

GRADE 5, UNIT 3

The Growth of the Republic

TEACHER'S GUIDE



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

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UNIT INFORMATION

The Growth of the Republic

Unit Throughlines	Learning Progression
<p>Whom does it benefit, and whom does it harm, when a nation expands its territory?</p> <p>Was the Early Republic shaped more by its declared values or its economic interests?</p> <p>How have people shown resilience, fought for their rights, and resisted oppression when confronted by injustice?</p> <p>EU 1. The period of the Early Republic was a time when the United States was growing — both in terms of its land and its economy. As the nation expanded, it took advantage of the benefits of agriculture, industry, new technology, and global trade. However, although the power and wealth of the United States increased during this time, not everyone benefited from this growth, and some people were directly harmed by it.</p> <p>EU 2. Two groups were particularly exploited during the Early Republic: Indigenous peoples, especially those who</p>	<p>Foreign Policy Choices in the Early Republic 6 Lessons</p> <p>Were the foreign policy decisions made by the leaders of the Early Republic shaped more by the nation's declared values or other interests?</p> <ul style="list-style-type: none"> L 1. Illustrate the values and interests that would decide the borders of the United States were students in charge by creating a map of the nation with new borders and location names. L 2. Reach conclusions about the priorities of U.S. foreign policy by analyzing several decisions concerning the Northwest Territory. L 3. Recommend a foreign policy decision for a president of the Early Republic by reading a briefing document and evaluating the options it presents. L 4. Make and test claims about the United States' foreign policy position toward Haiti in the Early Republic by analyzing a map and a primary source and using evidence from a guided note sheet. L 5. Analyze the purpose of artifacts from the Lewis and Clark Expedition in order to determine foreign policy priorities of the United States and Indigenous nations in the Louisiana Territory. L 6. Analyze the purpose of artifacts and a speech from the Lewis and Clark Expedition in order to determine foreign policy priorities of the United States and Indigenous nations in the Louisiana Territory. <p><u>Optional Literacy Block:</u></p> <p>Indigenous Nations' Foreign Policy Choices 3 Lessons</p> <p>How did Indigenous Nations take action to protect their sovereignty and what motivated their choices?</p> <ul style="list-style-type: none"> L 7. Identify evidence of action taken by the Mashpee Wampanoag to protect their sovereignty by reading and annotating a secondary source in a small group setting. L 8. Gather evidence and draw conclusions about the actions and motivations of the Cherokee and Shawnee nations during the Early Republic by participating in a Gallery Walk. L 9. Explain conclusions about the diverse strategies Indigenous nations used to protect their sovereignty from encroachment using valid reasoning and evidence gathered from primary and secondary sources.

were forcibly removed from their lands, and African Americans, many of whom were enslaved. However, in the face of this oppression, these groups consistently demonstrated agency, resilience, and resistance through diverse strategies and expressions.

EU 3. Throughout the Early Republic, those in power often chose not to apply the nation's declared values to everyone. There has always been tension in the United States between making choices that live up to these declared values for all and making choices that unjustly benefit some groups over others — and this tension continues even today.

Key Practice Standards

PS 3. Organize information and data from multiple primary and secondary sources.

PS 4. Analyze the purpose and point of view of each source; distinguish opinion from fact.

PS 6. Argue or explain conclusions, using valid reasoning and evidence.

Key Literacy Standards

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in

Indigenous Resistance and Resilience | 4 Lessons

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

- L 10. Organize information from primary and secondary sources in order to draw conclusions about the fight to protect Mashpee Wampanoag sovereignty from 1834 to the present.

Optional Literacy Block: Shawnee Sovereignty After Tecumseh

- L 11. Analyze the purpose and point of view of sources that argued for and against the Indian Removal Act and explain factors that influenced the author's perspective.

- L 12. Organize evidence about the Trail of Tears from an informational text and video in order to discuss the U.S. response to Cherokee resistance and its consequences.

Optional Literacy Block:

- L 13. Organize evidence from multiple primary and secondary sources in order to support a claim, evidence, and reasoning response to an essential question of the unit.

Slavery and the Growth of the Nation | 3 Lessons

How was slavery connected to the nation's economic and territorial growth?

- L 14. Analyze a series of maps to explain the connection between the U.S. policy of forced removal of Indigenous nations and the expansion of slavery and the cotton economy.

- L 15. Explain the role of the cotton gin in expanding slavery and connecting the economies of the North and the South.

- L 16. Draw conclusions about how slavery was connected to the economic and territorial expansion of the United States by analyzing a pair of maps.

African Americans' Resistance, and Resilience | 3 Lessons

How did free and enslaved Black people resist oppression and show resilience?

- L 17. Identify different perspectives of how enslaved people were perceived in the Early Republic by drawing conclusions from a secondary source.

- L 18. Analyze documents from the perspectives of people who experienced enslavement to identify examples of how they showed resilience and resisted oppression.

- L 19. Explain how enslaved persons used coded spirituals and learning to read to resist oppression using evidence from a video and a primary source.

Optional Literacy Block: Music as Resistance

The Economy of the Early Republic | 5 Lessons

Who did the economy of the Early Republic benefit, and who did it harm?

groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.9. Draw evidence from literary or informational texts to support written analysis, reflection, and research.

- L 20. Analyze perspectives about public education in order to identify its purposes in the Early Republic.
- L 21. Make predictions about a specific industry and its workers during the Early Republic using a set of guiding questions.
- L 22. Research the work and workers of an industry in the Early Republic and use targeted questions to identify key characteristics of their work and determine how their work fit into the economic system of the Early Republic.
- L 23. Determine connections between the work and workers of the Early Republic by participating in small group discussions and mapping them on a graphic organizer.
- L 24. Identify connections between the work and workers of the Early Republic in order to analyze how different types of work benefited some and harmed others.

Summative Assessment | 2 Days

The Summative Assessment for Unit 3 begins with a task focused on analyzing primary sources for purpose, point of view, and the factors influencing the author's perspective. Students draw on their understanding of Cluster 1 to analyze two documents about the land of the Louisiana Territory. The documents are new to students but supported by context. After this task, students are asked to choose one of the sources from the first task and explain how it could be used as evidence to answer the essential question: *Was the Early Republic shaped more by its declared values or its economic interests?*

In the second part of the assessment, students analyze three sources for evidence of who benefited and who was harmed when the nation expanded its territory. Next, they write a claim-evidence-reasoning paragraph using evidence from at least two sources in response to the essential question: *Whom does it benefit, and whom does it harm when a nation expands its territory?* This part of the assessment focuses on organizing information from multiple primary and secondary sources and supporting claims about the Early Republic using textual evidence and disciplinary reasoning.

Grade 5, Unit 3

The Growth of the Republic



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?

Framing the Unit

Unit 3 examines the territorial and economic growth of the Early Republic. Building on Unit 2, where students examined the process by which the 13 North American colonies of Great Britain became the United States of America and established a new national government, Unit 3 focuses on the choices and challenges of the United States in its first half-century as an independent nation. Here, crucial threads of the story from Units 1 and 2 remain central, including the tension between slavery and freedom and the struggles over land and sovereignty of Indigenous nations. As students study the growth of the nation's territory and economy, they encounter the tension between America's declared values and economic interests and analyze how the growth of the nation benefited some while harming others. This framing is important to highlight for students, as it establishes the foundational understanding that the Early Republic was home to great opportunity and promise for some but oppression and injustice for others. By exploring these difficult topics, students prepare to study the Civil War and its outcomes in the final unit of fifth grade.

Unit 3 deals with some of the more difficult chapters in United States history. Therefore, a main purpose of these lessons is to expose students to the agency, resistance, and resilience of those who encountered injustice and oppression due to the nation's growth. By analyzing diverse voices, including those of Indigenous leaders, free and enslaved African Americans, and workers in industries such as whaling, canal-building, and factory work, students are able to critically evaluate the development of the nation in the Early Republic.

Throughout the unit, students continue the work of "thinking like a historian" by using evidence from both primary and secondary sources, including maps, tables, written texts, and images, to evaluate the nation's growth in its formative years.

Note on Place-Based Education

While not a formal part of this curriculum, the content and themes addressed in Unit 5.3 may be memorably enhanced by a visit to one of Massachusetts' many museums that bring the

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history of the Early Republic to life. These include the [Boott Cotton Mills Museum at Lowell National Historical Park](#), the [New Bedford Whaling Museum](#), [Old Sturbridge Village](#), and the [USS Constitution Museum](#).

Note For Essential Question 2

“Declared values” can be defined as liberty (freedom contained by laws), equality (of opportunity and treatment and under the law), democracy (the right to participate in government), and pursuit of happiness (the right to pursue one’s potential without encroaching under the rights of others). These values are drawn from the Declaration of Independence which students encounter in Unit 2. The [Declared Values of the United States](#) poster (or one edited to best reflect the language you would like to use with your students) can be posted in the room for reference throughout the unit.

Enduring Understandings

1. The period of the Early Republic was a time when the United States was growing — both in terms of its land and its economy. As the nation expanded, it took advantage of the benefits of agriculture, industry, new technology, and global trade. However, although the power and wealth of the United States increased during this time, not everyone benefited from this growth, and some people were directly harmed by it.
2. Two groups were particularly exploited during the Early Republic: Indigenous peoples, especially those who were forcibly removed from their lands, and African Americans, many of whom were enslaved. However, in the face of this oppression, these groups consistently demonstrated agency, resilience, and resistance through diverse strategies and expressions.
3. Throughout the Early Republic, those in power often chose not to apply the nation’s declared values to everyone. There has always been tension in the United States between making choices that live up to these declared values for all and making choices that unjustly benefit some groups over others — and this tension continues even today.

Connections to Current Events and Issues

Connections to today’s world and students’ lives are built into this unit. Other contemporary connections could be added or developed for various topics of study within this unit, and we encourage you to take advantage of opportunities to connect students’ learning to contemporary local, national, and global developments that may arise as you teach this unit. Some ideas for linking this unit to current events and issues include:

- The social media accounts and websites of the Indigenous nations studied in this unit are excellent sources of information about current events and issues facing particular Indigenous communities. For a civic connection, students could visit the Massachusetts Indigenous Legislative Agenda website to see the actions Indigenous people are taking to protect their sovereignty in the state. The Mashpee Wampanoag Tribe is active in this work. A topic that may be of particular interest to students is the Cherokee Nation’s efforts to seat a delegate to the United States House of

Unit Overview

Representatives, as promised in the 1835 Treaty of New Echota. For more information, see [The Cherokee Nation Was Promised a Delegate to Congress. Why Doesn't It Have One?](#) and [U.S. House Considers Creating a New Delegate Seat for the Cherokee Nation](#).

- If students are intrigued by foreign policy after participating in Lessons 3-6, you could introduce them to [Convene the Council](#), a foreign policy game developed by the Council for International Relations and iCivics. The interactive game poses fictional foreign policy scenarios that resemble those in the real world. Students use critical thinking skills to make decisions after weighing competing priorities, including values, security, and the prosperity of the nation.
- Students will continue to engage with the voices of people who endured slavery and the effect of the institution on the nation's history in Unit 4: Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All. The short film *Legacy of Courage: Black Change Makers in Massachusetts Past, Present, and Future* provides an excellent opportunity for students to engage with the activism of African Americans in colonial times, during the Early Republic, and in more modern contexts. You can access the film, a discussion guide, and extension activities at legacyofcourage.org.
- Workers' rights continue to be an important issue in local, national, and global contexts; you could use the headlines to make connections to the issues faced by the workers of the Early Republic, for instance, strikes, wages, working conditions, and child labor.

Vocabulary (in order of appearance)

Tier 3 Vocabulary

republic
foreign policy
Northwest Territory
sovereign
sovereignty
treaty

Haitian Revolution
petition
Indian Removal Act
Trail of Tears
Industrial Revolution
export

import
coded spirituals
Underground Railroad
public school

Priority Tier 2 Vocabulary

priority
territory
resilience

encroachment
factory
oppression

expert
industry

Lesson Clusters

Cluster 1: Foreign Policy Choices in the Early Republic (Lessons 1-6)

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

Focus Standards: 5.T4.1, 5.T4.2, 5.T4.3a, PS 3, PS 4, PS 6, RI.5.6, RI.5.9, SL.5.1, W.5.9

As the United States began its history as a sovereign nation, its leaders needed to make decisions about relationships with other countries. The foreign policy decisions made by the leaders of the Early Republic reveal the tension between America's declared values and other interests, including citizenship, the economy, and security.

