

GRADE 5, UNIT 3

The Growth of the Republic



STUDENT WORKBOOK



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

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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">• Shapes• Number of places• Capitals• Borders• Name

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

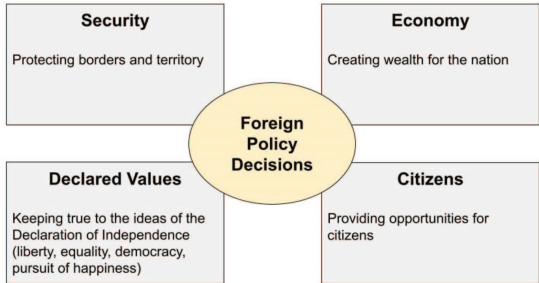
Grade 5, Unit 3: The Growth of the Republic

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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?

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

Grade 5, Unit 3: The Growth of the Republic

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

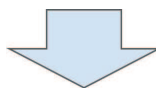
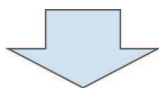
1. The United States owes France money because France provided it with military and financial help to win the American Revolution.
2. After the American Revolution, the United States signed a treaty with the king of France that said the nations agreed to help each other in future wars.
3. Since the agreement 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:

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.

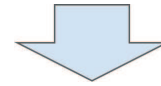
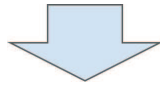
The Issue

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:

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

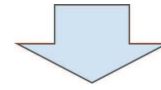
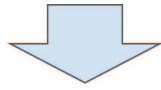
1. Great Britain is at war with France. The United States has decided to stay neutral in the war and continues to trade with both nations.
2. Neither country is happy with the United States for trading with the other.

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?	
Claim Circle one.	I think that the United States <u>will / will not</u> want to have a good relationship with Haiti.
Evidence Provide a piece of evidence from the map that supports your claim.	
Reasoning 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: _____

Claim-Evidence-Reasoning for Foreign Policy

Claim <i>Circle one</i>	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)
Evidence #1 <i>Provide a piece of evidence from your foreign policy tracker.</i>	
Reasoning #1 <i>Explain how/why the evidence supports your claim.</i>	
Evidence #2 <i>Provide a piece of evidence from your foreign policy tracker.</i>	
Reasoning #2 <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

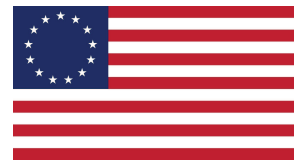
- The **sovereign** nation of Haiti was once a French colony known as Saint Domingue.

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.

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

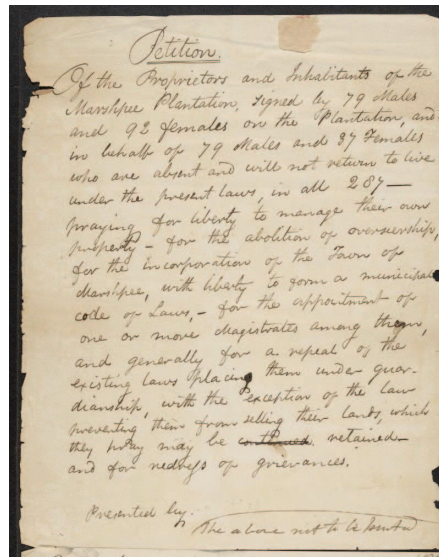
encroachment (n.) - intrusion on the territory or rights of someone else

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.

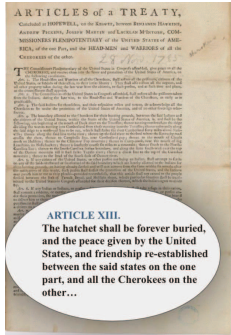
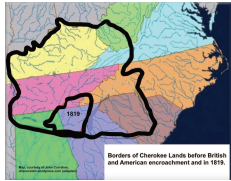
How did the Mashpee Wampanoag take action to protect their sovereignty and what motivated their choices?**Action****Motivation**



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](#),

Name: _____ Date: _____

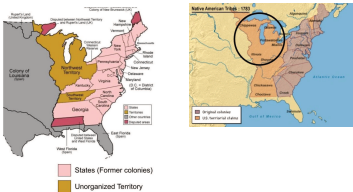
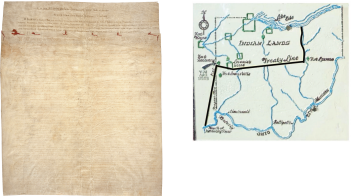
Gallery Walk Graphic Organizer



Cherokee Nation

	Actions	Motivations
1. 		
2. 		

	Actions	Motivations
3. 		
4. 		

Shawnee Nation (and Allies)

	Actions	Motivations
1. 		
2. 		

