

GRADE 4, UNIT 4

Impacts of U.S Expansion



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A map from an 1898 series outlines the United States and surrounding territories following the Treaty of Paris. Image by H. C. Roberts via Library of Congress, public domain.

Acknowledgements

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Est. 2019 by the Mashpee Wampanoag Tribe Education Department

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Name: _____ Date: _____

Unit 4, Cluster 1 Inquiry Chart

Unit EQ	In what ways did the growth of the United States affect different groups of people?
Cluster SQ	Why did the growth of the United States create conflict?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 2: We examined a series of maps showing how the United States grew over time and generated questions about that growth.	
Lesson 3: We learned new vocabulary words and used them to discuss how colonists and Indigenous nations had conflicting ideas about land and power.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 4: We examined four treaties between the United States and Indigenous nations and identified what was agreed to and what actually happened.	
Lesson 5: We explored four ways the United States acquired territory and sorted states into categories based on how they joined the United States.	
Lesson 6: We examined opinions from multiple perspectives about whether new states should allow slavery and learned how leaders tried to resolve this conflict through compromise.	

Blank Word Wall Cards

Directions: These cards are designed to support students with learning key vocabulary in their home language(s). Make a copy of this document and use a translation resource to translate the word and definition. Print and cut out these vocabulary cards to use on the Word Wall in the classroom. Translated cards should be displayed below the English version to support students with translanguaging.

Blank Word Wall Cards

vocabulary word

definition

vocabulary word

definition

vocabulary word

definition

Unit 4 Know and Wonder Chart

Unit 4 Essential Question: How did the growth of the United States affect different groups of people?

What do you already know?	What do you wonder?

Name: _____

Date: _____

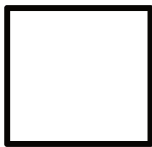
Territories and States

Directions: Work with your partner to make observations and generate questions about how the United States grew and the people living there.

Observations	Questions
What do you notice about how the United States grew? What else do you notice?	What questions do you have about how the United States grew? What questions do you have about the people living there?

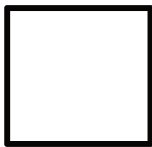
Vocabulary Cards

Vocabulary Cards



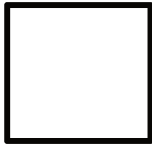
colony

an area that is controlled
by another country and
occupied by colonizers



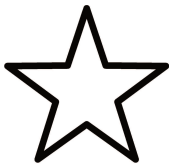
territory

an area of land that is
used, owned, or governed
by a certain group



state

a self-governing division
of a country



sovereignty

the power of a nation
to govern itself and
make its own laws



Indigenous nation

an Indigenous group that has sovereignty and its own system of government



ancestral lands

the traditional area of Indigenous peoples

Name: _____ Date: _____

Making Vocabulary Connections

Directions: With your partner, find connections between the three vocabulary words in each group. For each connection, explain your thinking. For example: “Rain is related to clouds because rain comes from clouds.” Use the sentence frames to get started.

___ is related to ___ because ___.

___ is a type of ___ because ___.

All three words are connected because ___.

Connections between **territory**, **state**, and **colony**:

Connections between **Indigenous nation, sovereignty,** and **ancestral lands:**

Name: _____ Date: _____



Lesson 3 Exit Ticket

Directions: Use the sentence frames to help you respond to the question below. Include vocabulary words from both card sets in your response.

Based on what you know so far, why did the growth of the United States create conflict?

Colonists wanted ___ because ___.

Indigenous nations wanted ___ because ___.

This creates conflict because ___.

Name: _____ Date: _____

Treaty Notes Organizer

Directions: Read the treaty information sheet with your group and look at the map. Use the organizer below to take notes on what you learned.

Name and date of treaty:

Who was the treaty between?

What did the United States agree to?

What did the Indigenous nation(s) agree to?

What actually happened after the treaty was signed? What effect(s) did that have?

Name: _____ Date: _____

Treaty Information

Each of the following pages has information about one treaty and a map that shows the Indigenous lands the treaty was about.

Treaties:

- Treaty of Canandaigua
- Treaty of Hopewell
- Treaty of Fort Wayne
- Treaty of New Echota

Treaty of Canandaigua (1794)

The Haudenosaunee are a confederacy of six Indigenous nations whose people have lived in what is now New York State and Canada for thousands of years. In the 1790s, many Indigenous nations were fighting against U.S. Expansion into their lands. The United States wanted the Haudenosaunee to stay out of those fights, so they offered a treaty. The Haudenosaunee decided to negotiate rather than go to war. In 1794, both sides signed the Treaty of Canandaigua.

The United States promised to protect and never take Haudenosaunee lands. The United States also agreed to make yearly payments. In return, the Haudenosaunee agreed not to claim any other land and to allow safe passage through their territory.

The United States still sends a yearly gift of cloth to the Six Nations—one promise kept. But the promise to protect their lands was not kept. For example, the Onondaga Nation (one of the Six Nations) once had millions of acres of land. Today, they have only a small piece of it left. New York State took their land through deals the Onondaga say were illegal. The Onondaga continue to fight for the land the treaty promised would remain theirs.



The ancestral Haudenosaunee lands took up much of what is today New York and Canada.

Treaty of Hopewell (1785)

By 1775, the Cherokee people had lived for thousands of years on ancestral lands that extended across much of what is now the southeastern United States. During and after the American Revolution, conflict over land grew between the Cherokee and U.S. settlers who were moving onto Cherokee lands. In 1785, the U.S. government proposed an agreement that it hoped would end the disputes. Both sides signed the Treaty of Hopewell.

The United States promised to recognize Cherokee lands and protect their boundaries. The treaty prohibited U.S. citizens from building homes, ranches, or towns on Cherokee land. The Cherokee Nation agreed to allow trade and travel across Cherokee lands. Both sides agreed to return prisoners they had captured in various conflicts during the years of the American Revolution.

Despite these promises, citizens of the United States kept claiming Cherokee land for themselves and building on it. The U.S. government did not stop them. Fifty years later, the United States used another treaty, the Treaty of Echota, to force the Cherokee to give up their remaining lands in the Southeast.



The ancestral Cherokee occupied what is today the states of Tennessee, Kentucky, Georgia, and Alabama.

Treaty of Fort Wayne (1809)

By 1809, the Potawatomi, Miami, Delaware, and other Indigenous peoples had lived for thousands of years on lands in what are now Indiana, Ohio, and Illinois. When Governor William Henry Harrison wanted to acquire more Indigenous land for the Indiana Territory, he presented the Treaty of Fort Wayne to leaders of these nations.

The treaty called for the nations to give up 2.5 million acres of their land. The United States agreed to pay them, but the payment only came to about two cents per acre. Some Indigenous leaders refused to sign. One Miami leader said it was time to stop the whites from taking their land. But Harrison pressured leaders until enough of them signed the treaty for it to take effect.

The treaty did not bring peace. Many Indigenous leaders argued that no one had the right to sell land that belonged to all their people. Ongoing disagreements over the treaty led to increasing conflict between the Indigenous nations and the United States. Within two years, that conflict turned into a war in which the United States took even more Indigenous lands. By 1846, most of the nations that had signed the treaty had been forced to move west of the Mississippi River.



The native peoples of the Great Lakes, including the Potawatomi, Miami, and Delaware peoples, had ancestral lands in what became the states of Wisconsin, Michigan, Ohio, Indiana, Illinois, and Minnesota.

Treaty of New Echota (1835)

By the early 1800s, the Cherokee people had lived for thousands of years on lands in what are now Georgia, Tennessee, North Carolina, and Alabama. But the U.S. government wanted to add that land to the United States. In 1835, a small group of Cherokee men signed the Treaty of New Echota. Neither the Cherokee government nor the Cherokee people approved of signing the treaty.

The treaty gave all Cherokee land east of the Mississippi to the United States. In return, the United States promised money and land in what is now Oklahoma. The treaty also promised that the Cherokee Nation would have a representative in Congress. Most Cherokee leaders, including their principal chief, said the treaty was illegal because the men who signed it did not have permission from the Cherokee government.

The United States used the treaty to force the entire Cherokee Nation from its homeland. In 1838, around 16,000 Cherokee people were forced to march west on the Trail of Tears. Thousands died along the way. The promise of a Cherokee representative in Congress was never kept.



The ancestral Cherokee occupied what is today the states of Tennessee, Kentucky, Georgia, and Alabama.

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Image source: Topographic map of the USA by DEMIS BV, Wikimedia Commons, public domain. (Adapted by Educurious.)

Name: _____ Date: _____

Treaty Notes Organizer (Sentence Starters)

Directions: Read the treaty information sheet with your group and look at the map. Use the organizer below to take notes on what you learned.

Name and date of treaty:

Who was the treaty between?

The treaty was between the United States and the...

What did the United States agree to?

The U.S. agreed to...

What did the Indigenous nation(s) agree to?

The Indigenous nation(s) agreed to...

What actually happened after the treaty was signed? What effect(s) did that have?

After the treaty was signed, what actually happened was...

As a result, ...

Name: _____ Date: _____

U.S. Expansion Organizer

Directions: Place each tile in the correct column to show how the state was added to the United States.

War	Purchase	Treaty	Annexation

Name: _____ Date: _____



Lesson 5 Exit Ticket

Directions: Choose one way that the United States added territory. Tell who was affected by this method of expansion and in what ways, and explain why this method created conflict.