Throughout the 12 lessons of Clusters 1 - 3, students work to understand how and why these choices were made, who had the power to make them, and how the decisions benefited some while harming others. Each of these clusters is animated by a different Supporting Question. Students will encounter the voices of diverse peoples, analyze their points of view, and work to understand how and why history unfolds as the product of human choices.

This cluster focuses on the foreign policy decisions of the Early Republic with regard to Indigenous nations, France, Britain and Haiti and focuses on how the new nation made these decisions.

Cluster 2: Indigenous Nations' Foreign Policy Choices (Lessons 7-9)

How did Indigenous Nations take action to protect their sovereignty and what motivated their choices?

Focus Standards: 5.T4.5a, 5.T4.5c, PS 3, PS 4, PS 6, RI.5.9, SL.5.1, W.5.9

In this cluster, students will continue exploring the tensions between America's declared values and other interests, including citizenship, the economy, and security. This cluster is an Inquiry Cycle focused on the foreign policy of Indigenous nations. Students work to answer the question: How did Indigenous nations take action to protect their sovereignty and what motivated their choices?

Cluster 3: Indigenous Resistance and Resilience (Lessons 10-13)

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

Focus Standards: 5.T4.5b, 5.T4.5c, 5.T4.5d, PS 3, PS 4, PS 6, RI.5.9, SL.5.1, W.5.9

Building on the themes explored in Clusters 1 and 2, in this cluster, students will focus on the consequences of the foreign policy relationships between Indigenous nations and the Early Republic and the outcomes of the foreign policy decisions students

Unit Overview

learned about in previous lessons. Students ask the question: How did the citizens and government of the U.S. respond to Indigenous resistance? What were the consequences? In this cluster, students also have the opportunity to engage with the unit's Essential Question about how different groups of people have fought for their rights and demonstrated resilience through a study of the Indian Removal Act and the Trail of Tears.

Cluster 4: Slavery and the Growth of the Nation (Lessons 14-16)**How was slavery connected to the nation's economic and territorial growth?**

Focus Standards: 5.T4.4, 5.T4.5, 5.T5.1, 5.T5.7, PS 3, PS 6, RI.5.9, SL.5.1, W.5.9

The framers of the Constitution explicitly protected the institution of slavery as a source of political, economic, and social power. This reality violated the nation's declared values and profoundly affected the nation's territorial and economic expansion. After the invention of the cotton gin, the nation expanded westward and into the South, onto the lands of sovereign Indigenous nations. A significant amount of this land was in the Cotton Belt. As the demand for cotton increased, so did the demand for enslaved labor used to grow and harvest it. By 1860, nearly 4 million African Americans were enslaved in the United States. Many of these enslaved persons were forced to labor on cotton plantations. Indeed, the tremendous wealth created by the cotton economy was fueled by the stolen labor of enslaved African Americans.

In Clusters 4 and 5 of Unit 3, students grapple with the reality of a labor system based on the enslavement of human beings and the enormous profits it brought to the nation in concert with full recognition of the humanity of the persons who endured it. Through these lessons, students confront this "hard history" in powerful and culturally affirming ways.

This cluster focuses on the economic aspects of the institution of slavery. Students interact with video segments, maps, and primary sources to analyze how the growth of the cotton industry was fueled by the expansion of territory, the invention of the cotton gin, the role of the Northern economy, and the sale of human beings as property.

Cluster 5: African Americans' Resistance, and Resilience (Lessons 17-19)**How did free and enslaved Black people resist oppression and show resilience?**

Focus Standards: 5.T4.4, 5.T5.7, PS 3, PS 4, PS 6, RI.5.6, RI.5.9, SL.5.1, W.5.9

In this cluster, students will continue confronting the "hard history" and reality of a labor system based on the the enslavement of human beings and the humanity of the persons who endured it. This cluster focuses on the resistance and resilience of free and enslaved African Americans who were profoundly affected by the territorial and economic growth of the United States while being denied the promise of the nation's declared values. Through this set of three lessons, students engage with first-hand

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accounts of African Americans who endured enslavement as well as secondary sources that elevate the perspectives of African Americans in the Early Republic.

This cluster is enhanced by two Literacy Blocks that allow students to engage more deeply with the resistance and resilience of enslaved African Americans. We highly recommend teaching them if time permits.

Cluster 6: The Economy of the Early Republic (Lessons 20-24)

Who did the economy of the Early Republic benefit, and who did it harm?

Focus Standards: 5.T1.7, 5.T1.7c, 5.T4.1, 5.T4.4, PS 3, PS 4, PS 6, RI.5.6, RI.5.9, SL.5.1, W.5.9

This cluster begins with a study of the civic and economic importance of education to the nation's early success. In doing so, students engage with the idealism of the period as well as the shortcomings of the nation in extending opportunities to all as they prepare to study the fight for educational access as a key component of the Civil Rights Movement in Unit 4. After engaging with the topic of education, students are introduced to the industries and workers of the Early Republic through a set of research-based activities.

In these lessons, students experience the diverse voices of people who contributed to the growth of the Early Republic and work to analyze the interconnectedness of the economic ecosystem of the nation and the lives of the people who worked within it. In seeing the work and workers of the Early Republic connected through both cooperative and exploitative relationships, students are able to appreciate the complex relationship between economic interests and the nation's declared values and consider the role that diverse peoples played in building the nation. Throughout these lessons, students consider multiple perspectives, identify evidence, and make claims about the work and workers of the Early Republic. In doing so, they practice historical reasoning, revisiting the unit's three essential questions before the Summative Assessment.

Summative Assessment: The Growth of the Republic (Lessons 25-26)

Focus Standards: 5.T4.1, 5.T4.2, 5.T4.4, 5.T4.5, 5.T5.1, PS 3, PS 4, PS 6, RI.5.6, RI.5.9, W.5.9

The Summative Assessment for Unit 3 begins with a task focused on analyzing primary sources for purpose, point of view, and the factors influencing the author's perspective. Students draw on their understanding of Cluster 1 to analyze two documents about the land of the Louisiana Territory. The documents are new to students but supported by context. After this task, students are asked to choose one of the sources from the first task and explain how it could be used as evidence to answer the essential question: *Was the Early Republic shaped more by its declared values or its economic interests?*

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In the second part of the assessment, students analyze three sources for evidence of who benefited and who was harmed when the nation expanded its territory. Next, they write a claim-evidence-reasoning paragraph using evidence from at least two sources in response to the essential question: *Whom does it benefit, and whom does it harm when a nation expands its territory?* This part of the assessment focuses on organizing information from multiple primary and secondary sources and supporting claims about the Early Republic using textual evidence and disciplinary reasoning.

Unit Focus Standards

Content Standards

- **5.T1.7:** Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.
 - **5.T1.7c:** Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall).
- **5.T4.1:** Identify the first three Presidents of the United States (George Washington, 1787–1797, John Adams, 1797–1801, and Thomas Jefferson, 1801–1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.
- **5.T4.2:** Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.
- **5.T4.3:** Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism.
 - **5.T4.3a:** British restrictions on trade and impressment
- **5.T4.4:** On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.
- **5.T4.5:** Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.
 - **5.T4.5a:** Shawnee leader Tecumseh’s call for Native Peoples to unify in resistance to the taking of their land (1810)
 - **5.T4.5b:** President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River

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- **5.T4.5c:** the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts
- **5.T4.5d:** the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast
- **5.T5.1:** Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.
- **5.T5.7:** Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.

Practice Standards

- **PS 3:** Organize information and data from multiple primary and secondary sources.
 - **Unit-specific target for this standard:** Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.
- **PS 4:** Analyze the purpose and point of view of each source; distinguish opinion from fact.
 - **Unit-specific target for this standard:** Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.
- **PS 6:** Argue or explain conclusions, using valid reasoning and evidence.
 - **Unit-specific target for this standard:** NO LONGER IN USE

Literacy Standards

- **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **W.5.9:** Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Vocabulary List



Grade 5, Unit 3: The Growth of the Republic

Vocabulary List

Foreign Policy Choices in the Early Republic (Lessons 1-6)

Lesson	Word	Definition
1	priority (n.)	something that is more important than other things
1	republic (n.)	a country that is governed by a president and representatives elected by the people and where there is no king or queen
1	territory (n.)	land that is controlled by a government or person
2	foreign policy (n.)	a government's plan and actions in its dealings with other nations
2	Northwest Territory (n.)	land ceded to the United States by Great Britain after the American Revolution that eventually became the states of Ohio, Michigan, Indiana, Illinois, Wisconsin and part of Minnesota
2	sovereign (adj.)	having the authority to govern and make independent decisions.
2	sovereignty (n.)	the authority of a state to govern itself
2	treaty (n.)	a formal and legally binding agreement between two or more sovereign nations
4	Haitian Revolution (n.)	a conflict from 1791 to 1804 between enslaved Haitians and France, ending in Haiti's becoming the 1st country to be founded by formerly enslaved people
4	resilience (n.)	the ability to withstand or recover from difficulties
5	expedition (n.)	a journey taken for a specific purpose

Indigenous Nations' Foreign Policy Choices (Lessons 7-9)

Lesson	Word	Definition
7	encroachment (n.)	movement onto the territory, property, or rights of someone else

Vocabulary List

7	petition (n., v.)	a formal request to the government that asks for help with a particular issue; to make a formal request to the government asking for help with a particular issue
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Indigenous Resistance and Resilience (Lessons 10-13)

Lesson	Word	Definition
11	Indian Removal Act (n.)	1830 act of Congress to acquire land of Indigenous nations in Florida, Georgia, Alabama, Tennessee, and Mississippi in exchange for land in Oklahoma
12	Trail of Tears (n.)	the path traveled by approximately 100,000 Indigenous people from their native lands to territory in Oklahoma

Slavery and the Growth of the Nation (Lessons 14-16)

Lesson	Word	Definition
15	factory (n.)	a building or group of buildings where things are made, usually with the help of machines
15	Industrial Revolution (n.)	a time period in history (1780–1830) when the making of goods moved from small shops and homes to factories
15	invent (v.)	to create or design something that has not existed before
15	invention (n.)	a useful new device that is created to meet a need or a want
16	export (v.)	to send a product that a country grows or makes to another country to be sold
16	import (v.)	to bring a product from one country to another to be sold

African Americans' Resistance, and Resilience (Lessons 17-19)

Lesson	Word	Definition
17	oppression (n.)	cruel and unfair treatment of people, especially by not giving them the same rights and freedoms as others
19	coded spirituals (n.)	songs that were sung by enslaved African Americans to resist their oppression and share information with each other

Vocabulary List

19	Underground Railroad (n.)	a network of secret routes and safe houses organized by abolitionists and used by enslaved Black people to escape from slavery in the South to freedom in the North or Canada
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The Economy of the Early Republic (Lessons 20-24)

Lesson	Word	Definition
20	public school (n.)	a school that is funded by the government (through taxes paid by citizens)
21	expert (n.)	a person who has special skill or knowledge relating to a particular subject
21	industry (n.)	a group of businesses that provide a particular product or service

LESSON PLANS

Foreign Policy Choices in the Early Republic

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

CONTENTS
Lesson 1 How Do Values and Interests Shape a Nation?
Lesson 2 Foreign Policy Decisions in the Northwest Territory
Lesson 3 Foreign Policy Advice for Presidents of the Early Republic
Lesson 4 The United States and the Haitian Revolution
Lesson 5 Analyzing Artifacts from the Lewis and Clark Expedition
Lesson 6 Foreign Policy Decisions of the Early Republic in the Louisiana Territory

Overview

As the United States began its history as a sovereign nation, its leaders needed to make decisions about relationships with other countries. The foreign policy decisions made by the leaders of the Early Republic reveal the tension between America’s declared values and other interests, including citizenship, the economy, and security.

Throughout the 12 lessons of Clusters 1 - 3, students work to understand how and why these choices were made, who had the power to make them, and how the decisions benefited some while harming others. Each of these clusters is animated by a different Supporting Question. Students will encounter the voices of diverse peoples, analyze their points of view, and work to understand how and why history unfolds as the product of human choices.

This cluster focuses on the foreign policy decisions of the Early Republic with regard to Indigenous nations, France, Britain and Haiti and focuses on how the new nation made these decisions.

- ### Learning Objectives
- By the end of this cluster, students should be able to...**
- Explain what foreign policy is and analyze examples of foreign policy decisions made by the leaders of the United States.
 - Argue who benefited and who was harmed by the expansion of the United States during the Early Republic, using evidence from a variety of sources.

