

## Activity Page 1.1

## Use with Chapter 1

## Letter to Family

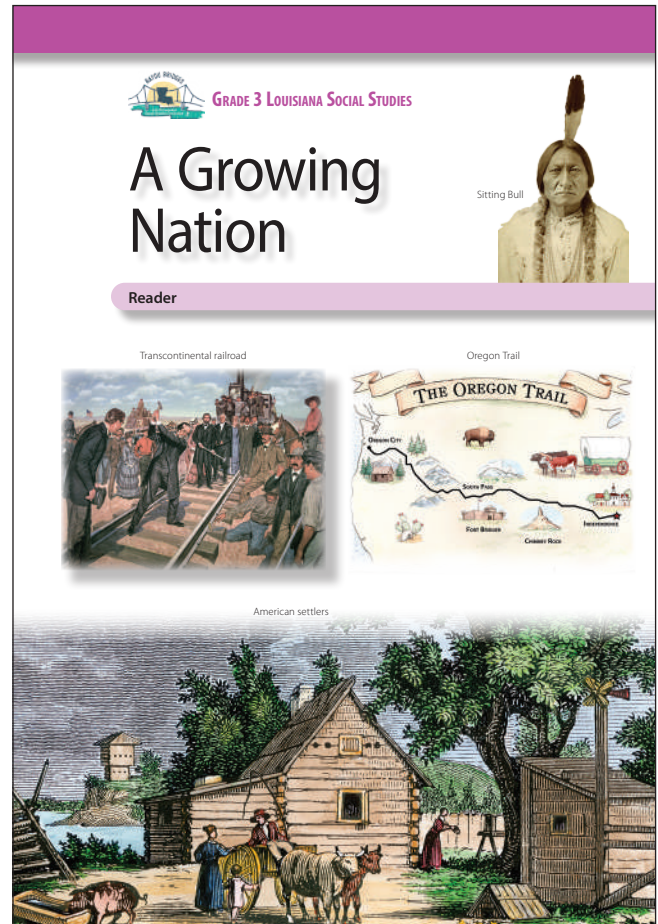
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the westward expansion of the United States. They will learn about the Louisiana Purchase and the migration of settlers across North America.

In this unit, students will study the Lewis and Clark expedition, including Sacagawea's role in the journey. They will also read about westward expansion, including manifest destiny. They will learn about the development of the steam engine and construction of the transcontinental railroad, as well as other technologies that contributed to settlement of the West.

As part of their exploration, students will also learn about the Native American experience of westward expansion, including conflicts with settlers and the U.S. government, encroachment on their homelands, and forced migration onto reservations. 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, group, or practice. 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 Chapter 1**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it?

\_\_\_\_\_

2. Where is it from?

\_\_\_\_\_

3. When was it made?

\_\_\_\_\_

4. What color is it?

\_\_\_\_\_

5. What shape is it?

\_\_\_\_\_

6. What size is it?

\_\_\_\_\_

7. What is it made of?

\_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (continued)**

**Use with Chapter 1**

**9.** Why was it made? What is its purpose?

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**10.** Could it have been made by one person, or did it require a group?

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**11.** How has the artifact changed over time?

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**Think about context.**

**12.** What do you know about the time and place the artifact was created?

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**Draw a conclusion about the artifact.**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its message, purpose, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
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**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

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**SOURCE:**



Name \_\_\_\_\_

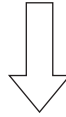
Date \_\_\_\_\_

Activity Page 1.4

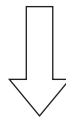
Use with Performance Task

Claims and Evidence

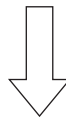
**STATE THE CLAIM** *What opinion or position are you defending?*



