain the role that Sacagawea played in the expedition. **(RI.5.2)**
- ✓ Locate on a map the Missouri River. **(RI.5.7)**
- ✓ Understand why pioneers set out on their journeys from St. Louis, Missouri. **(RI.5.2)**
- ✓ Locate on a map the Continental Divide and understand the flow of the rivers east and west of the divide. **(RI.5.2, RI.5.7)**
- ✓ Locate on a map the Rocky Mountains. **(RI.5.7)**
- ✓ Identify Zebulon Pike and locate Pikes Peak on a map. **(RI.5.2, RI.5.7)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *interpreter* and *translate*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Louisiana Territory”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2
AP 1.3
AP 2.1

- Display and individual student copies of Physical Features of the United States (AP 1.2)
- Display and individual student copies of Map of the United States (AP 1.3)
- Display and individual student copies of The Lewis and Clark Expedition (AP 2.1)

Core Vocabulary (Student Reader page numbers listed below)

interpreter, n. a person who translates from one language to another (11)

Example: The interpreter helped the Spaniard and the Englishman understand each other.

Variation(s): interpreters

translate, v. to restate in another language (13)

Example: Lewis and Clark relied on Sacagawea to translate their conversations with Native Americans.

THE CORE LESSON 35 MIN

Introduce “Exploring the Louisiana Territory”

5 MIN

Activity Page



AP 1.2



Review with students the Introduction and Chapter 1 Timeline Image Cards by reading aloud each caption. Using Physical Features of the United States (AP 1.2), call attention to the area between the Mississippi River and the Rocky Mountains. Explain to students that in this chapter, they will be reading about the exploration of this western area of the United States, which began in the early 1800s. Have students locate Louisiana on Map of the United States (AP 1.3). Explain that the area between the Mississippi and the Rockies is referred to as the Louisiana Territory, though the territory covered was an area far greater than the present-day state of Louisiana. Call attention to the Big Question, and encourage students to look for ways the Lewis and Clark expedition may have helped the U.S. government as they read the text.

Guided Reading Supports for “Exploring the Louisiana Territory” 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.

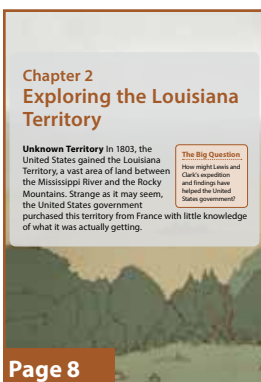
“Unknown Territory,” Pages 8–10

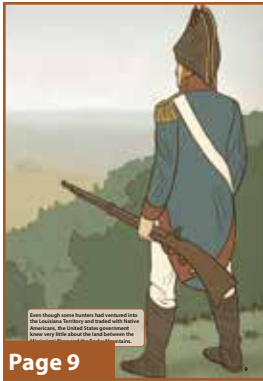
Scaffold understanding as follows:

Read aloud the section “Unknown Territory” on pages 8–10.



SUPPORT—Distribute copies of The Lewis and Clark Expedition (AP 2.1). Have students locate the area of the Louisiana Territory on the map. Explain that this land was acquired from France by President Thomas Jefferson.





After you finish reading the text, ask the following question:

 **LITERAL**—How did the United States get the Louisiana Territory?

» It bought the territory from France.

“The Expedition,” Pages 10–12

Was the land good for farming? What kinds of plants grow there? What kinds of animals or even mythical beasts lived there? What about the Native Americans who lived there—would they welcome settlers? Could trading opportunities be developed with Native Americans? How high were the Rocky Mountains, and was there a way to cross them? Better yet, might the land possibly contain a way to reach the Pacific Ocean entirely by water—the long-dreamed-of Northwest Passage?

The Expedition

President Thomas Jefferson was very interested in scientific discovery. He decided to send an expedition to find the answers to these and many other questions. Jefferson chose his twenty-nine-year-old private secretary, Meriwether Lewis, to lead the expedition. Lewis had also served as an army captain on the frontier, and he was an experienced explorer. Lewis asked a friend from his army days, William Clark, to lead the expedition with him. Both men were filled with the spirit of adventure. It was a good thing, too, for there was plenty of adventure—and danger—ahead of them.

The two expedition leaders prepared for the long journey. They hired strong men to make the trip with them. They bought large amounts of clothing, tools, and medical supplies. They also bought plenty of ammunition. Even though the explorers were bringing several tons of food, they would have to hunt for most of what they would eat. They would also have to protect themselves from

Page 10

Activity Pages




AP 1.3

AP 2.1

Knowing they would be meeting and dealing with many groups of Native Americans, Lewis and Clark also put together a list of goods to trade and to give as gifts, including 2,800 fish hooks and 4,000 needles, as well as colored beads, silk ribbons, and mirrors.

Finally the Lewis and Clark expedition was ready to depart. On a clear morning in May 1804, the explorers—along with soldiers, several experienced frontiersmen, and three interpreters who spoke various Native American languages—climbed into their boats on the Missouri River near the town of St. Louis. They were also joined by

Vocabulary
An interpreter is a person who translates from one language to another.



For the next two years, and eight more, they would not be forgotten.

Page 11

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section “The Expedition” on pages 10–12. Before students begin reading, encourage them to review the meaning of the Core Vocabulary term *interpreter* to better understand the text.



SUPPORT—Using the Lewis and Clark Expedition (AP 2.1) map, have students locate the starting point of the expedition in St. Louis, Missouri, and the Missouri River. Explain that the Missouri River is the second-longest river in the United States. The longest river is the Mississippi. Have students locate the present-day state of Missouri on Map of the United States (AP 1.3). Explain that many pioneers began their journeys in St. Louis, Missouri, because it is located where the Missouri and Mississippi rivers meet.

SUPPORT—Explain to students that the Mandan people were very accustomed to hosting fur traders who passed through the region, thus making them very welcoming to the Lewis and Clark expedition.

After students finish reading the text, ask the following questions:

LITERAL—What did President Jefferson want to learn about the Louisiana Territory?

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

EVALUATIVE—Do you think President Jefferson’s decision to buy the Louisiana Territory was risky? Why or why not?

» Student responses may vary. Some may describe President Jefferson’s decision as risky because he did not know what the territory contained. Others might say that Jefferson’s decision was smart because he expanded the size of the United States.

LITERAL—What are some of the supplies Lewis and Clark packed for their expedition?

- » They packed clothes, tools, food, medicine, ammunition, and goods to be traded or given away.

INFERENTIAL—Why do you think Lewis and Clark brought items to give as gifts and to trade?

- » They likely wanted to establish friendly relationships with the Native Americans they encountered.


“Sacagawea,” Pages 12–14

Scaffold understanding as follows:

Read aloud the first paragraph of the section “Sacagawea” on page 12.


SUPPORT—Call attention to the pronunciation keys for *Charbonneau* and *Sacagawea*, and encourage students to correctly pronounce the names.

Invite volunteers to read aloud the next three paragraphs of the section on pages 12–13.

 **SUPPORT**—Have students locate the source of the Missouri River in Montana on the Lewis and Clark Expedition (AP 2.1) map. Have them refer to Map of the United States (AP 1.3) for help in identifying present-day Montana.

CORE VOCABULARY—Call attention to the Core Vocabulary term *translate*, and explain its meaning. Help students see the connection between the terms *interpreter* and *translate*. An interpreter is a person who translates.

Invite volunteers to read aloud the remainder of the section.

 **SUPPORT**—Have students locate the Rocky Mountains, the Continental Divide, and the Columbia River on the Lewis and Clark Expedition (AP 2.1) map.

SUPPORT—Share with students that Meriwether Lewis wrote in his journal, “An Indian called me . . . and gave me . . . a piece of fresh salmon roasted . . . this was the first salmon I had seen and perfectly convinced me that we were on the waters of the Pacific Ocean.” Explain to students that people of Lewis’s time referred to Native Americans as “Indians.”

After students finish reading the text, ask the following questions:

LITERAL—How did Sacagawea help the expedition members?

- » She guided them, served as an interpreter, and helped them travel peacefully among Native American tribes.

fifteen other men who would travel with them part of the way. Together, the men began to paddle the boats upstream.

Several months later, the group reached what is now North Dakota, where they stopped to spend the winter in a Mandan village. The Mandan were used to housing the fur traders who came through the area. There the group used their time well, repairing their equipment, making six new canoes, and learning all they could from the Mandan people about the land and about the other Native American tribes they might meet along the way.

Sacagawea

Realizing they would need more people who understood Native American languages, Lewis and Clark added two new people to their company. One was a French Canadian trapper named Charbonneau (shar“bah”nooh), who had lived among Native Americans for many years. The other was Charbonneau’s sixteen-year-old wife, Sacagawea (sah“kah”gaw-eh), who was expecting a child. Sacagawea had been kidnapped as a young girl. Now she lived with her husband and the Mandan.

With the arrival of spring, the expedition, which they called the “Corps of Discovery,” set out once more. They paddled up the Missouri River in their new canoes. The exploring party was now smaller, for this was as far as the extra men from St. Louis would go. But the expedition had also added a new passenger: Sacagawea’s baby boy.

In the summer of 1805, the explorers reached the source, or starting point, of the Missouri River in present-day Montana. They were so honored that they named the spot “Sacagawea’s original people.”

Page 12

Activity Pages



AP 2.1

AP 1.3



Sacagawea and her baby traveled with the expedition.

One day, Lewis and several of his men met a group of sixty Shoshone. They were friendly toward the explorers and welcomed them.

Several days later, it was arranged that Sacagawea would meet with the Shoshone leader. When she did, she could hardly believe her eyes. The chief of the group was her very own brother! The brother and sister had a joyful reunion.

Later, with Sacagawea’s help translating, Lewis traded goods with the Shoshone for horses that would help the explorers cross the mountains.

Vocabulary
translate is to
relate in another
language

Page 13

By mid-August, the Lewis and Clark party had made it to the Continental Divide. This is the line high in the Rockies from which all the rivers flow to the east on one side and to the west on the other. It was an exciting moment for the group. But dangerous rocky trails lay ahead as they began their climb down the western slopes.

In October, the men lowered their canoes into the waters of the Snake River. They paddled down the Snake River into the Columbia River until, in November 1805, they sighted the Pacific Ocean.

Imagine the thrill this group of explorers felt at the moment they first spotted the ocean! William Clark wrote in his journal entry for November 7, 1805, "Ocean in view! O the joy." No words could have possibly captured the excitement of that moment.



Page 14 An expedition finally reached the Pacific Ocean.

EVALUATIVE—How might the Corps of Discovery have felt upon reaching the Pacific Ocean?

- » They likely felt relieved and excited. They were the first people to achieve such a journey, and they had managed to achieve their goal of making it to the Pacific.

“The Return Trip” and “Zebulon Pike,” Page 15

Activity Page



AP 2.1

The Return Trip

After a mild winter on the Pacific Coast, it was time to head home. Sacagawea, her husband, and their infant son left the group when it reached the Mandan village from which they had started. The rest of the explorers returned to St. Louis in September 1806.

From there, Meriwether Lewis continued on to Washington, D.C., to report to President Jefferson about this newest U.S. territory. Both Lewis and Clark had kept detailed accounts of the expedition and their findings. This information greatly helped the United States government.

The Lewis and Clark expedition traveled more than seven thousand miles in just under two-and-a-half years. They had crossed the North American continent from one side to the other.


Zebulon Pike

Lewis and Clark were the most famous American explorers of the West, but they were not the only ones. Another explorer was a U.S. Army officer named Zebulon Pike. In 1806, the same year that Lewis and Clark returned from their great journey, Pike set out toward the West from Missouri. Meeting the Arkansas River far upstream, he followed it toward its source in the Rocky Mountains. There he sighted the mountain named for him today, Pikes Peak, in present-day Colorado.

Page 15

Scaffold understanding as follows:

Have students read independently the section “The Return Trip” and the fact box about Zebulon Pike on page 15.

 **SUPPORT**—Have students trace the return journey of Lewis and Clark on the Lewis and Clark Expedition (AP 2.1) map. Have students locate Pikes Peak.

After students finish reading the text, ask the following questions:

LITERAL—What are some of the memorable sights the expedition saw?

- » They saw several rivers; the Rocky Mountains and the Continental Divide; and the Pacific Ocean.

EVALUATIVE—How did Zebulon Pike’s journey compare to that of Lewis and Clark?

- » Both journeys started in Missouri; however, Pike followed the Arkansas River to the Rockies instead of the Missouri River.

Have students answer the two questions on the Lewis and Clark Expedition (AP 2.1), and review the answers as a class.

Timeline

- Show students the Chapter 2 Timeline Image Cards of the Lewis and Clark expedition and Sacagawea. Read and discuss the captions.
- Review and discuss the Big Question: “How might Lewis and Clark’s expedition and findings have helped the United States government?”
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How might Lewis and Clark’s expedition and findings have helped the United States government?”
 - » Key points students should cite include: President Jefferson was unsure about what the Louisiana Territory actually held when he bought it from France. Lewis and Clark’s expedition provided valuable information about whether the newly purchased territory was suitable for settlement, including the obstacles or barriers that would limit westward expansion into the area.
- Choose one of the Core Vocabulary words (*interpreter* or *translate*), and write a sentence using the word.

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

Additional Activities



Interactive Lewis and Clark Expedition Activity (RI.5.7) ACTIVITY LENGTH FLEXIBLE

Materials Needed: Internet access



Background for Teachers: This interactive activity allows students to make decisions before and during Lewis and Clark’s expedition across the Louisiana Territory. The time allotted for this activity is flexible and may be completed independently or as a class depending on available time. It is recommended that you play through the activity before introducing it to the class.

Use this link to download the CKHG Online Resources for this unit, where a specific link to the activity may be found:

www.coreknowledge.org/ckhg-online-resources

Native Americans Resist

The Big Question: Why was it a struggle for Native Americans to hold onto their land?

Primary Focus Objectives

- ✓ Explain the ways settlers and government officials pushed Native Americans out of their homelands, including broken promises and treaties. **(RI.5.2)**
- ✓ Describe Tecumseh’s idea for resisting the Americans. **(RI.5.2)**
- ✓ Describe the Battle of Tippecanoe. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *acre* and *game*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Native Americans Resisting”: www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2
AP 1.3

- Display and individual student copies of Physical Features of the United States (AP 1.2)
- Display and individual student copies of Map of the United States (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

acre, n. an area of land that measures 4,840 square yards **(19)**

Example: The settler hoped to find an acre or two on which he could build his home.

Variation(s): acres

game, n. animals that are hunted for sport or for food **(21)**

Example: Native Americans living on the Great Plains relied on game to survive.

Introduce “Native Americans Resist”

5 MIN

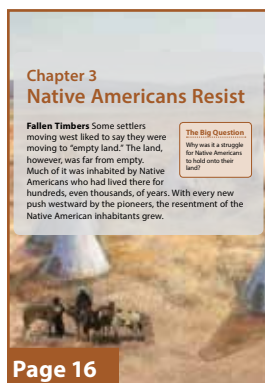
Review with students the Chapter 2 Timeline Image Cards by reading aloud each caption and the date. Ask students to recall what they learned in the last lesson. They should note that Lewis and Clark and the Corps of Discovery were charged by President Jefferson to explore the Louisiana Territory. The expedition reached the Pacific Ocean after crossing the Rocky Mountains. Students should also note that Zebulon Pike made his way from Missouri to the Rocky Mountains and named one of the peaks after himself. Next, remind students that indigenous people already lived in the western areas explored by Lewis and Clark. Explain to students that western expansion often caused conflict with these native peoples. Call attention to the Big Question, and encourage students to look in the text for reasons why Native Americans struggled to hold onto their land.

Guided Reading Supports for “Native Americans Resist”

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.

“Fallen Timbers,” Pages 16–19




Scaffold understanding as follows:

Read aloud the first paragraph of the section “Fallen Timbers” on page 16.

 **SUPPORT**—Remind students that Native Americans were the first peoples to inhabit North America.

Invite volunteers to read aloud the next three paragraphs of the section “Fallen Timbers” on page 18.

 **SUPPORT**—Have students locate the Ohio River on the Physical Features of the United States (AP 1.2) map. Then, have students locate the present-day state of Ohio on Map of the United States (AP 1.3).

CORE VOCABULARY—Have students read independently the remainder of the section “Fallen Timbers” on pages 18–19. Before students begin reading, encourage them to review the meaning of the Core Vocabulary term *acre* to better understand the text.

Activity Pages



AP 1.2

AP 1.3



After students finish reading the text, ask the following questions:

LITERAL—How did the American pioneers force Native Americans from their homelands?

- » Pioneers moved onto Native American land. When fighting broke out, the Native Americans were forced to move away. Sometimes Native Americans were pressured or tricked into signing treaties, giving up their land.

LITERAL—What was the Battle of Fallen Timbers, and what was the outcome?

- » The Battle of Fallen Timbers was a defeat for Native Americans in 1794 near present-day Toledo, Ohio. The Native Americans were forced to give up their land in the Ohio Territory and moved west to the Indiana Territory.

From time to time, organized fighting broke out. In an attempt to protect their land, Native Americans attacked groups of pioneers traveling on the Wilderness Trail. They raided settlements in new states and territories. They fired arrows at settlers traveling on flatboats on the Ohio River. The settlers and U.S. Army troops attacked and killed Native Americans in return.

Many conflicts occurred, and many lives were lost. Native American nations in the Ohio Territory managed to win several victories against the U.S. Army. In particular, the Battle of the Wabash in 1791 brought about one of the worst defeats of the U.S. Army by Native Americans. For Native Americans, this was their biggest victory. However, they were unable to stop the constant flow of settlers. They were also unable to prevent the American government from passing laws that allowed people to settle on what was once Native American land.

In 1794, several Native American tribes were finally defeated at the Battle of Fallen Timbers near the present-day city of Toledo. They were forced to give up nearly all of Ohio and move farther west. As the Native Americans left the Ohio Territory, settlers poured in. Soon there were enough settlers living there for Ohio to become a state in 1803.

Before long, settlers began to push into the Indiana Territory, right next door. The governor of the Indiana Territory was William Henry Harrison, a man who would later become president of the United States.

to drive the Native Americans out by and tricked several of their chiefs into

Page 18

“Tecumseh,” Pages 19–21

During this period in history, Native Americans were forced to leave their homeland and move from place to place.

signing agreements. The chiefs gave up huge amounts of their lands in exchange for small amounts of money—sometimes as little as a half penny an acre.

Vocabulary
An acre is an area of land that measures 4,840 square yards.

Tecumseh
A Shawnee Indian chief named Tecumseh watched with rising anger as one piece of Native American land after another was handed over to settlers. Tecumseh had been fighting against settlement since boyhood, when his father was killed by settlers. He had seen the remains of Shawnee villages after army troops had

ated the bitterness of being forced to his after its defeat at Fallen Timbers.

