



Growth of the New Nation

Teacher Guide

Battle of New Orleans



Sacagawea, Lewis, and Clark

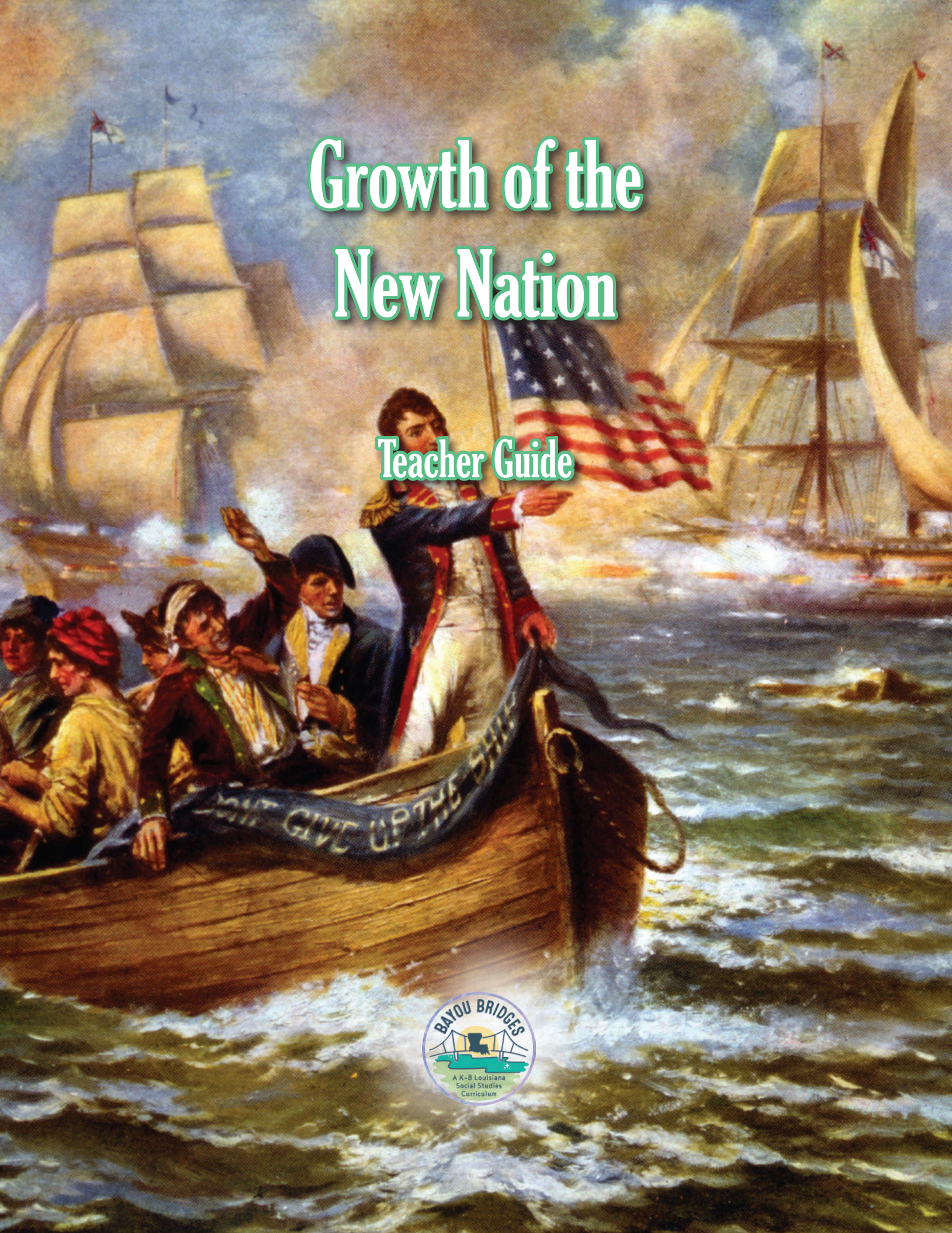


New Orleans in the 1800s



Growth of the New Nation

Teacher Guide



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2024 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-146-0



GROWTH OF THE NEW NATION



Table of Contents

	Introduction	1
	<i>Growth of the New Nation</i> Sample Pacing Guide.....	12
01	TOPIC: Early Growth of the Nation.....	16
02	TOPIC: Louisiana’s Territorial Period and Statehood.....	24
03	TOPIC: The War of 1812 and the Era of Good Feelings....	31
	Teacher Resources.....	41

Growth of the New Nation
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 7

Introduction

ABOUT THIS UNIT

The Big Idea

In the early days of the United States, the country grew in size and population and engaged in a major conflict: the War of 1812.

As the 1800s dawned on the young United States, the country grew substantially with the Louisiana Purchase of 1803. President Thomas Jefferson dispatched several groups to explore this new land. The Louisiana Territory was soon divided into two parts. One of these parts, the Territory of Orleans, eventually became the state of Louisiana. Around the same time, the United States fought the War of 1812 with Great Britain. This conflict engendered a spirit of nationalism that encouraged Americans to continue to expand their country's size and influence.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- unanimous election of George Washington as the first president of the United States in 1789
- precedents set by Washington’s presidency
- formation of the nation’s first political parties
- establishment of judicial circuits
- Whiskey Rebellion
- new capital city of Washington, D.C.
- events of the XYZ Affair
- significance of the Alien and Sedition Acts
- events and effects of the election of 1800
- causes and effects of the Louisiana Purchase
- *Marbury v. Madison’s* establishment of the Supreme Court’s power of judicial review

What Students Need to Learn

- Daniel Boone’s construction of the Wilderness Road
- exploration of the northern Louisiana Territory by the Lewis and Clark expedition
- exploration of the southern Louisiana Territory by the Dunbar-Hunter and Red River expeditions
- border disputes between the United States and Spain
- Louisiana’s path to statehood
- causes, events, and consequences of the War of 1812
- Henry Clay’s American System
- Monroe Doctrine
- *McCulloch v. Maryland* and *Gibbons v. Ogden* Supreme Court decisions and their implications

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1775 to 1824.

1775	The Wilderness Road makes it easier for settlers to move into the Ohio River valley.
1803	President Thomas Jefferson negotiates the purchase of the Louisiana Territory from France.
1804	The Louisiana Territory is divided into the District of Louisiana and the Territory of Orleans.
1804–5	The Dunbar-Hunter expedition explores the Ouachita River.
1804–6	Lewis and Clark’s Corps of Discovery explores the Louisiana Territory and beyond.
1806	The Red River expedition attempts to survey the river and establish the southwestern border of the Louisiana Territory.
1806	Spanish and American military leaders create the Neutral Ground between Spanish Texas and Louisiana.
1807	The Embargo Act prohibits U.S. trade with Great Britain and France.
1809	James Madison becomes the fourth president of the United States.
1810	The United States annexes the former Spanish colony of West Florida.
1811	Charles Deslondes leads the German Coast Uprising.
1812	Louisiana writes its first constitution and is admitted as the eighteenth state in the Union.
1812	The United States declares war against Great Britain.
1814–15	The Treaty of Ghent, signed in December 1814 and ratified in February 1815, ends the War of 1812.

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

1815	Andrew Jackson and Jean Lafitte defeat a British invasion of New Orleans.
1817	James Monroe becomes the fifth president of the United States.
1819	The Adams-Onís Treaty gives Florida to the United States and establishes the western border of the Missouri Territory.
1819	In <i>McCulloch v. Maryland</i> , the U.S. Supreme Court uses the Necessary and Proper Clause in the Constitution to extend Congress's powers and confirms the Constitution as "the supreme law of the land."
1823	In the Monroe Doctrine, the United States promises not to intervene in any European colony in the Western Hemisphere and warns Europe against future involvement and intervention in the hemisphere.
1824	In <i>Gibbons v. Ogden</i> , the U.S. Supreme Court holds that only the federal government has the power to regulate interstate commerce.

While the topic of slavery is not a primary focus in this unit, students will read and learn about the roles of enslaved people in events of this time period. When you encounter references to slavery, you may want to note that today, we recognize that slavery is a cruel and inhumane practice. In earlier eras of history and in different societies, however, slavery was a generally accepted practice.

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

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

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

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

AT A GLANCE

The most important ideas in Unit 2 are:

- Three major expeditions—Lewis and Clark, Dunbar-Hunter, and Red River—explored the Louisiana Territory following the Louisiana Purchase.
- The Louisiana Territory was divided into the District of Louisiana and the Territory of Orleans.
- The Territory of Orleans became the state of Louisiana.
- The United States and Great Britain fought the War of 1812, which ended as a modest American success.
- The period after the War of 1812 was known as the Era of Good Feelings because of the peace and growth of the nation.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

Growth of the New Nation Student Volume—three chapters.

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

Growth of the New Nation Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of the *Growth of the New Nation* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 41.

- The Chapter Assessments test knowledge of each chapter's content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

Growth of the New Nation Timeline Card Slide Deck—twenty individual images depicting significant events and individuals related to the growth of the early United States. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

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

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1775



Chapter 1

1803



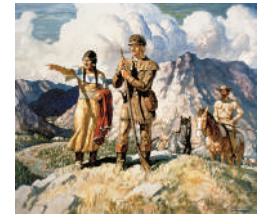
Chapter 1

1804



Chapter 2

1804–6



Chapter 1

1804–5



Chapter 1

1806



Chapter 2

1806



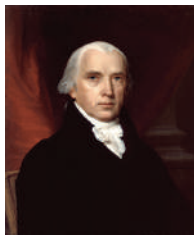
Chapter 2

1807



Chapter 3

1809



Chapter 3

1810



Chapter 2

1811



Chapter 2

1812



Chapter 2

1812



Chapter 3

1814-15



Chapter 3

1815



Chapter 3

1817



Chapter 3

1819



Chapter 3

1823



Chapter 3

1819



Chapter 3

1824



Chapter 3

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 2 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. Each chapter discusses a different part of the growth of the United States, with a specific focus on events that occurred in Louisiana. These events are described as they relate to each other rather than when they occurred, which is reflected in the timeline.

Understanding References to Time in the *Growth of the New Nation* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Corps of Discovery explored the Louisiana Territory from 1804 to 1806, but James Madison became president in 1809.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?

6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Growth of the New Nation* unit is one of six history and geography units in the Grade 7 Bayou Bridges Curriculum Series. A total of twenty-five days has been allocated to the *Growth of the New Nation* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 7 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Learning Lab

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

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

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

Turn and Talk

After each section of the chapter is read, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Talk It Over


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

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

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

Building Reading Endurance and Comprehension

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

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

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

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

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

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

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

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

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

Chapter	Framing Question
---------	------------------

1	How did the United States expand in the late 1700s and early 1800s?
2	What were the characteristics of Louisiana’s territorial period?
3	How did the United States grow and change during the Era of Good Feelings?

Core Vocabulary

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

Chapter	Core Vocabulary
---------	-----------------

1	expedition, interpreter, Continental Divide
2	annex, bayou
3	blockade, infrastructure, partisanship, intervene


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 58–62. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–3—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 3—Major Battles and Events of the War of 1812 (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

- Berton, Pierre. *The Battles of the War of 1812*. Markham, Ontario: Fitzhenry & Whiteside, 2006.
- Bohner, Charles H. *Bold Journey: West with Lewis and Clark*. New York: Clarion Books, 2004.
- Bruchac, Joseph. *Sacajawea*. New York: Clarion Books, 2008.
- Burgan, Michael. *The Louisiana Purchase: From Independence to Lewis and Clark*. Chicago: Heinemann Library, 2007.
- Greenblatt, Miriam. *War of 1812*. Edited by John Stewart Bowman. *America at War*. New York: Facts on File, 2003.
- Hale, Nathan. *Blades of Freedom: A Tale of Haiti, Napoleon, and the Louisiana Purchase*. New York: Amulet Books, 2020.
- Jones, Landon Y., ed. *The Essential Lewis and Clark*. New York: Ecco, 2002.
- Kramer, Sydelle. *Who Was Daniel Boone?* New York: Grosset & Dunlap, 2006.
- Landau, Elaine. *The Louisiana Purchase: Would You Close the Deal?* Berkeley Heights, NJ: Enslow Publishers, 2008.
- McNamee, Libby. *Dolley Madison and the War of 1812: America's First Lady*. Richmond, VA: Sagebrush Publishing, 2021.
- Radomski, Cassandra. *Mr. Madison's War: Causes and Effects of the War of 1812*. New York: Capstone Press, 2013.
- Rubin, Susan. *Jean Laffite: The Pirate Who Saved America*. New York: Abrams, 2012.
- Schwartz, Heather. *The War of 1812: By the Dawn's Early Light*. Huntington Beach, CA: Teacher Created Materials, 2017.
- Smith, Robert. *The Lewis & Clark Expedition and the Louisiana Purchase*. Spotlight on America. Westminster, CA: Teacher Created Resources, 2003.
- Worth, Richard. *Louisiana, 1682–1803*. *Voices from Colonial America*. Washington, D.C.: National Geographic, 2005.
- Zimmerman, Dwight. *Tecumseh: Shooting Star of the Shawnee*. New York: Union Square Kids, 2010.