Vocabulary

TIER 2	TIER 3
expedition	foreign policy

priority
resilience
territory

Haitian Revolution
Northwest Territory
republic
sovereign
sovereignty
treaty

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
5.T4.1: Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.	2-5
5.T4.2: Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.	6
5.T4.3a: British restrictions on trade and impressment	3

Practice Standards

STANDARD	LESSON(S)
PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.	2, 4-6
PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.	1, 3, 5-6
PS 6: NO LONGER IN USE	1, 3-4, 6

Literacy Standards

STANDARD	LESSON(S)
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.	2, 5-6
RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	2, 5-6
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	1-3, 6
W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.	3-4, 6

LESSON 1

How Do Values and Interests Shape a Nation?



Learning Objective

Illustrate the values and interests that would decide the borders of the United States were students in charge by creating a map of the nation with new borders and location names.



Language Objective

Discuss reasons for drawing national borders by having students state their values and interests.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Provide students with a word bank of values and interests. Ask students to describe the map they draw to you or a partner using a sentence stem such as “I drew the border here because I value ____” and complete the stem with word(s) from the word bank.

Levels 4-5: Rather than providing a word bank, model a few examples of oral explanation before students create their maps. Provide a more open-ended sentence starter for students to use to justify their borders.

Lesson Context

Unit 3 focuses on the choices the nation’s leaders made as they took action to expand the borders of the United States. The hook lesson for Unit 3, “The Growth of the Republic,” begins with a See, Think, Wonder activity in which students watch a video showing how the United States’ borders changed over time. Students then participate in a whole-class read-aloud of local author Chris Tamasi’s engaging book *Borders*. *Borders* invites students to consider who draws borders and why—important concepts to explore as students begin a unit focused on U.S. territorial expansion. Students brainstorm the values and interests they would prioritize were they in charge of drawing the nation’s borders.

MATERIALS

- ☐ [Lesson 1 Slide Deck](#)
- ☐ [Making the Map Exercise](#)
- ☐ colored pencils
- ☐ markers
- ☐ plain paper for map making

VOCABULARY

priority
republic

Lesson 1: How Do Values and Interests Shape a Nation?

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Cluster 1: Foreign Policy Choices in the Early Republic

In a final Making the Map activity, students determine the borders of the United States based on their priorities, values, and interests and discuss their choices (PS 6, SL.1). In Lesson 2, students will examine the foreign policy decisions the United States made about borders in the Northwest Territory and the country's relationships with Indigenous nations.

territory

Lesson Standards

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

PS 6: NO LONGER IN USE

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Activator: See, Think, Wonder (8 minutes)

Project **Slide 2** and ask students to note what they see, think, and wonder about the borders of the United States as the video plays.

Project **Slide 3** and invite students to share their "See, Think, Wonder" responses with the class. Give each student the opportunity to contribute.

Project **Slide 4** and confirm what students likely noticed in the video: The United States grew A LOT from its original size. Explain that this is precisely what they will study in this unit, which is titled The Growth of the Republic.

Wrap up the activator by projecting **Slide 5**, which displays the unit's Essential Questions. Explain that in this unit, students will learn about how the leaders of the United States made decisions about what was important to the country and how those decisions affected diverse peoples and nations. Use **Slide 6** to teach the vocabulary word **priority**. Then, emphasize that sometimes those decisions were not clear-cut because they involved competing interests and priorities.



TEACHING TIP

When you show **Slide 4**, be sure to note the definition of the word "**republic**." Share that historians often refer to the United States as the Early Republic when talking about its first 50 years. In this unit, we will often use that term too!

Lesson 1: How Do Values and Interests Shape a Nation?

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**TEACHING TIP**

Consider posting the Essential Questions in the classroom for student reference.

Explain that they will start by thinking more about how and why people and nations make decisions by reading a book called *Borders* by Chris Tamasi.

**MAKE CONNECTIONS**

Students might be interested to know that Chris grew up in Massachusetts and sat in a 5th-grade social studies class just like they are doing right now!

Read-Aloud: *Borders* by Chris Tamasi (7 minutes)

Project **Slide 7** and review it with students. Then, play the video of Chris reading his book, or read *Borders* aloud to the class if you have a copy.

Making the Map Activity (15 minutes)

Use **Slide 8** to teach the word **territory**.

Project **Slide 9** and invite students to brainstorm the values they would incorporate were they to draw the borders of the United States. Next, have them consider what will be allowed and not allowed within their borders. What laws will govern the land? What will happen if someone breaks a law?

After brainstorming the list, move to **Slide 10** and provide the instructions for students to make their own maps. Have students work on their maps for the rest of the class. As they do, circulate around the room and ask students to articulate the thinking behind the borders they are drawing, and challenge their thinking. If time permits, you could address these questions in a whole-class discussion:

- For example, if a student banned broccoli, what does that mean for people who love broccoli or people who

**TEACHING TIP**

It is okay for students to be a bit silly here. If a student hates broccoli, they can ban it inside their borders!

Lesson 1: How Do Values and Interests Shape a Nation?

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Cluster 1: Foreign Policy Choices in the Early Republic

make a living growing broccoli?

- If you redraw the borders of the United States to your values and interests, what will happen to the people who already live there?
- Do you think it would be fair to redraw the borders of a nation based on your priorities?

**TEACHING TIP**

If students need more time to complete their maps, this activity and a richer debrief discussion could be extended into a literacy block or independent learning time.

Lesson 1: How Do Values and Interests Shape a Nation?

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LESSON 2

Foreign Policy Decisions in the Northwest Territory



Learning Objective

Reach conclusions about the priorities of U.S. foreign policy by analyzing several decisions concerning the Northwest Territory.



Language Objective

Explain the priorities of U.S. foreign policy decisions about the Northwest Territory using a graphic organizer and evidence from an informational text and images.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Review Slide 4 (“Foreign Policy Decisions”) and the anchor charts in greater detail before students begin the group work; add pictures or word-to-word translation of key words to the anchor charts to make sure students understand each priority before beginning. Group students strategically to pair stronger readers with lower-level students.

Levels 4-5: Encourage student participation in the small group work by assigning group roles. Provide sentence stems that prompt students to explain their evidence and reasoning for the priorities they choose.

Lesson Context

In the Treaty of Paris, Great Britain acknowledged the sovereignty of the United States and ceded the land of the 13 colonies and the Unorganized Territory to the new nation. As a sovereign power, the United States was free to pursue its own foreign policy. Some of the first decisions the United States made were about navigating relationships with Indigenous nations. These nations had not been consulted about the terms of the Treaty of Paris, even though they had fought on both sides of the Revolutionary War. In Lesson 2,

MATERIALS

- ☐ [Lesson 2 Slide Deck](#)
- ☐ [Supporting Question Launch](#)
- ☐ [Northwest Territory Graphic Organizer](#)
- ☐ [Foreign Policy in the Northwest Territory](#)

Lesson 2: Foreign Policy Decisions in the Northwest Territory

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students engage with the concept of foreign policy by defining the term and reviewing the priorities that guided the nation's foreign policy decisions. Afterward, they launch the Supporting Question for Lessons 1-6: *Were the foreign policy decisions made by the leaders of the Early Republic shaped more by the nation's declared values or other interests?* In the second part of the lesson, they work in small groups to analyze the foreign policy decisions the United States made about their relationships with Indigenous nations in the Northwest Territory (originally known as the Unorganized Territory) (PS 3, RI.6, RI.9, SL.1). This lesson prepares students for Lessons 3 and 4, where they analyze United States foreign policy decisions with regard to France, Great Britain, and Haiti.

- ☐ [Northwest Territory Graphic Organizer \(Teacher Version\)](#)
- ☐ [Declared Values of the United States](#)
- ☐ [Foreign Policy Priorities Anchor Chart](#)

VOCABULARY

foreign policy
Northwest Territory
sovereign
sovereignty
treaty

Lesson Standards

5.T4.1: Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



ADVANCE PREPARATION

Organize students into groups of 3-4 to facilitate collaboration on the Supporting Question Launch and Interactive Read-Aloud Activity in the lesson.

Lesson 2: Foreign Policy Decisions in the Northwest Territory

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What Is Foreign Policy? (5 minutes)

Project **Slide 2** and review the definition of the word **sovereign**. Use the two examples about the **sovereignty** of the United States to provide historical context and illustrate the word's meaning.

Next, move to **Slide 3** and review the definition of **foreign policy**. Explain that as a sovereign nation, the United States would need to make decisions about its relationships with other sovereign nations. Share that for the next six lessons, students will be thinking about how and why the United States made foreign policy decisions in its first 50 years, a time known as the Early Republic.



TEACHING TIP

Great Britain's claim to 13 colonies and the Northwest Territory, which they ceded to the United States in the Treaty of Paris, was based on the Doctrine of Discovery. The Doctrine of Discovery is a legal construct based on a 1493 papal bull that said that Christian nations had the right to claim lands not already claimed by a Christian nation. For more information, see the resources at the [Doctrine of Discovery Project](#), which includes the full text of [The Doctrine of Discovery, 1493](#) and a list of [Repudiations by Faith Communities](#). Read the article [Vatican Formally Denounces 15th-Century 'Doctrine of Discovery'](#) to learn about how, in 2023, the Vatican formally repudiated the Doctrine for how it justified and continues to justify claims to Indigenous land.

Lesson 2: Foreign Policy Decisions in the Northwest Territory

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Launching the Question (10 minutes)

Distribute copies of the [Supporting Question Launch](#) and use **Slide 4** to explain that when a nation makes foreign policy decisions, it considers its values and (at least) three other interests—security, economic needs, and opportunities for citizens. You can post these anchor charts for student reference throughout the unit: the [Foreign Policy Priorities Anchor Chart](#) and [Declared Values of the United States](#).

Move to **Slide 5** to show the subcluster's Supporting Question:



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

Use **Slide 6** to remind students that whenever we set out to answer a question in social studies, we want to take time to think about two things: words and questions.

- **Words:** *What keywords or ideas do I already know in this question?*
- **Questions:** *What smaller questions could I ask to help answer the big question?*

As a class, ask students to identify the question word and to share the words and ideas in the question that are familiar to them. Chart their responses.

Next, ask student groups to brainstorm at least two questions that could help them answer this larger question, then have groups share them with the class. Record the class's questions as they share. Keep the student questions on display for the remainder of the cluster.



MAKE CONNECTIONS

Sometimes foreign policy involves gaining more land, but not always. Foreign policy also happens when a nation decides whether or not to support another nation's actions. For example, in the French and Indian War and the American Revolution, Indigenous nations made the choices that were right for their people. In the case of the French and Indian War, some nations supported the French and others supported the British. In the American Revolution, some Indigenous nations supported the British while others supported the colonists.

Lesson 2: Foreign Policy Decisions in the Northwest Territory

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**SUPPORT ALL STUDENTS**

In Unit 2, students came up with Category 1 (who, what, where, or when) and Category 2 (how, why, or what does it mean) questions as part of the Supporting Question Launch routine. In Unit 3, that scaffold has been removed. However, if it is helpful to students, you can continue to offer it.

**TEACHING TIP**

Unit 3 uses the term “*democracy*” rather than the more technically correct term “*republic*.” This choice is intentional and meant to introduce students to the ideological potential of the nation’s declared values. A deeper understanding and interrogation of the difference between a republic and a democracy, especially at the nation’s founding, awaits students in 8th-grade civics and 10th- and 11th-grade United States history.

✦ Analyzing US Foreign Policy Options in the Northwest Territory *(15 minutes)*

Project **Slide 7** and point out the Unorganized Territory using the map on the left side of the slide. Use the map on the right to show students the Indigenous nations that lived on the land of the Unorganized Territory. Explain that in the next activity, they are going to analyze the foreign policy decisions the United States made about their relationships with the sovereign Indigenous nations that lived on this land.

Ask students to view the [Northwest Territory Graphic Organizer](#). Distribute a set of [Foreign Policy in the Northwest Territory](#) and a copy of the [Declared Values of the United States](#) to each group for reference. You can use the [Northwest Territory Graphic Organizer \(Teacher Version\)](#) to guide the discussion for this activity as you move through **Slide 8–Slide 13**.

**TEACHING TIP**

To learn more about the Northwest Territory, see the article [The Northwest Ordinance and Westward Expansion](#).