Page 19

Scaffold understanding as follows:

Invite a volunteer to read aloud the first paragraph of the section “Tecumseh” on page 19.

SUPPORT—Explain to students that Tecumseh was a member of the Shawnee tribe, one of many Native American tribes that existed in North America prior to the arrival of the settlers.

Have students read independently the remainder of the section “Tecumseh” on pages 20–21.

SUPPORT—Have students locate Indiana on Map of the United States (AP 1.3). Explain that the Battle of Tippecanoe was fought near present-day Lafayette, Indiana.

After students finish reading the text, ask the following questions:

LITERAL—How did Tecumseh try to resist the push of settlers into Native American lands?

- » He tried to persuade Native American nations to join together to stop the flow of settlers.

Activity Page



AP 1.3

Now, in the Indiana Territory, he was determined to stop the loss of Native American land. "These lands are ours," he declared. "No one has the right to remove us because we are the first owners. The Great Spirit above has appointed this place for us, on which to light our fires, and here we will remain."

After learning of another Native American sale of land, Tecumseh exploded: "Sell a country? Why not sell the air, the clouds and the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?" Unlike Americans, Native Americans did not believe that land could actually be owned.

But Tecumseh knew it would take more than words to stop the settlers from coming. He believed that uniting was the only way for Native Americans to do that.

Tecumseh spent several years traveling up and down the frontier, urging Native American nations to join together. A number of them did.

Meanwhile, Governor Harrison watched Tecumseh's successes with growing concern. In 1811, while Tecumseh was in the south urging more chiefs to join him, Harrison sent nine hundred American soldiers to the site of a Shawnee village on the Tippecanoe River. The soldiers camped near the Native American settlement. While Tecumseh was gone, his brother Tenskwatawa ordered the Shawnee to attack the American soldiers. Tenskwatawa told the Shawnee that the soldiers' bullets could not hurt them. It was a fatal mistake. The Shawnee attack began the Battle of Tippecanoe.

Shawnee burned their village

Page 20

LITERAL—What happened at the Battle of Tippecanoe?

- » Tenskwatawa, Tecumseh's brother, ordered an attack on soldiers sent by Governor Harrison to the Shawnee village. Harrison's forces defeated the Shawnee and burned their village.

LITERAL—How did the Battle of Tippecanoe affect Tecumseh's efforts to unite Native American nations?


- » It weakened them.

"Revenge," Page 21

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the Core Vocabulary term *game*, and explain its meaning.

Invite volunteers to read aloud the section "Revenge" on page 21.

 **SUPPORT**—Explain to students that the United States went to war with Great Britain in 1812, just a few short decades after the American Revolution. Tecumseh and many other Native Americans supported the British.

Note: Students in Core Knowledge schools might recall the War of 1812 from the Grade 4 unit, *Early Presidents*.

After students finish reading the text, ask the following questions:

LITERAL—How did Tecumseh and other Native Americans seek revenge on the Americans?

- » Native Americans attacked settlers in the Northwest Territories. Tecumseh joined with the British during the War of 1812 and led Native Americans in battle against the Americans.

LITERAL—What happened to Tecumseh?

- » Tecumseh was killed in 1813.

to the ground. Tecumseh returned to find his home in ruins. Worse still, the defeat at Tippecanoe weakened Tecumseh's efforts to get other Native American nations to unite with the Shawnee.


Revenge

Tecumseh promised revenge. For the next year, Native Americans in the Northwest Territories attacked settlers. When the United States went to war against Great Britain in 1812, Tecumseh joined with British forces and led several Native American tribes into battle against the Americans. His anger toward the Americans knew no limit. "We gave them forest-clad mountains and valleys full of game," Tecumseh told the British general, "and in return what did they give our warriors and our women? Rum and trinkets and a grave!"

In 1813, however, Tecumseh was killed. His dream of protecting Native American lands died, but other Native American leaders continued the fight.

Vocabulary

game, a animal that are hunted for sport or for food



Tecumseh (1781–1813), chief of the Shawnee

Page 21

Timeline

- Show students the Chapter 3 Timeline Image Cards of Tecumseh and the Battle of Tippecanoe. Read and discuss the captions.
- Review and discuss the Big Question: "Why was it a struggle for Native Americans to hold onto their land?"
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why was it a struggle for Native Americans to hold onto their land?”
 - » Key points students should cite include: American pioneers pushed west onto Native American lands, which led to frequent conflict between the two groups. In many instances, the Native Americans were tricked or forced from their land by the American government.
- Choose one of the Core Vocabulary words (*acre* or *game*), and write a sentence using the word.

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

Improvements in Transportation

The Big Question: What were the advantages of traveling by steamboat rather than by stagecoach?

Primary Focus Objectives

- ✓ Identify the improvements made in transportation, and explain how these improvements affected travel. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *inn*, *lumber*, and *paddle wheel*. (RI.5.4)

Materials Needed

Activity Pages



AP 1.2
AP 1.3

- Display and individual student copies of Physical Features of the United States (AP 1.2)
- Display and individual student copies of Map of the United States (AP 1.3)
- Internet image of a paddle wheel

Use this link to download the CKHG Online Resources for this unit, where a specific link to the image of a paddle wheel may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

inn, n. a place where travelers can pay to eat and sleep (24)

Example: The weary traveler was relieved when he saw the warm light of the inn in the distance.

Variation(s): inns

lumber, n. wood that has been cut and is used for building (28)

Example: The builder used lumber to construct the frame of the house.

paddle wheel, n. a large wheel with boards attached to it that help push a ship forward (28)

Example: The small boy watched as the large paddle wheel propelled the boat upstream.

Variation(s): paddle wheels

THE CORE LESSON 35 MIN

Introduce “Improvements in Transportation”

5 MIN

Review with students the Chapter 3 Timeline Image Cards by reading aloud each caption and the date. Then ask them to reflect briefly on Lewis and Clark’s journey, the subject of Chapter 2: How did they travel across the Louisiana Territory? Students should recall that they traveled by small boat, on horseback, and on foot. Discuss the chapter title, and explain that during the early 1800s transportation in the United States began to change. Call attention to the Big Question, and encourage students to look for the advantages of steamboats over stagecoaches as they read the text.

Guided Reading Supports for “Improvements in Transportation” 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.

“Getting Around” and “The Stagecoach,” Pages 22–25

Scaffold understanding as follows:

Read aloud the two paragraphs of the section “Getting Around” on pages 22–24.

Invite volunteers to read aloud the section “The Stagecoach” on page 24.

CORE VOCABULARY—Call attention to the Core Vocabulary term *inn*, and explain its meaning. Note that an inn is like a small hotel.

After students finish reading the text, ask the following questions:

LITERAL—How had some roads in the East improved by 1800?

» They had been widened, so wagons and horses could travel on them.

LITERAL—Based on the image on page 25, how were roads still a challenge?

» Students might note that the roads were not paved roads, but dirt roads that were rocky, which could cause problems for wagons or stagecoaches.



By 1800, some improvements had already taken place. Many of the roads that connected the growing cities and towns of the East were widened, allowing them to handle wagon traffic and horses. It was now possible to travel between the main towns by stagecoach.

The Stagecoach

The stagecoach got its name from the way it traveled—in stages. Every fifteen or twenty miles, the driver of the coach stopped at a station to change the team of horses for the next stage of the journey.

Although stagecoach travel was an improvement over travel on horseback, it was still an uncomfortable experience. Travelers began their trip very early in the morning. Sitting on hard wooden seats in a coach without springs, passengers felt every bump and hole in the unpaved roads. Male passengers learned not to dress in fancy clothes. When the wheels of the coach got stuck in mud, the men were expected to help lift the coach out.

When the sun went down and the stagecoach stopped at an inn, passengers could expect a poor meal and a terrible night's sleep.

Vocabulary
inn, n. a place where travelers can stay to eat and sleep.

Page 24

LITERAL—What inconveniences were part of travel by stagecoach?

- » Inconveniences included stopping to change horses; starting journeys in the early morning; sitting on hard seats; helping push the coach out of mudholes; eating poor meals; and getting a poor night's sleep.

“Turnpikes,” Page 26

Scaffold understanding as follows:

Have students read independently the section “Turnpikes” on page 26.

After students finish reading the text, ask the following questions:

LITERAL—How did turnpikes differ from other roads?

- » Turnpikes required that travelers pay a fee before they traveled on the roads, whereas other roads were free of charge to travelers. Often turnpikes were also a little smoother or wider than the free roads.

LITERAL—Where were most turnpikes located? Why?

- » Most turnpikes were located in the East, because the East had a lot of travelers who could pay the tolls.



The roads were a challenge, and weather conditions caused problems for travelers.

Page 25

Turnpikes

Another transportation improvement was the development of roads called turnpikes. Just before 1800, some people figured out that if they could build good roads, they could charge people for using them. Every ten miles or so, the road's owners would collect a toll, or fee. They did this by placing a pile, or pole, across the road. This prevented the travelers from passing until they paid the toll. That is how the turnpike got its name: when the toll was paid, the pile would be turned, allowing the traveler to pass.

Some of these turnpikes were actually paved with stone or gravel. Most, though, were just improved versions of the old dirt roads—a little smoother, a little wider, with the tree stumps in them a little lower. Depending on the season, the newer roads were just as dusty or muddy as the older ones. Most of the turnpikes ran between the cities in the East, where there were many users to pay the tolls. No turnpike ran very far west.

Unfortunately, none of these improvements answered the growing needs of people who were moving west. There were few roads wide enough for wagons. That meant pioneers still traveled mainly on foot, leading a horse or mule that carried their supplies.

Steamboats

Improved roads were a big help, but they were still a very slow way to ship their farm products.

Page 26

“Steamboats,” Pages 26–29

Scaffold understanding as follows:

Invite volunteers to read aloud the first two paragraphs of the section “Steamboats” on pages 26–28.

CORE VOCABULARY—Call attention to the Core Vocabulary word *lumber*, and explain its meaning.

to market. Rivers provided a better way to do that. Most of the streams west of the Appalachian Mountains emptied into the Ohio River. The Ohio, in turn, emptied into the great Mississippi River. Many settlers chose to farm the land along these waterways. They could load their goods on flatboats and float them downstream all the way to the port of New Orleans. From there, their goods could be sent by ship around the world.

Though flatboats were helpful in sending goods downstream, they could not return upstream against the current without great human effort. Most farmers would break up their boats and sell



Page 27

them for lumber after selling their crops in New Orleans. They then returned north on horseback or on foot. Future president Abraham Lincoln took such a trip as a young man.

What people living in the region really needed was a way to easily travel upstream. American inventor Robert Fulton believed he knew how to make this happen. He built a boat, placed two large **paddle wheels** on its sides, and installed a steam engine. The power from the steam engine turned the paddle wheels, which looked like fans and pushed the boat through the water. Fulton named his boat the *Clermont*. Others who saw this odd-looking boat laughed and called it a different name: *Fulton's Folly*. But Robert Fulton had the last laugh. In August 1807, the *Clermont* steamed up the Hudson River against the current. It made the 150-mile trip from New York City to Albany in only 32 hours. Fulton's steamboat made the trip in far less time than a horse-drawn wagon could, and it carried a much larger cargo. Not much later, steamboats made their appearance on the Ohio and Mississippi rivers, carrying passengers and goods up and down these water highways.

Vocabulary
Lumber, n. wood that has been cut and is used for building.
paddle wheel, n. a large wheel with blades attached to it that help push a ship forward.

Page 28

Activity Pages



AP 1.2
 AP 1.3

Robert Fulton's steamboat, the *Clermont*, made the trip from New York City to Albany much faster than a horse-drawn wagon could.

Page 29

SUPPORT—Have students locate the Ohio River and the Mississippi River on the Physical Features of the United States (AP 1.2) map. Have students locate the mouth of the Mississippi River on the Gulf of Mexico, and tell students that New Orleans is located in this area in present-day Louisiana. Have students locate Louisiana on Map of the United States (AP 1.3). Explain to students that parts of these rivers were difficult to navigate because of shallow waters. They were also nearly impossible to travel back upstream on using a flatboat.

CORE VOCABULARY—Have students read independently the remainder of the section “Steamboats” on pages 28–29. Before students begin reading, call attention to the Core Vocabulary term *paddle wheel*, and ask a volunteer to read aloud the definition. Display the Internet image of the paddle wheel to help students understand the term.

SUPPORT—Have students locate the Hudson River on the Physical Features of the United States (AP 1.2) map and the state of New York on Map of the United States (AP 1.3).

After students finish reading the text, ask the following questions:

LITERAL—How did the steamboat change river travel and river trade?

- » The steamboat enabled people and goods to travel both upstream as well as downriver, expanding travel and trade opportunities.

LITERAL—What was the *Clermont*, and why was it significant?

- » The *Clermont* was the steamship invented by Robert Fulton. It made the trip between New York City and Albany up the Hudson River in a fraction of the time it would have taken to travel over land.

Timeline

- Show students the Chapter 4 Timeline Image Card of Robert Fulton’s steamship, the *Clermont*. Read and discuss the caption.
- Review and discuss the Big Question: “What were the advantages of traveling by steamboat rather than by stagecoach?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What were the advantages of traveling by steamboat rather than by stagecoach?”
 - » Key points students should cite include: Steamships could travel more quickly than stagecoaches and did not have to make frequent stops. Steamships were also more comfortable than stagecoaches, which were often forced to travel over rocky and muddy terrain.
- Choose one of the Core Vocabulary words (*inn, lumber, or paddle wheel*), and write a sentence using the word.

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

Canals and Railroads

The Big Question: What drove the need for better forms of transportation?

Primary Focus Objectives

- ✓ Locate on the map the Erie Canal, and explain how it connects the Hudson River and Lake Erie. (RI.5.2, RI.5.7)
- ✓ Explain how the Erie Canal boosted the country’s economy and westward expansion. (RI.5.2)
- ✓ Summarize the drawbacks, advantages, and national impact of railroad travel. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *locomotive* and *stove*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Improvements in Transportation”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2
AP 1.3
AP 5.1

- Display and individual student copies of Physical Features of the United States (AP 1.2)
- Display and individual student copies of Map of the United States (AP 1.3)
- Individual student copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)

Core Vocabulary (Student Reader page numbers listed below)

locomotive, n. a railroad engine (34)

Example: The locomotive chugged along the tracks, sending steam and ash into the air as it went.

Variation(s): locomotives

stove, n. a device in which fuel is burned to generate heat, usually for cooking or warmth (36)

Example: In the early railroad cars, a stove might be placed in each car for heat during winter travel.

Variation(s): stoves

Introduce “Canals and Railroads”

5 MIN

Review with students the Chapter 4 Timeline Image Card by reading aloud the caption. Ask students to briefly recall what they learned in the previous lesson. Students should note that transportation in the United States was changing. While there were many new roads in the eastern part of the country that connected major towns, they were not always very reliable and they were certainly not comfortable. Before the invention of the steamboat, people traveled by stagecoach or flatboat. The steamboat made it possible to move goods and people more quickly both downriver and upstream. Explain to students that in this lesson, they will learn about two other transportation innovations. Call attention to the Big Question, and encourage students to look for what drove the need for better transportation as they read the text.

Guided Reading Supports for “Canals and Railroads”

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.

“Connecting Waterways” and “Hard Work,” Pages 30–34

Activity Pages



AP 1.2
AP 1.3

Chapter 5
Canals and Railroads

Connecting Waterways Though the steamboat was an important invention, it could not answer all the transportation needs of the growing nation. Steamboats could only travel where the rivers ran. This posed a problem for people settling in the area between the Appalachian Mountains and the Mississippi River, where the rivers run mainly north and south.

The Big Question
What drove the need for better forms of transportation?


Anyone wishing to send goods east or west still had to rely on overland travel, which was slow, expensive, and often dangerous. Getting across the Appalachian Mountains posed an even bigger problem.

Other than the Cumberland Gap, there are only a few lowland areas that pass through the mountains. One such place is in the northern part of New York State. Rather than build a road there, however, DeWitt Clinton, who was the Mayor of New York City and the Lieutenant Governor of the State, had another idea. Why not build a canal—a man-made waterway—that would connect Lake Erie with the


Page 30

Scaffold understanding as follows:

Read aloud the section “Connecting Waterways” on page 30.

 **SUPPORT**—Using the Physical Features of the United States (AP 1.2) map, review with students the location of the Appalachian Mountains, the Mississippi River, and the Cumberland Gap. Have students locate Lake Erie and the Hudson River. Have students locate New York on Map of the United States (AP 1.3).

Have students read independently the section “Hard Work” on pages 32–34.

 **SUPPORT**—Using the Physical Features of the United States (AP 1.2) map, indicate to students the relative areas of Albany and New York City. Then, have students turn to the map on page 31, and ask students to trace the course of the Hudson River to the Erie Canal, then the Erie Canal to Lake Erie.



After students finish reading the text, ask the following questions:

EVALUATIVE—Why couldn't the steamboat solve all of the nation's transportation needs?

- » Steamboats could only travel on rivers and, in the western territories, rivers often ran north and south, rather than west. Goods still had to be shipped east over land, and there were few passes through the Appalachian Mountains.

LITERAL—How did people respond to Governor Clinton's plan for the canal?

- » Many people, including Thomas Jefferson, thought Governor Clinton's idea was impossible to achieve.

LITERAL—After its completion, how did the Erie Canal affect the state of New York?

- » Trade grew, and cities, such as Buffalo and New York City, became larger.

Hard Work

A canal would allow farmers near the Great Lakes to ship their corn, wheat, and hog to Albany by water. From Albany, the goods could be shipped down the Hudson River to New York City.

Clinton's proposal was breathtaking. Several canals had already been built in the United States. The longest, however, was only twenty-seven miles long. Clinton's canal, later called the Erie Canal, would be 363 miles long. That would make it the longest canal ever built in the United States!

The canal was a challenge to build without modern tools, such as chain saws, steam shovels, and bulldozers. Every tree along the route had to be cut down by hand. All of the dirt had to be dug by thousands of workers, one shovelful at a time.

Many people felt that the canal was an impossible task. Even Thomas Jefferson, who was always interested in new ideas, said that Clinton's idea was "little short of madness." Despite such opinions, work on the Erie Canal began in 1817. Eight years later, the job was finished. People came to celebrate.

Part of the celebration included a fleet of boats that sailed the length of the Erie Canal. The boats were pulled by mules walking on a path alongside the canal. The boats set out from Buffalo at the western end of the canal on October 26, 1825. Clinton, who was now the Governor of New York State, rode on the first boat with two red, white, and blue barrels filled with water from Lake Erie. The fleet arrived in New York Harbor eight days later. The

Page 32

Building the Erie Canal was an incredible accomplishment.

governor dramatized the great accomplishment by dumping the barrels of fresh water from the Great Lakes into the salt water of

Page 33

"Railroads," Pages 34–37

Scaffold understanding as follows:

CORE VOCABULARY—Invite volunteers to read aloud the first three paragraphs of the section "Railroads" on pages 34–36. Explain the meaning of the Core Vocabulary term *locomotive* when it is encountered in the text.

