

GRADE 5, UNIT 3

The Growth of the Republic



CLASSROOM RESOURCES



The Champions of the Mississippi: "A Race for the Buckhorns," F.F. Palmer, lithograph (1866), via Wikimedia Commons

Included Resources

Title	Lesson
Declared Values of the United States	2
Foreign Policy Priorities Anchor Chart	2
Lewis and Clark Artifacts	5
Cherokee Gallery Walk	8
Shawnee Gallery Walk	8
Map Set for Analysis	14
Gallery Walk Instructions	14
Cotton Economy and Wealth Maps	16



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Liberty

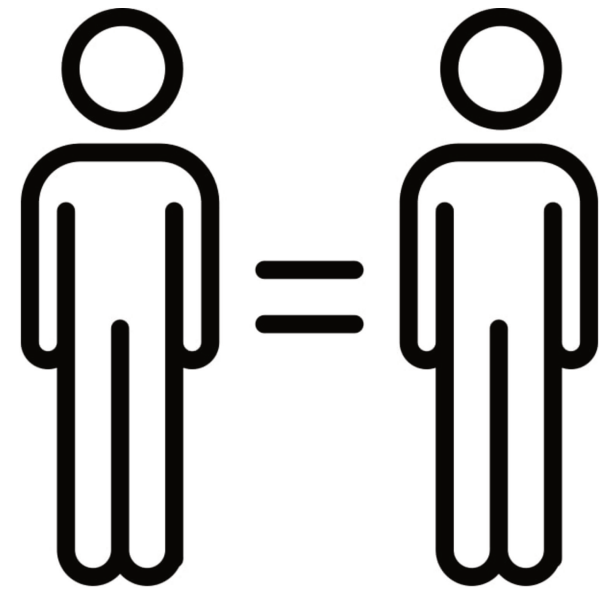
*Freedom from unfair
government or rules*



Freedom by HeadsofBirds from Noun
Project

Equality

People have the same rights



Created by LAFS from Noun Project

Democracy

People vote for leaders and decisions



Created by Adrien Coquet from Noun Project

Pursuit of happiness

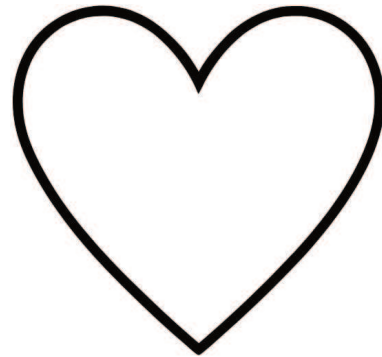
Choose what makes you happy



Created by corpus delicti from Noun Project

Declared Values

What feels important



Heart Created by Manh Do
from Noun Project

liberty, equality, democracy,
pursuit of happiness

Security

Safety



Safety Created by Adrien
Coquet from Noun Project

protecting land and people

Economy

Making money



Making Money Created by Sgra Pe
from Noun Project

Citizens

People



People Created by Iconathon
from Noun Project

Providing opportunities for people of a nation

Ceremonial Pipe Given to Lewis and Clark by an Indigenous Nation



[Ceremonial Pipe](#), courtesy of the Peabody Museum of Archaeology and Ethnography at Harvard, Public Domain, via Wikipedia

Dimensions: 50 1/8 inches long (about 4 feet), 24 inches high (about 2 feet), 1 9/16 inches thick

Materials: eagle feather fan, woodpecker beaks, strips of wool trade cloth, French silk ribbon, and horse hair

In Indigenous cultures of the Upper Missouri, pipe smoking ceremonies were used for several purposes, including the expression of peace and friendship. In foreign policy relationships, ceremonial pipes were given as gifts to symbolize friendship and the good relationship formed by the pipe ceremony.

Lewis and Clark brought back many ceremonial pipes from their expedition.

Thomas Jefferson displayed two of them at his home, Monticello.

Peace Medal Given to an Indigenous Nation by Lewis and Clark



[Jefferson Peace Medal](#) by Robert Scott, gift of the Lookout family, courtesy of the National Museum of American History

Dimensions: 4 inches around

Materials: silver

Lewis and Clark brought 89 of these Jefferson Peace Medals on their expedition. Lewis and Clark presented these medals to the leaders of the Indigenous nations they met on their travels.

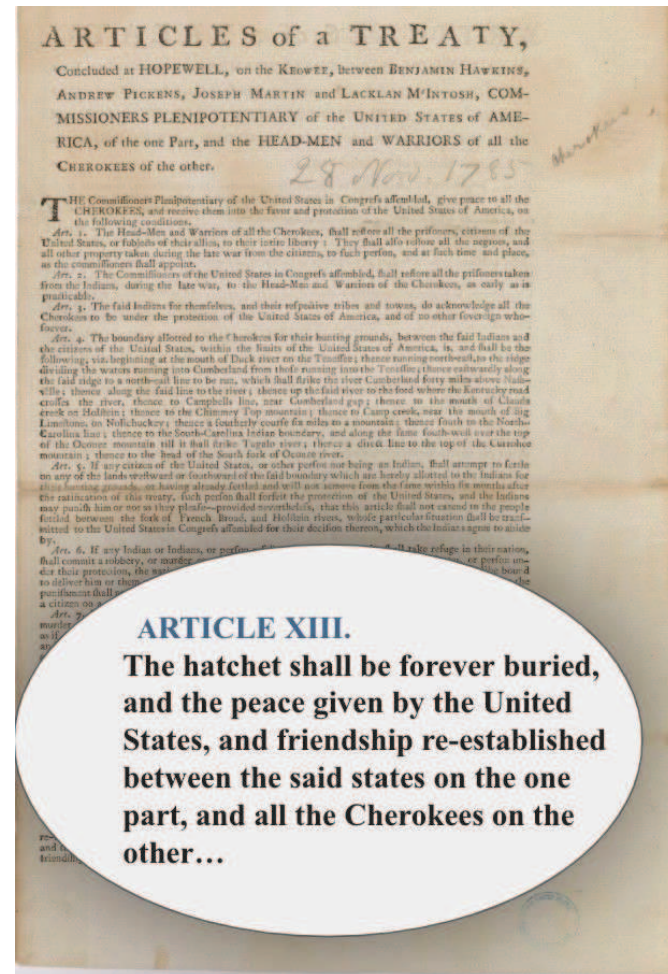
The medals were meant to replace similar medals that had been given to Indigenous leaders by France when it claimed the Louisiana Territory. The medals were also meant to symbolize a relationship of peace and friendship between the Indigenous nation and the United States.