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



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

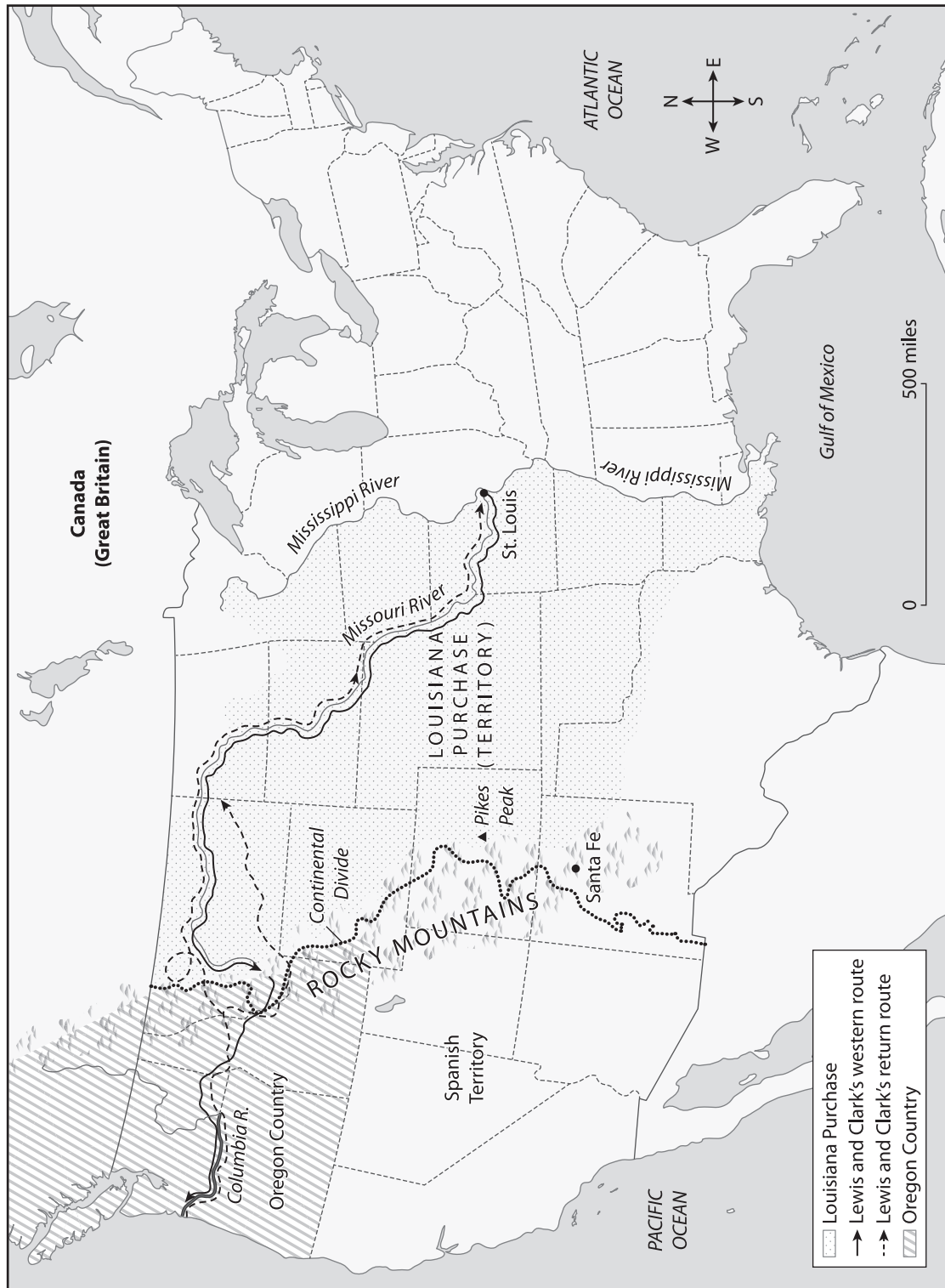


**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

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

### The Lewis and Clark Expedition

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



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5 (continued)**

**Use with Chapter 1**

1. Lewis and Clark's route took them west from St. Louis along the \_\_\_\_\_ River.
2. The high \_\_\_\_\_ stood in the way of an all-water route to the Pacific.
3. The expedition also explored the \_\_\_\_\_ Country.
4. The final part of the journey followed the \_\_\_\_\_ River.
5. Although they traveled together on their journey west, Lewis and Clark took \_\_\_\_\_ routes on their journey back eastward.
6. The expedition avoided territory to the south controlled by the \_\_\_\_\_.

