Westward Expansion Before the Civil War

Teacher Guide

The Clermont

Sacagawea and baby

Tecumseh

The Oregon Trail
Westward Expansion Before the Civil War

Teacher Guide
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Westward Expansion Before the Civil War
Teacher Guide
Core Knowledge History and Geography™ 5
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.

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

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.

1836
- Texans declared their independence from Mexico.

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- Thousands of Native Americans died along the Trail of Tears.

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- Wagon trains traveled on the Oregon Trail.

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- The Mexican-American War was fought over control of Mexican territory.

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1848–1849
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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.
<table>
<thead>
<tr>
<th>River</th>
<th>Source</th>
<th>Area</th>
<th>Empties Into</th>
<th>Interesting Facts</th>
</tr>
</thead>
</table>
| James      | Botetourt County, Virginia                                            | Virginia                      | Chesapeake Bay             | • 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 | • 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       | • 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              | • 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 | • 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 | • 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 | • 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                       | • 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         | • 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.

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**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
UNIT 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:

<table>
<thead>
<tr>
<th>c. 30,000–c. 15,000 BCE</th>
<th>9,000s BCE</th>
<th>1600s CE</th>
<th>1700s</th>
<th>1800s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td>Intro</td>
<td>Intro</td>
<td>1 Intro</td>
<td>2 2 4 3 5 6 7 6 8 9 10 10</td>
</tr>
</tbody>
</table>

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.
1700s

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

1800s

Introduction

Chapter 2

Chapter 2

Chapter 4

Chapter 3

Chapter 3

Chapter 5

Chapter 5

Chapter 6

Chapter 7

Chapter 7

Chapter 6

Chapter 8

Chapter 9

Chapter 10

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:

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

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:

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

Activity Pages

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

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<tr>
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<tr>
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<tr>
<td>• <em>The Adventures of Tom Sawyer</em> by Mark Twain</td>
<td>Become familiar with the Hudson River School, including:</td>
<td>• “Shenandoah”</td>
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<td>• Thomas Cole, <em>The Oxbow</em></td>
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<td>• Albert Bierstadt, <em>Rocky Mountains, Lander’s Peak</em></td>
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<td>Become familiar with genre painting, including:</td>
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<td>• George Caleb Bingham, <em>Fur Traders Descending the Missouri</em></td>
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<td>• William Sidney Mount, <em>Eel Spearing at Setauket</em></td>
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### 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](http://www.coreknowledge.org/ckhg-online-resources)


# 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

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**CKLA**


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**CKLA**


## Week 3

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**CKLA**

| “The Reformation” |
### Westward Expansion Before the Civil War Pacing Guide

(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**

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**Week 3**

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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

• 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.

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

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.
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 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. By the 1760s, the frontier reached the Appalachian Mountains. But there it became a state just four years later. Tennessee had enough people to become a state. Tennessee moved into the land north of the Ohio River, where American and the 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 were 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

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

- 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

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.

**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.

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.
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

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.
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

• 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.
CHAPTER 3 | NATIVE AMERICANS RESIST

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.

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.
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.

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.

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.
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.
CHAPTER 4

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

- 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.

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

*Variation(s):* paddle wheels

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**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.
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.

“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.
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

- 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
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. 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 waterway that would connect Lake Erie with the Hudson River?

Guided Reading Supports for “Canals and Railroads”

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.

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 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.

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.
**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.

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**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.
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

**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

• 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.

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**THE CORE LESSON** 35 MIN

**Introduce “Land, Land, and More Land”**

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”**

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.
Forced Migration

During the late 1700s and early 1800s, Native Americans who lived north of the Ohio River lost their lands. The War of 1812 weakened their ability to resist. By 1830, most Native Americans in the East had moved to areas west of the Mississippi.

Still, nearly one hundred tribes remained on land that settlers wanted. It was a time when some people did not understand or accept the rights of Native Americans. The United States was growing in size and wealth. The government passed the Indian Removal Act in 1830, by only three votes. Afterwards, people sent petitions to Congress protesting the new law.

The Indian Removal Act said that the Native Americans must leave their homes and move west of the Mississippi. They were to make their new homes in an “Indian Territory” set aside for them in present-day Oklahoma. Five tribes—the Choctaw, Creek (or Muscogee), Cherokee, Chickasaw, and Seminole—decided to resist. Five Tribes

Knowing that fighting against the U.S. Army was a losing battle, five Native American tribes in the southeastern United States decided on a different strategy. These tribes—the Five Tribes—decided to sign treaties. Citizens and lawmakers believed that Native Americans who signed treaties were giving up their land.

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

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.
enslaved workers who had run away. and forested areas of Florida. They were often joined there by
not extend to Native Americans or African Americans. destiny. Sadly, at this point in history, this vision of freedom did
America’s march to the Pacific Ocean was fated to happen, or
By that, they meant that it was obvious to all, or manifest, that
United States? One reason was the need for
What caused the rapid expansion of the
Manifest Destiny
Mountains and the Pacific Ocean.
Country, the area north of California, between the Rocky
In 1783, the United States won its independence from Great Britain
an area four or five times larger than Great Britain, and for only
the Atlantic Coast to the Appalachian Mountains. That was already
The Rapid Growth of a New Nation

The Seminole fought on bravely, but they
not allowed to leave the army fort. After a few months, Osceola’s
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
determined to not be forced to move again.
Osceola [ahs*ee*oh*luh/]. As a boy, Osceola and his mother had
send them to Indian Territory.