The peace medals were typically presented to Indigenous leaders as Meriwether Lewis gave a speech about the United States.

1. The Cherokee Nation allied with the British in the American Revolution. In 1791, after the American Revolution, the Cherokee Nation signed a treaty with the United States.

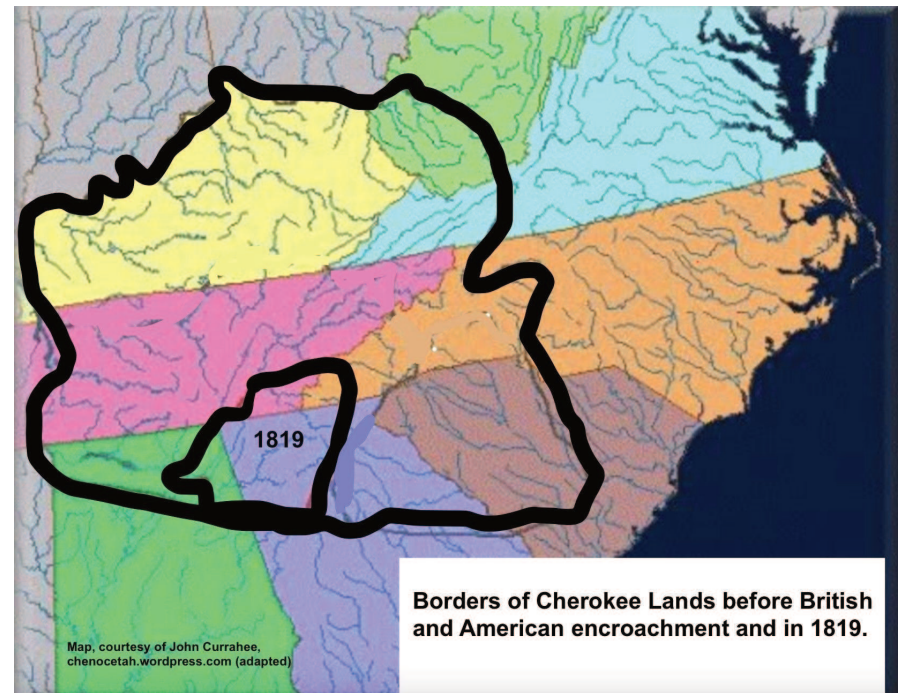
A treaty is a legal agreement between two sovereign nations.

In the Treaty of Hopewell, the United States and the Cherokee Nation agreed to stop fighting and be friends. The Treaty of Hopewell described the boundaries of the land that belonged to the Cherokee Nation.



Treaty of Hopewell

2. After the Treaty of Hopewell, settlers continued to encroach on Cherokee land. The United States did not stop the encroachment. The Cherokee Nation did not want to fight more wars. In order to maintain peace, the Cherokee signed several more treaties. In the treaties, the Cherokee ceded more of their land to the United States. They continued to keep land for the Cherokee Nation.



Cherokee Borders, 1819

3. During the Early Republic, the Cherokee Nation began to adapt to European-American culture. The Cherokee did not reject their own culture. For example, they held onto their language, ways of practicing medicine, and traditional ceremonies. The Cherokee hoped that these changes would make their American neighbors accept them and respect the borders of their territory.

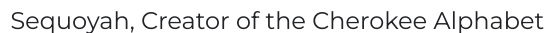
For example, many Cherokee began to:

- live in family log cabins
- adopt Christianity as their religion
- Open stores and businesses
- clear land and grow crops such as wheat, rye, oats, and cotton.
- raise livestock like cattle, sheep, and hogs.



Cherokee Cabins

The Cherokee created their own newspaper called the *Cherokee Phoenix*. This helped them keep their citizens informed. It was published in Cherokee and English.



Text Sources: [Cherokee Nation History](#), Cherokee.org, [Cherokee Phoenix | About](#), WCU.edu, [Indian Removal](#), digitalhistory.uh.edu, [Mapping 18th Century Cherokee Land Cessions](#), storymaps.arcgis.com, [Sequoyah Brief Biography - Georgia Historical Society](#), Smith, Anne, [July 26, 1827: Cherokee Nation Adopts Constitution](#) | [Asheville Museum of History](#)

Image Sources: [Treaty of Hopewell](#), courtesy of the [Indigenous Digital Archive](#) (adapted), [Map](#), courtesy of John Currahee, chenocetah.wordpress.com (adapted), Cherokee Cabins, Courtesy of [Cherokee Cabins](#), L→R: [Sequoyah, Creator of Cherokee Alphabet](#) by Lehman and Duvall, Public Domain; Library of Congress, [Cherokee Constitution](#); Library of Congress, [Cherokee Phoenix First Issue](#), Public Domain

1. The Shawnee sided with Great Britain in the American Revolution. After the Revolution, the Shawnee fought against the American settlers who encroached on their sovereign homelands in the Northwest Territory. This led to a war with the United States.