Territorial Acquisitions Map

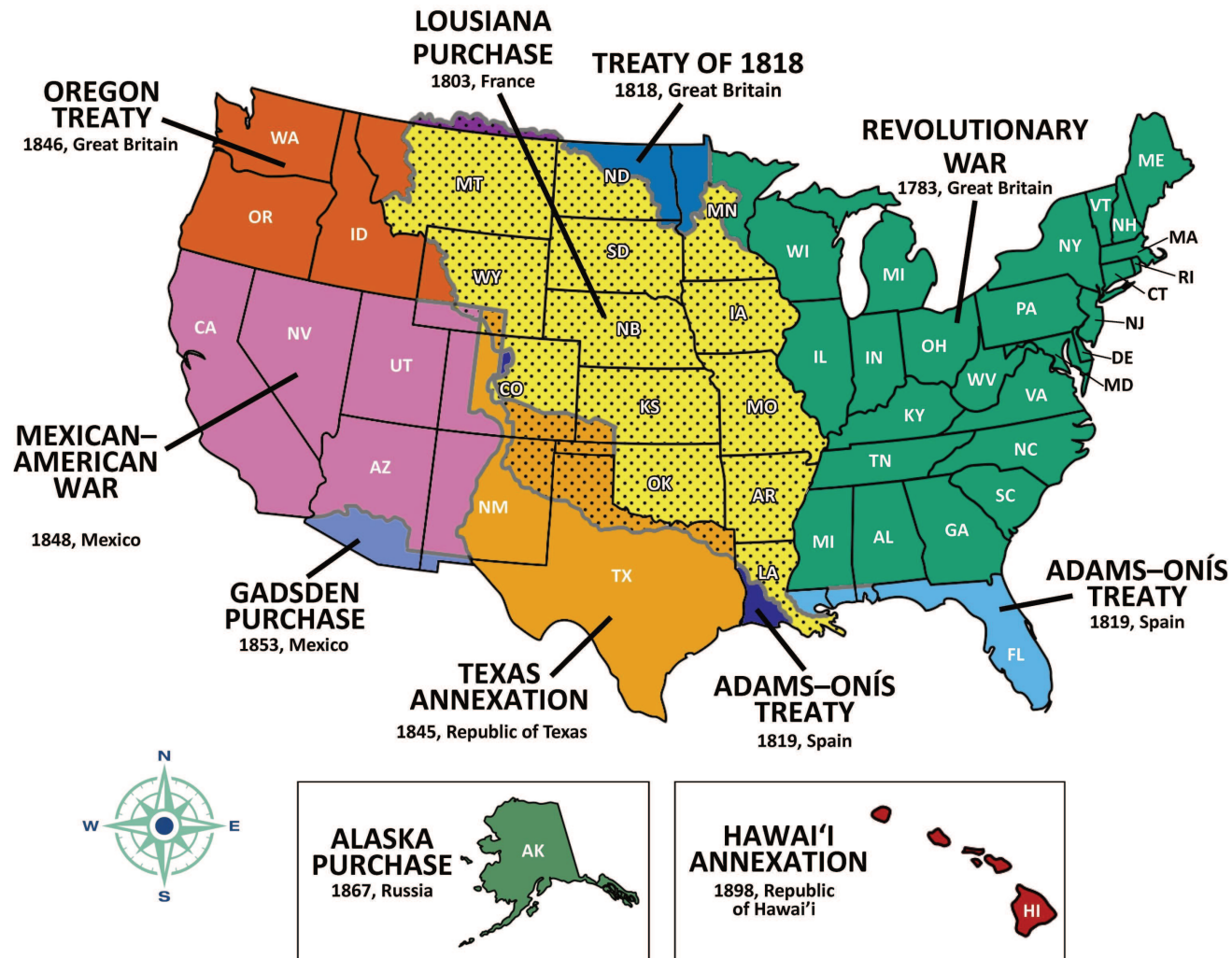


Image: Blank US map by Kaboom88, Wikimedia Commons, public domain. (Adapted by Educurious.)

Grade 4, Unit 4: Impacts of U.S. Expansion

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State Tiles

Cards			
Alaska 1959	Arizona 1912	Hawaii 1959	Louisiana 1812
Oregon 1859	Pennsylvania 1787	Texas 1845	Washington 1889

Name: _____ Date: _____

Lesson 5 Exit Ticket (Sentence Frames)

Directions: Choose one way that the United States added territory. Tell who was affected by this method of expansion and in what ways, and explain why this method created conflict. Use the sentence frames to help you write your response.

The United States added territory by ____.

This affected ____ because ____.

This created conflict because ____.

Name: _____ Date: _____

Opinions Organizer

Directions: Below are three opinions on adding new states to the United States. Read the opinions below and the Evidence Cards in your Student Slide Deck. For each opinion, write the card number or numbers that support or describe it.

Opinion 1:

Slavery should not be allowed in new states.

Cards that match this perspective: _____

Opinion 2:

People in each territory should vote and decide for themselves.

Cards that match this perspective: _____

Opinion 3:

Slavery should be allowed in new states.

Cards that match this perspective: _____

Name: _____ Date: _____



Lesson 6 Exit Ticket

Directions: Answer the questions that connect today's learning to the Supporting Question:

? Why did the growth of the United States create conflict?

Why did adding new states increase conflict?

Who would have been affected if the United States was not able to keep the balance of slave states and free states? In what ways might they have been affected?

Name: _____ Date: _____

Lesson 6 Exit Ticket (Sentence Starters)

Directions: Use you the sentence starters to help you answer the questions that connect today's learning to the Supporting Question:

? Why did the growth of the United States create conflict?

Why did adding new states increase conflict?

Adding new states increased conflict because...

Who would have been affected if the United States was not able to keep the balance of slave states and free states? In what ways might they have been affected?

If the balance was lost, that would have affected...

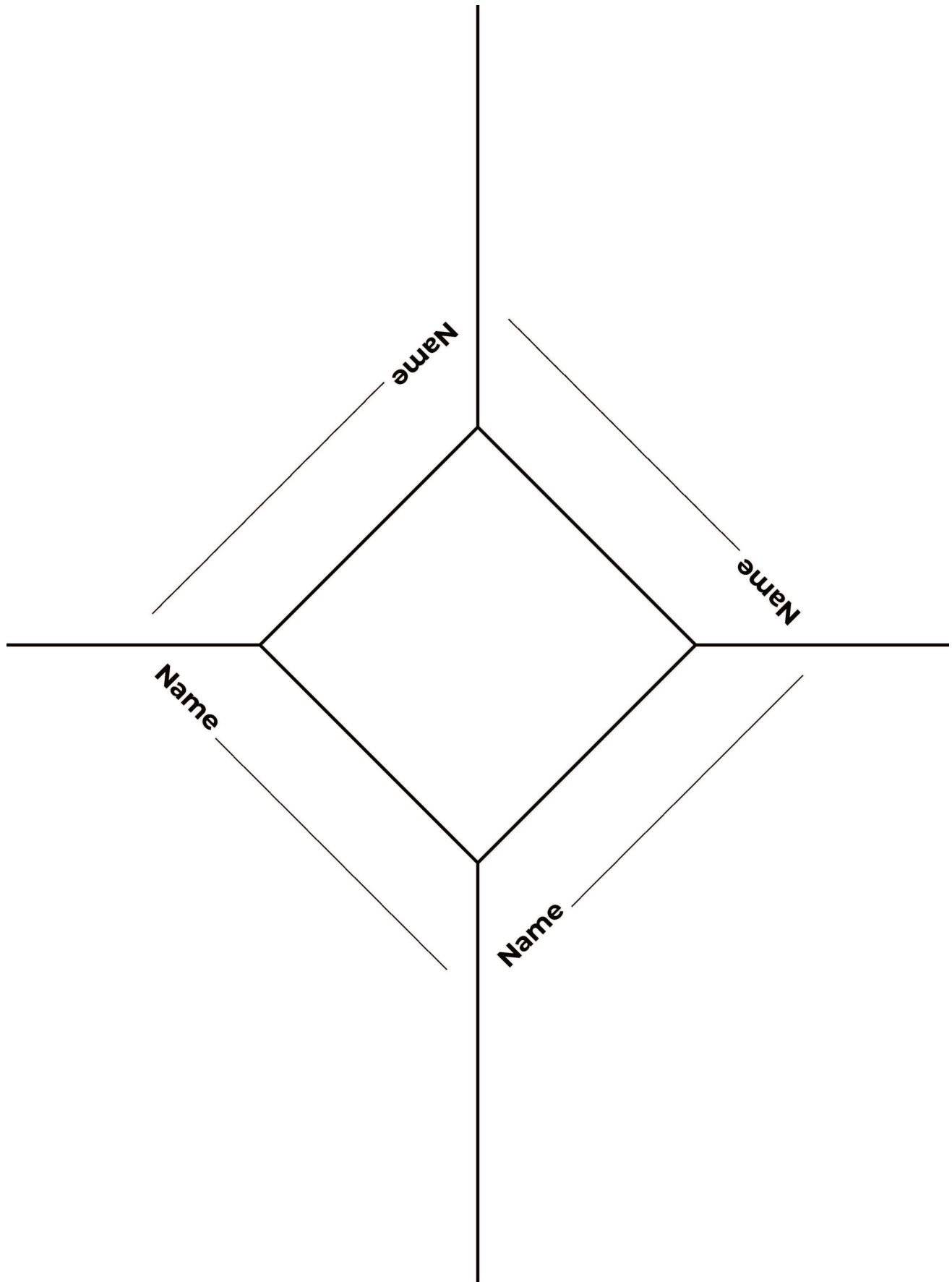
One way they might have been affected is...

Discussion Diamond

Direction: Follow the steps below to answer the Supporting Question:

 **Why did the growth of the United States create conflict?**

1. Write your name on the line in the corner facing you.
2. Think silently about the question.
3. Look back at your cluster materials for evidence that connects to a group of people.
4. Write your answer to the question in your corner of the Discussion Diamond. Include at least one piece of evidence and tell the group your evidence connects to.
5. Share your response with your group. Listen to the other group members' responses.
6. Work together to summarize your group's discussion. Choose one group member to write that summary in the center of the Discussion Diamond.



Discussion Diamond (Sentence Frames)

Direction: Follow the steps below to answer the Supporting Question:

? Why did the growth of the United States create conflict?

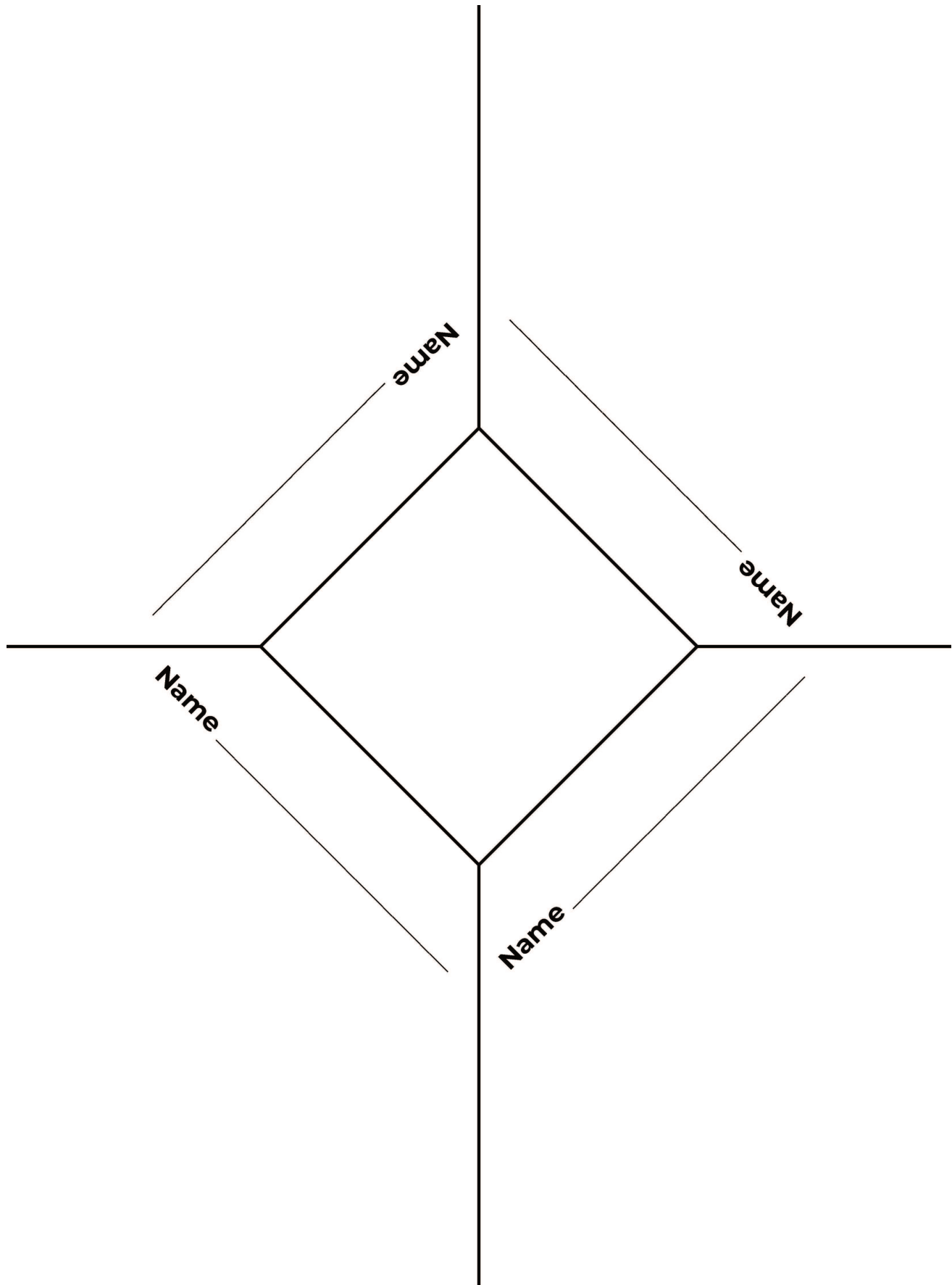
1. Write your name on the line in the corner facing you.
2. Think silently about the question.
3. Look back at your cluster materials for evidence that connects to a group of people.
4. Write your answer to the question in your corner of the Discussion Diamond. Include at least one piece of evidence and tell the group your evidence connects to.
5. Share your response with your group. Listen to the other group members' responses.
6. Work together to summarize your group's discussion. Choose one group member to write that summary in the center of the Discussion Diamond.