GROWTH OF THE NEW NATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

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

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Growth of the New Nation

<p>"Early Growth of the Nation" Core Lesson (TG & SV, Chapter 1)</p>	<p>"Primary Source: Meriwether Lewis's Report to Thomas Jefferson (1806)" and "Primary Source: To Thomas Jefferson from George Hunter, August 2, 1803" (TG & SV, Chapter 1, AP 1.2)</p>	<p>Chapter 1 Learning Lab</p>	<p>"The Lewis and Clark Expedition: Documenting the Uncharted Northwest" (TG, Chapter 1 Additional Activities)</p>	<p>"The Lewis and Clark Expedition: Documenting the Uncharted Northwest" (TG, Chapter 1 Additional Activities)</p>
--	---	-------------------------------	--	--

Week 2

Day 6


Day 7

Day 8

Day 9

Day 10

Growth of the New Nation

<p>Chapter 1 Assessment</p>	<p>"Louisiana's Territorial Period and Statehood" Core Lesson (TG & SV, Chapter 2)</p>	<p>"Primary Source: Excerpt from Governor Claiborne's Proclamation (1803)" and "Primary Source: Excerpt from the Constitution of the State of Louisiana, 1812" (TG & SV, Chapter 1, AP 1.2)</p>	<p>Chapter 2 Learning Lab</p>	<p> "PRIMARY SOURCE ACTIVITY: Louisiana Joins the United States" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.2)</p>
-----------------------------	--	---	-------------------------------	---

Week 3

Day 11


Day 12

Day 13

Day 14

Day 15

Growth of the New Nation

<p> "PRIMARY SOURCE ACTIVITY: The German Coast Uprising" (TG, Chapter 2 Additional Activities, NFE 2, AP 1.2)</p>	<p>Chapter 2 Assessment</p>	<p>"The War of 1812 and the Era of Good Feelings" Core Lesson (TG & SV, Chapter 3)</p>	<p>"The War of 1812 and the Era of Good Feelings" Core Lesson (TG & SV, Chapter 3) "Domain Vocabulary: Chapters 1–3" (TG, Chapter 3 Additional Activities, AP 3.2)</p>	<p>"Primary Source: 'Defence of Fort M'Henry' ('The Star-Spangled Banner') by Francis Scott Key" and "Primary Source: The Monroe Doctrine (1823)" (TG & SV, Chapter 3, AP 1.2)</p>
--	-----------------------------	--	---	--

Week 4

Day 16




Day 17

Day 18

Day 19

Day 20

Growth of the New Nation

<p>Chapter 3 Learning Lab</p>	<p> "PRIMARY SOURCE ACTIVITY: <i>McCulloch v. Maryland</i> (1819)" (TG, Chapter 3 Additional Activities, NFE 1, AP 1.2)</p>	<p>"Map of the War of 1812" (TG, Chapter 3 Additional Activities, AP 3.1)</p>	<p> "PRIMARY SOURCE ACTIVITY: Proclamation by Andrew Jackson, December 1814" (TG, Chapter 3 Additional Activities, NFE 2, AP 1.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: The Battle of New Orleans from Two Points of View" (Lesson 3 only) (TG, Chapter 3 Additional Activities)</p>
-------------------------------	--	---	---	---

Week 5

Day 21


Day 22

Day 23

Day 24

Day 25

Growth of the New Nation

<p> "PRIMARY SOURCE ACTIVITY: Andrew Jackson to James Monroe on the Battle of New Orleans, 1815" (TG, Chapter 3 Additional Activities, NFE 3, AP 1.2)</p>	<p>"The Battle of Fort McHenry and the Star-Spangled Banner" (TG, Chapter 3 Additional Activities)</p>	<p>Chapter 3 Assessment</p>	<p>Unit 2 Performance Task Assessment</p>	<p>Unit 2 Performance Task Assessment</p>
--	--	-----------------------------	---	---

GROWTH OF THE NEW NATION PACING GUIDE

_____ 's class

(A total of twenty-five days has been allocated to the *Growth of the New Nation* unit in order to complete all Grade 7 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Growth of the New Nation

--	--	--	--	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Growth of the New Nation

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Growth of the New Nation

--	--	--	--	--

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Growth of the New Nation

--	--	--	--	--

Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Growth of the New Nation

--	--	--	--	--

TOPIC: Early Growth of the Nation

The Framing Question: How did the United States expand in the late 1700s and early 1800s?

Primary Focus Objectives

- ✓ Explain how and why Americans began moving west in the late 1700s and early 1800s. (7.4, 7.8.g, 7.8.h)
- ✓ Describe the goals and achievements of the Lewis and Clark expedition. (7.4, 7.8.h)
- ✓ Describe the goals and achievements of the Dunbar-Hunter expedition. (7.4, 7.8.h)
- ✓ Describe the goals and achievements of the Red River expedition. (7.4, 7.8.h)
- ✓ Understand the meaning of the following domain-specific vocabulary: *expedition*, *interpreter*, and *Continental Divide*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Early Growth of the Nation”:

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

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- Internet access
- capability to display Internet in the classroom
- map of U.S. territorial gains
- map of the United States in 1789–90

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

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

Core Vocabulary (Student Volume page numbers listed below)

expedition, n. a special journey taken by a group that has a clear purpose or goal (5)

Example: With a mandate from President Jefferson, Lewis and Clark set out on an expedition to explore the Louisiana Territory.

Variations: expeditions

interpreter, n. a person who translates from one language to another (7)

Example: Sacagawea acted as an interpreter for Lewis and Clark so they could speak with other Native Americans they encountered.

Variations: interpreters, interpretation (n.), interpret (v.)

Continental Divide, n. the high line in the Rockies from which water flows east on one side and west on the other (8)

Example: The Continental Divide is an important geographical feature of the western United States.

THE CORE LESSON 35 MIN


Introduce *Growth of the New Nation* Student Volume

5 MIN

Distribute copies of the *Growth of the New Nation* Student Volume. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the maps of territories of the United States, pictures of the exploratory expeditions and battles, portraits of important historical figures, and the journal page written by William Clark.

Introduce “Early Growth of the Nation”

5 MIN

 Introduce the chapter by displaying the map of U.S. territorial gains and pointing out the original thirteen colonies/states. Note the westward spread from the original border to the Mississippi River and then the acquisition of the Louisiana Purchase. Explain that in this chapter, students will read about the migration of settlers into the Ohio River valley and the exploration of the Louisiana Purchase.

Call students’ attention to the Framing Question. Tell students to look for details about how the United States grew during the late 1700s and early 1800s.

Guided Reading Supports for “Early Growth of the Nation”

25 MIN

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


“Moving West,” pages 2–3

Scaffold understanding as follows:

Invite volunteers to read the section on pages 2–3 aloud.

SUPPORT—Explain that the frontier moved as more people moved west and settled.

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

 **LITERAL**—Where did the frontier lie in the 1760s? (7.4)

- » In the 1760s, the frontier reached the Appalachian Mountains.


LITERAL—Was the area west of the Appalachian Mountains uninhabited at this time? (7.2)

- » No, at this time many Native Americans lived west of the Appalachian Mountains, on land their nations had lived on for thousands of years.

“The Wilderness Road,” pages 4–5

Scaffold understanding as follows:

Have students read the section on pages 4–5 with a partner.

 **SUPPORT**—Display a map of the United States in 1789–90, and remind students what they learned about the Northwest Territory/Northwest Ordinance. Kentucky was the first state west of the Appalachian Mountains, made up of land ceded from Virginia, and followed the process for admitting new states outlined in the Northwest Ordinance of 1787.

After students read the text, ask the following questions:

EVALUATIVE—How did Daniel Boone and his crew make westward expansion possible? (7.4, 7.8)

- » Daniel Boone and his crew found a narrow pass that became known as the Cumberland Gap, and they created the Wilderness Road, which made it easier for settlers to move west.

LITERAL—What two ways did people move west in the 1700s? (7.4)


- » They went over land through the Cumberland Gap and by water on the Ohio River.

“Lewis and Clark Explore the Louisiana Purchase,” pages 5–9

Scaffold understanding as follows:

Read the first six paragraphs of the section on pages 5–7 aloud.

CORE VOCABULARY—Point out the vocabulary terms *expedition* and *interpreter*, and explain their meanings.

 **SUPPORT**—Call students’ attention to the map on page 6. Have volunteers point out the Louisiana Purchase, the Mississippi River, the Missouri River, the Great Continental Divide, and St. Louis. Explain that many pioneers began their journeys in St. Louis, Missouri, because it is located where the Missouri and Mississippi Rivers meet. Refer back to these locations and point them out as you read about them in the text. (7.5)

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

SUPPORT—Sacagawea was kidnapped by a Hidatsa war party at age twelve and later became Charbonneau’s wife. The Hidatsa are one of many Native American peoples who lived in the territory of the Louisiana Purchase.

Invite volunteers to read the remainder of the section on pages 8–9.

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

SUPPORT—Inform students that the expedition encountered the Shoshone people during their journey. They met with the chief, who was Sacagawea’s brother. The siblings were pleased to be reunited.

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

LITERAL—What were the goals of the expedition across the Louisiana Territory? (7.8.g, 7.8.h)

- » The goals of the expedition were to determine if there was a way to cross the Rockies and to determine if there was a way to reach the Pacific Ocean by water.

LITERAL—Who was Sacagawea? (7.2)

- » Sacagawea was a Shoshone woman who helped guide the Lewis and Clark expedition.

INFERENTIAL—How might the Corps of Discovery have felt upon reaching the Pacific Ocean? (7.2)

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

“Other Explorations,” pages 9–11

Scaffold understanding as follows:

Have students read the section on pages 9–11 independently.

SUPPORT—Thomas Jefferson commissioned a total of four expeditions. The fourth expedition sent Zebulon Pike to explore the Rocky Mountains (hence the name Pikes Peak).

Note: Ouachita is pronounced (/wah*shee*tuh/). Say the name aloud, and have students repeat it.

SUPPORT—The hot springs the Dunbar-Hunter expedition explored are in and around present-day Hot Springs, Arkansas. Hot Springs National Park, established in 1921, has been a destination for healing for Indigenous peoples for thousands of years.

SUPPORT—Dunbar registered temperatures from the thermal hot springs between 130 and 150 degrees Fahrenheit (54–66°C).

SUPPORT—The Red River expedition received twice the funding of the Corps of Discovery.

SUPPORT—Explain that the French were not the only ones claiming the Louisiana Territory. The Spanish contested the sale of the Louisiana Territory to the United States, claiming that some of the territory belonged to them and that France had no right to sell it. Jefferson knew that he was sending the expedition close to and perhaps into Spanish territory (the Red River runs along the border of Texas) and instructed Custis and Freeman to turn around if they ran into any issues with the Spanish.

After students read the text, ask the following questions:

LITERAL—Who had William Dunbar done survey work for before setting out on the expedition for Thomas Jefferson? (7.2, 7.8.g, 7.8.h)

- » He had surveyed land for Spain’s government.

EVALUATIVE—How were the Lewis and Clark, Dunbar-Hunter, and Red River expeditions similar and different? (7.2, 7.3, 7.4, 7.8.g, 7.8.h)

- » All three expeditions traveled along rivers and included making notes about plants and wildlife in the region. The Lewis and Clark expedition was different from the others in that they reached the destination they originally set out for. The Dunbar-Hunter expedition was different from the others in that they frequently had to carry their supplies over land because their boats were too large. The Red River expedition was different from the others because they encountered hostile Spanish troops.

“A Growing Country,” page 11

Scaffold understanding as follows:

Read the section on page 11 aloud.

SUPPORT—Students will learn more about challenges to economic expansion from the British in Chapter 3 and more about the effects of westward expansion on Native Americans in the next unit.

After reading the text, ask the following questions:

INFERENTIAL—Why did more and more settlers move west? (7.2)

- » The land east of the Appalachian Mountains was becoming crowded.

EVALUATIVE—Which groups of people were negatively impacted when settlers moved west in greater numbers? How were they negatively impacted? (7.2, 7.7.a, 7.7.b, 7.7.c)

- » Native Americans were negatively impacted. Greater numbers of settlers brought increased pressure on the homes and livelihoods of Native American groups, leading to conflict and displacement.

Primary Source Feature: “Meriwether Lewis’s Report to Thomas Jefferson (1806),” page 12

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 12.

Introduce the source by reviewing what students read about the Lewis and Clark expedition. Explain that in addition to keeping journals during the expedition, Lewis also submitted a written report to President Jefferson at the end of the expedition. This source is an excerpt from that report.

Invite a volunteer to read the italicized introductory text aloud.

Read the source aloud as students follow along.

SUPPORT—List the following words from the source on the board or chart paper, and have students identify the correct modern spellings:

- enterprize (enterprise)
- rout (route)
- skelitons (skeletons)
- frind (friend)
- colligue (colleague)
- sperits (spirits)
- rispect (respect)

After reading the source, ask the following questions:

LITERAL—How long did Lewis believe it would be before people would follow the route he explored easily? (7.2, 7.6.a, 7.8.h)

- » He believed it would be ten or twelve years.

EVALUATIVE—How did Lewis view Clark’s contributions to the expedition? (7.2, 7.6.a, 7.6.b, 7.8.h)

- » Lewis thought that Clark was a very valuable member and the success of the expedition should be credited to him.