Activity Page 2.1

Use with Chapter 2

Native American Conflicts and Reservations, 1890

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



1. In 1890, which state or territory had the largest area of reservation lands?

\_\_\_\_\_

2. In which state was the Battle of Little Bighorn fought?

\_\_\_\_\_

3. How do you think Native Americans felt about being forced to live on reservations?

\_\_\_\_\_

## Activity Page 2.2

## Use with Chapter 2

## Native American Reaction to Removal

**The Indian Removal Act of 1830, proposed by President Andrew Jackson, forced Native Americans living east of the Mississippi River to relocate west of the river. The passage below is from a speech given by Speckled Snake, a Creek. This speech was delivered after he learned about the forced relocation.**

**Read the speech, and answer the questions that follow.**

Brothers! I have listened to many talks from our great father. When he first came over the wide water, he was but a little man. . . . His legs were cramped by sitting long in his big boat, and he begged for a little land to light his fire on. But when the white man had warmed himself before the Indians' fire and filled himself with their corn, he became very large. With a step he bestrode the mountains, and his feet covered the plains and the valleys. His hand grasped the eastern and western sea, and his head rested on the moon. Then he became our Great Father. He loved his red children, and he said, "Get a little further, lest I tread on thee."

Brothers, I have listened to a great many talks from our great father. But they always begin and end on this—"Get a little further; you are too near to me."

1. According to Speckled Snake, how did Native Americans help the white settlers?

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2. What does Speckled Snake mean when he says, "With a step he bestrode the mountains, and his feet covered the plains and the valleys. His hand grasped the eastern and western sea, and his head rested on the moon"?

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.2** *(continued)*

**Use with Chapter 2**

**3.** What is the message of Speckled Snake’s speech?

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## Activity Page 2.3

## Use with Chapter 2

## Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

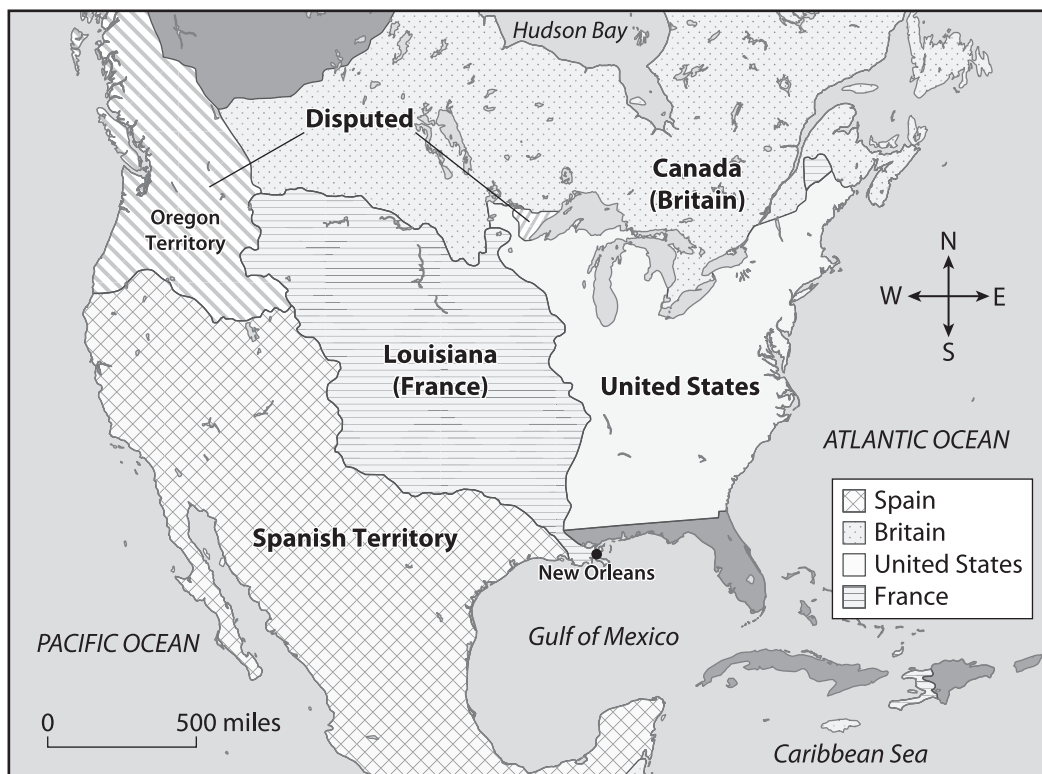
- |       |                     |                                                                                                                 |
|-------|---------------------|-----------------------------------------------------------------------------------------------------------------|
| _____ | 1. prairie          | a) a group of people who work as a unit                                                                         |
| _____ | 2. sod              | b) a boat powered by a steam engine                                                                             |
| _____ | 3. emigrate         | c) a rock or mineral from which metal can be obtained                                                           |
| _____ | 4. pack animal      | d) an area of land belonging to a government                                                                    |
| _____ | 5. keelboat         | e) a flat grassland                                                                                             |
| _____ | 6. steam engine     | f) crossing the entire continent                                                                                |
| _____ | 7. steamboat        | g) freedom from external control; supreme power or authority                                                    |
| _____ | 8. locomotive       | h) a home and the land surrounding it                                                                           |
| _____ | 9. transcontinental | i) a boat with a flat bottom and square corners that can be used to carry loads and can also be used as a house |
| _____ | 10. ore             | j) to leave one place to settle permanently in another                                                          |
| _____ | 11. homestead       | k) a motor that uses steam to work                                                                              |
| _____ | 12. sovereignty     | l) the starting point or beginning of a moving body of water                                                    |
| _____ | 13. flatboat        | m) a journey taken by a group that has a clear purpose or goal                                                  |
| _____ | 14. territory       | n) the top layer of grassy soil, sometimes used to build houses                                                 |
| _____ | 15. expedition      | o) a railroad engine                                                                                            |
| _____ | 16. corps           | p) a person who translates from one language to another                                                         |
| _____ | 17. interpreter     | q) an animal, such as a horse or a mule, that is used to carry heavy loads                                      |
| _____ | 18. source          | r) a boat with a long ridge on the bottom, used to navigate rivers                                              |