States and Territories of the United States of America, 1789



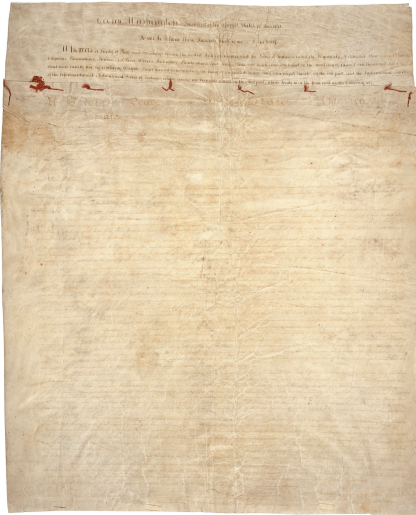
Native American Tribes: 1783

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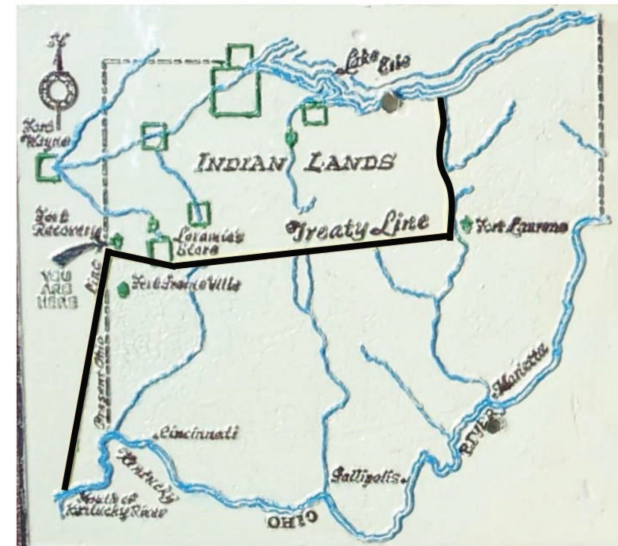
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2. In **1795**, twelve Indigenous nations signed the Treaty of Greenville. A treaty is a binding agreement between two sovereign nations. In the Treaty of Greenville, the twelve Indigenous nations ceded most of their land in the Northwest Territory to the United States. The Indigenous nations kept some of their land to live on as sovereign nations. The Treaty of Greenville acknowledged the boundaries of sovereign Indigenous land. Indigenous leaders saw this as a way to avoid conflict and allow for the gradual adoption of American ways.



Treaty of Greenville



Greenville Treaty Line

3. A Shawnee leader known as Tecumseh refused to sign the Treaty of Greenville. In the Treaty of Greenville, 12 Indigenous Nations, including the Shawnee, ceded land to the United States. Tecumseh believed that a small group of Indigenous people did not have the right to cede land that belonged to all Indigenous people. He said that **all** Indigenous people needed to agree to cede the land. Tecumseh did not want Indigenous people to adapt to European-American culture.

In **1808**, Tecumseh and his followers set up a settlement called Prophetstown on Indigenous land along the Wabash River. At Prophetstown, Tecumseh and his followers rejected European-American culture and continued to follow Indigenous values and ways of life.



Tecumseh



Indiana

4. After the Treaty of Greenville, American settlers continued to encroach on sovereign Indigenous land. The United States did not stop the settlers. This encroachment violated the Treaty of Greenville between the two nations. Between **August 1811 and January 1812**, Tecumseh traveled along the East Coast, across the Northwest and Southeast, and into Canada, speaking to several Indigenous Nations about White encroachment and his strategy for dealing with it.



©Tecumseh and the Osage by AndyThomas

Tecumseh speaking to the Osage Nation

Read the speech on your graphic organizer. What is Tecumseh's suggested action?

5. In **June 1812**, President James Madison declared War on Great Britain. In **August 1812**, Tecumseh and his alliance joined forces with the British to fight against the United States. Tecumseh and his Indigenous allies hoped to gain supplies and military aid to protect their land from the encroachment of the United States.



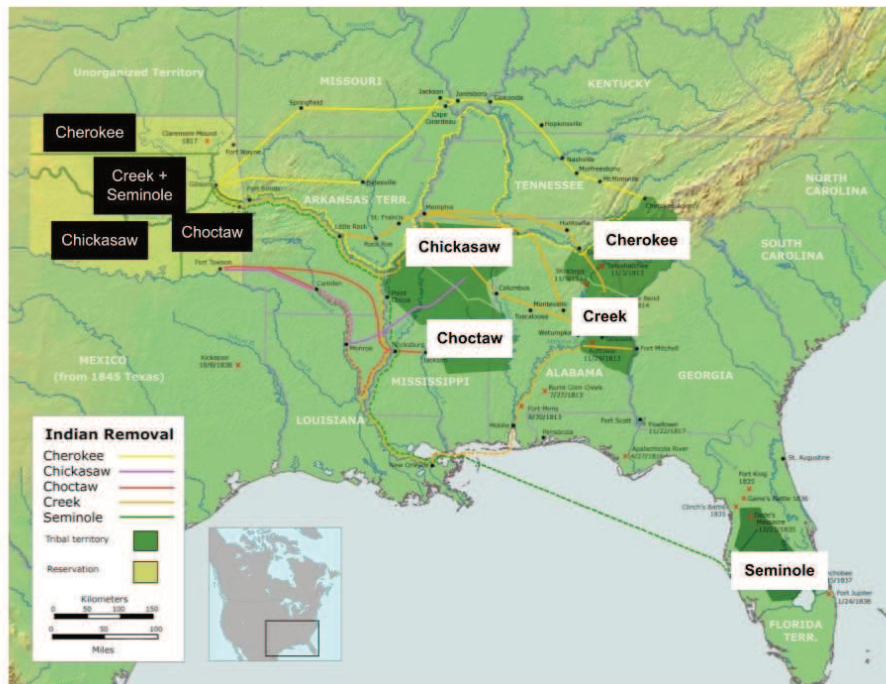
Tecumseh meeting with a British Officer

Text Sources Consulted: Blackmore, Erin, [How Tecumseh Fought for Native Lands—and Became a Folk Hero](#) National Geographic.com, [Speech at Vincennes \(1810\)](#), [Constitution Center](#), [Tecumseh \(U.S. National Park Service\)](#).