INFERENTIAL—Why might Lewis have asked the Mandan chief to come with him to Washington? (7.2, 7.6.a, 7.6.b, 7.8.h)

- » The chief knew the area very well and could answer President Jefferson’s questions about it. He also could establish diplomatic relations between the United States and the Mandan people.

Activity Page




AP 1.2

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

Primary Source Feature: “To Thomas Jefferson from George Hunter, August 2, 1803,” page 13

Scaffold understanding as follows:

-  **Background for Teachers:** George Hunter moved to America from Scotland in 1774, settling in Philadelphia. Hunter fought in the American Revolution and made a living as a surgeon, apothecary, and chemist. He was also an explorer. In 1796 and 1802, he made journeys to the West, visiting Kentucky, the Illinois country, and St. Louis. In 1804, Thomas Jefferson named him to join William Dunbar in an expedition to explore the Red and Arkansas Rivers. Circumstances limited Dunbar and Hunter to a brief exploration of the Ouachita River from October 1804 to January 1805, but their findings provided the first published accounts of American explorations in the newly acquired Louisiana Territory.

Direct students to the Primary Source Feature on page 13.

Introduce the source by reviewing what students read about the Hunter-Dunbar expedition. Explain that this letter was written before the expedition itself began. George Hunter was introducing himself and offering his services to the president.

Invite a volunteer to read the italicized introductory text aloud.

Read the source aloud as students follow along.

After reading the source, ask the following questions:

LITERAL—What are the reasons Hunter mentions for the expedition? (7.6, 7.6.a, 7.8.g, 7.8.h)

- » Hunter mentions several reasons: to fix a permanent border with Spanish territory, to assess the value of the land, and to identify valuable natural resources.

LITERAL—What skills does Hunter mention that he thinks will make him useful to an expedition? (7.6, 7.6.a, 7.8.h)

- » Hunter mentions his knowledge of the languages and cultures of the French and Spanish, his knowledge of minerals and chemistry, his willingness to follow orders, and his previous experience as an explorer.

EVALUATIVE—What does Hunter’s letter show about how some people viewed the Louisiana Purchase? (7.6, 7.6.a, 7.7, 7.7.a, 7.8.h)

- » Hunter’s letter shows that some people viewed the Louisiana Purchase as an opportunity to explore and to expand the country’s reach and wealth. It may also be said to show that it provided an exciting opportunity for people who wished to adventure in the new territory.

Activity Page



AP 1.2



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

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

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (7.1)
- Review and discuss the Framing Question: “How did the United States expand in the late 1700s and early 1800s?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the United States expand in the late 1700s and early 1800s?”
 - » Key points students should cite include: Daniel Boone and his team cleared the Cumberland Gap, allowing more people to move west; Lewis and Clark explored the upper Louisiana Territory, establishing relationships with Native American groups and forging a path to the Pacific Ocean; the Dunbar-Hunter and Red River expeditions explored the lower Louisiana Territory.
- Choose two of the Core Vocabulary terms (*expedition*, *interpreter*, or *Continental Divide*), and write a sentence using the terms.

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

Activity Page

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



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

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

TOPIC: Louisiana's Territorial Period and Statehood

The Framing Question: What were the characteristics of Louisiana's territorial period?

Primary Focus Objectives

- ✓ Describe the issues of sharing a border with Spanish territories that affected Louisiana. (7.2, 7.3, 7.4, 7.8.g, 7.8.h)
- ✓ Explain how the diversity of Louisiana's population presented a challenge for governing the region. (7.2, 7.8.g, 7.9.e)
- ✓ Explain how the legacy of French and Spanish rule presented a challenge for governing the region. (7.2, 7.8.g, 7.9.e)
- ✓ Describe how Louisiana gained statehood. (7.2, 7.9.e)
- ✓ Understand the meaning of the following domain-specific vocabulary: *annex* and *bayou*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Louisiana's Territorial Period and Statehood":

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

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)

Core Vocabulary (Student Volume page numbers listed below)

annex, v. to take over territory (16)

Example: The United States wanted to annex West Florida, which would expand the country's borders.

Variations: annexes, annexing, annexed, annexation (n.)

bayou, n. a marshy body of water that connects to a lake or river (18)

Example: The bayou provided places to hide, as it was connected to many rivers and lakes.

Variations: bayous

THE CORE LESSON 35 MIN

Introduce “Louisiana’s Territorial Period and Statehood”

5 MIN

Review what students read in the previous chapter. Explain that once the Louisiana Territory was acquired, it had to be integrated into the United States. Congress had established a precedent for how that worked: organizing the area into territories and then, once a certain population level was reached and other requirements were met, admitting a territory as a state. In this chapter, students will read about Louisiana’s experience with that process.

Call students’ attention to the Framing Question. Tell students to look for details that describe Louisiana during its territorial period.

Guided Reading Supports for “Louisiana’s Territorial Period and Statehood” 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.


“Opportunities and Challenges,” pages 14–17

Scaffold understanding as follows:

Have students read the section on pages 14–17 with a partner.

SUPPORT—Remind students that Louisiana, especially the area around New Orleans, had a population of French people, Spanish people, Germans, Cajuns (Acadians), white Americans, enslaved African Americans, free African Americans, and Native Americans. It was more diverse than many other places in the United States at the time.

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

 **SUPPORT**—Draw students’ attention to the map on page 16. Ask where the Neutral Ground was in relation to the Mississippi River. (*west of the Mississippi River*) (7.4, 7.5)

After students read the text, ask the following questions:

EVALUATIVE—Why did the United States and Spain have conflict about the borders of their territories? (7.8.g, 7.8.h, 7.9.e)

- » The borders were not well-defined, and people in those territories did not always respect the rule of the country that claimed it.

 **LITERAL**—What land did the United States annex in 1810? (7.8.g, 7.9.e)

- » The United States annexed West Florida.

 **LITERAL**—What was the Neutral Ground? (7.1, 7.2, 7.8.g)

- » The Neutral Ground was an area between the Territory of Orleans and New Spain that the United States and Spain agreed not to settle.

“Territorial Government in Louisiana” and “The Term Creole,” pages 17–20

Scaffold understanding as follows:

Read the first three paragraphs of the section “Territorial Government in Louisiana” on pages 17–18 aloud.


CORE VOCABULARY—Point out the vocabulary term *bayou*, and explain its meaning. Explain that the word *bayou* comes from the Choctaw word *bayuk*.


SUPPORT—Most people in the area spoke French, despite having lived under Spanish rule for decades.

SUPPORT—U.S. political and cultural systems were very similar to those of Great Britain. Ask students why people living in the Louisiana Territory would have resisted the government imposing these new systems on them. (*They had been living under systems similar to those of France and Spain and were not happy with the new ones.*) (7.8.g, 7.8.h, 7.9.e)

Invite volunteers to read the rest of the section “Territorial Government in Louisiana” on pages 18–20 aloud.

Note: Lallande Poydras is pronounced /la*land/ /poy*druss/. Say the name aloud, and have students repeat it.

 **SUPPORT**—Louisiana is the only state with parishes. There were twelve parishes to start, and there are now sixty-four. Of these, thirty-eight still use the police jury system today. Have students determine if their parish is one of them.

 **SUPPORT**—Draw students’ attention to the maps on page 19. Have students compare and contrast the two maps. (*In the 1805 map, there are only twelve parishes, and they are much larger than the ones in the modern map. The 1805 map also does not include the area that was West Florida as part of Louisiana. In both maps, many of the parish borders run along rivers.*) (7.4, 7.5, 7.9.e)

SUPPORT—Louisiana uses a mixture of common law and civil law. Common law uses precedents established by previous court decisions to guide laws. Civil law uses written codes.

SUPPORT—Deslondes’s uprising is known as the German Coast Uprising. It was the biggest in U.S. history. Explain that Deslondes was inspired by the successful Haitian Revolution, in which enslaved and free people of color successfully threw off French rule. Haiti became the first country founded by formerly enslaved people.

SUPPORT—Although most Native Americans were forced out of Louisiana, many, such as the Chitimacha, remained and are still here today.

Read the sidebar “The Term Creole” on page 17 aloud.

Note: The term *Criollo* is pronounced /kree*oh*yoh/. Say the word aloud, and have students repeat it after you.

After reading the text, ask the following questions:

LITERAL—Who were the Creoles? (7.2, 7.9.e)

- » The Creoles were people of European, African, Indigenous, or mixed descent who were born in Louisiana.

 **EVALUATIVE**—How did Louisiana’s geography make it difficult to govern? (7.2, 7.4, 7.9.e)

- » Pirates smuggled goods and people on the many waterways, and people running from the law hid in the swamps and bayous.

LITERAL—What was a police jury? (7.2, 7.9.e)

- » A police jury was a group of twelve citizens who administered a parish.

LITERAL—What happened to African Americans and Native Americans in Louisiana during the territorial period? (7.2, 7.7.b, 7.8.g, 7.10.d, 7.10.g, 7.10.e)


- » Free Black people lost many rights, and enslaved people faced more restrictions. Native Americans were forced off their land.

“Louisiana’s Path to Statehood,” pages 20–22

Scaffold understanding as follows:

Have students read the section on pages 20–22 with a partner.

SUPPORT—The minimum population requirement for applying for statehood was sixty thousand.

 **SUPPORT**—Explain to students that a bicameral legislature is a lawmaking body consisting of two houses. Louisiana has a legislature consisting of a Senate and a House of Representatives, similar to the U.S. Congress.

After students read the text, ask the following questions:

EVALUATIVE—What happened to the economy of the Territory of Orleans after it came under American control? (7.2, 7.9.e)

- » It expanded quickly as a result of trade through the Port of New Orleans.

EVALUATIVE—Why was the Port of New Orleans important? (7.2, 7.4)

- » The Mississippi River was the major shipping route for goods produced west of the Appalachian Mountains, and the river ended at the Port of New Orleans, so all those goods went through the port, making it a major center of U.S. trade. It was also a large population center, the fifth-largest city in the country in 1810.

LITERAL—When did Louisiana become a state? (7.2, 7.9.e)


- » Louisiana became a state on April 30, 1812.

LITERAL—What did Louisiana’s first state constitution do? (7.2, 7.9.e)

- » It created a bicameral legislature and limited voting to adult, white, taxpaying men, as well as giving a lot of power to the governor.

Primary Source Feature: “Excerpt from Governor Claiborne’s Proclamation (1803),” page 23

Scaffold understanding as follows:

 **Background for Teachers:** Governor Claiborne produced this proclamation in English, French, and Spanish to inform the people of Louisiana that they were now part of the United States.

Direct students to the Primary Source Feature on page 23.

Introduce the source by reviewing what students read about the Louisiana Purchase being organized into territories.

Invite a volunteer to read the italicized introductory text aloud.

Have students read the proclamation independently.

Then, read the proclamation aloud, explaining the meaning of the following terms as they are encountered in the text:

immunities, n. protections from penalties

profess, v. declare

cessation, n. end

exhort, v. strongly encourage

enjoin, v. instruct

After reading the proclamation, ask the following questions:

LITERAL—According to Claiborne, what does incorporation into the United States mean for the people of Orleans Territory? (7.1, 7.9.e)

- » It means that they will have the rights and advantages of citizens of the United States and will be protected by the United States government.

LITERAL—What does Claiborne ask of the people of Orleans Territory? (7.1, 7.9.e)

- » He asks them to obey the laws of the United States.

INFERENTIAL—Why did Claiborne issue this proclamation? What does he want his audience to know or to think? (7.6.a, 7.6.b, 7.9.e)

- » Answers may vary, but students can suggest that Claiborne issued the proclamation to make the transition official and to reassure people that joining the United States would not change things for them very much.

INFERENTIAL—Can we tell from this source how Louisianans felt about joining the United States? What other sources might provide this information? (7.6.a, 7.6.b, 7.6.c, 7.6.d, 7.7, 7.7.a, 7.7.b)

- » We can tell what Claiborne felt his audience wanted or needed to hear. The source does not include any evidence of what Louisianans felt in their own words. Other sources may include newspaper articles from the time or other speeches made either in favor of or in opposition to joining the United States.

EVALUATIVE—Was Louisiana joining the United States a bigger change than Claiborne’s proclamation seems to suggest? Give reasons why or why not. (7.2, 7.3, 7.7.a, 7.7.b, 7.7.c, 7.7.d)

- » Answers may vary. Some may respond that yes, it was a bigger change than Claiborne’s speech suggests because it meant that Louisiana had a greater status as part of a larger country, and as a state it had opportunities (and representation) greater than it had previously possessed.

Activity Page



AP 1.2

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

Primary Source Feature: “Excerpt from the Constitution of the State of Louisiana (1812),” pages 24–25

Scaffold understanding as follows:

Direct students to the Primary Source Feature on pages 24–25.

Review what students read about Louisiana’s first state constitution. Explain that in this activity, students will examine excerpts from that constitution.

Read the source aloud as students follow along.

After reading the source, ask the following questions:

LITERAL—Which American founding documents does the text of the preamble sound like? (7.6, 7.6.a, 7.6.c, 7.8.e, 7.10)

- » It sounds like the Declaration of Independence and the Constitution.

LITERAL—What does Article II do? (7.6, 7.6.a, 7.8.e, 7.10)

- » Article II establishes who has the right to vote in elections—namely, free white men over the age of twenty-one who pay taxes or own land.

