About this Unit: This unit will focus on America during the 1800’s when the country expanded its borders westward.

Sections:
1. Cover Page
2. Introduction Reading
3. Expansion Maps
4. Louisiana Purchase
5. The Manifest Destiny
6. Native American Displacement
7. Mexican American War
8. Gold Rush
9. Oregon Trail

Student Information

Name: _______________________________________

Homeroom: __________________________________

Date Received: ________________________________

Questions? Absent? Missing Work? Check the class website at quaintance.weebly.com or email Mr. Q at squaintance@fahariacademy.org
Introduction: Westward Expansion [Homework]

In this unit, you will learn about how the United States spread west across North America by taking control of **territories**, or large regions of land.

In the 1800s, the lands west of the Mississippi River were claimed by several nations. Many Americans wanted these lands. Some people believed that it was their natural right to take these territories for the United States. They said that expanding westward was the nation's fate.

American leaders used a variety of methods to **annex** or add, territory to the United States. Sometimes they bought land. Sometimes they made agreements with other countries for land. One time, the United States was able to add land after fighting a war. Many Americans thought that expanding the United States was good for the country. But as you will see, it was not good for everyone.

The map above shows the United States’ **acquisitions**, or lands gained, between 1783 and 1853. As you progress through this unit, look back at this map. How did the United States gain control of each territory? What happened to the people who already lived there?

1. During what years was Westward Expansion taking place?

2. What were three ways the United States acquired land?

3. What were the **four** largest acquisitions of Westward Expansion? And what years did they take place? (Use the map).

**Vocabulary** (define the vocab terms)

1. Territories
2. Annex
3. Acquisitions

Name: _______________________________  Date: _______________
Maps: America Before 1803

1. What year is this map from?

2. What shade of grey represents the original 13 colonies? (Dark, medium, or light?)

3. What country controlled the 13 colonies in 1775?

4. Who controlled the dark grey area?

5. Who controlled the light grey area in 1775?

6. What was happening in American in 1775 that is relevant to this map? Please write in full sentences.

7. How might this map change eight years later (1783)? Please write in full sentences.
Maps: America Before 1803 [Finish for Homework]

1. What year is this map from?

2. What shade of grey represents the states? (Dark, medium, or light?)

3. What shade of grey represents the territories? (Dark, medium, or light?)

4. Who controlled the area marked territories?

5. Compare this map to the map on page 3 of your packet. In full sentences, describe the differences.

6. Why did these changes occur? How might these changes have affected the United States?
Introduction: The Louisiana Purchase [Homework]

In 1803, then president of the United States, Thomas Jefferson, bought a huge piece of land; some people thought it extravagant or worthless. It was all the land that France had claimed in North America, and was called Louisiana after a French king—Louis. The Louisiana Purchase cost $15 million, or about four cents an acre, and it doubled the nation's size. Jefferson said it was a vast new "empire for liberty." He wrote, "In seizing [Louisiana I] ... have done an act beyond the Constitution." And in another letter he explained, "But it is incumbent on those ... who accept great charges, to risk themselves on great occasions."

1. What year was the Louisiana Purchase made?

2. Where was the Louisiana Territory located? (Use the map).

3. What did Thomas Jefferson want the Louisiana Purchase Expedition to accomplish?

4. What did Thomas Jefferson mean by, "In seizing [Louisiana I] ... have done an act beyond the Constitution...but it is incumbent on those ... who accept great charges, to risk themselves on great occasions."

Vocabulary (define the vocab terms)

1. Incumbent

Did you know?

A man named York was an important member of the Lewis and Clark team. York was Clark's black slave. The Indians were awed by York; most had never seen a black man before. Indian warriors often painted their bodies with charcoal as a mark of success in battle. So when they saw strong, charcoal-skinned York they thought him the mightiest of men. York was freed when the expedition returned home. He headed back west and is said to have become chief of an Indian tribe.

