

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

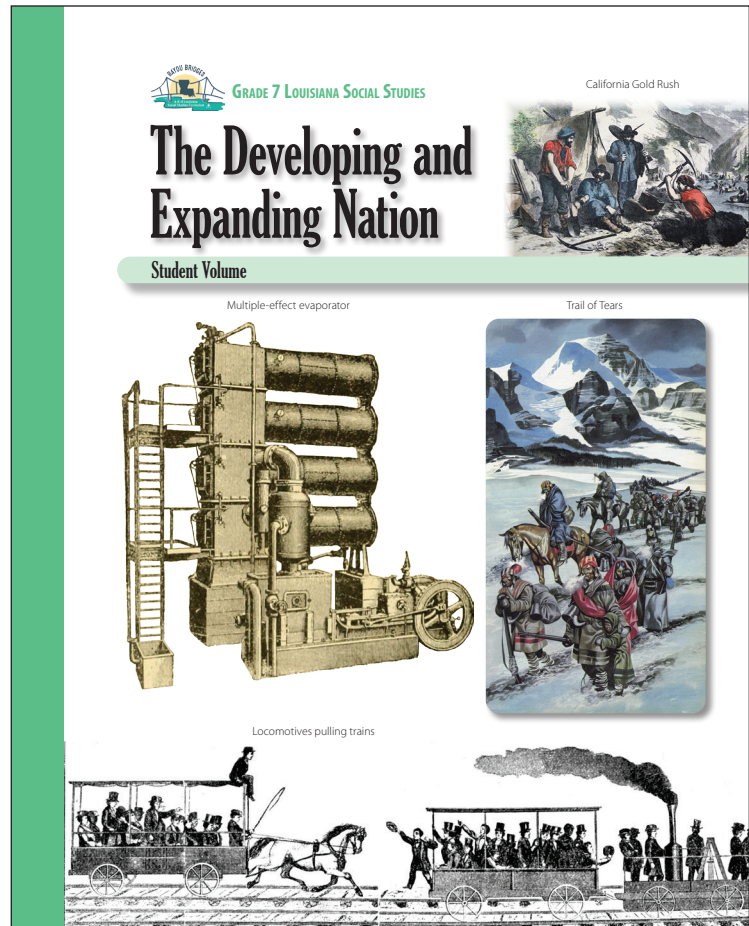
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the development and expansion of the United States in the early to mid-1800s. They will learn about the growth of industry and the development of transportation networks.

In this unit, students will examine the ideas and motivations that contributed to westward expansion, including the concept of Manifest Destiny; analyze the causes and effects of Indian Removal policies in the early to mid-1800s; explore the issues surrounding territorial disputes with Mexico and Great Britain, including the Mexican-American War; learn about the impact of immigration during this period; and analyze primary sources related to these issues.

As part of their exploration, students will also learn about the treatment of Native Americans by settlers and the U.S. government. They will also learn a bit about the lives of enslaved people and the discrimination faced by some immigrants to America in the early to mid-1800s, particularly Chinese immigrants. 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?	

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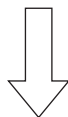
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Activity Page 1.3

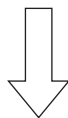
Use with Performance Task

Claims and Evidence

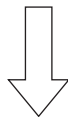
STATE THE CLAIM *What opinion or position are you defending?*



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?*

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Using your own paper, write the letter that matches the definition of each term.

- | | |
|------------------------------|--|
| 1. locomotive | a) a prison or camp guarded by the military |
| 2. displacement | b) the process of removing from the usual place or land |
| 3. treaty | c) a refusal to follow the law or government because it goes against one's conscience; an act of protest |
| 4. permit | d) a formal authorization to do something |
| 5. stockade | e) a railroad that stretches across an entire continent |
| 6. reservation | f) an area of land set aside by the federal government for Native Americans |
| 7. civil disobedience | g) a railroad engine |
| 8. telegraph | h) a machine that communicates messages over long distances by sending signals through wires |
| 9. transcontinental railroad | i) a formal agreement between two or more groups, especially countries |

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapter 3

Use the words in the Word Bank to complete the crossword puzzle. Leave out the space and/or hyphen in two- or three-word terms.

manufacturer multiple-effect evaporator textile monopoly
cotton-spinning mill immigrate industrialization emigration
cotton gin blight nativism

Across:

- 3. to move into a country from a different one
- 7. the complete control of the supply of a good or service by one person, country, or company
- 8. a system that refines materials by removing water in a series of steps under a vacuum
- 11. a shift to the widespread use of machines and factories to produce goods

Down:

- 1. a disease that causes plants to dry up and die
- 2. a person or company that makes or produces an item to be sold
- 4. cloth or fabric
- 5. a factory that makes thread or yarn from cotton
- 6. a machine that extracts cotton seeds from fibers
- 9. the movement of people out of a country
- 10. a preference for people born in a country rather than immigrants

Name _____

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Activity Page 3.1 (continued)

Use with Chapter 3

A crossword puzzle grid consisting of 11 numbered starting points for words. The grid is composed of empty rectangular boxes. The numbered boxes are:

- 1: A vertical box at the top center.
- 2: A vertical box on the far right side.
- 3: A horizontal box in the upper middle section.
- 4: A vertical box in the middle section.
- 5: A horizontal box on the left side.
- 6: A vertical box in the middle section.
- 7: A horizontal box on the left side.
- 8: A long horizontal box across the middle section.
- 9: A vertical box in the lower middle section.
- 10: A vertical box in the lower middle section.
- 11: A long horizontal box across the lower middle section.