Activity Page



AP 1.2

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



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

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (7.1)
- Review and discuss the Framing Question: “What were the characteristics of Louisiana’s territorial period?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the characteristics of Louisiana’s territorial period?”
 - » Key points students should cite include: the borders with Spanish territory around Louisiana proved challenging to define and control; the diverse population of Louisiana made it different from other states in the United States; the territory was organized into parishes; the civil law that Louisiana was used to was different from the common law of the United States; achieving statehood was good for some but not as beneficial for others, including many free African Americans (who lost rights), enslaved African Americans (whose lives became more restricted), and Native Americans (many of whom were forced out of the territory); the Port of New Orleans became an important trade and population center in the United States; piracy and smuggling, such as that of the Lafittes, was common; citizens of the territory maintained their “liberty, property, and religion,” as guaranteed in Claiborne’s proclamation.
- Choose one of the Core Vocabulary terms (*annex* or *bayou*), and write a sentence using the term.

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

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

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

TOPIC: The War of 1812 and the Era of Good Feelings

The Framing Question: How did the United States grow and change during the Era of Good Feelings?

Primary Focus Objectives

- ✓ Explain the conditions that led to the War of 1812. (7.2, 7.8.g, 7.9)
- ✓ Describe the American System and how it affected the United States. (7.10.a)
- ✓ Explain the rulings in *McCulloch v. Maryland* and *Gibbons v. Ogden* and what they meant for the United States. (7.10.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *blockade*, *infrastructure*, *partisanship*, and *intervene*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The War of 1812 and the Era of Good Feelings”:

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

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- globe or world map

Core Vocabulary (Student Volume page numbers listed below)

blockade, n. a military strategy aimed at preventing people and goods from entering or leaving an area (26)

Example: Great Britain set up a blockade to stop the United States from trading with France.

Variations: blockades, blockade (v.)

infrastructure, n. the public works system that includes roads, bridges, irrigation, public transportation, etc. (34)

Example: Effective infrastructure makes traveling easier.

partisanship, n. the state of choosing one political party, cause, or person over others due to personal affiliation, regardless of other factors (35)

Example: Partisanship can cause sharp divisions within government.

Variations: partisan (adj.), nonpartisanship (n.), nonpartisan (adj.)

intervene, v. to take action to change the course of an event (37)

Example: The United States did not intervene in colonies that were already established.

Variations: intervenes, intervening, intervened, intervention (n.)

THE CORE LESSON 35 MIN

Introduce “The War of 1812 and the Era of Good Feelings”

5 MIN

Review the events of Thomas Jefferson’s presidency from Chapter 1. Explain that Jefferson served two terms as president. In this chapter, students will read about the end of Jefferson’s presidency and the presidents who served after him.

Call students’ attention to the Framing Question. Tell students to look for details about how the United States grew and changed during this time period.

Guided Reading Supports for “The War of 1812 and the Era of Good Feelings”

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.

“Jefferson’s Second Term,” pages 26–27

Scaffold understanding as follows:

Read the section on pages 26–27 aloud.

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

SUPPORT—George III, the king from whom the colonies declared independence, was still the king of Britain at this time. However, the monarchy was in what’s known as the Regency period. George III’s mental health had deteriorated significantly, rendering him unfit to rule. George IV, his son, acted in his stead.

SUPPORT—France at this time was ruled by Napoleon Bonaparte, who came to power at the end of the French Revolution. The conflict between France and Britain was part of the intermittent Napoleonic Wars that lasted from 1803 to 1815. Napoleon sold Louisiana to the United States in part to pay for his wars with Britain.

SUPPORT—Explain that an embargo is a ban on trade with a certain nation.

After the reading the text, ask the following questions:

EVALUATIVE—How did Great Britain make it difficult for the United States to stay out of its war with France? (7.2, 7.8.g, 7.9.a)

- » Great Britain set up a blockade against France and used impressment on American sailors.

EVALUATIVE—Why did impressment anger Americans? (7.1, 7.2, 7.9.a)

- » Impressment denied the sailors their rights as Americans by forcing them to work for the British navy.

“James Madison and the War of 1812,” pages 27–30

Scaffold understanding as follows:

Have students read the section on pages 27–30 independently.

After students read the text, ask the following questions:

LITERAL—Who was James Madison? (7.9.a)

- » James Madison was the fourth president of the United States.

LITERAL—Who were the war hawks? (7.8.g, 7.9.a)

- » They were the leaders in Congress who were calling for armed action against Britain.

EVALUATIVE—Why did Tecumseh and his allies fight for the British? (7.8.g, 7.9.b, 7.9.c)

- » Great Britain promised them their own nation defended by the British if the British won the war.

EVALUATIVE—Why did things not go well for the Americans at the start of the War of 1812? (7.9.b)

- » The U.S. Army had few troops, and the U.S. Navy had few ships, while the British had plenty of soldiers and ships.

“The Summer of 1814,” pages 30–31

Scaffold understanding as follows:

Invite volunteers to read the section on pages 30–31 aloud.

SUPPORT—Explain that the Battle of Baltimore was considered a turning point because the Americans saved Baltimore from the same fate as Washington, D.C.

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

LITERAL—What destroyed the White House and other buildings in Washington, D.C.? (7.9.b)

- » The British burned them, and then a hurricane hit.

EVALUATIVE—How were the northern and southern fronts during 1814 different? (7.9.b)

- » On the southern front, Americans lost many battles and cities like Washington, D.C., were destroyed, although the Americans eventually held out. On the northern front, the Americans won, despite smaller numbers of both troops and ships.



INFERENTIAL—Why is the bombardment of Fort McHenry an important event in U.S. history? (7.1, 7.2, 7.9, 7.9.b)

- » It inspired Francis Scott Key to write “The Star-Spangled Banner,” which later became the U.S. national anthem. Performances of the anthem have been used ever since to help unify the people of the United States.

“The Battle of New Orleans and the Treaty of Ghent” and “Jean and Pierre Lafitte,” pages 31–33

Scaffold understanding as follows:

Have students read the section “The Battle of New Orleans and the Treaty of Ghent” on pages 31–33 with a partner.

SUPPORT—Point out to students that most Americans considered halting British arms sales to Native Americans a victory. The United States purchased land from France and doubled its territory size, and immediately after that, Americans hurried to settle those lands. The U.S. government and settlers did not acknowledge Native American rights to the land. Native American nations fought to defend their lands, but over the next decades, they were denied their rights and betrayed by the U.S. government’s tendency to ignore again and again the very treaties it had agreed to.

Read the sidebar “Jean and Pierre Lafitte” on page 32 aloud.

SUPPORT—Tell students that today, Jean Lafitte is honored with a national park. The Jean Lafitte National Park and Preserve is made up of six sites across southern Louisiana. Its stated goal is to protect the natural and cultural resources of the Mississippi River delta.

After reading the text, ask the following questions:

LITERAL—What happened at the Battle of New Orleans? (7.9.b, 7.9.d)

- » An American force led by Andrew Jackson, with help from Jean Lafitte, stopped the British from capturing the city of New Orleans.

LITERAL—What were the outcomes of the War of 1812? (7.9.b)

- » The war ended in a draw, but it did stop arms sales to Native Americans in the West and the British policy of impressment. It also inspired a sense of nationalism among the American people.


“Henry Clay and the American System,” pages 33–34

Scaffold understanding as follows:

Have students read the section on pages 33–34 independently.

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

SUPPORT—Explain that a tariff is a tax on imported goods (goods that come from a foreign country). A protective tariff is a high tax on certain imports specifically to discourage people from buying them in favor of buying those goods produced domestically.

 **SUPPORT**—Call students’ attention to the map on page 34. Explain that population density is the number of people living in a certain area—in this case, in one square mile (2.6 km²). In this case, the darker the color, the higher the population density, and thus, the more crowded an area is. Ask students in which part of the country most Americans lived at the time. (*the Northeast*) Ask students how the map might change if roads and railroads running from the North to the South were improved. (*The areas in the South would increase in population density [darken in color], while the areas in the North might decrease in population density [lighten in color].*) (7.4, 7.5, 7.10, 7.10.a)

SUPPORT—Call students’ attention to the graph on page 34. Ask students by about how much the population of the United States grew between 1790 and 1810. (*a little over three million*) Ask students to use the map to estimate how much the Louisiana Purchase in 1803 likely contributed to that growth. (*It probably did not contribute a huge amount because most of the region that was added was not very populated.*) (7.2, 7.4, 7.5, 7.8.h)

SUPPORT—The charter for the First Bank of the United States lasted from 1791 to 1811.

SUPPORT—Note that the tax under the Tariff of 1816 varied based on the product. Imported wool products were taxed at 25 percent, while luxury goods like parasols (umbrellas) and artificial flowers were taxed at 30 percent.

After students read the text, ask the following questions:

LITERAL—Who was Henry Clay? (7.10.a)

- » He was a politician from Kentucky who served in the U.S. Senate and the House of Representatives and as secretary of state for John Quincy Adams.

LITERAL—What were the three parts of Clay’s “American System”? (7.10.a)

- » They were establishing a national bank, placing tariffs on imports, and using the money from the tariffs to improve infrastructure in the South.


“James Monroe and the Era of Good Feelings,” pages 34–37

Scaffold understanding as follows:


Read the section on pages 34–37 aloud.

CORE VOCABULARY—Point out the vocabulary terms *partisanship* and *intervene*, and explain their meanings.

SUPPORT—Explain that British North America later became the present-day country of Canada.

 **SUPPORT**—Call students' attention to the map on page 36. Note that the United States and Great Britain jointly occupied the Oregon Territory, which would later cause friction between the two countries. The United States eventually gained sole control over the territory, which later became the states of Oregon and Washington.

SUPPORT—The Adams-Onís Treaty also acknowledged Spanish authority over Texas. This would later come to a head after Texan independence and the Mexican-American War, which students will read about in Unit 3.

 **SUPPORT**—Using the globe or world map, show students the Western Hemisphere, which consists of the Americas and the westernmost parts of Europe and Africa.

After reading the text, ask the following questions:

EVALUATIVE—Why was James Monroe's first term known as the Era of Good Feelings? (7.10.a)

- » It was known as the Era of Good Feelings because it was a calm and prosperous period.

LITERAL—For whom was the Era of Good Feelings not good? (7.10.a)

- » This was not a good era for many African Americans and Native Americans.

LITERAL—What did the Adams-Onís Treaty do? (7.10.f, 7.10.h)

- » It gave Florida to the United States and settled the border between the United States and New Spain.

LITERAL—What was the Monroe Doctrine? (7.8.g, 7.10.a, 7.10.b)

- » The Monroe Doctrine was a statement that the United States would not intervene in European colonies that existed in the Americas but would view European attempts to establish new colonies or interfere with independent nations in the Americas as acts of aggression.

“Affirming the Power of the Federal Government,” pages 37–38

Scaffold understanding as follows:

Invite volunteers to read the section on pages 37–38 aloud.

SUPPORT—Remind students that *Marbury v. Madison* (1803), during Jefferson's first presidential administration, established judicial review, the ability of the Supreme Court to determine whether laws are constitutional. The Marshall court, so named because the chief justice was John Marshall, handed down several other key decisions, including *McCulloch v. Maryland* and *Gibbons v. Ogden*.

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

LITERAL—What clauses of the Constitution helped the Supreme Court make its decision in *McCulloch v. Maryland*? (7.10.c)

- » The Supreme Court referred to the Necessary and Proper Clause and the Supremacy Clause.

EVALUATIVE—How were *McCulloch v. Maryland* and *Gibbons v. Ogden* similar? (7.10.c)

- » Both cases involved the power of the federal government as it relates to money and commerce.

“John Quincy Adams,” pages 38–39

Scaffold understanding as follows:

Have students read the section on pages 38–39 with a partner.

SUPPORT—Explain that the term *Whig* was used by a political party in England from the 1600s through the 1800s. Their goal was to expand the power of Parliament and limit the power of the Crown. The name was borrowed by opponents of Andrew Jackson for their own political party, as they sought to cast Andrew Jackson as someone who wanted the authority of a king.

SUPPORT—Emphasize that even though the Democratic-Republican Party was called simply the Republican Party, it was not the same as the modern Republican Party.

After students read the text, ask the following question:

EVALUATIVE—Why wasn’t John Quincy Adams successful? (7.10.a)

- » He was not well liked, and he believed that the role of the president was to advise Congress rather than to persuade Congress to follow him, so little got done.

Primary Source Feature: “‘Defence of Fort M’Henry’ (‘The Star-Spangled Banner’) by Francis Scott Key,” page 40

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 40.

Introduce the source by reviewing what students read about Fort McHenry in the War of 1812. Inform students that they are going to read the poem Francis Scott Key wrote about the battle, which was later set to music and eventually adopted as the national anthem of the United States.

Invite volunteers to read the source aloud.

Explain the meanings of the following terms as they are encountered in the text:

ramparts, n. walls of a fort

haughty, adj. having an attitude of superiority

fitfully, adv. unsteadily

discloses, v. reveals

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

LITERAL—Why does the poem refer to “the land of the free, and the home of the brave”? (7.6, 7.6.a, 7.9.b)

- » It is referring to the United States, which was defending itself in a war against the British.

LITERAL—What does the star-spangled banner symbolize in the poem? (7.6, 7.6.a, 7.9.b)

- » It symbolizes the bravery and determination of America’s defenders. Because the flag is still waving, it shows that the defenders did not give up even though they were under heavy attack.