Use the sentence frames to help you write your response.

The growth of the United States created conflict because ____.

____ were affected when ____.

____ and ____ disagreed about _____. As a result, ____.



Name: _____ Date: _____

Cluster 1 Formative Assessment Task

Directions: Complete the organizer by choosing one U.S. government decision from the list in the first box. In the second box, write any groups of people who were affected by that decision. In the third box, explain the effect(s) of that decision on the people you identified.

U.S. government decision (circle one)	Affected group(s)	Effects(s)
Making and breaking treaties with Indigenous nations		
Purchasing the Louisiana Territory from France		
Going to war with Mexico		
Annexing Texas		
Compromising on slavery in new states		

Directions: Use the information you recorded in your organizer to answer the questions.

Why did this decision create conflict?

Who do you think should have had a say in this decision? Why? What might have been different if they had?

Name: _____ Date: _____

Cluster 1 Formative Assessment Task (Sentence Frames)

Directions: Complete the organizer by choosing one U.S. government decision from the list in the first box. In the second box, write any groups of people who were affected by that decision. In the third box, explain the effect(s) of that decision on the people you identified.

U.S. government decision (circle one)	Affected group(s)	Effects(s)
Making and breaking treaties with Indigenous nations		
Purchasing the Louisiana Territory from France		
Going to war with Mexico		
Annexing Texas		
Compromising on slavery in new states		

Directions: Use the information you recorded in your organizer to answer the questions. You can use the sentence frames to help you write your responses.

Why did this decision create conflict?

This created conflict because ____.

Who do you think should have had a say in this decision? Why? What might have been different if they had?

I think ___ should have had a say because ___. If they had, then ___.

Name: _____ Date: _____

Unit 4, Cluster 2 Inquiry Chart

Unit EQ	In what ways did the growth of the United States affect different groups of people?
Cluster SQ	Why did so many people move to the American West?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 9: We observed a painting and watched a short video to generate questions about Manifest Destiny and why so many people moved to the American West.	
Lesson 10: We analyzed an illustration and a map of the Santa Fe Trail and considered whose perspectives are represented and whose are missing.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 11: We used maps, a timeline, and a video to examine how the Mexican-American War helped the United States expand and how it affected different groups of people.	
Lesson 12: We identified push and pull factors that led to different groups of people moving to the American West in the 19th century.	
Lesson 13: We analyzed primary sources about the Transcontinental Railroad to explore whose perspectives are represented and whose are left out.	

Name: _____ Date: _____

Perspectives on the Santa Fe Trail

Part 1

Directions: Analyze “Safe March of the Caravan.” Examine the illustration and read the caption. Then answer the questions on the next page.

Safe March of the Caravan



Josiah Gregg drew this illustration for his book *Commerce of the Prairies*, published in 1844. Gregg was an American trader who traveled the Santa Fe Trail many times. He wrote the book for other traders interested in western trade. The book described the Santa Fe Trail and encouraged more Americans to use it for trade.

What do you notice about the illustration?

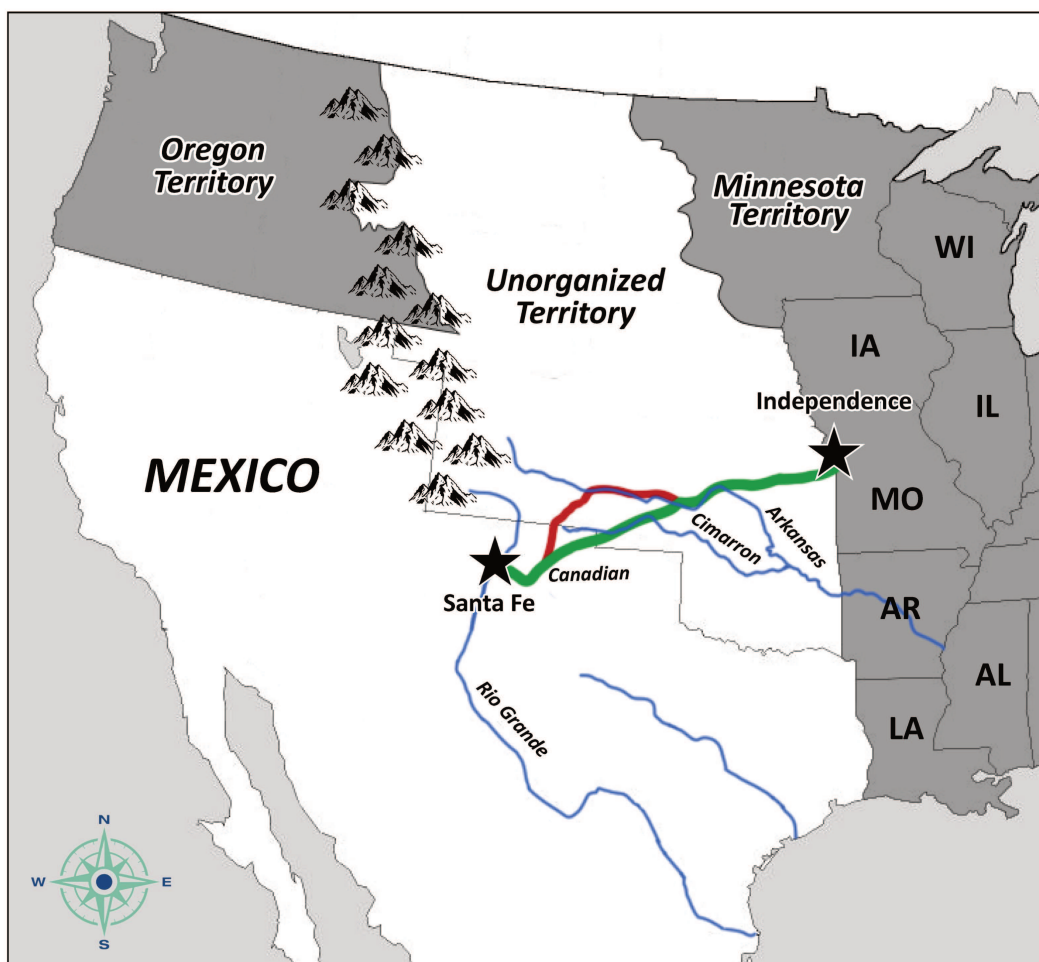
What story is the illustration telling about the Santa Fe Trail?

Whose perspective is missing from the illustration? How do you know?

Part 2

Directions: Map the Santa Fe Trail. First, write a title for the map. Then, use the colors and symbols on the map to complete the map key. Finally, answer the questions on the next page.

Map Title _____



MAP KEY

What is one reason a trader might choose the Mountain Route?

What is one reason a trader might choose the Cimarron Route?

Name: _____ Date: _____

Perspectives on the Santa Fe Trail (Sentence Starters)

Part 1

Directions: Analyze “Safe March of the Caravan.” Examine the illustration and read the caption. Then answer the questions on the next page. Use the sentence starters to help you write your answers.

Safe March of the Caravan



Josiah Gregg drew this illustration for his book *Commerce of the Prairies*, published in 1844. Gregg was an American trader who traveled the Santa Fe Trail many times. He wrote the book for other traders interested in western trade. The book described the Santa Fe Trail and encouraged more Americans to use it for trade.

What do you notice about the illustration?

I notice...

What story is the illustration telling about the Santa Fe Trail?

The illustration is telling the story that...

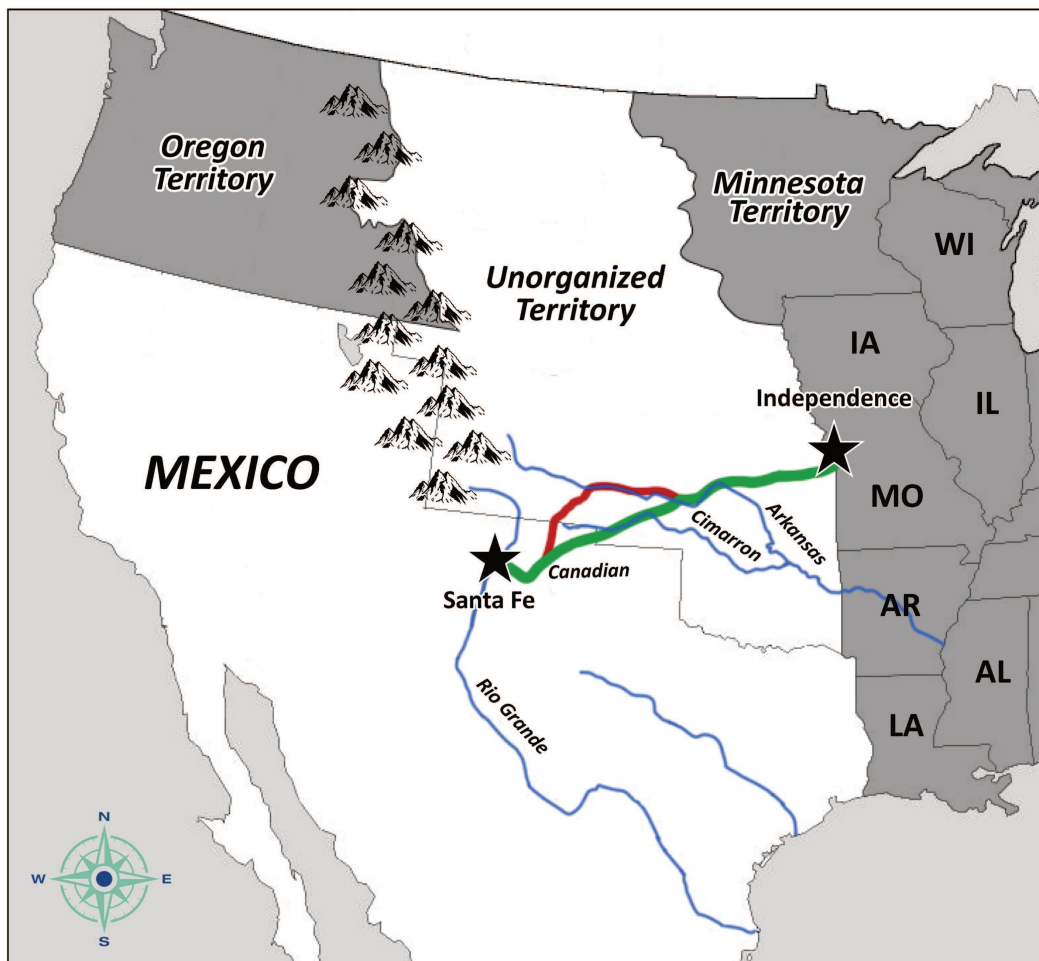
Whose perspective is missing from the illustration? How do you know?