CORE VOCABULARY—Have students read independently the remainder of the section "Railroads" on pages 36–37. Before students begin reading, call attention to the Core Vocabulary term *stove*, explaining the multiple meanings of the word, depending on the historical period.

The Erie Canal was an instant success. Goods that had previously cost one dollar to ship overland from Buffalo to New York City could now be sent for less than a dime—and in half the time. Increased trade caused Buffalo to grow from a small town into a large city. New York City became the largest city in the young nation.

Other states rushed to copy the success of New York with east-west canals of their own. Even though none was as successful as the Erie Canal, these canals also encouraged settlement in the West.

Railroads

Not long after the success of the canal systems, a greater improvement in transportation was introduced—the railroad. The world's first railroad was built in England in 1825. Three years later, the first railroad in the United States was built in Baltimore, Maryland. The whole railroad track was just thirteen miles long, which were made of wood with a strip of iron on top.

In 1830, a young mechanic named Peter Cooper designed and built a steam engine to pull the train. This locomotive, as Cooper called it, could reach a speed of eighteen miles an hour. That was many times faster than a wagon or a canal boat.

However, a person needed a taste for adventure to ride on one passenger car that rode on the rails. Passengers could choose to sit

Page 34



After students finish reading the text, ask the following questions:

EVALUATIVE—In what ways were stagecoach and railroad travel similar? In what ways were they different?

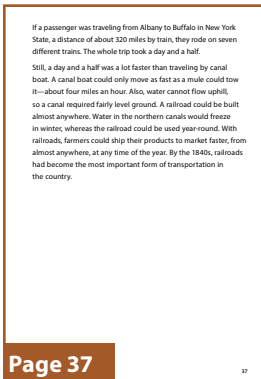
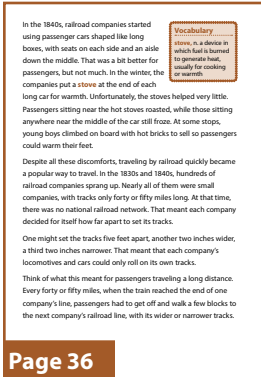
- » Both stagecoaches and railroads could be immensely uncomfortable for passengers, as well as potentially dangerous. Travel by railroad eventually became faster than traveling by stagecoach or even by canal.

LITERAL—Why did railroads become the most important form of transportation in America?

- » Railroads were faster than other methods of travel, could be used year-round, and could be built in any direction and on any type of land.

LITERAL—How did the Erie Canal in New York and the first railroad in Maryland affect the rest of the country?

- » Their success led to the building of more canals and railroads, improving transportation overall.



Timeline

- Show students the Chapter 5 Timeline Image Cards of the Erie Canal and railroads. Read and discuss the captions.
- Review and discuss the Big Question: "What drove the need for better forms of transportation?"
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What drove the need for better forms of transportation?”
 - » Key points students should cite include: There was an increased demand to move goods and people back and forth between the East and the West, but existing forms of transportation, such as roads and the steamboat, could not meet the need. Americans needed new ways to move goods and people.
- Choose one of the Core Vocabulary words (*locomotive* or *stove*), and write a sentence using the word.

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

Additional Activities

Domain Vocabulary: Chapters 1–5 (RI.5.4, L.5.6)

15 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)

Distribute copies of Domain Vocabulary: Chapters 1–5 (AP 5.1). Read aloud the directions. Encourage students to review Chapters 1–5 in the Student Reader to assist them in answering the crossword clues. Students should complete the activity for homework.

CHAPTER 6

Land, Land, and More Land

The Big Question: What was Manifest Destiny?

Primary Focus Objectives

- ✓ Explain how Americans' desire for land affected Native Americans. **(RI.5.2)**
- ✓ Explain the strategies of the Five Tribes. **(RI.5.2)**
- ✓ Explain the concept of Manifest Destiny. **(RI.5.2)**
- ✓ Describe other countries' views of Americans' quest for land. **(RI.5.2)**
- ✓ Identify Seminole leader Osceola, and describe his resistance movement. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Congress*, *treaty*, *stockades*, *swamp*, and *fertile*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Land, Land, and More Land":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2
AP 1.3

- Display and individual student copies of Physical Features of the United States (AP 1.2)
- Display and individual student copies of Map of the United States (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

Congress, n. the law-making branch of the American government that is made up of the House of Representatives and the Senate **(40)**

Example: Congress passed a new law that allowed settlers to move farther west.

treaty, n. a formal agreement between two or more groups, especially countries (42)

Example: As a part of the treaty, both countries agreed to stop fighting one another.

Variation(s): treaties

stockades, n. enclosures or pens usually made from stakes or poles driven into the ground (42)

Example: The Native Americans held in the stockades had no protection against the rain and other weather conditions.

swamp, n. a wet, marshy area where water collects (44)

Example: Farmers struggled to grow crops on the land in the swamp.

Variation(s): swamps

fertile, adj. able to grow a large amount of crops (46)

Example: Settlers headed west in search of fertile land to farm.

THE CORE LESSON 35 MIN

Introduce “Land, Land, and More Land”

5 MIN

Review with students the Chapter 5 Timeline Image Cards by reading aloud the captions. Ask students to briefly recall what they learned in the previous chapter. Students should recall that canals and railroads revolutionized transportation in the United States, making it both faster and more efficient. Ask students to consider how Native Americans may have viewed these improvements in transportation. Have students share their responses. Some may note that these improvements were perceived as a threat to Native American ways of life because canals and railroads made it possible for more settlers to push west. Call attention to the Big Question, and encourage students to look for the meaning of the term *Manifest Destiny* as they read the text.

Guided Reading Supports for “Land, Land, and More Land”

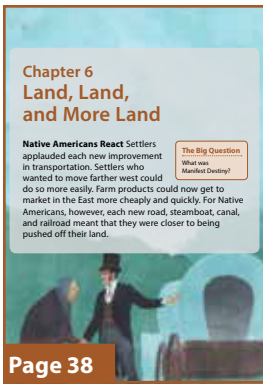
30 MIN

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.

“Native Americans React” and “Forced Migration,” Pages 38–40

Scaffold understanding as follows:

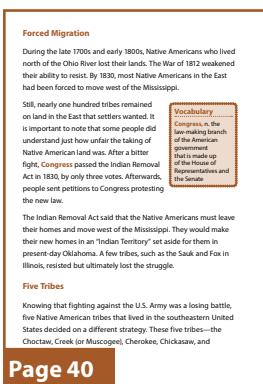
Invite volunteers to read aloud the section “Native Americans React” on page 38.



Activity Page



AP 1.2



Read aloud the first two paragraphs of the section “Forced Migration” on page 40.

CORE VOCABULARY—Call attention to the Core Vocabulary term *Congress*, and explain its meaning. Explain to students that Congress makes up the legislative branch, one of three branches of government in the United States. The main role of Congress is to pass laws for the country.

Note: Students in Core Knowledge schools may recall the term *Congress* from the unit, *The Geography of the United States*, and from their Grade 4 studies of the American Revolution and the U.S. Constitution.

SUPPORT—Explain to students that not everyone supported the forced removal of Native Americans from their ancestral lands. Share with students the quote from New Jersey Senator Theodore Frelinghuysen:

“Sir, if we abandon these aboriginal proprietors of our soil, these early allies and adopted children of our forefathers, how shall we justify it to our country? . . . Let us beware how, by oppressive encroachments upon the sacred privileges of our Indian neighbors, we minister to the agonies of future remorse.”

Explain to students that in this quotation, Frelinghuysen is making an appeal on behalf of Native Americans, referring to them as “aboriginal proprietors” or the native owners of the land. He then warns that their forced removal will later cause the country to regret such a decision.

SUPPORT—Have students locate the Mississippi River on the Physical Features of the United States (AP 1.2) map. Explain to students that all Native Americans living east of the Mississippi River would be forced to move west of the river through the Indian Removal Act.

Read aloud the last paragraph of the section.

After you have finished reading the text, ask the following questions:

LITERAL—How did Americans’ desire for more land affect Native Americans?

- » It forced Native Americans to leave their homes and to move farther west.

LITERAL—What was the Indian Removal Act?

- » The Indian Removal Act was a law signed by Congress that forced all Native Americans living east of the Mississippi to move to the new “Indian Territory” west of the Mississippi.

EVALUATIVE—What does the narrow margin of votes that ultimately passed the Indian Removal Act tell you about the act’s popularity?

- » The Indian Removal Act was passed by only three votes, indicating that nearly as many people disapproved of the act as those who approved of it.

“Five Tribes,” Pages 40–43

Seminole—believed that their best chance to keep their land was to adopt the ways of the settlers. The five tribes learned to farm like the settlers and grew the same crops. They dressed like the settlers and built similar homes. Many members of the five tribes became Christians.

The Cherokee even developed a written language. This was the work of a Cherokee named Sequoyah. Sequoyah created a written symbol for each of the eighty-six syllables in the Cherokee's spoken language. It was “like catching a wild animal and taming it,” he explained.



Sequoyah developed a way to write the Cherokee language.

Page 41

Activity Page



AP 1.3

Soon the Cherokee were building schools for their children. They started a weekly newspaper. They formed a government like that of the United States. They even wrote a constitution based on the U.S. Constitution. Unfortunately, the efforts of the five tribes did not stop settlers from arriving. When gold was discovered on Cherokee land in Georgia in 1828, their fate was sealed.

It made no difference that the Cherokee had made a treaty with the United States government in 1791. The treaty stated that the land belonged to the Cherokee. Some Americans, including the Supreme Court, members of Congress, and others agreed that the treaty should be honored. President Andrew Jackson, however, sided with Georgia and other states. He chose to break the treaty and sent the army to help remove the Cherokee.

Today it may be hard to imagine Native Americans being forced to leave their homes and land. One army soldier later wrote, “I saw the helpless Cherokees arrested and dragged from their homes, and driven by bayonet into the stockades. And in the chill of a drizzling rain on an October morning I saw them loaded like cattle or sheep into wagons and started toward the west.”

The journey to Indian Territory took several months. Most of the Native Americans walked the whole way. They suffered from disease, hunger, and bitter cold. About fifteen thousand people starved or died on the way.

stockades n. a formal agreement between two or more groups, especially countries
stockades n. enclosures or pens usually made from cables or poles driven into the ground

Page 42

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section “Five Tribes” on pages 40–43. Before students begin reading, call attention to the Core Vocabulary terms *treaty* and *stockades*, and encourage students to review their meanings to better understand the text.

SUPPORT—Indicate to students the area of the southeastern states on Map of the United States (AP 1.3). Call attention to Georgia, the home of the Cherokee, and Florida, the home of the Seminole.

After students finish reading the text, ask the following questions:

LITERAL—Who were the Five Tribes?

- » The Five Tribes included the Choctaw, Creek, Cherokee, Chickasaw, and Seminole. You may also want to tell students that the Creek called themselves the Muskogee.

LITERAL—What did the Five Tribes decide to do?

- » They decided that their best chance to keep their land was to adopt the ways of the settlers.

LITERAL—Who was Sequoyah?

- » He was a Cherokee leader who created the Cherokee alphabet.

LITERAL—What was the Trail of Tears?

- » It was a forced march in which American soldiers drove Native Americans from the southeastern states to Oklahoma. About four thousand Native Americans died during the march due to disease, hunger, and the bitter cold weather.

“Osceola and the Seminole,” Pages 43–44

Scaffold understanding as follows:

Invite volunteers to read aloud the first three paragraphs of the section “Osceola and the Seminole” on pages 43–44.

SUPPORT—Call attention to the pronunciation key for *Osceola*, and encourage students to correctly pronounce the name.

Invite volunteers to read aloud the remainder of the section on page 44.

CORE VOCABULARY—Call attention to the Core Vocabulary term *swamp*, and explain its meaning.



Thousands of men, women, and children died on the journey to Indian Territory.

the long trek. Only eleven thousand arrived in Indian Territory alive. Native Americans called this journey *Mun-do-ut-surry*, which means *The Trail Where They Cried* or *The Trail of Tears*.

Osceola and the Seminole

Of the five tribes, the Seminole held out against the U.S. Army the longest. The Seminole had originally lived in the southern part of present-day Georgia. When the British colonists in Georgia tried to evict them in the mid-1700s, the Seminole fled south to Florida. Florida was owned by Spain at the time.

Page 43

In 1821, the United States gained Florida from Spain. Within a few years, the government took measures to remove the Seminole and send them to Indian Territory.

One of the Seminole chiefs who fought against removal was Osceola (ahs'ee'oh'luh). As a boy, Osceola and his mother had moved from present-day Alabama to Florida. He was determined not to be forced to move again.

Osceola and his warriors defeated troops from the U.S. Army in several battles. The army commander invited Osceola to meet to discuss peace, but it was a trick. When Osceola arrived, he was taken prisoner. Although he was not kept in a prison cell, he was not allowed to leave the army fort. After a few months, Osceola's health became poor, and he died.

The Seminole fought on bravely, but they were eventually defeated and sent to Indian Territory in the West. Only five hundred Seminole remained, hiding in the swamps and forested areas of Florida. They were often joined there by enslaved workers who had run away.

The Rapid Growth of a New Nation

During the 1770s, settlement in the American colonies spread from the Atlantic Coast to the Appalachian Mountains. That was already an area four or five times larger than Great Britain, and for only one-third the number of people.

in its independence from Great Britain
between the Appalachian Mountains and

Page 44

After students finish reading the text, ask the following questions:

LITERAL—Who was Osceola?

- » He was a Seminole leader who led Seminole resistance against the U.S. Army. He was eventually tricked into being captured.

EVALUATIVE—How did the Seminole differ from the rest of the Five Tribes?

- » The Seminole decided to fight the U.S. Army in an attempt to keep their land. Though most Seminole were forced to move west, several hundred people were able to remain hidden in the swamps of Florida.

“The Rapid Growth of a New Nation” and “Manifest Destiny,” Pages 44–47

Scaffold understanding as follows:

Have students read independently the section “The Rapid Growth of a New Nation” on pages 44–46.

Invite volunteers to read aloud the first two paragraphs of the section “Manifest Destiny” on page 46.

CORE VOCABULARY—Call attention to the Core Vocabulary term *fertile*, and explain its meaning.

SUPPORT—Explain to students that multiple factors had a deep influence on the concept of Manifest Destiny. To Americans already living in the eastern United States and to newly arrived European immigrants, the prospect of land ownership and farming offered the possibility of greater individual economic independence, freedom, and the chance for a better way of life. Not only did the Americans’ view of land offer opportunity for individuals and families willing to settle the West, it also meant that the power and wealth of the United States as a nation would increase.

This view of the land was at odds with the Native American view that individuals could not “own” land; it belonged to everyone.


Call attention as well to Americans’ belief that the American republic was a unique form of government, with freedoms previously unknown to Europeans. They believed it was their duty to help spread this form of government and way of life.

In fact, Manifest Destiny was also linked to a desire by those moving west to also spread Protestant Christianity. All of these factors combined so that many pioneers believed they were carrying out an important mission and that the expansion of the United States was rooted in a sort of divine fate.

the Mississippi River This doubled the size of the new nation, which was now more than twice the size of Great Britain and France put together.

When in 1803, President Jefferson bought the Louisiana Territory from France, this doubled America's size once again and pushed its western boundary all the way to the Rocky Mountains. The new nation had grown almost as large as the continent of Europe, except for Russia.

By the 1820s and 1830s, some Americans were wondering about other parts of the North American continent. One area of interest was the huge area from Texas to California, located between the present-day Mexican border and the states of



Page 45

Colorado and Utah. Another area of interest was the Oregon Country, the area north of California, between the Rocky Mountains and the Pacific Ocean.

Manifest Destiny

What caused the rapid expansion of the United States? One reason was the need for more fertile farmland. Roughly nine out of ten Americans made a living by farming. Growing tobacco, as well as other crops, took up most of the land in the East. The population was also rapidly increasing.

But there was more to it than that. Some Americans believed that they had created a special nation unlike any other. In the United States, citizens chose their own government. In turn, the government respected and protected the rights of its citizens. By expanding their country's boundaries, Americans said, they would be “extending the area of freedom” and bringing the blessings of liberty to the people who would live there. Some believed that it was America's “Manifest Destiny” to expand to the Pacific Ocean. By that, they meant that it was obvious to all, or manifest, that America's march to the Pacific Ocean was fated to happen, or destiny. Sadly, at this point in history, this vision of freedom did not extend to Native Americans or African Americans.

Page 46



Invite a volunteer to read aloud the remaining paragraph of the section “Manifest Destiny” on page 47.

After the student finishes reading the text, ask the following questions:

LITERAL—Why did Americans believe it was acceptable to take over more and more land?

- » They wanted more farmland, and they needed more land for the fast-growing population. They believed that the United States was a special nation and that it was their “duty” to extend the boundaries of their republic. They thought they had a right to the land.

EVALUATIVE—Do you think the early settlers’ belief in Manifest Destiny was an acceptable reason for taking the land on which the Native Americans were living? Why or why not?

- » Student answers may vary. Some students may indicate that the early pioneers thought they were doing something good or positive by moving west. Others may note that this point of view failed to take into consideration the value of the Native American culture and way of life and that the removal of Native Americans from their land was cruel and often violent.

LITERAL—What did Great Britain and Mexico think of America’s concept of Manifest Destiny?

- » They were angered by it. They wanted the land the United States claimed and wanted to prevent the United States from expanding to the Pacific Ocean.

Timeline

- Show students the Chapter 6 Timeline Image Cards of Osceola and the Trail of Tears. Read and discuss the captions.
- Review and discuss the Big Question: “What was Manifest Destiny?”
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What was Manifest Destiny?”
 - » Key points students should cite include: Manifest Destiny was the idea that Americans had a duty to spread the American way of life and form of government across the North American continent from the Atlantic Ocean to the Pacific Ocean.
- Choose one of the Core Vocabulary words (*Congress*, *treaty*, *stockades*, *swamp*, or *fertile*), and write a sentence using the word.

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

Additional Activities

Native American Reaction to Removal (RI.5.2)

15 MIN

Activity Page



AP 6.1

Materials Needed: Sufficient copies of Native American Reaction to Removal (AP 6.1)

Distribute copies of Native American Reaction to Removal (AP 6.1). Read aloud the directions. Students may complete the activity for homework.

Texas Joins the Union

The Big Question: What was the main reason the Texans and the Mexicans went to war against each other?

