

## GRADE 5, UNIT 3

# The Growth of the Republic



## MASTER COPIES



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

## Acknowledgements

This Investigating History unit was developed by the Massachusetts Department of Elementary and Secondary Education in partnership with the following organizations and individuals:

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## *Making the Map Exercise*

The book *Borders* asks, What would maps look like if kids were in charge? Well, we are going to find out because it is your turn to “pick up your pen and give it a try!”

What would your **priorities** be in making decisions about the nation’s **territory**?

Brainstorm your ideas in the box below:

My nation’s values (what I think is important) are:	What will be allowed and not allowed within your borders?	What will you name the places you create?	Will your borders be “curvy, jagged, or straight?”
	I will allow:          I will not allow:		My map will have: <ul style="list-style-type: none"><li>• Shapes</li><li>• Number of places</li><li>• Capitals</li><li>• Borders</li><li>• Name</li></ul>

Next, use the outline map on the back of this page to draw the borders of the United States in a way that reflects your **priorities**. Have fun and use your crayons, markers, and colored pencils to bring your ideas to life!



[Blank Map of USA](#) courtesy of Worldmapblank.com

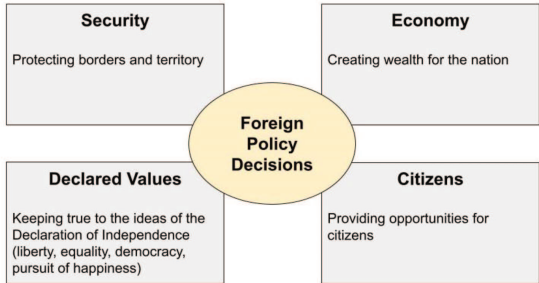
**Grade 5, Unit 3: The Growth of the Republic**

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

## Supporting Question Launch

**Were the foreign policy decisions made by the leaders of the Early Republic shaped more by the nation's declared values or other interests?**

<b>Foreign Policy</b> - A government's plan and actions in its dealings with other nations	<b>Circle the question word.</b>  <b>What keywords or ideas do I already know in this</b>
	
<p><b>What smaller questions can I ask to help me answer this big question?</b></p> <p>1.</p> <p>2.</p>	





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

*Northwest Territory Graphic Organizer*

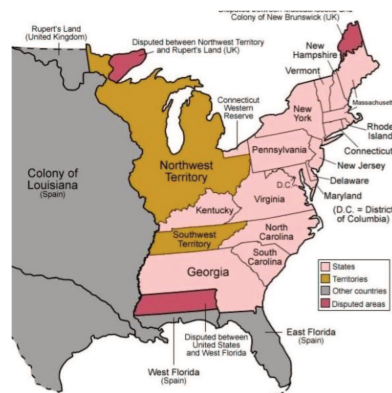
Card 1- 1783		
	United States	Indigenous Nations
Perspective about the Northwest Territory:		
Reasons why they have this perspective:		

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## Foreign Policy in the Northwest Territory

1783 (1)



States (Former colonies)  
Unorganized Territory

Map by Golbez, CC-BY 2.5 via Wikimedia (adapted)



Map via UOregon.edu (adapted)

A **treaty** is a formal and legally binding agreement between two or more **sovereign** nations. At the end of the Revolutionary War, the United States signed the Treaty of Paris with Great Britain.

In the Treaty of Paris, Great Britain ceded (signed over) the land of the 13 colonies and the Unorganized Territory to the United States. The United States believed the Treaty of Paris gave them a legal claim to this land.

## 1787 (2)



Image: [The Great Indian Council](#) by Lewis Foy, Public Domain, via Wikimedia

In 1787, the United States began to call the Unorganized Territory the Northwest Territory. It wanted to sell this land to citizens who hoped to build homes and farms on the land. The nation planned for the Northwest Territory to become 3-5 new states. The United States needed to control the Northwest Territory for this to happen.

The leaders of the United States asked the Indigenous Nations to sell the land. They hoped to gain control of the Northwest Territory without fighting. They wanted to make a treaty to buy the land.

The Indigenous nations did not want to make treaties agreeing to sell their land in the Northwest Territory to the United States. They wanted to continue to live on and control their homelands.

## 1789 (3)



Detail from [Across the Continent](#) by Currier & Ives, Public Domain, via Nga.gov.



[Bluejacket at Fort Miamis](#) by Hal Sherman via Slideserve.com

The settlers did not wait for the United States to make treaties to buy the land. Citizens of the United States pushed onto the Northwest Territory. They began to clear land, build houses, and plant crops.

The Indigenous nations fought back. They needed to protect their land and their people.

In 1789, The United States decided to use force against the Indigenous nations. The United States wanted to protect its citizens, even though they had caused the fighting. The United States also wanted to gain control of the land of the Northwest Territory. The nation believed it had a legal claim to it because of the Treaty of Paris with Great Britain.



## 1795 (4)



[Signature Page of the Treaty of Greenville](#), Public Domain,  
DocsTeach.org



[Little Turtle](#), Public Domain, via Wikimedia Commons

In 1793, the United States defeated an alliance of Indigenous nations.

The Indigenous nations had told the United States they did not want to sell the Northwest Territory. After losing the war, most Indigenous leaders felt they had no choice. In 1795, the defeated Indigenous leaders led by Mihšihkinaahkwa, known as Little Turtle, signed the Treaty of Greenville with the United States.

In the Treaty of Greenville, the Indigenous nations ceded most of their land in the Northwest Territory to the United States. The Indigenous Nations reserved some of the land for themselves. In return for the land, the Indigenous nations received \$20,000 in supplies and yearly payments of supplies, including farm animals and farming tools.

However, not all Indigenous leaders agreed to the treaty—a Shawnee chief and warrior known as Tecumseh refused to sign it. He did not want to cede any Indigenous land to the United States.

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

## Foreign Policy Scenarios

### Scenario 1



#### Context

It's the 1790s and the United States has its first president, George Washington. You are a member of President Washington's foreign policy team and he needs your advice about the country's foreign policy relationships with France and England.

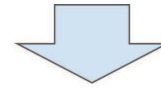
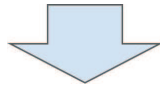
#### Key Background Information for this Foreign Policy Decision

1. The United States owes France money because France provided it with military and financial help to win the American Revolution.
2. After the American Revolution, the United States signed a treaty with the king of France that said the nations agreed to help each other in future wars.
3. Since the agreement was signed, France had its own revolution. The French threw their king into jail and declared that France was now a republic. Now they have the same type of government as the United States!
4. Great Britain is an important trading partner of the United States. Trade is an important part of the American economy and many Americans rely on trade to support their families.

#### The Issue

The Republic of France is now at war with Great Britain. France needs the help of the United States. France has asked the United States to pay back the debt it owes from the Revolutionary War. But Great Britain has made it clear that if the United States helps the French, that will be asking for a fight. What should President Washington do?

**President Washington needs to make a decision.**  
Which option do you recommend?



Option A	Option B
Stay neutral. Do not offer help to France or Great Britain. This option allows the United States to continue to trade with both nations. This option also avoids war with Great Britain which would be expensive and cost American lives. The downside is that it will mean that the United States is not living up to an agreement or supporting a nation that shares its values.	Repay France and help pay for the war against Great Britain. This option allows the United States to live up to the agreement it made with France after the American Revolution. It also allows the United States to support a fellow republic that shares many of its values. The downside is that it would ruin the United States trade relationship with the British. It also might start a war with them.

We recommend Option \_\_\_\_.

Our top **priority** in choosing this option is:

security

economy

citizens

declared values

because:

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## Scenario 2



### The Context

It's the late 1790s. John Adams is the second president of the United States. You are a member of President Adams' foreign policy team and he needs your advice about a matter of national security.

#### Key Background Information for this Foreign Policy Decision

1. After the American Revolution, the United States signed a treaty with the king of France. The treaty said that the United States and France agreed to help each other in times of war.
2. After that agreement was signed, France had its own revolution and became a republic. The Republic of France is now at war with Great Britain.
3. When Washington was president, the United States decided to stay neutral in the war between Great Britain and France. The U.S. did this partly to avoid conflict with Great Britain, but also because neutrality allowed America to continue trading with both countries.

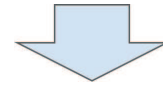
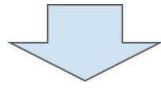
### The Issue

France is angry with the United States for trading with Great Britain. To punish the United States, France is attacking U.S. merchant ships in the Caribbean. Fighting is breaking out between the French and U.S. navies. The undeclared war threatens the American economy and the lives of American sailors.

There are claims that recent immigrants are spying within the United States and helping the French in their undeclared war with America. There are also claims that President Adams is just saying there are spies to silence his critics. John Adams supports a strong federal government but his rivals support states' rights. John Adams' rivals were known as the Democratic-Republicans. In the election of 1796, many recent immigrants voted for the Democratic-Republicans.

**President Adams needs to make a decision.**

Which option do you recommend?



Option A	Option B
Ask Congress to pass a law that makes it legal to arrest and deport (send out of country) immigrants who might be spying on the United States. This law could protect the security of the nation. It could also protect United States trade in the Caribbean. The downside of this law is that it would discriminate against people because of where they came from. It would also limit freedom of speech. This would go against America's founding values of freedom and equality. People might also accuse John Adams of making the law for political reasons.	Do nothing. You don't have enough proof that recent immigrants are spies. It is more important to uphold America's values. Do not discriminate against people because of where they come from. Do not risk being accused of using laws to protect your power. The downside of this law is that if the immigrants are spying on the United States allowing them to stay could hurt the nation's security and economy.

We recommend Option \_\_\_\_.

Our top **priority** in choosing this option is:

security

economy

citizens

declared values

because:

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### Scenario 3



#### Context

It's 1808 and James Madison is the fourth president, following Washington, Adams, and Jefferson. You are a member of President Madison's foreign policy team and he needs your advice!

#### Key Background Information for This Foreign Policy Decision

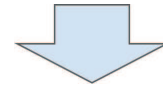
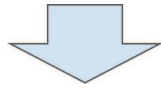
1. Great Britain is at war with France. The United States has decided to stay neutral in the war and continues to trade with both nations.
2. Neither country is happy with the United States for trading with the other.

#### The Issue

Great Britain is punishing the United States by seizing its merchant ships and forcing American men to serve in the British navy. Britain is also causing problems for the United States at home by encouraging Indigenous nations to attack the United States in the Northwest Territory.

**President Madison needs to make a decision!**

Which option do you recommend?



Option A	Option B
Declare war on Great Britain. This will also send the message that it intends to protect its territory and right to trade. The United States needs to stand up for itself as a sovereign power or it will look weak! It also needs to protect its citizens and the economy. The downside of this option is that war with Great Britain will be expensive and cost American lives. It could also disrupt trade and hurt the economy.	Avoid conflict by keeping merchant ships at home. This decision will avoid conflict with Great Britain and protect American sailors. It will also make it easier to control the Northwest Territory without British interference. The downside of this option is that it will make the United States look weak to Great Britain and Indigenous nations.

We recommend Option \_\_\_\_.

Our top **priority** in choosing this option is:

security

economy

citizens

declared values

because:

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

*Foreign Policy Decision Tracker*

**Were the foreign policy decisions made by the leaders of the Early Republic shaped more by the nation's declared values or other interests?**

L	Decision /Issue - Check off the priorities of major relevance for each decision.	Values	Security	Economy	Citizens
2	Control Northwest Territory				
3	Help France in its war against Britain (Washington)				
3	Pass the Alien and Sedition Acts (Adams)				
3	Declare War on Britain (Madison)				
4	Recognize the sovereignty of Haiti				
5	Purchase the Louisiana Territory				
6	Create the Lewis and Clark Expedition				



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

Haiti Claim-Evidence-Reasoning



Source: "Plantation Scene- Sugar" Screenshot 11/4/22, adapted.

Based on what you see in this map, do you think the United States will want to have a good relationship with Haiti?	
<b>Claim</b> Circle one.	I think that the United States <u>will / will not</u> want to have a good relationship with Haiti.
<b>Evidence</b> Provide a piece of evidence from the map that supports your claim.	
<b>Reasoning</b> Explain how/why the evidence supports your claim.	

**First:** Circle all the words you don't know. Then try and figure out what they mean.

**Second:** Read the Haitian Constitution again and answer this question:

### 1801 Haitian Constitution

**Art. 3.** - There cannot exist slaves on this territory, servitude is therein forever abolished. All men are born, live, and die free.

**Art. 5.** – There shall exist no distinction [between men] other than those based on virtue and talent...

- The law is the same for all whether in punishment or in protection.

**Art. 12.** – The Constitution guarantees freedom and individual security.

**Art. 66.** – Any person shall have the right to address individual petitions to all constitutional authority and especially to the Governor.

**Based on what you see in this Constitution do you think that the United States will want to have a good relationship with Haiti?**

**Claim**  
*Circle one.*

I think that the United States will / will not want to have a good relationship with Haiti.

**Evidence**  
*Provide a piece of evidence from the constitution that supports your claim.*

**Reasoning**  
*Explain how/why the evidence supports your claim.*



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

## *Haitian Revolution Notetaking Sheet*





	<p>Saint Domingue was a colony of _____.</p> <p>Today it is known as the sovereign nation of _____.</p>
	<p>Saint Domingue was a very valuable colony because it grew most of the world's _____ and _____.</p>
	<p>The crops on Saint Domingue were grown with the stolen labor of _____.</p>
	<p>At the time of the Haitian Revolution, there were _____ enslaved Africans living and being forced to labor in Saint Domingue.</p>

Image Credits: [Googlemaps](#) Screenshot 11/4/22, adapted, Money bag by Leah Lilith from [Noun Project](#) (CC BY 3.0), Prisoner by orpus delicti from [Noun Project](#) (CC BY 3.0), "[Plantation Scene- Sugar](#)" by William O. Blake is in the Public Domain.




	<p>A formerly enslaved man named Toussaint L'Ouverture led the revolution for independence against the colonial rule of _____.</p> <p>He said: "Brothers and friends, I am Toussaint Louverture. ..I want Liberty and Equality to reign in St. Domingue. I am working to make that happen. Unite yourselves to us, brothers, and fight with us for the same cause."</p>
	<p>Under Toussaint L'Ouverture's leadership, the rebellions continued to _____.</p> <p>Enslaved and free Blacks and people of mixed-race heritage rebelled against _____ owners and French rule.</p>
	<p>The revolt was successful. By _____ Toussaint L'Ouverture controlled the island.</p> <p>In _____ he issued a constitution.</p>

Image Credits: "[Toussaint Louverture Chef des Noirs Insurgés de Saint Domingue](#)" by an unknown artist is in the Public Domain, "[Attack and take of the Crête-à-Pierrot](#)" by Auguste Raffet is in the Public Domain, "[Toussaint Louverture and General Thomas Maitland](#)" by Jean-François Villain is in the Public Domain.




	In 1804, Haiti declared its independence and became a _____ nation. It was the second former colony in the Western Hemisphere to do so. The United States was the first.
	Haiti was the _____ Black republic in the history of the world.
	The United States decided that it did not want to have a good relationship with Haiti. The United States refused to recognize Haiti as a sovereign nation. The United States refused to trade with Haiti.

Image Credits: Image based on [Timbre poste d'Haïti de 1954](#) in the Public Domain, [Flag of Haiti](#) is in the Public Domain, X by Lina from [Noun Project](#) (CC BY 3.0)

The claim I made at the beginning of class was \_\_\_\_\_ because \_\_\_\_\_.

Which foreign policy priority did the United States decision about Haiti support?	How does the decision of the United States about Haiti make you feel?
<div>Add this decision to your tracker.</div>	<div>Draw a picture or write a few words.</div>

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

## *President Jefferson's Instructions to Meriwether Lewis, June 20th, 1803*

Your mission is to explore the Missouri River. You should explore any stream of the river that connects with the Pacific Ocean. The nation needs to determine the most direct & possible water route across the continent. The nation needs to do this for the purpose of trade.

Also, notice the soil and terrain of the country. Notice the plants that grow. Notice the vegetables that are produced. Notice the animals of the country, especially those not known in the U.S.

We need to know about the people who live on this land. Try to learn:

1. The names of the nations & their numbers
2. The extent & limits of their territories
3. Their relations with other tribes or nations
4. Their language and traditions
5. How they farm, fish, and hunt
6. How they fight
7. How they make art
8. The tools and weapons that they use
9. The medicines they use
10. The items they may need and the items they have to trade
11. How they practice religion and if they are moral.

Source: "[Instructions for Meriwether Lewis](#)" via [founders.archives.gov](#) (adapted for the 5th-grade reader)

## Meet the Document

### What is the type of document? Check all that apply.

- Speech
- Letter
- Newspaper
- Oral history

### Is it a primary or a secondary source?

### Observe its parts.

What is the date of the document?

Whose words are these?

Who are these words for?

### Try to make sense of it.

What is the document talking about? State the main idea.

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

*Lewis and Clark Artifacts Analysis*

Ceremonial Pipe	Peace Medal
<p>What is it made of?</p>	<p>What is it made of?</p>
<p>What is its purpose?</p>	<p>What is its purpose?</p>
<p>What does it suggest about the people who made it?</p>	<p>What does it suggest about the people who made it?</p>
<p>What does the giving of the pipe tell you about the Indigenous nation's foreign policy priorities?</p>	<p>What does the giving of the medal tell you about the United States' foreign policy priorities?</p>
<p>security / economy / founding values / citizens</p>	<p>security / economy / founding values / citizens</p>





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

*Claim-Evidence-Reasoning for Foreign Policy*

<b>Claim</b> <i>Circle one</i>	<b>I think that foreign policy decisions made by the leaders of the Early Republic were shaped more by the nation's declared values / other interests. (circle one)</b>
<b>Evidence #1</b> <i>Provide a piece of evidence from your foreign policy tracker.</i>	
<b>Reasoning #1</b> <i>Explain how/why the evidence supports your claim.</i>	
<b>Evidence #2</b> <i>Provide a piece of evidence from your foreign policy tracker.</i>	
<b>Reasoning #2</b> <i>Explain how/why the evidence supports your claim.</i>	



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

## *Meriwether Lewis - Speech to the Yankton Sioux, August 3, 1804*

Note: "Yankton Sioux" is the name given to this Indigenous nation by European settlers. Their name for themselves is Ihanktonwan Dakota Oyate, meaning "People of the End Village."

Children. – We have come to inform you that the Great Chief of the Seventeen Great Nations of America has become your only father. We made an agreement with your French and Spanish fathers. They have left these lands and gone back across the waters.

You must live in peace with all the white men and all the red men.

Do not harm the traders who may come among you. Do not take their property from them.

Do not obstruct the passage of any boat on the Missouri River. The rivers now belong to your great Father.

Children. – Do these things which the great Chief of the Seventeen great nations of America has commanded and you will be happy.

Children - If you do not obey your great father he will be unhappy. Your great father could destroy you and your nation as the fire destroys and consumes the grass of the plains.

Adapted for the 5th-grade reader from [Captain Meriwether Lewis's Speech to the Yankton Sioux, August 30, 1804](#)

As you answer the questions below, work the vocabulary **sovereign/sovereignty** into your responses. If you need a reminder of the definitions, you can find them on the back side of this page.

1. Is this a primary or a secondary source? How do you know?
2. What is the purpose of this speech? What perspective is Meriwether Lewis trying to communicate to the Yankton Sioux?
3. What factors account for Lewis' perspective?
4. Does this message support the message of the Jefferson Peace Medal? Why or why not? (*See back of page for image*)
5. Would the Yankton Sioux view this as a message of cooperation or conflict? What factors would account for this perspective?



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

**sovereign (adj.)** Having the authority to rule and make independent decisions

- The **sovereign** nation of Haiti was once a French colony known as Saint Domingue.

**sovereignty (n.)** The authority of a state to govern itself

- After the American Revolution, Britain gave up their rights to the 13 colonies and acknowledged the **sovereignty** of the United States.



[Haitian Flag](#) by Wrestlingring, Public Domain



[Betsy Ross Flag](#) by jacobolus, Public Domain



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

## *Supporting Question Launch and Map*

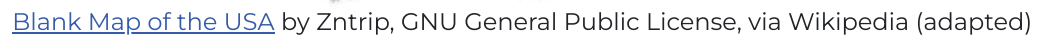
**How did Indigenous nations take action to protect their sovereignty\* and what motivated their choices?**

**What are 2 smaller questions I could ask to help answer the big question?**

- Circle the question word.
- Underline the words *or ideas you already know in the question*.

\*The authority to rule and make independent decisions.





## Grade 5, Unit 3: The Growth of the Republic

2

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

## *Mashpee Wampanoag Action*

1. The council did not do a good job helping the Mashpee Wampanoag. The council rented what they said was "extra" Mashpee Wampanoag land to non-Indigenous people.