One missing perspective is... I know this because...

Part 2

Directions: Map the Santa Fe Trail. First, write a title for the map. Then, use the colors and symbols on the map to complete the map key. Finally, answer the questions on the next page. Use the sentence starters to help you write your answers.

Map Title _____



MAP KEY

What is one reason a trader might choose the Mountain Route?

One reason a trader might choose the Mountain Route is...

What is one reason a trader might choose the Cimarron Route?

One reason a trader might choose the Cimarron Route is...

Name: _____ Date: _____

Mexican-American War Video Notes

Directions: Answer the questions about key ideas in the video. Record your responses in the organizer.

Timestamp	Question	Response
0:23	What was one cause of the war?	
1:18	How did the United States benefit from winning the war?	
1:48	What resources did the United States gain from winning the war?	
2:12	What promises did the United States make to Mexican citizens in the Treaty of Guadalupe Hidalgo?	

Mexican–American War Maps



"United States at Beginning of Mexican war 1846" by Modern School Supply Company and E.W.A. Rowles, Library of Congress, public domain.

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Name: _____ Date: _____

Mexican-American War Video Notes (Sentence Starters)

Directions: Answer the questions about key ideas in the video. Record your responses in the organizer. Use the sentence starters to help you write.

Timestamp	Question	Response
0:23	What was one cause of the war?	<i>One cause of the war was...</i>
1:18	How did the United States benefit from winning the war?	<i>The United States benefited from winning the war because...</i>
1:48	What resources did the United States gain from winning the war?	<i>The United States increased its wealth by gaining...</i>
2:12	What promises did the United States make to Mexican citizens in the Treaty of Guadalupe Hidalgo?	<i>The United States promised...</i>

Name: _____ Date: _____

Push and Pull Factors

Part 1: Analyze Your Card

Directions: Discuss your Resource Card with your group. Decide whether it represents a push factor, a pull factor, or both. Take notes from the discussion and use your notes to answer the questions below. You can use the sentence starters to help you write your responses.

Card: _____

Is this card a push factor, a pull factor, or both? Circle your answer.

Push Factor**Pull Factor****Both**

What evidence from the card supports your answer?

Part 2: Connect to the Supporting Question

Directions: Discuss answers to the Supporting Question with your group. Use evidence from the Resource Cards and the class share-out to support your discussion. Then, write your own answer.

 **Why did so many people move to the American West?**

Name: _____ Date: _____

Push and Pull Factors (Sentence Starters)

Part 1: Analyze Your Card

Directions: Discuss your Resource Card with your group. Decide whether it represents a push factor, a pull factor, or both. Take notes from the discussion and use your notes to answer the questions below. You can use the sentence starters to help you write your responses.

Card: _____

Is this card a push factor, a pull factor, or both? Circle your answer.

Push Factor**Pull Factor****Both**

What evidence from the card supports your answer?

One detail from the card that supports this is...

Part 2: Connect to the Supporting Question

Directions: Discuss answers to the Supporting Question with your group. Use evidence from the Resource Cards and the class share-out to support your discussion. Then, write your own answer.

 **Why did so many people move to the American West?**

Some people moved west because they were pushed by...

Other people moved west because they were pulled by...

One thing this shows us about westward migration is...

Great Western Migration Resource Cards

On the following pages are resource cards about the Great Western Migration. Each card explains a reason people moved to the American West in the 1800s.

Cards:

- Crowded Cities in the East
- Hard Times for Midwest Farmers
- The Mormon Migration
- The Panic of 1837
- The Donation Land Act
- The California Gold Rush
- Paintings of the West
- The Exodusters

Crowded Cities in the East

By the middle of the 1800s, many people in the eastern United States lived in cities and worked in factories. The wages were low, and it was hard to afford good housing. Cities were becoming crowded and polluted. That made it easy for disease to spread. Many people began looking for a better life somewhere else.

Hard Times for Midwest Farmers

In the 1830s, farmers in the Midwest faced hard times. Pests destroyed wheat crops across the region by eating young plants before they could grow. Farmers needed a new place to start over.

The Mormon Migration

The Mormons were a religious group who faced persecution (being treated unfairly because of their beliefs) in the East. They were chased from communities in New York, Ohio, Missouri and Illinois.

In 1846, they made the long journey west to the Salt Lake Valley, an area controlled by Mexico (now Utah). They hoped to practice their religion there in peace.

The Panic of 1837

In 1837, the United States went through a time of serious economic hardship. Banks had made too many loans, and suddenly people could not pay them back. Jobs became hard to find, and many farmers lost their land.

Hard times lasted for years, and many families began looking for a fresh start somewhere new.

The Donation Land Act

In 1850, the U.S. government passed the Donation Land Act. It gave 320 acres of land in the Oregon Territory to any white male who arrived by December 1, 1850.

The promise of “free” land attracted thousands.

However, this land had been taken from Indigenous peoples by force. For generations, Indigenous peoples in the Willamette Valley had used careful burning practices to create open, fertile fields—the very land that farmers found perfect for growing their crops.

The California Gold Rush

In 1848, gold was discovered in the foothills of the Sierra Nevada mountains in California. Within months, thousands of people headed to California hoping to get rich.

Miners who arrived in 1849 were called “forty-niners.” Among those who made the journey were thousands of Chinese immigrants who crossed the Pacific Ocean in search of opportunity.

By the time the Gold Rush ended in 1855, more than 300,000 people had migrated to California.

Paintings of the West

Artists like Albert Bierstadt traveled west with explorers and created paintings showing fertile land and stunning scenery. These paintings were displayed in art galleries in the East and shown to large audiences. They made the West look beautiful and inspired many people to make the journey themselves.

The Exodusters

After the Civil War ended in 1865, enslaved people in the South were freed. For a short time, Black Americans gained new rights, but those rights were quickly taken away.

New laws limited Black freedoms, and many Black Americans faced violence and unfair treatment.

In the late 1870s, tens of thousands of Black Americans left the South and headed west to Kansas and other territories. They called themselves *Exodusters*, after the Biblical story of Exodus (a journey of freedom). They hoped to find free land, safety, and a better life in the West.

Text sources:

- Gale Encyclopedia of U.S. Economic History. "[Panic of 1837](#)." Encyclopedia.com. Accessed July 2026
- Kloster, Tom. 2017 "[Bierstadt in Oregon](#)." Mount Hood National Park Campaign, WyEast Campaign.
- Lentz, Ed. 2013. "[Why Worry About Hessian Flies in Wheat? A Historical Perspective](#)." Crop Observation and Recommendation Network (C.O.R.N.) Newsletter 2013-33. *Agronomic Crops Network*, The Ohio State University College of Food, Agricultural, and Environmental Sciences (OSU CFAES).
- National Park Service. 2026. "[Exodusters](#)."
- Nix, Elizabeth. "[What's a 49er?](#)" History. Accessed June 2026.
- Notarianni, John. 2020. "[The US government took the land of Oregon's native people 170 years ago this week](#)." Oregon Public Broadcasting.
- PBS "[The Great Mormon Migration](#)." Accessed June 2026.
- Rust, Randal. 2025. "[California Gold Rush](#)." American History Central: The Encyclopedia of American History.
- Yuko, Elizabeth. "[How the Industrial Revolution Fueled the Growth of Cities](#)." History. Accessed June 2026.

Name: _____ Date: _____

Transcontinental Railroad Source Analysis

Directions: Read your primary source with your expert group. Discuss each question together, then record your own responses in the spaces below.

Source Title: _____

Who made this source? Who was it made for? When and why was it made?

What story does this source tell about the Transcontinental Railroad? Use a detail from the source to support your answer.

Whose perspective is shown in this source? Whose is left out? Explain how you know.

Transcontinental Railroad Primary Source Images

On the following pages are four images about the Transcontinental Railroad. Observe each image and read the informational text that explains it.

Primary Source Image 1:

East and West Shaking Hands at Laying of Last Rail (photo)

Primary Source Image 2:

Cheyenne Destroying Railroad Tracks near Russell, Kansas (painting)

Primary Source Image 3:

Across the Continent: Westward the Course of Empire Takes its Way! (illustration)

Primary Source Image 4:

Chinese Laying Last Rail (photo)

1: East and West Shaking Hands at Laying of Last Rail

Andrew Joseph Russell took this photo in 1869 at Promontory Summit, Utah. Russell was the official photographer for the Union Pacific Railroad.



When the Union Pacific line met the Central Pacific line at Promontory Summit, Utah, it was celebrated as one of the greatest moments in American history. The event was covered live using telegraph wires attached to a golden spike, which was tapped into place with a silver hammer. The strikes were heard across the country.

The photo does not include any of the 13,000 Chinese laborers who laid track for the Central Pacific line. They were not invited to the ceremony.

2: Cheyenne Destroying Railroad Tracks near Russell, Kansas

Jakob Gogolin painted this in 1930. The painting was given to the Union Pacific Railroad.



The Cheyenne resisted the railroad coming through their ancestral land. They derailed trains twice. In 1867, they tied a stick across the rails and tipped over a handcar. In 1868, they made a larger blockade, tearing up rails and piling wooden ties between them, then tying the whole thing together with telegraph wires. It caused a large wreck when a train came through. Today, the Cheyenne people remember and celebrate these brave acts of protection for their people and culture.

This painting was made more than 60 years after these events to tell the story of the railroad—but it was made for the Union Pacific Railroad, the same company the Cheyenne were fighting against.

3: Across the Continent: Westward the Course of Empire Takes its Way

Frances Flora Bond Palmer drew this illustration in 1868 for the publisher Currier and Ives. Many copies were made for greeting cards and calendars.



This illustration was made one year before the Transcontinental Railroad was completed. It shows a town growing around a railroad that runs straight toward the open West. At the edges of the image, Indigenous peoples are being pushed out of the frame.

Currier and Ives produced images like this for greeting cards and calendars sold across the country. Railroads also hired agents in the eastern United States and in Europe to advertise cheap train fares and temporary housing to encourage people to move west. Together, these images and advertisements were designed to make U.S. Expansion look like progress and opportunity.