Image Sources: [NW Territory Map](#), 1795, Public Domain, via Wikipedia, [Native American Tribes Map](#), Mapping History, University of Oregon, [Treaty of Greenville](#), 1795, Public Domain, via Wikipedia, [Greenville Treaty Line](#), Public Domain, via Wikipedia (adapted), [Tecumseh](#) by Owen Staples, Public Domain, via Wikipedia, [Prophetstown by Alexrk2](#), CC BY 3.0, via Wikipedia, (adapted), [Tecumseh Meeting with a British Officer](#), Public Domain, via Wikisource.

Map Set for Analysis

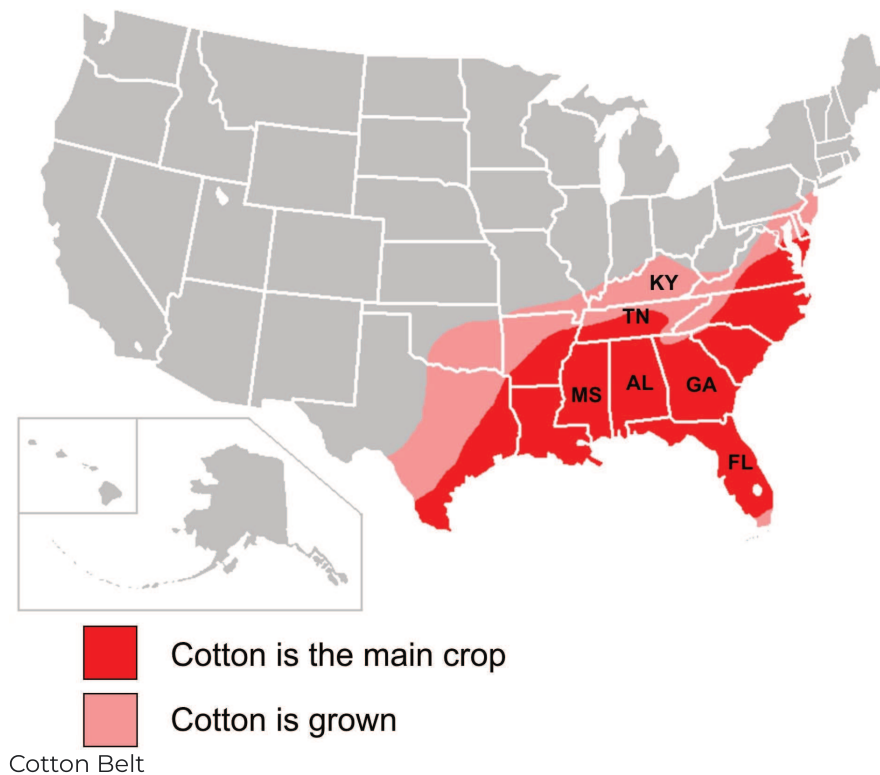
Map 1: Land Taken by the Indian Removal Act



[Trail of Tears Routes](#) by Nikater via Wikipedia, Public Domain (adapted)

The land that the U.S. took from Indigenous Nations through the policy of forced removal was located in the current states of:

- Alabama
- Florida
- Georgia
- Kentucky
- Mississippi &
- Tennessee.

Map 2: The Cotton Belt of the United States

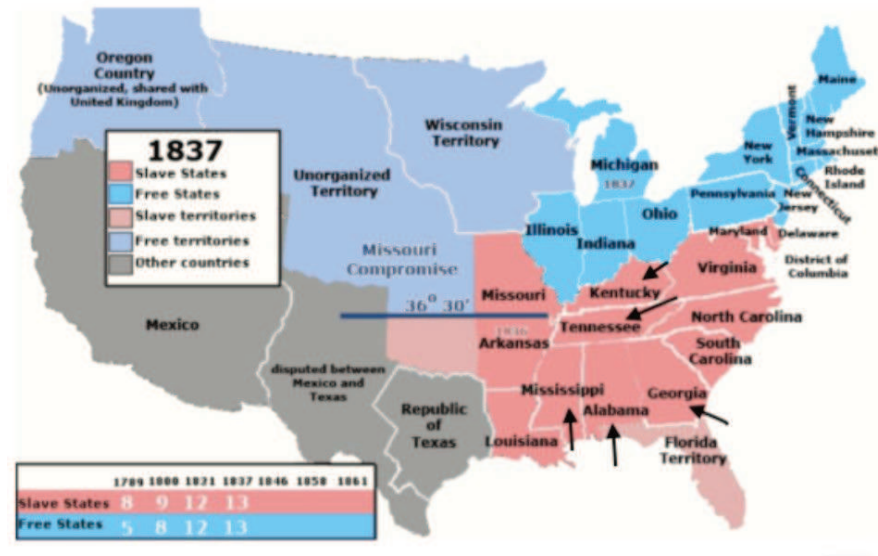
Map: [Cotton Belt](#), Caliga10, [CC BY-SA 3.0](#), Wikipedia (adapted)

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Map 3: Free and Slave States in 1837