Primary Focus Objectives

- ✓ Describe the early settlement of Texas and the role of Stephen Austin. **(RI.5.2)**
- ✓ Identify General Antonio López de Santa Anna. **(RI.5.2)**
- ✓ Explain the significance of the Alamo. **(RI.5.2)**
- ✓ Describe how Sam Houston defeated the Mexican army. **(RI.5.2)**
- ✓ Explain why Texas had to wait to become a state. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *mission*; and of the phrase “Roman Catholic religion.” **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Texas”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2

AP 1.3

- Display and individual student copies of Physical Features of the United States (AP 1.2)
- Display and individual student copies of Map of the United States (AP 1.3)

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

“Roman Catholic religion,” (phrase) a form of Christianity led by the pope, whose headquarters are in Rome, Italy **(50)**

Example: Many Spanish settlers practiced the Roman Catholic religion.

mission, n. a settlement built for the purpose of converting Native Americans to Christianity **(52)**

Example: The priest encouraged Native Americans to send their children to school at the mission.

Variation(s): missions

Introduce “Texas Joins the Union”

5 MIN

Review with students the Chapter 6 Timeline Image Cards by reading aloud the captions. Ask students to briefly recall what they learned in the previous chapter. Students should recall that increasingly, Native Americans were forced from their ancestral lands. The Indian Removal Act, signed into law by Andrew Jackson, led to the Trail of Tears. A growing number of Americans came to believe in Manifest Destiny, the idea that the United States was destined to stretch from the Atlantic Ocean to the Pacific Ocean. Manifest Destiny was also used to justify the removal of Native Americans, and increased tensions with Great Britain and Mexico. Explain that, in this lesson, students will be learning about the settlement of Texas and the war between Texans and Mexicans. Call attention to the Big Question, and encourage students to look for reasons why the Texans and Mexicans went to war with each other as they read the text.

Guided Reading Supports for “Texas Joins the Union”

30 MIN

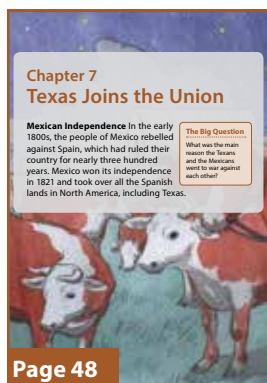
When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Mexican Independence,” Pages 48–51

Activity Page



AP 1.3



Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “Mexican Independence” on pages 48–50.

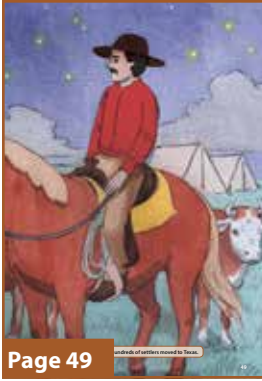
SUPPORT—Have students locate the present-day country of Mexico and the state of Texas on Map of the United States (AP 1.3). Explain that when Mexico first secured its independence from Spain, Texas was largely uninhabited.

CORE VOCABULARY—Have students read independently the remainder of the section on pages 50–51. Before students begin reading, call attention to the Core Vocabulary phrase “Roman Catholic religion,” and encourage students to review its meaning to better understand the text.

After students finish reading the text, ask the following questions:

LITERAL—Who was Stephen Austin?

- » Stephen Austin was an American who offered to start a colony of American settlers in Texas in exchange for land from the Mexican government.



LITERAL—What promises did the American settlers make to the Mexican government in exchange for land?

- » They promised to adopt the Roman Catholic religion and to become loyal Mexican citizens. They also promised to free any enslaved workers they brought with them to Texas.

LITERAL—Why did the Mexican government decide not to allow additional American settlers to colonize Texas?

- » The Americans who settled in Mexico did not keep any of the promises they had made to the Mexican government.

LITERAL—Did the Mexican government’s decision not to allow any more Americans to settle in Texas stop Americans from coming to Mexico and relieve Mexico’s concerns about the Americans?

- » No, there were already many more Americans living in Texas than Mexicans. Also, it was easy to cross the border from the United States into Texas, so more Americans continued to settle in Texas.

At that time few Mexicans actually lived in Texas. The new government of Mexico wanted to build up the area, but it was unable to persuade many Mexicans to move there. When Stephen Austin, an American, offered to start a colony of American settlers in Texas in exchange for land, the Mexican government gladly accepted.

In the early 1820s, Austin brought three hundred settlers from the United States into Texas. Later, he brought several hundred more. Austin wrote that the land was “as good in every respect as a man could wish for; land all first rate.” The Mexican government soon made a similar deal with other Americans, and like Stephen Austin, they too started colonies in Texas.

It wasn’t long before the Mexican government realized it had made a big mistake. Before settling in Texas, the settlers had made a number of promises. They promised to adopt the Roman Catholic religion of Mexico and to become loyal Mexican citizens. They also promised to free any enslaved workers they brought to Texas. The American settlers did not keep any of these promises. Instead, they ignored some of Mexico’s laws and asked for more self-government. Some even talked about making Texas independent from Mexico.

In 1830, the Mexican government announced it would not allow any more Americans to settle in Texas. But it was too late. There were already more than sixteen thousand Americans living in Texas, and more than five thousand Spanish-speaking

Vocabulary
 “Roman Catholic religion,” defined a form of Christianity led by the pope, whose headquarters are in Rome, Italy.

Page 50

“The Alamo,” Pages 51–53

Scaffold understanding as follows:

Invite volunteers to read aloud the section “The Alamo” on pages 51–53.

SUPPORT—Call attention to the idiom “the last straw” in the first sentence on page 52, and be sure that students understand its meaning.

CORE VOCABULARY—Call attention to the Core Vocabulary term *mission*, and explain its meaning.

SUPPORT—Call attention to the image on page 53, and call on a student to read aloud the caption. Explain to students that the Alamo was an abandoned Catholic mission in Texas. The Texan rebels hid behind the walls of the mission, using it as a fort against the Mexican army.

After volunteers finish reading the text, ask the following questions:

LITERAL—Who was General Antonio López de Santa Anna?

- » He was the ruler of Mexico who led an army of four thousand soldiers toward San Antonio to crush the Texan rebels.

The Mexican government did not expect so many Americans to settle in Texas. Before long there were more American settlers in Texas than Mexicans.

Mexicans living there. And because it was easy to cross the border into Texas, more American settlers came every year, regardless of what the Mexican government said.

The Alamo

During the early 1830s, the Mexican government took measures to tighten its rule over Texas. They wanted the Texans to obey the laws of the country in which they lived. The Texans became angry. Fighting broke out between Texans and Mexican soldiers in a number of settlements. Texas leaders decided to form an army. To lead the army, they chose a one-time U.S. Army officer and former

Page 51

To Mexico’s new ruler, General Antonio López de Santa Anna, that was the last straw. Early in 1836, General Santa Anna led an army of four thousand soldiers toward the settlement of San Antonio. There he intended to crush the rebels.

San Antonio was defended by a small group of Texans under the command of seventeen-year-old William Travis. Travis and his men could have safely retreated from San Antonio. Instead, they decided to take shelter behind the thick walls of an abandoned Spanish mission known as the Alamo. It was a decision that would cost them their lives.

On February 23, 1836, Santa Anna gave the order to attack the Alamo. Day after day Mexican cannons pounded the mission. The Texans’ ammunition was nearly gone, and the men were exhausted. In the early hours on March 6, Mexican troops stormed the walls of the Alamo. Twice they were beaten back. Finally, however, the Mexican soldiers made it over and through the walls.

All of the Alamo’s defenders were killed. Among them were famous pioneers Davy Crockett of Tennessee and Jim Bowie, after whom the Bowie hunting knife was named. Only the lives of seven women, children, and servants were spared.

Vocabulary
 “mission,” a settlement built for the purpose of converting native Americans to Christianity.

Page 52



LITERAL—When he learned about the troops being led by General Antonio López de Santa Anna, what did the commander of the American troops in San Antonio, William Travis, decide to do?

- » Instead of retreating from San Antonio, Travis and his men moved inside an abandoned Spanish mission, known as the Alamo, to defend themselves.

LITERAL—What was the outcome of the Battle of the Alamo?

- » After twelve days under fire by the Mexican army, the rebels inside the Alamo ran out of ammunition. The Mexican army stormed the walls of the Alamo, successfully entering the mission after their second attempt. All of the Alamo’s defenders were killed; only seven lives—women, children, and servants—were spared.

“Texas Gains Its Independence,” Pages 54–56

Scaffold understanding as follows:

Read aloud the first paragraph of the section “Texas Gains Its Independence” on page 54.

SUPPORT—Call attention to the image on page 54, and read aloud the caption. Call attention to each of the components of the Texas flag as described by the text.

SUPPORT—Have students read independently the remainder of the section “Texas Gains Its Independence” on pages 54–56. Before students begin reading, call attention to the pronunciation key for *San Jacinto*, and encourage students to correctly pronounce the word. Have students locate the San Jacinto River located on the Great Plains on the Physical Features of the United States (AP 1.2) map.

After students finish reading the text, ask the following questions:

LITERAL—Why was “Remember the Alamo” a rallying cry for Texans in their rebellion against Mexico?

- » Texans believed that the Battle of the Alamo was a symbol of their struggle against Mexico and a way to remember the Texans who fought and died at the Alamo.

Texas Gains Its Independence

By the time the Alamo fell, Texans had already declared their independence from Mexico. They formed their own country and called it the Republic of Texas. Their new flag had a broad stripe of white and another of red that ran from left to right. The left side featured a stripe of blue that ran from top to bottom. In the center of the blue stripe, the Texans placed a single white star. As a result, the new Republic of Texas came to be called the “Lone Star Republic.”

But the Texans had only declared their independence. To actually win it, they had to defeat the Mexican army. In 1836, the odds of a Texan victory did not seem likely. Mexico was a country of millions of people. Texas barely had thirty thousand. How could the

Page 54

Activity Page



AP 1.2

Republic of Texas hope to assemble an army large enough to fight off the Mexican army?

In fact, in the six weeks following the Alamo, General Sam Houston and the Texan army retreated again and again from the larger Mexican army. Santa Anna was confident he would catch up with Houston and defeat his men.


What Santa Anna did not realize, however, was that Houston was not simply avoiding battle. He was building up and training his small army.

On April 21, 1836, the Mexican army was camped near the banks of the San Jacinto (sahn/yah’ah’no’cho) River, less than a mile away from Houston and his army. In those days, battles always began in the morning and ended at nightfall. At 3:30 p.m., believing there would be no fighting until the next day, General Santa Anna allowed his men to put down their guns and rest.

This was Sam Houston’s chance to move on the Mexican force near the river. Houston knew that General Santa Anna would be surprised. At 4:00 p.m. Houston lifted his sword—the silent signal for his army of 783 men to move forward. The Texans moved out of the woods that had sheltered them and advanced quickly and silently through a meadow of tall grass.

About two hundred yards from the Mexican camp, they were spotted by Mexican guards. The Mexicans fired. Two Texan cannons quickly answered the fire. As General Houston shouted the warning, “Keep low men! Hold your fire!”, the Texans rushed

Page 55



General Houston and his men caught the Mexican army off-guard.

Twenty yards from the edge of the Mexican camp, Houston gave the order: "Kneel! Shoot low! Fire!" The Texans stopped and opened fire. Then Houston, riding high on horseback, waved his hat—the signal to advance. The Texans rushed forward, guns firing and knives drawn, shouting, "Remember the Alamo! Remember the Alamo!"

The Battle of San Jacinto was over in less than twenty minutes. Half of the Mexican army was killed during this surprise attack. The rest were captured. Nine Texans were killed and another twenty-three were wounded, including General Sam Houston, who took a bullet in the ankle.

The Texans captured Santa Anna at the end of the battle. They threatened to put him to death unless he signed an agreement promising to withdraw all Mexican troops from Texas and to accept Texas independence. Santa Anna signed the agreement and was released.

Page 56

LITERAL—What were Sam Houston’s main strategies for defeating the Mexican army?

- » Houston’s main strategies included appearing to retreat in order to build and train his army, along with careful planning, preparation, and the element of surprise.

“Texas Becomes a State,” Page 57

Texas Becomes a State

With the fighting over, Texans elected Sam Houston to be the first president of their new country. Houston and most other Texans actually wanted Texas to become a state in the United States. However, Texas allowed slavery, and many people in the United States, especially in the North, did not want any more states that allowed slavery.

Texas waited nine years before Congress agreed that it could become a state. In 1845, Texas became the twenty-eighth state.

Page 57

Scaffold understanding as follows:

Invite a volunteer to read aloud the section “Texas Becomes a State” on page 57.

SUPPORT—Explain to students that there were other reasons for delaying Texas’s statehood. President Jackson did not want to annex Texas because he knew that it would mean war with Mexico. By 1844, it had become a campaign issue, and Texas statehood was one of the factors that contributed to the Mexican-American War.

After the volunteer finishes reading the text, ask the following question:

LITERAL—What was the main reason Texas had to wait to become a state?

- » Many Americans were concerned about allowing another slave state to enter the Union.

Timeline

- Show students the Chapter 7 Timeline Image Cards of the Alamo and the Texas flag. Read and discuss the captions.
- Review and discuss the Big Question: “What was the main reason the Texans and the Mexicans went to war against each other?”
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What was the main reason the Texans and the Mexicans went to war against each other?”
 - » Key points students should cite include: The Texans were originally allowed to settle in Texas after making several promises to the Mexican government. After the Texans broke their promises, the Mexican government sought to restrict American settlement in Texas. The Texans ultimately went to war with Mexico to gain their independence from the Mexican government.
- Choose the Core Vocabulary word *mission* or the phrase “Roman Catholic religion,” and write a sentence using the word or phrase.

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

CHAPTER 8

Oregon

The Big Question: Why did settlers set off for Oregon, and what was different about the way they moved west along the Oregon Trail?

Primary Focus Objectives

- ✓ Explain why Oregon was valuable to Americans. **(RI.5.2)**
- ✓ Describe the lifestyle, economic activities, and contributions of the Mountain Men. **(RI.5.2)**
- ✓ Describe the significance of the Oregon Trail, the use of wagons, and the hardships endured by travelers. **(RI.5.2)**
- ✓ Locate on a map the Great Plains. **(RI.5.2, RI.5.7)**
- ✓ Explain how the United States and Great Britain avoided a war over Oregon. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *buckskin*, *emigrate*, *pack animal*, and *latitude*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Oregon”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2
AP 8.1

- Display and individual student copies of Physical Features of the United States (AP 1.2)
- Display and individual student copies of Going West (AP 8.1)

Core Vocabulary (Student Reader page numbers listed below)

buckskin, n. skin from a male deer **(61)**

Example: The Mountain Man used the buckskin to make a jacket.

emigrate, v. to leave one country to settle permanently in another **(62)**

Example: The settlers decided to emigrate from the East Coast to Oregon Country.

Variation(s): emigrates, emigrating, emigrated

pack animal, n. an animal, such as a horse or a mule, that is used to carry heavy loads (63)

Example: The pack animal carried many of the settlers' belongings, including food, clothing, and tools.

Variation(s): pack animals

latitude, n. the distance between the equator and a place north or south of the equator; measured in degrees (67)

Example: The traveler used a line of latitude to determine the exact location of the town.

Variation(s): latitudes

THE CORE LESSON 35 MIN

Introduce "Oregon"

5 MIN

Review with students the Chapter 7 Timeline Image Cards by reading aloud the captions and the dates. Ask students to briefly recall what they learned in the previous chapter. Students should recall that American settlers colonized Texas for the government of Mexico; however, tensions between the Texans and Mexico began to rise. This led the Texans to declare independence from Mexico and the two parties to go to war. Next, call attention to and read aloud the chapter title. Explain that in this chapter, students will learn about westward expansion past the Rocky Mountains. Call attention to the Big Question, and encourage students to look for reasons why people went to Oregon and what was different about the way they moved west.

Guided Reading Supports for "Oregon"


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.

"Oregon Country," Pages 58–60

Scaffold understanding as follows:

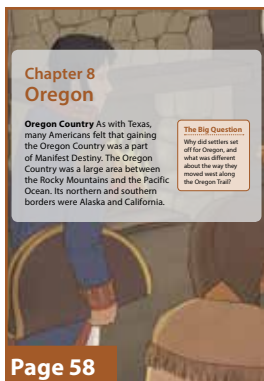
Read aloud the first paragraph of the section "Oregon Country" on page 58.

 **SUPPORT**—Distribute copies of Going West (AP 8.1), and call attention to the state of Oregon. Explain that in this time in history, the area known as "Oregon Country" was a much larger area between the Rocky Mountains and the Pacific Ocean. Its northeastern and southern borders were Alaska and California.

Activity Page



AP 8.1



Invite volunteers to read aloud the remainder of the section “Oregon Country” on page 60.

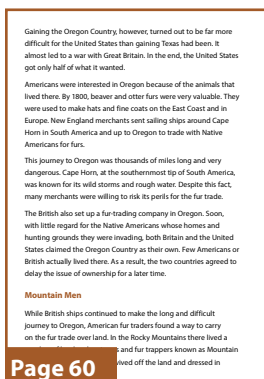
After volunteers finish reading the text, ask the following questions:

LITERAL—Why were Americans interested in Oregon Country?

- » Oregon Country had a rich fur trade.

LITERAL—What groups traded in Oregon Country?

- » American, British, and Native American groups traded in Oregon Country.



“Mountain Men,” Pages 60–62

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section “Mountain Men” on pages 60–62. Before students begin reading, call attention to the Core Vocabulary terms *buckskin* and *emigrate*, and encourage students to review their meanings to better understand the text.

SUPPORT—Have students locate South Pass and Beckwourth Pass on Going West (AP 8.1). Explain to students that Mountain Men, such as Jed Smith and Jim Beckwourth, came upon or helped blaze many important trails that made westward migration possible.

Activity Page



AP 8.1

buckskin clothing. They often lived alone, sleeping under the stars in good weather and in caves or lean-tos when it rained.

These Mountain Men became important in the story of Oregon. Although most could not read or write, they knew everything there was to know about the Rocky Mountains. It was Mountain Man Jed Smith who discovered South Pass, the best route through the Rocky Mountains for people headed to Oregon.

Vocabulary
buckskin, n. skin from a male deer



Page 61

44 They lived in the wilderness.

Some of these strong, tough Mountain Men were African Americans. One African American Mountain Man was Jim Beckwourth. He was born in Virginia, probably into an enslaved family, but he grew up in St. Louis as a free man. For eleven years he lived with the Crow nation, who called him Morning Star. Later in his life, he became an army scout and found a pass through the Sierra Nevada to California. Today this pass is called Beckwourth Pass.

Another Mountain Man, Jim Bridger, saved the lives of many travelers heading west. He provided supplies and information at his station, known as Fort Bridger. Bridger's first wife was the daughter of a chief of the Flathead nation.