Assessment: Chapter 1—Westward Expansion: Cultures and Conflicts

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

- The development of turnpikes _____. (7.8.g, 7.10.a, 7.10.d)
 - lowered the cost of shipping goods from West to East
 - quickly replaced the canal system in the North and Midwest
 - prevented travelers from using the road until they paid a toll
 - answered the growing needs of people who were moving west
- Use the map to answer the question.

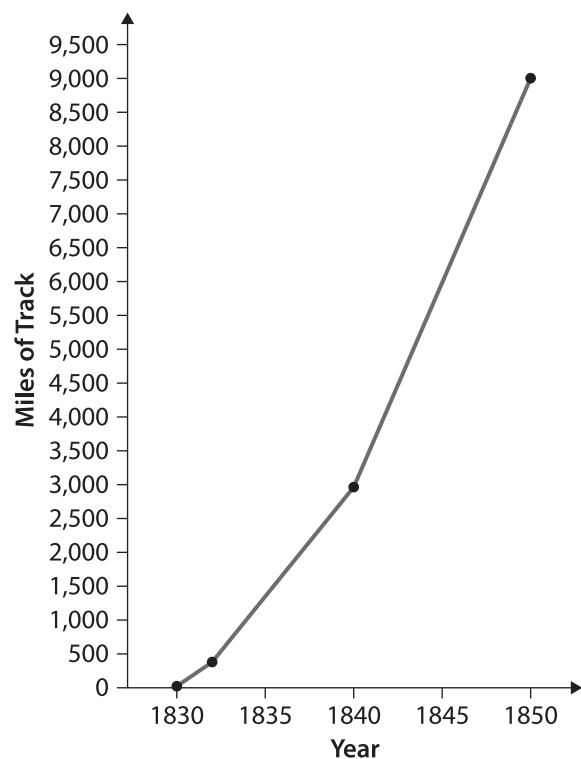


The Erie Canal linked the Hudson River to the _____. (7.5, 7.10.a, 7.10.d)

- Appalachian Mountains
- Arkansas River
- Atlantic Ocean
- Great Lakes

3. Use the graph to answer the question.

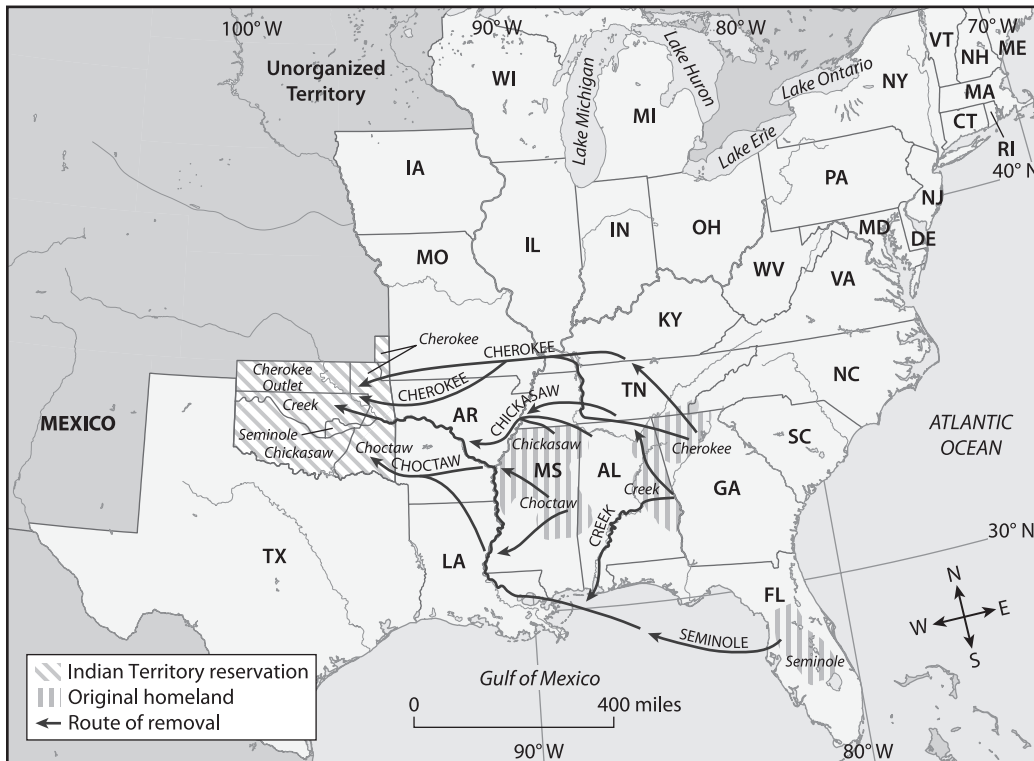
Miles of Railroad Track in the United States



Which conclusion is supported by the graph? (7.4, 7.10.a, 7.10.d)

- a) It cost more to ship goods on canals than it did on railroads.
 - b) Shipping goods via rail cost more in 1850 than it did in 1830.
 - c) By 1850, railroads had become a key part of America's transportation network.
 - d) Americans were slow to embrace the use of railroads as a means of transportation.
4. Why had most Native Americans in the East moved west of the Mississippi River by 1830? (7.10.e)
- a) The rise of factories in the East had caused permanent environmental damage to their lands.
 - b) The U.S. government forced them to move because settlers wanted their lands.
 - c) The hunting and farming was much better west of the Mississippi.
 - d) They wanted to live far from the authority of the U.S. government.