EVALUATIVE—What does this poem show about the mood among Americans during the War of 1812? (7.6, 7.6.a, 7.9.b)

- » It shows that Americans were determined to fight and were proud of their resistance against the British. It shows that Americans were becoming more interested in national symbols and national identity.

Activity Page



AP 1.2

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

Primary Source Feature: “The Monroe Doctrine (1823),” page 41

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 41.

Introduce the source by reviewing what students read about the Monroe Doctrine. Explain that this source is an excerpt from President Monroe’s speech announcing the doctrine.

Invite volunteers to read the source aloud.

Explain the meanings of the following terms as they are encountered in the text:

comport, v. agree

candor, n. open honesty

amicable, adj. friendly

interposition, n. interference

agitated, v. disturbed

de facto, adj. in fact; in reality

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

LITERAL—According to the Monroe Doctrine, when has the United States become involved in European matters? (7.10.b)

- » The Monroe Doctrine states that the United States has never gotten involved in European affairs in Europe.

LITERAL—According to the Monroe Doctrine, when will the United States interfere with European powers in the Western Hemisphere? Which places in the Western Hemisphere will the United States leave alone? (7.6.a, 7.8.g, 7.10.b)

- » The Monroe Doctrine states that the United States will interfere with European powers in the Western Hemisphere when they attempt to interfere with independent nations there. It will leave existing European colonies alone.

LITERAL—According to the Monroe Doctrine, what is the policy of the United States regarding Europe? (7.6.a, 7.7.a, 7.8.g, 7.10.b)

- » The United States will not interfere with Europe, will consider its governments legitimate, and will cultivate friendly relationships with them.

Activity Page



AP 1.2



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

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

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (7.1)
- Review and discuss the Framing Question: “How did the United States grow and change during the Era of Good Feelings?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the United States grow and change during the Era of Good Feelings?”
 - » Key points students should cite include: the United States got pulled into the War of 1812 because of blockades and impressment by the British; the result of the War of 1812 was a general feeling of nationalism; improvements to infrastructure helped Americans move south and west, which came at the expense of Native Americans; the Monroe Doctrine established that the United States intended to be a major power in the Western Hemisphere.
- Choose two of the Core Vocabulary terms (*blockade, infrastructure, partisanship, or intervene*), and write a sentence using the words.

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

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

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

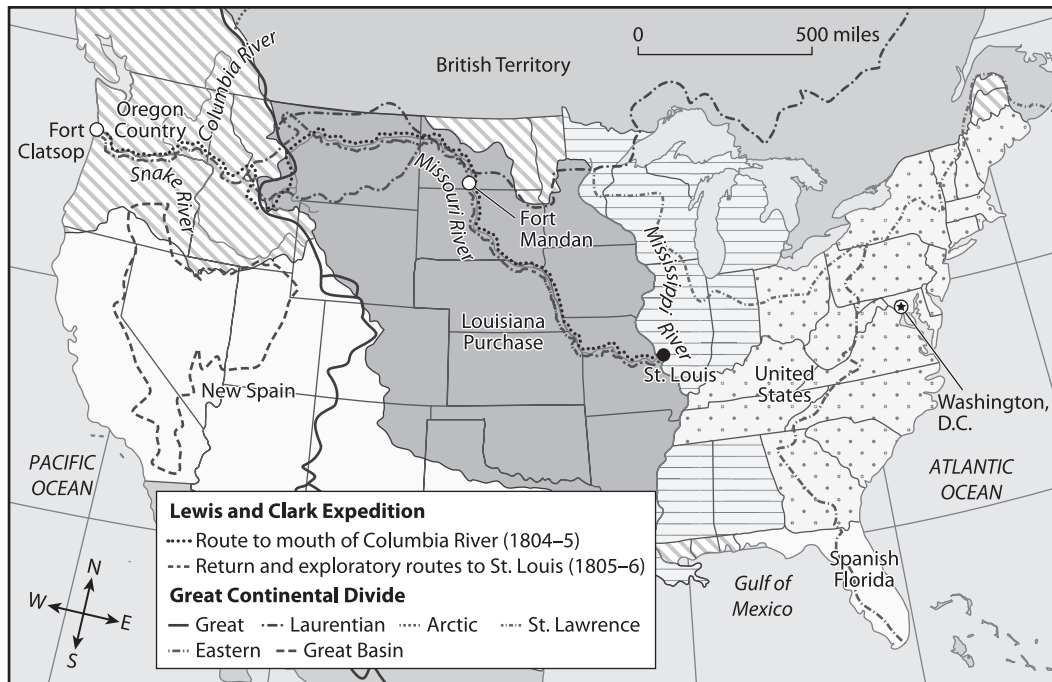
Teacher Resources

Chapter Assessments: <i>Growth of the New Nation</i>	42
• Chapter 1: Early Growth of the Nation	42
• Chapter 2: Louisiana’s Territorial Period and Statehood	46
• Chapter 3: The War of 1812 and the Era of Good Feelings	50
Performance Task: <i>Growth of the New Nation</i>	55
• Performance Task Scoring Rubric	56
• Performance Task Activity: <i>Growth of the New Nation</i>	57
Activity Pages	58
• Letter to Family (AP 1.1)	58
• Primary Source Analysis (AP 1.2)	59
• Claims and Evidence (AP 1.3)	60
• Major Battles and Events of the War of 1812 (AP 3.1)	61
• Domain Vocabulary: Chapters 1–3 (AP 3.2)	62
2022 Louisiana Standards for Social Studies: Grade 7	63
Answer Key: <i>Growth of the New Nation</i>	67

Assessment: Chapter 1—Early Growth of the Nation

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

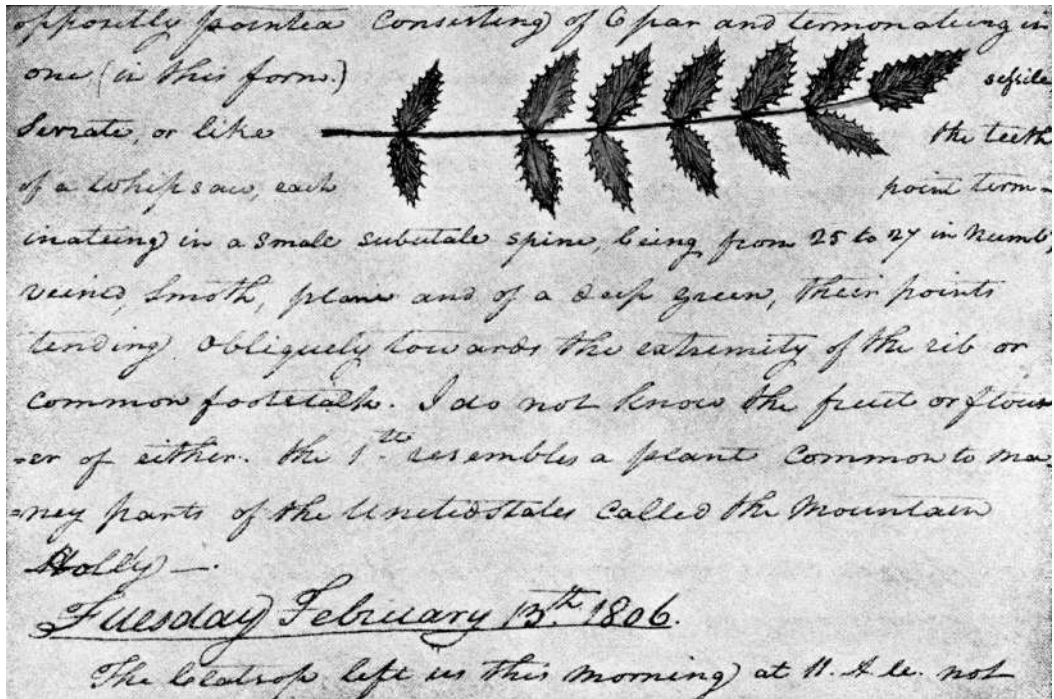
- How did Daniel Boone help encourage settlement of the West? (7.2)
 - He led wagon trains out west.
 - He traveled around and spoke about the West.
 - He helped build the first railroad through Kentucky.
 - He cleared a pass through the Appalachian Mountains.
- According to his correspondence with Thomas Jefferson, what resources did George Hunter hope to identify in the Louisiana Territory? (7.8.h)
 - new plants and crops
 - minerals such as iron
 - new energy sources
 - gold and silver
- Use the map to answer the following question.



What major geographical feature did Lewis and Clark cross to end up in territory the United States did not yet own in 1805? (7.4, 7.5, 7.8.h)

- the Mississippi River
- the Missouri River
- the Continental Divide
- the Pacific Ocean

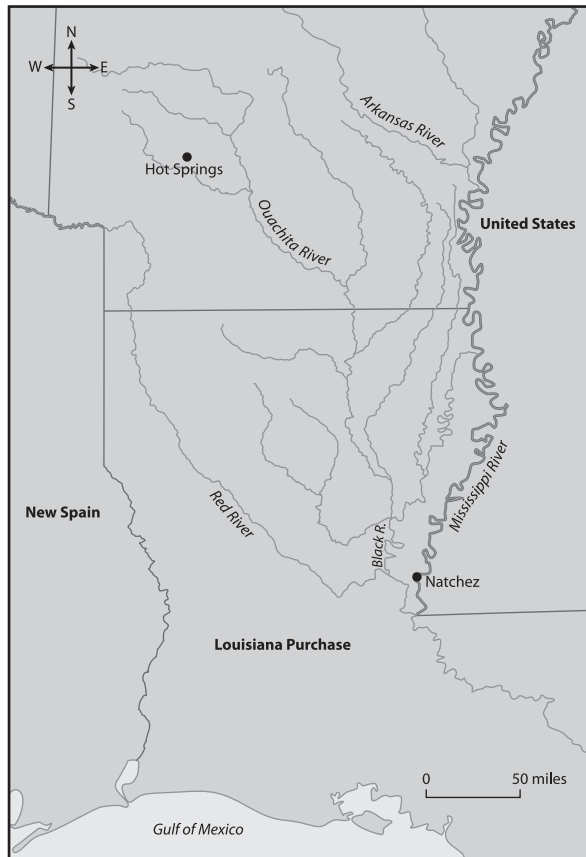
4. How did Sacagawea help Lewis and Clark? (7.2, 7.8.h)
- She took care of their children.
 - She acted as a guide and interpreter.
 - She told them how to stay warm in the winter.
 - She made maps for them to give to the president.
5. Use the image to answer the following question.



Why did William Clark include drawings such as this one in his journal? Select the **two** correct answers. (7.2, 7.6.a, 7.6.b, 7.8.h)

- to educate people about the kinds of plants in the area he explored
- to provide entertainment for the children who accompanied him on the journey
- to fulfill the president's instructions about keeping detailed records of what he saw
- to practice and improve his ability to create realistic drawings
- to make it easier for the expedition's interpreters to translate English for the Native Americans

6. Use the map to answer the following question.



Who explored this region? Select the **two** correct answers. (7.4, 7.5, 7.8.h)

- a) Sacagawea
 - b) Daniel Boone
 - c) William Dunbar and George Hunter
 - d) Thomas Freeman and Peter Custis
 - e) Meriwether Lewis and William Clark
7. Dunbar and Hunter studied the chemistry of which geographical feature? (7.8.h)
- a) the Red River
 - b) the Cumberland Gap
 - c) the Continental Divide
 - d) the hot springs near the Ouachita River
8. Why didn't the Red River expedition reach its destination? (7.8.h)
- a) It was stopped by Spanish troops.
 - b) Its boats were too large to travel on the river.
 - c) The river ended before it got to its destination.
 - d) Its destination was in an area Native Americans were attacking.

9. Use the table to answer the following question.

Lewis and Clark	Dunbar-Hunter	Red River
May 1804–September 1806	October 1804–January 1805	May 1806–July 1806
upper Louisiana Territory	lower Louisiana Territory	lower Louisiana Territory
reached its initial destination	did not reach its initial destination	did not reach its initial destination

Why might the Lewis and Clark expedition have taken the longest to complete its journey? Select the **two** correct answers. (7.8.h)

- a) It was the only one to reach its destination.
 - b) It had more people than the other expeditions.
 - c) It had farther to travel than the other expeditions.
 - d) It used guides who were not as familiar with the land.
 - e) It encountered more hostile groups than the other expeditions.
10. Use the passage from Meriwether Lewis's 1806 report to Thomas Jefferson to answer the following question.

I have brought with me several skins of the Sea Otter, two skins of the native sheep of America, five skins and skelitons complete of the Bighorn or mountain ram, and a skin of the Mule deer beside the skins of several other quadrupeds and birds natives of the countries through which we have passed. I have also preserved a pretty extensive collection of plants, and collected nine other vocabularies.