The Mashpee Wampanoag sent a petition to the Massachusetts colonial legislature. They asked the legislature to protect their lands from this encroachment. A **petition** is a formal request to the government that asks for help with a particular issue.

When the legislature would not listen, the Mashpee Wampanoag sent a representative all the way to London with a petition for King George III.



2. In 1776, the Mashpee Wampanoag sided with the colonies in the American Revolution.



Many Mashpee Wampanoag men enlisted in the army and fought to help the United States win independence from Great Britain.

'The Mashpee Wampanoag supported ideas of independence and liberty at the heart of the Revolution.

**petition** (n.) - a formal request to the government that asks for help with a particular issue

**petition** (v.) - to formally request that the government provides help with a particular issue

3. After the Revolution, the council continued to control the Mashpee Wampanoag. The council rented out their land to non-Indigenous farmers and kept the money for itself.



The council did not stop encroachers from stealing firewood from Mashpee Wampanoag forests and shellfish from their waters,

The Mashpee Wampanoag petitioned the council and asked for help. The council ignored the petition.

4. In 1833, an Indigenous man named William Apes came to Mashpee. He was a member of the Pequot Tribe and a Christian minister.

Apes helped the Mashpee Wampanoag to write a "declaration of independence" from the council.



The declaration argued that the council was not providing the Mashpee Wampanoag with good government.

**encroach (v.)** - to intrude on the territory or rights of someone else

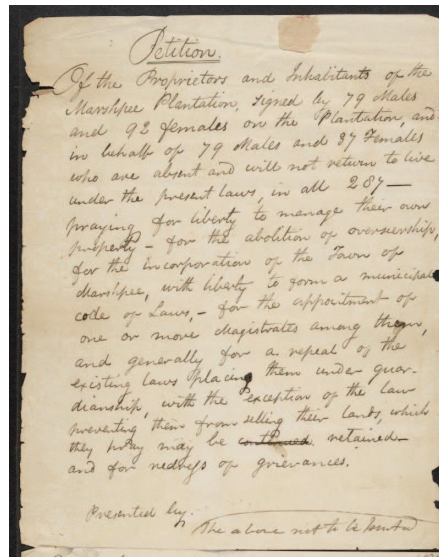
**encroachment (n.)** - intrusion on the territory or rights of someone else

**encroacher (n.)** - a person or government intruding on someone else's territory or rights

6. In 1834, the Mashpee Wampanoag petitioned the government of the state of Massachusetts. They argued that they had a right to be independent.

They listed their grievances with the council just like the colonists in the Declaration of Independence!).

For example, they stated that the council denied the Mashpee Wampanoag religious freedom and allowed white men to steal Mashpee Wampanoag wood, fish, hay, and grazing pastures.



5.

MASHPEE DECLARATION — May 21, 1833

**Resolved**

That we as a Tribe will rule ourselves and have the right to do for all men are born free and Equal says the constitution of the country.

**Resolved**

That we will not permit any white man to come upon our [land] to cut or carry off wood or hay or any other article, without our permission after the first of July next.

**Resolved**

That we will put said resolution in force after the date of July next with the penalty of binding. and throwing them off [our land] they will stay away.

Done on behalf of the Mashpee Tribe [and signed by 108 men and women].

7. At the end of their petition the Mashpee Wampanoag reminded the people of the Massachusetts court that they had been allies in the American Revolution.

*... our fathers fought, bled, and died for the liberties...the same as did your fathers. Oh White Man, Oh White Man, the blood our fathers spilt i the Revolutionary War cries...to brake the chains of oppression and let us] so free.*

*Yours, we are, most respectfully, The Mashpee Indians.*

**How did the Mashpee Wampanoag take action to protect their sovereignty and what motivated their choices?****Action****Motivation**

Image Sources: [King George III](#) by Alan Ramsway, Public Domain, via Wikimedia, [1777 Flag](#) by Gunter Küchler, Public Domain, via Wikimedia, [Clam Digger](#), Public Domain, via Wikipedia, [William Apes](#), Public Domain, via Wikipedia, [Petition of the Mashpee Indians to the Senate and House of Representatives of the Commonwealth of Massachusetts](#), courtesy of [nativenortheastportal.com](#),

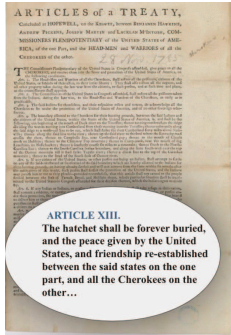
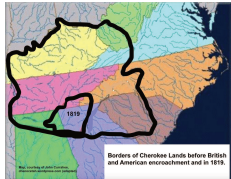






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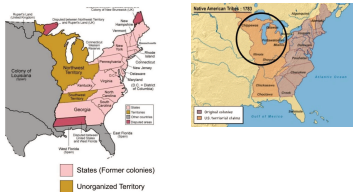
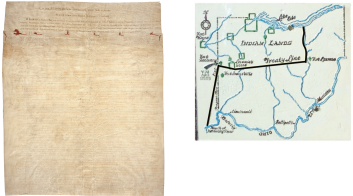
# Gallery Walk Graphic Organizer



## Cherokee Nation

	Actions	Motivations
1. 		
2. 		

	Actions	Motivations
3. 		
4. 		

Shawnee Nation (and Allies)

	Actions	Motivations
1. 		
2. 		

	Actions	Motivations
<p>3.</p>  		

	Actions	Motivations
<p>4.</p> <p><b>Tecumseh’s Speech to the Osage Winter 1811-1812</b></p> <p>Brothers—The white men are not friends to the Indians. Nothing will satisfy them but the whole of our hunting grounds.</p> <p>Brothers—My people wish for peace; the red men all wish for peace. Where the white people are, there is no peace for the red men. Brothers—My people are brave and numerous, but the white people are too strong for them alone. I wish you to take up the tomahawk with {us}.</p> <p>Brothers,—If you do not unite with us, they will first destroy us, and then you will fall easy prey to them. Brothers,—We must be united. We must smoke the same pipe. We must fight each other's battles.</p>		


	Actions	Motivations
5. 		

Image Sources

1. [Treaty of Hopewell](#), courtesy of the [Indigenous Digital Archive](#) (adapted), 2. [Map](#), courtesy of John Currahee, chenocetah.wordpress.com (adapted), 3. [Cherokee Cabins](#), from Cherokee Path, 4. L→R: [Sequoyah, Creator of Cherokee Alphabet](#) by Lehman and Duvall, Public Domain via Wikimedia Commons, [Cherokee Constitution](#); Public Domain via Library of Congress, [Cherokee Phoenix First Issue](#), Public Domain.
1. [NW Territory Map](#), 1795, Public Domain via Wikipedia, [Native American Tribes Map](#), Mapping History via University of Oregon, 2. [Treaty of Greenville](#), 1795, Public Domain via Wikipedia, [Greenville Treaty Line](#), Public Domain via Wikipedia (adapted), 3. [Tecumseh](#) by Owen Staples, Public Domain via Wikipedia, [Prophetstown by Alexrk2](#), CC BY 3.0 via Wikipedia, (adapted), 5. [Tecumseh Meeting with a British Officer](#), Public Domain, via Wikisource.

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

*Claim-Evidence-Reasoning*

<b>Claim</b>	During the Early Republic, Indigenous nations took action to protect their sovereignty using diverse strategies. One strategy Indigenous nations used was:
<b>Evidence</b>	For example, the _____ nation (provide a specific example of the action)
<b>Reasoning</b>	The _____ nation was motivated to take this action because





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

*Supporting Question Launch*

**How did the people and government of the United States respond to Indigenous resistance?  
What were the consequences?**

What are the question words?	What keywords or ideas do I already know in this question?

How did the Mashpee resist?	How did the people and government of the United States respond to Mashpee resistance?	What were the consequences?

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

*Claim-Evidence-Reasoning for Mashpee Sovereignty*

What happened to Mashpee sovereignty between 1843 and 2021?	
<b>Claim</b> <i>Make a claim in response to the question.</i>	
<b>Evidence #1</b> <i>Provide a piece of evidence from the timeline.</i>	
<b>Reasoning #1</b> <i>Explain how/why the evidence supports your claim.</i>	
<b>Evidence #2</b> <i>Provide a piece of evidence from the timeline</i>	
<b>Reasoning #2</b> <i>Explain how/why the evidence supports your claim.</i>	



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

## *Shawnee Sovereignty After Tecumseh*

Read this secondary source about Shawnee sovereignty after Tecumseh. Then answer the five questions that appear at the end. You can find the answer to each question in the paragraph with the same number.

The United States did not want this alliance to gain strength. As a result, 1000 U.S. troops attacked a Shawnee settlement in the fall of 1811.

2. In June of 1812, the United States declared war on Britain. The United States was frustrated by Britain's treatment of American sailors. It was also angry about Britain's support of Indigenous groups in the Northwest Territory. Already at war with the Americans, Tecumseh's alliance sided with the British in the conflict. Tecumseh's warriors attacked United States forts. Next, Tecumseh and his warriors traveled to Canada to join British forces fighting against the United States.
3. Tecumseh was shot and killed while fighting along the Thames River in Ontario, Canada. Without its talented leader, the alliance between the Indigenous nations quickly dissolved. Many lost their enthusiasm for fighting. After the alliance ended, Indigenous nations could not stop the United States' rapid expansion.

4. In 1831, the leader of the Shawnee people, Catahecassa, expressed his frustration with the continued encroachment of the United States to John Johnston, the American agent to the Shawnee.

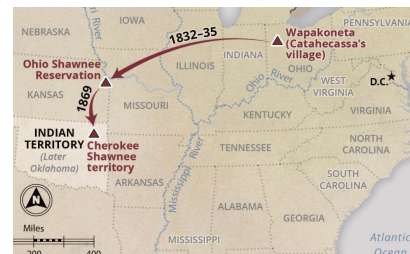


Black Hoof  
(Catahecassa)

Catahecassa said:

*We know wherever we may go, your people will follow. We will be forced to remove again and again until [we] arrive at the Pacific Ocean. We would be forced to jump off and perish. There would be no more room left for the poor Indian. (adapted for the 5th-grade reader)*

5. In 1831, the United States passed the Indian Removal Act. As a result, the Shawnee nation was forced to sign a treaty. In this treaty, the Shawnee ceded (gave up control of) their land in Ohio to the United States in return for land in Kansas.



Removal of the Shawnee Nation

Gene Thorp/Cartographic Concepts, Inc. Smithsonian Institution, National Museum of the American Indian.

In 1854, the Shawnee were forced to move to Oklahoma. The Shawnee made the trip from Ohio to Kansas on horseback. They ran out of food along the way. More than 50 Shawnee people died on the trip. The Shawnee people continue to live on their land in Oklahoma today.

Sources:

[“Tecumseh and the War of 1812”](#) Smithsonian American Art Museum, [Tecumseh and the War of 1812 Removal of the Shawnee Nation | Interactive Case Study](#), [The Other Trails of Tears](#) by Mary Stockwell

Paragraph	Question
1.	Why do you think the United States wanted to destroy Tecumseh's alliance?
2.	Why do you think Tecumseh's alliance allied with the British in the War of 1812?
3.	What happened to Tecumseh in Canada? How did this affect the alliance?
4.	What is Catahecassa's perspective about the encroachment of the United States? What factors account for this point of view?
5.	How did the people and government of the United States respond to the resistance of the Shawnee? What were the consequences?





## March - 1834

After the Mashpee Wampanoag declared their independence in 1833, they petitioned the Massachusetts legislature. They asked the legislature to abolish the council and give the Mashpee Wampanoag people the right to govern themselves.

In March of 1834, the Massachusetts Senate and House of Representatives passed *The Act to Establish the District of Marshpee*.\*

This law ended the council of white overseers and gave the Mashpee Wampanoag the right to govern themselves. It also gave them the right to manage their resources and ownership of their land.

\* During the Early Republic, “Marshpee” was the preferred spelling.

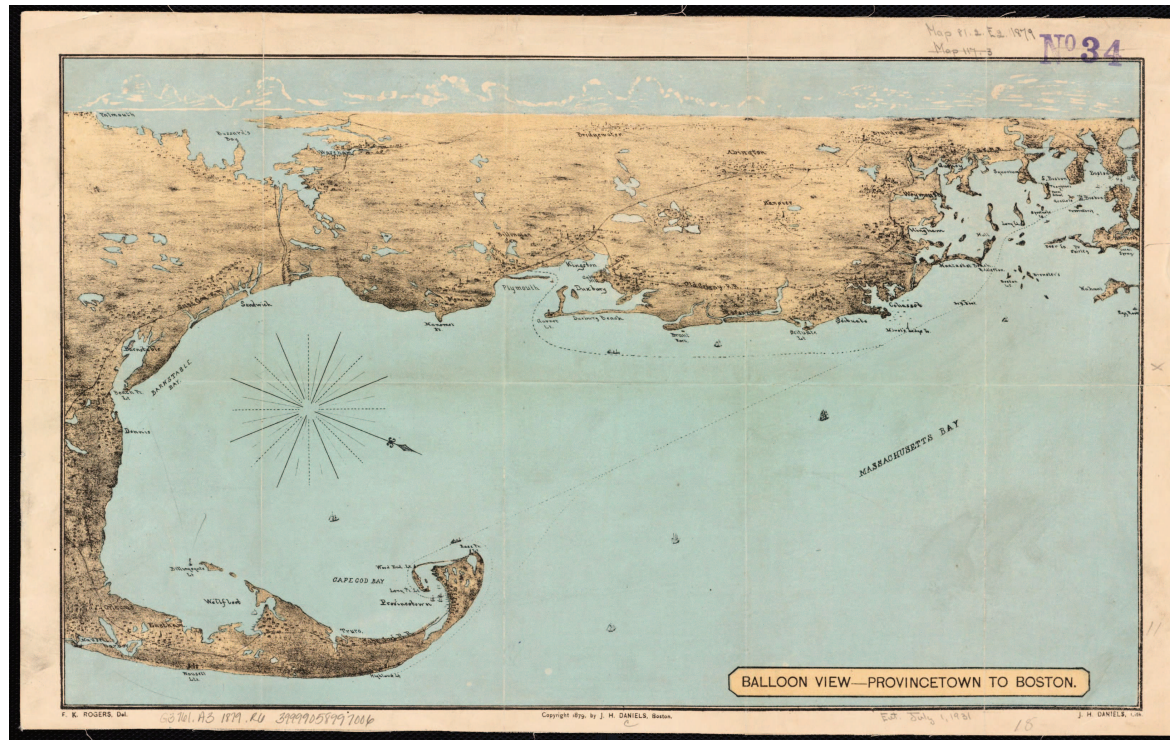


Map, courtesy of [Mashpee Wampanoag | Native Northeast Portal](#)

(2)

## 1870

In 1870, the state of Massachusetts changed its mind about Mashpee Wampanoag independence. The government of Massachusetts told the Mashpee Wampanoag that their land must become a town in Massachusetts. This meant that the Mashpee Wampanoag had to follow Massachusetts state laws and were not **sovereign** in their land.



Balloon view Provincetown to Boston

[Balloon view Provincetown to Boston - Norman B. Leventhal Map & Education Center](#)

Reproduction courtesy of the Norman B. Leventhal Map & Education Center at the Boston Public Library

(3)

## 1970

In 1860, almost all 500 of the people who lived in Mashpee identified as Indigenous.

Over the next 100 years, the town of Mashpee changed. By 1970, Mashpee had 12,000 residents – only 800 of these residents identified as Indigenous.

Mashpee changed because people moved there to build vacation homes and retirement communities.



[Mashpee Commons](#)

[Mashpee Commons](#) by John Phelan, [CC BY-SA 3.0](#), via Wikipedia



(4)

1978

In 1978, the Mashpee Wampanoag people asked the **federal government** to help them protect the land they still had. They asked the federal government to **recognize** the Mashpee Wampanoag as a tribe.

Being a **federally recognized** tribe would give the Mashpee Wampanoag rights that the state of Massachusetts could not take away.



Great Seal of the United States



Mashpee Wampanoag Tribe Seal

[Great Seal of the United States, Wikimedia Commons](#) [Mashpee Wampanoag Tribe Seal, Native American Rights Fund](#)

(5)

2007

In 2007, the **federal government** officially **recognized** the Mashpee Wampanoag people as a tribe.



# NEWS

U.S. DEPARTMENT OF THE INTERIOR

## Office of the Assistant Secretary – Indian Affairs

FOR IMMEDIATE RELEASE  
February 15, 2007

CONTACT: Nedra Darling  
202-219-4152

### **Cason Issues Positive Final Determination to Acknowledge the Mashpee Wampanoag Indian Tribal Council, Inc., as an Indian Tribe**

**WASHINGTON** – Interior Associate Deputy Secretary James E. Cason today issued a Final Determination to acknowledge the Mashpee Wampanoag Indian Tribal Council, Inc., (Mashpee) as an Indian tribe. The Mashpee is a group of 1,453 members located on Cape Cod in Barnstable County, Mass.

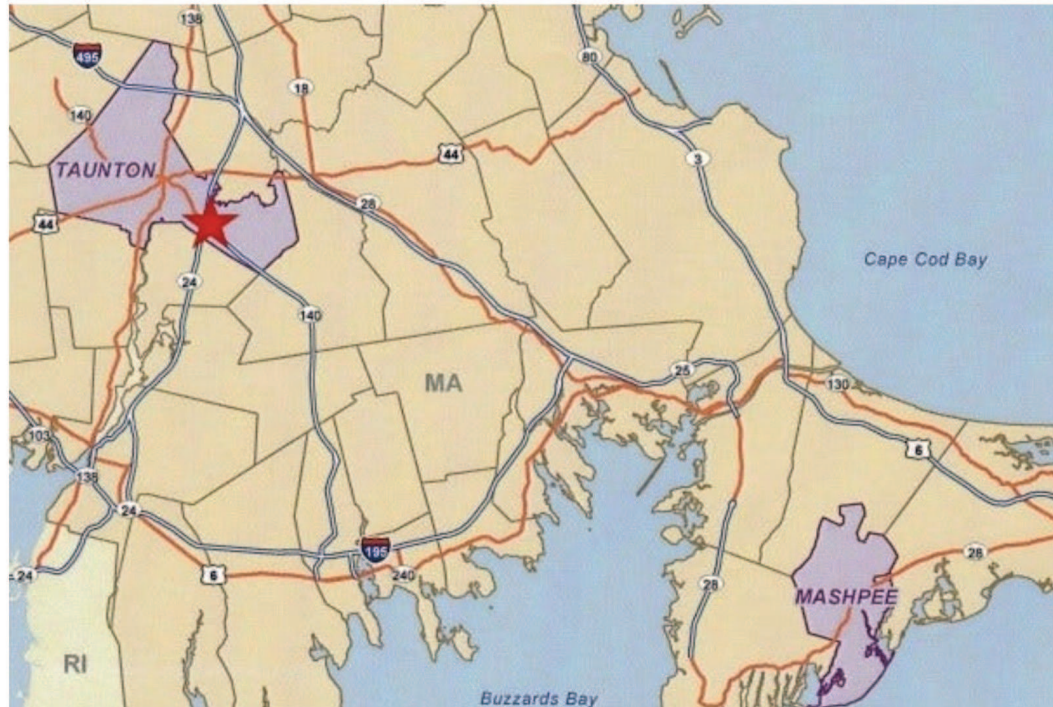
Source: [Office of the Assistant Secretary – Indian Affairs Cason Issues Positive Final Determination to Acknowledge the Mashpee Wampanoag](#),  
bia.gov (adapted)

(6)

## 2015

In 2015, the federal government put 321 acres of land in the town of Mashpee and the city of Taunton into a **trust** for the Mashpee Wampanoag people.

This land could not be taken away from the tribe or sold to a non-Indigenous person without the approval of the **federal government**.



By News Staff

[MA Indian Tribe receives Taunton land-in-trust approval](http://abc6.com), abc6.com

(7)

2015 →

After receiving federal recognition and land, the Mashpee Wampanoag made their own decisions for the well-being of their people. They built **affordable housing** for their tribal members, established their own police force and courts, and started a Wampanoag-language elementary school. They also planned to build a **casino**.



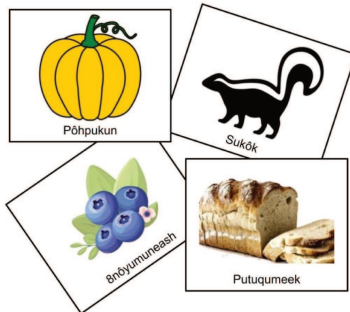
Mashpee Tribe Holds Lottery  
for Housing

[Mashpee Tribe Holds Lottery for Housing](#), by Merrily Cape Cod Times, ©  
Cape Cod Times – USA TODAY NETWORK



Mashpee Police  
Wampanoag  
Police Patch

[Mashpee Police Wampanoag Police Patch](#), via Facebook.