Travelers did not begin heading for Oregon Country until the 1830s, when missionaries went there to convert Native Americans to Christianity. The missionaries failed to convert many Native Americans. But their reports about the beauty, mild climate, and rich farmland of Oregon encouraged some Easterners to emigrate there.

Vocabulary
emigrate, v. to leave one country to settle permanently in another

On the Oregon Trail

Soon a small trickle of farm families headed for Oregon. The first really large group of one thousand did not set out until 1843. That group was quickly followed by more. Although people had traveled by wagon before, these settlers traveled in wagon *trains* that sometimes stretched a mile or longer. A team of mules

Page 62

After students finish reading the text, ask the following questions:

LITERAL—How did the Mountain Men help settle Oregon Country?

- » They built up the fur trade over land instead of by sea; some of them became guides who helped wagon trains find their way across the West.

EVALUATIVE—Why do you think the Mountain Men chose to live alone in the West far from towns or cities?

- » Student responses may vary. Students may note that the Mountain Men were able to earn a good living by trading furs. They may also have preferred quiet lives in the mountains as opposed to being closer to towns or cities.


EVALUATIVE—Jim Bridger married a Native American woman and lived among Native Americans at different times in his life. What does that reveal about Native Americans?

- » Some Native Americans permitted outsiders to join their communities.


“On the Oregon Trail,” Pages 62–66


Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section “On the Oregon Trail” on pages 62–63. Call attention to the Core Vocabulary term *pack animal*, and explain its meaning.

-  **SUPPORT**—Have students locate Independence, Missouri, on the Going West (AP 8.1) map. Call attention to the town’s location near the Missouri River.

Read aloud the third paragraph of the section “On the Oregon Trail” on pages 63–64.

-  **SUPPORT**—Have students locate the Platte River on the Going West (AP 8.1) map and the Great Plains on the Physical Features of the United States (AP 1.2) map. Explain that a large portion of the settlers’ journey was across this wide, grassy expanse.

-  **SUPPORT**—Call attention to the map illustration on page 64. Call on a student to read aloud the caption. Then, have students compare the map illustration on page 64 with the Going West (AP 8.1) map, using the starting point of Independence, Missouri, and the ending point of Oregon City.

Activity Pages



AP 8.1

AP 1.2

or oxen pulled each covered wagon in the slow-moving columns. Cows, pack animals, and even sheep moved alongside or behind wagons.

In the early spring, the families would gather in Independence, Missouri, and make final preparations for the six-month, two-thousand-mile trip. A month or so later, when enough grass had grown along the trail for their animals to feed on, they said their goodbyes and set out on the Oregon Trail.

For most of the men, women, and children who went, the trip to Oregon was the greatest adventure of their lives. The first part of

Vocabulary
pack animal, n.
an animal such as a horse or a mule, that is used to carry heavy loads.



When people on the Oregon Trail pushed their way across the landscape.

Page 63

Have students read independently the remainder of the section “On the Oregon Trail” on pages 64–66.

SUPPORT—Have students locate the Columbia and Snake rivers on the Going West (AP 8.1) map. Explain that the trail along these rivers became easier for settlers to cross.

After students finish reading the text, ask the following questions:

LITERAL—What hardships did settlers face on the Oregon Trail?

- » The settlers had to travel long distances each day; most people had to walk and did not ride in the wagons. The settlers faced potential starvation, dying pack animals, and broken down wagons. In many instances, they had to drop their belongings along the way to lighten their loads.

EVALUTIVE—Would you have made the journey on the Oregon Trail? Why or why not?

- » Student responses may vary. Some may say that yes, they would have traveled on the Oregon Trail because it was a new adventure and there was opportunity in Oregon Country. Others may decide that the harsh conditions were not worth it.



The Oregon Trail started in Independence, Missouri.

the trail followed the shallow Platte River across the Great Plains. The grassland stretched as far as the eye could see.

On the trail, days began very early in the morning. Families ate breakfast, then did the morning chores: milking the cows, loading the tents and bedding into the wagons, hitching up the oxen. Then it was back on the trail for another fifteen or twenty miles before nightfall. That might seem like a lot of walking for one day, but people living in the 1800s were used to walking everywhere.

Not everyone got to ride inside the covered wagons. Only mothers, small children, and the sick and injured were allowed. The rest of the wagon was filled to the top with the family's

could bring to start a new life in Oregon. Most of the men rode on

Page 64



At night, the settlers stopped to make camp.

horseback, guarding the wagon trains. Sometimes they rode off to hunt for food for that night's dinner. Older children walked, keeping the cattle moving along with the wagons.

At nightfall, the wagons pulled into a circle, with the animals inside the circle to keep them from wandering off. When things were going well, there would be dinner, perhaps a game of tag for the children, some singing around the campfire, and then an early bedtime to be ready for the next day.

Often, things did not go so well. Wagon wheels and axles broke; animals died; rainstorms turned the trail into mud. But the wagon

no matter what. It would have to get

ere the snows arrived.

Page 65

From the edge of the Great Plains, the trail to Oregon Country would upward toward South Pass. After a short stop at Fort Bridger, the wagon train pushed on across the pass to the rugged western slopes of the mountains. This was the hardest part of the trip. Families sometimes had to throw away furniture and other heavy goods to lighten the load in their wagons. Sadly, sometimes precious belongings had to be left along the trail. The trail improved as it followed the Snake River and the Columbia River. Finally, the green meadows of the broad and beautiful Willamette Valley opened before the wagon train. The sight made all the hardships worthwhile.



Settlers knew where they were going, but they could not anticipate all of the problems along the way.

Page 66

“Oregon Country Is Divided,” Page 67

Oregon Country Is Divided

With Americans now pouring into the Oregon Country, the United States insisted that Great Britain should give up its claim to the area. Oregon—all of it, right up to the southern boundary of Alaska at 54° 40' north latitude—must belong to America. Many Americans demanded, “Fifty four forty or fight!”

The British, however, insisted that Oregon was theirs. For a time it looked like the two countries might go to war. But in 1846, they compromised: They agreed to divide the Oregon Country at 49° north latitude. The southern part, which included the present-day states of Oregon, Washington, Idaho, and parts of Montana, went to the United States. The northern part, which is presently part of western Canada, went to Great Britain. This decision benefited the British. The northern part of Oregon Country still had an abundance of animals that could be hunted for their fur.

Vocabulary
Latitude is the distance between the equator and a place north or south of the equator, measured in degrees.

Page 67

Activity Page




AP 8.1

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section “Oregon Country Is Divided” on page 67. Before students begin reading, call attention to the Core Vocabulary term *latitude*, and encourage students to review its meaning to better understand the text.

Note: Students in Core Knowledge schools may recall the term *latitude* from their Grade 4 study of maps.

 **SUPPORT**—Have students locate the 49th parallel on the Going West (AP 8.1) map. Explain that land north of this line belonged to Great Britain, while land south of the line belonged to the United States.

After students finish reading the text, ask the following question:

LITERAL—What happened when both the United States and Great Britain wanted Oregon Country?

- » They settled the problem by coming up with a compromise. They divided Oregon Country into two parts along the 49th parallel. The southern part went to the United States and the northern part went to Great Britain.

Timeline

- Show students the Chapter 8 Timeline Image Card of the Oregon Trail. Read and discuss the caption.
- Review and discuss the Big Question: “Why did settlers set off for Oregon, and what was different about the way in which they moved west along the Oregon Trail?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why did settlers set off for Oregon, and what was different about the way in which they moved west along the Oregon Trail?”
 - » Key points students should cite include: Settlers set off on the Oregon Trail in search of opportunity; they had heard that Oregon Country

had fertile soil and a mild climate ideal for farming. While many others had traveled by wagon before, people on the Oregon Trail moved in large groups and formed wagon trains that snaked across the countryside.

- Choose one of the Core Vocabulary words (*buckskin*, *emigrate*, *pack animal*, or *latitude*), and write a sentence using the word.

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

Additional Activities



Art and Music in the Nineteenth Century (RI.5.7)

45 MIN

Materials Needed: Internet access; sufficient copies of the song lyrics for “Shenandoah”

Alternate Art Activity for Art in the Nineteenth Century: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 5, available at:

www.coreknowledge.org/store



Background for Teachers: For the art portion of the activity, review each of the paintings and the looking questions before the start of the activity: Thomas Cole’s *The Oxbow*; Albert Bierstadt’s *The Rocky Mountains, Lander’s Peak*; George Caleb Bingham’s *Fur Traders Descending the Missouri*; and William Sidney Mount’s *Eel Spearing at Setauket*. For the music portion of the activity, listen to the song “Shenandoah” and preview the lyrics before the start of the activity.

Use this link to download the CKHG Online Resources for this unit, where specific links to the paintings, the song, and background may be found:

www.coreknowledge.org/ckhg-online-resources

Note: This activity may exceed the suggested forty-five minutes. If there is not sufficient time to complete both parts of the activity, you can play the music as students regard the art, or you can intersperse the song activities throughout the rest of the unit.

Art in the Nineteenth Century

Begin the activity by providing context for students behind the artwork that they are about to view. Explain to students that during this time, the United States was less than one hundred years old. Many artists trained or studied in Europe. Instead of copying European techniques, however, they adapted European techniques and developed their own unique American style. The United States was rapidly growing, and easterners wanted to see what the rest of the country looked like. Artists answered this demand with paintings

depicting the United States's landscape and bounty. Many of these paintings were idyllic, meaning they did not always capture reality but rather a rosier version of the way things actually were. Like other pioneers and settlers, many artists traveled to the West, capturing the country's beauty as they went.

Introduce to students Thomas Cole's *The Oxbow*. Explain that Cole was a British-born artist who came to Philadelphia when he was seventeen. He became well-known for his landscape paintings of the United States. Display for students the image of *The Oxbow*.

Ask students to take several minutes to quietly analyze the portrait and to write a few notes about what they observe. Pose the following analysis questions to students for discussion:

- What do you see?
 - » Answers may vary. Point out the lone figure.
- What is the lone figure doing?
 - » It is a self-portrait of the artist at work.
- Why did Cole make his self-portrait so small? How does his size affect the way you see the rest of the scene?
 - » The size of the self-portrait greatly enhances the grandeur and enormity of nature.
- What two different aspects of nature did Cole present? Compare the left half to the right.
 - » On the left, Cole presented the rustic, wild side of nature. On the right side, he depicted the idyllic, pastoral side.
- What clues in the painting might lead you to believe that Cole saw the wilderness receding in the presence of civilization? What was Cole's message about civilization?
 - » Answers may vary, but he implies that civilization is good and orderly.

Next, introduce Albert Bierstadt's *The Rocky Mountains, Lander's Peak*. Explain that Bierstadt ventured to the Rocky Mountains with surveying expeditions and made sketches and photographs for his artwork. Display for students the image of *The Rocky Mountains, Lander's Peak*.

Ask students to take several minutes to quietly analyze the portrait and to write a few notes about what they observe. Pose the following analysis questions to students for discussion:

- What first catches your eye in this enormous, approximately six foot by ten foot, painting?
 - » Answers may vary, though the waterfall in the middle ground is a central focus.

- How did Bierstadt suggest the huge scale of this scene?
 - » The scale of the scene is suggested in the actual size of the canvas, the towering peaks in the distance, and the way the landscape dwarfs the Native American camp.
- How did Bierstadt include reference to his own role as an artist?
 - » He included the camera in the lower left center of the work.
- Why do you think Bierstadt included his camera in the painting?
 - » Answers may vary.

Next, introduce George Caleb Bingham's *Fur Traders Descending the Missouri*. Explain that Bingham moved from Virginia to Missouri with his family when he was a boy. He worked as a cabinetmaker and later became a painter of portraits, traveling from place to place. He was a largely self-taught artist until studying in Europe in his forties. Display for students the image of *Fur Traders Descending the Missouri*.

Ask students to take several minutes to quietly analyze the portrait and to write a few notes about what they observe. Pose the following analysis questions to students for discussion:

- What is happening in this painting?
 - » Two traders with their goods and a fox are in a canoe.
- How did Bingham create the sense of a calm early morning?
 - » Answers may vary, but students should note the still water, the mist-covered background, the strong horizontal lines, and that there is little action in the work.
- Compare this work to *The Rocky Mountains, Lander's Peak*. What do the artists want us to think about the West?
 - » Answers may vary, but it should be noted that in both works, the solemn, still scenes immortalize the vanishing world of the American frontier.

Finally, introduce William Sidney Mount's *Eel Spearing at Setauket*. Born in Setauket on New York's Long Island, William Sidney Mount is most well-known for his images of everyday American life. Display for students the image of *Eel Spearing at Setauket*.

Ask students to take several minutes to quietly analyze the portrait and to write a few notes about what they observe. Pose the following analysis questions to students for discussion:

- What effect do the broad horizontal bands made by the sky, land, water, and canoe have on the mood of the painting?
 - » The bands establish a calm, tranquil mood.

- It has been said that a good writer could create a whole story based on one of Mount's paintings. Do you agree? Why or why not?
 - » Answers may vary.
- How might your thoughts about this painting be different from those of a fifth grader seeing it in 1845?
 - » Answers may vary.

Music in the Nineteenth Century

Explain to students that in this activity they will get the opportunity listen to and read the lyrics of an American folk song that reflects life during the 1800s.

Introduce "Shenandoah." Explain that the song is named for a Native American chief and is about his daughter. Distribute the lyrics for "Shenandoah." Allow students several minutes to read independently through the lyrics before playing the song for students to hear. Encourage students to read along as the song plays.

After listening to the song, pose the following analysis questions to students for discussion:

- What is the overall tone of the song?
 - » The tone is one of longing; the person singing wishes to get back to Shenandoah.
- What patterns or repetition emerge in the song? How do these patterns or repetition influence the meaning of the song?
 - » The song repeats several lines including, "Oh, Shenandoah, I long to see you" and "Away, you rolling river." The patterns and repetition help to emphasize the longing of the singer.
- Upon which river is the singer traveling?
 - » The singer is traveling on the Missouri River.

CHAPTER 9

War with Mexico

The Big Question: Why did President Polk seek to gain land that belonged to Mexico?

Primary Focus Objectives

- ✓ Understand why the United States went to war against Mexico. **(RI.5.2)**
- ✓ Identify General Zachary Taylor, referred to as “Old Rough and Ready.” **(RI.5.2)**
- ✓ Understand that some Americans strongly opposed the war with Mexico. **(RI.5.2)**
- ✓ Identify Henry David Thoreau, and understand the term *civil disobedience*. **(RI.5.2, RI.5.4)**
- ✓ Identify the states that were created from the land acquired from Mexico. **(RI.5.2, RI.5.7)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *conscience*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the War with Mexico”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2
AP 1.3
AP 9.1

- Display and individual student copies of Map of the United States (AP 1.3)
- Display and individual student copies of Physical Features of the United States (AP 1.2)
- Individual student copies of Domain Vocabulary: Chapters 6–9 (AP 9.1)

Core Vocabulary (Student Reader page numbers listed below)

conscience, n. a sense or belief a person has that a certain action is right or wrong **(72)**

Example: Because of her conscience, the little girl knew she should not take her sister’s candy without permission.

Introduce “War with Mexico”

5 MIN

Review with students the Chapter 8 Timeline Image Card by reading aloud the caption. Ask students to briefly recall what they learned in the previous lesson. Students should recall that American settlers moved west on the Oregon Trail, a long trail that stretched from Independence, Missouri, to Oregon Country. Mountain Men made settlement in Oregon Country possible by blazing trails in the region. The United States and Great Britain compromised and split Oregon Country along the 49th parallel. Explain to students that, in this lesson, they will learn about the growing tensions between the United States and Mexico and the war that resulted from it. Call attention to the Big Question, and encourage students to look for reasons why President Polk wanted to gain land owned by Mexico as they read the text.

Guided Reading Supports for “War with Mexico”

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.

“Another War,” Pages 68–70

Scaffold understanding as follows:

Invite volunteers to read aloud the section “Another War” on pages 68–70.

SUPPORT—Call attention to the pronunciation key for *Nueces*, and encourage students to correctly pronounce the name aloud.

 **SUPPORT**—Have students locate Mexico, the Rio Grande, and the Nueces River on the Physical Features of the United States (AP 1.2) map. Explain to students that the United States and Mexico disagreed over the location of the border between the two countries. Mexico believed the Nueces River was the border, while the Americans claimed it was the Rio Grande.

Chapter 9
War with Mexico

Another War While the United States was able to avoid a war with Great Britain, war with another country was fast approaching, this time with a southern neighbor—Mexico.

The Big Question
Why did President Polk seek to gain land that belonged to Mexico?

Relations with Mexico had been getting worse for some time. President Polk strongly supported the expansion of U.S. territory along the southern border, and this desire threatened Mexico's claim to land they believed was theirs.

When Mexican troops crossed the Rio Grande onto what Americans believed was American soil, and attacked American troops, this was seen as an act of war. In May 1846, President Polk spoke to members of Congress about Mexico. He stated that Mexico had invaded America and shed American blood on American soil.

The president wanted Congress to declare war on Mexico. On May 13, 1846, Congress did just that. The United States and Mexico were now officially at war.

Page 68

Activity Page



AP 1.2



After volunteers finish reading the section, ask the following question:

INFERENTIAL—Why do you think the United States claimed the border to be the Rio Grande instead of the Nueces River?

- » The Rio Grande was south of the Nueces River, which would give the United States more territory.

“President Polk Looks to California” and “The United States Declares War on Mexico,” Pages 70–72

the border between the two countries. Mexico claimed that the border was the Nueces (noo’ay’ayis) River, some 150 miles north of the Rio Grande. Mexico and the United States disagreed about ownership of the territory between the two rivers.

How had relations between Mexico and the United States become so bad? Why had war broken out between these two neighbors?

President Polk Looks to California

The reasons for the disagreement were based on the American desire to expand the size of the United States. President Polk had his eye on more than the land between the Rio Grande and the Nueces River. He also had his eye on California, which was under Mexican control.

When Mexico won its independence from Spain, it had gained all of the Spanish-owned land in North America, including California. Early in the 1800s, a number of Americans arrived in California. Still, as late as the 1840s, there were fewer than one thousand Americans living there. There were ten times that many Californians, or Spanish-speaking people from Spain and Mexico. And there were many Native Americans.

However, President Polk knew that California had many fine harbors. These harbors could be excellent jumping-off points for trade with China and the rest of Asia. He also suspected that Great Britain had its eye on California and might take it if the United States did not.

President Polk also wanted New Mexico, the territory located between California and the western part of the United States. About 100,000 Americans lived there, but the territory had

Page 70

Scaffold understanding as follows:

Have students read independently the sections “President Polk Looks to California” and “The United States Declares War on Mexico” on pages 70–72.