The new land stretched from the Mississippi River to the Rocky Mountains and maybe beyond. No one was sure how far it went. So someone had to find out what had been bought. How big was the territory, what was it like, and where did it end? The West was as unknown to white men in 1803 as most of outer space is today. Jefferson sent an expedition to investigate. To head the expedition he commissioned his shy personal secretary Meriwether Lewis, a dreamer and lover of science, along with a good-natured, talkative soldier and mapmaker, William Clark. They were to explore the vast reaches of the American West. Jefferson wrote: "The object of your mission is to explore the Missouri River and the water offering the best communication with the Pacific Ocean.... Your observations are to be taken with great pains and accuracy."
**Louisiana Purchase: Thomas Jefferson 1803**

Directions: Before watching the short video about Thomas Jefferson and the Louisiana Purchase, read the questions below so that you know what to look out for. Then answer the questions.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1. In 1790, Thomas Jefferson opposed the creation of the National Bank because...</strong></td>
<td><strong>Note Taking Space</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>It was not expressly authorized by the Constitution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>It failed to benefit his home state of Virginia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Treasury Secretary Hamilton refused to put Washington’s face on the $1 bill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>It symbolized small government</td>
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<tr>
<td><strong>2. When Thomas Jefferson was elected president in 1800, he pledged to ...</strong></td>
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</tr>
<tr>
<td>a.</td>
<td>Purchase the Louisiana Territory</td>
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<tr>
<td>b.</td>
<td>Enlarge the size of the National Bank</td>
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<tr>
<td>c.</td>
<td>Reduce the size and scope of the federal government</td>
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<tr>
<td>d.</td>
<td>Fight Napoleon for the Louisiana Territory.</td>
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<tr>
<td><strong>3. The Louisiana Territory was initially transferred by __________ to __________.</strong></td>
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</tr>
<tr>
<td>a.</td>
<td>France – Spain</td>
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<td></td>
<td></td>
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<tr>
<td>b.</td>
<td>Spain – France</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>France – Italy</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Italy – Spain</td>
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<tr>
<td><strong>4. Thomas Jefferson ultimately justified the Louisiana Purchase as being implied in the Constitution’s...</strong></td>
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<tr>
<td>a.</td>
<td>Judicial power</td>
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<tr>
<td>b.</td>
<td>General welfare clause</td>
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<tr>
<td>c.</td>
<td>Commerce clause</td>
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<tr>
<td>d.</td>
<td>Treaty-making power.</td>
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<tr>
<td><strong>5. The approximate price per acre for the Louisiana Territory was __________.</strong></td>
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</tr>
<tr>
<td>a.</td>
<td>1 cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>3 cents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>5 cents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>7 cents.</td>
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<td></td>
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<tr>
<td><strong>6. Why did the idea of France on its doorstep bother the United States more than Spain on its doorstep?</strong></td>
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<tr>
<td><strong>7. How did Jefferson’s view on the exercise of federal power change between his time as Secretary of State and President?</strong></td>
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</tr>
</tbody>
</table>
**Reading: Louisiana Purchase & Louis, Clark and Sacagawea**

Part I Directions: Before reading your story, source the reading by answering the questions below.

<table>
<thead>
<tr>
<th>1. Who wrote it?</th>
<th>2. What is the author's perspective?</th>
<th>3. When was it written?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Where was it written?</th>
<th>5. Why was it written?</th>
<th>6. Is it reliable? Use 1-2 pieces of supporting evidence. (idk is not an answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Part II Directions: Now read the story and summarize your reading. You will use your summary for your homework.

**Story Summary**

**Five Interesting Points.**

1. 
2. 
3. 
4. 
5. 

Name: ________________________________  Date: ___________
Homework: Why is Sacagawea Important?

In full sentences, explain why Sacagawea is important to American history. Justify your answer with at least two pieces of evidence from your summary of the story.
Comic Strip: Louisiana Purchase

Directions: Using what you know about the Louisiana Purchase, create a comic strip that accurately depicts an event related to it. For example, you might draw a strip about the Louis and Clark expedition, Sacagawea meeting her brother, Thomas Jefferson defending the purchase, Napoleon deciding to sell the territory etc.