- States where slavery is legal
- States where slavery is NOT legal

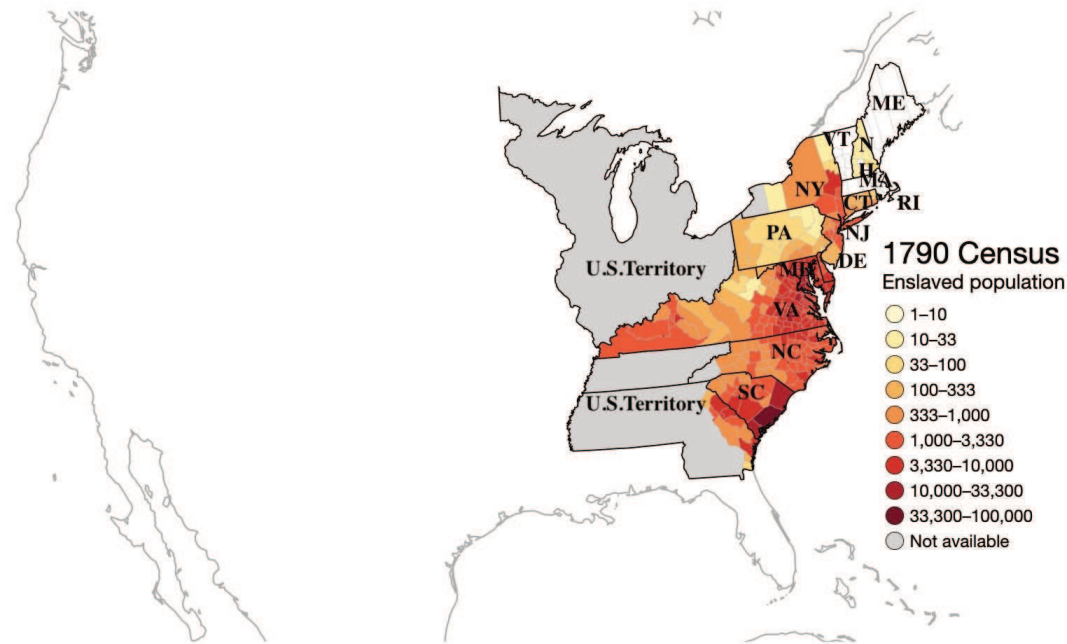
Free/Slave States

Map: Free/Slave States, Golbez, [CC BY 3.0](https://creativecommons.org/licenses/by/3.0/), Wikipedia

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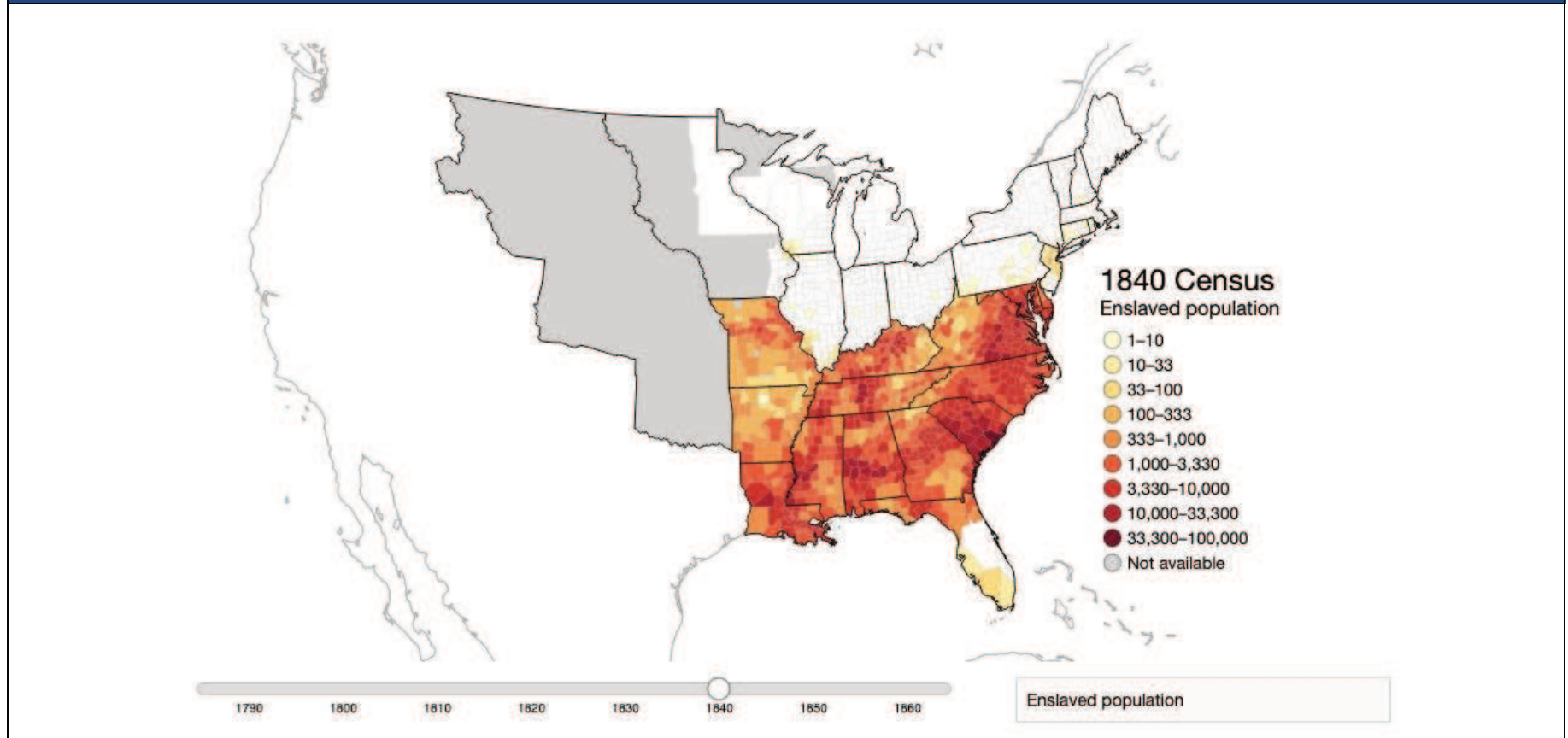
Map 4: Enslaved population of the United States in 1790

[Map](#): Lincoln Mullen, "The Spread of U.S. Slavery, 1790-1860," interactive map (adapted screenshot), Minnesota Population Center, *National Historical Geographic Information System: Version 2.0* (Minneapolis, MN: University of Minnesota, 2011), <http://www.nhgis.org>.