Why did Lewis bring these items with him? (7.6.a, 7.6.b, 7.8.h)

- a) He wanted to trade them for supplies for the journey that lay ahead.
 - b) He wanted to add them to his private collection of trophies from his expeditions.
 - c) They were given to him by Native Americans as a peace offering to the United States.
 - d) He had been told to gather information about plants and wildlife in the Louisiana Territory.
11. Use the passage from George Hunter's letter to Thomas Jefferson to answer the following question.
- If the Government of the United States has a desire to explore the new acquisition of Territory called Louisiana, In order to procure general & necessary information preveous to a Treaty to fix Boundaries between us & the Dominions of Spain.
- To ascertain the situation of, & circumstances relative to, those large bodies of good Land which shall appear best calculated to reimburse the purchase money of the Province, if not to discharge the Whole National Debt.
- To have an accurate account of such of those natural Treasures, of Nitre, Sea Salt, Sulphur, Coal & other Minerals, Iron, Copper, Lead & other Metals as are already discovered & unapropriated, in order to their being disposed of to the best advantage for the general good.
- And is inclined to accept my services to accomplish those & other objects the Government may have in veiw in that Country.
- According to Hunter, what is the primary benefit of the Louisiana Purchase? (7.6, 7.6.a, 7.8.h)
- a) expansion of U.S. borders
 - b) greater conflict with Spain
 - c) increased trade opportunities
 - d) acquisition of natural resources

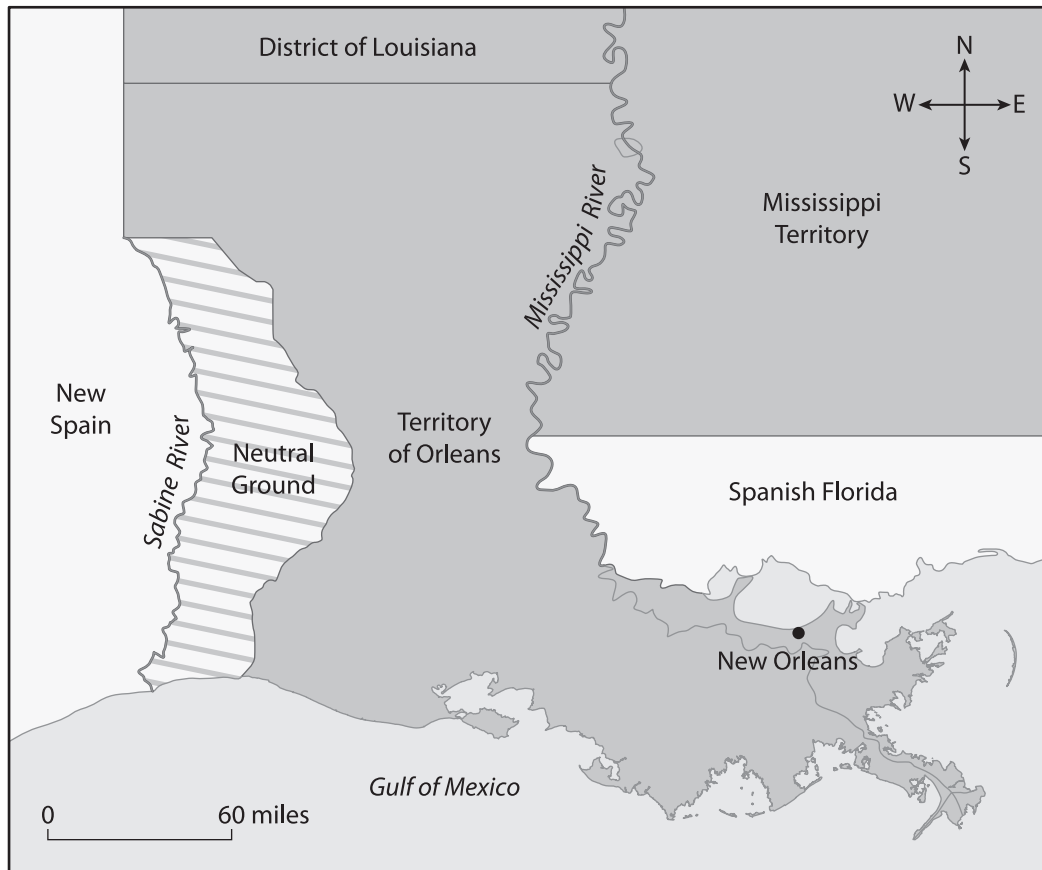
- B. **On your own paper, write a well-organized paragraph in response to the following prompt:**

The success of the Lewis and Clark expedition was mostly due to help from Native Americans. Support or refute this claim using evidence from the chapter. (7.2, 7.7.a, 7.7.c, 7.8.h)

Assessment: Chapter 2—Louisiana's Territorial Period and Statehood

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

1. What happened to the Spanish fort at Baton Rouge? Select the **two** correct answers. (7.2, 7.8.g)
 - a) American settlers revolted and overthrew the Spanish.
 - b) It was destroyed during an uprising led by Charles Deslondes.
 - c) The United States annexed the region where it was located.
 - d) It was sold to the United States as part of the Louisiana Purchase.
 - e) It was incorporated into the Neutral Ground between the United States and New Spain.
2. Use the map to answer the following question.



What geographical feature was used as the boundary between New Spain and the Neutral Ground?
(7.4, 7.5, 7.8.g)

- a) the Sabine River
- b) the Arroyo Hondo
- c) the Gulf of Mexico
- d) the Mississippi River

3. Why was the Louisiana Constitution of 1812 published in English and French? (7.9.e)

- a) to address shared U.S. and French control of the territory
- b) to honor the anniversary of the Louisiana Purchase
- c) to reflect the territory's European heritage
- d) to meet U.S. requirements for statehood

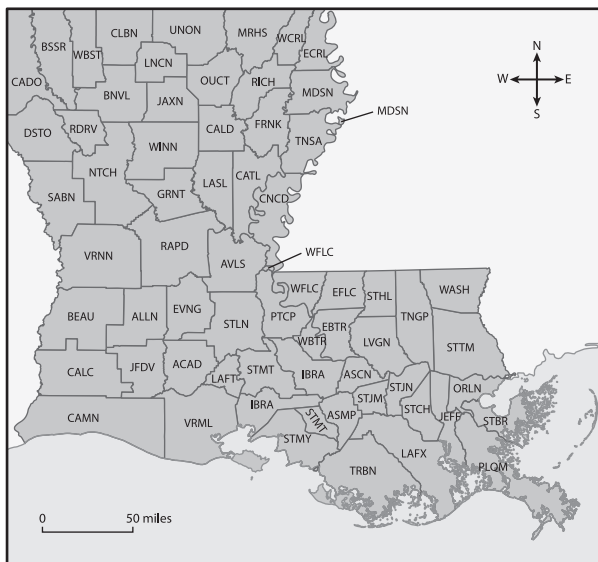
4. Use the excerpt from the Louisiana Constitution of 1812 to answer the following question.

Sect. 8th. In all elections for Representatives every free white male citizen of the United States, who at the time being, hath attained to the age of twenty one years and resided in the county in which he offers to vote one year not preceding the election, and who in the last six months prior to the said election, shall have paid a state tax, shall enjoy the right of an elector: provided however that every free white male citizen of the United States who shall have purchased land from the United States, shall have the right of voting whenever he shall have the other qualifications of age and residence above prescribed—Electors shall in all cases, except treason, felony, breach of surety of peace, be privileged from arrest during their attendance at, going to or returning from elections.

Based on the excerpt, which of the following people could vote in the state of Louisiana? (7.6, 7.6.a, 7.9.e)

- a) a white man who owned a small farm
- b) a white woman who owned a plantation
- c) a white man who had lived in Louisiana for three months
- d) a free person of color who owned an office building

5. Use the map to answer the following question.



What do the divisions on this map represent? (7.4, 7.5)

- a) the original Louisiana parishes
- b) the modern Louisiana parishes
- c) the original Louisiana counties
- d) the modern Louisiana counties

6. How did Louisiana's colonial government influence its state government? (7.2, 7.3, 7.8.g, 7.8.h, 7.9.e)

- a) Its governors were required to be Creole until Louisiana achieved statehood.
- b) Its civil law system was merged with the common law system of the United States.
- c) Its legal documents, including its state constitution, were required to be in French.
- d) Its state legislature was modeled on Spain's government rather than the United States'.

7. Use the image to answer the following question.

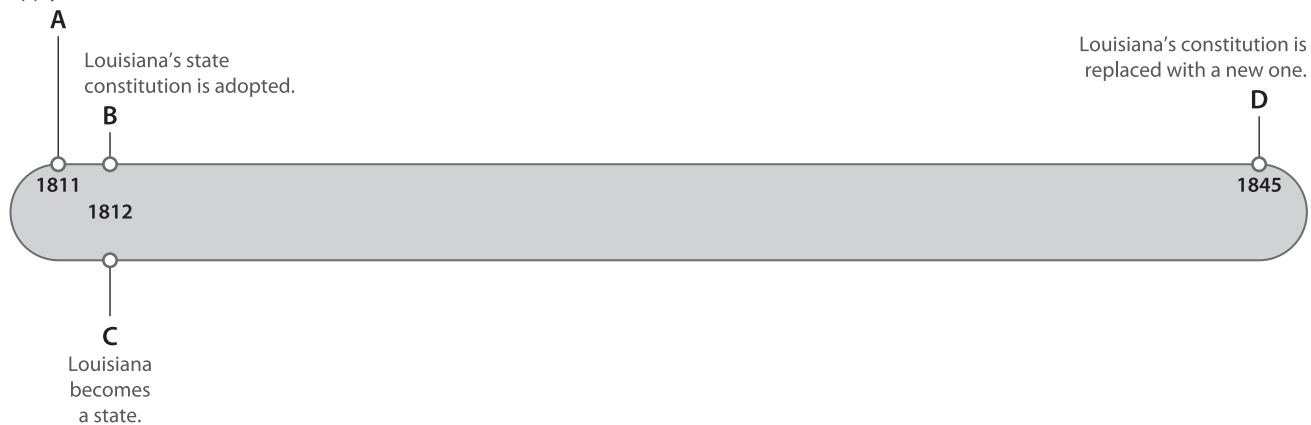


Who was W. C. C. Claiborne? (7.2, 7.9.e)

- a) a pirate who fought in the War of 1812
- b) the first governor of Louisiana after it joined the United States
- c) the leader of an uprising of enslaved people
- d) the Louisiana delegate to the U.S. House of Representatives

8. Use the timeline to answer the following question.

Congress passes an Enabling Act to permit Orleans to apply for statehood.



At which point on the timeline would the creation of the Neutral Ground be placed? (7.2, 7.8.g)

- a) A
- b) B
- c) C
- d) D

9. Which of the following statements describe Julien de Lallande Poydras’s role in Louisiana history? Select the **two** correct answers. (7.9.e)
- a) He was the first governor of the state of Louisiana.
 - b) He led Louisiana’s first constitutional convention.
 - c) He negotiated Louisiana’s admission to the United States.
 - d) He served as president of the legislative council of Orleans Territory.
 - e) He determined the border between Orleans Territory and the District of Louisiana.

10. Use the excerpt from Governor Claiborne’s proclamation to answer the following question.

And I do hereby exhort and enjoin all the inhabitants and other persons within the said Province, to be faithful and true in their allegiance to the United States, and obedient to the laws and authorities of the same, under full assurance that their just rights will be under the guardianship of the United States, and will be maintained from all force or violence from without or within.

What did this proclamation promise the people of Louisiana in exchange for their allegiance to the United States? (7.6.a, 7.9.e)

- a) payment under the law
 - b) protection of their rights
 - c) guardianship of their land
 - d) protection from authorities
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**
Louisiana’s features and history made its path to statehood complicated. Support or refute this claim with evidence from the chapter. (7.2, 7.7.a, 7.7.b, 7.7.c, 7.7.d, 7.8, 7.9.e)

Assessment: Chapter 3—*The War of 1812 and the Era of Good Feelings*

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

1. Use the image to answer the following question.



What activity, as shown in this image, strained relations between Great Britain and the United States prior to the War of 1812? (7.9.a)

- a) uprising
 - b) embargo
 - c) smuggling
 - d) impressment
2. Why did the Embargo Act of 1807 make Jefferson extremely unpopular? (7.8.g, 7.9.a)
- a) It hurt merchants financially.
 - b) It pulled the United States into war.
 - c) It gave rights to free people of color.
 - d) It penalized sailors who took part in wars.
3. Which of the following phrases describe the “war hawks” associated with the War of 1812? Select the **two** correct answers. (7.8.g, 7.9.a)
- a) Native Americans who fought during the War of 1812
 - b) young men who had not taken part in the American Revolution
 - c) congressional politicians who wanted to enter the War of 1812
 - d) pirates who took part in the War of 1812 by bypassing blockades
 - e) British troops who burned American cities and destroyed American artifacts