	Actions	Motivations
<div>3.</div> <div>A portrait of Red Jacket, a prominent orator and chief of the Iroquois Confederacy. He is depicted wearing a red turban with a feather and a red robe with gold trim. A circular medal is visible on his chest.</div> <div>A map of New York State showing county boundaries. A red dot in the western part of the state is labeled 'Prophetstown' with an arrow pointing to it.</div>		

	Actions	Motivations
<p>4.</p> <p>Tecumseh’s Speech to the Osage Winter 1811-1812</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.</p> <p>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

Claim	During the Early Republic, Indigenous nations took action to protect their sovereignty using diverse strategies. One strategy Indigenous nations used was:
Evidence	For example, the _____ nation (provide a specific example of the action)
Reasoning	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?	
Claim <i>Make a claim in response to the question.</i>	
Evidence #1 <i>Provide a piece of evidence from the timeline.</i>	
Reasoning #1 <i>Explain how/why the evidence supports your claim.</i>	
Evidence #2 <i>Provide a piece of evidence from the timeline</i>	
Reasoning #2 <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.

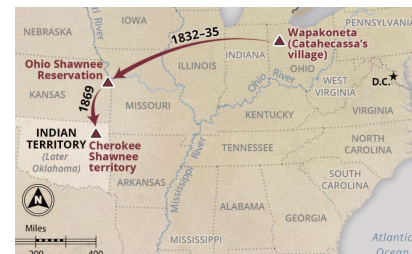


Black Hoof
(Catahecassa)

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?

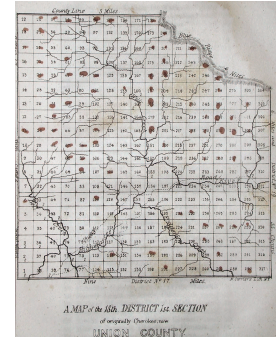
Name: _____

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

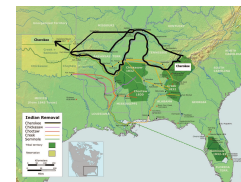
If the Cherokee did not go voluntarily, the people of Georgia used force. Many Cherokee families found themselves homeless in their own country.



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

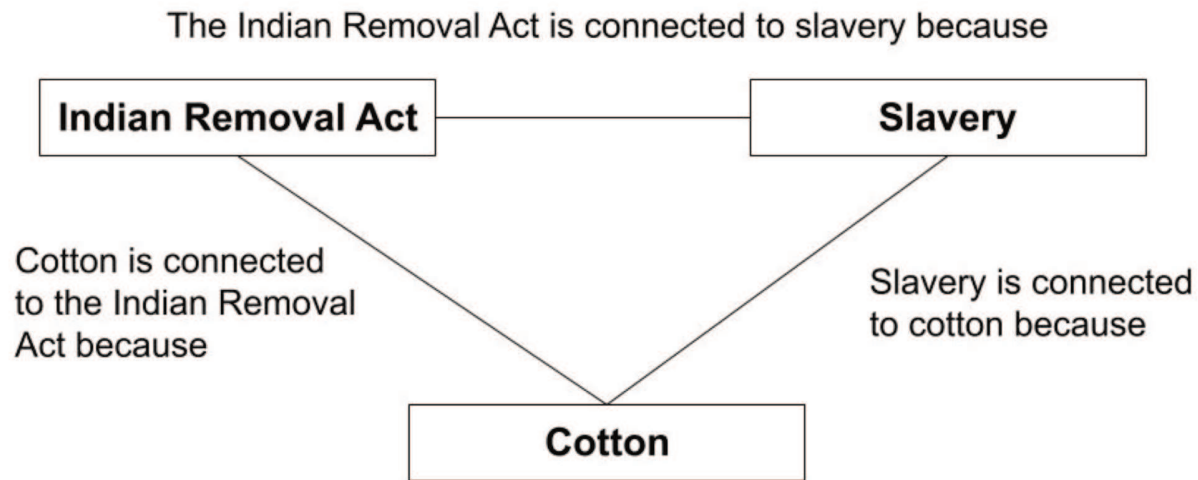
- The Cherokee traveled 800 miles, mostly by foot.
- 12,000-13,000 members of the Cherokee Nation traveled the Trail of Tears.
- Historians estimate that at least 2,000 Cherokee died as a result of Removal.
- In 1838, the Cherokee began rebuilding their community in Oklahoma. Today, the Cherokee are 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: _____

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?



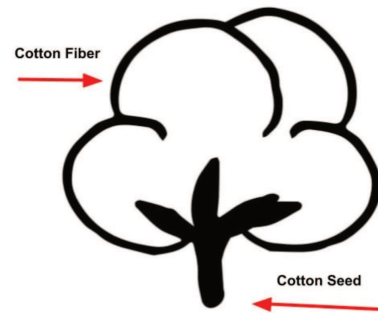
How could you use these connections to argue who benefits and who is harmed when a nation expands its territory?

Name: _____

Date: _____

Cotton Gin Notesheet

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



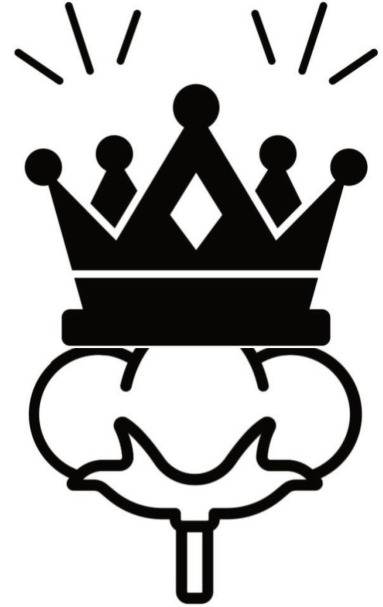
Cotton Flower

[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?