Lesson 2: Foreign Policy Decisions in the Northwest Territory

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Project **Slide 8** to review the graphic organizer with students and then move to **Slide 9** of Card 1 and read (or ask a student to read) the text aloud to the class. After reading, give the groups time to confer with one another and then fill out their graphic organizers to indicate the perspective and reasons for the perspective of the United States and the Indigenous nations regarding the Northwest Territory. Briefly review their responses to check for understanding. Answers you should hope to hear include information such as:

- The United States thought that the land of the Northwest Territory belonged to them because they believed that they won it in the American Revolution.
- The United States thought that the land of the Northwest Territory belonged to them because the Treaty of Paris said it was theirs.
- The Indigenous nations thought the land belonged to them because they lived on it.
- The Indigenous nations did not think the Treaty of Paris took away their rights to the land because they did not sign it.

Move to **Slide 10** and read (or ask a student to read) the text aloud to the class. After reading, give the groups time to confer with one another and then fill out their graphic organizers for Card 2. They can circle or check off the values or interests that they think apply.

Continue this process with **Slide 11** (Card 3) and **Slide 12** (Card 4).

To end the lesson, project **Slide 13** and ask students to consider the evidence on their graphic organizers and decide whether they think the United States' foreign policy decisions about the Northwest Territory were based more on the nation's declared values or on other interests. With the time remaining, lead a brief discussion about their conclusions.

Student insights may include any of the following:

- When the United States tried to buy the land, it was respecting the sovereignty of the Indigenous nations and living up to its declared values. But after the



MAKE CONNECTIONS

In considering the interactions between Indigenous peoples and settlers from the United States in the Northwest Territory, it may be helpful to students to reflect on the cooperation and conflict scenarios they studied in [Unit 1, Lesson 7](#) and [Unit 1, Lesson 8](#).



TEACHING TIP

An excellent resource about treaties between the United States and Indigenous nations is [Why Treaties Matter](#) from NPR. This 5-minute video is appropriate for students. If time allows, you could view and discuss it as a whole class.

Lesson 2: Foreign Policy Decisions in the Northwest Territory

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Cluster 1: Foreign Policy Choices in the Early Republic

Indigenous nations said no, the United States didn't respect their sovereignty. This went against its declared values.

- The United States did not live up to its values when it fought against the Indigenous nations who were protecting their land from U.S. citizens who stole it.
- The United States used the war as a way to get the land after the Indigenous nations refused to sell it. This was not a fair way to get the land even though there was a treaty.
- The United States wanted the land to give its citizens opportunity. The United States wanted the land to help the economy. The United States wanted to protect its borders and believed that the Treaty of Paris included the Northwest Territory in those borders. These priorities shaped U.S. decisions more than the nation's declared values did.

Lesson 2: Foreign Policy Decisions in the Northwest Territory

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Card 1- 1783		
	United States	Indigenous Nations
Perspective about the Northwest Territory:	The United States believes that it has a legal claim to the Northwest Territory.	The Indigenous nations believe that the Northwest Territory belongs to them.
Reasons why they have this perspective:	<p>They believe this because they signed a treaty with Great Britain after the American Revolution. They think they won the right to claim the Northwest Territory in the war.</p> <p><i>Note: Some students might offer “because they are White.” Technically the claim was based on the Doctrine of Discovery, a legal construct based on a 1493 papal bull, which says that Christian nations have the right to claim lands not already claimed by a Christian nation.</i></p>	<p>They had lived on the land for hundreds of years. It is their home.</p> <p>They did not sign a treaty agreeing to sell the land to Great Britain. (So, how could Great Britain sign it over to the United States.)</p> <p>They did not sign a treaty agreeing to sell the land to the United States.</p>

See the next page for notes on decisions for cards 2-4.

Card 2- 1787	Card 3- 1789	Card 4- 1795
<p>The leaders of the US decided to ask the Indigenous nations to sell the land of the Northwest Territory</p> <p>Answers will vary - students may offer any of the following:</p> <p>Values - Their decision to try to buy the land could have been shaped by liberty and equality and an effort to respect the sovereignty of Indigenous Nations as sovereign.</p> <p>Security - The United States believed it had the right to the land and wanted to protect its borders.</p> <p>Economy - The United States had just fought the Revolutionary War and didn't have money for another war. Signing a treaty would be more cost-effective.</p> <p>Citizen Opportunity - Paying for the land would allow the United States to take control of it peacefully and provide land for its citizens to improve their lives.</p>	<p>The leaders of the US decided to use force against the Indigenous nations who were fighting to protect their land and people from the American settlers who were stealing their land.</p> <p>Answers will vary - students may offer any of the following:</p> <p>Security - The United States wanted to protect its citizens from attack (even though the settlers had caused the conflict). The United States believed it had the right to the land and wanted to protect its borders. The United States wanted to protect its citizens.</p> <p>Economy - The United States wanted to sell the land to its citizens. This would provide money for the new nation to pay its debts from the American Revolution.</p> <p>Citizen Opportunity - The United States wanted to give its citizens opportunities to build homes and farms on the land.</p> <p>Liberty - A student may argue that the United States had a legal right to fight back against the Indigenous nations in order to protect its citizens. However, the settlers' encroachment on Indigenous land was not legal.</p>	<p>The leaders of the US decided to sign a treaty to buy the land. They did this after defeating the Indigenous Nations in a war. They gave the Indigenous Nations supplies for the land. They allowed the defeated Indigenous nations to keep a small piece of land.</p> <p>Answers will vary - students may offer any of the following:</p> <p>Security - The United States wanted to secure its (claimed) borders. Taking control of the Northwest Territory through a treaty with indigenous nations helped with this.</p> <p>Citizen Opportunity - Signing a treaty to buy the land gave citizens the right to build farms and homes on it.</p> <p>Economy - Buying the land in the treaty allowed the United States to earn money by selling it to citizens. The farms they built would contribute to the nation's economy as well.</p> <p>Liberty - The treaty is a legal agreement. The United States legally owns it. However, this legal treaty was created through aggressive actions taken by the United States after the Indigenous Nations said they did not want to sell the land.</p>

LESSON 3

Foreign Policy Advice for Presidents of the Early Republic



Learning Objective

Recommend a foreign policy decision for a president of the Early Republic by reading a briefing document and evaluating the options it presents.



Language Objective

Read a foreign policy scenario and recommend an option for a president of the Early Republic in writing using a sentence frame.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Read foreign policy scenarios using the help of assistive technology or native language support (translator, text-to-speech); write recommendations with peers.

Levels 4-5: Read foreign policy scenarios aloud with peer or teacher guidance; write recommendations with peers.

Lesson Context

In Lesson 2, students were introduced to the concept of foreign policy and applied it to the United States' relationships with Indigenous nations in the Northwest Territory. Lesson 3 continues the study of the foreign policy of the Early Republic by having students consider decisions made under Presidents Washington, Adams, and Madison. Here, students begin work on a foreign policy decision tracker that they will complete throughout the subcluster. In small groups, they read about and take a position on the course of action the United States should take in one of three historical events (PS 4). Students then share their recommendations with the class and learn the actual

MATERIALS

- ☐ [Lesson 3 Slide Deck](#)
- ☐ [Foreign Policy Decision Tracker](#)
- ☐ [Foreign Policy Scenarios](#)

Lesson 3: Foreign Policy Advice for Presidents of the Early Republic

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decision the United States made before adding this information to their trackers. Throughout the lesson, students experience firsthand the difficult task of balancing national priorities while engaging meaningfully with PS 6, W.9, and SL.1.

Lesson Standards

5.T4.1: Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.

5.T4.3a: British restrictions on trade and impressment

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

PS 6: NO LONGER IN USE

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Activator: Foreign Policy Inventory (5 minutes)

Explain that for the next four lessons students will continue to think about the foreign policy decisions made by the leaders of the Early Republic. In order to keep track of what they are learning and gather evidence to answer the Supporting Question, the class will use a graphic organizer. Provide each student with a [Foreign Policy Decision Tracker](#). Project **Slide 2** and ask students to reflect on what they learned about the Northwest Territory in Lesson 2.



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

Allow students to share their insights and put a ✓ in the columns that they think were of major relevance to the nation's decisions about the Northwest Territory. Explain that

Lesson 3: Foreign Policy Advice for Presidents of the Early Republic

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Cluster 1: Foreign Policy Choices in the Early Republic

they will add to this tracker in the next several lessons. Today, they will consider the nation's foreign policy decisions about relationships with England and France.

🚩 **The President Needs Your Advice!:** **Foreign Policy Decision-Making in the Early Republic** *(15 minutes)*

Divide students into three groups and distribute the [Foreign Policy Scenarios](#). Explain that some of the foreign policy decisions that nations make are about borders and territory, but that nations make foreign policy decisions for other reasons, too! For example, nations make foreign policy decisions about trade relationships, which nations will be their allies, and whether or not to support the actions of a particular nation. Explain that in this lesson, they will get to experience the decision-making process that goes into different types of foreign policy decisions by providing advice to three presidents who governed during the Early Republic: George Washington, John Adams, and James Madison.

Explain that in their groups, they should first read the context, key information, and issue described on their handout. Ask them to work collaboratively to decide which of the two policy options they wish to adopt on the backside of the page. They should complete the sentence starter found at the bottom of the page. In these sentences, they will indicate whether they chose Option A or Option B, the priority they focused on, and a rationale for their decision. Have students work in pairs or small groups for this part of the activity.

Sharing Decisions and Learning the Foreign Policy History *(10 minutes)*

Make sure that students have their [Foreign Policy Decision Tracker](#) handy for this final activity. Read each foreign policy scenario and ask for a volunteer from each group to rephrase it in their own words. Next, project the options for the scenario and have the students who worked on that decision explain which option they chose and why.

Before moving on to the next scenario, project and introduce the actual decision made by the president and then display the next slide to have students determine the priority (or priorities) of the decision using their [Foreign Policy Decision](#)

Lesson 3: Foreign Policy Advice for Presidents of the Early Republic

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Cluster 1: Foreign Policy Choices in the Early Republic

Tracker. Repeat this process until you have introduced and discussed each of the three foreign policy decisions from the Early Republic **Slide 3–Slide 15**.

LESSON 4

The United States and the Haitian Revolution



Learning Objective

Make and test claims about the United States' foreign policy position toward Haiti in the Early Republic by analyzing a map and a primary source and using evidence from a guided note sheet.



Language Objective

Write claims about the foreign policy position of the United States towards Haiti using a claim, evidence, and reasoning frame.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: State a claim using a sentence frame and support it with evidence from a map and text using copied single words or short phrases. Students may need varying levels of scaffolding to explain reasoning (sentence frame, stem, or native language support).

Levels 4-5: State an opinion and explain the reasoning following a teacher model sentence, e.g. "This evidence shows that the United States will have a good relationship because..."

Lesson Context

In Lesson 3, students considered foreign policy decisions made under presidents Washington, Adams, and Madison. In Lesson 4 students continue to learn about the foreign policy decisions made by the leaders of the Early Republic by studying the United States' relationship with the newly declared nation of Haiti. Beginning with a claim, evidence, and reasoning exercise, students predict if the United States will want to have a good relationship with Haiti based on Haiti's geographic location and the language of Haiti's constitution. This activity provides key practice for the skills they will use on their summative assessment (PS 3, PS 6, W.9). Students then gather evidence to test and potentially reevaluate their claims and discuss the United States'

MATERIALS

- ☐ [Lesson 4 Slide Deck](#)
- ☐ [Haiti Claim-Evidence-Reasoning](#)
- ☐ [Haitian Revolution Notetaking Sheet](#)

VOCABULARY

Haitian Revolution
resilience

Lesson 4: The United States and the Haitian Revolution

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decision **not** to support Haiti. This discussion provides space to focus on social-emotional learning and an opportunity to connect to Essential Question 3: *How have people shown resilience, fought for their rights, and resisted oppression when confronted by injustice?* Lessons 5 and 6 will round out Subcluster 1 with an exploration of the nation's purchase of the Louisiana Territory from France and the foreign policy implications of that decision for the United States and Indigenous nations.

Lesson Standards

5.T4.1: Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.

PS 6: NO LONGER IN USE

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Making Claims about Haiti, America's New Neighbor (15 minutes)

Explain to students that today they will continue thinking about the foreign policy decisions the leaders of the United States made during the Early Republic. So far, they have looked at foreign policy relationships with nations that existed before the United States was formed. Today they will learn how the United States made foreign policy decisions about a newly declared nation called Haiti.