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Map 5: Enslaved population of the United States in 1840

[Map](#): Lincoln Mullen, "The Spread of U.S. Slavery, 1790-1860," interactive map (adapted screenshot), Minnesota Population Center, *National Historical Geographic Information System: Version 2.0* (Minneapolis, MN: University of Minnesota, 2011), <http://www.nhgis.org>.

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Explain that students will start this cluster by reviewing the information they learned in Units 1 and 2. Project [Slide 2](#) and share at each stop. Students should take turns using the information on the sheet and what they learned in Units 1 and 2 to make a claim and provide evidence using the sentence frame:

This evidence could be used to argue that African Americans _____ because _____.

Before students begin, model a response about the Stono Rebellion by sharing one or more of the following responses:

This evidence could be used to argue that Black people didn't like being enslaved because it shows they fought to get free.

This evidence could be used to argue that enslaved people were brave because they fought against the people who harmed them.

Have students circulate through the images reviewing the African American history they learned in Units 1 and 2. As students walk through the gallery, circulate and listen to their responses.

Ask students to return to their seats and invite them to share some of the claims they came up with. At this point, you can also share any claims you heard and want to elevate. Points it would be helpful to note include:

- African Americans helped the colonies win their independence.
- African Americans worked to preserve their culture when they were enslaved.
- Some African Americans were enslaved, but others were free.
- People worked to end slavery in the United States.
- Some states allowed slavery and other states abolished it.

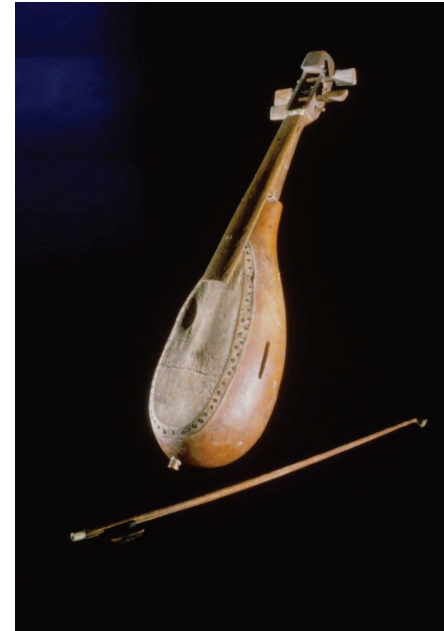
Stono Uprising - 1739

In the woods at Stono, where the war starts, there are more than 100 Africans in line. When the white militia comes in sight of them at Combahee swamp, some Africans scatter in the brush, and 44 stand their ground. I, Commander Cato, speak for the crowd. I say: "We don't like slavery. We start to join the Spanish in Florida. We are not whipped yet." The other 43 men say, "We agree."

Music and Dance



Slave Dance, CC0 1.0, via Colonial Williamsburg Foundation



Gorde Folk Fiddle, CC0 1.0, via Smithsonian

Food (Yam, Okra, and Collard Greens)



Generall Historie of Plantes, CCO 1.0, via LOC



Sweet Potato, CCO 1.0, via Wikipedia



Lady Fingers, CCO 1.0, via Wikipedia



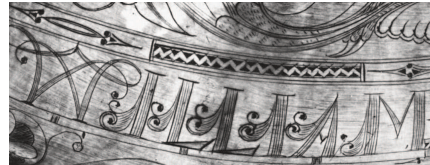
Collards in Container, CCO 1.0 via Wikipedia

Early African Americans brought many foods with them to the Americas. Today, many African American cuisines use these same ingredients in their recipes.

Art and Poetry



Painting by Louise Minks, used by permission of the artist



John Brush Powder Horn, CC0 1.0, via Wikipedia



Gullah Basket, CC BY-SA 4.0, via Wikipedia



African-American Art from the Greenville Collection, CC BY-NC 2.0, via Flickr

[Painting](#) of Luce Terry Prince by Lousie Minks, used with permission of the artist, exhibited at Memorial Hall Museum, Deerfield, MA

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Abolitionists



by Dalmany, via
Wikipedia

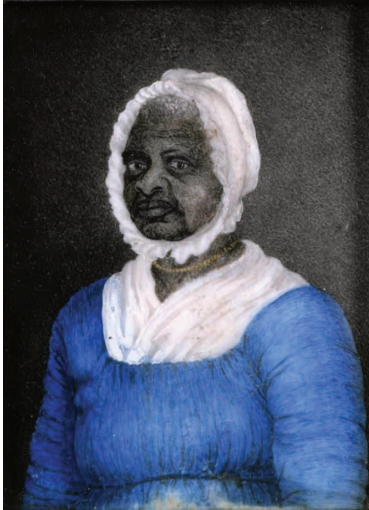


Benjamin Lay, via Wikipedia



Ipswich River Walk Mural, via
Flickr

Mum Bett



[Portrait of Mum Bett](#) by Susan Anne Ridley Sedgwick, Public Domain, via Wikimedia. Photo courtesy of Massachusetts Historical Society, Boston.

Used the language of the Massachusetts Constitution to win her freedom in court.

Prince Hall



[Prince Hall](#). Public Domain (cropped)

Chose to be a Patriot in the American Revolution.

Born into slavery became free in 1770.

Encouraged enslaved and free Blacks to serve in the military during the American Revolution.

Became a Freemason because the group believed in liberty, equality, and peace.

Phillis Wheatley



[Portrait of Phillis Wheatley](#) attributed by some scholars to [Scipio Moorhead](#), Public Domain, via Wikipedia

Poet & Patriot.
She was enslaved as an African American woman by a Boston family. The family freed her in 1774.