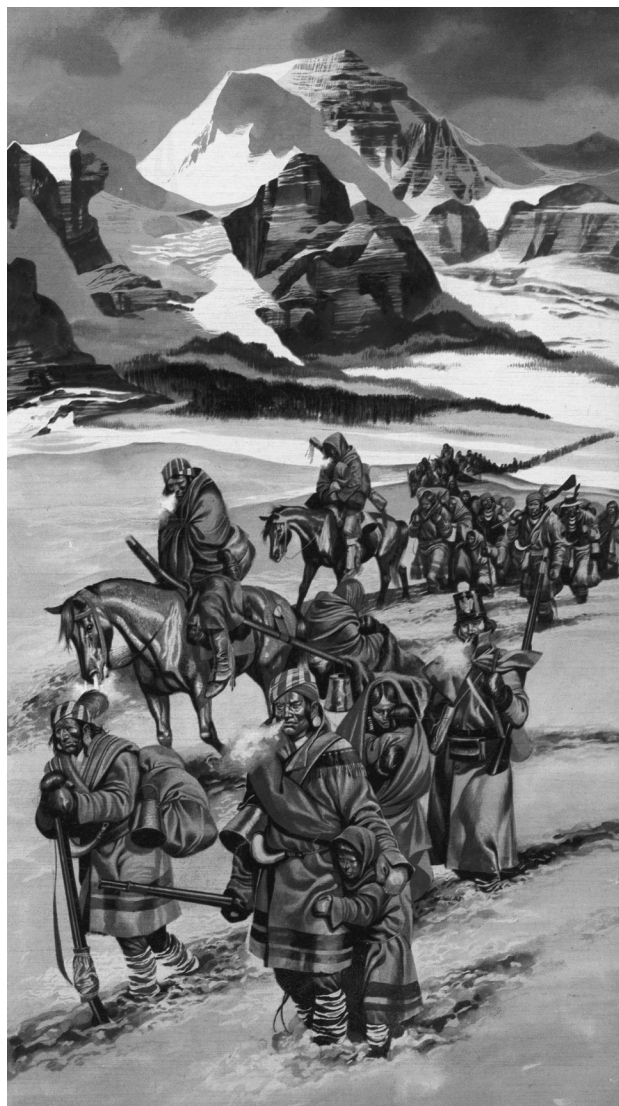
5. Use the map to answer the question.



Which of the five tribes had their original homelands located mainly in the same state? Select the **two** correct answers. (7.5, 7.10.e)

- a) Cherokee
 - b) Chickasaw
 - c) Choctaw
 - d) Creek
 - e) Seminole
6. How did the Seminoles and their leader Osceola react to the threat of displacement? (7.10.e)
- a) The Seminoles resisted displacement by appealing to the courts.
 - b) The Seminoles resisted displacement by armed fighting with U.S. troops.
 - c) The Seminoles leaders surrendered to U.S. authorities and abandoned their lands.
 - d) The Seminoles negotiated the sale of their lands and moved themselves to Indian Territory.
7. What did the Supreme Court rule in the case of *Worcester v. Georgia*? (7.10.c, 7.10.e)
- a) The court ruled that the Cherokee did not have to travel to Indian Territory but did have to give up their land.
 - b) The court ruled that settlers needed a permit from Georgia to live on Cherokee lands.
 - c) The court ruled that Georgia had no authority over the Cherokee or their lands.
 - d) The court ruled that the Cherokee had to sell their lands to settlers.

8. Use the image to answer the question.



- Which statement is true and supported by this image of the Trail of Tears? (7.8.g, 7.10.e)
- a) The journey along the Trail of Tears took only a few weeks.
 - b) The Cherokee did not resist their removal to Indian Territory.
 - c) The Cherokee faced brutal conditions along the Trail of Tears.
 - d) Very few Cherokee survived the trip to Indian Territory along the Trail of Tears.
9. Which of the following created the reservation system in the United States? (7.8.g, 7.10.e)
- a) the ruling in *Worcester v. Georgia*
 - b) the Indian Appropriations Act
 - c) the Indian Removal Act
 - d) the Dawes Act

10. Use the excerpt to answer the question.

Our conduct toward these people is deeply interesting to our national character. Their present condition, contrasted with what they once were, makes a most powerful appeal to our sympathies. Our ancestors found them the uncontrolled possessors of these vast regions. By persuasion and force they have been made to retire from river to river and from mountain to mountain, until some of the tribes have become extinct and others have left but remnants to preserve for a while their once terrible names. . . . The fate of the Mohegan, the Narragansett, and the Delaware is fast overtaking the Choctaw, the Cherokee, and the Creek. That this fate surely awaits them if they remain within the limits of the States does not admit a doubt. Humanity and national honor demand that every effort should be made to avert so great a calamity.

—from President Andrew Jackson’s First Annual Message, December 8, 1829

Based on this excerpt, with which statement would Jackson agree? (7.6, 7.6.a, 7.10.e)

- a) Removal will cause irreversible damage to the five tribes.
- b) Removal is necessary to save the five tribes from extinction.
- c) The United States must repair the damage done to Native cultures.
- d) The United States is responsible for the destruction of many Native cultures.

11. Use the excerpt to answer the question.

Permit us to ask, what better right can a people have to a country, than the right of inheritance and immemorial peaceable possession?