Lesson 4: The United States and the Haitian Revolution

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Distribute copies of the [Haiti Claim-Evidence-Reasoning](#) document. Project **Slide 2** and review the definition of the word “sovereign,” which was introduced in Lesson 2. Hit return to animate the slide and share that in 1801, when Thomas Jefferson was president, the United States got a new neighbor!

Move to **Slide 3**. Point to Haiti on the map and note its proximity to the United States. Ask students to consider how the geographic location of Haiti might affect its foreign policy relationship with the United States. Complete the claim, evidence, and reasoning frame on **Slide 4** together as a whole class.

Next, move to **Slide 5** and ask students to turn over their handouts to see the excerpts from Haiti’s constitution.

Encourage students to work with a partner or in small groups to do two readings of the excerpt. In the first read, students should look for words they don’t know, circle them, and try to figure out what they mean. In the second reading, they should look for evidence to answer the question. After students complete the two readings, they should work on the claim, evidence, and reasoning frame. As students work, circulate to answer questions and support their learning.

**TEACHING TIP**

The sovereignty of the United States was recognized by other nations when they signed treaties with the new nation. One example was the Treaty of Paris (1783) with Great Britain, which ended the Revolutionary War.

**TEACHING TIP**

Pronunciation guidance for Saint Domingue (pronounced “San Doh-MANG”), with an audio file at [How to Pronounce Saint-Domingue](#), and Toussaint L’Ouverture (pronounced “too-san loo-ver-tyr”), with an audio file at [How to Pronounce “Toussaint L’ouverture”](#), is provided on the slides. Also note: Slide 15 is animated, and you will need to hit enter four times to reveal all of the information on the slide.

Lesson 4: The United States and the Haitian Revolution

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Invite students to share their claims, evidence, and reasoning based on this excerpt and to discuss their findings. Explain that you are going to share more information about Haiti with them in a slideshow; they will use this information to test their claims.



SUPPORT ALL STUDENTS

If laptops or tablets are available, students could work through Slides 7–16 with a partner or in a small group setting. You could also print out Slides 7–16 and have students do a Gallery Walk to engage with the information.



TEACHING TIP

Emphasize to students that although Haiti's treatment by the United States disappointed the new country, it did not detract from the enormous achievement that the Haitian Revolution represented. A nation of formerly enslaved people, the world's first Black republic was established as a result of the resistance of the Haitian people. Their efforts inspired oppressed people everywhere, not least African Americans enslaved in the United States.



Formative Assessment

Collect students' claim-evidence-reasoning handouts as a formative assessment.

★ Guided Notes: Testing Claims About the Haitian Revolution (15 minutes)

Provide students with this visually supported [Haitian Revolution Notetaking Sheet](#) to use as you present the slide show about the Haitian Revolution using **Slide 7–Slide 16**.

When you arrive at **Slide 16** and share that the United States decided **NOT** to have a good relationship with Haiti, have students reflect on whether their original claim was accurate. Then briefly discuss which foreign policy priorities were important to the United States' decision not to support Haiti. Have students add their conclusion to their Foreign Policy Decision Tracker (Lesson 3) (**Slide 17**). Then discuss students' findings and invite them to complete the final prompt on **Slide 18**. Provide students with the opportunity to share their thoughts and feelings.

Project **Slide 19** to review the vocabulary word **resilience**. Explain to students that as they move through this unit, they will see examples of oppression and injustice and evidence of great resilience and resistance to injustice, as they did in the Haitian Revolution. It is important for students to recognize this. Project **Slide 20** and share that one of the ways that they will do this is by considering Essential Question 3:

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

**TEACHING TIP**

In 1825, Haiti was forced to pay reparations to France to compensate former enslavers for the loss of their property, which included the people they had enslaved. It took Haiti 122 years to pay the debt plus interest. For more information, see "[The Greatest Heist in History: How Haiti Was Forced to Pay Reparations for Freedom](#)" from NPR and *The New York Times*' interactive article, [Haiti's Lost Billions](#).

**TEACHING TIP**

The United States did not recognize Haiti's sovereignty until 1862. At this time, several Southern states had seceded from the nation, diminishing the power of enslavers in Congress.

Lesson 4: The United States and the Haitian Revolution

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LESSON 5

Analyzing Artifacts from the Lewis and Clark Expedition



Learning Objective

Analyze the purpose of artifacts from the Lewis and Clark Expedition in order to determine foreign policy priorities of the United States and Indigenous nations in the Louisiana Territory.



Language Objective

Describe the similarities and differences between two artifacts from the Lewis and Clark Expedition in a whole-class discussion using information collected on a graphic organizer.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Before students complete the graphic organizer, demonstrate that they can answer, “What is it made of?” with the “materials” part of the texts and “What is its purpose?” from the short paragraphs. You may prompt students to participate in the comparative discussion by asking questions that can be answered with yes–no and basic sentence stems. For example, students can answer the question of “Are both artifacts ___?” with “Yes, they both ___.”

Levels 4-5: Show students model sentences that use academic language for similarities and differences (*alike, similar to, unlike, etc.*) before starting the discussion and prompt them to use this language when they contribute.

Lesson Context

In Lesson 4 students studied the nation’s foreign policy stance toward the newly independent nation of Haiti. In Lesson 5 students return to the topic of the Early Republic’s foreign policy relationships with Indigenous nations by analyzing the United States’ decision to purchase the Louisiana Territory from France. Students begin the lesson by analyzing Jefferson’s instructions for the Lewis and Clark

MATERIALS

- ☐ [Lesson 5 Slide Deck](#)
- ☐ [Jefferson’s Instructions to Meriwether Lewis](#)
- ☐ [Jefferson’s Instructions to Meriwether Lewis \(Teacher Version\)](#)
- ☐ [Lewis and Clark Artifacts](#)

Lesson 5: Analyzing Artifacts from the Lewis and Clark Expedition

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expedition using the NARA protocol from Unit 1 (PS 4). In the second part of the lesson, students analyze two artifacts, one given to Lewis and Clark by an Indigenous nation and the other given to an Indigenous nation by Lewis and Clark. By analyzing and comparing these two artifacts, students are able to draw conclusions about the foreign policy goals and perspectives of both the Indigenous nations who lived in the Louisiana Territory and the United States government, which sought to claim the land as its own (PS 3, PS 4, RI.6, RI.9). In Lesson 5 students will continue to analyze foreign policy decisions in the Louisiana Territory from the perspective of the United States and Indigenous nations.

- ☐ [Lewis and Clark Artifacts Analysis](#)
- ☐ [Lewis and Clark Artifacts Analysis \(Teacher Version\)](#)

VOCABULARY

expedition

Lesson Standards

5.T4.1: Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

Lesson 5: Analyzing Artifacts from the Lewis and Clark Expedition

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🚩 The Lewis and Clark Expedition: Analyzing a Primary Source (10 minutes)

Project **Slide 2** and tell students that in 1803, the United States made the decision to purchase the Louisiana Territory from France. As was the case with the Northwest Territory, the United States believed that France had the right to sell the land without the consent of the Indigenous nations who lived there.

Move on to **Slide 3** and explain that since the United States purchased the Louisiana Territory without knowing much about it, President Thomas Jefferson hired Meriwether Lewis and William Clark to lead an **expedition** to the land and its people. You can use **Slide 4** to show a map of the route the expedition followed.

Distribute copies of [Jefferson's Instructions to Meriwether Lewis](#) and ask students to work with a partner to read the document and answer the questions on the graphic organizer (**Slide 5**). These questions are from the NARA protocol introduced in Unit 1. After giving students time to work with the document, bring the students back together and discuss their responses using [Jefferson's Instructions to Meriwether Lewis \(Teacher Version\)](#) as a guide. In discussing their answers, take time to probe the different aspects of the land that Jefferson wants to learn about, i.e. plants, animals, trade routes, and Indigenous peoples.



MAKE CONNECTIONS

In considering why the United States purchased the Louisiana Territory from France, it may be helpful to remind students of the motives of European nations in North America that they studied in [Unit 1, Lesson 5](#).



MAKE CONNECTIONS

The Lewis and Clark Expedition lasted two years, four months, and ten days. Ask students:

If you joined the Lewis and Clark Expedition and left today, how old would you be when you got home?

Lesson 5: Analyzing Artifacts from the Lewis and Clark Expedition

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✦ Analyzing Artifacts from the Lewis and Clark Expedition (20 minutes)



MAKE CONNECTIONS

The Lewis and Clark Expedition traveled a total of 8,000 miles by foot, horse, and canoe and camped outside as they traveled.

Ask students to think about what this experience would have been like for participants.

Project **Slide 6** and explain that the Lewis and Clark Expedition would not have succeeded without the help of Indigenous peoples. Share that as Lewis and Clark traveled across the Louisiana Territory and into the Pacific Northwest, they met more than 50 Indigenous nations. We are lucky to have artifacts from some of the encounters between Lewis and Clark and Indigenous nations.

Project **Slide 7** to show the two artifacts and distribute copies of the [Lewis and Clark Artifacts](#) to students. Explain that for the rest of the class, they will analyze two of the artifacts.

One is an item that an Indigenous nation of the Upper Missouri region gave to Lewis and Clark, and the other is an item that Lewis and Clark gave to an Indigenous nation. Share that their analysis will allow them to compare the foreign policy perspectives of the United States, who wanted to claim the land, with those of the Indigenous nations, who had lived on that land for centuries.

Ask students to work in pairs to analyze the two artifacts using the [Lewis and Clark Artifacts Analysis](#). As students work, circulate to discuss their findings and answer questions. You can use the [Lewis and Clark Artifacts Analysis \(Teacher Version\)](#) to support their learning.

Wrap up the lesson by spending about five minutes discussing the unique characteristics of the artifacts, as well as what they have in common. Use the [Lewis and Clark Artifacts Analysis \(Teacher Version\)](#) to guide the discussion. You'll debrief about the part concerning foreign policy perspectives at the beginning of Lesson 6.



TEACHING TIP

Since these images are best analyzed in color, if you have access to a color printer, you may want to print out a class set and laminate them for future use.

Lesson 5: Analyzing Artifacts from the Lewis and Clark Expedition

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**TEACHING TIP**

This artifact is a pipe stem. The pipe stem would have been attached to a pipe bowl for smoking.

Take care to refer to this artifact as a ceremonial pipe, not peace pipe. “Peace pipe” is a name given to this sort of pipe by early American settlers and soldiers who noticed that this type of pipe was smoked at the signing of peace treaties. However, the National Park Service article [The Power of the Pipe](#) notes that “the pipe’s many roles in the lives of numerous tribal nations has been far more significant than simply marking the signing of a treaty.”

Extension

There are many wonderful resources that students can explore to learn more about the Lewis and Clark Expedition. See, for example, the Google Earth tour at [Explorers: Lewis and Clark: Google Earth Voyager Stories](#) from PBS, the interactive map at [The Lewis and Clark Expedition](#) from the Gilder Lehrman Institute, and the [America Heads West](#) webpage from National Geographic Kids. The Lewis and Clark Expedition recorded 178 plants and 122 animals that were not known to U.S. scientists. **Slide 8** provides some examples of what they encountered.

**TEACHING TIP**

For more information on Thomas Jefferson’s interactions with Indigenous nations, see the article [Thomas Jefferson: Architect of Indian Removal Policy](#) (Indiancountrytoday.com). For more information about why the United States pursued the purchase of the Louisiana Territory and how the transaction unfolded, see [Louisiana Purchase, 1803](#) from the U.S. Department of State.

Lesson 5: Analyzing Artifacts from the Lewis and Clark Expedition

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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- It is a letter**
- Newspaper
- Oral history

Is it a primary or a secondary source?**It is a primary source.****Observe its parts.**

What is the date of the document?

June 20th, 1803.

Whose words are these?

They are the words of Thomas Jefferson, the President of the United States.

Who are these words for?

They are for Meriwether Lewis, one of the leaders of the expedition to explore the Louisiana Territory.**Try to make sense of it.**

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

The document talks about what Lewis and Clark should learn about the Louisiana Territory. Jefferson wanted to learn about the plants and animals that are there, how the land could help the trade of the United States, and also wanted to know lots of different things about the Indigenous nations that lived on the land.

NOTE: ANSWERS WILL VARY. THESE RESPONSES ARE MEANT TO GUIDE DISCUSSION AND CHECK FOR UNDERSTANDING.