4: Chinese Laying Last Rail

Andrew Joseph Russell took this photo in 1869, just before the ceremony for the driving of the golden spike at Promontory Summit, Utah. Russell was the official photographer for the Union Pacific Railroad.



This photo shows Chinese laborers laying the last rail of the Transcontinental Railroad. Most of the track for the Central Pacific Railroad was laid by Chinese workers, who were paid less than other immigrant groups and often given the most dangerous jobs.

Life was difficult for Chinese immigrants due to discrimination. Even though the railroad would never have met its goals without the Chinese laborers, none of them were invited to participate in the completion ceremony at Promontory Summit. About 20 years later, the Chinese Exclusion Act of 1882 banned immigration from China and prevented those already in America from becoming citizens.

Image sources:

- “East and West Shaking hands at the laying of last rail Union Pacific Railroad - Restoration” by Andrew Joseph Russell, Wikimedia Commons, public domain.
- “Indians Destroying Railroad Tracks near Russell, Kansas” by Jakob Gogolin, The J. Willard Marriott Digital Library at the University of Utah and Utah Department of Cultural and Community Engagement, unrestricted use.
- “Across the Continent: Westward the Course of Empire Takes its Way” by Frances Flora Bond Palmer, National Gallery of Art, public domain.
- “Chinese Laying Last Rail” by Andrew Joseph Russell, Utah State University Digital Exhibits, public domain.

Text sources:

- Chang, Max. 2019. “[Guest editorial: Widen the lens to examine role of Chinese in building Transcontinental Railroad.](#)” The Park Record.
- Kiger, Patrick J. 2025. “[10 Ways the Transcontinental Railroad Changed America.](#)” History.
- Union Pacific Railroad Museum. 2019. “[The Great Race to Promontory.](#)”
- Union Pacific. 2026. “[The Original Golden Spike and its Promontory Summit Companions.](#)”

Name: _____ Date: _____

Transcontinental Railroad Source Analysis (Word Bank)

Directions: Read your primary source with your expert group. Discuss each question together, then record your own responses in the spaces below. Use the word bank to help you discuss and write your ideas.

Word Bank			
American public	Central Pacific Railroad	Cheyenne	Chinese laborers
Indigenous peoples	Union Pacific Railroad	U.S. government	

Source Title: _____

Who made this source? Who was it made for? When and why was it made?

What story does this source tell about the Transcontinental Railroad? Use a detail from the source to support your answer.

Whose perspective is shown in this source? Whose is left out? Explain how you know.

Name: _____ Date: _____

Inquiry Circle Navigator (Word Bank)

Directions: Use words and phrases from the word bank to respond to the Inquiry Circle questions. Write your responses on your sticky notes.

Word Bank		
ancestral land	Chinese laborers	Exodusters
fertile land	Gold Rush	Indigenous peoples
Manifest Destiny	Mexican–American War	Mexican citizens
opportunity	persecution	Transcontinental Railroad

Name: _____ Date: _____

Cluster 2 Formative Assessment Task

Part 1: Analyze the Paintings

Directions: Look carefully at both paintings with your partner. Discuss each question together, then record your own responses in the organizer. You do not need to use complete sentences in the organizer.

Question	American Progress	Reversing Manifest Destiny
Who made this painting? Who was it made for? Why was it made?		
What story is this painting telling?		
Whose perspective is shown?		

Part 2: Make Claims with Evidence

Directions: Answer each question with a claim and two pieces of evidence to support your claim. At least one piece of evidence for each claim must come from one of the paintings. Use your painting analysis organizer, the Cluster 2 Inquiry Chart, and what you learned in this cluster to help you respond. Write in complete sentences.

Why did so many people move to the American West?

Your claim:

Your two pieces of evidence:

What is one way that the growth of the United States affected a group of people?

Your claim:

Your two pieces of evidence:

Name: _____ Date: _____

Unit 4, Cluster 3 Inquiry Chart

Unit EQ	In what ways did the growth of the United States affect different groups of people?
Cluster SQ	Who was harmed by U.S. Expansion?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 16: We observed an illustration of buffalo hunting and generated questions about who was harmed by the hunting and extermination of buffalo.	
Lesson 17: We analyzed a primary source map made by a Báxoje chief to explore the different perspectives Indigenous peoples and the U.S. government had about land.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 18: We watched a video and read song lyrics to understand why African Americans moved west and what life was like in Kansas.	
Lesson 19: We analyzed a primary source map and a short text to explore how Pueblo and Hispano communities used land and water, and how U.S. Expansion changed that system.	

Name: _____

Date: _____

Notice and Wonder Chart

Directions: Observe the image. Write what you notice about the illustration and what you wonder about it.

Notice	Wonder

Buffalo Hunt Illustration



"The far west - shooting buffalo on the line of the Kansas-Pacific Railroad" by Frank Leslie's illustrated newspaper, Library of Congress Prints and Photographs Division, no known restrictions on publication. (cropped)

Grade 4, Unit 4: Impacts of U.S. Expansion

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Name: _____ Date: _____

Báxoje Map Analysis

Directions: Think about your map work and reading from today's lesson. Discuss the questions below with a partner. Then write your own response for each question.

How was the Báxoje relationship with the land different from how the U.S. government viewed land?

How were the Báxoje harmed by being forced to leave their ancestral lands?

Name: _____ Date: _____

Báxoje Map Sketch

Directions: Look closely at the map. Pick a section, then sketch that section.

1837 Báxoje Map



Map made by Ioway Chief Non-chi-ning-ga (1837), National Archives Catalog.

Sketch Your Section

A large, empty rectangular box with a black border, intended for a student to sketch a section of land. The box occupies the majority of the page below the title.

Name: _____ Date: _____

The Báxoje and Their Land

Directions: As you read, underline details that show how the Báxoje were harmed by the U.S. government's decisions about their land.

A Nation Loses Its Land

The Báxoje are also known as the Ioway—the Indigenous nation that gave the state of Iowa its name. They viewed their land as a place to be shared and moved through seasonally. The U.S. government viewed their land as property that could be bought, sold, and divided.

Between 1809 and 1861, the Báxoje were pressured into signing nine treaties with the U.S. government. With each treaty, they gave up more of their land.

In 1837, Non-Chi-Ning-Ga brought his map to Washington, D.C., to defend his people's right to their homelands. He wanted to show how their land was important to their way of life. But the U.S. government did not listen.

A Way of Life Lost

Because of the treaties, their land was taken from the Báxoje. They could no longer travel their seasonal paths, hunt buffalo on the plains, or gather maple sap in Wisconsin. The way of life shown on Non-Chi-Ning-Ga's map was gone.

By 1861, the Báxoje had lost all of their ancestral lands and were forced to relocate to a reservation.



The rectangle shows Báxoje ancestral lands. The circle shows the reservation area they were forced onto by 1861.

Today, their tribal lands are in Kansas, Nebraska, and Oklahoma. The Iowa Tribe of Kansas and Nebraska is still working to buy back as much of their former lands as they can.

Text sources:

- Indian Reservation. "[Iowa Tribe history and land](#)"
- Iowa Tribe of Kansas and Nebraska. 2026. "[Treaties](#)"
- Iowa Tribe of Kansas and Nebraska. 2026. "[Iowa Tribe of Kansas and Nebraska](#)"
- Norman B. Leventhal Map & Education Center at the Boston Public Library. [Education](#). .
- Norman B. Leventhal Map & Education Center at the Boston Public Library. "[Native People & Settler Colonialism: A Story of Land and Maps \(Archived\)](#)," Accessed July 20206 via Internet Archive Wayback Machine.

Image source:

- "Mississippi River Watershed Map North America" by NPS, National Park Service, public domain. (Adapted by Educurious.)

Name: _____ Date: _____

The Báxoje and Their Land (Highlighted Text)

Directions: As you read, pay attention to how the Báxoje were harmed by the U.S. government's decisions about their land. To help you focus your reading, the most important facts have been highlighted.

A Nation Loses Its Land

The Báxoje are also known as the Ioway—the Indigenous nation that gave the state of Iowa its name. They viewed their land as a place to be shared and moved through seasonally. The U.S. government viewed their land as property that could be bought, sold, and divided.

Between 1809 and 1861, the Báxoje were pressured into signing nine treaties with the U.S. government. With each treaty, they gave up more of their land.

In 1837, Non-Chi-Ning-Ga brought his map to Washington, D.C., to defend his people's right to their homelands. He wanted to show how their land was important to their way of life. But the U.S. government did not listen.

A Way of Life Lost

Because of the treaties, their land was taken from the Báxoje. They could no longer travel their seasonal paths, hunt buffalo on the plains, or gather maple sap in Wisconsin. The way of life shown on Non-Chi-Ning-Ga's map was gone.

By 1861, the Báxoje had lost all of their ancestral lands and were forced to relocate to a reservation.



The rectangle shows Báxoje ancestral lands. The circle shows the reservation area they were forced onto by 1861.

Today, their tribal lands are in Kansas, Nebraska, and Oklahoma. The Iowa Tribe of Kansas and Nebraska is still working to buy back as much of their former lands as they can.

Text sources:

- Indian Reservation. "[Iowa Tribe history and land.](#)"
- Iowa Tribe of Kansas and Nebraska. 2026. "[Treaties.](#)"
- Iowa Tribe of Kansas and Nebraska. 2026. "[Iowa Tribe of Kansas and Nebraska.](#)"
- Norman B. Leventhal Map & Education Center at the Boston Public Library. [Education.](#) .
- Norman B. Leventhal Map & Education Center at the Boston Public Library. "[Native People & Settler Colonialism: A Story of Land and Maps \(Archived\).](#)" Accessed July 20206 via Internet Archive Wayback Machine.

Image source:

- "Mississippi River Watershed Map North America" by NPS, National Park Service, public domain. (Adapted by Educurious.)

Name: _____ Date: _____

Báxoje Map Analysis (Sentence Frames)

Directions: Think about your map work and reading from today's lesson. Discuss the questions below with a partner. Then write your own response for each question. Use the sentence frames to help you write your responses.

How was the Báxoje relationship with the land different from how the U.S. government viewed land?

The Báxoje viewed land as _____. The U.S. government viewed land as _____.

How were the Báxoje harmed by being forced to leave their ancestral lands?

The Báxoje were harmed because _____.

Name: _____ Date: _____

Songs of the Exodusters (Paraphrased Text)

Directions: The songs on the next two pages describe the experience of Exodusters. As your teacher reads each song, circle evidence of why African Americans moved west and underline evidence of what life was like in Kansas. Use the paraphrased text to help you understand the lyrics of each song.