Pumpkin by Christine L. War, CC BY-SA, via Wikimedia 4.0 Bread by FranHogan, CC  
BY-SA 4.0 via Wikimedia, Blueberries by Iconarchive.com via Wikimedia, Public  
Domain, Skunk by Liliane Lass Erbe from [Noun Project](#) (CC BY 3.0)



[Mashpee Wampanoag: US puts land in trust for tribe's benefit | WJAR](#)



(8)

2016

UNITED STATES DISTRICT COURT  
FOR THE DISTRICT OF MASSACHUSETTS

DAVID LITTLEFIELD, MICHELLE LITTLEFIELD,  
TRACY ACORD, DEBORAH CANARY, FRANCIS  
CANARY, JR., VERONICA CASEY, PATRICIA  
COLBERT, VIVIAN COURCY, WILL COURCY,  
DONNA DeFARIA, ANTONIO DeFARIA, KIM  
DORSEY, KELLY DORSEY, FRANCIS LAGACE,  
JILL LAGACE, DAVID LEWRY, KATHLEEN  
LEWRY, MICHELE LEWRY, RICHARD LEWRY,  
ROBERT LINCOLN, CHRISTINA McMAHON,  
CAROL MURPHY, DOROTHY PEIRCE, DAVID  
PURDY and LOUISE SILVIA,

Plaintiffs,

v.

UNITED STATES DEPARTMENT OF THE  
INTERIOR, 1849 C Street, N.W., Washington, C 20240,  
SALLY JEWELL, in her official capacity as Secretary,  
U.S. Department of the Interior, 1849 C Street, N.W.,  
Washington, DC 20240, BUREAU OF INDIAN  
AFFAIRS, U.S. Department of the Interior, 1849 C  
Street, N.W., Washington, DC 20240,  
LAWRENCE ROBERTS, in his official capacity as  
Acting Assistant Secretary – Indian Affairs, U.S.  
Department of the Interior, 1849 C Street, N.W.,  
Washington, DC 20240, UNITED STATES OF  
AMERICA.

Defendants.

Civil Action No.  
1:16-cv-10184-ADBAMENDED  
COMPLAINT FOR  
DECLARATORY AND  
INJUNCTIVE RELIEF

## NATURE OF THE ACTION

Challenge to Record of Decision Taking Lands into Trust  
for Benefit of the Mashpee Wampanoag Tribe

Littlefield v. Mashpee Wampanoag Indian Tribe

[Littlefield v. Mashpee Wampanoag Indian Tribe, 951 F.3d 30 \(1st Cir. 2020\)](#), doi.gov (adapted)

In 2016, a group of citizens who lived next to Mashpee Wampanoag land in Taunton, Massachusetts, sued the **federal government**.

The citizens did not want the **casino** to be built. They wanted the government to take the Mashpee Wampanoag land out of trust.

The group claimed that the Mashpee Wampanoag did not meet the definition of an Indian tribe under federal law because they had never made a treaty with the United States.



(9)

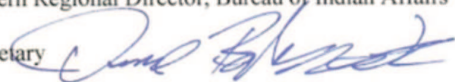
March 2020

THE SECRETARY OF THE INTERIOR  
WASHINGTON

MAR 27 2020

## Memorandum

To: Director, Bureau of Indian Affairs  
Eastern Regional Director, Bureau of Indian Affairs

From: Secretary 

Subject: *Littlefield v. Mashpee Wampanoag Indian Tribe*, 951 F.3d 30 (1st Cir. 2020)

To ensure compliance with the First Circuit's Mandate, I direct your office to rescind the Decision whereby the BIA accepted land into trust on behalf of the Tribe, and to revoke the reservation proclamation. In addition, clarification is necessary that removal of the Tribe's lands from trust and revocation of the reservation proclamation annul the determination that such lands are eligible for gaming under the Indian Gaming Regulatory Act.<sup>7</sup>

[Littlefield v. Mashpee Wampanoag Indian Tribe](#), 951 F.3d 30 (1st Cir. 2020), doi.gov (adapted)

In March 2020, the Mashpee Wampanoag Tribe received the news that the court ruled in favor of the people in Taunton who brought the case.

The **federal government** told the Mashpee Wampanoag they would lose their tribal **recognition** and land **trust**.

(10)

## June 2020

The Mashpee Wampanoag Tribe asked the Supreme Court of the United States to issue an order to stop the **federal government** from taking their land out of **trust**.

In June 2020, the Supreme Court supported the Mashpee Wampanoag Tribe by ruling that the **federal government** must wait to remove Mashpee Wampanoag Tribe's land from trust. The actions of the Supreme Court gave the Mashpee Wampanoag more time to organize resistance against the federal government.



Supreme Court of the United States

[Supreme Court of the United States, CC BY 2.0, via Wikipedia](https://commons.wikimedia.org/wiki/File:Supreme_Court_of_the_United_States.jpg)

(11)

## February - 2021

As the Mashpee Wampanoag Nation continued to organize to protect their land and sovereignty, the United States elected a new president. Under the leadership of the new president, the federal government changed its policy. They decided that the Mashpee Wampanoag could keep their **federal recognition** and their land **trust**.



Jessie Little Doe Baird

*The tribe's vice chair, Jessie Little Doe Baird, said [the federal government's decision] was a [victory] for the tribe and for ancestors "who have fought and died to ensure our Land and sovereign rights are respected."*

*Baird stated that - "The decision ... allows us to continue fulfilling our commitment to being good stewards and protecting our Land and the future of our young ones and providing for our citizens."*

[Jessie Little Doe Baird](#), [Creative Commons Attribution-NonCommercial 4.0 International License](#), courtesy of the MacArthur Foundation

## Vocabulary

<b>affordable housing (n.)</b>	a place to live that allows a person to have enough money for food, healthcare, and transportation after they pay rent
<b>casino (n.)</b>	a building or room that has games of chance and skill that can be played to win money
<b>federal government (n.)</b>	the government for the whole country
<b>recognize (v.)</b>	to accept or be aware that (something) is true or exists
<b>recognition (n.)</b>	the act of accepting that something is true or important or that it exists
<b>sovereign/ sovereignty (adj./n)</b>	[Having] independent authority and the right to self-govern
<b>trust (n.)</b>	an arrangement in which someone's property or money is legally held or managed by someone else or by an organization or government

Sources:

[The Mashpee Wampanoag Tribe's Crisis Within a Crisis – The Harvard Crimson](#)  
[Tribes encouraged by recent Supreme Court decision in Mashpee v Bernhardt](#)  
[Mashpee Wampanoag Tribe](#)

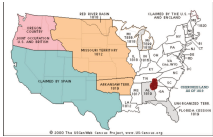
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## You Be The Judge!

### Should Georgia laws be enforced within the Cherokee Nation?

1.



Map courtesy of  
US Census.org  
(adapted)

The Cherokee Nation did not want to sign a treaty to exchange their land for land in Oklahoma. They did not want to cooperate with the Indian Removal Act.

Georgia passed laws to try to make the Cherokee leave.

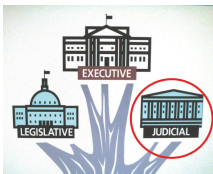
But were these laws legal?

2.

Georgia said its laws were legal because Cherokee land was inside the borders of the state of Georgia. Here are two laws the state of Georgia passed:

1. Cherokee (and other Indigenous people) cannot testify against White men in court. This law made it difficult for the Cherokee to protect their property and land from encroachment of White settlers.
2. White men need the permission of the state of Georgia to live on Cherokee land. This law was made because White Christian missionaries lived and worked with the Cherokee and tried to help them protect their rights.

3.



Separation of  
powers, Public  
Domain, Clip Art  
Library.Com  
(adapted)

The Cherokee turned to the U.S. Supreme Court for justice. They sued the state of Georgia for trying to enforce these laws on Cherokee land.

They argued that the Cherokee nation was sovereign long before the state of Georgia was established.

So how could they be affected by Georgia's laws?

4.

Part of the land of the Cherokee is inside the state of Georgia.

The Constitution says that only the federal government is allowed to make treaties and do business with foreign nations.

The federal government of the United States signed multiple treaties with the sovereign Cherokee Nation.

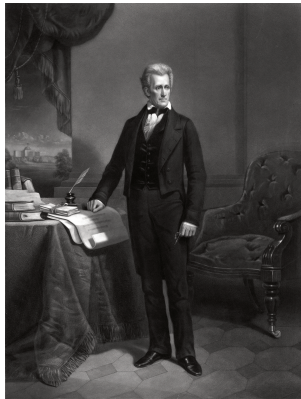
You be the  
Judge!



## How do you rule? Why?



## Indian Removal Act Perspectives

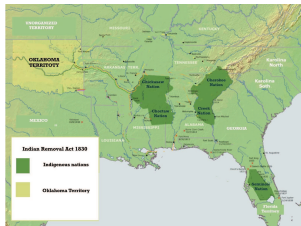


Andrew Jackson

In 1828, the United States elected a new president, Andrew Jackson.

Jackson and his supporters believed that Indigenous nations, like the Cherokee, should be made to move to land west of the Mississippi River.

Jackson and his supporters wanted the United States to control all of the land east of the Mississippi River once and for all. They were tired of constant treaties and fighting with the many different Indigenous nations.



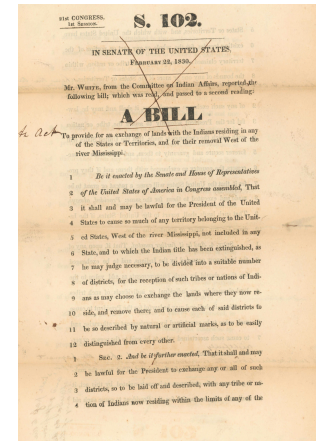
Indian Removal Map

If the **Indian Removal Act** became a law, President Jackson would have permission to negotiate several treaties between the United States and Indigenous nations.

Each treaty would establish an agreement between the United States and an Indigenous nation to exchange Indigenous homelands east of the Mississippi River in return for territory in Oklahoma as well as money and supplies.

In 1829, two members of Congress from Tennessee who supported Andrew Jackson sponsored a bill in Congress.

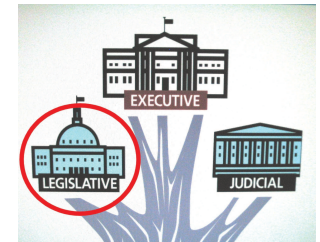
The bill suggested a new law called the Indian Removal Act.



Bill S. 102 Proposing the Indian Removal Act

Before the Legislative Branch voted on whether or not the **Indian Removal Act** should become a law, they had a debate in Congress.

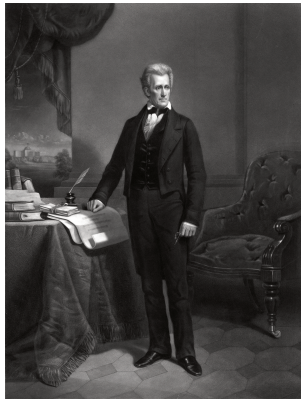
> Let's look at some of the arguments they made for and against the act.



Andrew Jackson - President of the United States Message to Congress, December 6, 1830	
<p><i>The Indian Removal Act ... will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy. It will allow those States to advance rapidly in population, wealth, and power.</i></p> <p>*Adapted for the 5th-grade reader from <a href="#">Andrew Jackson's Speech to Congress on Indian Removal</a> (NPS.gov)</p>	
1. Who is the author?	
2. What is the purpose of their speech?	
3. What is their point of view on the Indian Removal Act?	
4. What factors account for the author's perspective?	
5. According to the author, who will benefit or who will be harmed by the Indian Removal Act?	





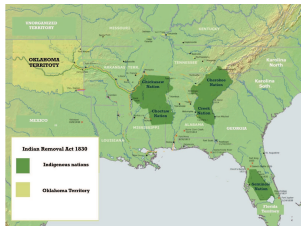


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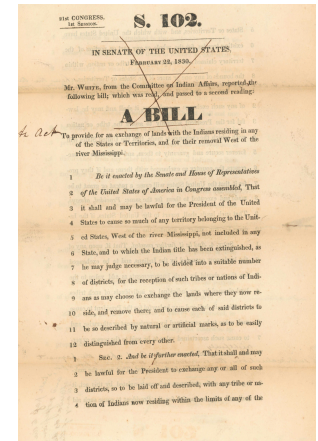
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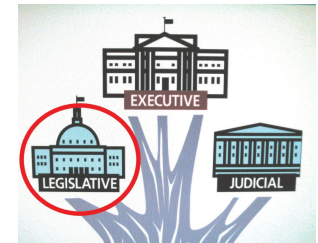
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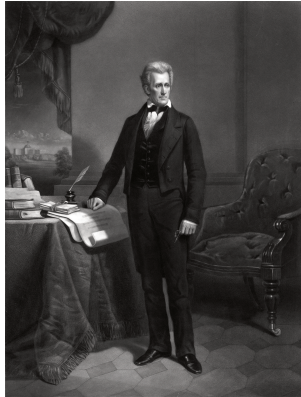


**Edward Everett, member of the US House of Representatives from MA -  
Speech to Congress - May 19, 1830**

*Do not stain the pure reputation of our country. . . . The Indian Removal Act will force nations of Indigenous people from their homes into the wilderness. . . . When the interests and passions of the day are past, we shall look back on [Indian Removal] with deep regret and guilt.*

\*Adapted for the 5th-grade reader from Edward Everett, *Speeches on the Passage of the Bill for the Removal of the Indians Delivered in the Congress of the United States* (Boston, 1830), 299, in *Native American Voices: A History and Anthology*, 114, courtesy of [Columbia.edu](http://Columbia.edu)

1. Who is the author?	
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Andrew Jackson

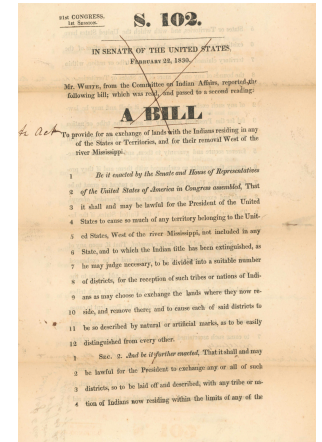
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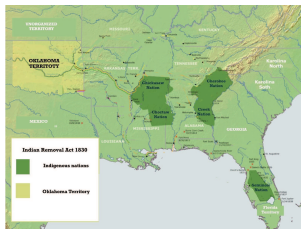
Jackson and his supporters wanted the United States to control all of the land east of the Mississippi River once and for all. They were tired of constant treaties and fighting with the many different Indigenous nations.

In 1829, two members of Congress from Tennessee who supported Andrew Jackson sponsored a bill in Congress.

The bill suggested a new law called the Indian Removal Act.



Bill S. 102 Proposing the Indian Removal Act



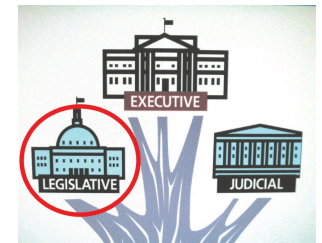
Indian Removal Map

If the **Indian Removal Act** became a law, President Jackson would have permission to negotiate several treaties between the United States and Indigenous nations.

Each treaty would establish an agreement between the United States and an Indigenous nation to exchange Indigenous homelands east of the Mississippi River in return for territory in Oklahoma as well as money and supplies.

Before the Legislative Branch voted on whether or not the **Indian Removal Act** should become a law, they had a debate in Congress.

> Let's look at some of the arguments they made for and against the act.



**Cherokee Phoenix (the Cherokee Nation’s Newspaper)**  
**Published Letter - February 10, 1830**

*The United States claims that the existence of the Cherokee Nation within the state of Georgia is a problem. The problem is imaginary. This is not a problem. It is the greed of men creating imaginary trouble.*

Adapted for the 5th-grade reader from [Cherokee Phoenix and Indians' Advocate](#). (Echota, GA) 10 Feb. 1830, p. 1, Library of Congress

1. Who is the author?	
2. What is the purpose of their speech?	
3. What is their point of view on the Indian Removal Act?	
4. What factors account for the author’s perspective?	
5. According to the author, who will benefit or who will be harmed by the Indian Removal Act?	



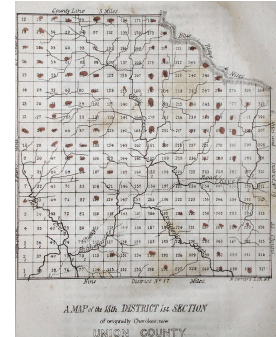
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Date: \_\_\_\_\_

## *The Trail of Tears*

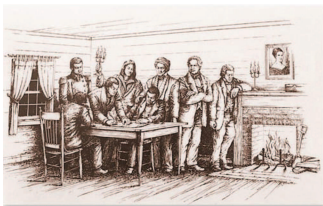
The Constitution states that it is the job of the executive branch to enforce the laws of the United States. The president is the chief executive of the United States. President Andrew Jackson ignored the Supreme Court's decision to uphold Cherokee sovereignty. He continued to support the removal of the Cherokee people from their land. He told a Georgia congressman, "Build a fire under them, when it gets hot enough, they'll move."

Encouraged by Andrew Jackson, the state of Georgia also ignored the Supreme Court. Georgia held a lottery and gave Cherokee land away to Georgia's citizens. After the lottery, the winners of the land showed up at Cherokee homes to claim their prize.



Georgia Land Lottery Map

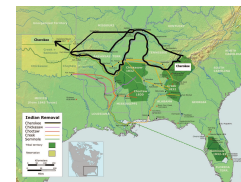
If the Cherokee did not go voluntarily, the people of Georgia used force. Many Cherokee families found themselves homeless in their own country.



Signing New Echota Treaty

The Cherokee had adapted to European White culture and won a Supreme Court case. Still, their sovereignty was not protected. They were not safe in their own homes. The situation had gotten so bad that a group of Cherokee leaders decided that it would be best for their nation to move west. Without notifying the rest of the Cherokee nation, they negotiated and signed a removal treaty with the United States in 1835.

In May of 1838, 6,000 federal and militia troops entered Cherokee country to remove the Cherokee from their homelands. The Cherokee traveled 800 miles, mostly on foot, to their new home in Oklahoma. This forced journey is known as the Trail of Tears.



Trail of Tears Routes

1. **Did Andrew Jackson's actions uphold the Constitution? Why or why not?**
2. **What were the consequences of Jackson's actions for the Cherokee nation?**

Adapted from: [Trail of Tears Video](#); by National Parks Service, Public Domain. Image Sources: [Georgia Land Lottery Map](#), courtesy of American Antiquarian Society, [Signing New Echota Treaty](#), courtesy of UGA.edu, [Trail of Tears Routes](#) by [Nikater](#), Public Domain, via Wikipedia, adapted.



Watch the video [Trail of Tears National Historic Trail \(begin at 17:15\)](#). As you watch, keep Essential Question 3 in mind:

*How have people **shown resilience, fought for their rights, and resisted oppression** when confronted by injustice?*

### Complete the sentence frame below

The Cherokee Nation (claim) \_\_\_\_\_  
(showed resilience, fought for rights, resisted oppression)

by \_\_\_\_\_.  
(evidence)

This action was \_\_\_\_\_

because \_\_\_\_\_.  
(reasoning)

### Facts about the Trail of Tears and its Consequences

- The Cherokee traveled 800 miles, mostly by foot.
- 12,000-13,000 members of the Cherokee Nation traveled the Trail of Tears.
- Historians estimate that at least 2,000 Cherokee died as a result of Removal.
- In 1838, the Cherokee began rebuilding their community in Oklahoma. Today, the Cherokee are one of the largest populations of Indigenous peoples in the United States.
- In 1987, the United States passed a bill establishing the Trail of Tears National Historic Trail.
- “The Trail of Tears” refers to both the event (the forced journey) and the actual routes the Cherokee took.



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

*Trail of Tears Time Stamps and Note Sheet*

Instructions: As you watch, take notes or illustrate each person or group's actions.

1828			
Cherokee Nation	Andrew Jackson	State of Georgia	White Intruders

1829-1830		
Cherokee Nation	Andrew Jackson	Congress

1833-1834				
Cherokee Nation	Supreme Court	Andrew Jackson	State of Georgia	White Intruders

1835-1836		
Small Group of Cherokee Leaders	Cherokee Nation	Congress

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

*Claim-Evidence-Reasoning Card*

Whom does it benefit, and whom does it harm, when a nation expands its territory?	
Claim <i>*If necessary, based on the evidence you have, you can make an argument about just harm or just benefit.</i>	When the United States expanded its territory, _____ benefitted, and _____ was harmed.
Evidence	_____ shows that _____ benefitted/ was harmed.
Reasoning	It shows benefit/harm because _____.
Evidence	_____ shows that _____ benefitted/ was harmed.
Reasoning	It shows benefit/harm because _____.