—from Memorial of the Cherokee Nation (1830)

In this excerpt, on what basis do the Cherokee claim ownership of their native lands? (7.6, 7.6.a, 7.10.e)

- a) They have purchased the land from the U.S. government and hold a clear legal title to it.
- b) They have signed treaties with the U.S. government stating that the land belongs to the Cherokee.
- c) They have lived peacefully with white settlers and are entitled to the land as payment for helping them.
- d) They have lived on the land for countless years, and it has been passed down to them from generation to generation.

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

Westward expansion was an overall positive experience for the United States.

Support or refute this claim using evidence from the chapter. (7.7, 7.8.g, 7.10.a, 7.10.c, 7.10.d, 7.10.e)

Assessment: Chapter 2—Continued Expansion, Conflict, and Compromise

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

1. Use the image to answer the questions.



Part A What does this image represent? (7.6, 7.10.d)

- a) Manifest Destiny
- b) the Trail of Tears
- c) the Monroe Doctrine
- d) the Mormon migration

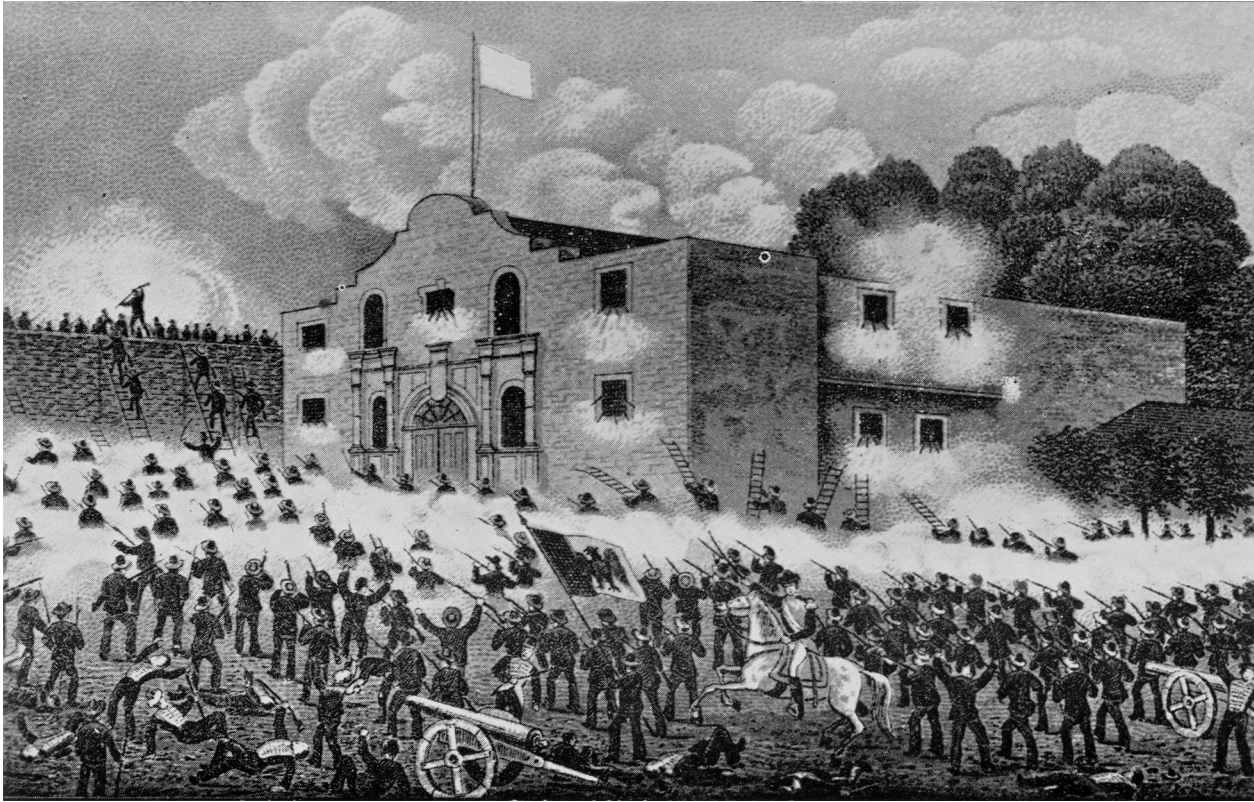
Part B Which piece of evidence best supports the answer to Part A? (7.6, 7.10.d)

- a) the Native Americans fleeing
- b) the angelic figure headed west
- c) the new forms of transport technology shown
- d) the heavy clouds and mountains in the background

2. After gaining its independence from Spain, the Mexican government _____. (7.10.f, 7.10.g, 7.10.h)

- a) offered to sell Texas to the United States
- b) immediately legalized the practice of slavery
- c) encouraged American settlers to move to Texas
- d) moved troops into areas claimed by the United States

3. Use the image to answer the question.



This image is most closely associated with _____. (7.10.f, 7.10.g, 7.10.h)

- a) Texas independence
 - b) Mexican independence
 - c) the Gadsden Purchase
 - d) the settlement of Oregon
4. How did President James K. Polk provoke war with Mexico? (7.8.g, 7.10.f, 7.10.g, 7.10.h)
- a) He allowed slavery to be practiced in Texas.
 - b) He ordered U.S. troops to cross the Nueces River.
 - c) He ordered U.S. troops to attack the town of Santa Fe.
 - d) He refused to buy California and New Mexico from Mexico.