## Assessment: Chapter 1—The Louisiana Purchase and the Corps of Discovery

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

1. How did people in 1800 move west? Select the **two** correct answers. (3.2, 3.8)
- a) They flew in planes.
  - b) They drove in cars.
  - c) They walked on trails.
  - d) They drove on highways.
  - e) They traveled on flatboats.

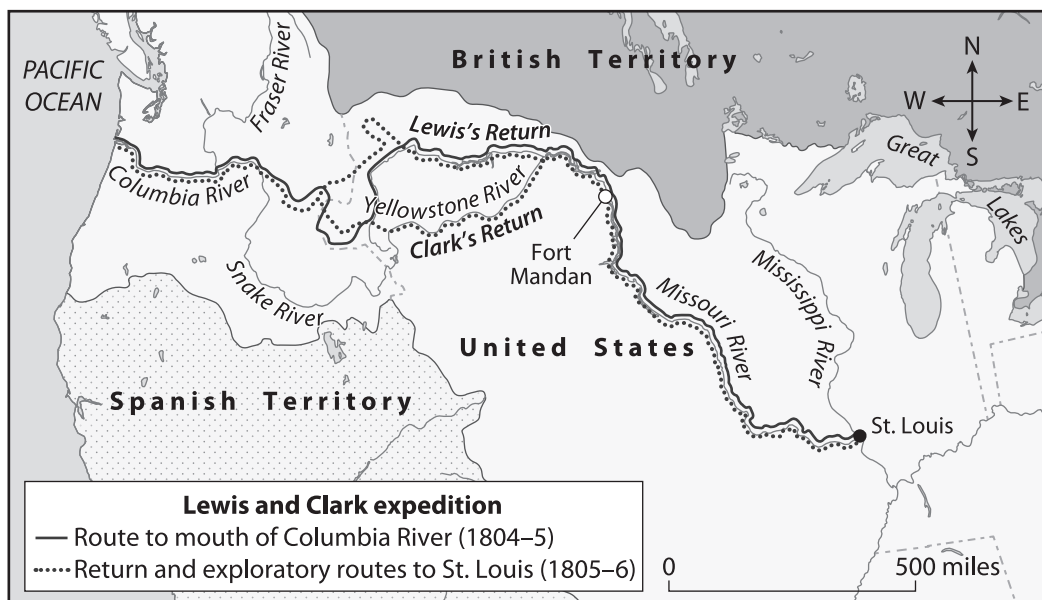
Use the map to answer questions 2 and 3.