Ceremonial Pipe	Peace Medal
<p>What is it made of? feathers, beaks, horse hair, trade cloth, French ribbon (products from animals and from trade with others). Be sure to point out the size of the ceremonial pipe if students do not notice that it was 4 feet long!</p> <p>What is its purpose? It is used for smoking at ceremonies to indicate a relationship of peace and friendship.</p> <p>What does it suggest about the people who made it? It suggests they already trade with other people because it contains trade cloth and French ribbon. It also suggests that they are skilled artisans.</p> <p>What does the giving of the pipe tell you about the Indigenous nation's foreign policy priorities? security / economy / values / citizens Tells me they are interested in peace. Perhaps so they can trade (economy) or to avoid violence (security/citizens)</p>	<p>What is it made of? silver</p> <p>What is its purpose? The loop at the top of the medal suggests that it could be worn like a necklace.</p> <p>What does it suggest about the people who made it? It suggests that they know how to work with metal. It suggests that their leader (Thomas Jefferson) is important because he is pictured on the medal. It suggests that they have a system of writing.</p> <p>What does the giving of the medal tell you about the United States' foreign policy priorities? security / economy / values / citizens Tells me they are interested in peace. Perhaps so they can trade (economy or negotiate the purchase of the land (citizens) or avoid violence (security).</p>

How are these artifacts similar?

- both given as gifts from one nation to the other.
- both focus on peace

What do you think is the most important difference between the two artifacts?

Possible responses

- The Indigenous gift looks like art and the U.S gift looks like money.
- The US has a picture and writing; Indigenous does not.
- The US gift is to wear; the Indigenous gift is to use.
- The ceremonial pipe is MUCH bigger than the medal.

LESSON 6

Foreign Policy Decisions of the Early Republic in the Louisiana Territory



Learning Objective

Analyze the purpose of artifacts and a speech from the Lewis and Clark Expedition in order to determine foreign policy priorities of the United States and Indigenous nations in the Louisiana Territory.



Language Objective

In a class discussion, state an opinion about the values that shaped the foreign policy decisions of the Early Republic using vocabulary to describe trends (such as majority, more/fewer, primarily).



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Provide extra time for students to reflect on the graphic organizer or share thoughts with a partner before participating in a whole-class discussion. Provide sentence frames for discussion that include target phrases, such as: “The majority of the decisions were shaped by _____. Therefore I believe foreign policy decisions were more shaped by (values/other interests).”

Levels 4-5: Provide a word bank of phrases to describe trends for students to use in the discussion (majority, primarily, more/fewer, etc.).

Lesson Context

In Lesson 5 students learned about the United States’ decision to purchase the Louisiana Territory from France and the expedition the nation undertook to gain knowledge of the land. The first half of Lesson 6 is dedicated to further discussion of the artifacts from Lesson 5. This is followed by the analysis of an additional primary source: Meriwether Lewis’s speech to the Yankton Sioux (RI.6). These activities provide students with the opportunity to draw conclusions

MATERIALS

- ☐ [Lesson 6 Slide Deck](#)
- ☐ [Lewis and Clark Artifacts Analysis \(Teacher Version\)](#)
- ☐ [Lewis's Speech to the Yankton Sioux](#)

Lesson 6: Foreign Policy Decisions of the Early Republic in the Louisiana Territory

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about the foreign policy interests of the United States and of Indigenous nations in the Louisiana Territory (PS 3, PS 4, PS 6, RI.9, W.9, SL.1). The lesson concludes with a Putting It Together whole-class discussion, where students use the foreign policy tracker they have been adding to throughout the cluster to discuss the Supporting Question: *Were the foreign policy decisions made by the leaders of the Early Republic shaped more by the nation's declared values or interests?* (PS 6, SL.1). An optional claim-evidence-reasoning activity is provided to support skills development for the Summative Assessment during a literacy block extension (W.9).

- ☐ [Lewis's Speech to the Yankton Sioux \(Teacher Version\)](#).
- ☐ [Claim-Evidence-Reasoning for Foreign Policy](#)

Lesson Standards

5.T4.2: Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

PS 6: NO LONGER IN USE

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Comparing Artifacts and Perspectives (10 minutes)

Ask students to take out their artifact graphic organizers from the previous class and project **Slide 2**, which depicts the artifacts they looked at in Lesson 5. Begin by having them share what they think the artifacts say about the foreign

Lesson 6: Foreign Policy Decisions of the Early Republic in the Louisiana Territory

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policy priorities of each nation. Use this [Lewis and Clark Artifacts Analysis \(Teacher Version\)](#) to guide the discussion.



MAKE CONNECTIONS

The theme of cooperation and conflict will be familiar to students from their work in Unit 1.

Analyzing Lewis's Speech to the Yankton Sioux (10 minutes)

Share with students that in addition to these artifacts, we also have the speech that Meriwether Lewis gave to the Yankton Sioux, an Indigenous nation they met in South Dakota, when he presented the peace medal. Project **Slide 3** to show students the location of the Sioux Nation. Explain that you'll read and analyze that document as a whole class by comparing it to the message conveyed by the peace medal and by considering the speech from the perspective of the Indigenous nation.

Distribute the [Lewis's Speech to the Yankton Sioux](#) to students. Project **Slide 4** and review the note that states:

Meriwether Lewis refers to Indigenous people as "red" in his speech. When the speech was written, this term was used by White people and occasionally by some Indigenous people to refer to themselves. However, today it is viewed as racist and offensive and should not be used to describe Indigenous people. The general collective terms most preferred and used today by these communities are "Indigenous" and "Native."

Hit return to resolve the note and then explain that you'd like them to keep the questions on the side in mind as they read along. Read the speech aloud to students.

When you have finished reading the speech, ask students to work in small groups to discuss and verbally answer the questions. Then debrief their answers as a whole class, using this [Lewis's Speech to the Yankton Sioux \(Teacher Version\)](#) to guide the conversation. As you guide the discussion, be sure to use the vocabulary words sovereign and sovereignty with



TEACHING TIP

In discussing Lewis's tone and the use of the word "father," you might inquire what kind of father he had in mind and wonder if Indigenous peoples had the same understanding of how fathers should relate to their children.

Lesson 6: Foreign Policy Decisions of the Early Republic in the Louisiana Territory

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students; doing so will help reinforce the words' meaning, which will be important in the coming lessons.



Putting it Together: Foreign Policy Priorities (10 minutes)

Ask students to take out their Foreign Policy Scenarios (Lesson 3). Project **Slide 5** and ask them to indicate their thoughts on the foreign policy interests that shaped the purchase of the Louisiana Territory and the Lewis and Clark Expedition.

Next, ask students to consider all of the foreign policy decisions on their tracker. What trends do they see? What are their big takeaways about the Early Republic's foreign policy priorities?

Project **Slide 6** and lead a discussion of students' findings, encouraging them to support their ideas with evidence from Lessons 2–6 and recording their ideas on the board or chart paper. You can use **Slide 7** to provide students with a claim-evidence-reasoning framework to discuss their findings. In the discussion, students may note, for instance, one or more of the following:

- There are many factors involved in foreign policy decisions; they are rarely influenced by just one interest or priority.
- Often concerns such as security and the economy take the lead in foreign policy decisions. When this happens it can feel like the United States is not living up to its declared values.
- As a young nation, the United States had to be careful to take care of its citizens, its economy, and its security so that it could survive.
- The United States has intentions to live up to its declared values but doesn't always do so in the end.



MAKE CONNECTIONS

In discussing these foreign policy decisions and the factors that guided them, it may be helpful to make comparisons to the scenarios they considered on a personal level in the hook lesson.



Formative Assessment: Claim-Evidence-Reasoning — Optional (15 minutes)

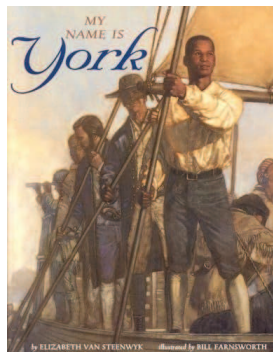
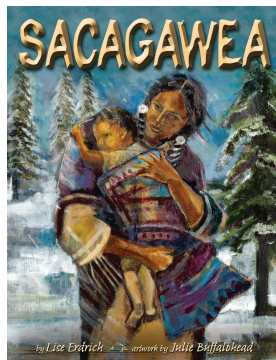
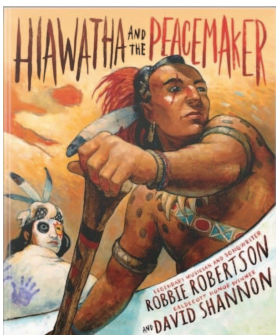
Provide students with the [Claim-Evidence-Reasoning for Foreign Policy](#) document. Ask them to use their Foreign Policy Decision Trackers (Lesson 3) and the information from the Putting It Together discussion to write a claim-evidence-reasoning paragraph in response to the Supporting Question:



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

Collect as a formative assessment.

Optional Literacy Block



- *Hiawatha and the Peacemaker* by Robbie Robertson

A reading of *Hiawatha and the Peacemaker* by Robbie Robertson gives students the opportunity to further engage with Indigenous perspectives and systems of government and provides a nice segue into the inquiry cycle that begins in Lesson 7.

- *Sacagawea* by Lise Erdrich, illustrated by Julie Buffalohead

Lesson 6: Foreign Policy Decisions of the Early Republic in the Louisiana Territory

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Cluster 1: Foreign Policy Choices in the Early Republic

- *My Name Is York* by Elizabeth VanSteenwyk, illustrated by Bill Farnsworth

To introduce the contributions of Sacagawea and York to the expedition, consider including one or both of the books listed above as a literacy block extension. Sacagawea was the Shoshone woman who served as a guide and translator for Lewis and Clark. York was a Black man enslaved by William Clark who contributed to the expedition by hunting and helping to navigate trails and waterways during the journey. These resources provide an excellent opportunity to show students how diverse people supported the growth and success of the Early Republic.

Additional Resources

To learn more about the Lewis and Clark Expedition and the Indigenous people who contributed to its success, see the following:

- [The Living, Breathing Natives Who Made Lewis and Clark](#) by Dayton Duncan, High Country News
- [Sacagawea](#) by Teresa Potter and Mariana Brandman, Womenshistory.org
- [Why Lewis and Clark Matter](#) by James P. Ronda, Smithsonianmag.com

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?
 - It is a primary source. It was written and delivered at the time of the Lewis and Clark expedition.
2. What is the purpose of this speech? What perspective is Meriwether Lewis trying to communicate to the Yankton Sioux?
 - The purpose of the speech is to assert authority over the Sioux. The United States has purchased the rights to claim the Louisiana Territory from France and they

want to make sure that they Sioux understand that they are now in charge. Meriwether Lewis' speech does not respect the sovereignty of the Sioux nation.

3. What factors account for Lewis' perspective?

- Lewis represents the government of the United States who has just purchased the Louisiana Territory from France. The United States wants to claim this land and to profit from trade there. They want to do this peacefully because fighting with the Indigenous nations that live there will be expensive and cost lives.

4. Does this message support the message of the Jefferson Peace Medal? Why or why not? (See back of page for image)

- In tone it is aggressive and condescending. He refers to the Sioux as children and says that Thomas Jefferson is now their "great father." He also threatens to destroy them if they do not "obey." This does not feel like a message of peace. The message does not respect the sovereignty of the Sioux nation. It does not speak to them as a friend.

5. Would the Yankton Sioux view this as a message of cooperation or conflict? What factors would account for this perspective?

- It is a message of conflict. Lewis does not speak to the Yankton Sioux as a sovereign nation. He claims that the United States is now their father and that the United States owns the Missouri River. He also threatens to destroy the Sioux if they do not "obey" the United States. The Yankton Sioux view themselves as sovereign and expect to be treated with respect. They do not believe that the United States has the right to tell them what to do.



[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

Indigenous Nations' Foreign Policy Choices

How did Indigenous Nations take action to protect their sovereignty and what motivated their choices?

CONTENTS
Lesson 7 Inquiry Cycle: Protecting Indigenous Sovereignty (Part I)
Lesson 8 Inquiry Cycle: Protecting Indigenous Sovereignty (Part II)
Lesson 9 Inquiry Cycle: Protecting Indigenous Sovereignty (Part III)

Overview

In this cluster, students will continue exploring the tensions between America's declared values and other interests, including citizenship, the economy, and security. This cluster is an Inquiry Cycle focused on the foreign policy of Indigenous nations. Students work to answer the question: How did Indigenous nations take action to protect their sovereignty and what motivated their choices?