Highly Proficient Strips are:

☐ Historically accurate.
☐ Clearly related to the Louisiana Purchase.
☐ Neat and colorful.
☐ Clever (it’s okay to make me laugh!)
☐ Handed in on time. [Due Date: ________________]

Use the space below to outline your comic strip. Do this before starting to draw.
Teacher Comments:

*Final drafts should be done on a separate piece of paper.

Name: _______________________________  Date: ___________
1st Quiz Reflection

1. Your score on the quiz: ________/15_____

2. On what questions did you need to improve?

3. What do you need to do to improve your score?

__________________________________________________________________________

Comic Strip Reflection

1. Check each box that applies to your comic strip.
Highly Proficient comic strips include:
   □ Historically accurate.
   □ Clearly related to the Louisiana Purchase.
   □ Neat and colorful.
   □ Clever (it’s okay to make me laugh!)
   □ Handed in on time. [Due Date: __________________ ]

2. What grade do you think you should receive for your comic strip? (i.e. Highly Proficient, Proficient, Almost Proficient, or Not Yet Proficient)
Introduction: Manifest Destiny [Homework]

When the American Revolution ended in 1783, the original 13 colonies along the Atlantic Coast became the United States. The new nation also gained most of the land that stretched from the colonies to the Mississippi River, which had previously been under British control. Soon, more settlers began moving west into this territory, where only American Indians had lived before. Some settlers wanted to go even farther, across the Mississippi River.

Several nations claimed territories that Americans wanted for themselves. In the Southeast, Spain controlled Florida. France claimed much of the land west of the Mississippi River. Farther west, first Spain and then Mexico controlled huge territories. These territories included the places we know today as Texas, the Southwest, and California. Great Britain still claimed large areas in the Northwest. These included the present-day states of Oregon and Washington. Russia claimed a part of the Northwest, too.

Americans wanted these lands for many reasons. The U.S. population was growing, partly because people from other countries were moving to the United States. Settlers wanted land on which to live and farm. They wanted to work and to build homes. Businesses wanted resources, like wood and minerals, as well as new places to sell their goods. Leaders wanted the United States to be strong—and safe from attacks by other countries.

Americans were proud of their new country. Many Americans believed that it was their natural right to spread their religions, government, and ways of life westward across North America to the Pacific Ocean. In 1845, a newspaper writer called this idea the manifest destiny. The term became popular and is still well known today.

1. What countries controlled land west of the Mississippi River?

2. Why did Americans want more land? Use evidence from the text.

3. Why do you think Americans felt they had a natural right to spread westward?

Vocabulary (define the vocab terms)

1. Manifest Destiny
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>List any people you see.</td>
</tr>
<tr>
<td>2.</td>
<td>List any animals you see.</td>
</tr>
<tr>
<td>3.</td>
<td>List any other objects you see.</td>
</tr>
<tr>
<td>4.</td>
<td>Describe the lighting of the image.</td>
</tr>
</tbody>
</table>

Name: ________________________________  Date: ____________
Directions: Answer each question by looking at the image. Be specific and answer in full sentences.

5. What are the people and animals in the image doing?

6. What is the woman in the center doing?

7. What do you think the central woman represents?

8. In your own opinion, what was the artist trying to convey to his viewers? Use at least two pieces of evidence from the image to support your answer.
Introduction: Native American Conflict [Homework]

The great losers in this westward expansion were the Native American tribes that were displaced, or forced out of their homes as whites moved in. Since the early colonial era, white settlers had forced Native Americans off their land. This increased as whites started moving south and west. At President Andrew Jackson’s urging, the government set aside lands beyond the Mississippi and then persuaded or forced Indians to move there. Of course, few Indians wanted to move. Native Americans tried to resist the U.S. government in several ways, including legal battles in the Supreme Court, assimilating culturally to white ways, and war.