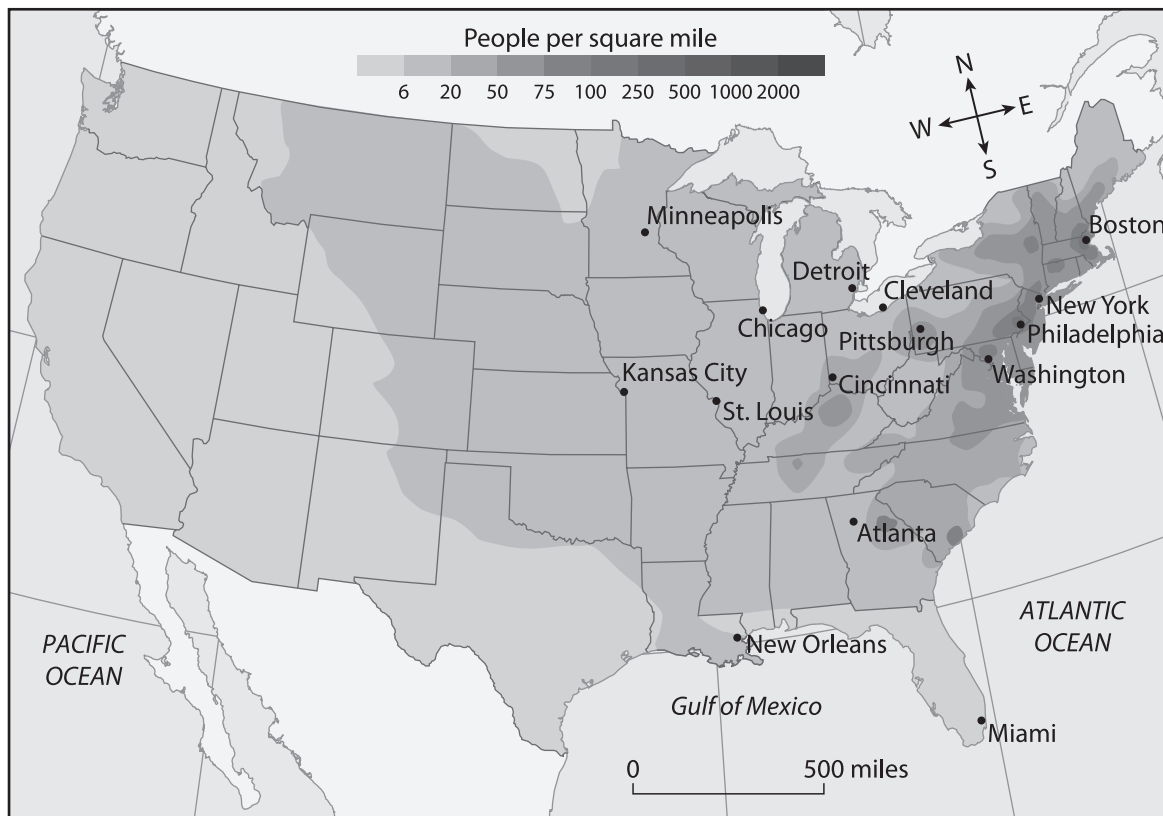
4. Use the map to answer the following question.



How did the British get to Washington, D.C.? (7.4, 7.5, 7.9.b)

- a) up the Ohio River
- b) through Lake Erie
- c) up the Mississippi River
- d) through the Chesapeake Bay

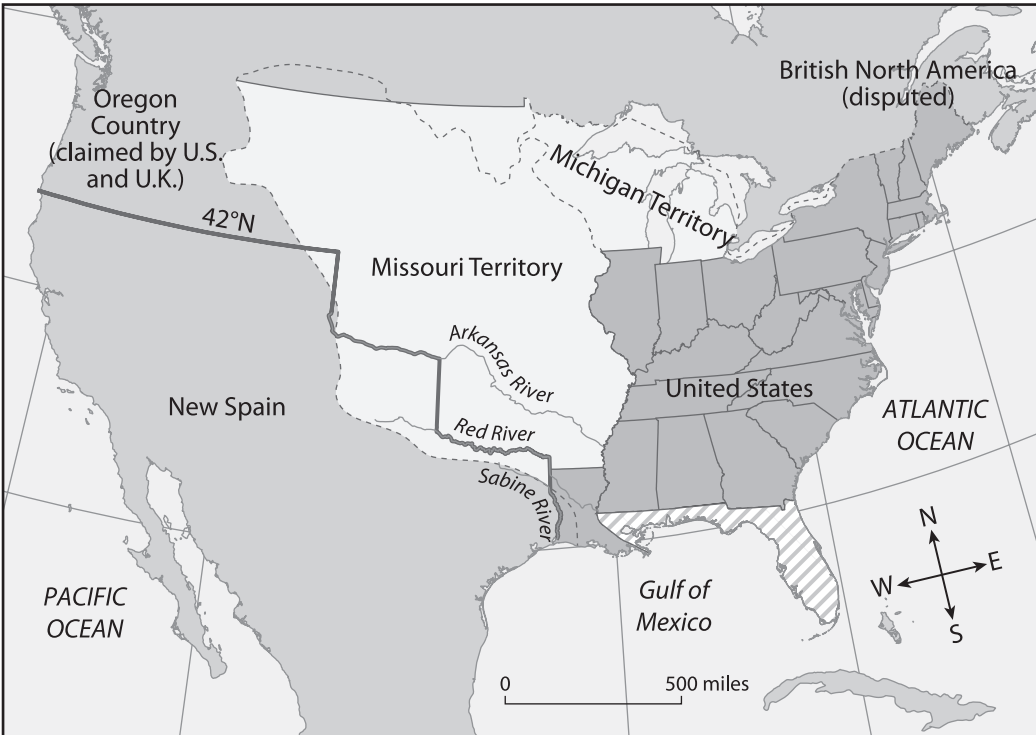
5. Who enlisted the help of servants and enslaved workers to save many government records from the White House before the British burned it? (7.9.b)
- Jean Lafitte
 - Dolley Madison
 - James Madison
 - Andrew Jackson
6. Which battle was fought after the signing of the Treaty of Ghent? (7.9.b, 7.9.d)
- the Battle of Lake Erie
 - the Battle of Baltimore
 - the Battle of Plattsburgh
 - the Battle of New Orleans
7. Use the map to answer the following question.



Based on this map, which of the following cities had the lowest population density? (7.10.a)

- Boston
- Pittsburgh
- Philadelphia
- New Orleans

8. Use the map to answer the following question.



Based on this map, where did the United States give up land to New Spain? (7.10.a)

- a) north of 32° N
- b) west of the Sabine River
- c) west of 100° W
- d) north of 42° N

9. Use the chart to answer the following question.

<i>McCulloch v. Maryland</i>	<i>Gibbons v. Ogden</i>
1818 concerned the national bank cited the Necessary and Proper Clause and the Supremacy Clause established that states could not interfere with the federal government	1824 concerned steamboats between New York and New Jersey established that the federal government could regulate interstate commerce

Which part of *McCulloch v. Maryland* was applicable to *Gibbons v. Ogden*? (7.10.c)

- a) banking on a national scale
- b) the Necessary and Proper Clause
- c) the Supremacy Clause
- d) one party being an individual

10. Which political parties emerged in the 1820s? Select the **two** correct answers. (7.10.a)

- a) the Whig Party
- b) the Federalist Party
- c) the Democratic Party
- d) the Anti-Federalist Party
- e) the Democratic-Republican Party

11. Use the excerpt to answer the following question.

With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States.

What United States position does this excerpt explain?

- a) the Monroe Doctrine
- b) the Supremacy Clause
- c) the Embargo Act of 1807
- d) the Era of Good Feelings

12. What were the three main parts of Henry Clay's American System?

- a) a national bank, protective tariffs, and improved transportation infrastructure
- b) embargoes on French and British goods, an end to impressment, and an end to blockades
- c) land battles at Baltimore, naval battles on Lake Champlain, and the port battle at New Orleans
- d) the acquisition of Florida, the establishment of the border with New Spain, and the policing of the Neutral Ground

13. Use the excerpt to answer the following question.

O! say can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there—
O! say, does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?

Which battle is commemorated in this poem? (7.6, 7.6.a, 7.9.b)

- a) the Battle of Baltimore
- b) the Battle of Lake Erie
- c) the Battle of Tippecanoe
- d) the Battle of New Orleans

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Explain why the outcome of the War of 1812 was important for the United States even though the country did not achieve a clear victory. (7.7.a, 7.7.c, 7.9.a, 7.9.b, 7.9.c, 7.9.d, 7.9.e)

Performance Task: *Growth of the New Nation*

Teacher Directions: The early days of the United States saw rapid westward expansion following the Louisiana Purchase and the addition of Louisiana itself as a state. Following the War of 1812, the nation entered a period of growth, connecting the East to the West.

Activity Page



AP 1.3

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

Prompt:

Which had a bigger impact on the development of the United States: the Lewis and Clark expedition or the War of 1812?

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The Lewis and Clark expedition had a bigger impact on the development of the United States than the War of 1812.
Reason:	Lewis and Clark learned about the vast amount of land the United States had purchased, including ways to navigate it, and established friendly relations with many Native American peoples.
Evidence:	When President Jefferson bought the Louisiana Territory, he didn't really know what the land was like. Lewis and Clark took extensive notes on their journey, which helped other people not only map the land but understand the plants and animals there and what living there might be like. In addition, the expedition spent time with several different Indigenous nations, which allowed Sacagawea to reunite with her brother. These encounters established friendly relations between the Americans and the Native Americans, which may have staved off some conflicts that could otherwise have occurred. Finally, the expedition got people interested in the land when before they might have been anxious about it because it was unknown.
Counterclaim and Answer:	Some people may argue that the War of 1812 was more influential. While this war was important, it ended in a draw. The borders of the United States did not change. Treaties with other nations did not change. Therefore, the war had less impact than the Lewis and Clark expedition.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of Claims and Evidence (AP 1.3), which is intended to be a support for students as they think about their presentations.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is focused and demonstrates strong understanding of the growth of the early United States; a few minor errors may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• When President Jefferson purchased the Louisiana Territory, he knew very little about it.• Lewis and Clark took extensive notes about the land, the plants, and the animals they saw.• Sacagawea helped the Lewis and Clark expedition establish friendly relations with Native Americans.• The War of 1812 proved that the United States could hold its own as a military power.• The outcome of the War of 1812 stopped the sale of firearms to Native Americans.• Despite ending in a draw, the War of 1812 engendered a feeling of nationalism among Americans that led to significant growth in the years that followed.
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the growth of the early United States, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and demonstrates focus, but some minor errors may be present.</p>
1	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the growth of the early United States, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.</p>
0	<p>Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the growth of the early United States. The presentation may exhibit major issues with organization and/or focus.</p>

Activity Page 1.1

Use with Chapter 1

Letter to Family

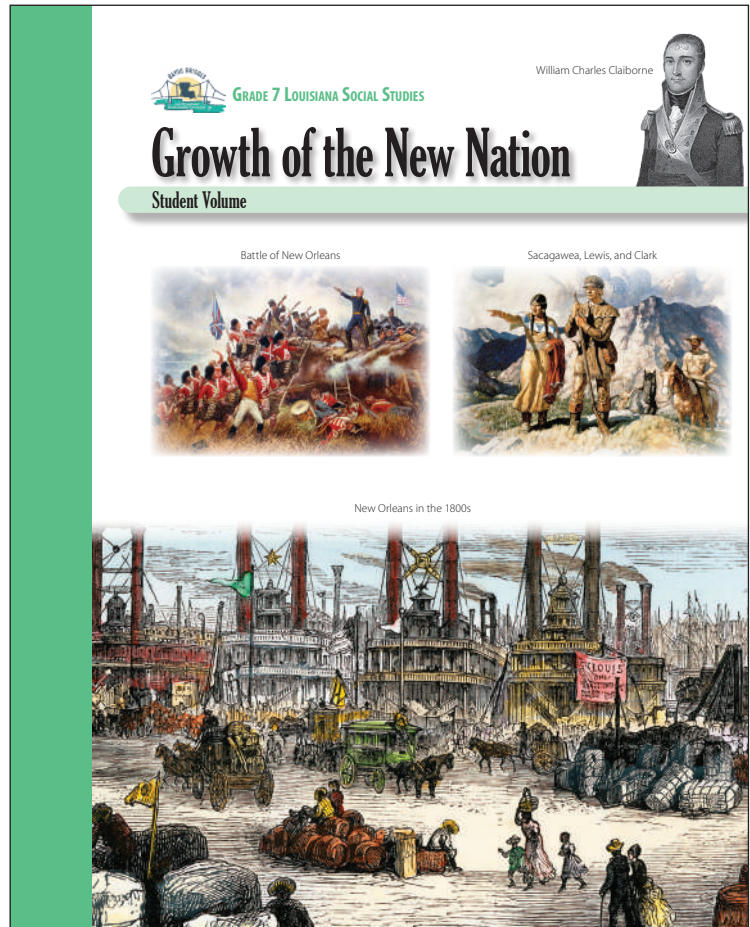
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the growth of the early United States. They will learn about early westward expansion, from Daniel Boone's Wilderness Road to Lewis and Clark's journey to the Pacific. They will learn about Louisiana's road to statehood. They will learn about the War of 1812 and the decade that followed.

In this unit, students will investigate the Lewis and Clark expedition, the Dunbar-Hunter expedition, and the Red River expedition. They will follow Louisiana's path from U.S. territory to statehood, including the leadership of its first governor, W. C. C. Claiborne. They will investigate the War of 1812 and the Era of Good Feelings that followed it.