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

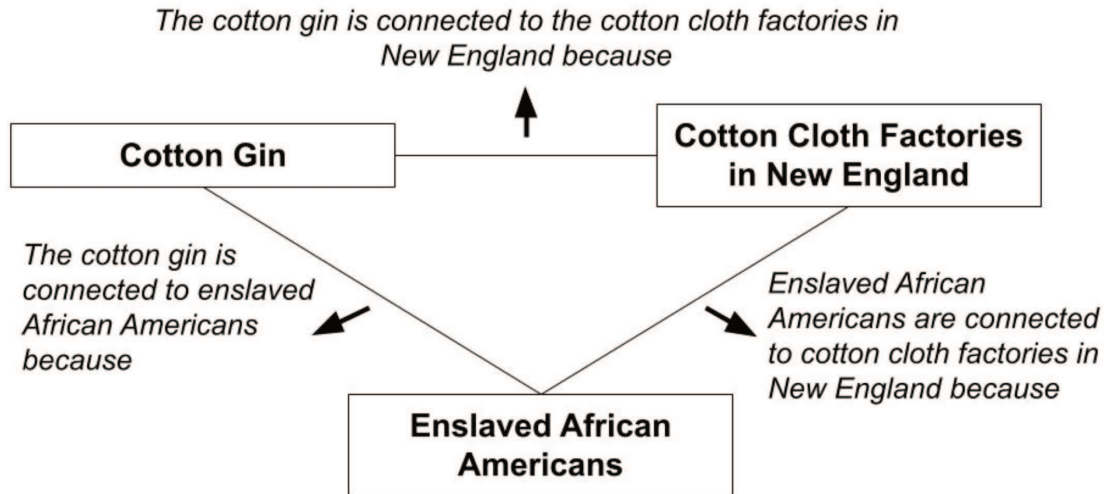
4. Who or what do you think cotton was the king of? Explain your answer using the word "because."



[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.

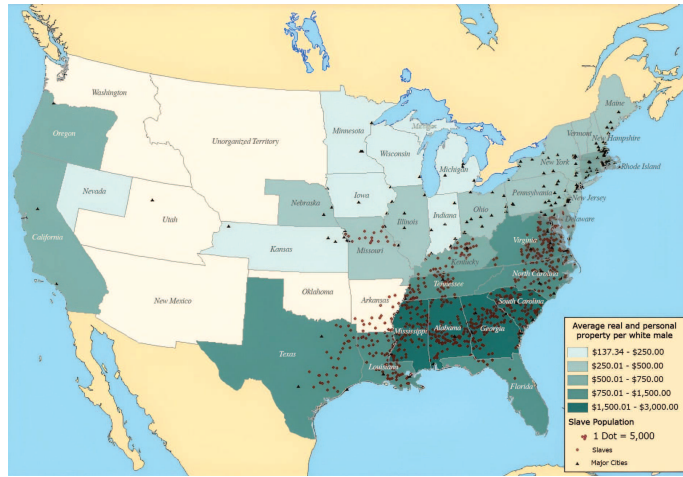
How could you use the sentences you wrote on this diagram to explain who benefits and who suffers when a nation decides to expand its territory?



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?

Name: _____ Date: _____

Perspectives About Enslaved People Reading



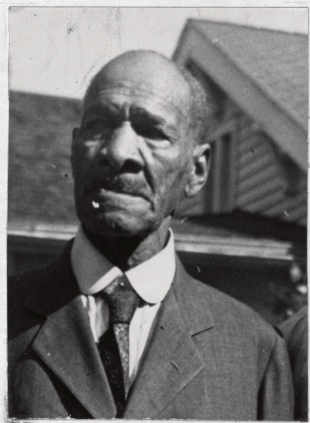
[Wealth Map](#), Patrick Rael, [CC BY 3.0](#), Bowdoin College

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

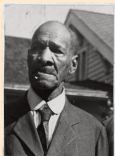

Person	Examples of oppression cruel and unfair treatment of people, especially by not giving them the same rights and freedom as others	Examples of resistance to refuse to accept, or try to stop something, by taking action	Examples of resilience the ability to withstand or recover from difficulties
John W. Fields  John W. Fields			
Sarah Frances Shaw Graves  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 colored 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 abolitionists . I set about learning what it meant. 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."
Source 5: Henry Box Brown	
 <p>Henry Box Brown</p>	

[Henry Box Brown, Library of Congress](#)

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: _____

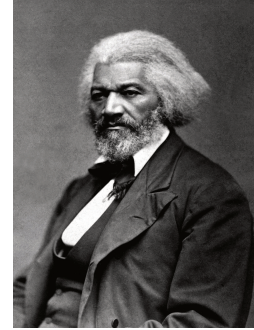
Go Down Moses: Spiritual T-Chart

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: _____

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?*

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?