In 1830, Jackson’s supporters in Congress pushed through the Indian Removal Act. It forced many Native Americans to move west of the Mississippi. Whites did not mind turning land over to Indians that they thought was a vast desert. In 1838, the United States Army drove more than 15,000 Cherokees westward. The Cherokees trekked hundreds of miles over a period of several months. Thousands perished during the march. Mostly children and the elderly. The Cherokees’ long, sorrowful journey west became known as the Trail of Tears.

In Florida, the Seminole Indians resisted removal. Led by Chief Osceola, they began fighting the United States Army in 1817. Three wars followed, the last one ending in 1858. The government forced the Seminole leaders and most of their people to leave Florida. In the North there was similar resistance. Sauk and Fox Indians battled U.S. Army troops to maintain control of their land. They were defeated and the resistance collapsed.

1. What was the Indian Removal Act? Who did it affect?

2. What was the Trail of Tears? Who did it affect?

3. The Trail of Tears land route went through what states? (Use the map)

4. What were three ways Native Americans tried to resist displacement?

Vocabulary (define the vocab terms)

1. Displaced
Image & Reading: The Trail of Tears

In 1836, the Cherokee Indians were being forced off their land. President Martin Van Buren sent General Winfield Scott and 7,000 soldiers to expedite the removal process. Scott and his troops forced the Cherokee into stockades at bayonet point while whites looted their homes and belongings. Then, they marched the Indians more than 1,200 miles to Indian territory. Whooping cough, typhus, dysentery, cholera and starvation were epidemic along the way, and historians estimate that more than 5,000 Cherokee died as a result of the journey.

By 1840, tens of thousands of Native Americans had been driven off of their land in the southeastern states and forced to move across the Mississippi to Indian territory. The federal government promised that their new land would remain unmolested forever, but as the line of white settlement pushed westward, “Indian country” shrunk and shrank. In 1907, Oklahoma became a state and Indian territory was gone for good.

1. List any people you see.
2. List any animals you see.
3. List any other objects you see.
4. Describe the lighting of the image.

Name: _________________________________
Date: ______________
Directions: Answer each question by looking at the image. **Be specific** and answer in full sentences.

5. What are the people and animals in the image doing?

6. How are the people dressed?

7. What emotions are present in this image?

8. Using what you know about Native American displacement, explain how a viewer will be able to guess that this painting depicts the Trail of Tears. Use **two pieces of evidence** from the image and earlier readings to support your answer.
Introduction: Oregon Trail & Mormons [Homework]

Americans Move West. In the early 1800s trappers and traders known as mountain men worked to supply the eastern fashion for fur hats and clothing. John Jacob Astor, owner of the American Fur Company, sent mountain men to the Pacific Northwest region that became known as the Oregon Country. At this time Oregon Country was inhabited by Native Americans. However, it was claimed by Russia, Spain, Great Britain, and the United States.

In 1811 Astor Founded Astoria, which was the first major non-Native American settlement in the region, at the mouth of the Columbia River. After a series of treaties, Oregon Country soon became jointly occupied by Great Britain and the United States. Many Americans began to move to the region, most of them following a challenging and dangerous route that became known as the Oregon Trail. It was common for families to band together and undertake the perilous six-month journey in wagon trains.

Mormons Travel West. Joseph Smith founded the Church of Jesus Christ of Latter-day Saints in 1830 in western New York State. Although church membership grew rapidly, the converts, known as Mormons, were dogged by local hostility. To protect his growing community from persecution, Smith led his followers to a series of settlements in Ohio, Missouri, and Illinois. When Smith was murdered by an anti-Mormon mob in 1844, Brigham Young led the Mormons to a desert valley near the Great Salt Lake in what is now Utah. There the Mormons planned and built Salt Lake City and settled the area. By December 1860 the Mormon population of Utah stood at about 40,000.