As part of their exploration, students will also learn a little bit about encounters that explorers had with Native Americans and Spanish settlers and about the lives of enslaved and free African Americans in Louisiana. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

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

Name _____

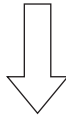
Date _____

Activity Page 1.3

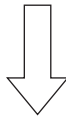
Use with Performance Task

Claims and Evidence

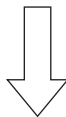
STATE THE CLAIM *What opinion or position are you defending?*



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



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



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

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

Activity Page 3.1

Use with Chapter 3

Major Battles and Events of the War of 1812



1. For each battle on the map, add the date of the battle to its label.
2. How far did the British troops march from the battle at Washington, D.C., to the battle at Baltimore? _____
3. Which battle was farthest north? _____
4. Which battle was farthest south? _____
5. What major river would the British gain control of if they won the Battle of New Orleans? _____

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Use the words in the word bank to complete each sentence.

expedition	interpreter	Continental Divide	annex	bayou
blockade	infrastructure	partisanship	intervene	

1. The British _____ stopped trading ships from reaching ports.
2. The Era of Good Feelings included a break from angry _____.
3. Lewis and Clark needed a(n) _____ to speak with Native American groups.
4. The Monroe Doctrine promised that the United States would not _____ in European wars.
5. The United States government decided to _____ West Florida.
6. President Jefferson sent people on a(n) _____ to explore the Louisiana Territory.
7. It was relatively easy for escaped enslaved people to hide in a(n) _____.
8. Improved _____ for transportation made it easier for people to travel and relocate.
9. The _____ separates rivers that flow east and rivers that flow west.

GRADE 7

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

- g) Explain how the U.S. government addressed foreign and domestic challenges during the late 1700s to the mid-1800s and how related policies and legislation influenced the development of the United States.
- h) Analyze the major events of Thomas Jefferson's presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of Ouachita River, Red River Expedition, and Twelfth Amendment.

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

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

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

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

- k) Explain how steamboats influenced Louisiana’s economic growth and the significance of Captain Henry Miller Shreve in steamboat navigation.
- l) Compare and contrast the economies of the North and the South during the early to mid-1800s.
- m) Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States affected rural and urban areas.

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

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

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

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

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

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

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

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

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

Answer Key: Growth of the New Nation

Student Volume Questions

Chapter 1

p. 3 Think Twice According to Turner, the frontier represented freedom and new opportunities for many Americans. These ideas would not have sat well with Native Americans who were displaced from the land because of white settlement.

p. 5 Think Twice Gifts and trading were meant to show the expedition's goodwill toward Native Americans it encountered. They could also be used to encourage support on the journey or to form alliances.

p. 7 Think Twice Answers will vary. The word *corps* is associated with the military. The name implies that they were on an important, purpose-driven mission.

p. 11 Think Twice Possible answers: The territory was very large, and the U.S. government had limited knowledge about its geography and peoples. Having multiple expeditions increased the amount of ground that was covered and allowed each group to focus on a different part of the territory.

Chapter 2

p. 17 Think Twice The Neutral Ground had no formal government, which made it a good hiding place for people who did not wish to be found.

p. 20 Think Twice The territorial government incorporated elements of existing systems of government in the Orleans Territory to encourage Creoles to follow the new government.

p. 22 Think Twice Louisiana's first constitution was written in two languages, French and English. It gave more power to the governor than other states did. It also included elements of civil law.

Chapter 3

p. 27 Think Twice Americans were no longer a part of the British Empire and therefore were no longer subject to British laws. Impressment violated their rights as American citizens.

p. 28 Think Twice Older Americans who had experienced and remembered the American

Revolution wanted to avoid another conflict with Great Britain. They differed in this way from younger Americans, who lacked this experience. Such "war hawks" believed the United States should declare war against Great Britain.

p. 29 Think Twice They wanted to stop the encroachment of American settlers on their land.

p. 33 Think Twice Answers will vary. The Battle of New Orleans was important to the War of 1812 because it prevented the city from being captured by the British, which could have caused untold damage to the buildings and the people living there.

p. 34 Think Twice Infrastructure helped connect parts of the country and supported its growing economy.

p. 35 Think Twice Answers may vary. Some students may say that the treaty demonstrated that the United States and Great Britain could reach an agreement through diplomacy instead of conflict.

p. 38 Think Twice In both cases, the Supreme Court ruled that the federal government had powers that the states could not interfere with.

p. 39 Think Twice John Quincy Adams was not well liked. He also believed that his role as president was to make suggestions, not persuade Congress to act. This made him ineffective and limited him to just one term in office.

Chapter Assessments

Chapter 1

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

B. Students should clearly state an accurate claim and support it with relevant evidence, such as that the expedition stayed in a Mandan village early in its journey; Sacagawea accompanied the expedition nearly the entire way, acting as a guide and interpreter; and the expedition often encountered Native American groups who traded with them. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A.** 1. a, c 2. a 3. c 4. a 5. b 6. b 7. b 8. a
9. b, d 10. b
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as that Louisiana's people were ethnically diverse and spoke many languages, many of its people of color had enjoyed rights that they lost under the United States, its government had previously functioned very differently from the government of the United States, its borders were uncertain and contended, and its population was growing quickly. Answers should include explanations of how the evidence supports the claim.

Chapter 3

- A.** 1. d 2. a 3. b, c 4. d 5. b 6. d 7. d 8. c 9. c
10. a, d 11. a 12. a 13. a
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as that British sales of weapons to Native Americans stopped, British blockades of American ships and impressment of American sailors ended, the war showed that the United States could hold its own against other global powers, and a feeling of nationalism grew. Answers should include explanations of how the evidence supports the claim.

Activity Pages

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

Source: Meriwether Lewis's Report to Thomas Jefferson (1806)

Content: The source states that the expedition has completed its journey. It explains Lewis's hopes for the future about the territory. It also describes items he will bring to Washington, mentions a Native American man who will join him, and praises the efforts of William Clark.

Creation: written by Meriwether Lewis in 1806

Communication: written letter telling Jefferson about the conclusion of the expedition

Context: Lewis had just returned from the expedition he had been charged with by Jefferson and prepared this report to let Jefferson know that it was successfully concluded.

Connection: This report would be accompanied later by the complete journals of both Lewis and Clark, which detailed what they saw on their journey.

Consideration: Lewis shows that he is pleased with the result of the expedition. He has a lot of confidence.

Conclusion: This report shows that the expedition was a success. Jefferson was probably happy to receive it and learn that Lewis had good news for him.

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

Source: To Thomas Jefferson from George Hunter, August 2, 1803

Content: The source explains George Hunter's willingness to go on an expedition. It lists several reasons why such an expedition would be beneficial for the United States and describes the useful skills that Hunter possesses.

Creation: written by George Hunter in August 1803

Communication: written letter in which George Hunter offers his services to Thomas Jefferson

Context: Hunter was an explorer and chemist who wished to go on an expedition to explore and report on the Louisiana Territory on behalf of the United States.

Connection: The letter eventually led to Hunter's participation in the Dunbar-Hunter expedition, which produced reports on the things the participants saw and found on their travels.

Consideration: Hunter's enthusiasm for the expedition is clear. He thinks he has much to offer as an explorer and that Louisiana itself will be a benefit for the United States.

Conclusion: This letter suggests that some people were enthusiastic about the opportunities that the Louisiana Purchase offered.

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

Source: Excerpt from Governor Claiborne's Proclamation (1803)

Content: The source informs the people of Louisiana that they are now American citizens.

Creation: written by Claiborne in 1803

Communication: written proclamation for the residents of the Louisiana Territory

Context: Claiborne had been appointed governor of the Louisiana Territory, which had been acquired by the United States in the Louisiana Purchase.

Connection: The people of Louisiana were a very diverse group, and they had previously shown hostility when rule of the region changed, such as when Spain first acquired the territory from France.

Consideration: Claiborne highly praises the United States and is clearly biased in his belief that it is the best nation with the best form of government.

Conclusion: Claiborne likely hoped to make the transition to American rule smooth and peaceful while also establishing himself as Louisiana's political leader.

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

Source: Excerpt from the Constitution of the State of Louisiana (1812)

Content: The source explains how Louisiana will be governed and the values behind that style of government.

Creation: created by Louisiana lawmakers

Communication: constitution of the state of Louisiana

Context: To become a state, Louisiana needed to write and adopt a state constitution. Louisiana's constitution was modeled on the Constitution of the United States.

Connection: The authors of Louisiana's constitution admired the values of the United States, but they made sure their state constitution preserved the power of wealthier people in the state.

Consideration: The constitution makes many references to the U.S. Constitution.

Conclusion: The people who wrote Louisiana's first constitution wanted to make a document modeled on that of the United States, and they promoted many of the same values of the nation they were joining.

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

Source: Defence of Fort McHenry (The Star-Spangled Banner)

Content: The source is a poem describing how the defenders of Fort McHenry resisted British attacks. It describes the sight of the U.S. flag still flying over the fort.

Creation: written by Francis Scott Key in 1814

Communication: a poem meant to be read by an American audience

Context: In 1814, Fort McHenry was attacked by the British as part of the War of 1812. American forces defended the fort against these attacks. Francis Scott Key was a witness to a major attack.

Connection: The British attempted to attack major American ports, such as Baltimore, because they had a strong navy. Fort McHenry stood between the British and a successful attack on Baltimore, which might have cost the American war effort dearly.

Consideration: The source was written to celebrate American courage and to encourage continued resistance against the British. It aimed to encourage Americans to feel proud of themselves and embrace an American identity.

Conclusion: The poem was written to boost morale during wartime. Its popularity shows that Americans were embracing their identity and were proud of their efforts in the war. This helps explain how Americans became more confident and nationalistic after the war.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature 2

Source: The Monroe Doctrine

Content: The source declares that European countries should not interfere in any part of the Americas where they do not already have a colony. It explains that the United States will see any such action as hostile toward the United States itself.

Creation: written by James Monroe in 1823

Communication: addressed to the leaders of European nations in order to inform them of the United States' position

Context: The United States was prosperous in the years following the War of 1812. A feeling of nationalism pervaded the populace.

Connection: European nations still had colonies in many parts of the Americas. The United States had

already fought a war against Britain since declaring its independence. Its leaders may have thought that European nations would use their colonies or overthrow newly established nations in order to strike at the United States.

Consideration: The source is highly biased in favor of the strength of the United States. Although it claims that the United States and European nations are friends, its content suggests otherwise. In addition, it makes no mention of consideration for what the governments of independent nations in the Americas might want.

Conclusion: The Monroe Doctrine was likely built on the prosperity of the United States and the sense of nationalism at the time. Despite having ended a war less than a decade previously, Monroe was clearly unafraid of entering another one if European nations reacted badly to his doctrine.

Major Battles and Events of the War of 1812 (AP 3.1)

1. Students should label the map as follows:

Detroit: August 1812/October 1813

Lake Erie: September 1813

Washington, D.C.: summer 1814

Baltimore: summer 1814

Plattsburgh: September 1814

New Orleans: January 1815

2. about fifty miles (80 km)

3. Plattsburgh

4. New Orleans

5. the Mississippi River

Domain Vocabulary: Chapters 1–3 (AP 3.2)

1. blockade
2. partisanship
3. interpreter
4. intervene
5. annex
6. expedition
7. bayou
8. infrastructure
9. Continental Divide



Core Knowledge®

CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY™**

Editorial Director

Rosie McCormick

Ilene Goldman



Subject Matter Expert

Dr. Kristen McCleary, PhD, Professor of History, James Madison University

Illustration and Photo Credits

ART Collection / Alamy Stock Photo: 6g

bilwissedition Ltd. & Co. KG / Alamy Stock Photo: Cover A, 5l, 48, 58a

FLHC NV3 / Alamy Stock Photo: 5k

Gateway to the West, Wright, David H / Bridgeman Images: 5a

Historic Images / Alamy Stock Photo: 6f

IanDagnall Computing / Alamy Stock Photo: 5i

John Zada / Alamy Stock Photo: 5f

North Wind Picture Archives / Alamy Stock Photo: 5h, 50

On the Mississippi, 1869 (colour litho)/American School, (19th century) / American/Private Collection/Peter Newark American Pictures / Bridgeman Images: 6h

Penta Springs Limited / Alamy Stock Photo: 6d

Pictures Now / Alamy Stock Photo: 6b

Sacagawea with Lewis and Clark during their expedition of 1804–06 (colour litho)/Wyeth, Newell Convers (1882–1945) / American/Private Collection/Peter Newark American Pictures / Bridgeman Images: Cover C, 5d, 58c

Steamboats lined up for freight at the levee, New Orleans, late 1800s - Hand-colored woodcut of a 19th-century illustration/Photo © North Wind Pictures / Bridgeman Images: Cover D, 58d

The Battle of New Orleans, 1910/Moran, Percy (1862–1935) / American/Universal History Archive/UIG / Bridgeman Images: Cover B, 6c, 58b

The History Collection / Alamy Stock Photo: 5j

The Reading Room / Alamy Stock Photo: 5c

William Clark's sketch of an evergreen shrub branch from the expedition diary of Captain Meriwether Lewis (1774–1809) and Lieutenant William Clark (1770–1838), 1806. Reproduction of the journal./Photo © North Wind Pictures / Bridgeman Images: 43

World History Archive / Alamy Stock Photo: i, iii, 6a

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: coreknow@coreknowledge.org



Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history, integrating topics in geography, civics, economics, and the arts, exploring civilizations, cultures, concepts, and skills specified in the 2022 Louisiana Student Standards for Social Studies

Bayou Bridges

units at this level include:

Governing the New Nation

Growth of the New Nation

The Developing and Expanding Nation

A New Spirit of Change

A Nation at War

Reconstructing the Nation

www.coreknowledge.org