“The Land That Gives Birth to Freedom”

Words by Mrs. Hester Hickman, arranged by A.D. DeFrantz, 1877

Original Song Lyrics	Paraphrased Text
We have held a meeting to ourselves, to see if we can't plan some way to live. Marching along, yes we are marching along. To Kansas City we are bound.	<i>We got together to figure out how to survive and make a better life.</i> <i>We are on our way to Kansas.</i>
We have Mr. Singleton* for our President. He will go on before us, and lead us through. Marching along, yes we are marching along. To Kansas City we are bound.	<i>Benjamin Singleton is our leader. He will guide us on this journey.</i> <i>We are on our way to Kansas.</i>
Surely this must be the Lord that has gone before him, and opened the way. Marching along, yes we are marching along. To Kansas City we are bound.	<i>We believe God is clearing the path for us.</i> <i>We are on our way to Kansas.</i>
For Tennessee is a hard slavery State, and we find no friends in this country. Marching along, yes we are marching along. To Kansas City we are bound.	<i>Life in Tennessee is very hard. No one will help us or stand up for us.</i> <i>We are on our way to Kansas.</i>
Truly it is hard, but we all have to part, and flee into a strange land unknown. Marching along, yes we are marching along. To Kansas City we are bound.	<i>It is not easy to leave, but we have no choice. We must go somewhere new.</i> <i>We are on our way to Kansas.</i>
We want peaceful homes and quiet firesides; no one to disturb us or turn us out. Marching along, yes we are marching along. To Kansas City we are bound.	<i>We want a safe home where no one can hurt us or force us to leave.</i> <i>We are on our way to Kansas.</i>

Source: Read Kansas! 2011. “[Evidence Card 4](#).” The Kansas Historical Society.

“We Went Away”

Anonymous, quoted in the Kansas City Star, 1905

Original Song Lyrics	Paraphrased Text
We went away a while last fall A month or so, and that was all; We earned enough to last us through, Up to this time we’ve made it do.	<i>We left home for about a month last fall. We earned just enough money to get by.</i>
Oh, Kansas Sun, Hot Kansas Sun! As to the highest bluff we run, And look away across the plain, And wonder if it ne’er would rain....	<i>The Kansas sun is so hot. We climb a tall hill to look out across the flat land, and we wonder if it will ever rain again.</i>

Source: Nicodemus National Historic Site. 2023. [“Write Out.”](#) National Park Service.

Name: _____ Date: _____

Exodusters Notes Organizer

Directions: Record evidence from each source in the organizer below.

Source	Why did Exodusters move west?	What was life like in Kansas?
Video: “The Black Experience Moving West”		
Song: “The Land That Gives Birth to Freedom”		
Song: “We Went Away”		

Name: _____ Date: _____

Songs of the Exodusters

Directions: The songs on the next two pages describe the experience of Exodusters. As your teacher reads each song, circle evidence of why African Americans moved west and underline evidence of what life was like in Kansas.

“The Land That Gives Birth to Freedom”

Words by Mrs. Hester Hickman, arranged by A.D. DeFrantz, 1877

We have held a meeting to ourselves,
to see if we can't plan some way to live.
Marching along, yes we are marching along.
To Kansas City we are bound.

We have Mr. Singleton* for our President.
He will go on before us, and lead us through.
Marching along, yes we are marching along.
To Kansas City we are bound.

Surely this must be the Lord that
has gone before him, and opened the way.
Marching along, yes we are marching along.
To Kansas City we are bound.

For Tennessee is a hard slavery State,
and we find no friends in this country.
Marching along, yes we are marching along.
To Kansas City we are bound.

Truly it is hard, but we all have to part,
and flee into a strange land unknown.
Marching along, yes we are marching along.
To Kansas City we are bound.

We want peaceful homes and quiet firesides;
no one to disturb us or turn us out.
Marching along, yes we are marching along.
To Kansas City we are bound.

Source: Read Kansas! 2011. “[Evidence Card 4](#).” The Kansas Historical Society.

“We Went Away”

Anonymous, quoted in the Kansas City Star, 1905

We went away a while last fall
A month or so, and that was all;
We earned enough to last us through,
Up to this time we’ve made it do.

Oh, Kansas Sun, Hot Kansas Sun!
As to the highest bluff we run,
And look away across the plain,
And wonder if it ne’er would rain....

Source: Nicodemus National Historic Site. 2023. “[Write Out](#).” National Park Service.

Name: _____ Date: _____

Map Investigation

Directions: The map on the next page shows the village of Albuquerque as it was in 1779. Like the Báxoje map, it has no map key. Look for evidence on the map that the land was being used by the community instead of everyone having their own private property.

Things to know:

- There was an *acequia* running north to south between the Rio Grande River (the large dark line) and the Sandia Mountains to the east. It probably ran through the area under the words “Alcaldía de la Villa de Alburquerque” on the map.
- There was a smaller *acequia* running north to south on the west side of the river.
- On the right side of the map, it says, “frontera y en tradas de los enemigos Cumanchis.” In English, this means, “border and entrances of the enemy Comanches.”

Start with finding the details:

1. Color the Rio Grande River blue.
2. Color the Rio Puerco River red.
3. Draw a yellow box around the plaza (the town square).
4. Draw a purple box around the houses of the Spanish settlers.
5. Circle crops or orchards in green.
6. Circle the pueblo settlements in orange.

Image source: “Alcaldía de Alburquerque, Miera y Pacheco Map 1779” via ResearchGate, the public domain.
(Adapted by Educurious.)

Alcaldía de la Villa de Alburquerque, 1779

(Town Center of the Village of Albuquerque)



Name: _____

Date: _____

Land and Water Notes Organizer

Directions: As you analyze the map and read the article, record evidence for each source in the correct column. The map has evidence only for the first column.

How Pueblo and Hispano People Used Land and Water

Source	Before U.S. Expansion	After U.S. Expansion
Map: <i>Alcaldía de la Villa de Albuquerque, 1779</i>		
Article: “Water for Everyone: The Acequia System”		

Name: _____ Date: _____

The Acequia System

Directions: As you read, think about the two questions below. Underline details that help you answer the questions. Then, add evidence from the article to your notes organizer.

How did Pueblo and Hispano people use land and water before U.S. Expansion?

How did U.S. Expansion change that system?

Water for Everyone

For hundreds of years, Pueblo and Hispano communities in New Mexico shared water through acequias (channels that carried water from rivers to fields). Every family had the right to use the water. Every family also helped take care of the system. The acequia did not belong to one person. It belonged to the whole community. This system made it possible to farm in a dry region and keep people connected to the land and to each other.

Impacts of U.S. Expansion

When the United States took over New Mexico after the Mexican-American War, things changed. The government gave land to individuals instead of communities. Land was divided into square lots and sold. Acequias that once belonged to everyone were now controlled by whoever owned the most land. Many Pueblo and Hispano families lost access to the water they needed to farm and live. A system that had worked well for the people already there was replaced by one that worked better for new settlers.

Sources:

- Atencio, Ernest. 2020. "[Acequia Waters](#)." Taos Valley Acequia Association.
- Gonzales, Moises. 2014. "[The Evolution of the Urban Acequia Landscape of the American Southwest](#)."
- United States General Accounting Office (GAO). 2001. "[Report to Congressional Requesters: Treaty of Guadalupe Hidalgo, Definition and List of Community Land Grants in New Mexico](#)."

Name: _____ Date: _____

The Acequia System (Bold Text)

Directions: As you read, think about the two questions below. Underline details that help you answer the questions. Then, add evidence from the article to your notes organizer. The important details have been bolded.

How did Pueblo and Hispano people use land and water before U.S. Expansion?

How did U.S. Expansion change that system?

Water for Everyone

For hundreds of years, Pueblo and Hispano communities in New Mexico shared water through acequias (channels that carried water from rivers to fields). **Every family had the right to use the water.** Every family also helped take care of the system. **The acequia did not belong to one person. It belonged to the whole community. This system made it possible to farm in a dry region and keep people connected to the land and to each other.**

Impacts of U.S. Expansion

When the United States took over New Mexico after the Mexican-American War, things changed. The government gave land to individuals instead of communities. Land was divided into square lots and sold. **Acequias that once belonged to everyone were now controlled by whoever owned the most land. Many Pueblo and Hispano families lost access to the water they needed to farm and live.** A system that had worked well for the people already there was replaced by one that worked better for new settlers.

Sources:

- Atencio, Ernest. 2020. "[Acequia Waters](#)." Taos Valley Acequia Association.
- Gonzales, Moises. 2014. "[The Evolution of the Urban Acequia Landscape of the American Southwest](#)."
- United States General Accounting Office (GAO). 2001. "[Report to Congressional Requesters: Treaty of Guadalupe Hidalgo, Definition and List of Community Land Grants in New Mexico](#)."

Inquiry Circle Guide

Step 1: Think about the Inquiry Circle questions.

Who was harmed by U.S. Expansion, and how?

Was what happened to these groups fair? How does it connect to our definition of justice?

Step 2: Fill out your sticky notes.

Directions: Use what you have learned in the last three lessons to answer the Inquiry Circle questions. Write your ideas on sticky notes.

- Sticky note #1: Write one group that was harmed by U.S. Expansion and explain how they were harmed.
- Sticky note #2: Write whether what happened to that group was fair and tell why it was or was not

Step 3: Answer the Inquiry Circle questions.

Directions: Use these sentence frames to help you answer the questions during the Inquiry Circle.

I think ___ because ___.

I agree with ___ because ___.

I respectfully disagree with ___ because ___.

Could you tell me more about ___?

I would like to add ___.

I am wondering about ___.

Name: _____ Date: _____

Cluster 3 Formative Assessment Task

justice: (noun) the fair treatment of people according to laws and rights

Justice includes the idea that people should be treated fairly and have equal access to opportunities.

Part 1: Take Notes

Directions: Choose one group you studied in Cluster 3. Take notes about that group. You do not have to write complete sentences. You can use your completed lesson handouts, the Inquiry Chart, and the Word Wall to help you.

Circle the group you chose:

Báxoje Exodusters Pueblo and Hispano

What do you know about this group of people? Write one or two things you know about them.

How was this group harmed by U.S. Expansion? Give specific examples.

Example 1:

Example 2:

Why was this unfair or unjust?

Part 2: Write Your Argument

Using your notes from Part 1, prepare a short argument that answers the question: Who was harmed by U.S. Expansion, and how is this an example of injustice? Provide two or more pieces of evidence to support your argument.

Claim: Name the group and how they were harmed.

Evidence: Describe two specific examples of harm.

Reasoning: Explain how this connects to injustice.

Argument: Use your claim, evidence, and reasoning to write your argument in complete sentences.

Name: _____ Date: _____

Cluster 3 Formative Assessment Task (Sentence Frames)

justice: (noun) the fair treatment of people according to laws and rights

Justice includes the idea that people should be treated fairly and have equal access to opportunities.

Part 1: Take Notes

Directions: Choose one group you studied in Cluster 3. Take notes about that group. You do not have to write complete sentences. You can use your completed lesson handouts, the Inquiry Chart, and the Word Wall to help you.

Circle the group you chose:

Báxoje Exodusters Pueblo and Hispano

What do you know about this group of people? Write one or two things you know about them.

How was this group harmed by U.S. Expansion? Give specific examples.

Example 1:

Example 2:

Why was this unfair or unjust?

Part 2: Write Your Argument

Using your notes from Part 1, prepare a short argument that answers the question: Who was harmed by U.S. Expansion, and how is this an example of injustice? Provide two or more pieces of evidence to support your argument. Use the sentence frames below to help you prepare your argument.

Claim: Name the group and how they were harmed.