5. Use the map to answer the question.



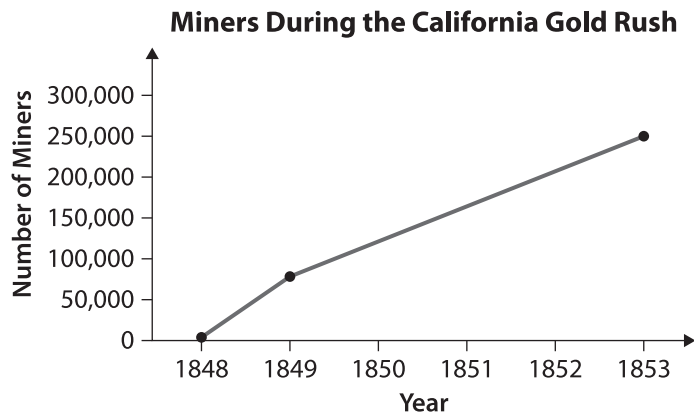
Which of the following were most responsible for expanding U.S. territory into Texas and areas west of the Rocky Mountains? Select the **two** correct answers. (7.5, 7.10.f, 7.10.g)

- a) the Oregon Treaty
- b) the Homestead Act
- c) the Indian Removal Act
- d) the *Worcester v. Georgia* case
- e) the Treaty of Guadalupe Hidalgo

6. Which of the following groups settled in the West to escape religious persecution? (7.10.d, 7.10.g)

- a) the Californios
- b) the Exodusters
- c) the Forty-Niners
- d) the Mormons

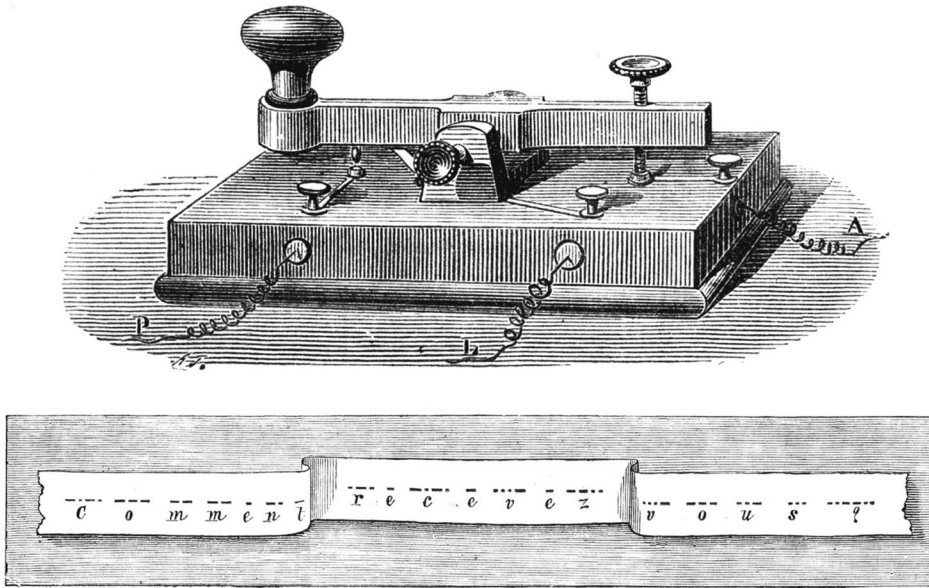
7. Use the graph to answer the question.



Which conclusion is supported by the graph? (7.7, 7.7.a, 7.7.c, 7.7.d, 7.10.d, 7.10.f, 7.10.g)

- a) By 1850, California had become the wealthiest state in the Union.
- b) Most miners who traveled to California in search of gold became wealthy.
- c) The discovery of gold in California quickly increased the territory's population.
- d) The experience of migrants to California weakened Americans' belief in Manifest Destiny.

8. Use the image to answer the question.



This invention helped make which of the following obsolete? (7.10.f, 7.10.g)

- a) railroads
- b) telephones
- c) newspapers
- d) the Pony Express

9. How did the U.S. government help in the construction of the transcontinental railroad? (7.8.g, 7.10.f, 7.10.g)
- a) The government gave 160 acres of free land to anyone who would settle on it and farm for at least five years.
 - b) The government gave railroad companies a gift of ten square miles of land alongside each mile of track they built.
 - c) The government raised taxes on American businesses and passed the revenue along to the companies building the railroad.
 - d) The government passed the Indian Removal Act to force Native Americans off of land needed for the transcontinental railroad.

10. Use the excerpt to answer the question.

[It is] our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.

—from John O’Sullivan’s Editorial on Manifest Destiny (1845)

The ideas expressed in the passage contributed most directly to which of the following? (7.6, 7.6.a, 7.10.d, 7.10.f, 7.10.g)

- a) the American Civil War
 - b) the War of 1812
 - c) the passage of the Homestead Act
 - d) the Supreme Court’s decision in *Worcester v. Georgia*
11. Use the excerpt to answer the question.

As the Railroad marched thus rapidly across the broad Continent of plain and mountain, there was improvised a rough and temporary town at its every public stopping-place. As this was changed every thirty or forty days, these settlements were of the most perishable materials—canvas tents, plain board shanties, and turf-hovels—pulled down and sent forward for a new career, or deserted as worthless, at every grand movement of the Railroad company. Only a small proportion of their populations had aught to do with the road, or any legitimate occupation. Most were the hangers-on around the disbursements of such a gigantic work, catching the drippings from the feast in any and every form that it was possible to reach them. Restaurant and saloon keepers, gamblers, desperadoes of every grade, the vilest of men and of women made up this “Hell on Wheels,” as it was most aptly termed.