Learning Objectives

- By the end of this cluster, students should be able to...**
- Organize primary and secondary sources to describe the diverse strategies used by Indigenous Nations to protect their sovereignty and explain the motivations behind these choices.

Vocabulary

TIER 2	TIER 3
encroachment	petition

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
5.T4.5a: Shawnee leader Tecumseh's call for Native Peoples to unify in resistance to the taking of their land (1810)	7-9

5.T4.5c: the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts

7-9

Practice Standards

STANDARD	LESSON(S)
PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.	7-9
PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.	9
PS 6: NO LONGER IN USE	7-9

Literacy Standards

STANDARD	LESSON(S)
RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	8
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	7, 9
W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.	7-9

LESSON 7

Inquiry Cycle: Protecting Indigenous Sovereignty (Part I)



Learning Objective

Identify evidence of action taken by the Mashpee Wampanoag to protect their sovereignty by reading and annotating a secondary source in a small group setting.



Language Objective

Recount actions the Mashpee Wampanoag took to protect their sovereignty using past tense action verbs.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Give a brief reminder that there are two types of past tense verbs in English, those that end in “-ed” and irregular verbs, which have different endings. Encourage students to scan the text for “the Mashpee Wampanoag ___-ed” to help them identify the actions. You may provide a list of the three possible motivations and ask students to match the motivation to each text/action.

Levels 4-5: Provide a sentence stem for the group discussion of motivations for each action, such as “They ___ed because they wanted ___.”

Lesson Context

As the United States made the choice to expand its borders, it increasingly encroached upon the sovereign lands of Indigenous nations. In this subcluster of three lessons, students engage with the foreign policy decisions of the Cherokee, the Shawnee, and the Mashpee Wampanoag nations as they worked to protect their sovereignty from U.S. encroachment. The Inquiry Cycle allows students to see that Indigenous peoples used many strategies to protect their sovereignty and underscores the important truth that

MATERIALS

- ☐ [Lesson 7 Slide Deck](#)
- ☐ [Supporting Question Launch and Map](#)
- ☐ [Mashpee Wampanoag Action](#)
- ☐ [Mashpee Wampanoag Action \(Teacher Version\)](#)

Lesson 7: Inquiry Cycle: Protecting Indigenous Sovereignty (Part I)

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Indigenous nations are not monolithic. Lesson 7 begins with photographs of the current leaders of the Mashpee Wampanoag, Cherokee, and Shawnee nations, an essential reminder that the Indigenous nations they will study in this subcluster are very much still here! After launching the Supporting Question of *How did Indigenous nations take action to protect their sovereignty and what motivated their choices?* (SL.1), students learn about the actions and choices made by the Mashpee Wampanoag nation during the Early Republic. Working in small groups, they identify evidence of actions taken to protect sovereignty and draw conclusions about motivations behind the Mashpee Wampanoag's choices (PS 3, PS 6, W.9). The lesson ends with a whole-class debrief of their findings (SL.1). In Lesson 8, students will analyze the actions taken by the Cherokee and Shawnee nations to protect their sovereignty.

VOCABULARY

encroachment
petition

Lesson Standards

5.T4.5a: Shawnee leader Tecumseh's call for Native Peoples to unify in resistance to the taking of their land (1810)

5.T4.5c: the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.

PS 6: NO LONGER IN USE

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Lesson 7: Inquiry Cycle: Protecting Indigenous Sovereignty (Part I)

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Acknowledging Indigenous Nations Today

(5 minutes)



TEACHING TIP

The images on **Slide 2** represent the leaders of the Cherokee, Mashpee Wampanoag, and Shawnee nations in 2022. Before teaching this lesson, check who the current leaders are using the website links below and update as needed.

Project **Slide 2** and show the photographs of the current leaders of the Cherokee, Mashpee Wampanoag, and Shawnee nations. Ask:

Are these images primary or secondary sources? How do you know?

Students should be able to answer that they are primary sources because they are photographs.



TEACHING TIP

The Cherokee, Mashpee Wampanoag, and Shawnee nations (and most Indigenous nations in the United States) have websites and X pages that share news about what is happening in their communities and issues that are important to them. If time permits, allow students to explore these using the links below. They are also provided in the notes on **Slide 2**.

[Cherokee Nation X](#), [Cherokee Nation Website](#), [Shawnee Tribe X](#), [The Shawnee Tribe Website](#), [Mashpee Wampanoag X](#), [Mashpee Wampanoag Tribe Website](#)

Hit return to reveal the question below and ask:

What do these images tell you about the Cherokee, Mashpee Wampanoag, and Shawnee nations?



Launching the Question (10 minutes)

Distribute copies of the [Supporting Question Launch and Map](#) document. Then move to **Slide 3** to show a map with the location of the Cherokee, Mashpee Wampanoag, and Shawnee nations at the time of the Early Republic. Ask students to label their map to show the location of each nation. Here, you can note for students that

Lesson 7: Inquiry Cycle: Protecting Indigenous Sovereignty (Part I)

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Cluster 2: Indigenous Nations' Foreign Policy Choices

the Mashpee Wampanoag nation is located in Southeastern Massachusetts and that at the time of the Early Republic, the Cherokee Nation was located in parts of what we now call the states of Georgia, Tennessee, Alabama, and North Carolina. The Shawnee nation and its allies were located in parts of what we now call Ohio, Michigan, Indiana, and Kentucky. Share that in the next group of lessons, they are going to learn about the foreign policy decisions of these three nations during the Early Republic.

Ask students to turn over their handouts to see the Supporting Question Launch graphic organizer. Project **Slide 4** and explain that in this Inquiry Cycle, they will work to answer the Supporting Question:



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

Remind students that whenever we set out to answer a question in social studies, we want to take time to think about two things: words and questions.

- **Words:** *What is the question word, and what key words or ideas do I already know in this question?*
- **Questions:** *What smaller questions could I ask to help answer the big question?*

Ask students to circle the question words and underline the keywords and ideas they recognize. The definition of the vocabulary word “sovereignty,” which students learned in Lesson 2, is provided for reference.

Move to **Slide 5** and ask students to work in their groups to brainstorm at least two questions that could help them answer this Supporting Question. Have groups share them with the class. Record the class’s questions as they go. Keep the student questions on display for the remainder of the cluster.

Lesson 7: Inquiry Cycle: Protecting Indigenous Sovereignty (Part I)

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🚩 The Mashpee Wampanoag Take Action: Identifying Evidence and Drawing Conclusions (15 minutes)

Move to **Slide 6** and intentionally teach the words “encroach” and **encroachment**.

Distribute the [Mashpee Wampanoag Action](#) document. Project **Slide 7** and explain that for the rest of the class, they are going to learn about and analyze the ways that the Mashpee Wampanoag nation took action to protect their sovereignty.

Project **Slide 8** and review the information that explains the colonial council that limited the sovereignty of the Mashpee Wampanoag when Massachusetts was still a colony.

Project **Slide 9** and tell students that as you read it, you’d like them to underline evidence of action the Mashpee Wampanoag took to protect their sovereignty.

Invite students to share their findings. Students should identify that the Mashpee Wampanoag petitioned the colonial government and King George III of England! Next, ask students to discuss in their groups what motivated the Mashpee Wampanoag to choose this strategy. Invite them to share their ideas. Some responses you might hope to hear include:

- It was an official request in writing, so there would be a record of it.
- Petitioning is a nonviolent way to ask for change. Maybe they didn’t want to fight or didn’t think they had enough power to create change by fighting.
- Students may also note that they were prioritizing the security of their nation, protecting their economic interests, or safeguarding opportunities for their citizens to live on their land as they would like.

Lesson 7: Inquiry Cycle: Protecting Indigenous Sovereignty (Part I)

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SUPPORT ALL STUDENTS

You can use **Slide 11–Slide 16** to read through the document as a whole-class activity.

Move to **Slide 10** and explain that King George III actually listened to the petition of the Mashpee Wampanoag. Use the information on the slide to explain that their sovereignty was still limited, even with King George's help. The Mashpee Wampanoag would continue to take action to protect their sovereignty!

Ask students to work in their groups to read through the rest of the squares. As they do, they should underline evidence of Mashpee Wampanoag's action and then discuss possible motivations for these choices.

As students work, circulate to answer questions and check understanding.

At the end of class, bring students back together to share their findings. Project **Slide 17** and ask what they learned that could help answer the question,

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

Invite students to share their findings and record them on the slide. Students should be able to identify the actions of:

- Petitioning the government
- Supporting the United States in the American Revolution
- Using the values of the United States to make arguments about their own right to independence.

And the motivations of:


- Having a written record of their complaints
- Avoiding violence
- Getting Massachusetts to empathize with the cause of the Mashpee Wampanoag by using the ideas and arguments of the American Revolution.



Lesson 7: Inquiry Cycle: Protecting Indigenous Sovereignty (Part I)


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Cluster 2: Indigenous Nations' Foreign Policy Choices

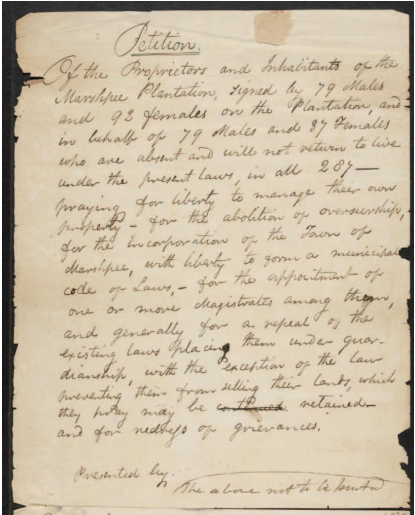
You can use this [Mashpee Wampanoag Action \(Teacher Version\)](#) document to guide the conversation. Do not worry if you don't have time to go into much detail. Students will revisit this question and the evidence they gathered about the Mashpee Wampanoag in the Putting It Together discussion in Lesson 9.

Number	Action	Motivation - Answers may Vary
<div>1</div> <div>A full-length portrait of King George III, standing and facing slightly to the left. He is wearing an elaborate white powdered wig, a white ermine-trimmed cape over a gold-embroidered coat, and white breeches. He is holding a sword in his right hand. The background features a classical column and a draped curtain.</div> <div>King George III by Alan Ramsway, Public Domain, via Wikimedia</div>	<p>The Mashpee Wampanoag petitioned the colonial government of Massachusetts and the King of England.</p>	<p>A petition is a formal complaint in writing – it would create a record of their complaint.</p> <p>Petitioning is non-violent. The Mashpee Wampanoag may have wanted to avoid war or believed they would not be successful in an armed conflict.</p> <p>They wanted to protect their economic interests, their citizens' opportunities, and the security of their nation.</p>

Number	Action	Motivation - Answers may Vary
<p>2.</p>  <p>1777 Flag by Devon Cook, Public Domain, via Wikimedia</p>	<p>The Mashpee Wampanoag sided with the colonists in the American Revolution and fought to help them win their independence from Great Britain.</p>	<p>The Mashpee Wampanoag were motivated by the ideas of the American Revolution because they wanted independence and liberty for themselves.</p> <p>They hoped that supporting the colonists would allow them to have more sovereignty if the U.S. won.</p>
<p>3.</p>  <p>Clam Digger by Frank W. Benson, Public Domain, via Wikimedia</p>	<p>The Mashpee Wampanoag petitioned the government.</p>	<p>A petition is a formal complaint in writing – It would create a record of their complaint.</p> <p>Petitioning is non-violent. The Mashpee Wampanoag may have wanted to avoid war or believed they would not be successful in an armed conflict.</p> <p>They wanted to protect their economic interests, their citizens' opportunities, and the security of their nation.</p>

Number	Action	Motivation - Answers may Vary
4.  William Apes , Public Domain, via Wikipedia	<p>The Mashpee Wampanoag accepted the help of an ally.</p> <p>They wrote a Declaration of Independence from the council.</p>	<p>They were motivated by the ideas and arguments of the colonists' declaration.</p> <p>They hoped by using the same argument, they would convince Massachusetts that they had the right to be independent.</p>

Number	Action	Motivation - Answers may Vary
<p>5. MASHPEE DECLARATION — May 21, 1833</p> <p>Resolved That we as a Tribe will rule ourselves and have the right to do so for all men are born free and Equal says the constitution of the country.</p> <p>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.</p> <p>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] if they will not stay away.</p> <p>Done on behalf of the Mashpee Tribe [and signed by 108 men and women].</p>	<p>They wrote a Declaration of Independence from the council.</p> <p>They explain that they will not allow further encroachment and throw encroachers off the land starting next July.</p>	<p>They use the language of the Declaration of Independence, “free and equal.” This could persuade Massachusetts to listen.</p> <p>They want to be clear that they are setting a limit and will take action if their rights are not respected.</p> <p>They wanted to protect their economic interests, their citizens’ opportunities, and the security of their nation.</p>

Number	Action	Motivation - Answers may Vary
<p>6.</p>  <p>Petition of the Mashpee Indians to the Senate and House of Representatives of the Commonwealth of Massachusetts, courtesy of Native Northeast Portal</p>	<p>They petitioned the Massachusetts Legislature.</p>	<p>A petition is a formal complaint in writing – it would create a record of their complaint.</p> <p>Petitioning is non-violent.</p> <p>Modeled on the colonists' actions in the American Revolution.</p>

Number	Action	Motivation - Answers may Vary
7. <i>... 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 in the Revolutionary War cries...to brake the chains of oppression and let [us] go free.</i> <i>Yours, we are, most respectfully, The Mashpee Indians.</i>	Reminded the legislature that they fought for independence in the American Revolution.	Appeal to fairness and Revolutionary values.