___ was treated unjustly because ___.

Evidence: Describe two specific examples of harm.

One way ___ was harmed was ___.

Another way ___ was harmed was ___.

Reasoning: Explain how this connects to injustice.

This is an example of injustice because ___.

Argument: Use your claim, evidence, and reasoning to write your argument in complete sentences.

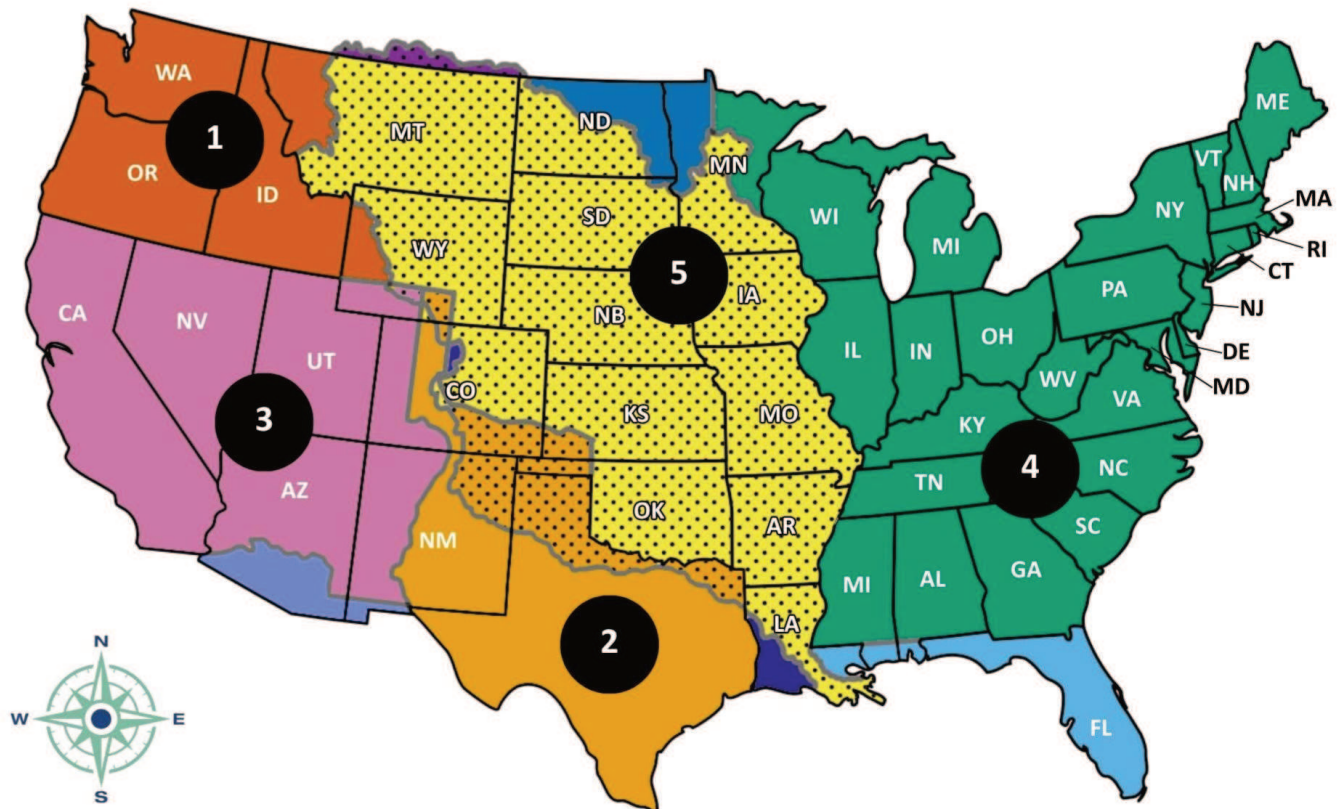
Name: _____ Date: _____

Extension: Impacts of U.S. Expansion Content Assessment

Section 1: Geography

Directions: The map shows territories the United States added during its expansion. Each one is marked with a numbered dot. Use the word bank to match each territory to the way the United States gained it. Then answer the map analysis question.

Word Bank		
Louisiana Purchase	Mexican–American War	Oregon Treaty
Revolutionary War	Texas Annexation	



Map Identification

1. _____
2. _____
3. _____
4. _____
5. _____

Map Analysis

6. Choose one event from the word bank. Explain how it affected the people who were already living on that land.

Section 2: Vocabulary

Directions: Draw a line between the vocabulary word and the matching definition.

Vocabulary word	Connection	Definition
territory		the belief that it was America’s right to expand westward
annex		an area of land that is used, owned, or governed by a specific group
Manifest Destiny		the act of growing larger
treaty		the traditional area of Indigenous peoples
expansion		the act of taking the territory of another nation, often by force
ancestral lands		an official agreement between nations

Section 3: Social Studies Past and Present

Directions: Read the statement and look at the two photographs, then answer the questions. You may use the Transcontinental Railroad Primary Source Images 1 and 4 from Lesson 13 to view larger versions of the photographs.

“May 10, 1869, marked the completion of the U.S. Transcontinental Railroad made possible by 12,000 Chinese immigrants.”

— Chinese Railroad Workers Descendants Association



What was one push factor or pull factor that led Chinese immigrants to come to the United States?

How did the Transcontinental Railroad help people move west?

Both photographs were taken by the same photographer on the same day. Compare the two photographs. What do they show about how Chinese workers were treated? Use at least one specific detail in your answer.

Image sources:

- “East and West Shaking hands at the laying of last rail Union Pacific Railroad - Restoration” by Andrew Joseph Russell, Wikimedia Commons, public domain.
- “Chinese Laying Last Rail” by Andrew Joseph Russell, Utah State University Digital Exhibits, public domain.

Section 4: Paragraph Response

Directions: The United States won the Mexican–American War in 1848. Write a paragraph explaining how this government action affected different groups of people. In your paragraph, be sure to explain:

- What the U.S. government gained from winning the war
- How one group benefited from the war
- How another group was harmed by the war

You may use your Inquiry Charts and any completed handouts from the unit to help you.

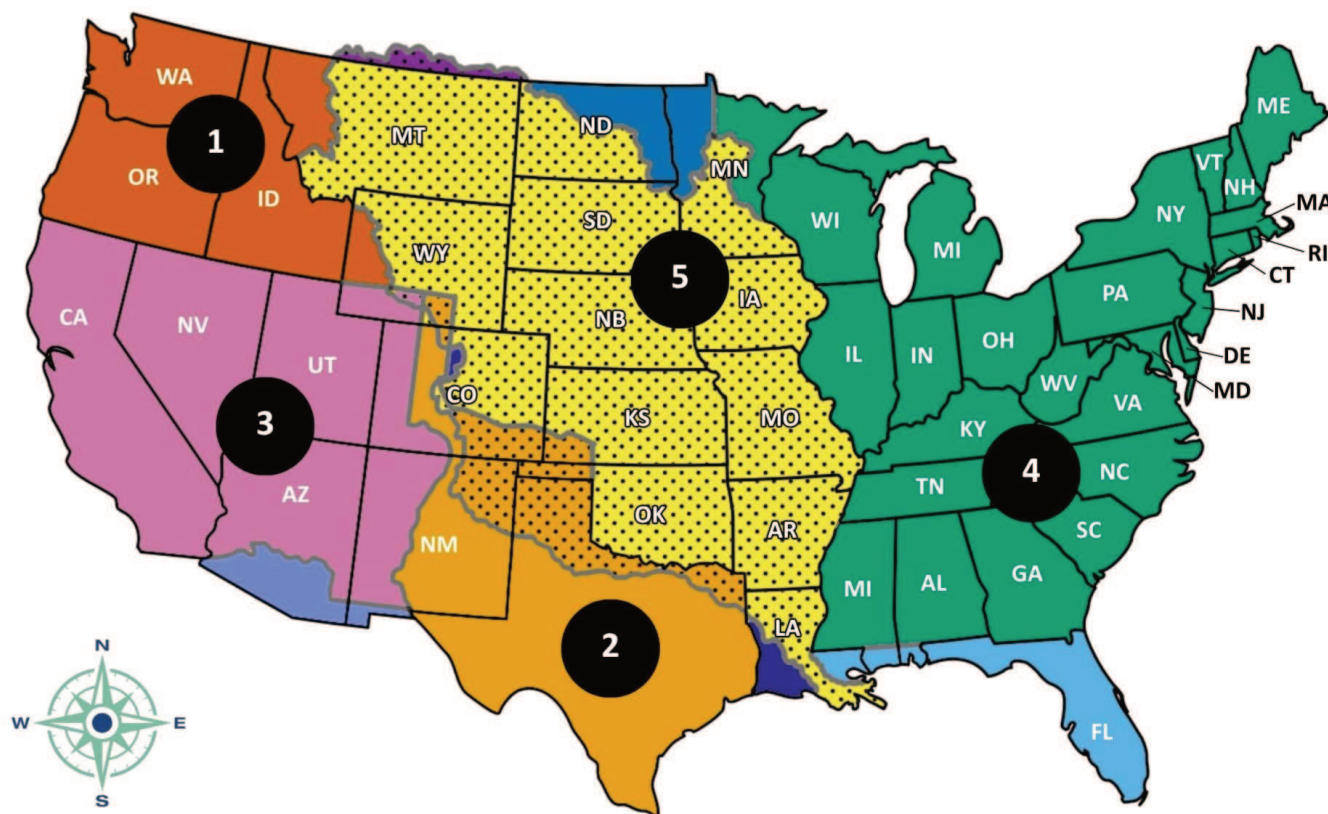
Name: _____ Date: _____

Extension: Impacts of U.S. Expansion Content Assessment (Sentence Frames)

Section 1: Geography

Directions: The map shows territories the United States added during its expansion. Each one is marked with a numbered dot. Use the word bank to match each territory to the way the United States gained it. Then answer the map analysis question.

Word Bank		
Louisiana Purchase	Mexican–American War	Oregon Treaty
Revolutionary War	Texas Annexation	



Map Identification

1. _____
2. _____
3. _____
4. _____
5. _____

Map Analysis

6. Choose one event from the word bank. Explain how it affected the people who were already living on that land

The ____ affected the ____, who were already living on that land, because ____.

Section 2: Vocabulary

Directions: Draw a line between the vocabulary word and the matching definition.

Vocabulary word	Connection	Definition
territory		the belief that it was America’s right to expand westward
annex		an area of land that is used, owned, or governed by a specific group
Manifest Destiny		the act of growing larger
treaty		the traditional area of Indigenous peoples
expansion		the act of taking the territory of another nation, often by force
ancestral lands		an official agreement between nations

Section 3: Social Studies Past and Present

Directions: Read the statement and look at the two photographs, then answer the questions. You may use the Transcontinental Railroad Primary Source Images 1 and 4 from Lesson 13 to view larger versions of the photographs.

“May 10, 1869, marked the completion of the U.S. Transcontinental Railroad made possible by 12,000 Chinese immigrants.”

— Chinese Railroad Workers Descendants Association



What was one push factor or pull factor that led Chinese immigrants to come to the United States?

One reason that [pushed/pulled] Chinese immigrants to come to the United States was ____.