—from Samuel Bowles Travels on the Union Pacific

Which statement is supported by the details in this excerpt? (7.6, 7.6.a, 7.6.b, 7.10.g)

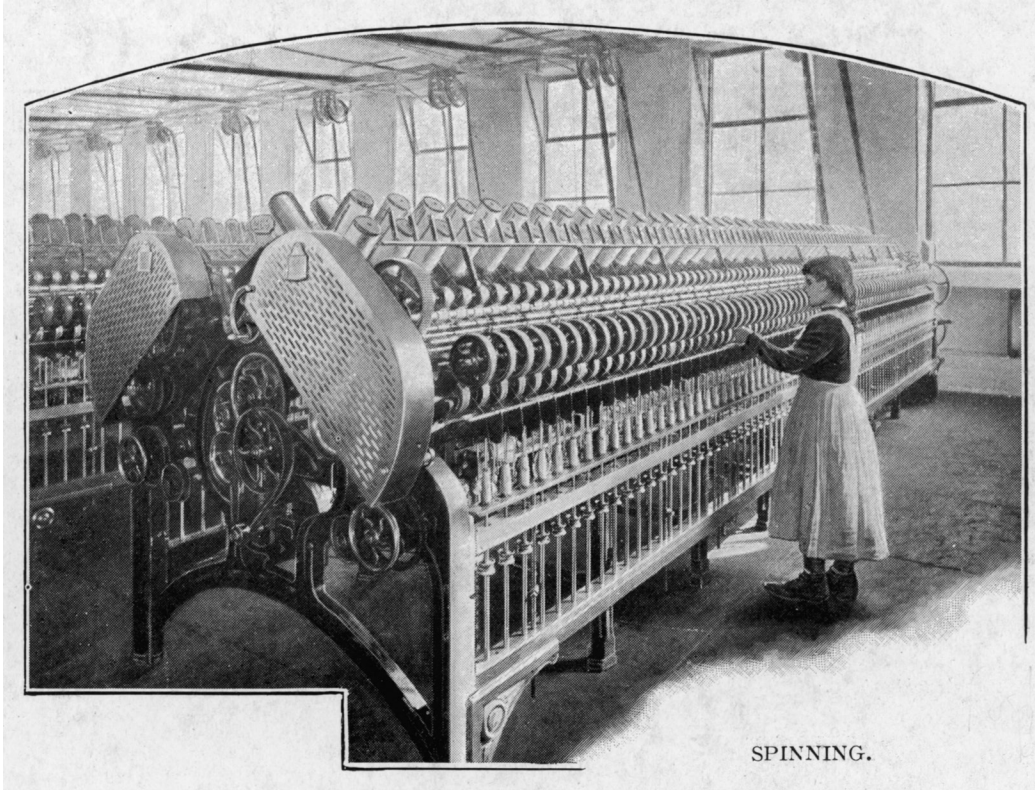
- a) The railroad left a lasting impact on the environment of the West.
 - b) The railroad hired workers of questionable moral character.
 - c) The railroad required large numbers of workers.
 - d) The railroad encouraged migration to the West.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Which event discussed in this chapter was most responsible for the growth and expansion of the United States in the mid-1800s? Make a claim that answers the question, and support it with evidence from the chapter. (7.7.b, 7.7.c, 7.7.d, 7.8.g, 7.10.d, 7.10.f, 7.10.g, 7.10.h)

Assessment: Chapter 3—Regional Development and Interactions

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

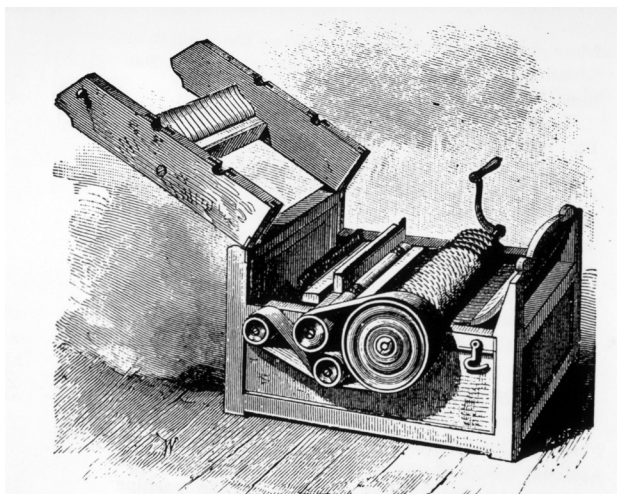
1. Use the image to answer the question.



This factory was most likely located in which region of the United States? (7.6, 7.10.i, 7.10.l)

- a) the North
 - b) the South
 - c) the Southwest
 - d) the West
2. Which statement about regional development in the early to mid-1800s is accurate? (7.10.i, 7.10.l)
- a) The economies of both the West and the South depended largely on the labor of enslaved people.
 - b) The North and the West cooperated economically and politically to develop a successful mining industry.
 - c) As the South began to develop industrially, it became politically and economically independent of the North.
 - d) The North and the South grew apart because of rapid industrialization in the North and heavy reliance on agriculture in the South.