Was the Early Republic shaped more by its declared values or its economic interests?	
Claim <i>*If necessary, based on the evidence you have, you can make an argument about just harm or just benefit.</i>	<i>The Early Republic was shaped more by its _____ than its _____.</i> <i>*The Early Republic was shaped by both economic interests and declared values.</i>
Evidence	_____ shows the Early Republic was shaped more by economic interest/declared values.
Reasoning	<i>It shows economic interest/declared values because _____.</i>
Evidence	_____ shows that _____ benefitted/ was harmed.
Reasoning	<i>It shows benefit/harm because _____.</i>

How have people shown resilience, fought for their rights, and resisted oppression when confronted by injustice?	
Claim <i>*If necessary, based on the evidence you have, you can make an argument about just harm or just benefit.</i>	_____ showed resilience / fought for their rights/resisted oppression when confronted by injustice.
Evidence	_____ showed resilience/fought for their rights/resisted oppression when confronted by injustice by _____.
Reasoning	It showed resilience / how they fought for their rights/resisted oppression when confronted by justice because _____.
Evidence	_____ shows that _____ benefitted/ was harmed.
Reasoning	It shows benefit/harm because _____.





States and Territories of the United States of America, 1789



Native American Tribes: 1783

The United States planned to make 3-5 states out of the Northwest Territory. The land belonged to Indigenous nations.



First American Regiment

The US used force against the Indigenous nations who were protecting their land from the encroachment of American settlers. After the war, the Indigenous nations ceded most of the Northwest Territory to the United States.



[Flag of Haiti](#) via theouvertureproject.org

### 1801 Haitian Constitution

There cannot exist slaves on the territory. All men are born, live, and die free.



Louisiana Purchase

[Louisiana Purchase](#) courtesy of Library of Congress, Public Domain(adapted)

### Louisiana Territory - 1803

The purchase of the Louisiana Territory more than doubled the size of the United States.





Meriwether  
Lewis

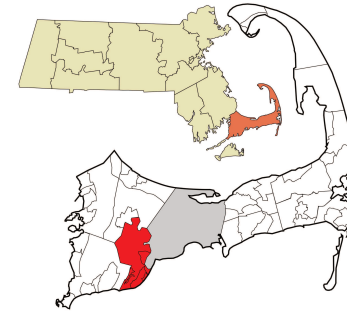


Wahktágeli,  
Yankton Sioux  
Chief

### Meriwether Lewis - Speech to the Yankton Sioux, August 3, 1804

*“Children. – the Great Chief of ... America has become your only father...*

*Children - If you do not obey your great father he will be unhappy. Your great father could destroy you and your nation...”*



### Mashpee Declaration - 1833

*Resolved... We... will rule ourselves, and have the right to do so for all men are born free and equal, says the constitution of this country.*



Tecumseh

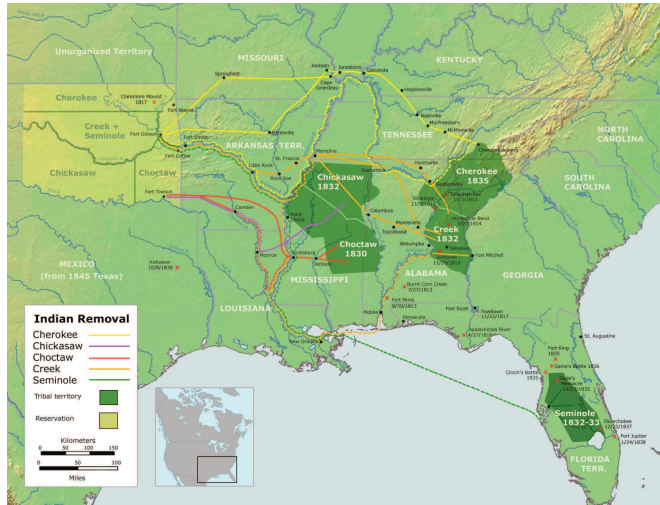
**Tecumseh warned the United States:**

*"I want the present boundary line to continue  
... should you cross it ... I assure you it will  
produce bad consequences."*



Sequoyah, Cherokee Constitution, Cherokee Phoenix First Issue

The Cherokee developed an alphabet, wrote a constitution, and created a newspaper.



Trail of Tears

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

## Indian Removal Map

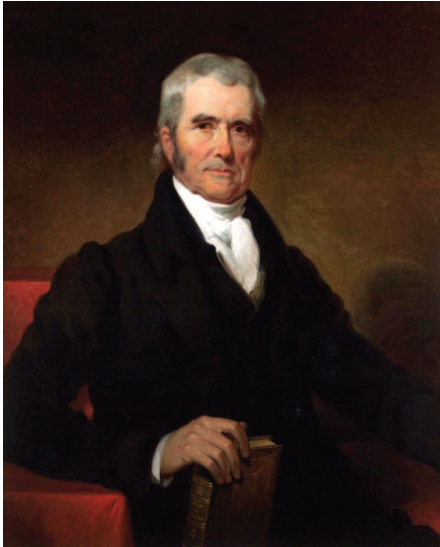


[Black Hoof \(Catahecassa\)](#)

[Black Hoof](#) (Catahecassa) by Charles Bird King, Public Domain (adapted)

## Catahecassa, leader of Shawnee Nation

*"We know wherever we may go, your people will follow.... There would be no more room left for the poor Indian."*

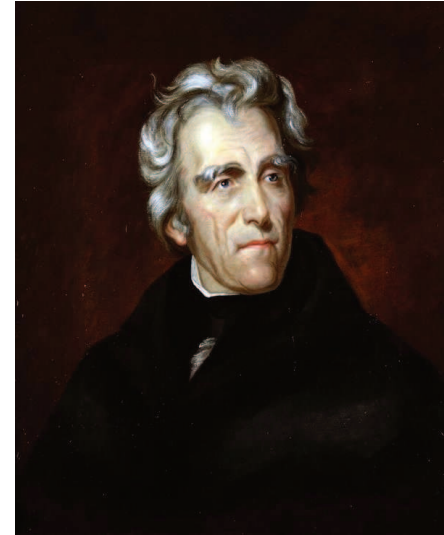


John Marshall

[John Marshall](#) by Henry Inman, Public Domain, via Wikipedia

*“The Cherokee Nation is a distinct community,  
in which the laws of Georgia can have no  
force.”*

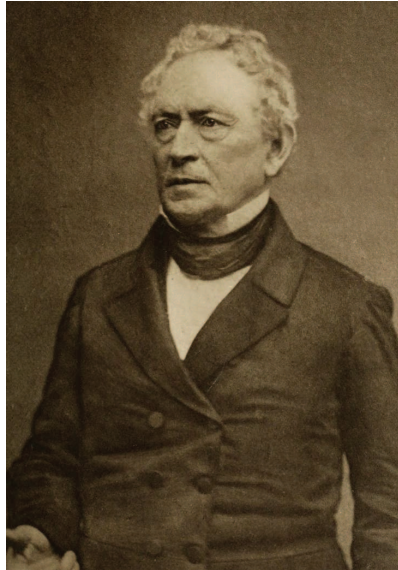
— John Marshall, Supreme Court Justice

Andrew Jackson, President of the  
U.S.

[Andrew Jackson, President of the U.S.](#), Public Domain, via Wikipedia

*“The Indian Removal Act ... will [allow]  
Mississippi and Alabama to advance rapidly in  
population, wealth, and power.”*

— Andrew Jackson, President of the United  
States



Edward Everett, U.S.  
Representative, Massachusetts

[Edward Everett, U.S. Representative, Massachusetts](#), By Horace Greeley Wadlin, 1851-1925, No restrictions, Wikimedia

*“When the interests and passions of the day are past, we shall look back on [Indian Removal] with deep regret and guilt.”*

— Edward Everett, US House Representative from Massachusetts



Cherokee Phoenix

[Cherokee Phoenix](#), Library of Congress (screenshot)

*“The existence of the Cherokee Nation within the state of Georgia is [not a problem]. It is the greed of men creating trouble.”*

— Cherokee Phoenix





Chuck Hoskin, Jr.,  
Principal Chief  
Cherokee Nation



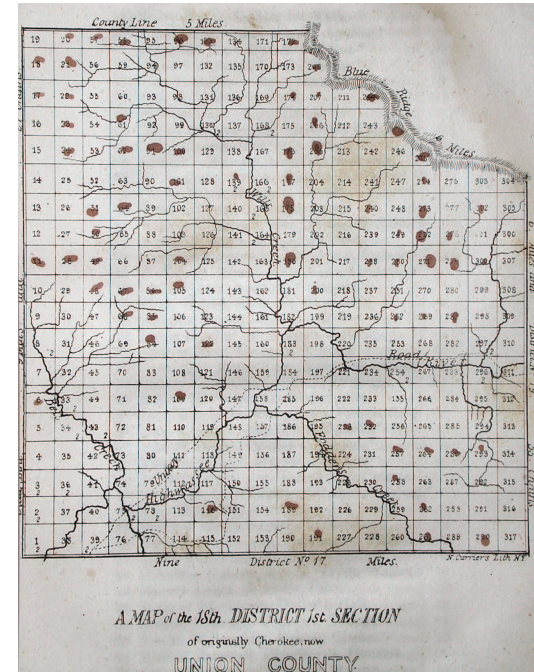
Brian Weeden,  
Chairman  
Mashpee  
Wampanoag  
Nation



Ben  
Barnes,  
Chief  
Shawnee  
Nation

L to R- Image via Cherokee.org. Image via  
<https://mashpeewampanoagtribe-nsn.gov/>, Image via  
<https://mashpeewampanoagtribe-nsn.gov/>

How did the U.S. respond to Indigenous  
resistance? What were the consequences?



Georgia Land Lottery Map

[Georgia Land Lottery Map](#), courtesy of American Antiquarian Society)

The state of Georgia held a lottery and gave  
Cherokee land to its citizens.

## The Indian Removal Act passed in Congress by only 5 votes.



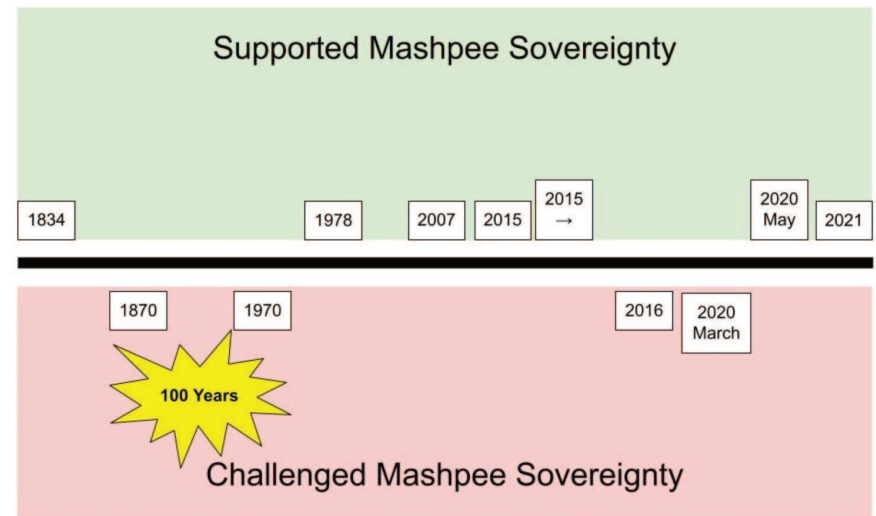
102 votes

Yes by Adrien Coquet from  
Noun Project (CC BY SA3.0)



97 votes

Yes by Adrien Coquet from  
Noun Project (CC BY SA3.0)





Trail of Tears Video Screenshot

The Cherokee traveled 800 miles along the Trail of Tears to their new homeland in Oklahoma.



Cherokee Flag

Today the Cherokee Nation is located in Oklahoma. It has held onto its culture despite terrible hardship.





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

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

Jefferson Peace Medal and  
Indigenous Ceremonial Pipe Stem  
from **Lewis and Clark Expedition**



Impressment of American Seamen

[Impressment of American Seamen](#) by Howard Pyle, Library of Congress

Britain was capturing U.S. sailors and forcing them to serve in the British navy.

The U.S. declared war on Britain in 1812.

STEAL EVIDENCE



STEAL EVIDENCE



STEAL EVIDENCE



STEAL EVIDENCE





**Whom does it benefit, and whom does it harm, when a nation expands its territory?**

**Was the Early Republic shaped more by its declared values or its economic interests?**

**How have people shown resilience, fought for their rights, and resisted oppression when confronted by injustice?**



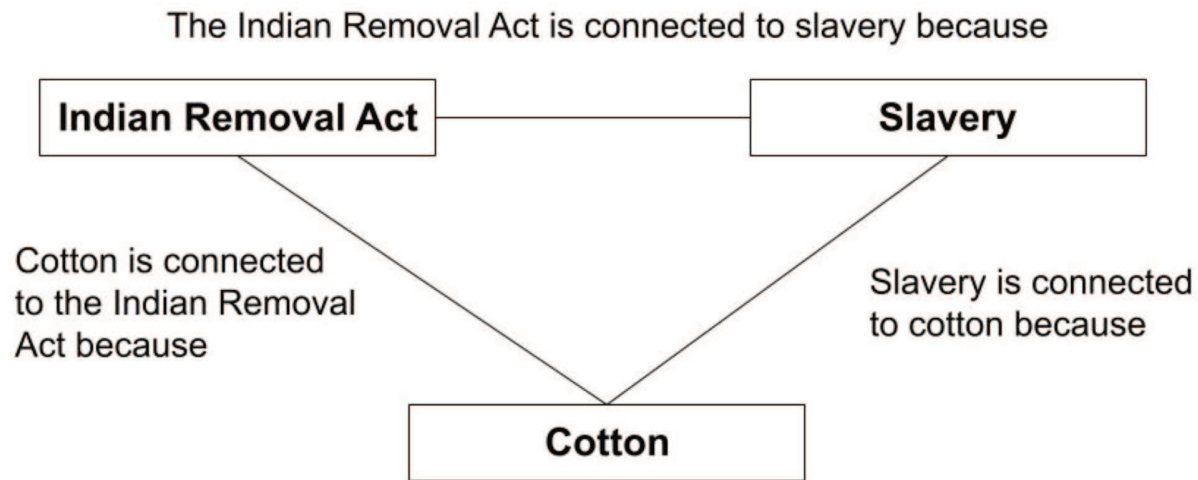


Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Early Republic Map Analysis Questions*

Use **Map Set for Analysis** to answer the questions below.

1. Look at Map 1. Was the land taken from the Cherokee, Choctaw, Seminole, and Creek Nations by the Indian Removal Act in the North or the South?
2. Look at Map 2. What crop was grown on the land taken from Cherokee, Choctaw, Seminole, and Creek Nations by the Indian Removal Act?
3. Look at Map 3. What does it suggest about how the cotton in Map 2 was grown and harvested?
4. Compare Maps 4 and 5. In which year did the United States have more territory — 1790 or 1840?
5. Compare Maps 4 and 5. What happens to the population of enslaved people as the United States expands its territory?
6. What do Maps 4 and 5 tell you about the connection between the growth of slavery and the growth of the U.S.?
7. How could you use these maps to argue who benefits and who is harmed when a nation expands its territory?



How could you use these connections to argue who benefits and who is harmed when a nation expands its territory?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Cotton Gin Notesheet

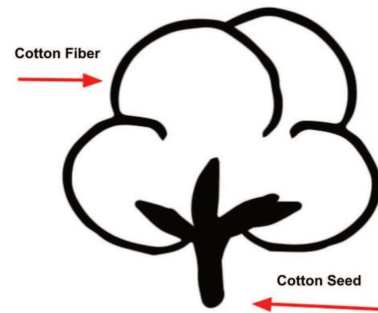
1. Why did Eli Whitney **invent** the cotton gin? Use this picture to explain.

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Cotton Flower

[Cotton Flower](#), Alice Noir, [CC BY 3.0](#), Noun Project

2. The cotton gin was **invented** in 1794. What happened to the number of bales of cotton that were produced after the invention of the cotton gin?

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3. Why do you think the narrator of the video said that "Cotton was king?"

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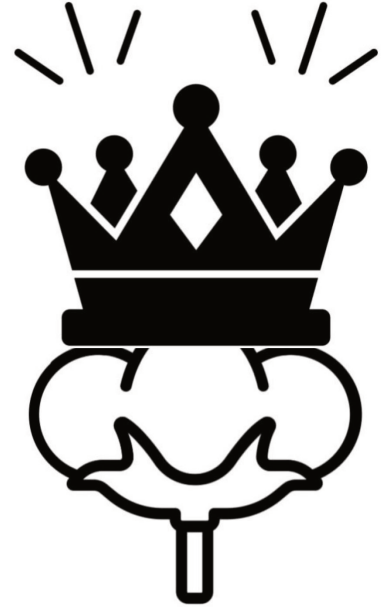
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4. Who or what do you think cotton was the king of? Explain your answer using the word "because."

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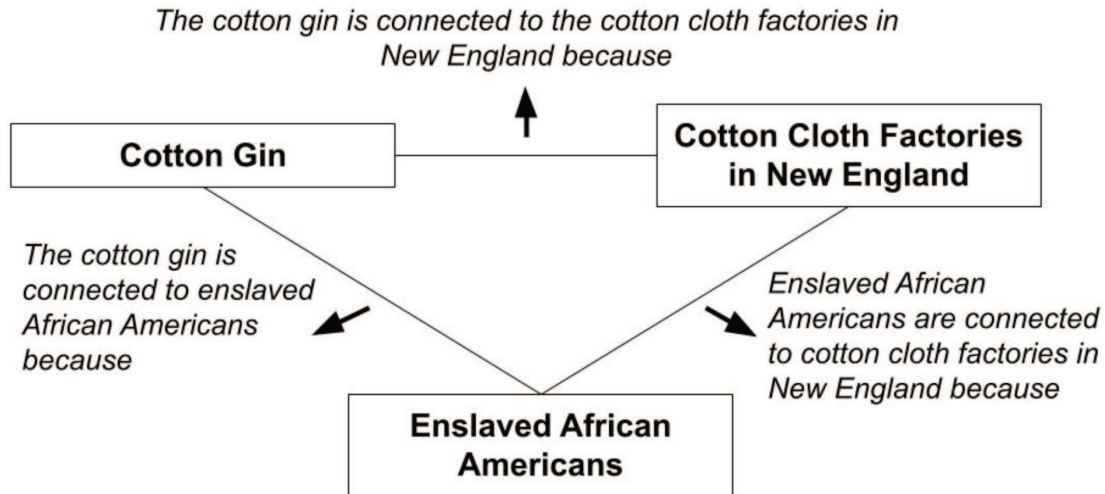
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[Cotton](#), Bernd Lakenbrink, [CC BY 3.0](#), Noun Project; [Crown](#), Vectors Point, [CC BY 3.0](#), Noun Project

5. Think about what you learned today about the relationship between the cotton gin and enslaved African Americans and cotton cloth factories in New England. Write one sentence along each line of the triangle using the word "because" to explain the relationship between the two items it connects.

How could you use the sentences you wrote on this diagram to explain who benefits and who suffers when a nation decides to expand its territory?



6. How could you use the sentences you wrote on this diagram to explain who benefits and who suffers when a nation decides to expand its territory?