SUPPORT—Call attention to the map on page 71, and call on a student to read aloud the caption. Explain that President Polk wanted to obtain the area colored light green on the map. Explain that Polk was prepared to start a war for these lands.

After students finish reading the text, ask the following questions:

LITERAL—What did President Polk do after Mexico turned down his offer to buy the territory?

- » He sent General Zachary Taylor and U.S. troops south of the Nueces River and stationed them on the Rio Grande.



LITERAL—What was the main reason President Polk declared war against Mexico?

- » He wanted to acquire new land, including a new boundary for Texas, and California and New Mexico.

The map shows the United States and surrounding areas in 1821. The job area in the north is Canada. The light green area in the southwest is Texas. The other colored areas are regions of the United States. In the north, many people from the United States had already moved into Mexican territory, which included Texas, New Mexico, and California.

very few Americans. However, Americans had long traded at the territory’s only town, Santa Fe. Each spring, traders made the journey there from Independence, Missouri, along the Santa Fe Trail. In Santa Fe they traded their goods for silver, furs, and other frontier products.

The United States Declares War on Mexico

In 1846, President Polk offered to buy California and New Mexico from Mexico. The Mexican government refused to sell. So President Polk looked for another way to get this land. He ordered the American commander in Texas, General Zachary Taylor, to move troops across the Nueces River and to station them on the bank of the Rio Grande. This was nearly an act of aggression by

Page 71

“Some Americans Oppose the War,” Page 72

Scaffold understanding as follows:

Invite volunteers to read aloud the section “Some Americans Oppose the War” on page 72.

CORE VOCABULARY—Call attention to the Core Vocabulary term *conscience*, and explain its meaning.

America. President Polk expected the Mexican army to oppose this move—and they did. The outcome was war.

Some Americans Oppose the War

Not all Americans were pleased that their country had gone to war with Mexico.

One such person was a tall young man from Illinois serving his first term in Congress. His name was Abraham Lincoln. Lincoln challenged the president to go to the exact "spot" on "American soil" where American blood had been shed.

Many Northerners and abolitionists, or people who opposed slavery, were against the Mexican-American War. They thought it was a war to protect the interests of slave owners. They also feared any territory gained during the war would become a slave state.

In Concord, Massachusetts, a writer named Henry David Thoreau decided to protest the war by refusing to pay his taxes. He was put in jail overnight, but then his aunt paid the tax for him. While in jail, Thoreau was supposedly visited by his friend Ralph Waldo Emerson, a famous minister and author who also opposed the war with Mexico. "Henry" exclaimed his friend, "Why are you here?"

"Waldo," replied Henry Thoreau, "Why are you not here?" Thoreau meant that when people believe their government is doing evil, as a matter of conscience they should peacefully refuse to join in that evil. This is called civil disobedience.

Vocabulary
conscience, is a sense or belief, a person has that a certain action is right or wrong.

Page 72

After volunteers finish reading the text, ask the following questions:

LITERAL—Why did some people oppose President Polk?

- » They didn't believe that Polk had told the truth about Mexican soldiers attacking American troops on American soil; they believed that the war was wrong.

LITERAL—What is civil disobedience?

- » It is a kind of behavior based on one's conscience, such as refusing to support a government's acts you view as evil.

LITERAL—How did Henry David Thoreau demonstrate civil disobedience?

- » He refused to pay his taxes.

"The Bear Flag" and "The United States Grows Larger," Pages 73–75

The Bear Flag

People like Abraham Lincoln and Thoreau were in the minority, however. Most Americans supported the war, and tens of thousands of young men volunteered for the army.

In September 1846, the U.S. Army quickly struck against the Mexican forces. General Taylor marched his troops into northern Mexico. They captured the town of Monterey in a three-day battle with the trapped Mexican troops. Soon after, Taylor defeated Mexican troops at the Battle of Buena Vista.

A second, smaller American army marched into New Mexico and captured Santa Fe. From there the American army marched to California. When it arrived, it found that a handful of Americans living in Northern California had already overthrown Mexican rule.



as Old Rough and Ready, led American troops to

Page 73

Scaffold understanding as follows:

Read aloud the section "The Bear Flag" on pages 73–74.

Have students read independently the remaining section "The United States Grows Larger" on page 74.

SUPPORT—Explain to students that the Gadsden Purchase was wanted in part because it offered the best route for a possible southwest transcontinental train route.



SUPPORT—Have students locate California, Nevada, Utah, Arizona, and parts of Wyoming, New Mexico, and Colorado on Map of the United States (AP 1.3). Then, have students find these areas on the map on page 75. Explain that, as the map on page 75 shows, all or part of these states were formed from the land secured from Mexico.

Activity Page



AP 1.3

After students finish reading the text, ask the following questions:

LITERAL—Why was the American revolt against Mexico in Northern California called the Bear Flag Revolt?

- » The Americans had raised a white flag with a grizzly bear on it over their fort.

Because they raised a white flag with a cutout of a brown grizzly bear sewn on it, their uprising came to be called the Bear Flag Revolt. The Americans also set up their own government, which they called the Bear Flag Republic. Shortly after, American navy ships landed at Monterey, California. Raising the American flag, the naval commander proclaimed that California was now part of the United States.

The United States Grows Larger

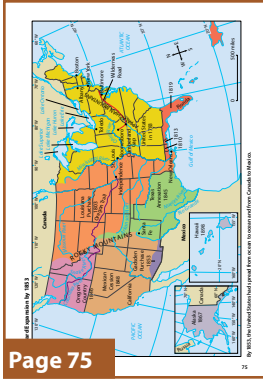
Less than eight months after the war began, both New Mexico and California were in the hands of the United States. But there was still more fighting ahead in California.

The war finally ended after the American navy carried an American army to the shores of Mexico itself. There the army defeated the Mexicans in several battles. Six months later, the Americans entered the Mexican capital of Mexico City in triumph.

As a part of the peace treaty that ended the Mexican-American War in 1848, Mexico gave up 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 large parts of present-day Wyoming, New Mexico, and Colorado all became part of the United States. In return, the United States agreed to pay Mexico \$15 million.

Five years later, the United States bought one more piece of land from Mexico. This strip of land forms the southern part of New Mexico. It is known as the

Page 74



Page 75

LITERAL—After the Mexican War, which states were carved out of the new land?

- » California, Nevada, Utah, Arizona, and parts of Wyoming, New Mexico, and Colorado were carved from the land.

Timeline

- Show students the Chapter 9 Timeline Image Card of war with Mexico. Read and discuss the caption.
- Review and discuss the Big Question: “Why did President Polk seek to gain land that belonged to Mexico?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why did President Polk seek to gain land that belonged to Mexico?”
 - » Key points students should cite include: The land had many valuable goods, resources, and port cities that could expand U.S. trade to countries in Asia.
- Use the Core Vocabulary word *conscience* to write a sentence.

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

Additional Activities

Domain Vocabulary: Chapters 6–9 (RI.5.4, L.5.6)

15 MIN

Activity Page



AP 9.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapter 6–9 (AP 9.1).

Distribute copies of Domain Vocabulary: Chapters 6–9 (AP 9.1). Read aloud the directions. Encourage students to review Chapters 6–9 in the Student Reader to assist them in answering the clues. Students may complete the activity for homework.

Settling the Far West

The Big Question: How do the experiences of the Mormons who moved west compare with those of the people who flocked to California?

Primary Focus Objectives

- ✓ Identify the Mormons (Latter-Day Saints), Brigham Young, and Great Salt Lake. **(RI.5.2)**
- ✓ Explain why the Mormons settled in the Far West. **(RI.5.2)**
- ✓ Understand how the discovery of gold affected the Far West. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *prosper*, *irrigate*, *sawmill*, and *pick*, and of the phrase “desert plain.” **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Settling the Far West”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.3
AP 8.1

- Display and individual student copies of Map of the United States (AP 1.3)
 - Display and individual student copies of Going West (AP 8.1)
 - Map showing locations of gold rush ships that lie beneath San Francisco’s streets
- Download the CKHG Online Resources for this unit, where the specific link to the map may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

prosper, v. to be successful **(78)**

Example: The settlers hoped to prosper in their new land.

Variation(s): prospers, prospering, prospered

irrigate, v. to water crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops **(78)**

Example: The farmer decided to irrigate the drier parts of his land to help his crops grow.

Variation(s): irrigates, irrigating, irrigated

“desert plain,” (phrase) a large, flat area of land with limited rainfall and little vegetation (79)

Example: The Mormons crossed the vast desert plain in search of a new home.

Variation(s): desert plains

sawmill, n. a place where logs are cut down to be used as lumber (80)

Example: After the trees were felled, they were taken to the sawmill to be processed.

Variation(s): sawmills

pick, n. a pointed tool used to chip away at rock or other hard surfaces (82)

Example: The miner used his pick to remove the rock, hoping to find gold beneath the surface.

Variation(s): picks

THE CORE LESSON 35 MIN

Introduce “Settling the Far West”

5 MIN

Review with students the Chapter 9 Timeline Image Card by reading aloud the caption. Ask students to briefly recall what they learned in the previous chapter. Students should recall that the United States went to war with Mexico to gain new territory in the Southwest and the area that is present-day California. Call attention to the Big Question, and encourage students to compare the experiences of Mormons who moved west with those of people who moved to California.

Guided Reading Supports for “Settling the Far West”

30 MIN

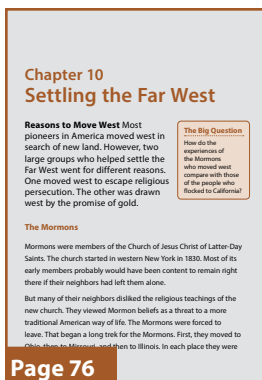
When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

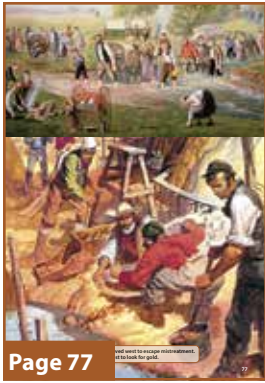
“Reasons to Move West” and “The Mormons,” Pages 76–80

Scaffold understanding as follows:

Read aloud the section “Reasons to Move West” on page 76.

SUPPORT—Call attention to the images on page 77, and call on a volunteer to read aloud the caption.





Page 77

Activity Pages



AP 1.3

AP 8.1

Invite volunteers to read aloud the first three paragraphs of the section “The Mormons” on pages 76–78.

CORE VOCABULARY—Call attention to the Core Vocabulary term *prosper*, and explain its meaning.

SUPPORT—Have students locate present-day New York on the Map of the United States (AP 1.3). Then, ask students to locate Ohio, Missouri, and Illinois. Explain that the Mormons were forced to move from one place to another because they were persecuted for their beliefs.

Invite volunteers to read aloud the last two paragraphs on page 78.

SUPPORT—Have students locate Iowa on the Going West (AP 8.1) map. Have them look at the Oregon Trail, pointing out the South Pass and the Mormons’ journey heading southwest to present-day Salt Lake City.

CORE VOCABULARY—Have students read independently the remainder of the section “The Mormons” on pages 79–80. Before students begin reading, call attention to the Core Vocabulary term *irrigate* and the phrase “desert plain.” Encourage students to review their meanings to better understand the text.

After volunteers finish reading the text, ask the following questions:

LITERAL—Who were Joseph Smith and Brigham Young?

- » Joseph Smith was the original founder of the Mormons. After he was killed by an angry mob, Brigham Young assumed leadership of the Mormons and led them west.

LITERAL—Why did the Mormons move to the Far West?

- » They moved to escape religious persecution. They wanted to create a separate settlement that was not subject to the laws of the United States.

When the Mormons moved to Illinois in the early 1840s, they felt they had finally found a home where they could prosper and grow. This feeling did not last. In 1844, a mob killed Joseph Smith, the founder of the Mormon religion and the leader of the Mormon community. More problems followed, and by 1846, angry mobs had chased the last of the Mormons out of Illinois.



Their new leader, Brigham Young, led the Mormons westward in 1846. They searched for a place that would be far from everyone else, where they would be left alone to follow their religious beliefs. From Iowa, the group headed south until it picked up the Oregon Trail. They followed this trail until they reached South Pass. Then they turned south again.

In July 1847, Young and his exploring group of about 150 Mormons reached the top of a range of mountains near the Great Salt Lake. In present-day Utah, the area around the lake was very dry and most people would not have chosen it as a place to farm. But Young knew that the soil was rich and it and seed there.

Vocabulary
prosper, *v.* to be successful
irrigate, *v.* to water crops by moving water from a well, a pipe, or a lake to a place where it does not rain enough to grow crops.


Page 78

In addition, the land at that time was not part of the United States. It belonged to Mexico. This meant the Mormons would not be subject to the laws of the United States. They would be left alone to make their own rules and to live as they wished. Looking down at the valley below, Young announced to his followers, “This is the place.” Any man who wanted to settle there, said Young, would receive as much land as his family needed practically free of cost.

Within a few months, more than five hundred wagons and fifteen hundred of Young’s followers arrived to make a new life for themselves. Working under the direction of church leaders, the Mormons prospered. Knowing that the salty water from Salt Lake was not suitable for farming, the leaders ordered that irrigation canals be dug between mountain streams and the desert plain.

Soon, Mormon farmers were producing fine crops of wheat, vegetables, and other foods. Mormons also sold supplies to pioneers headed west to California.

Before long, the Mormon population reached fifteen thousand. Most of the Mormon settlers lived in the City of the Saints.



Page 79

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first paragraph of the section “Gold in California” on page 80. Call attention to the Core Vocabulary term *sawmill*, and explain its meaning.

Read aloud the next five paragraphs of the section on pages 80–81.

CORE VOCABULARY—Have students read independently the remainder of the section on pages 81–82. Before students begin reading, call attention to the Core Vocabulary term *pick*, and encourage students to review its meaning to better understand the text.

SUPPORT—Have students locate the California Trail on the Going West (AP 8.1) map. Explain that many settlers followed the Oregon Trail part of the way before diverging and heading to California to seek gold.

SUPPORT—Tell students that new research reveals that dozens of ships that brought gold prospectors to the city of San Francisco during the 1800s still lie beneath the city’s streets. Share a link to a map showing the locations of these ships if you have time during class discussion.

After students finish reading the text, ask the following questions:

LITERAL—Why did the gold rush attract so many people to California?

- » Many people wanted to find gold and get rich quick; other people saw a chance to make money by selling goods and services that the miners needed.


which later was called Salt Lake City. Others moved into the valleys of what would eventually become the states of Utah and Idaho.

Gold in California

Imagine what it must have been like to be James Marshall. John Sutter has hired you to build a sawmill for him on his land near the city of Sacramento, California. You get your crew started on the job and leave. On a cold morning in January 1848, you have gone back to Sutter’s land to see how the construction is going. The sawmill is located next to a stream, of course. It is the running water from the stream that will provide the power to run the mill. Standing next to the shallow stream, you look down and notice something shiny in the water.

How odd, you think. I’ve never noticed that before. You bend down and pick it up. It is a piece of yellow metal, about the size of a tiny

Vocabulary
sawmill, a place where logs are cut down to be used as lumber



The discovery of gold near Sutter’s Mill sparked the gold rush.

Page 80

Activity Page



AP 8.1

You pick up that one, too. Now your eyes begin to widen as you realize what you are holding. These little stones—they are gold! Pure gold!

You race over to Sutter’s house to tell him the news. You both agree—the discovery must be kept a secret. If not, half the world will come to grab the gold for themselves.

Now, perhaps if you really had been James Marshall, you would have kept the secret. Perhaps John Sutter would have, too. And soon enough, you would have both been rich.

But that is not what happened. Historians do not know which man talked. Maybe other people just guessed from something that Sutter and Marshall said or did in no time at all; the secret was out. “Gold has been found at Sutter’s Mill!” The news spread through California. In the growing port city of San Francisco, people left their jobs, their ships, and their families as they rushed off to Sutter’s land.

Within months, the news reached the entire United States and even Europe. People hurried to California from everywhere to claim their share of the wealth.

And Jim Marshall and John Sutter? They managed to get a little of it for themselves, but not much. Neither of them died a wealthy man.

California was far from where most people lived. Those traveling from the East could choose from three routes: two by sea and one

Page 81

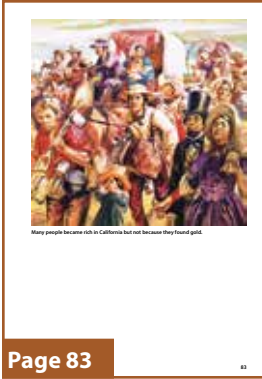
by land. None of these were easy journeys. Travelers could expect several months at sea or several months overland by wagon. Not one of those routes was fast. Not one was comfortable. But the lure of easy riches was so great that more than eighty thousand people journeyed to California in 1849 to seek their fortune. They became known as the “forty-niners.”

Most forty-niners went to find gold, but some went to make a living by selling goods to the miners. Merchants became rich by buying picks and shovels back East, shipping them to California, and selling them for ten or twenty times the original cost. A woman from Boston baked pies to sell to miners. She made \$11,000 in one year! That was a huge amount of money in those days. A German immigrant named Levi Strauss made work pants for the miners. These “Levis” caught on, and Strauss made a small fortune.

As for the miners, the earliest to arrive quickly scooped up most of the gold that lay in the beds of shallow streams and on or near the surface of the earth. After that, it took a lot of digging and even more luck to find the precious yellow metal. A few miners did strike it rich. Most miners, though, barely found enough gold to make a living. In time, many of them gave up mining and raised crops or livestock instead. There would be other gold rushes in the American West, but by 1860, the great gold rush of California was just about over.

Vocabulary
pick, a pointed tool used to dig away rocks or other hard surfaces

Page 82



LITERAL—What effect did the gold rush have on settlement in the Far West?

- » Thousands of people made their way to California; when they failed in their search for gold, they stayed on to farm or make a living in other ways.

Timeline

- Show students the Chapter 10 Timeline Image Cards of the Mormons and the gold rush. Read and discuss the captions.
- Review and discuss the Big Question: “How do the experiences of the Mormons who moved west compare with those of the people who flocked to California?”
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How do the experiences of the Mormons who moved west compare with those of the people who flocked to California?”
 - » Key points students should cite include: The Mormons left the East to escape religious persecution. They wished to establish a settlement independent of the United States. This differed from the people who went to California, because they left their homes in search of financial gain and wished to remain in the United States.
- Choose a Core Vocabulary word (*prosper*, *irrigate*, *saw mill*, or *pick*), or the phrase “desert plain,” and write a sentence using the word or phrase.