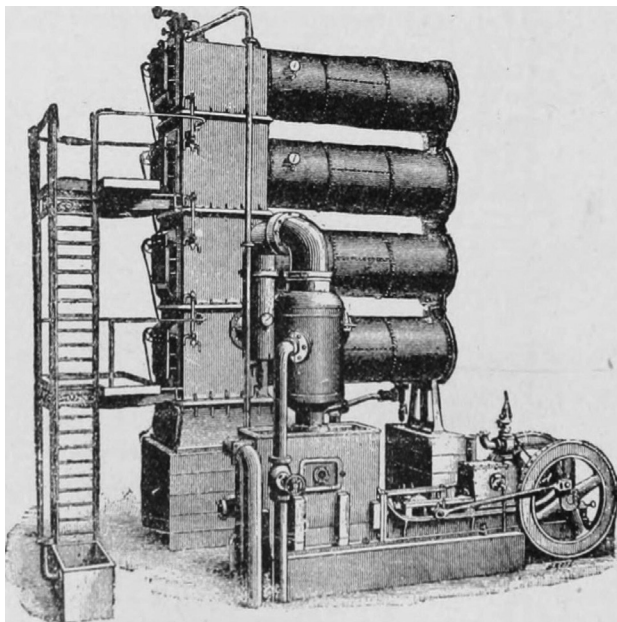
3. Use the image to answer the question.



Which of the following were direct results of this invention? Select the **two** correct answers. (7.10.i, 7.10.j)

- a) the invention of the telegraph
- b) the growth of agriculture in the North
- c) the expansion of slavery in the South
- d) the introduction of the factory system in the West
- e) the rapid growth of the textile industry in New England

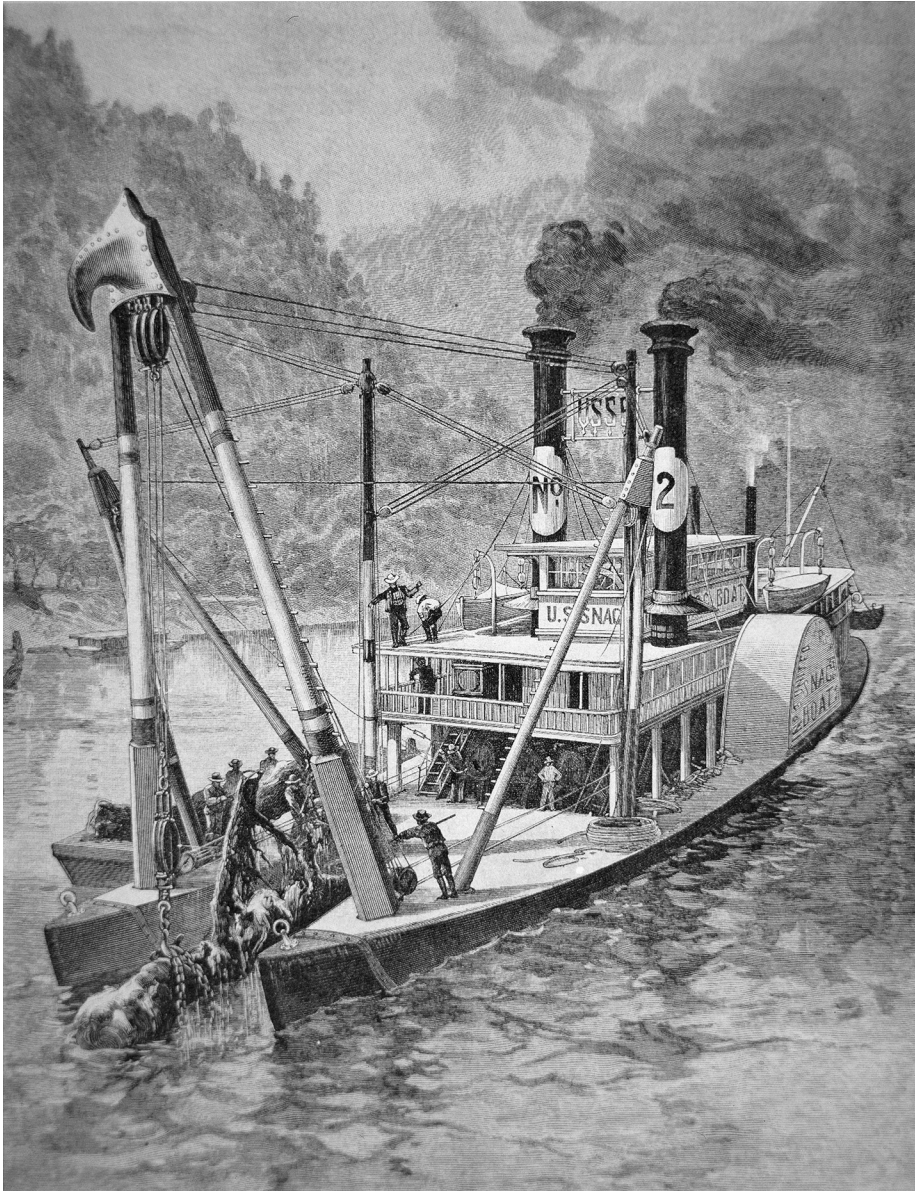
4. Use the image to answer the question.