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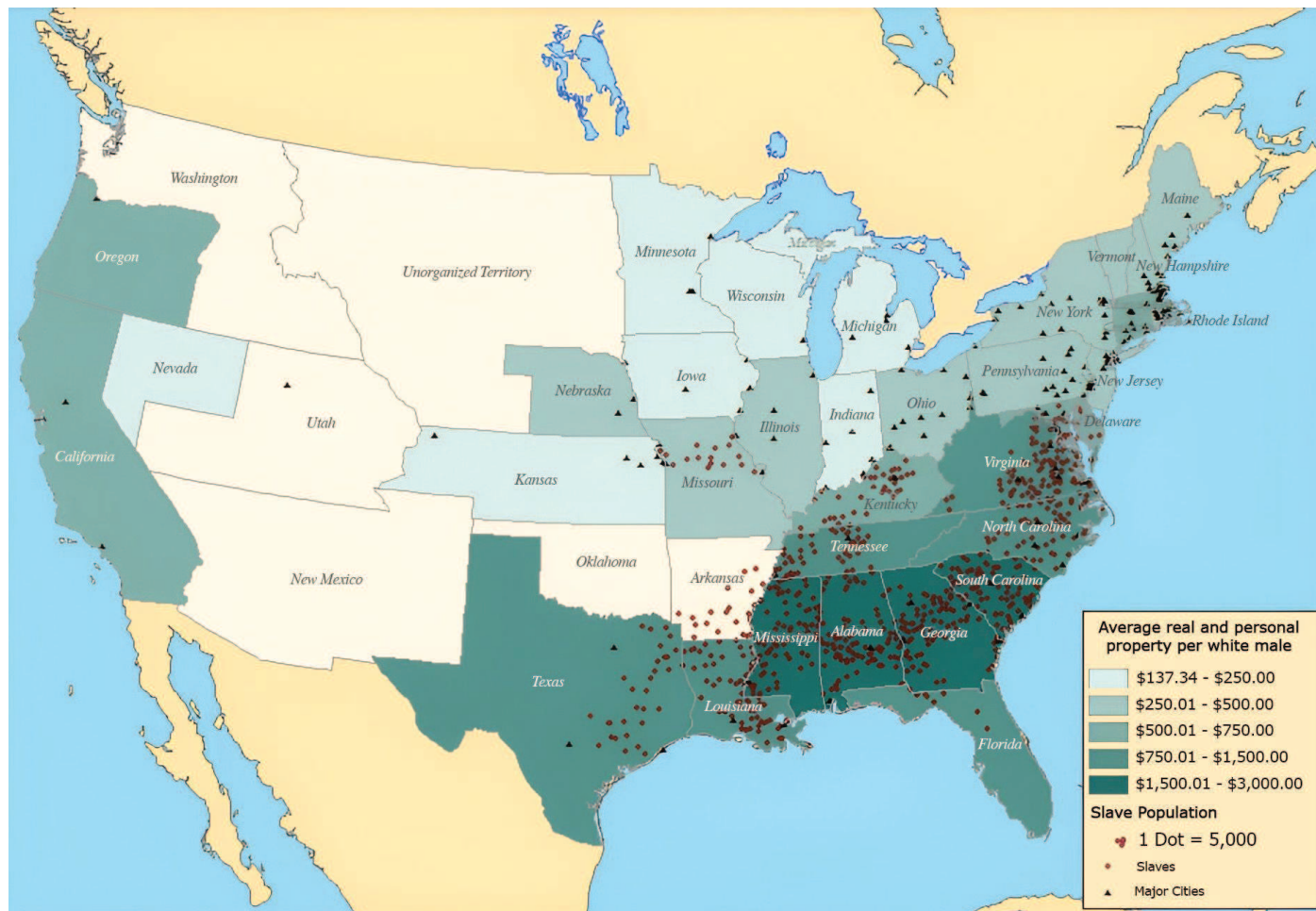


Name: \_\_\_\_\_ Date: \_\_\_\_\_

*The Cotton Economy and Wealth in the U.S.*

Who does it benefit, and who does it harm when a nation expands its territory?		
	Map 1 - Click Slide 12 digitally.	Map 2 - Click Slide 12 digitally.
What do you see?		
What is the map's title?		
Are there colors or symbols used in the map legend? What do they stand for?		
Why do you think this map was made? List 1 part of the map that tells you this.		
How does the information on Map 1 connect to the information on Map 2?  How do they help you answer the question at the top of this page?		

Questions based on National Archives and Records Administration [Analyze a Map Worksheet for Novice, Elementary and ELL Students](#)



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





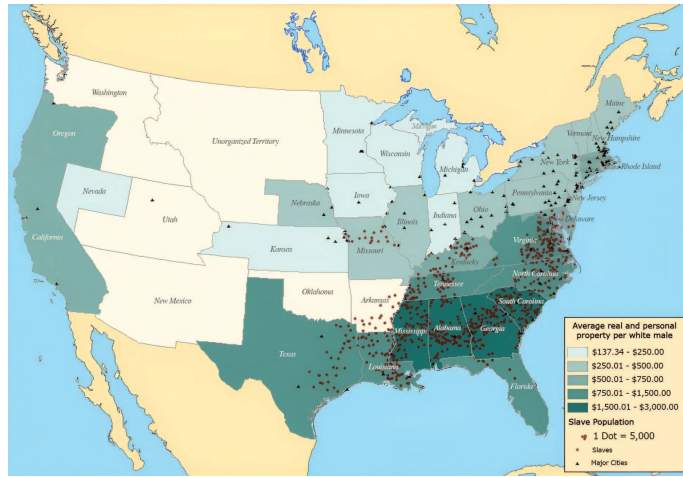
## Grade 5, Unit 3: The Growth of the Republic

3



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

## *Perspectives About Enslaved People Reading*



[Wealth Map](#), Patrick Rael, [CC BY 3.0](#), Bowdoin College

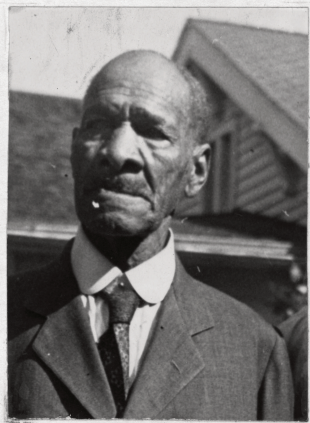
Enslaved African Americans were not paid for their labor. It was stolen from them. Their labor created enormous wealth for the White people who enslaved them. Enslaved African Americans were forced to grow cotton and other cash crops by those who owned them as property. This was legal because the Constitution of the United States allowed African Americans to be enslaved and treated as property. The cotton economy helped the nation to grow and provided opportunities for White Americans. However, by 1860, nearly 4 million African Americans were enslaved in the United States.

1. According to this secondary source, what perspective did the United States government have about enslaved African Americans? Why did they have this point of view?
2. According to this secondary source, what perspective did enslaver States have about enslaved African Americans? Why did they have this point of view?
3. Who might have had a different perspective about enslaved African Americans than the United States government or people who were enslavers? Why?



## Narratives from Formerly Enslaved People

### John W. Fields



John W. Fields

Note: This narrative was collected by the U.S. government's Works Progress Administration in the 1930s.

We arose from 4 to 5 in the morning and parents and children were given hard work, lasting until Nightfall gave us our **respite**. After a **meager** supper we generally talked until we grew sleepy, we had to go to bed. Some of us would read if we were lucky enough to know how.

In most of us **colored** folks was the great desire to be able to read and write. We took advantage of every opportunity to educate ourselves.

It was the law that if a white man was caught trying to educate a negro slave he was liable to prosecution, a fine of \$50 and a jail sentence. Most plantation owners were very harsh if we were caught trying to learn to read or write.

There was 11 other children besides myself in my family. When I was six years old, all of us children were taken from my parents, because my master died. I was given to a relative of my master. I can't describe the heartbreak of that separation. I was only 6 years old and it was the last time I ever saw my mother for longer than one night.

At the age of six I started my life as an independent slave. From then on my life was a repetition of hard work, poor **quarters** and **board**. We had no beds at that time, we just "bunk'd" on the floor. I had one blanket and many the night I set by the fireplace during the Long Cold Nights in the winter.

-[Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938](#) via Library of Congress

**respite** - a short period of time when you are able to stop doing something that is difficult or unpleasant

**meager** - very small or too small in amount

**colored** - at this time in history this term was used to refer to Black people. Today, it is not okay to use it in this way.

**quarters** - the place where someone lives

**board** - daily meals

## Sara Frances Shaw Graves



Sara Frances Shaw Graves

I am 87 years old and I was born March 23, 1850 in Kentucky, somewhere near Louisville. When I was 6 months old I was brought with my mama to Missouri by her master who was a man named Shaw. We lived with his daughter, Emily Crowdes. We left my papa in Kentucky because he was owned by another man. My papa never knew where my mama went. They never wanted mama to know where papa was, an' she never did." We lived in a room in a log house, joined onto the Master's house.

Many times I have carried three buckets of water from one place to another, one in each hand and one balanced on my head. We were never allowed to be idle, always doing something. My work was often choreing around to say I was doing something. I gathered the wool off the fences where it had been caught off the sheep and used it to make mittens.

-[Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938](#) via Library of Congress

Note: This narrative was collected by the U.S. government's Works Progress Administration in the 1930s.

**idle** - not working

**choreing** - doing small jobs

Text adapted from original narrative for the fifth grade reader.



## Narratives Graphic Organizer

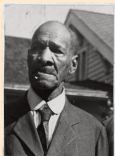

Person	Examples of oppression cruel and unfair treatment of people, especially by not giving them the same rights and freedom as others	Examples of resistance to refuse to accept, or try to stop something, by taking action	Examples of resilience the ability to withstand or recover from difficulties
<b>John W. Fields</b>  John W. Fields			
<b>Sarah Frances Shaw Graves</b>  Sara Frances Shaw Graves			

Image Sources: [Image](#): USWPA, Public Domain, Library of Congress, [USWPA](#), Public Domain, Library of Congress





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

*Slavery and SEL Organizer*

How does this topic make me feel? Why do I feel this way?	What can I do about how I feel?	How can I hear how other people feel about this topic?



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

## *Frederick Douglass: Learning to Read and Write*

**As you listen, underline examples of oppression and circle examples of resistance and rebellion.**

1. When I first went to live with the Auld family, my mistress was tender-hearted. She treated me as she is supposed to treat another human being and helped me to read. But her husband told her to stop. After that, her tender-heart turned into a stone. Nothing seemed to make her more angry than to see me with a newspaper. She would rush at me with an angry face and snatch the newspaper from me. If I was in a separate room for more than a few minutes, I was suspected of having a book, and was called to explain what I was doing.
2. All this, however, was too late. In teaching me the alphabet, Mistress had given me the *inch*, and I was determined to learn the rest.
3. I made friends with white boys I met on the street. I made them my teachers. With their help, I finally learned to read. When I was sent on errands, I took books with me. I brought bread with me to thank them for their help.
4. When I was twelve, I got hold of the book, "The Colombian Orator." This book had speeches about how slavery was wrong and immoral. I read them again and again. They taught me how to make arguments against slavery that were persuasive and powerful.
5. I heard people speak about the abolitionists. I set about learning what it meant. I got one of our city papers and read an article about the number of petitions from the north, praying for the abolition of slavery. From this time I understood the words abolition and abolitionist, and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow-slaves.
6. I taught myself to write too. I copied from Webster's Spelling Book. After long and difficult years, I finally succeeded in learning how to write.

This text has been modified and adapted for grade level appropriateness from the electronic version of *Narrative of the Life of Frederick Douglass* published at [Documenting the American South](https://www.documentingtheamericansouth.org/).



Name: \_\_\_\_\_


Date: \_\_\_\_\_

## *Resilience and Resistance Sources*

Look over the five sources providing evidence of the resilience and resistance of free and enslaved African Americans.

Choose 2 of these sources as evidence to support a claim in response to the question:

**How did free and enslaved Africans resist oppression and show resilience?**

Source 1: John W. Fields	Source 2: Sara Frances Shaw Graves
"In most of us <b>colored</b> folks was the great desire to be able to read and write. We took advantage of every opportunity to educate ourselves."	"I gathered the wool off the fences where it had been caught off the sheep and used it to make mittens."
Source 3: Coded Spiritual	Source 4: Frederick Douglass
Swing Low Sweet Chariot Coming for to carry me home. I look over Jordan, and what did I see? Coming for to carry me home. A band of angels coming after me coming for to carry me home.	"I heard people speak about the <b>abolitionists</b> . I set about learning what it meant. From this time, I understood the words <b>abolition</b> and <b>abolitionist</b> and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow slaves."
Source 5: Henry Box Brown	
 <p>Henry Box Brown</p> <p><a href="#">Henry Box Brown, Library of Congress</a></p>	

During the Early Republic, the United States government and enslavers viewed enslaved people as \_\_\_\_\_.

This created oppression because

However, free and enslaved African Americans resisted this oppression and showed resilience by (claim)

Source \_\_\_\_\_ shows that free and enslaved Africans Americans resisted oppression and showed resilience because

Source \_\_\_\_\_ shows that free and enslaved Africans Americans resisted oppression and showed resilience because

In conclusion,

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

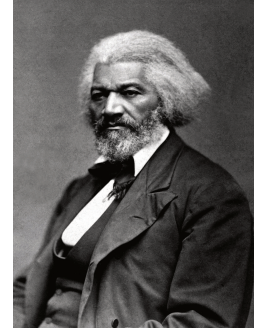
## *Go Down Moses: Spiritual T-Chart*

As you listen, **circle or underline** words that you think might have a coded meaning. After listening, explain what you think the coded meaning is in the second column.

Go Down Moses	
Lyrics	Possible Coded Meaning
Go down Moses Way down in Egypt land Tell all pharaohs to Let my people go!	
When Israel was in Egypt land Let my people go! Oppressed so hard they could not stand Let my people go!	
So the God said: go down, Moses Way down in Egypt land Tell all pharaohs to Let my people go!	
So Moses went to Egypt land Let my people go!	
He made all pharaohs understand Let my people go!	
Yes the lord said: go down, Moses Way down in Egypt land Tell all pharaohs to Let my people go!	
Thus spoke the lord, bold Moses...	

I have often been completely surprised, since I came to the north, to find persons who could speak of the singing among slaves as evidence of their satisfaction and happiness. It is impossible to think of a greater mistake.

— Frederick Douglass, *Narrative of the Life of Frederick Douglass*, 1845



1. Based upon what you have learned about coded spirituals, explain what Frederick Douglass meant.
2. How does this quote show the importance of understanding point of view or perspective?



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

## *Slave Revolts in the Early Republic*

As you read, put a “+” next to things you think made the slave revolt effective, and a “—” next to things you think made the slave revolt ineffective.

### Gabriel’s Rebellion (1800)

On August 30, 1800, a huge rainstorm in central Virginia ended one of the largest planned slave revolts in American history. The plot was organized by an enslaved blacksmith named Gabriel. Hundreds of enslaved people in central Virginia knew about Gabriel’s plan.

Gabriel knew how to read and write. He read about the revolutions in America, France, and Haiti. The ideas of freedom and liberty used in those revolutions made him want to lead a revolt of slaves in Virginia.

Gabriel planned to lead a group of enslaved persons to Richmond, Virginia. The plan was to take over the statehouse and Virginia’s supply of weapons. Then they planned to kidnap the governor and trade his freedom for theirs. Gabriel planned to carry a flag that said “Liberty or Death” when he led the revolt.

The heavy rainstorm made it hard for the enslaved people who planned to take part in the revolt to meet on time. A few nervous slaves told their masters about the plot. Many enslaved people were arrested and put on trial, and twenty-six, including Gabriel, were given the death penalty for their role in the plot. Additionally, several convicted slaves were sold and then transported out of Virginia. Two who told their masters about the planned rebellion were given their freedom.



Text adapted from [Gabriel's Conspiracy](#), The Library of Virginia, “Death or Liberty” Online Exhibit. [Map](#) by SANTosito - Own work Based on [File:USA Virginia location map.svg](#). Public domain data provided by the National Atlas of the United States of America, [CC BY-SA 4.0](#), via Wikipedia

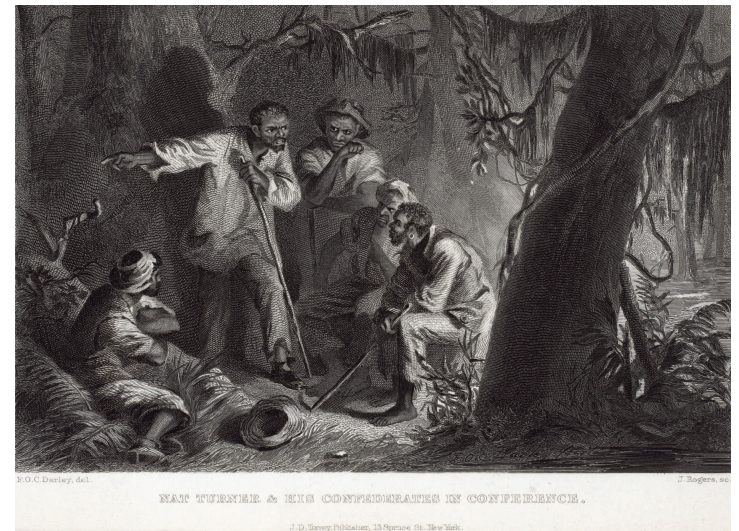
As you read, put a “+” next to things you think made the slave revolt effective, and a “—” next to things you think made the slave revolt ineffective.

### Nat Turner's Rebellion (1831)

Nat Turner was born in 1800 and was enslaved on a small plantation in Virginia. His mother was born in Africa and taught him to hate everything about slavery. Nat Turner learned to read and write from the son of the man who enslaved him. Nat Turner read the Bible and was very religious. He preached to local enslaved people who called him “The Prophet.” Nat Turner believed that God had chosen him to lead his people out of slavery.

On the night of August 21, 1831, Turner and about 60 enslaved men and boys began attacking White plantation owners and their families. A call for help was sent by the postmaster to the governor of Virginia. In response, 3000 soldiers and armed volunteers rushed to Southampton County to end the rebellion. The rebellion ended on August 23rd after 55 White people had been killed by Nat Turner and his followers.

After the rebellion, angry White people who wanted revenge attacked and killed dozens of enslaved people who were not involved in Nat Turner's Revolt. Nat Turner and dozens of other enslaved men were arrested and put on trial for their revolt. All of the judges for these trials were enslavers. Turner and 50 enslaved men were convicted and given the death penalty. As a result of Nat Turner's rebellion, Virginia also passed laws that made it against the law to teach an enslaved or free Black person to read.



Nat Turner and His Confederates [Followers] in Conference

Text adapted from “10 Things You May Not Know about Nat Turner's Rebellion” by Christopher Klein [history.com](https://www.history.com); “Nat Turner” [britannica.com](https://www.britannica.com); “The Five Greatest Slave Revolts in the History of the United States” [PBS.org](https://www.pbs.org); [Nat Turner's Rebellion](https://www.britannica.com), The Library of Virginia, “Death or Liberty” Online Exhibit. Image: [Nat Turner and His Confederates \[Followers\] in Conference](https://www.britannica.com), Scan by NYPL, Public domain, via Wikimedia Commons

As you read, put a “+” next to things you think made the slave revolt effective, and a “—” next to things you think made the slave revolt ineffective.

### German Coast Uprising

The German Coast (or Germantown) Uprising was led by an enslaved man named Charles Deslondes. Deslondes was of Haitian descent. His decision to lead the revolt was inspired by the Haitian Revolution led by Toussaint L'Ouverture. The German Coast was in Louisiana, which had become part of the United States in 1804.

The uprising began when Deslondes and a small group of enslaved men attacked the mansion of the plantation owner Manuel Andry. Some of the members of Andry's family were killed and others were wounded in the attack. The group led by Deslondes stole weapons from the plantation's basement and marched into town, burning other plantations along the way. As they marched toward New Orleans they were joined by hundreds of enslaved people fighting against their oppression.

Deslondes' plan was to march to New Orleans and create a **sovereign** Black state on the banks of the Mississippi River. As the group marched they chanted “Freedom or Death.” More than 500 enslaved people participated in the rebellion, which was so strong that the federal government sent troops to end it and protect White control of the city of New Orleans. Dozens of enslaved people were killed in the fighting.

After the revolt was over, Deslondes and the leaders were captured and put on trial. More than 30 enslaved people were given the death penalty for participating in the revolt. Fifty-six enslaved people who were captured were returned to their masters, who wanted to punish them on their own and get them back to work. In all, about 100 enslaved people died as a result of the uprising. The German Coast uprising was one of the largest slave revolts in U.S. history.



Text adapted from “[How a Nearly Successful Slave Revolt was Intentionally Lost to History](#), [Smithsonianmag.com](#) and [1811 German Coast uprising](#) (Wikipedia). [Image detail](#): Unknown author (Bridgman?), Public domain, via Wikimedia Commons

Now, take a position on the question: *Were slave revolts effective?* Yes or No

My claim and evidence:

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*How can we reconcile these two positions?* Choose one of the sentence frames to complete below.

Although slave revolts \_\_\_\_\_, they could still be considered effective because they \_\_\_\_\_.

Although slave revolts \_\_\_\_\_, they were largely not effective because \_\_\_\_\_.

