

GRADE 4, UNIT 4

Impacts of U.S Expansion



STUDENT WORKBOOK



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.

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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.	

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?

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: _____

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.

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: _____

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: _____

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?

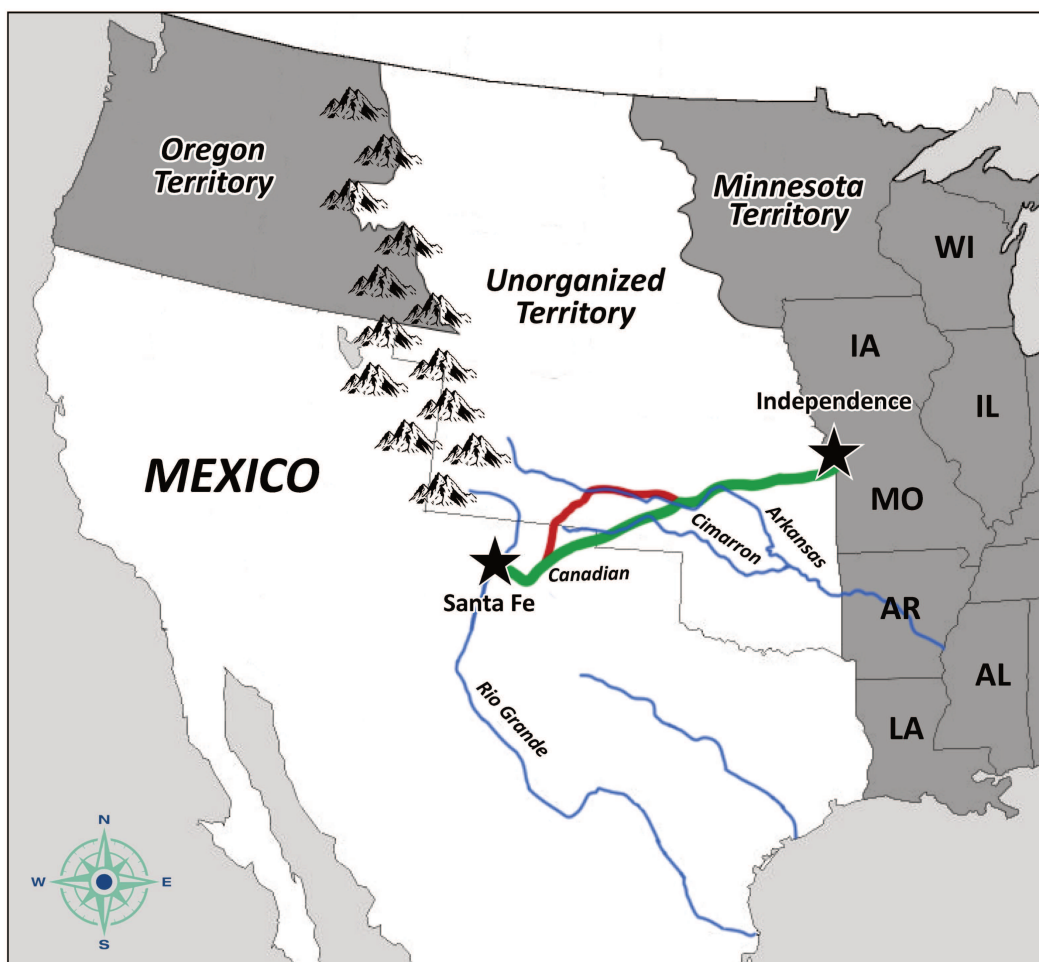
What story is the illustration telling about the Santa Fe Trail?

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: _____

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?	

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...

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: _____

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.

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	<i>American Progress</i>	<i>Reversing Manifest Destiny</i>
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

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



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: _____

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: _____

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.