Her words inspired Americans to embrace the causes of freedom and liberty that the nation was fighting for.

[Portrait of Phillis Wheatley](#), attributed by some scholars to [Scipio Moorhead](#), Public Domain, via Wikipedia

James Armistead Lafayette

Spy for the Patriot Cause.



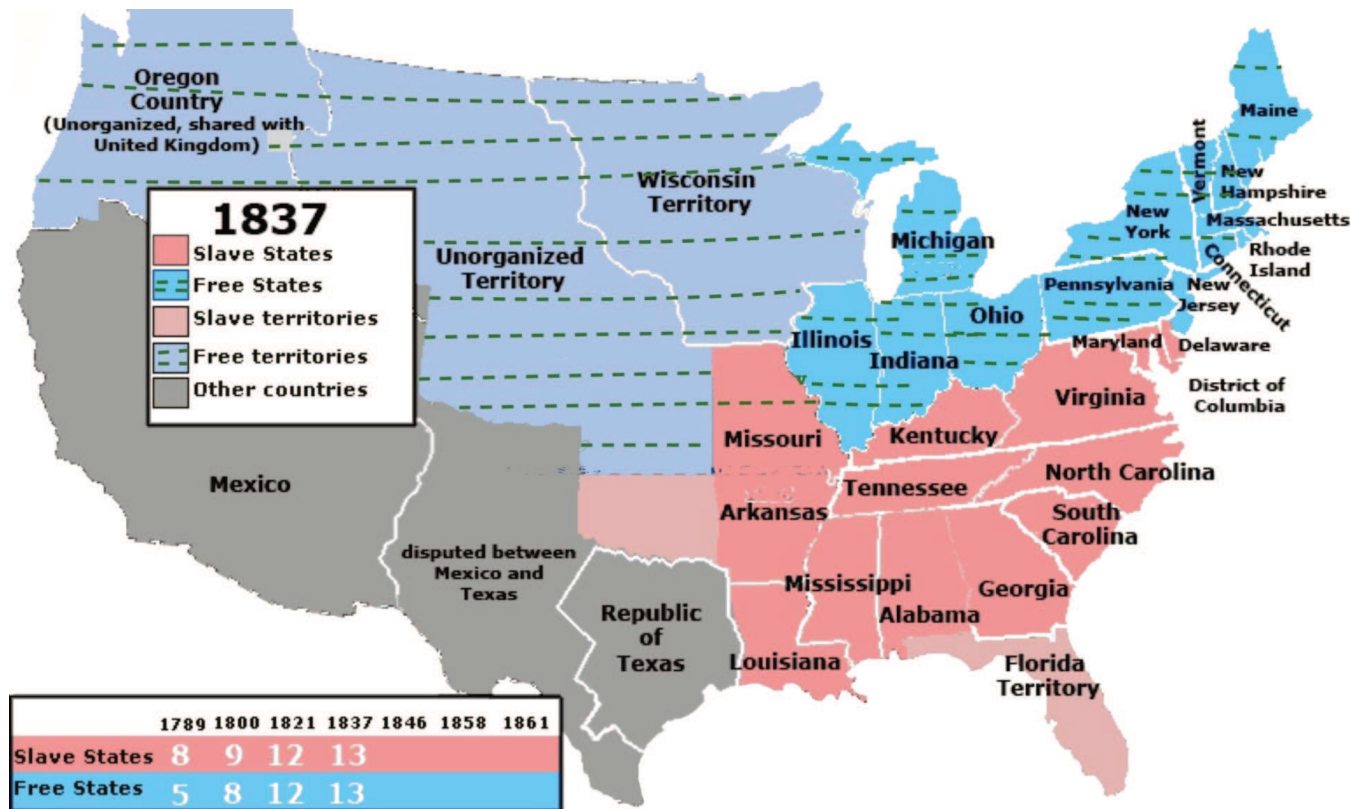
[Engraved portrait of James Armistead Lafayette](#), Public Domain, Via Wikipedia

He was born into slavery. The man who enslaved him let him work for the patriot cause. Lafayette's spying helped the Americans to win the battle of Yorktown. Yorktown ended the Revolution and allowed the colonies to become an independent nation!

Image: [Engraved portrait of James Armistead Lafayette](#), Public Domain, Via Wikipedia

Slavery and the Constitution

The Constitution of the United States allowed slavery to continue in the nation. Each state was allowed to decide if it wanted to allow or abolish slavery in its borders.



Slave State- A state that has chosen to keep slavery legal in its state constitution.
Free State - A state that has chosen to abolish slavery in its state constitution.