2. Which countries owned land bordering the United States of America in 1800? Select the **two** correct answers. (3.19, 3.20, 3.21)
- a) Britain
  - b) France
  - c) Mexico
  - d) Russia
  - e) Spain



3. Which area on the map did the United States buy from another country in 1803? (3.7, 3.21)
  - a) Canada
  - b) Louisiana
  - c) Oregon Territory
  - d) Spanish Territory
  
4. Why did Lewis and Clark bring gifts on their expedition? (3.2, 3.6.a, 3.7)
  - a) to exchange them for a place to stay
  - b) to convince settlers to come with them
  - c) to make friends with Native Americans
  - d) to celebrate holidays with other travelers
  
5. Use the map to answer the question.



Why did the Lewis and Clark expedition begin in St. Louis? (3.2, 3.6.a, 3.7, 3.19, 3.20, 3.21)

- a) It was north of Fort Clatsop.
- b) It was next to the Great Lakes.
- c) It was bordering Spanish Territory.
- d) It was located along the Missouri River.

- 6.** Which statement best describes a reason the United States purchased Louisiana? **(3.2, 3.7)**
- a)** The United States wanted to end a war with Spain.
  - b)** The United States wanted to ensure it could continue to use the Mississippi River for trade.
  - c)** The United States no longer wanted to trade through the Port of Boston.
  - d)** The United States wanted to ensure it could continue to use the Ohio River for trade.

Which statement best explains the answer to Part A? **(3.2, 3.4, 3.7)**

- a)** The United States owed money to France from the French and Indian War
  - b)** Farmers used the Mississippi River to ship their goods to other markets.
  - c)** The Port of New Orleans was near the Pacific Ocean.
  - d)** France governed the colony of New France.
- 7.** How did Sacagawea help the Lewis and Clark expedition? **(3.2, 3.6.a, 3.7)**
- a)** She sold them horses.
  - b)** She fought off wild animals.
  - c)** She served as an interpreter.
  - d)** She helped them build forts for the winter.
- 8.** Why was France willing to sell its territory to the United States? **(3.2, 3.7)**
- a)** France hoped the United States would forgive its debts in return.
  - b)** France hoped the United States would go to war with Britain.
  - c)** France did not want to be neighbors with the Spanish in the Americas.
  - d)** Expensive wars meant that France needed the money.
- 9.** How did the Lewis and Clark expedition help early America? **(3.2, 3.6.a, 3.7)**
- a)** It led to peaceful cooperation with Native Americans.
  - b)** It provided information about a new region.
  - c)** It brought back valuable gold and silver.
  - d)** It forced Spain from important territory.

10. Use the image to answer the question.



Who does this arch commemorate? (3.6.d)

- a) Sacagawea only
- b) Lewis and Clark only
- c) Sacagawea, Lewis, and Clark
- d) Sacagawea, Lewis, Clark, and President Jefferson

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

The Lewis and Clark expedition would not have been successful without the help of Sacagawea.