How did the Transcontinental Railroad help people move west?

The Transcontinental Railroad helped people move west by ____.

Both photographs were taken by the same photographer on the same day. Compare the two photographs. What do they show about how Chinese workers were treated? Use at least one specific detail in your answer.

In the first photograph, I see _____. In the second photograph, I see _____.

This shows that Chinese workers were _____.

Image sources:

- “East and West Shaking hands at the laying of last rail Union Pacific Railroad - Restoration” by Andrew Joseph Russell, Wikimedia Commons, public domain.
- “Chinese Laying Last Rail” by Andrew Joseph Russell, Utah State University Digital Exhibits, public domain.

Section 4: Paragraph Response

Directions: The United States won the Mexican–American War in 1848. Write a paragraph explaining how this government action affected different groups of people. In your paragraph, be sure to explain:

- What the U.S. government gained from winning the war
- How one group benefited from the war
- How another group was harmed by the war

You may use your Inquiry Charts and any completed handouts from the unit to help you.

When the United States won the Mexican–American War, it gained _____. One group that benefited from this decision was _____. They benefited because _____. One group that was harmed by this decision was _____. They were harmed because _____.

Name: _____ Date: _____

Justice and Action Poster (Word Bank)

Directions: Use the words and phrases from the word bank to help you plan and create your Justice and Action Poster.

Word Bank			
ancestral lands	annexation	benefited	Chinese laborers
citizen	conflict	Exodusters	Hispano
Indigenous peoples	just	land grants	Manifest Destiny
Mexican–American War	promise	Pueblo	territory
Transcontinental Railroad	treaty	unjust	U.S. government

Name: _____ Date: _____

Poster Planning Guide

Directions: Plan a Justice and Action Poster. Work with your group to choose one example of something the U.S. government did to expand the nation, evaluate whether it was just, and propose an action to address the harm it caused. Write your ideas in the organizer, then make a rough sketch of your poster on the last page. Use the sentence frames to help you complete your planning guide.

Poster Elements	Notes
Your focus: What did the U.S. government do to expand the nation's territory or power?	
Who was affected: Which group or groups of people were affected?	

Poster Elements	Notes
Justice Who benefited from this action? Who was harmed? What would a just outcome have looked like?	
Audience and Purpose Who is your audience? What do you want them to think or do after seeing your poster?	
Proposed Action What action would you propose to your audience to address this harm?	

Directions: Use this space to sketch what your poster might look like. Where will your text go? What images or symbols might you include?

Name: _____ Date: _____

Impacts of U.S. Expansion Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 1 Explain how governmental decisions and decision-making processes can affect groups, individuals, and societies.	Students clearly identify a specific government event, policy, or decision and provide a detailed explanation of how it affected two or more groups. Students evaluate whether the outcome was just and propose a specific action that clearly connects to the harm described.	Students identify a U.S. government event, policy, or decision and explain how it affected at least one group. Students evaluate whether the outcome was just and propose an action to address the harm.	Students identify a U.S. government event, policy, or decision, but explanation of how it affected groups is vague or incomplete. Student's justice evaluation and/or proposed action is missing or does not connect to the harm described.
Practice Standard 3 Categorize information from one or more sources based on a given set of topics or questions, taking brief notes on the information gathered.	Students identify two or more specific and accurate pieces of evidence from unit resources to support their argument. Evidence is clearly organized and directly connected to the event, policy, or decision and the affected group(s).	Students identify at least one specific and accurate piece of evidence from unit resources to support their argument. Evidence is mostly accurate and connected to the chosen event, policy, or decision chosen.	Students use little or no evidence from cluster sources, OR evidence is inaccurate or does not connect to the chosen event, policy, or decision.

Practice Standard 5 Evaluate a source's credibility using information about the maker's point of view, intended audience, and purpose.	Students make clear and intentional choices about audience and purpose when crafting their poster. The poster's message and design are well-matched to the intended audience. Students can clearly articulate who their audience is and what they want that audience to think or do.	Students identify an intended audience and purpose. The poster's message is mostly appropriate for the intended audience.	Students do not identify a clear audience or purpose, OR the poster's message is not matched to an intended audience.
Content Standard 4.T4.2 Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898.	Students accurately describe the government event, policy, or decision and its connection to U.S. Expansion using unit vocabulary and specific details from the unit.	Students accurately describe the government event, policy, or decision and its connection to U.S. Expansion.	Student's description of the government event, policy, or decision is vague, inaccurate, or missing key details about how it contributed to U.S. Expansion.

Overall Feedback:



QUESTION



We ask questions about what we see, think, and wonder.

	Less complex ⇨	More complex ⇨	Most complex ⇨
Who?	Who was ___?	Who made ___?	Who wrote ___?
What?	What was ___?	What did ___?	What would ___?
Where?	Where was ___?	Where did ___?	Where would ___?
When?	When was ___?	When did ___?	When would ___?
Why?	Why was ___?	Why did ___?	Why would ___?
How?	How was ___?	How did ___?	How would ___?



OBSERVE



We observe a source by looking for details that help us understand it better.

Less complex ⇒	More complex ⇒	Most complex ⇒
In this source I see ____.	An important detail I see in this source is ____.	I notice ____. This is important because ____.
In this source I notice ____.	Something I notice and want to know more about is ____.	I see / <i>don't</i> see ____, which makes me wonder ____.

Things to look for	Source types and details	Examples
Details to look for: places, people, events, geography, patterns, words, numbers, colors, map keys Features of sources: title, author, headings, images, captions, charts, maps, vocabulary definitions	Source types: article, artifact, document, drawing, graphic, illustration, image, letter, map, newspaper, photograph, primary / secondary source, video, website Source details: author, audience, date, title, location, materials used in an artifact, size of an artifact	- In this source I see <u>a ruler by the coin that shows its size</u>. - I don't see <u>any people</u>, which makes me wonder <u>if the city was abandoned</u>.

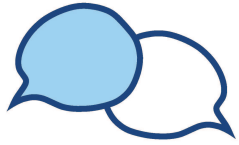


CAUSE-EFFECT

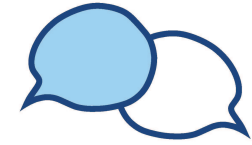


Causes and effects help us understand events in history and explain why people, ideas, and places change over time.

Less complex ⇒	More complex ⇒	Most complex ⇒
___, so ___. (cause) → (effect)	Because (of) ___, ___. (cause) → (effect)	___ and ___ led to ___. (cause + cause) → (effect)
___ because ___. (effect) → (cause)	___ was caused by ___. (effect) → (cause)	___ and ___ because (of) ___. (effect + effect) → (cause)
<u>It was raining,</u> so <u>they wore boots.</u> <u>They wore boots</u> because <u>it was raining.</u>	Because of <u>the rain,</u> <u>there were big puddles.</u> <u>Big puddles</u> were caused by <u>the rain.</u>	<u>The rain and puddles</u> led to <u>wet kids.</u> <u>The kids got wet and cold</u> because of <u>the rain.</u>



TALK MOVES



We use talk moves to listen closely, share what we think, and build on the ideas of others.

Listening moves	Speaking moves
Clarify • Could you say that another way? • Can you explain what you mean by that? • I understand __, but I want to know __.	Add on • I'd like to add to what __ said. I think __. • I agree with you and __. • Another example is __.
Inquire • Can you tell us more about __? • What do you think about __? • What are some other perspectives?	Challenge ideas • I respectfully disagree because __. • Why do you think that? • What is your evidence for __?



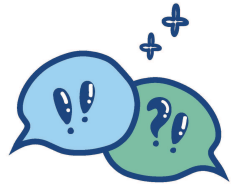
CLAIM-EVIDENCE-REASONING



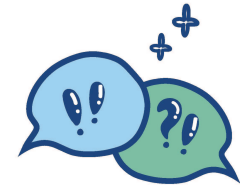
We make claims to share what we think, explain how evidence supports our ideas, and make sure our reasoning is clear.

	SENTENCE STARTERS	EXAMPLE
A CLAIM answers an inquiry question	Write a statement that answers the question. Use part of the question in your answer. • (claim = question stem + your answer)	Question: Why do most Canadians live in the southern part of the country? Claim: Most Canadians live in the southern part of the country because the land is better for farming.
	Add facts or details from a source that support your claim. • The quote from ___ tells us ___. • One piece of evidence from ___ is ___. • An additional piece of evidence from ___ is ___. • This idea is also supported by ___.	Evidence #1: One piece of evidence from <u>the Canada article</u> is <u>that flat plains with good soil are found in the south</u>. Evidence #2: An additional piece of evidence from <u>the article</u> is <u>that farmers can't grow crops in the northern parts of Canada because it is too cold</u>.

REASONING explains how evidence supports the claim	SENTENCE STARTERS	EXAMPLE
	Explain how the evidence supports your claim. • This evidence shows ____. • This is an example of (explain the big idea) ____.	Reasoning: This evidence shows <u>most Canadians live on the warmer, flat plains in the south because it is easier to grow food.</u>



CONNECT



We connect to our inquiry questions by thinking about what we learn from sources.

Less complex ⇒	More complex ⇒	Most complex ⇒
I think ____.	These two sources show ____.	The evidence in this source is important because ____.
One connection is ____.	This source shows ____, but the other source shows ____.	Based on evidence that shows ____, I think ____.
This source shows ____.	These sources help answer our question about ____ because ____.	The most useful sources for answering our question are ____ and ____ because ____.
This source answers our question because ____.	This information matters because ____.	We learned ____ from these sources. This is important because ____.



SUMMARIZE



We summarize to understand and share the main idea and supporting details.

Less complex ⇒	More complex ⇒	Most complex ⇒
This is about ____.	The main idea of this source is ____.	<i>"Title"</i> by <i>Author</i> is about ____.
One detail is ____.	The first important detail is ____. A second key detail is ____.	In the <i>first / second</i> part, the main idea is ____. <i>An / Another</i> important detail is ____.
Another detail is ____.	One last important detail is ____.	The author concludes that ____.

Name: _____

Date: _____

Grade 4 Word Map Example

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

geography
word

the study of places and the relationship between people and their environment
definition

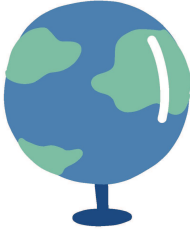
 Illustrate: Draw a picture or diagram to help you remember the meaning of the word. 	 Word Family: Write down different forms of the word. • geography (n) • geographic (adj) • geographically (adv) • geographer (n)
 Part of speech: Is this word a noun, a proper noun, a verb, an adjective, or an adverb? • noun	 Translanguage: Translate the word and write it here. • geografia

Image sources: "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields, "Geography" by Mia Elysia, all via Noun Project, licensed under CC BY 3.0.

Name: _____

Date: _____

Word Map

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

_____ word _____

_____ definition _____

 Illustrate: Draw a picture or diagram to help you remember the meaning of the word.	 Word Family: Write down different forms of the word.
 Part of speech: Is this word a noun, a proper noun, a verb, an adjective, or an adverb?	 Translanguage: Translate the word and write it here

Image sources: "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields; all via thenounproject.com, licensed under CC BY 3.0.