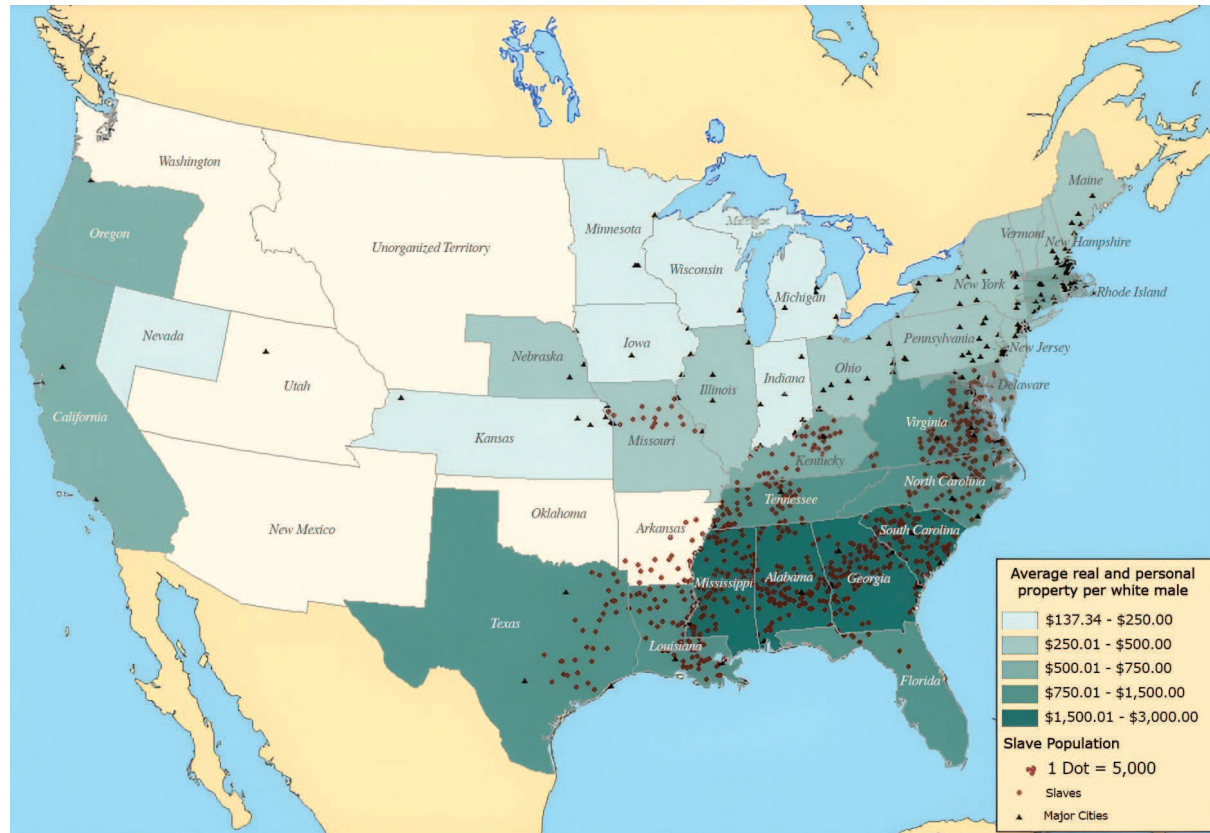
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Cotton Economy and Wealth Maps

Map 1: Wealth per White Male, 1860



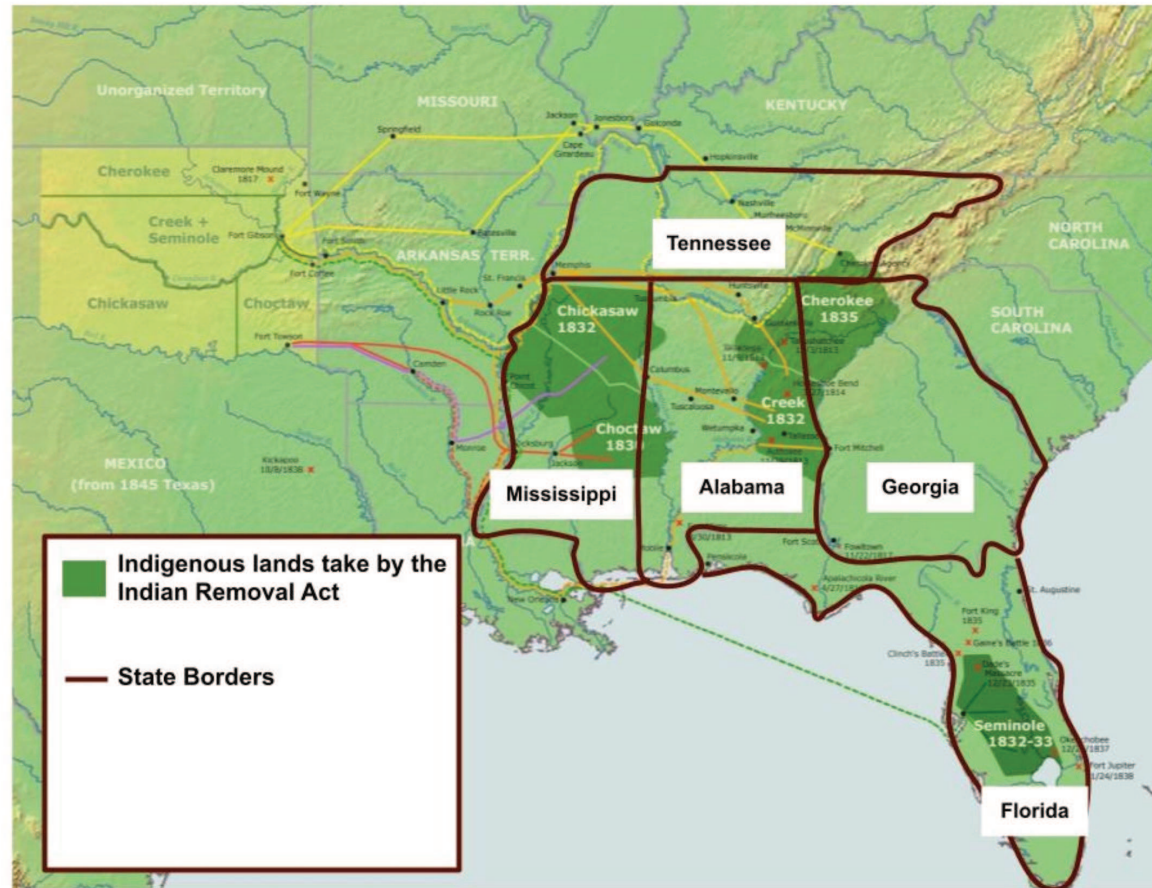
Map prepared by Patrick Rael, Department of History, Bowdoin College, CC-BY-NC-ND

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Map 2: Indian Removal Act, 1830-1835



Indian Removal Map

[Indian Removal Map](#) by [Nikater](#), Public Domain (adapted)

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