1. What did mountain men do?

2. What countries claimed the Oregon Country?

3. Where was the first major non-Native American settlement in the west located?

4. Why did Mormon leaders want to move west?

Vocabulary (define the vocab terms)

3. Mountain men: __________________________________________

4. Oregon Trail: ____________________________________________

Name: ____________________________ Date: __________
Non-Fiction Story: Mary Goble: Walking to Zion

Part I Directions: Source the reading.

<table>
<thead>
<tr>
<th>1. Who wrote it?</th>
<th>2. What is the author's perspective?</th>
<th>3. When was it written?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phillip Hoose</td>
<td></td>
<td>2001 (150 years after the story)</td>
</tr>
</tbody>
</table>

4. Where was it written? | 5. Why was it written? | 6. Is it reliable? Use 1-2 pieces of supporting evidence. (idk is not an answer)

United States.

Part II Directions: Now read the story and answer the questions below.

1. What did the Homestead Act of 1862 offer?

2. Why did the Mormons want to move west? Use your previous readings to help with this answer.

3. Between what years did the Mormons move west?

4. What were some challenges of moving west in covered wagon? Describe at least 3.

5. What do you think the most impressive part of the story is? Defend your answer in complete sentences.
Introduction: Gold Rush [Homework]

Before 1840 few Americans settled in California, although there was considerable trade between merchants from Mexico and the United States. However, after Mexico allowed John Sutter to establish a colony in 1839, when gold was discovered in Sutter’s town in 1848, the news spread across the country. During 1849 about 80,000 forty-niners (i.e. migrants who moved out to California in 1949 in search of gold) came to California hoping to strike it rich. Most of them arrived in the small port town of San Francisco. Within a year, the population of San Francisco grew from around 800 to more than 25,000.

Mining methods varied by the time of year and the location of the claim. Placer miners would prospect (i.e. search for gold) by using pans or other devices to wash gold nuggets out of the loose rock and gravel. Richer miners established companies to dig shafts and tunnels. Many individual success stories inspired prospectors. However, the good luck that made some miners wealthy never came to thousands of gold seekers. Most of them found little except misery and debt.

Mining camps sprang up wherever enough people gathered to look for gold. Among the gold seekers were thousands of immigrants from Mexico, China, Europe and South America. Many found that they could earn a living by supplying miners with basic services like cooking, washing clothes, operating boarding houses, or even providing legal services. Biddy Mason and her family, slaves brought to California by a forty-niner from Georgia, gained their freedom and managed to buy some land near the village of Los Angeles. Soon Mason became one of the wealthiest landowners in California.

The forty-niners brought a population explosion and an economic boom to California. It became the 31st state in the Union in 1850. As the gold rush faded, many Californians took to farming and ranching. However, California remained isolated from the rest of the country until the transcontinental railroad was completed in 1869.

1. What country was California part of in 1840?

2. Would mining experience have helped the average forty-niner? Explain your answer using the text above.

3. Who had more “job security,” the miners or the service providers? Why?

4. What consequence of the gold rush made California eligible for statehood?

Vocabulary (define the vocab terms)

6. **Forty-niners:**

7. **Prospect:**

Name: ________________________________

Date: ________________
Gold Rush & Oregon Trail Advertisement

Directions: Using the space below, outline your group’s advertisement. Remember, you are trying to convince Americans to move west. Make sure to include all the perks that go along with Westward Expansion. When you are done with your draft you will make a final copy on a separate sheet of blank paper.

Highly Proficient Work:

- Describes at least 3 benefits to moving west.
- Uses examples from class readings and lessons to describe benefits.
- Lists at least 2 negatives about moving west.
- Offers counter arguments to both negatives.
- Final product is neat and colorful.

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th>Counter Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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</table>
Gold Rush & Oregon Trail Advertisement Rough Draft

*Final drafts should be produced on a separate sheet of paper or a poster.

Teacher Comments:

Name: ________________________________
Date: _______________