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

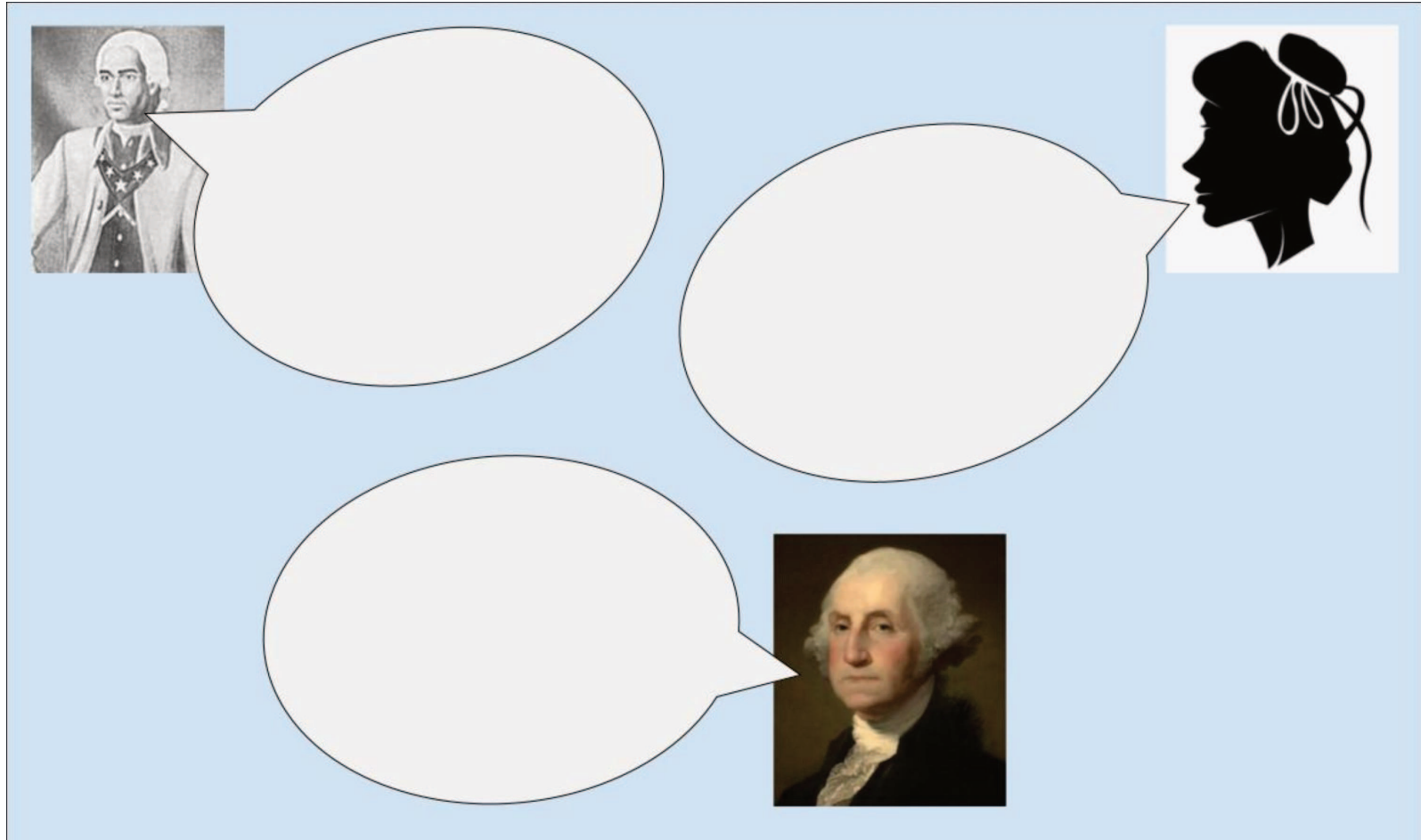
*Education in the Early Republic*

Author	Why did they believe education is important?	Why did they have that point of view?
 George Washington		
 Unknown Woman		
 Prince Hall		

Images: [George Washington](#) by Gilbert Stuart, Public Domain, via Wikipedia; [Woman](#) by Michael Scott Fischer from Noun Project (CC BY 3.0), [Prince Hall](#), Public Domain, via Wikipedia (detail)



What might Prince Hall, the Unknown Woman, and George Washington say to each other about the importance of education?



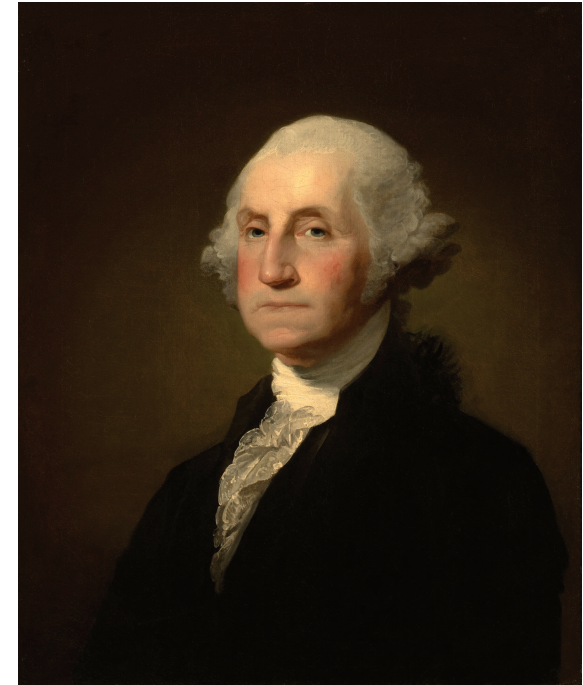
Images: [George Washington](#) by Gilbert Stuart, Public Domain, via Wikipedia; [Woman](#) by Michael Scott Fischer from Noun Project (CC BY 3.0), [Prince Hall](#), Public Domain, via Wikipedia (detail)

## George Washington's Farewell Address\* to the People of United States. September 19, 1796

The structure of our government gives power to the people. It is essential that people should be educated. The nation should support institutions for the spread of knowledge.

—[George Washington's Farewell Address](#) via Library of Congress

\*Farewell Address (n.) - published letter written to the American people by Washington when he retired from public life. It provided advice for the nation moving forward.



[George Washington](#) by Gilbert Stuart, Public Domain, via Wikipedia

## Fourth of July Speech, unknown woman, Norwich, Connecticut, 1799

Females have always had an impact on society. In some societies, women do not get a good education, so they cannot teach their children and the society becomes barbaric.\* But wherever men allow women to learn, society has benefitted.

We teach little boys everything they need to know to be good citizens someday. This is the best way we serve our country.

—[Republican Motherhood](#) via The New York Historical



[Woman by Michael Scott Fischer from Noun Project \(CC BY 3.0\).](#)

\*barbaric (adj.) - extremely cruel and unpleasant.



## Prince Hall, Petition To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts Bay, 1787

We free black men of Massachusetts pay our taxes just as free white men do. Our children receive no benefit from the free schools in the town of Boston. We think this is a great injustice.

We are afraid for our children's futures. Without education they will be uneducated in a land of light. Without an education they cannot enjoy opportunities. They cannot enjoy them because they are black.

We pray that your Honors in your wisdom will make education available for our dear children.



[Prince Hall](#), Public Domain, via Wikipedia(detail)

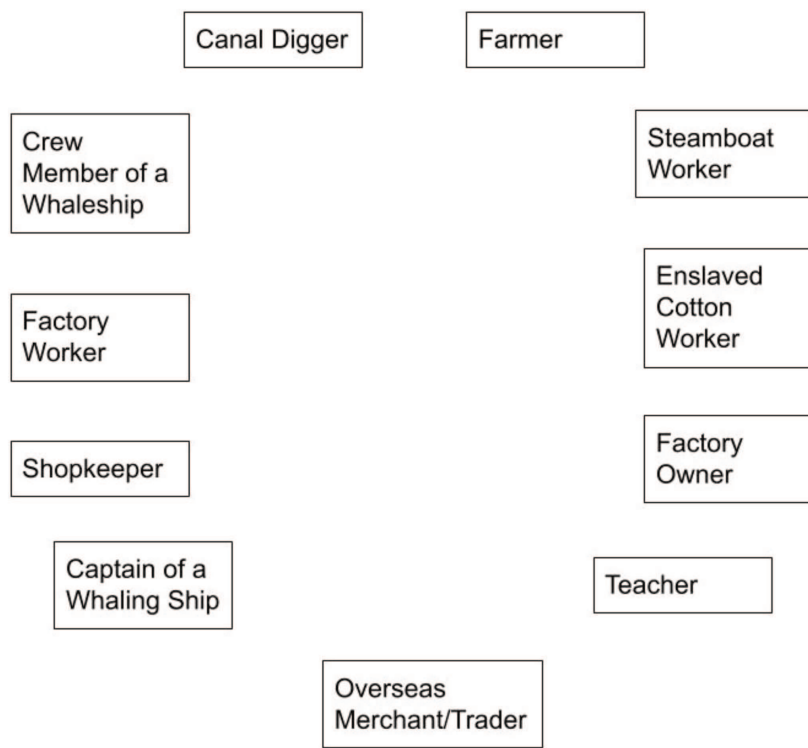
—[Petition to the Massachusetts Legislature](#) (1777) via National Constitution Center



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

## *Industry and Worker Predictions*

1. How do you think the industry might benefit or harm those who purchase its goods or services?
2. Do you think that the workers of the industry will benefit or be harmed by their work?
3. Do you think that the workers in this industry will show resilience, fight for their rights and resist oppression, if needed? Why? How?
4. Which industries and workers on the web do you think will be connected to yours? How? Why?





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Web Graphic Organizer

Find your industry/ worker on the web and then draw a line to another industry/worker they are connected to. Write 1-2 sentences explaining the connection. Use the word “because” in your explanation.

**Overseas Trade with China**  
Thomas Perkins

**Teacher**  
Cynthia Bishop

**Cloth Factory Owner**  
Rowland Hazard

**Steamboat Transportation**  
Catherine Grandy  
Joseph Jones

**Whaling**  
Captain Absalom Boston  
Crew Members

**Canal Building**  
Canal Diggers

**Midwest Famers**  
Keziah and Charles  
Grier

**Cotton Mill Worker**  
Julia Wilson

**Enslaved Cotton  
Plantation Worker**  
Green Cumby

**General Store**  
Shopkeeper Asa Knight

When looking for connections, think about the unit's Essential Questions:

1. *Who does it benefit and whom does it harm when a nation expands its territory?*
2. *Was the Early Republic shaped more than its founding values or its economic interests?*
3. *How have people shown resilience, fought for their rights, and resisted oppression when confronted by injustice?*



## Canal-Building

A canal is a waterway that allows boats and ships to travel from one body of water to another. The Erie Canal was built by taking Haudenosaunee (Iroquois Confederacy) land to create an East-West route connecting the Hudson River to Lake Erie. The state of New York took the Haudenosaunee land without the consent of Congress. The building of the Erie Canal displaced Indigenous peoples.

The Erie Canal was started in 1817. It took eight years to build. The Erie Canal was a huge success for the nation's economy and provided opportunities for some Americans. It provided a cheaper, faster way for people and products to move west.



The Erie Canal at Lockport, 1839

The canal connected the farmers of the Midwest to buyers on the East Coast. It also connected Midwest farmers to shipping ports in New York City. From New York City, the wheat and corn were shipped to Europe. The canal moved goods from the East to shopkeepers in the Midwest. Cotton cloth from spinning mills in New England was sent to the Midwest on the Erie Canal. Whale oil packaged in New Bedford was shipped to the Midwest on the Erie Canal. Goods that came to Boston ports from China, like tea, porcelain, and silk, were shipped to the Midwest on the Erie Canal.

The Erie Canal was important to the economy of the Early Republic. It made transportation faster and less expensive. By 1853, the Erie Canal carried over half of all U.S. trade.

Sources Consulted: [The Erie Canal](#), [www.eriecanal.org](http://www.eriecanal.org), Erie Canal by History.com Editors, [History.com](http://History.com)

## Canal Diggers



The canals that helped the American economy to grow were constructed by the hard work of African Americans and immigrants, especially Irish, German, and, later on, Chinese immigrants. Many of the men who built the Erie Canal were immigrants from Ireland. In the 1800s, more than 1 million people fled Ireland due to a terrible potato famine. A famine is when people do not have enough food to eat.

In Ireland, this happened because a plant disease attacked the potato crops. Coming to the United States was the last resort for some. Staying in Ireland often meant starving to death.

Building the canal was very hard work. The digging was done by hand using pickaxes and shovels. The diggers worked in water that was up to a foot deep. Their legs swelled from being wet all the time and from endless mosquito bites. Canal digging was physically exhausting. It was also dangerous. Large rocks could fall on workers who were blasting the path for the canal. Workers often got sick with diseases such as malaria and cholera. It was not uncommon for a canal worker to die due to disease or accident.

The diggers earned about 50 cents in return for a 12-hour workday. They received three meals a day and were given a crowded tent to sleep in. The work was dangerous and unpleasant. Workers with other options were unlikely to take these jobs, but many immigrants were desperate. Their labor helped build the nation.

**Watch one or both of these videos and listen to this Song about the Erie Canal:**

[Erie Canal at 200: How a ditch transformed New York into the Empire State](#) (2:08) by NYup

[The Erie Canal](#) (2:50) by NBC News Learn

[Erie Canal Song](#) (2:20) by Karl Gunnar Holmqvist

Image Sources: [The Erie Canal at Lockport, 1839](#) by W.H.Bartlett, Public Domain, [Image](#), used with permission of [Museum at the Portage](#)



## Cotton Cloth Manufacturing

### Spinning Mills

Spinning mills were large factories where workers turned cotton into cloth on large machines. The machines were powered by water and steam. There were more than 60 cotton spinning mills in New England during the Early Republic. The cloth made at the spinning mills was sold in the United States. It was also shipped overseas to foreign markets. Textile manufacturers in New England had access to inexpensive sources of cotton for three reasons. The first was the invention of the cotton gin. The second was the forced unpaid labor of enslaved African Americans, treated as property by the Constitution. The third was the expansion of the United States westward and onto Indigenous lands that were good for growing cotton.



Boott Mills in Lowell, MA

By 1860, there were almost 3,000 textile mills in the United States.

[The First American Factories \[ushistory.org\]](http://ushistory.org)

### Mill Girls

Mill Girls were young women and children from farming communities who moved to factory towns to work in the cotton spinning mills. Some of the girls were as young as ten years old! The girls lived in boarding houses. They were provided with three meals a day. They paid about a dollar a week for the meals. The rest of the money they earned, about 2-3 dollars, was sent home to pay for a brother's college tuition or contribute to the family income. The girls spent some of the money on educational opportunities, books, and spending money for clothes.

Mill girls worked from 5 am - 7 pm and half-days on Saturdays. They worked about 73 hours a week. The work was dangerous and did not pay well. Girls could get their sleeves or hair caught in a machine. There were no safety rules to protect them as they worked.



Two Young Spinners

Despite the danger and low pay, working at the spinning mills gave them an adventure away from home. Once a woman married, all of her money belonged to her husband. So the chance for a girl to earn spending money for herself was exciting.

In 1834, the owners of the Lowell Mills lowered the girls' wages by 12.5%. A worker named Julia Wilson organized a strike to protest. The owners fired

her. But the next day, 800 hundred girls walked off the job. They wanted to show their unhappiness with the wage decrease.

The factory owners thought the girls were being ungrateful and ignored the strike. In the end, the strike was not successful. The girls returned to work and accepted the pay decrease. Some went home to their farms. But they did not give up on fighting for their rights. In 1844, they formed a union, which is an organization to protect workers' rights.

Sources Consulted: [Labor Reform: Early Strikes - Lowell National Historical Park \(US National Park Service\)](#), [Factory Girl](#) (Scholastic.com), [The Mill Girls of Lowell - Lowell National Historical Park \(US National Park Service\)](#).

## Rowland Hazard - Factory Owner



Rowland G. Hazard

Rowland Hazard lived in Rhode Island. He owned the Peacedale Manufacturing Company. Peacedale was one of the nation's largest cloth producers to make clothing for enslaved people, known as "slave cloth." The cloth was inexpensive and scratchy. "Slave cloth" was also made at the Lowell Mills by workers like Julia Wilson. Thousands of enslaved people were forced to labor on plantations in the South. As a result, manufacturing the cloth was quite profitable.

Rowland Hazard supported the rights of Southern plantation owners to enslave African Americans and force them to labor in their cotton fields. He did not do anything to end slavery in the nation. He also profited from its existence. However, he also used his wealth to help free African Americans who were illegally captured and enslaved.



Peace Dale Manufacturing Company

Rowland Hazard used some of the money he earned as a factory owner to help his local community. He supported local schools and churches. He also gave \$40,000 to Brown University's physics department.

Source Consulted: ["Slave Cloth" | EnCompass](#)

Image of Slave Cloth, courtesy of Rhode Island Historical Society.





Slave Cloth

**Links and Sources to Explore:**

[The Lowell Girls](#) Video (2:07) by NBC News Learn

[The Massachusetts Mill Workers, Lowell National Historical Park](#) (6:31) by Prairie Public

[Lowell Mill Girls: Life in a Working City](#) (7:47) by ColleenGCasey

Click here for [Rowland Hazard's Letter to Isaac Peace Hazard, 1835](#), which is about visits Hazard made to plantations in the South to get business for his company.

Image Sources: [Boott Mills in Lowell, MA](#) by Carol M. Highsmith, Public Domain, [Two Young Spinners](#) by Lewis Wickes Hine, Library of Congress), [Rowland G. Hazard](#) by Jean-Paul Selinger, Public Domain, [Peace Dale Manufacturing Company](#), American Textile History Museum



## Farming



The Cornell Farm

Farmers lived in all parts of the United States during the Early Republic. They played an important role in the nation's development. As the nation expanded westward as a result of acquiring the Louisiana Territory and policies that encroached upon Indigenous lands, many American farmers bought land at a low price from the government. They developed the land into farms to grow crops to feed themselves and sell on the market.

Farmers in the Midwest grew crops like corn and wheat. These crops were shipped along the Ohio and Mississippi Rivers to New Orleans. From there, they

were sold to local buyers or shipped overseas. Farmers in the Midwest also contributed to the nation by growing food to feed city workers. During the early Republic, cities continued to grow along the country's East Coast as industrialization continued.

Farmers grew crops to be used as food. They raised animals like cows and sheep for their milk. The milk was often made into cheese. Sheep were also an important source of wool. Like cotton, wool was shipped to spinning mills to make cloth.

Source Consulted: [Westward Expansion \(1807-1912\): Western Economy: Boom and Panic](#) (Sparknotes.com)

## Indiana Farmers

In 1813, Charles Grier bought 40 acres of land from the federal government. He purchased the land in a territory that would become the state of Indiana. He and his wife Keziah cleared the land themselves. They turned it into farmland to grow crops to feed their family and to sell on the market. They were so successful as farmers that they were able to buy more land. By 1851, their farm was almost 200 acres in size. Charles and Keziah were born into slavery but lived as free African Americans in the Midwest.



Black Farmers

*“Charles and Keziah Grier [produced] wheat, wool, corn, meat, and more. They were not [only] feeding their families or communities ...these farmers were feeding the nation. Whether it was their hogs going to Cincinnati and Chicago or the wheat going to New Orleans and Pittsburgh...farmers were affecting the market and people far outside their own States.”*

The Griers also participated in the Underground Railroad. They provided enslaved African Americans escaping the South with food, shelter, and supplies. This was very dangerous and could have cost them their lives.

Indiana became a state in 1816. After that, the rights of African Americans living there began to decrease. In the new state constitution, only White male property owners were allowed to vote. In 1851, Indiana citizens passed Article 13 to their Constitution. Article 13 prohibited any Black immigration into the state. The Griers, as well as Black families that already lived in Indiana, were allowed to stay. However, they had to register with the government and could no longer vote or testify in court.

Source: *The Bone and Sinew of the Land* by Anna-Lisa Cox p. 173, Public Affairs, Hachette Book Group, 2018

Image sources: [The Cornell Farm](#) by Edward Hicks, Public Domain, [Black Farmers](#), United States Department of Agriculture



## General Stores

New England general stores carried items from around the world. New England stores sold woolen cloth from England. They sold cotton textiles from England, France, and India. They sold linens from Ireland and Central Europe. They sold silks from China and Italy. New Englanders could purchase teas, coffees, spices, sugar, raisins, and dyes from China, Arabia, Greece, the East and West Indies, and South America at general stores. They could also buy items made in New England, like calico cloth (a type of unfinished fabric), shirting and sheeting (cotton cloth for making shirts and sheets), shoes, tools, window glass, brooms, books, and paper goods. There were also garden seeds available to buy.

Local customers paid for their purchases with the credit they earned. They earned credit by selling things from their farms and their work at home to the shopkeeper. These items included butter, cheese, hats, and knitted socks. The shopkeeper sold the items he took on credit in the cities. He used the money to buy goods to stock his shelves. As the nation expanded to the West, general stores were opened in those regions too.



Gray's General Store in Adamsville, RI

Source: [Asa Knight General Store](#), Old Sturbridge Village, adapted and used with permission.

## Shopkeeper



Asa Knight



Asa Knight Store

Asa Knight owned the general store in Dummerston, Vermont. It was located in the town center near the Meetinghouse. The general store represented a crucial link between the farming community and the world at large. He built the store in 1810 as a

one-story building. He added on to it in later years. By 1838 it was a large two-and-a-half story emporium that stocked a wide variety of products.