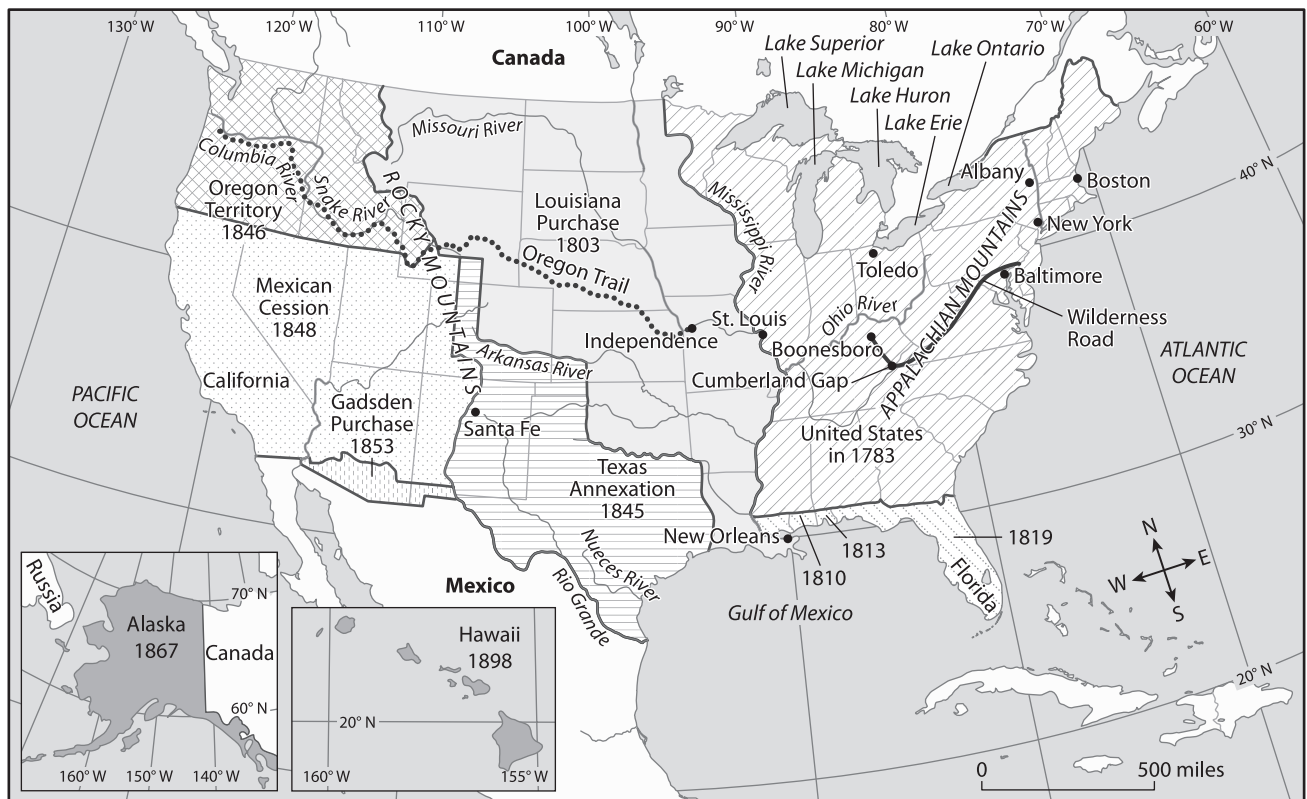
Use evidence from the chapter to support or refute this claim. (3.2, 3.4, 3.4.d, 3.6.a, 3.7)

## Assessment: Chapter 2—Settlement of the West and the American Indian Experience

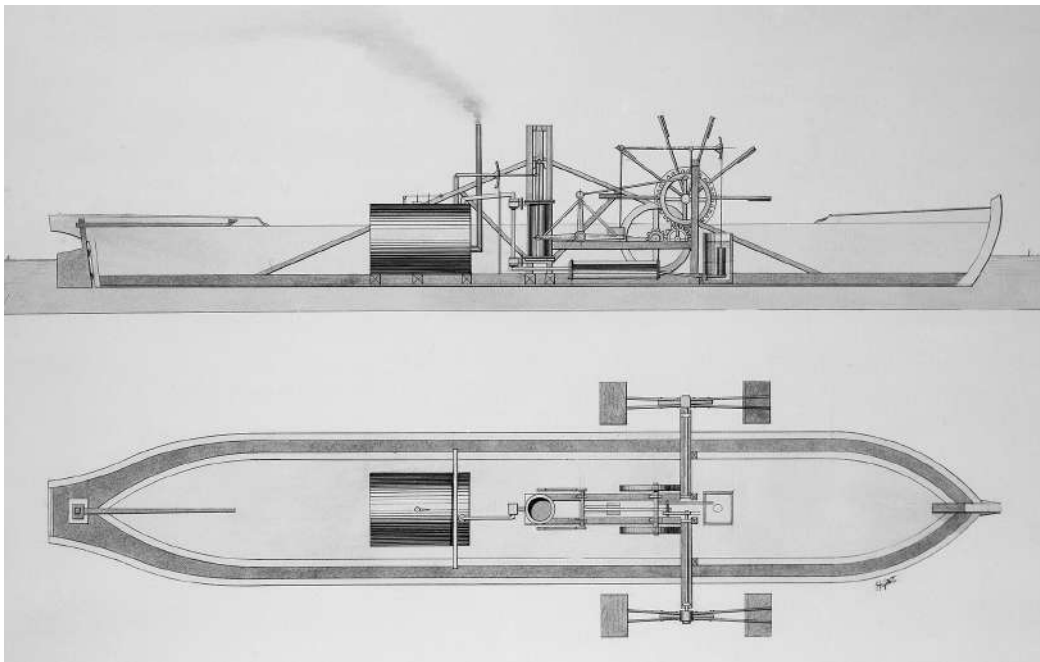
A. On your own paper, write the letter that provides the best answer.