In 1821, the United States gained Florida from Spain. Within a few
years, the government tried to contain the Seminole and
were eventually defeated and sent to Indian
The Seminole remained sick out the war, and

The Rapid Growth of a New Nation

In order to expand their country's boundaries, Americans said, they would
be "extending the area of freedom" and bringing the blessings of
expanding their country's boundaries, Americans said, they would

in the East. The population was also rapidly increasing.
Growing tobacco, as well as other crops, took up most of the land
of ten Americans made a living by farming.

The United States of America grew rapidly in a short amount of time.

The Rapid Growth of a New Nation

The United States had grown almost as large as the continent of Europe,
and gained all the land between the Appalachian Mountains and
and lost to the other parts of the North American continent. One area
about other parts of the North American continent. One area

The United States 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.

This view of the land was at odds with the Native American view that
could not be "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.

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.
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.
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

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

- 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
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”

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

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.

“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.
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.
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

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.
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

• 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.
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.

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**“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.
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.
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.

**EVALUATIVE**—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.
**“Oregon Country Is Divided,” Page 67**

**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)

**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

• 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.
The Core Lesson 35 min

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.
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.

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

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.

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**“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.
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**

**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.

**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.
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)**

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.
CHAPTER 10

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.
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.
Activity Page

AP 8.1

Page 80

Page 81

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.
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

**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](http://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

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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](http://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.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ 21. mission</td>
<td>a) a sense or belief a person has that a certain action is right or wrong</td>
</tr>
<tr>
<td>______ 22. frontier</td>
<td>b) one of the first people to settle in a region</td>
</tr>
<tr>
<td>______ 23. latitude</td>
<td>c) a place where travelers can pay to eat and sleep</td>
</tr>
<tr>
<td>______ 24. conscience</td>
<td>d) to leave one country to settle permanently in another</td>
</tr>
<tr>
<td>______ 25. interpreter</td>
<td>e) where newly settled areas meet unsettled, but not necessarily uninhabited, areas</td>
</tr>
<tr>
<td>______ 26. inn</td>
<td>f) a settlement built for the purpose of converting Native Americans to Christianity</td>
</tr>
<tr>
<td>______ 27. treaty</td>
<td>g) a person who translates from one language to another</td>
</tr>
<tr>
<td>______ 28. emigrate</td>
<td>h) the distance between the equator and a place north or south of the equator; measured in degrees</td>
</tr>
<tr>
<td>______ 29. pioneer</td>
<td>i) a railroad engine</td>
</tr>
<tr>
<td>______ 30. locomotive</td>
<td>j) a formal agreement between two or more groups, especially countries</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Type of Transportation</th>
<th>Impact of Westward Expansion</th>
</tr>
</thead>
</table>
| **Railroad**            | • No limit to where tracks could run  
                          | • Could run during the winter  
                          | • Fastest form of travel at the time |
| **Canals**              | • Made it possible to travel long distances over water  
                          | • Connected major waterways |
| **Steamboat**           | • 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.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Average</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Adequate</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Inadequate</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
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.
**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.

<table>
<thead>
<tr>
<th>Type of Transportation</th>
<th>Impact of Westward Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Railroad</td>
<td>• Could run during the winter</td>
</tr>
<tr>
<td>Canals</td>
<td></td>
</tr>
<tr>
<td>Steamboat</td>
<td></td>
</tr>
</tbody>
</table>
Study the map. Then, use it to answer the questions that follow.
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?
The Lewis and Clark Expedition

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

Name ___________________________ Date ________________

Activity Page 2.1 Use with Chapter 2

- Lewis and Clark's western Route
- Lewis and Clark's return Route
- Oregon Country
- Louisiana Purchase
- Jordan River
- Mississippi River
- Missouri River
- Rocky Mountains
- Continental Divide
- Santa Fe
- Pikes Peak
- Gulf of Mexico
- Atlantic Ocean
- Pacific Ocean
- Canada (Great Britain)
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.
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.

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
Activity Page 5.1 (continued)  Use with Chapters 1–5

Domain Vocabulary: Chapters 1–5
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?
Activity Page 8.1

Going West

Use with Chapter 8
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)

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. flatboat</td>
<td>1. self-reliant</td>
</tr>
<tr>
<td>8. interpreter</td>
<td>2. paddle wheel</td>
</tr>
<tr>
<td>11. game</td>
<td>3. lumber</td>
</tr>
<tr>
<td>12. territory</td>
<td>5. translate</td>
</tr>
<tr>
<td>13. locomotive</td>
<td>6. acre</td>
</tr>
<tr>
<td></td>
<td>7. stove</td>
</tr>
<tr>
<td></td>
<td>9. pioneer</td>
</tr>
<tr>
<td></td>
<td>10. frontier</td>
</tr>
<tr>
<td></td>
<td>14. inn</td>
</tr>
</tbody>
</table>

**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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