In 1972, the store was moved to Old Sturbridge Village in Massachusetts. Museum workers re-created what the store would have looked like during the Early Republic.

*\*Be sure to check with your group partner who did the 3-D tour for details to add to your graphic organizer.*

Source: [Asa Knight General Store](#); Old Sturbridge Village, adapted and used with permission



Asa Knight General Store

### Links to Explore

Visit this link to the [Old Sturbridge Village](#) website to take a 3-D tour of the store (Scroll down to the picture “Asa Knight Store” with an arrow on it). What additional products are offered there? How might they be useful to people living in the nation?

Watch two short videos about the store that are included in the 3-D tour.

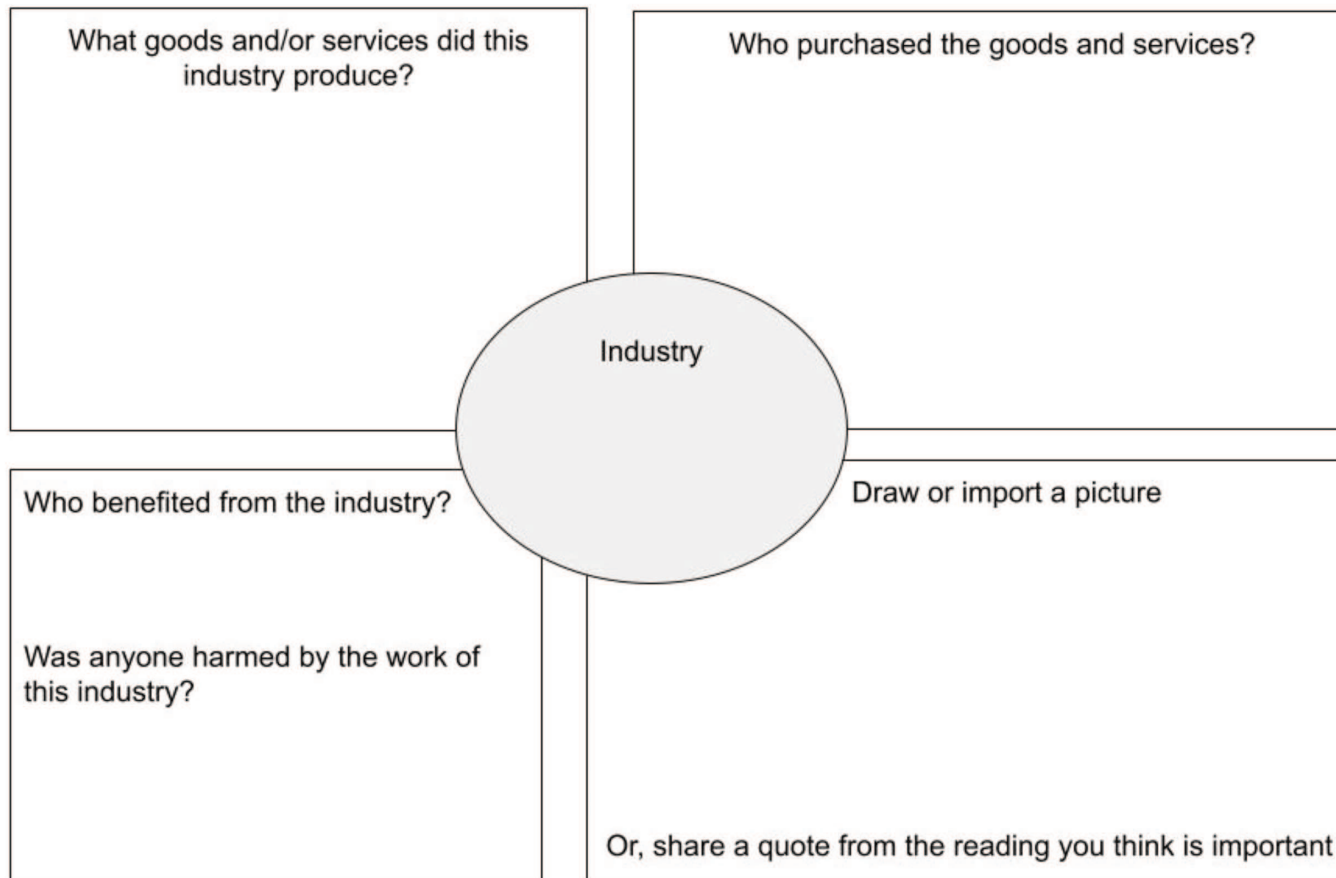
The first “*Introduction to the Asa Knight Store*” can be found by clicking the icon located on the woodstove at the center of the room.

The second, “*buying items at the store*,” can be found by holding the cursor and moving to the left. It is the red and white icon that is closest to the door.

Image Sources: [Gray's General Store in Adamsville, RI](#) by [Swampyank](#); [CC BY-SA 3.0](#), [Asa Knight](#) by Zedekiah Belknap, [brattleborohistory.com](#), [Asa Knight Store](#) [brattleborohistory.com](#), [Asa Knight General Store](#); used with permission, Old Sturbridge Village



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

*Industry Graphic Organizer*

The diagram is a central circle labeled "Industry" connected to four rectangular boxes. The top-left box asks "What goods and/or services did this industry produce?". The top-right box asks "Who purchased the goods and services?". The bottom-left box contains two questions: "Who benefited from the industry?" and "Was anyone harmed by the work of this industry?". The bottom-right box contains two prompts: "Draw or import a picture" and "Or, share a quote from the reading you think is important".

What goods and/or services did this industry produce?	Who purchased the goods and services?
Who benefited from the industry?  Was anyone harmed by the work of this industry?	Draw or import a picture  Or, share a quote from the reading you think is important



## Overseas Trade with China



American Clipper Ship

Chinese products like tea, porcelain, and silk were in high demand in the United States. American merchants wanted to buy a large amount of these products to sell at home. Chinese merchants would trade their products for American furs, wine, cheese, and ginseng (a root used for medicine). However, they did not want to buy a large supply because these goods were not in high demand in China.

American merchants needed something else to sell to China. They chose to sell opium. Opium is a highly addictive drug made from the poppy flower. Opium was illegal in China. China was a sovereign power with the right to make its own laws. When the traders decided to sell opium, they cared more about their profits than the Chinese government's laws or the Chinese people's well-being. American merchants used the money they earned from selling opium to pay for the goods they wanted to buy from China. They then sold these Chinese products for a very high profit to shopkeepers in the United States.

Source: The Editors of Encyclopaedia, "opium," opium trade," *Encyclopedia Britannica*, <https://www.britannica.com/topic/opium-trade>

### Thomas Handasyd Perkins

Thomas Handasyd Perkins was one of Boston's most successful merchants. His company, Perkins and Co., smuggled opium into China. He used the profits to buy goods such as tea, porcelain, and silk. He sold these Chinese products to merchants and shopkeepers in the United States. Perkins made a fortune from his business. However, it is essential to remember that his business was illegal in China. It harmed the health of many people there.

Although Perkins lived in a fancy house, he did use some of his money to help people in America. For example, he donated money to help support and build the Perkins School for the Blind in Watertown, MA, Massachusetts General Hospital, and the Museum of Fine Arts in Boston.

Sources consulted: [Thomas Handasyd Perkins](#), Wikipedia.org, [How Profits from Opium Shaped 19th C. Boston](#), wbur.org



Image Sources: Image: [American Clipper Ship](#), Public Domain, [Thomas Handasyd Perkins](#), by Gilbert Stuart, Public Domain



Thomas Handasyd Perkins



## *Steamboat Transportation*



Ben Campbell Steamship at Landing

Steamboats were an important part of the economy of the United States during the Early Republic. Steamboats were powered by an engine. They could move more quickly than sailboats, and could move against the current and wind. Steamboats played a key role in the cotton economy. In the 1800s, they moved thousands of bales of cotton to factories for spinning and seaports for shipping overseas. Steamboats were also used to transport enslaved African Americans to auction in places like New Orleans.

Steamboats were also used for personal transportation. Wealthy passengers stayed in private cabins on their upper deck. They were cared for by a staff of cooks and waiters who prepared and served their meals. They were also cared for by chambermaids who cleaned their rooms and did their laundry. It was like staying in a fancy hotel! Passengers with less money, like recent immigrants traveling West, paid \$3 for a ride. They had to sleep below deck on the floor and supply their own food.

Sources consulted: [Economic Development: The Golden Age of the Steamboat, 1851-1900](#), [Steamboat Travel Was Dirty And Dangerous, Especially on The Missouri River](#)

## Catherine Grandy: Stewardess



The Grand Saloon of the Palace Steamer Drew

Catherine Grandy was born into slavery in Virginia. She was taken from her family and sold at an auction. She was forced to labor in her enslaver's sugarcane and cotton fields. One day, her enslaver sold her to another man. The man needed someone to take care of his sick wife. Catherine took care of the woman until she died. After the woman died, Catherine's enslaver offered her the chance to buy her freedom for \$1200.

Catherine worked as a stewardess on a steamboat on the Mississippi River. A stewardess helped to clean the rooms of the luxury passengers on the boat. She earned \$30 per month in wages, plus \$30 a month selling apples and oranges on board. She also made tips from passengers. In all, she earned about \$60 per month. She worked on the steamboat until she earned the \$1200 to pay for her freedom. When she got her free papers, she went to find her sister Charlotte, who was enslaved on a sugarcane plantation. Charlotte's enslaver agreed to let her purchase her freedom for \$1200. He gave her a pass to work on a steamboat. The two sisters went on board a steamboat. They worked together until they earned the \$1200 to pay for Charlotte's freedom.

The image above is of "the grand saloon" on the upper deck of the steamboat that was reserved for wealthy passengers. Workers like Catherine Grandy might have helped set up for this party or helped the ladies get their fancy dresses ready.

Source: "[On Buying One's Freedom](https://www.nationalhumanitiescenter.org/On-Buying-One's-Freedom/)", [nationalhumanitiescenter.org](https://www.nationalhumanitiescenter.org/)

## Joseph Jones: Deck Sweep



Steamboat Workers

When he was 13 years old, Joseph Jones escaped from slavery and got a job working as a “deck sweep” on a steamboat that was traveling through Virginia on its way to Ohio. A deck sweep is a worker who helps to maintain the ship and keep the deck clean and safe. He worked on the ship for three years, and during that time, he learned how to read, write, and do mathematics.

Source: [The African American Experience in](#)

[Antebellum Cabell County, Virginia](#)

Image Sources: [Ben Campbell Steamship at Landing](#), unknown artist, Library of Congress, [The Grand Saloon of the Palace Steamer Drew](#) by Charles R. Parsons, Library of Congress, [Steamboat Workers](#), Courtesy of ConnecticutHistory.org



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

## *Worker Graphic Organizer*

<p>Describe the work of the worker.</p>	<p>Did the worker use the money they earned to help others? How?</p> <p>Did this worker show resistance or resilience? How?</p>
<p>Was this worker treated fairly? Why or why not?</p> <p>Was anyone harmed by the work of this industry?</p>	<p>Draw or import a picture</p> <p>Or, share a quote from the reading you think is important</p>

Name of Worker & Industry





## Teaching



The New school-mistress

As the nation expanded to the West, the need for teachers expanded, too. Public schools were built to educate the citizens of the Early Republic who built and settled towns in states like Indiana, Minnesota, and Oregon. The schools were paid for with taxes and parent fees. But teaching did not pay well. Most men were not interested in teaching for more than one or two years.

Catherine Beecher had an idea. She thought women could be useful to the nation as

teachers in public schools. She argued that women were intelligent, naturally good with children, and more patient than men. As teachers, women could earn money and be independent without taking jobs away from men.

Beecher opened a program for women who wanted to become teachers in the West. The program was located in Hartford, Connecticut. The women learned teaching and discipline techniques and brushed up on their knowledge of the topics they would teach. After Beecher opened her school, more teacher education programs were opened for women on the East Coast.

Once they were trained, the teachers moved out West by themselves. They often traveled on steamboats on a journey that took 2-4 weeks. They were expected to stay for at least two years. After the teacher arrived, she was on her own. She had to pay for her food and lodging. However, women teachers were not paid a good salary. They often rented a room in the home of a family in town and had little money left over for themselves. They often felt homesick.

Teaching in the Early Republic was a difficult job. Sometimes, teachers had as many as 60 students in one classroom. They also had to teach students of all ages, from 5 to 20! Although the work was hard, the teachers were dedicated to their students. They believed their work teaching reading, math, writing, geography, and history was important to the nation and its future.

Source: [Catharine Beecher Educates the West - Connecticut Explored](#)

## Cynthia M. Bishop

Cynthia Bishop was born in Vermont. She left home at 22 to work in the Lowell Mills. She used the money she earned in Lowell to pay for her teacher education. After she finished her program, she moved to Indiana, where she taught in the first public school in the city of Lafayette.

Lafayette was a city of 9,000 people, and many children there needed education. The school opened in the spring of 1854.

She had forty students in her first class

and expected to have 75 in the fall. Bishop was a dedicated teacher and wanted her children to learn. She put a post office box in her classroom where students could drop questions on any subject they were interested in. When she didn't know the answer, she took the time to research the topic.




Teacher showing dog

Cynthia Bishop was paid \$300 a year for her work. Her salary did not include room and board (a place to live and food to eat). She had to pay for that out of her salary. She wrote home that she would not accept such a low salary again because the cost of the board was so high! It was often hard for a teacher to make ends meet on such a low salary.

Still, she enjoyed her work and living in a new part of the country. She was dedicated to her students. She was excited that she could offer education to children who had never had a good school to attend before. In letters she wrote to her former teacher educator, she said that she loved her school!

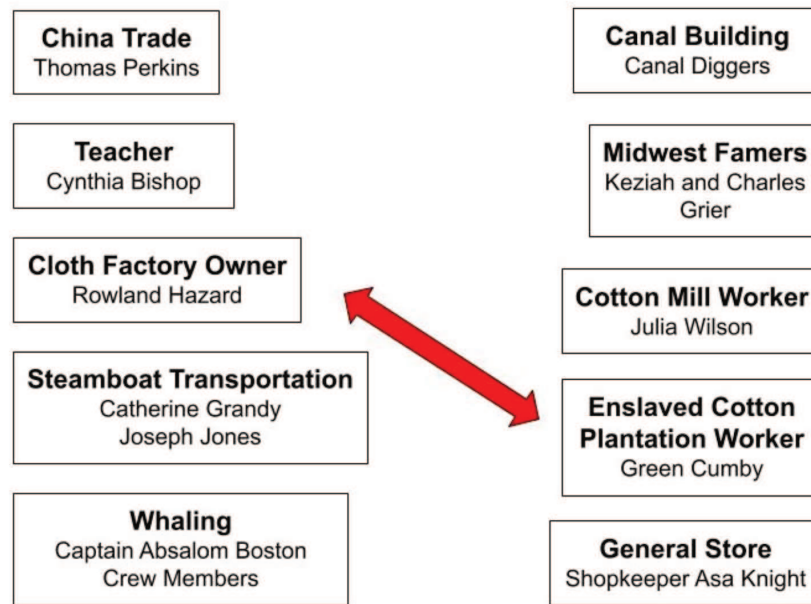
Image Sources: [The New school-mistress / drawn by Miss Jennie Brownscombe.](#) | [Library of Congress, Women Teachers on the Frontier by Polly Welts Kaufmann](#), accessed via Archive.org



<p>Describe the work of the worker.</p> <p>Forced to pick cotton in the field from sun up to sun down. Began working at 4 am. Carried the cotton to the cotton gin.</p>	<p>Did they use the money they earned to help others? How?</p> <p>He wasn't able to earn money because he was enslaved.</p> <p>Did this worker show resistance or resilience? How?</p> <p>He loved his family and was resilient even though he was treated like property.</p> <p>After the Civil War, slavery ended and he was finally able to be free.</p>
<p>Name of Worker &amp; Industry</p> <p><b>Green Cumby,</b> Enslaved cotton plantation worker</p>	
<p>Was this worker treated fairly? Why or why not?</p> <p>No, his labor was stolen and he did not have any rights.</p> <p>How were they benefited or harmed by their work?</p> <p>He was harmed by his worker because he was not paid for it. He was forced to work and punished if he did not pick enough cotton.</p>	<p>Draw or import a picture</p>  <p>Or, share a quote from the reading you think is important</p>

<p>Describe the work of the worker.</p> <p>Forced to pick cotton in the field from sun up to sun down. Began working at 4 am. Carried the cotton to the cotton gin.</p>	<p>Did they use the money they earned to help others? How?</p> <p>He wasn't able to earn money because he was enslaved.</p> <p>Did this worker show resistance or resilience? How?</p> <p>He loved his family and was resilient even though he was treated like property.</p> <p>After the Civil War, slavery ended and he was finally able to be free.</p>
<p>Name of Worker &amp; Industry <b>Green Cumby,</b> Enslaved cotton plantation worker</p>	
<p>Was this worker treated fairly? Why or why not?</p> <p>No, his labor was stolen and he did not have any rights.</p> <p>How were they benefited or harmed by their work?</p> <p>He was harmed by his worker because he was not paid for it. He was forced to work and punished if he did not pick enough cotton.</p>	<p>Draw or import a picture</p> <div><p>"We didn't have no gardens ourselves, 'cause we wouldn't have time to work in dem. We worked all day in de fields and den was so tired we couldn't do nothin' more."</p><p><u>Digital History</u></p></div> <p>Or, share a quote from the reading you think is important</p>

Find your industry/ worker on the web and then draw a line to another industry/worker they are connected to. Write 1-2 sentences explaining the connection. Use the word “because” in your explanation.



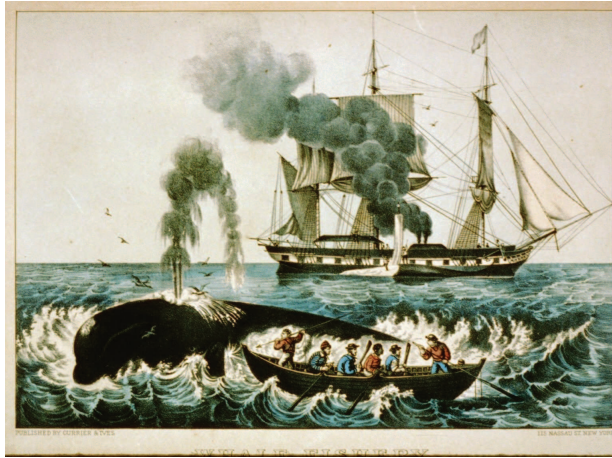
Green Cumby is connected to Roland Hazard **because** he was forced to pick the cotton used to make cloth in factories like the one owned by Roland Hazard. Roland Hazard benefitted from the stolen labor of Green Cumby.

When looking for connections, think about the unit's Essential Questions:

1. *Who does it benefit and whom does it harm when a nation expands its territory?*
2. *Was the Early Republic shaped more than its founding values or its economic interests?*
3. *How have people shown resilience, fought for their rights, and resisted oppression when confronted by injustice?*



## Whaling



A New England whaler

The whaling industry was a key part of the United States' economy during the Early Republic. Massachusetts — and the city of New Bedford in particular — was the whaling capital of the world. In the first half of the 19th century (1800-1850), whales were a valuable natural resource. Their oil was burned in lamps when the sun went down.

Whale oil also lubricated machines. These machines were an important part of the economy of the Early Republic. Machines were used to spin cloth in factories all over New England. Machines were used for farming equipment in the Midwest. Machines were used to grow and harvest cotton in the South.

**Ambergris** came from the whale's stomach and was very valuable. Ambergris was used to make perfume. A one-hundred-pound lump of ambergris could sell for \$10,000 to \$20,000.

The bones from inside the whale's mouth were called **baleen**. Baleen was flexible and strong. It was used to make [umbrellas](#), hoop skirts, hats, [corsets](#), [buggy whips](#), and fishing poles. Soap and candles were made from whale oil.

Americans could purchase these products at their local general store.

Source Consulted: [What Products Were Made from Whales in the 1800s?](http://www.thoughtco.com/whales-products-1800s/) (ThoughtCo.com)



## Workers in the Whaling Industry



The work on a whaling ship was hard and dangerous. It “meant being away from home for three to four years at a time. It meant trolling the seas in hopes of sighting a whale. It meant being at great risk of being mauled in the jaws of a sperm whale. It meant falling from a high loft, getting sick with fever or disease...”

Whale ships were full of rats. Crew members only got hard crackers and salted meat to eat. The tools used to catch and harvest whales were sharp. Men who worked on whale ships earned money based on the number of whales that were caught. If no whales were caught, they earned no money.

Captains earned the most money. Captains made about 1/8th of the profits. Greenhands (men who had never worked on a whaleship before) made as little as 1/350th. Crew had to pay for the food and supplies they used onboard. If a voyage did not catch any whales, lower crew members could owe money to the ship's owner!