- Why did people in the 1800s emigrate to Oregon? (3.8)
  - to mine for gold
  - to work in factories
  - to escape violence
  - to live on rich farmland
- Which statement best describes the journey to the West in the mid-1800s? (3.8)
  - The trails passed through the Smokey Mountains.
  - The trip took months.
  - The trip followed the path of the Hudson River.
  - The journey was completely safe.

Use the map to answer questions 3 and 4.



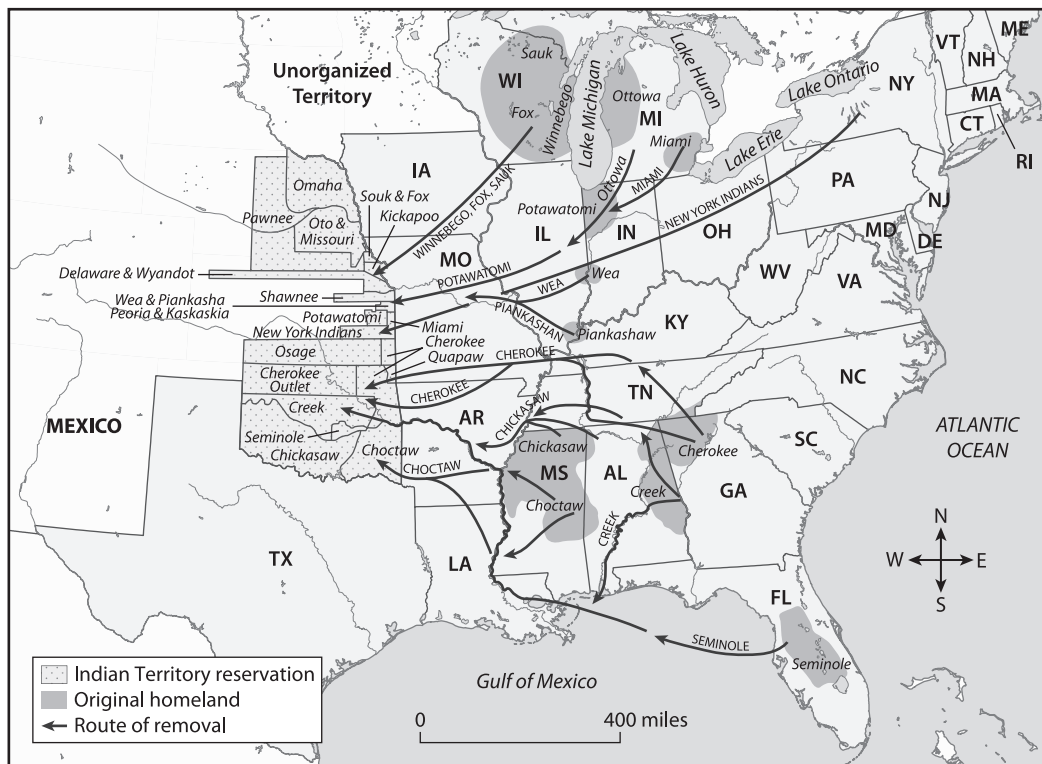
3. Which territory was acquired one year after Texas? (3.19, 3.20, 3.21)
- a) Alaska
  - b) Oregon Territory
  - c) Louisiana Territory
  - d) Gadsden Purchase
4. Which statements are supported by the map? Select the **two** correct answers. (3.4.a, 3.19, 3.20, 3.21)
- a) By 1783, the United States consisted of all the land east of the Mississippi River.
  - b) A person could travel from New Orleans to Toledo entirely by boat in the 1800s.
  - c) More land was added during the Texas annexation than the Louisiana Purchase.
  - d) All the regions west of the Rocky Mountains were acquired after 1845.
  - e) The Oregon Trail began in a town called Independence.
5. Use the image to answer the question.