This invention had effects very similar to the effects of what other invention? (7.10.i, 7.10.j)

- a) the canal system
- b) the cotton gin
- c) the telephone
- d) the telegraph

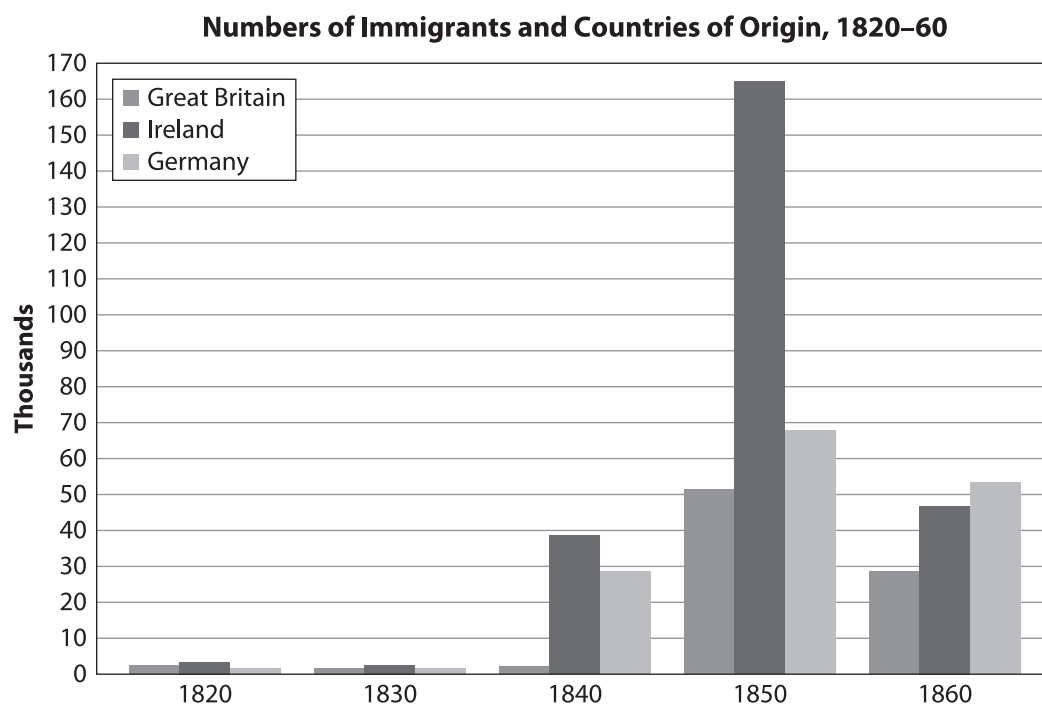
5. Use the image to answer the question.



How did this invention affect the growth of the United States during the early to mid-1800s? (7.10.k)

- a) It revolutionized the fishing industry along the Mississippi River.
- b) It enabled the removal of “snags,” opening new avenues of river travel.
- c) It made it easier and faster for people to send long-distance messages.
- d) It made it easier for settlers to journey to the Oregon and New Mexico Territories.

6. Use the graph to answer the question.



Which conclusion is best supported by the graph? (7.10.m)

- a) In the early 1800s, most immigrants to the United States could not speak English.
 - b) In the mid-1800s, millions of Irish immigrants came to the United States.
 - c) After the 1860s, most immigrants to the United States came from Asia.
 - d) In the mid-1800s, Great Britain and Germany were continually at war.
7. Which of the following was a push factor that led to increased immigration to America in the mid-1800s? (7.10.m)
- a) the Irish potato blight
 - b) the passage of the Homestead Act
 - c) the building of the transcontinental railroad
 - d) the development of the U.S. textile industry
8. Which of the following was a pull factor that led to increased immigration to America in the mid-1800s? (7.10.m)
- a) political turmoil
 - b) widespread famine
 - c) the discovery of gold in California
 - d) persecution of the Mennonites and Amish
9. Why did migrants from China find themselves working in laundries and in mines? (7.10.i, 7.10.m)
- a) Migration caused economic decline.
 - b) Other job opportunities were limited.
 - c) All available work was taken by Europeans.
 - d) These jobs paid better than other forms of work.

10. Use the excerpt to answer the question.

The change taught me how much better it is for a newcomer to stay in the country among farmers of his nationality until he has learned a little English. I was safe and felt almost at home on that farm. . . . The situation became very different in a boarding house in Minneapolis for workers in the saw-mills and in the lumber yards. Their work was very heavy, too heavy for a boy of my years. The board was good enough but the rooms poor and not too clean.

—*from* Recollections of a European Immigrant

Which statement is supported by the excerpt? (7.6.a, 7.6.b, 7.10.i, 7.10.l, 7.10.m)

- a) Immigrants rarely settled where others from their own country were already living.
 - b) Living conditions for most immigrants in American cities were dreadful.
 - c) Most immigrants were too poor to travel beyond the cities where they landed.
 - d) Most immigrants did not want to become “real Americans.”
11. Use the excerpt to answer the question.

The ordinary laundry shop is generally divided into three rooms. In front is the room where the customers are received, behind that a bedroom and in the back the work shop, which is also the dining room and kitchen. The stove and cooking utensils are the same as those of the Americans.

—*from* Recollections of a Chinese Immigrant (1903)

What can be inferred from this excerpt? (7.6, 7.6.a, 7.10.m)

- a) The author came to the United States with money.
 - b) The author did not see himself as an American.
 - c) The author built a successful business.
 - d) The author had no meaningful skills.
- B. **On your own paper, write a well-organized paragraph in response to the following prompt:**

How did immigration shape the United States in the early to mid-1800s? Make a claim, and support it with evidence from the chapter. (7.7, 7.7.a, 7.7.b, 7.7.c, 7.7.d, 7.8.g, 7.10.i, 7.10.l, 7.10.m)