Robert Weir worked as a crew member aboard the whaleship *Clara Bell* in 1855. He said, “We have to work like horses and live like pigs.”

Whaleships were one of the most diverse workplaces in the Early Republic. Free African Americans, Portuguese men from the Azores, skilled seamen from the Pacific Islands, and Indigenous peoples from southern New England worked alongside White Americans. Sometimes, enslaved men were rented out to work on whaleships, and their earnings were paid to their enslaver.

Whaleships were one of the few places where men could move up in rank based on their ability. A lot of people worked in whaling. Very few men got rich from it. Most received very little money for their labor. It was a hard way to make a living.

Sources Consulted: [Life Aboard](#) (New Bedford Whaling Museum), [What Products Were Made from Whales in the 1800s?](#) (ThoughtCo), [Native Hawaiian Whalers in Nantucket, 1820-60](#) (NHA.org), [The Diverse Whaling Crews of Melville's Era](#) by Matthew Wills - adapted for the 5th grade reader, [On the Water - Fishing for a Living, 1840-1920: Commercial Fishers > Whaling](#) (National Museum of American History)

## Absalom Boston - Whale Ship Captain



Absalom Boston

Absalom Boston was born in Nantucket, MA. His father was African American, and his mother was Wampanoag. He began whaling when he was 15. He earned enough money to buy property. He opened an inn when he was 20. In 1822, at 37, Absalom Boston was the captain of an all-Black crew on a ship called *The Industry*. The voyage lasted six months. The voyage did not lose a single crew member. The voyage yielded 70 barrels of whale oil. Each barrel was worth as much as \$1,500.

It was rare for an African American to rise to the rank of captain. Absalom Boston became so wealthy from the voyage that he retired from the whaling industry. He became a shopkeeper, merchant, and landowner on Nantucket. He was a leader of Nantucket's African-American community. He used his wealth to help the abolitionist movement. The abolitionist movement was working to end slavery in the United States. In 1845, Absalom Boston used his financial resources to sue Nantucket. He sued Nantucket for "depriving his daughter Phebe Ann [and another African American student] "of the advantages of Public School instruction." He won. African-American children were allowed to attend the formerly all-White high school a year later.

Source Consulted: [June 6, 1855: Captain Absalom Boston dies on Nantucket](#) (Massmoments.org), [Absalom Boston](#) by Ugo Bardi, (resilience.org), ["This Black Father Won Equal Education for His Daughter by Laura Smith](#) (timeline.com)



### Images and Maps to Explore About Whaling

1. Click on [Graphic Illustrations of Animals: The Whale](#) to zoom in on an image that illustrates the many different uses of whale products in the 1800s.
2. Click on the links below to see images of and advertisements for products created from the whales.

Whalebone [Corset](#)  
[Featured The Whitehall Sperm Candle!!! 19th Century](#)  
[Bottle of Whale Oil](#)  
[Oil for Watches, jewelry, etc](#)  
[Nye Oil](#) - Based in New Bedford, Massachusetts  
[Whale Oil Soap \(1894\)](#)  
[Ambergris](#)

3. Interactive Maps

Click on the [American Ports in the Golden Age of Yankee Whaling](#) interactive map to see where whaling voyages originated and the value of the whale products that came from the voyages from 1804-1876. Use the cursor in the lower left-hand corner to change the date of the map to see the number of voyages and the amount of product change over time.

The [Voyage of the Neptune](#) map allows you to explore the voyage of the whaling ship *The Neptune*, which sailed out of New London, Connecticut. The voyage lasted from October 1840 – April 1842. The dates show the ship's day-to-day events described in its logbook as it traveled to the South Atlantic and Indian Oceans.

Image Sources: [Image](#) by Currier and Ives, Public Domain, via Wikipedia, [Image](#): Courtesy of New Bedford Whaling Museum, [Absalom Boston](#), Public Domain via Wikipedia

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

Booth Visiting Log

As you visit other booths and learn about the industry and its workers from the experts who research it, make **relevant** connections between that work and its workers and the work and workers of other industries. Number your connections as you draw the lines and write an explanation on the backside of this page using the word “because” to explain.

- Essential Question 1: Who does it benefit and who does it harm when a nation expands its territory?
- Essential Question 3: How have people shown resilience, fought for their rights, and resisted oppression when confronted by injustice?

Connection Number	Write one sentence explaining the connection between one industry/worker and another industry/worker. Use “because” in your sentence.

**Overseas Trade with China**

Thomas Perkins

**Teacher**

Cynthia Bishop

**Cloth Factory Owner**

Rowland Hazard

**Steamboat Transportation**

Catherine Grandy

Joseph Jones

**Whaling**

Captain Absalom Boston

Crew Members

**Canal Building**

Canal Diggers

**Midwest Famers**

Keziah and Charles

Grier

**Cotton Mill Worker**

Julia Wilson

**Enslaved Cotton  
Plantation Worker**

Green Cumby

**General Store**

Shopkeeper Asa Knight

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

### *Expert Interview Questions*

1. What industry of the Early Republic did you study?
2. What goods or services did your industry provide? Whom did they benefit?
3. Who purchased or used these products?
4. Can you tell us a bit about the workers who did the work in this industry? For example, were the workers paid well or poorly? Were they treated fairly? Were their working conditions safe or dangerous?
5. Did the work provide individuals with an opportunity to improve their lives? If yes, how?
6. Did the worker use their earnings/work to help society or to resist oppression? How?
7. Did this work create harm? How? To whom?



# MERCHANT WHO TRADED OVERSEAS WITH CHINA

Thomas Perkins

# WHALING CREW MEMBER

Absalom Boston



# COTTON MILL WORKER

Julia Mills

# CANAL BUILDER

## Canal Diggers

# CLOTH FACTORY OWNER

Rowland Hazard

# MIDWEST FARMERS

Charles and Keziah Grier

# ENSLAVED COTTON PLANTATION WORKER

Green Cumby

# GENERAL STORE SHOPKEEPER

Asa Knight

**Katherine Grandy**

# **STEAMBOAT TRANSPORTATION WORKERS**

**Joseph Jones**





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

### *Unit 3 Summative Assessment: Task 1 - Student Instructions*

In this unit, we've been analyzing sources to determine their purpose, point of view, and perspective to determine if the Early Republic was shaped more by its declared values or economic interests. This part of our assessment will check on your ability to:

- Determine the purpose and point of view of a primary source and identify the factors that account for the author's perspective
- Identify and explain evidence supporting the idea that the Early Republic was shaped by its declared values or economic interests.

#### **Step 1:**

Read the primary sources about the land of the Louisiana Territory. For each source, fill out the graphic organizer to identify and explain:

- The author
- The purpose of the document
- The author's point of view about the Louisiana Territory, and
- The reasons the author has that point of view about the Louisiana Territory.

#### **Step 2:**

Choose **one source** to use as evidence to complete the sentence frame in response to Essential Question 2:  
*Was the Early Republic shaped more by its declared values or its economic interests?*

## Context Information

*Note: The land of the Louisiana Territory is shown in white on the map below. Arkansas, discussed in Document 2, is circled on the map.*

### Land of the Louisiana Territory with Current State Borders



Land of the Louisiana Territory with Current State Borders

## Primary Sources

Source 1

**Thomas Jefferson, President of the United States  
Third Annual Message to Congress - October 17, 1803***To the Senate and the House of Representatives*

"The land of the Louisiana Territory is good for farming. It has the right climate for growing crops. These crops will increase the wealth of our nation. The Louisiana Territory we have bought from France is large. It will provide land for future generations of Americans. This new land will provide a wide-spread field for the blessings of freedom."

Source: [October 17, 1803: Third Annual Message | Miller Center](#) (Note: Text adapted for grade level.)

Source 2

**Heckaton, Chief of the Quapaw Nation  
Speech to the United States Government - November 15, 1824**

*Context: The Quapaw Nation lived in Arkansas on land that was part of the Louisiana Territory. The land of the Quapaw Nation was the type of land needed to grow cotton. White settlers wanted this land. In 1833, The Quapaw Nation was removed by the United States government to Indian territory in Oklahoma.*

The land we now live on belonged to our forefathers. If we leave it, where shall we go? All of my nation, friends, and relatives are buried there. I am old and wish to be buried there when I die. Since you have expressed a desire for us to remove from it, tears have flowed heavily from my eyes. The lands you wish us to go to belong to strangers. Have mercy. Do not send us there. We have sold you some of our lands and reserved just a small portion for ourselves. We beg you to let us keep it.

Source: [Chronicles of Oklahoma, Vol. 33, No.3](#) (Note: Text adapted for grade level.)

## Student Response Graphic Organizer

<b>Source 1</b> <b>Thomas Jefferson, President of the United States</b> <b>Third Annual Message to Congress - October 17, 1803</b>	
Who is the author?	
What is the purpose of the document?	
What is their point of view about the land of the Louisiana Territory?	
Why do they have this point of view about the land of the Louisiana Territory?	

## Student Response Graphic Organizer

<b>Source 2</b> <b>Huckaton, Chief of the Quapaw Nation</b> <b>Speech to the United States Government - November 15, 1824</b>	
Who is the author?	
What is the purpose of the document?	
What is their point of view about the land of the Louisiana Territory?	
Why do they have this point of view about the land of the Louisiana Territory?	

**Student Response - Essential Question 2 (Option 1)**

Directions:

Explain how one piece of evidence from Source 1 or Source 2 could be used to answer the question below (2-3 sentences). Be sure to identify the author of the source in your answer.

**EQ 2: Was the Early Republic shaped more by its declared values or its economic interests?**

Source:

Evidence + Reasoning:

## Student Response - Essential Question 2 (Option 2)

Directions:

Choose **either** Source 1 or Source 2.

Complete the sentence frame using evidence from one of the documents. Be sure to identify the author of the source in your answer.

EQ 2: Was the Early Republic shaped more by its **declared values** or its **economic interests**?

↓  
*Freedom/Liberty  
Equality  
Democracy  
Pursuit of Happiness*

↓  
*Things that help the nation and its  
people to make money.*

Source \_\_\_\_\_ provides evidence that the Early Republic was shaped by its

Evidence:

Reasoning:





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

## *Unit 3 Summative Assessment: Task 2 - Student Instructions*

In this unit, we've been analyzing sources to determine who benefited and who was harmed by the expansion of the United States. Today's assessment asks you to:

- Organize information from multiple primary and secondary sources
- Support claims about the Early Republic using textual evidence and disciplinary reasoning
- Write a claim-evidence-reasoning paragraph that uses evidence from sources about the Early Republic

### Step 1

Your student packet includes three sources about the Early Republic. Read each source carefully, considering what you learned in Unit 3 to help you analyze and draw inferences about who benefited and who was harmed when the nation expanded its territory. Record the evidence you identify on your student graphic organizer.

### Step 2

Consider the evidence you saw in the three sources and write a claim in response to the question: *Whom does it benefit, and whom does it harm, when a nation expands its territory?* on your Student Response Sheet.

### Step 3

Write the body of your paragraph by providing evidence and reasoning to support your claim. You need to provide evidence and reasoning from **at least two** of the sources you analyzed.

**Student Graphic Organizer****Essential Question 1: Whom does it benefit, and whom does it harm, when a nation expands its territory?**

Read and analyze each document, using the information that you learned to draw conclusions and make inferences about who benefited and who was harmed when the nation expanded its territory. Bullet point your evidence on the table below.

Source	Evidence of Benefit	Evidence of Harm
<b>Source A</b>  Indian Removal Act and Routes Taken by Five Southern Nations		
<b>Source B</b>  Cotton Production and the New England Economy		
<b>Source C</b>  Territory and Enslaved Population of the United States in 1790 and 1840		

## Student Response Sheet

**Essential Question 1: Whom does it benefit, and whom does it harm, when a nation expands its territory?**

Claim:

*In the space below, provide the evidence and reasoning to support your claim by writing the body of your paragraph. You should use evidence from at least two of the sources.*

Evidence + Reasoning (how/why it proves someone was benefited or harmed):

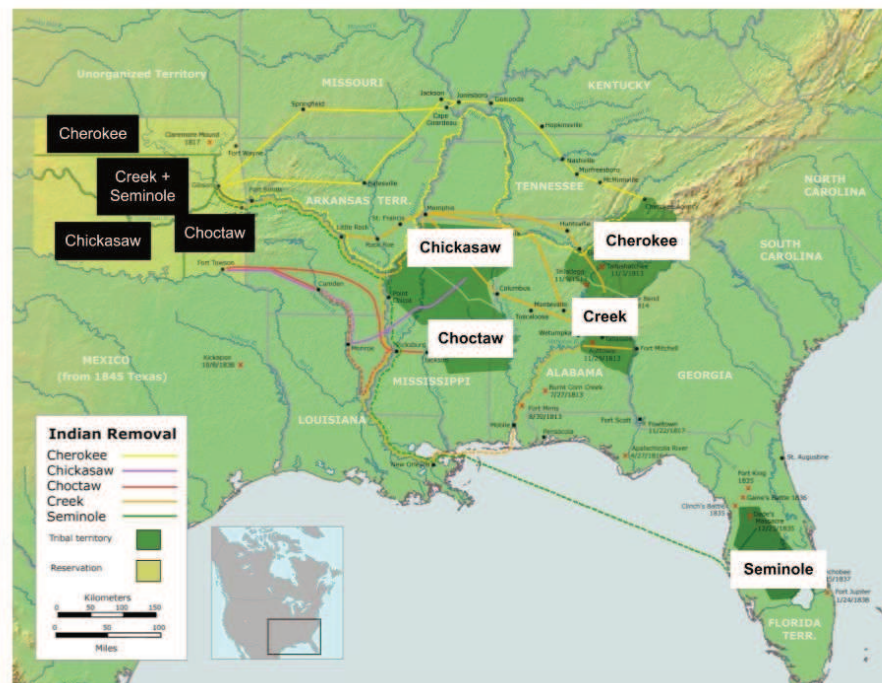
Evidence + Reasoning (how/why it proves someone was benefited or harmed):

## Source Packet

**Source A**  
**Indian Removal Act and Routes Taken by Five Southern Nations**

The Indian Removal Act opened up 25 million acres of eastern land to settlement.<sup>1</sup>

The map below shows the routes of five Indigenous nations from their homelands in the Southern part of the United States to the Indian Territory in Oklahoma.



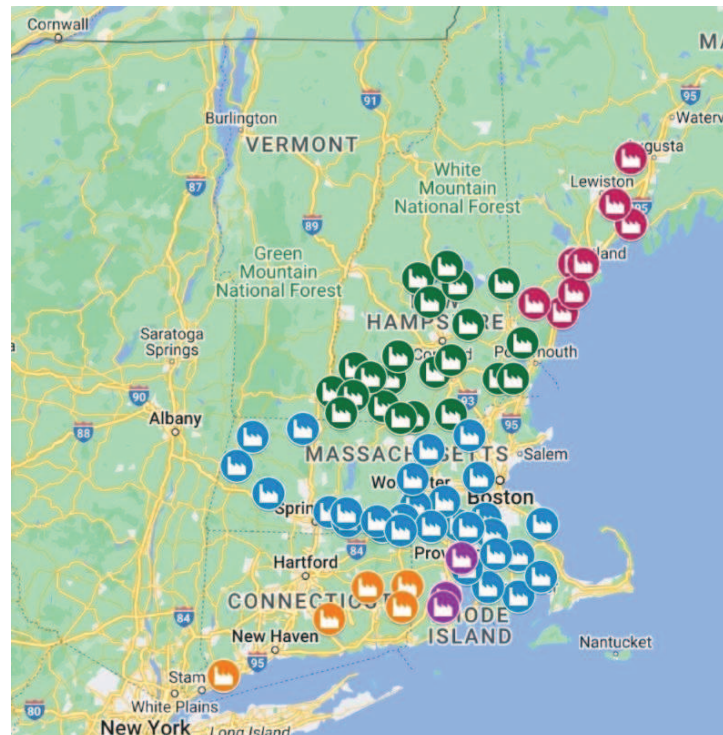
[Trail of Tears Routes](#) by Nikater via Wikipedia, Public Domain (adapted)

<sup>1</sup> [Andrew Jackson's Speech to Congress on Indian Removal](#)

### Source B

## Cotton Production and the New England Economy

The economy of New England depended on the textile industry. The textile industry depended on cotton. The cotton used to make cloth in New England textile factories was grown in Southern states by enslaved Black people.

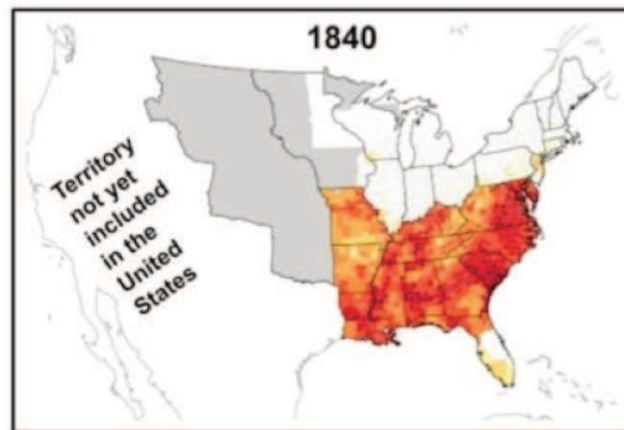
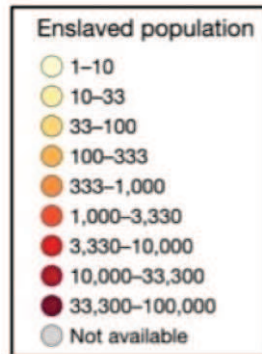


[GoogleMyMap](#) created by Primary Source (Screenshot). Information source: [COTTON MILLS in New England: Historic Information](#)

<sup>1</sup> [Why Was Cotton 'King'?](#) by Henry Louis Gates, Jr. Full article originally posted on The Root (2014)

### Source C

#### Territory and Enslaved Population of the United States in 1790 and 1840



Source: Lincoln Mullen, "The Spread of U.S. Slavery, 1790–1860," interactive map, <https://lincolnmullen.com/projects/slavery/>, doi: 10.5281/zenodo.9825. Minnesota Population Center, \*National Historical Geographic Information System: Version 2.0\* (Minneapolis, MN: University of Minnesota, 2011), <http://www.nhgis.org>.

*Adapted to show territory not yet included in the United States in each year.*

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

*Summative Assessment Rubric***Task 1: Jefferson's Message to Congress**

Criteria	Description	Feedback
<b>Purpose</b>	Student accurately identifies the purpose of Jefferson's speech by explaining at least one reason it was given.	
<b>Point of View</b>	Student accurately identifies Jefferson's point of view about the land of the Louisiana Territory and provides at least one example from the text.	
<b>Perspective</b>	Student accurately identifies at least one factor that accounts for Jefferson's perspective.	

**Task 1: Heckaton's Speech to the United States Government**

Criteria	Description	Feedback
<b>Purpose</b>	Student accurately identifies the purpose of Heckaton's speech by explaining at least one reason it was given.	
<b>Point of View</b>	Student accurately identifies Heckaton's point of view about the land of the Louisiana Territory and provides at least one example from the text.	
<b>Perspective</b>	Student accurately identifies at least one factor that accounts for Heckaton's perspective.	



**Task 1: Answer to Essential Question**

Criteria	Description	Feedback
<b>Author</b>	Accurately identifies the author of the source.	
<b>Evidence</b>	Selected evidence shows that the Early Republic was shaped by its declared values or its economic interests.	
<b>Reasoning</b>	Reasoning accurately explains how/why the selected evidence shows the Early Republic was shaped by its declared values or its economic interests.	

**Task 2: Claim, Evidence, Reasoning Paragraph**

Criteria	Description	Feedback
<b>Claim</b>	Claim is specific and addresses both parts of the question.	
<b>Evidence</b>	Paragraph uses evidence from two sources.  Evidence from both documents is accurate.	
<b>Reasoning</b>	Reasoning links evidence from each document to the claim and explains why the evidence is relevant.	

**Overall Feedback:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Word Map

**Directions:** Explore this word for your personal dictionary. Use a bilingual dictionary, a thesaurus, and a partner. Prepare to share your findings!

\_\_\_\_\_  
word\_\_\_\_\_  
definition**Represent the Word:**

Draw a picture or diagram to help you remember the meaning of the word.

**Word Forms:**

Write down or look up different forms of the word.

**Synonyms:**

Use a thesaurus to look up two words that are similar.

**Translanguage:**

Use a bilingual dictionary to translate the words and write them here.

Image sources: "[Sketch](#)" by Adrien Coquet, "[Puzzle pieces](#)" by shashank singh, "[Translate](#)" by Uswa KDT, "[Complement](#)" by Brandon Shields; all images via Noun Project, licensed under CC BY 3.0.