What powered the mode of transportation shown in the diagram? (3.9)

- a) animals
- b) electricity
- c) steam
- d) wind

6. Which 1848 discovery in California drew thousands of people west? (3.2, 3.8)
- oil
  - sod
  - coal
  - gold
7. Who gave away or sold very cheap land on the Great Plains? Select the **two** correct answers. (3.8)
- Robert Fulton
  - Native Americans
  - Oregon emigrants
  - railroad companies
  - U.S. government
8. Use the map to answer the question.



What did the Cherokee call the route they were forced to walk from their homeland to reservation land? (3.8)

- Trail of Tears
- Nightmare Road
- Custer's Last Stand
- Indian Removal Act

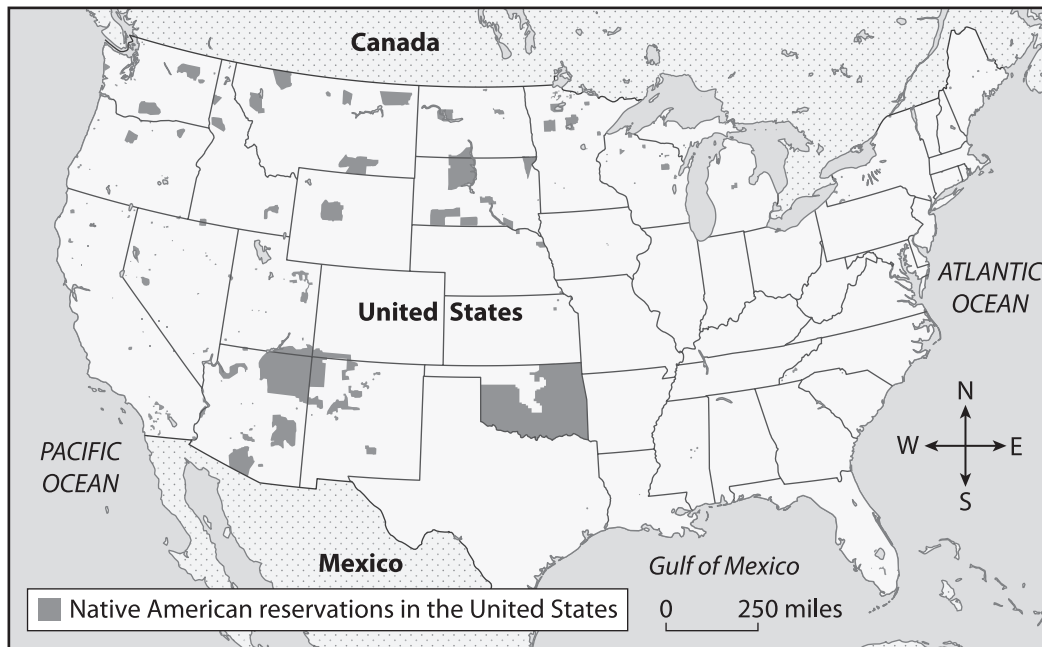
9. Use the image to answer the question.



What is the person in the image most known for? (3.6.a)

- a) running for political office
  - b) guiding American explorers
  - c) resisting western expansion
  - d) trading with Spanish businesses
10. Where did the Lakota Sioux and Cheyenne defeat the U.S. Army? (3.6.a, 3.8)
- a) Pine Ridge
  - b) Little Bighorn
  - c) Mount Rushmore
  - d) Wounded Knee

11. Use the map to answer the question.



Which of these statements about the people living on the reservations is true? (3.8)

- a) They have the right to govern themselves.
- b) They have access to many acres of free land.
- c) They have large gold deposits and many minerals.
- d) They have more money than people in other areas.

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

What is the most important reason people in the 1800s moved west?

Make a claim and support it with evidence from the chapter. (3.4, 3.4.a, 3.4.c, 3.8)



Name \_\_\_\_\_

Date \_\_\_\_\_

## Performance Task Activity: *A Growing Nation*

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What was the the biggest impact of westward expansion? In your response, be sure to include how different groups of people within and around the United States were affected.

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *A Growing Nation*, as well as from the sources and resources in the unit activities.

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