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

Additional Activities

Whose Line Is It? (RI.5.2)

15 MIN

Activity Page



AP 10.1

Materials Needed: Sufficient copies of *Whose Line Is It?* (AP 10.1)

Distribute copies of *Whose Line Is It?* (AP 10.1). Read aloud the directions. Encourage students to review Chapters 1–10 in the Student Reader to assist them in answering the clues. Students should complete the activity for homework.

The Adventures of Tom Sawyer (RL.3.10)

30 MIN

Materials Needed: Sufficient copies of *The Adventures of Tom Sawyer* (FE 1).

Use this link to download the CKHG Online Resources, where the specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teachers: It is suggested that you conduct this activity as a teacher read-aloud.

Begin the activity by providing context for students about the passage they are about to read. Mark Twain (1835–1910) was born Samuel Langhorne Clemens. He grew up in Hannibal, Missouri, a small town on the Mississippi River. As an adult, Twain worked as a steamboat pilot and traveled quite a bit. He became famous for writing about life on and along the Mississippi River. Mark Twain took his pen name from a nautical term meaning “mark two,” or a mark two fathoms deep—water deep enough for a typical boat to navigate.

This story of a young boy named Tom Sawyer is set in St. Petersburg, Missouri, along the Mississippi River, in the 1800s. Full of mischief, Tom gets involved in many adventures, along with his friends Huckleberry Finn and Becky Thatcher. He witnesses a murder, hunts for treasure, and gets lost in a cave for several days. Many of the events in the story actually happened, either to Mark Twain or to his friends, when they were growing up in Missouri in the 1840s.

As you read the text, review with students the meanings of challenging vocabulary words as they are encountered:

vegetation—plant life

melancholy—deep sadness

reluctance—an unwillingness to do something

jew’s harp—small musical instrument

obliged—to be forced to do something

pariah—outcast

perennial—recurring annually

alacrity—liveliness or eagerness

Distribute copies of *The Adventures of Tom Sawyer* (FE 1), and encourage students to read along as you read aloud. After reading the text, pose the following questions for class discussion.

- What is Tom Sawyer doing on a Saturday morning and why?
 - » He is painting his aunt's fence as a punishment for sneaking into the house late the night before.
- How is Tom able to complete his work so quickly? What does this reveal about Tom?
 - » He convinces other boys in the neighborhood that whitewashing the fence is fun, leading them all to compete for a chance to paint. Tom is very clever and resourceful; he is also manipulative.
- What do the other boys give Tom in exchange for a chance to paint the fence?
 - » The other boys trade things like a kite, string, a dead rat, firecrackers, and chalk.
- What does the author say about the difference between work and play?
 - » According to the author, being obliged or forced to do something makes an activity work.
- Who is Huckleberry Finn, and why do the mothers in the town dislike him so much?
 - » Huckleberry Finn is a lawless boy who lives in the town. He is not forced to go to school, he wears a grown man's clothes, and he comes and goes as he pleases. The other mothers do not want Huckleberry influencing their sons.
- Why does Tom decide to tell the schoolmaster the truth about why he is late?
 - » Tom sees that there is a vacant seat next to his crush, Becky Thatcher. Tom knows that the schoolmaster will make him sit with the girls in class as a "punishment."

Teacher Resources

Unit Assessment: *Westward Expansion Before the Civil War* **82**

Performance Task: *Westward Expansion Before the Civil War* **86**

- Performance Task Scoring Rubric **87**
- Performance Task Activity: *Westward Expansion Before the Civil War* **88**
- *Westward Expansion Before the Civil War* Performance Task Notes Table **89**

Activity Pages

- World Map (AP 1.1) **90**
- Physical Features of the United States (AP 1.2) **91**
- Map of the United States (AP 1.3) **93**
- The Lewis and Clark Expedition (AP 2.1) **94**
- Domain Vocabulary: Chapters 1–5 (AP 5.1) **96**
- Native American Reaction to Removal (AP 6.1) **98**
- Going West (AP 8.1) **99**
- Domain Vocabulary: Chapters 6–9 (AP 9.1) **100**
- Whose Line Is It? (AP 10.1) **101**

Answer Key: *Westward Expansion Before the Civil War* **102**

The following fiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpt

- FE 1: *The Adventures of Tom Sawyer*

Unit Assessment: *Westward Expansion Before the Civil War*

A. Circle the letter of the best answer.

1. Why was it hard for people to travel in America in the early 1700s?
 - a) There were no maps.
 - b) The trains were very crowded.
 - c) The roads were bad.
 - d) It was too expensive.

2. Why did some people want to go west even though travel was difficult?
 - a) Manifest Destiny
 - b) new farmland
 - c) a new start
 - d) all of the above

3. How did Daniel Boone help encourage settlement of the West?
 - a) He traveled around and spoke about the West.
 - b) He cleared a pass through the Appalachian Mountains.
 - c) He led wagon trains out west.
 - d) He helped build the first railroad through Kentucky.

4. Which did Lewis and Clark not see on their expedition?
 - a) Pacific Ocean
 - b) Atlantic Ocean
 - c) Continental Divide
 - d) Rocky Mountains

5. How did Sacagawea help Lewis and Clark?
 - a) She made maps of the Louisiana Territory.
 - b) She took care of Clark's children.
 - c) She helped guide them through unfamiliar land.
 - d) She collected rocks, plants, and animals for them.

6. What was the main reason Native Americans resented settlers who moved into the West?
 - a) The settlers took the Native Americans' land.
 - b) The Native Americans didn't approve of settlers' beliefs.
 - c) The settlers didn't pay taxes to the Native Americans.
 - d) The Native Americans didn't approve of farming.

- 7.** What was Tecumseh's idea for resisting American settlers?
 - a)** charging the Americans money for the land
 - b)** uniting Native American tribes against the Americans
 - c)** having each tribe sign independent treaties
 - d)** asking Great Britain to help fight the Americans

- 8.** What was the biggest advantage of the steamboat compared to other river travel?
 - a)** It could carry people and goods both upstream and downstream.
 - b)** It was cheaper to build.
 - c)** It could travel at night.
 - d)** It reduced farmers' dependence on flatboats.

- 9.** How did the building of the Erie Canal in New York affect the rest of the country?
 - a)** New York got all the other states' business.
 - b)** Other states also built canals.
 - c)** It had no effect on other states.
 - d)** Other states closed their canals.

- 10.** What advantages did railroads have over canals?
 - a)** They didn't freeze in winter.
 - b)** They could travel over mountains.
 - c)** They were faster.
 - d)** all of the above

- 11.** As Americans took over more and more land, what happened to Native Americans?
 - a)** They agreed to give up their land.
 - b)** They were given their choice of where to live.
 - c)** They were forced to live in certain areas.
 - d)** They voluntarily moved into Canada and Mexico.

- 12.** Which was not a reason Americans kept expanding into new land?
 - a)** Americans were being forced westward by Native Americans.
 - b)** Americans felt they had a "right" to settle the entire continent.
 - c)** Americans thought they could never have too much good farmland.
 - d)** Americans wanted to extend liberty across North America from the Atlantic Ocean to the Pacific Ocean.

- 13.** When the first Americans moved into Texas, what did the government of Mexico ask them to do?
 - a)** become loyal Mexican citizens
 - b)** bring their enslaved workers with them
 - c)** come up with their own religion
 - d)** make their own laws

- 14.** What did the Battle of the Alamo represent to the Texans who fought the Mexican army under the leadership of Sam Houston?
- a) the conflict between the Texans and Mexicans
 - b) the Mexican army that won the battle
 - c) the presence of Daniel Boone
 - d) the heat of the day on which the battle was fought
- 15.** Why wasn't Texas admitted to the United States right away?
- a) It covered too large an area.
 - b) It allowed slavery.
 - c) Sam Houston wanted it to be independent.
 - d) Texans wanted to be part of Great Britain.
- 16.** What made Oregon Country so valuable to America?
- a) its location on the Pacific Ocean
 - b) its mountains
 - c) the fur of its animals
 - d) its wide open spaces
- 17.** What strategy did the United States and Great Britain use to avoid war over Oregon Country?
- a) complement
 - b) compromise
 - c) comprehend
 - d) comprise
- 18.** With the Mexican War, President Polk hoped to add new areas to the United States. Which were two of them?
- a) Louisiana Territory and Oregon Country
 - b) Appalachia and Texas
 - c) California and New Mexico
 - d) California and Oregon Country
- 19.** Why did the Mormons settle in the Far West?
- a) to avoid paying taxes
 - b) to avoid religious persecution
 - c) to avoid the overcrowded East Coast
 - d) to avoid the Mexican War
- 20.** Which is not true about the California gold rush?
- a) It attracted more than 80,000 people to California.
 - b) Very few people "struck it rich."
 - c) Merchants had a hard time selling their products.
 - d) Prospecting was a very hard life.

B. Match the following vocabulary terms with their definition. Write the correct letter on the line.

Terms

- _____ 21. mission
- _____ 22. frontier
- _____ 23. latitude
- _____ 24. conscience
- _____ 25. interpreter
- _____ 26. inn
- _____ 27. treaty
- _____ 28. emigrate
- _____ 29. pioneer
- _____ 30. locomotive

Definitions

- a) a sense or belief a person has that a certain action is right or wrong
- b) one of the first people to settle in a region
- c) a place where travelers can pay to eat and sleep
- d) to leave one country to settle permanently in another
- e) where newly settled areas meet unsettled, but not necessarily uninhabited, areas
- f) a settlement built for the purpose of converting Native Americans to Christianity
- g) a person who translates from one language to another
- h) the distance between the equator and a place north or south of the equator; measured in degrees
- i) a railroad engine
- j) a formal agreement between two or more groups, especially countries

Performance Task: *Westward Expansion Before the Civil War*

Teacher Directions: Ask students to write a brief essay that supports the idea that westward expansion was made possible largely because of new inventions and innovations in transportation. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided.

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. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of the influence of transportation innovations to use as the basis of their essays. Students should discuss at least two different types of transportation.

Type of Transportation	Impact of Westward Expansion
Railroad	<ul style="list-style-type: none">• No limit to where tracks could run• Could run during the winter• Fastest form of travel at the time
Canals	<ul style="list-style-type: none">• Made it possible to travel long distances over water• Connected major waterways
Steamboat	<ul style="list-style-type: none">• Could travel upstream and downstream• Faster than using flatboats• Improved trade along major waterways like the Mississippi River

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essays, using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their written responses.

Above Average	The essay is accurate and detailed. The student clearly identifies and explains five key details about the impact of transportation innovations on westward expansion. The student demonstrates exceptional background knowledge of the time period. The writing is clearly articulated and focused and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The student demonstrates sufficient background knowledge of the impact of transportation on westward expansion and identifies four key details. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The student demonstrates some background knowledge of the impact of transportation on westward expansion and identifies three key details. The writing may exhibit issues with organization, focus, or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of the impact of transportation on westward expansion. The writing may exhibit major issues with organization, focus, or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *Westward Expansion Before the Civil War*

You will write a brief essay that supports the idea that westward expansion was made possible largely because of new inventions and innovations in transportation. Your essay should discuss at least two types of transportation and include three to five key details to support your response.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Westward Expansion Before the Civil War* as well as any outside resources you may wish to use.

Name _____

Date _____

Westward Expansion Before the Civil War Performance Task Notes Table

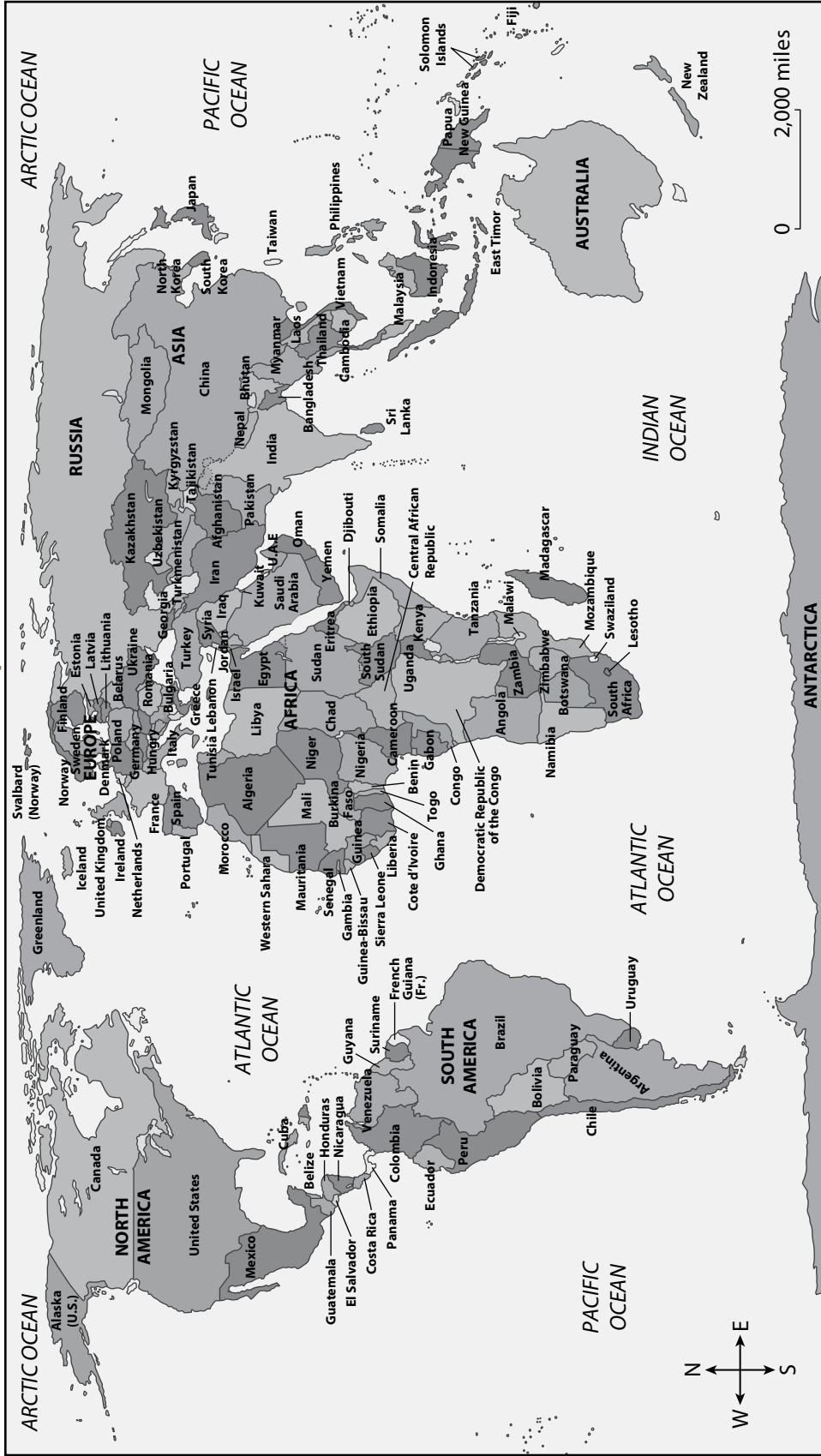
Use the table below to help organize your thoughts as you refer to the chapters in *Westward Expansion Before the Civil War*. You do not need to complete the entire table to write your essay, but you should try to have one to three specific examples for each of the types of transportation that you choose to write about.

Type of Transportation	Impact of Westward Expansion
Railroad	<ul style="list-style-type: none">• Could run during the winter
Canals	
Steamboat	

Name _____

Date _____

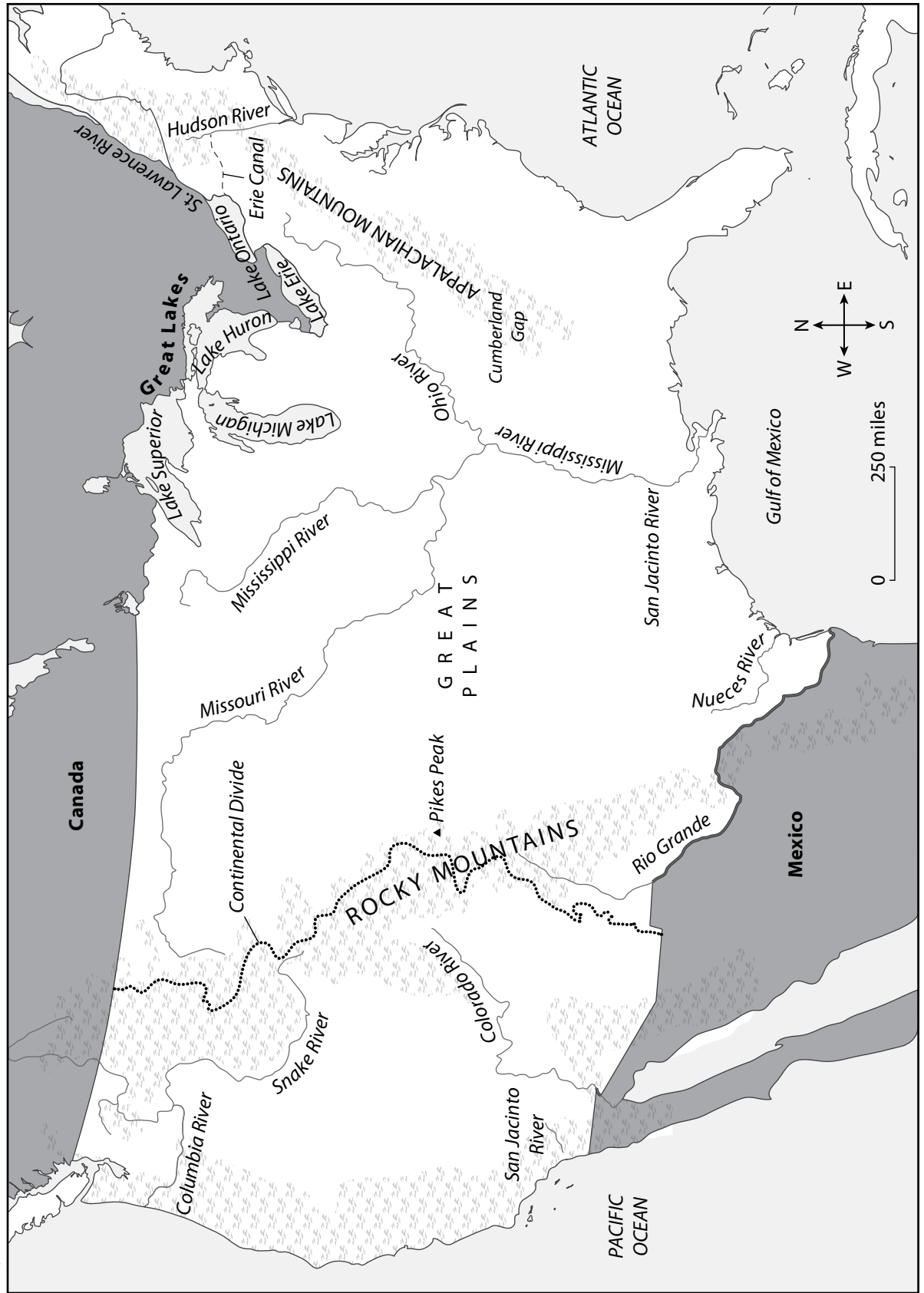
World Map



Name _____ Date _____

Physical Features of the United States

Study the map. Then, use it to answer the questions that follow.



Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapters 1–7

Physical Features of the United States

1. What is the name of the waterway that links the Hudson River and the Great Lakes?

2. What mountain chain stretches from the northeastern to the southeastern part of the United States?

3. What name is used for the wide area of flat land that slopes east from the Rockies and stretches from the southern part of the United States north to Canada?

4. What mountain chain challenged explorers and pioneers who crossed the open plains to travel farther west?

5. Which two major rivers shown on the map empty into the Gulf of Mexico?

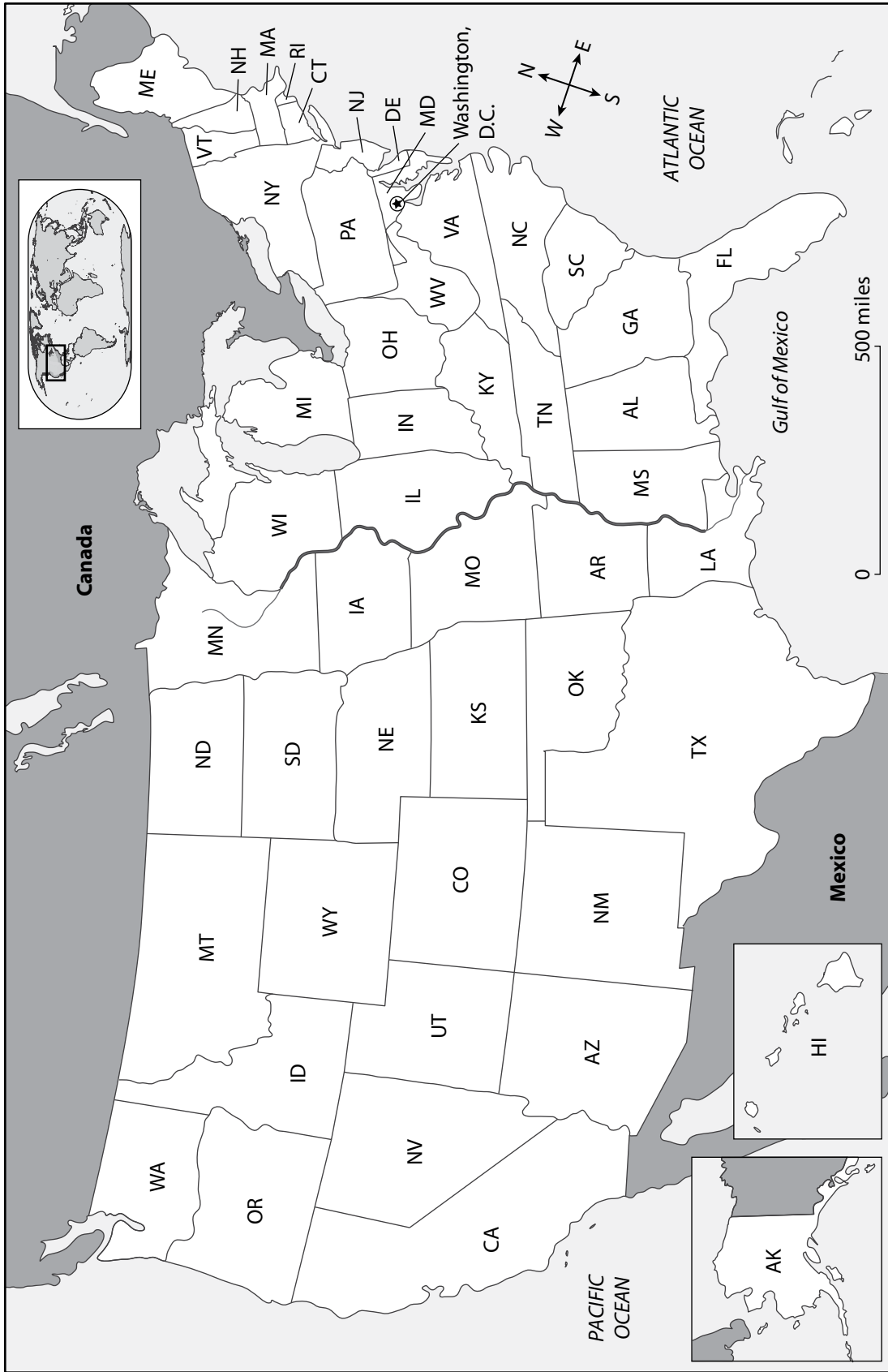
6. Which very long river that originates in the mountains of the northwest eventually empties into the Mississippi River?

7. In which direction does the Continental Divide run, north-south or east-west?

Name _____

Date _____

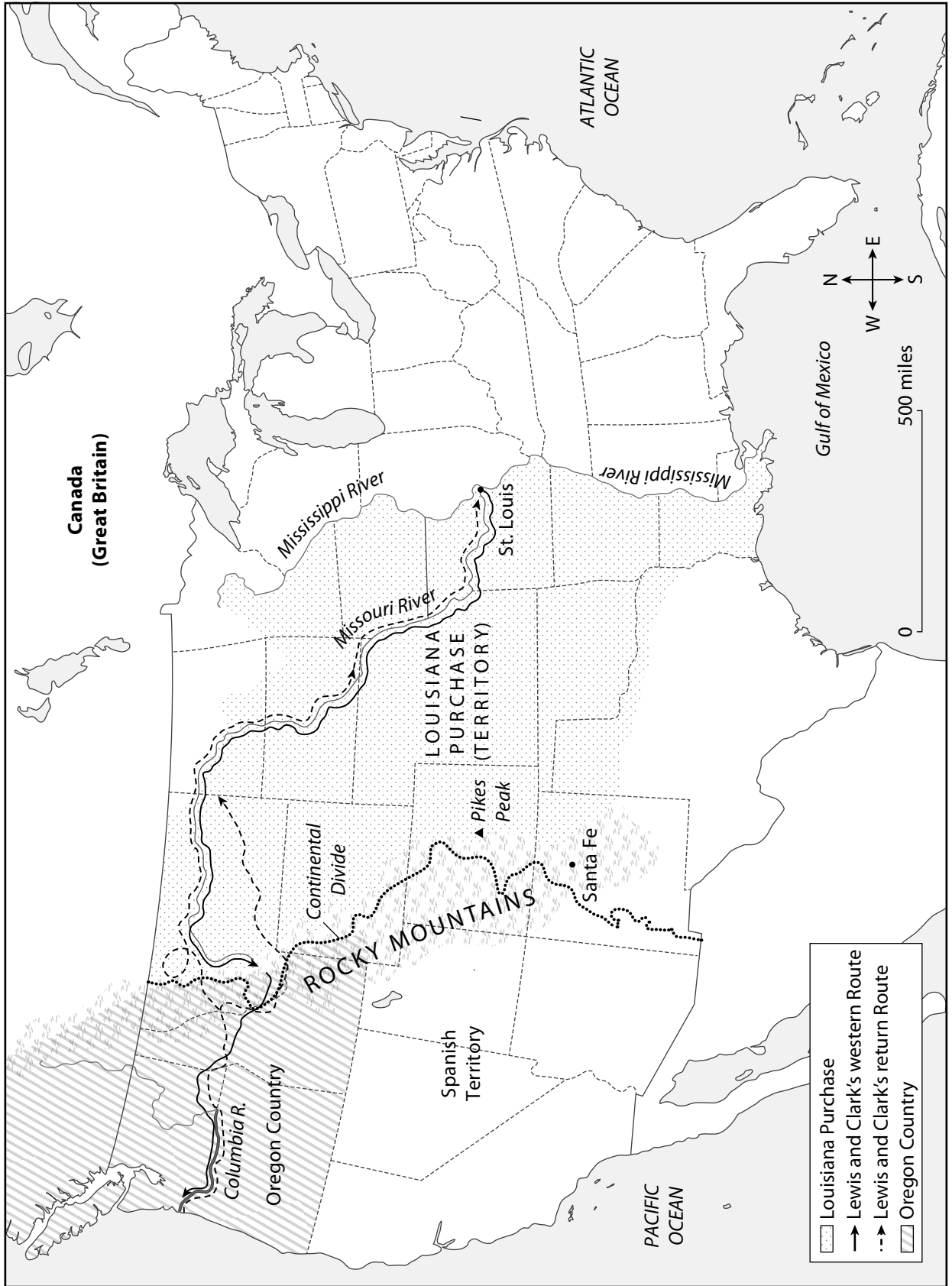
Map of the United States



Name _____ Date _____

The Lewis and Clark Expedition

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



Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2

The Lewis and Clark Expedition

1. Lewis and Clark's route took them west from St. Louis along the _____ River.
2. The high _____ stood in the way of an all-water route to the Pacific.

Name _____

Date _____

Activity Page 5.1

Use with Chapters 1–5

Domain Vocabulary: Chapters 1–5

Use the clues to complete the crossword puzzle with the terms from the box. For terms that have more than one word, leave out the space or the hyphen when filling in the puzzle.

pioneer	self-reliant	frontier	flatboat	territory	
interpreter	stove	translate	acre	game	inn
lumber	paddle wheel	locomotive			

Across

- 4.** a boat with a flat bottom that can travel easily in shallow water
- 8.** a person who translates from one language to another
- 11.** animals that are hunted for sport or for food
- 12.** an area of land
- 13.** a railroad engine

Down

- 1.** needing no help from other people
- 2.** a large wheel with boards attached to it that help push a ship forward
- 3.** wood that has been cut and is used for building
- 5.** to restate in another language
- 6.** an area of land that measures 4,840 square yards
- 7.** a device in which fuel is burned to generate heat, usually for cooking or warmth
- 9.** one of the first people to settle in a region
- 10.** where newly settled areas meet unsettled, but not necessarily uninhabited, areas
- 14.** a place where travelers can pay to eat and sleep

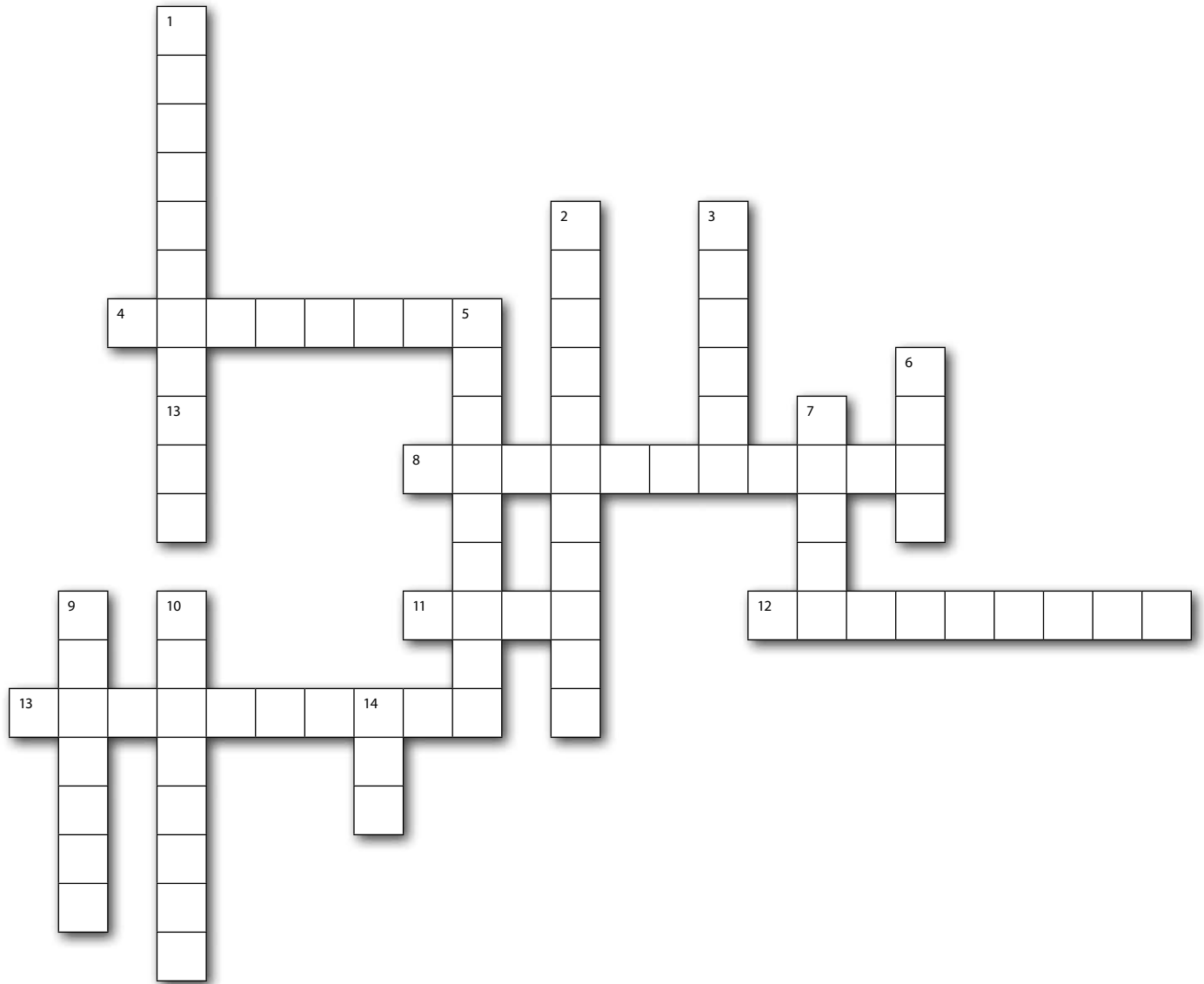
Name _____

Date _____

Activity Page 5.1 (continued)

Use with Chapters 1–5

Domain Vocabulary: Chapters 1–5



Activity Page 6.1

Use with Chapter 6

Native American Reaction to Removal

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

Read the speech, and answer the questions that follow.

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

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

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

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

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

Name _____

Date _____

Activity Page 8.1

Use with Chapter 8

Going West

Going West



Name _____

Date _____

Activity Page 9.1

Use with Chapters 6–9

Domain Vocabulary: Chapters 6–9

Choose words from the box to complete the sentences. You will not use all the words.

Congress	treaty	stockades	swamp	fertile	mission
Roman Catholic religion	buckskin	pack animal	latitude	conscience	

1. The United States _____ passed the Indian Removal Act that forced Native Americans from their land.
2. Settlers built _____ for their animals so the animals would not roam freely.
3. The _____ carried heavy bags on its back during the long journey on the Oregon Trail.
4. The small boy trudged through the soggy ground of the _____.
5. The _____ was built to help spread the _____ to Native Americans.
6. Many people headed to Oregon Country in search of _____ soil to grow crops.
7. The U.S. government broke the _____ it had signed with the Native Americans.
8. The United States and Great Britain decided to divide Oregon Country along a line of _____.
9. The Mountain Man made a shirt and hat out of _____.
10. Supporting the Mexican War went against Henry David Thoreau's _____.

Activity Page 10.1**Use with Chapters 1–10****Whose Line Is It?**

The statements on the right could have been made by the individuals whose names appear on the left.

Match each statement to the person who would most likely have said it.

Terms

- _____ 1. Tecumseh
- _____ 2. President Polk
- _____ 3. Daniel Boone
- _____ 4. Sacagawea
- _____ 5. Meriwether Lewis
- _____ 6. Osceola
- _____ 7. Sam Houston
- _____ 8. Zebulon Pike
- _____ 9. Jim Beckwourth
- _____ 10. General Antonio
López de Santa Anna

Definitions

- a) The journey to the Rocky Mountains has been very difficult, but well worth the trouble. I believe I will name this mountain peak after myself!
- b) Remember the Alamo!
- c) Our only hope is to unite against the white settlers!
- d) I'll fight the white men until the Seminole can stay on their native lands.
- e) This mountain life is hard and lonely. But it is far better than slavery, or living under the scorn of white men in civilized places.
- f) Today I tasted roasted salmon, fresh from the waters of the Pacific. We've made our goal. Now we can report back to President Jefferson.
- g) Today I interpreted the messages of the Shoshone, my people. Soon we will see their leader, my brother!
- h) Mexico has spilled American blood on American soil. This means war.
- i) Well, the crops are in. Goodbye, honey—I'll see you next spring!
- j) Surely these Texans do not believe they can rebel and get away with it!

Answer Key: *Westward Expansion Before the Civil War*

Unit Assessment (pages 82–85)

- A.** 1. c 2. d 3. b 4. b 5. c 6. a 7. b 8. a 9. b
10. d 11. c 12. a 13. a 14. a 15. b 16. c
17. b 18. c 19. b 20. c
- B.** 21. f 22. e 23. h 24. a 25. g 26. c 27. j 28. d
29. b 30. i

Activity Pages

Physical Features of the United States (AP 1.2) (pages 91–92)

1. Erie Canal
2. Appalachian Mountains
3. Great Plains
4. Rocky Mountains
5. Mississippi River and Rio Grande
6. Missouri River
7. north-south

The Lewis and Clark Expedition (AP 2.1) (pages 94–95)

1. Missouri
2. Rocky Mountains

Domain Vocabulary: Chapters 1–5 (AP 5.1) (pages 96–97)

Across

4. flatboat
8. interpreter
11. game
12. territory
13. locomotive

Down

1. self-reliant
2. paddle wheel
3. lumber
5. translate
6. acre
7. stove
9. pioneer
10. frontier
14. inn

Native American Reaction to Removal (AP 6.1) (page 98)

1. Speckled Snake says that Native Americans provided the white settlers with warmth and food.
2. Speckled Snake means that the white man took control of all the land and made himself powerful.
3. The message is that even though Native Americans helped the white man when he came to America, the white man is not thankful. Instead, the white man wants to control the land that belongs to the Native Americans.

Domain Vocabulary: Chapters 6–9 (AP 9.1) (page 100)

1. Congress
2. stockades
3. pack animal
4. swamp
5. mission, Roman Catholic religion
6. fertile
7. treaty
8. latitude
9. buckskin
10. conscience

Whose Line Is It? (AP 10.1) (page 101)

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



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Tecumseh (1768–1813) (coloured engraving), American School, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: Cover C, 12e, 34

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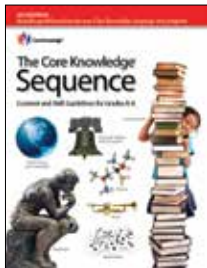
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Westward Expansion Before the Civil War

Core Knowledge History and Geography 5



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