LESSON 8

Inquiry Cycle: Protecting Indigenous Sovereignty (Part II)



Learning Objective

Gather evidence and draw conclusions about the actions and motivations of the Cherokee and Shawnee nations during the Early Republic by participating in a Gallery Walk.



Language Objective

Explain the actions and motivations of the Cherokee and Shawnee nations during the Early Republic using past tense verbs and a graphic organizer to record evidence and conclusions.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students can be paired with stronger readers who can read the sources aloud. As in the previous lesson, model how students can scan the text for past tense verbs and provide students with a list of possible motivations to match to the texts, such as: avoid fighting, have a written record, or fight for their land/way of life.

Levels 4-5: Students can use a sentence stem to explain their reasoning for the Motivations part of the organizer: "This Indigenous nation chose to take this action because they wanted to_____."

Lesson Context

In Lesson 7, students gathered evidence and drew conclusions about the Mashpee Wamapanoag's efforts to protect their sovereignty during the Early Republic. In Lesson 8, students investigate the actions of the Shawnee and Cherokee nations by participating in a pair of Gallery Walks. The Gallery Walks include a total of nine stops. At each, students engage with informational text, primary sources, and images using a graphic organizer to record evidence and

MATERIALS

- ☐ [Lesson 8 Slide Deck](#)
- ☐ [Cherokee Gallery Walk](#)
- ☐ [Shawnee Gallery Walk](#)
- ☐ [Gallery Walk Graphic Organizer](#)

Lesson 8: Inquiry Cycle: Protecting Indigenous Sovereignty (Part II)

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draw conclusions about the actions and motivations of the two Indigenous nations (PS 3, PS 6, RI.9, W.9). In Lesson 9, they use this graphic organizer and the information they gathered about the Mashpee Wampanoag in Lesson 7 to participate in a whole class Putting It Together discussion and complete a written formative assessment.

☐ [Gallery Walk Graphic Organizer \(Teacher Version\)](#).

Lesson Standards

5.T4.5a: Shawnee leader Tecumseh's call for Native Peoples to unify in resistance to the taking of their land (1810)

5.T4.5c: the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.

PS 6: NO LONGER IN USE

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.



ADVANCE PREPARATION

- Before class, print and hang the Gallery Walk materials around the classroom. If possible, print color versions of the images to enhance student engagement. You may want to laminate the materials for future use.
- It is recommended that you hang the Cherokee materials on one side of the room and the Shawnee on the other. To avoid confusion, have students complete one Gallery Walk before engaging with the other.
- If you have a large class, you may want to set up two Gallery Walks for each nation. You could do one along a wall and the second across a set of desks.

Gallery Walk: Using Sources to Gather Evidence and Draw Conclusions (30 minutes)

Organize students into pairs and provide each student with a [Gallery Walk Graphic Organizer](#). Project **Slide 2** and explain that in today's lesson, they are going to participate in two Gallery Walks to gather evidence and draw conclusions about

Lesson 8: Inquiry Cycle: Protecting Indigenous Sovereignty (Part II)

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the actions and motivations of the Cherokee and Shawnee nations during the Early Republic.

Project **Slide 3** of the graphic organizer and show students that they can match the image on the Gallery Walk to the image on the [Gallery Walk Graphic Organizer](#) as they work to record information. Show them that one side of the organizer is for the Cherokee Gallery Walk, and the other is for the Shawnee Gallery Walk (**Slide 4**). Explain that they will work on one Gallery Walk for the first part of class and then switch and work on the other for the rest of class.

Tell students they can visit the stops in any order; it doesn't matter if they visit Number 1 first. Also, explain that they should do their best to get through the Gallery Walk, but it is okay if they don't get to every stop. They will learn about all of the stops from their classmates in the Putting It Together discussion during the next class.

Divide students into two groups and have them start their Gallery Walks. Allow them to work for half of the remaining class time and then ask them to switch to the Gallery Walk they have not yet visited. You can use this [Gallery Walk Graphic Organizer \(Teacher Version\)](#) to answer questions and probe their understanding as they work.

At the end of class, have students put their graphic organizers away for safekeeping, or, if you prefer, collect them as a formative assessment and return them during the next class.



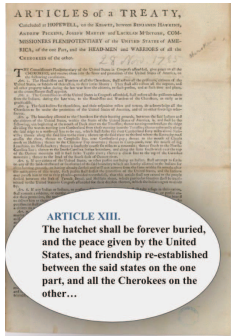
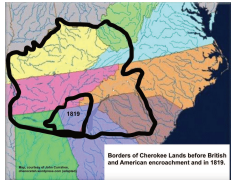
TEACHING TIP



Enslavement was part of Indigenous cultures before the arrival of Europeans. However, it differed in scope and practice from the race-based chattel slavery that became an institution in the United States. Although it is not covered by this lesson, you should be aware that some members (fewer than 10%) of the Cherokee Nation enslaved African Americans. Wealthy Cherokee landowners, who often had White fathers and Indigenous mothers, owned cotton plantations and saw the practice of enslaving African Americans as a sign of status and proof of their assimilation into White culture. If a student brings it up, you can acknowledge this problematic situation and ask students to think about how this informs their opinions about strategies used by Indigenous Americans to keep their land and culture. To read more about this complicated history, see this excellent article from the Smithsonian: [How Native American Slaveholders Complicate the Trail of Tears Narrative](#).

Lesson 8: Inquiry Cycle: Protecting Indigenous Sovereignty (Part II)

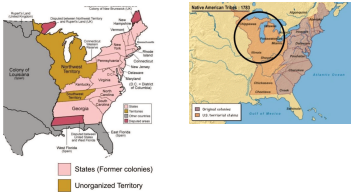
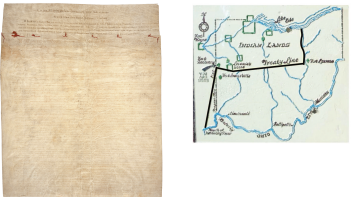
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*Gallery Walk Graphic Organizer (Teacher Version)***Cherokee Nation**

	Actions	Motivations
<p>1.</p> 	<p>Made peace and signed a treaty with the United States.</p> <p>*Students may also note that the Cherokee sided with the British in the American Revolution.</p>	<p>Avoid more fighting, which could cause harm to the Cherokee people -and possibly result in the loss of land.</p> <p>Treaties are legally binding agreements.</p> <p>The treaty put in writing the land that belonged to the Cherokee.</p> <p>*The Cherokee might have thought the British would win. Siding with the British would earn them goodwill with the British, and they might work to help the Cherokee protect their sovereignty after the war.</p>
<p>2.</p> 	<p>Signed additional treaties and ceded more land.</p>	<p>Avoid more fighting, which could cause harm to the Cherokee people -and possibly result in the loss of land.</p> <p>They wanted to focus on their lives instead of constantly fighting or protecting their land. The treaties defined boundaries that the U.S. was legally bound to respect.</p> <p>They still had land that belonged to them where they could be a sovereign nation.</p>

	Actions	Motivations
3. 	Adapted aspects of European-American culture	<p>Chose elements that could improve their lives. The Americans were there to stay, so it made sense to adapt somewhat.</p> <p>Adopting some aspects of European-American culture might help the United States see them as equals and respect their sovereignty.</p>
4. 	Created a written alphabet, constitution and newspaper	All of these resources gave the Cherokee the ability to record their ideas and rights. The constitution described their rights and also showed they were a sovereign nation just like the United States. The newspaper allowed them to communicate with their people and the people of the United States.

Shawnee Nation (and Allies)

	Actions	Motivations
1. 	The Shawnee (and allies) fought against the settlers who encroached on their land. Eventually, they fought a war to protect their land.	They did not want the United States to take their land. The United States was a young nation and weakened by the American Revolution. The Shawnee and their allies may have felt stronger than the United States and could win a war.
2. 	Signed the Treaty of Greenville. Made peace with the United States. Ceded land to the United States.	End fighting and suffering of people. Treaties are legally binding agreements and the treaty clearly states which land was the sovereign land of the Indigenous Nations. Gave up some land in order to protect the part they saved.

	Actions	Motivations
<p>3.</p>  	<p>Refused to sign the treaty. Set up Prophetstown/</p>	<p>Did not want to give land to the United States. Did not want to adapt to Euro-American ways of life.</p> <p>Create an environment where Indigenous people can continue to live in their traditional ways.</p>

	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>	Asked Indigenous nations to unite and fight against the United States	Does not believe treaties will work. Alone, they are not strong enough to defeat the U.S. but together, they could win.


	Actions	Motivations
5. 	Allied with the British in the War of 1812	Get supplies and help from the British to fight the encroachment of the United States.

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.

LESSON 9

Inquiry Cycle: Protecting Indigenous Sovereignty (Part III)



Learning Objective

Explain conclusions about the diverse strategies Indigenous nations used to protect their sovereignty from encroachment using valid reasoning and evidence gathered from primary and secondary sources.



Language Objective

Explain the actions and motivations of the Indigenous nations during the Early Republic using a claim-evidence-reasoning framework.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students may complete the claim-evidence-reasoning organizer using words and short phrases.

Levels 4-5: Students should elaborate on the evidence and reasoning in the organizer using multiple complete sentences. Provide examples if necessary.

Lesson Context

In Lesson 9, students complete the Inquiry Cycle by participating in two activities designed to provide the opportunity to synthesize the information gathered in Lessons 7 and 8. During the first half of the lesson, students participate in a whole-class Putting It Together discussion using evidence from their graphic organizers to discuss the actions and motivations of Indigenous nations who worked to protect their sovereignty from the encroachment of the Early Republic (PS 3, PS 4, PS 6, SL.1). In the second half of the class, students complete a formative assessment. Using a claim-evidence-reasoning framework, students write a paragraph response to the Supporting Question: *How did*

MATERIALS

- ☐ [Lesson 9 Slide Deck](#)
- ☐ [Claim-Evidence-Reasoning](#)

Lesson 9: Inquiry Cycle: Protecting Indigenous Sovereignty (Part III)

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Indigenous nations take action to protect their sovereignty and what motivated their choices? (PS 3, PS 6, W.9). In the next cluster of lessons, students will learn the outcome of the Mashpee Wampanoag, Shawnee, and Cherokee nations' actions.

Lesson Standards

5.T4.5a: Shawnee leader Tecumseh's call for Native Peoples to unify in resistance to the taking of their land (1810)

5.T4.5c: the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

PS 6: NO LONGER IN USE

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.



Putting it Together (15 minutes)

Gather students together for a whole-class Putting It Together discussion, and project **Slide 2** to remind students of the geographic location of the three nations that are the subject of the Inquiry Cycle. Then, project **Slide 3** to remind students of the Inquiry Cycle's Supporting Question. As students discuss the question, track their thinking using **Slide 4**. Students may share insights similar to those that follow about the strategies that Indigenous nations chose and why those nations thought the strategy could work. You can also refer to the [Gallery Walk Graphic Organizer \(Teacher Version\)](#) for Lesson 8 as you guide the discussion.

- The Cherokee adopted parts of White culture because they believed it would allow them to continue to live on the land they still had. They decided to “work with” the White culture because it could help the White

Lesson 9: Inquiry Cycle: Protecting Indigenous Sovereignty (Part III)

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settlers see them as equals and lead to economic opportunity.

- The Cherokee developed and used written language to protect their sovereignty because they observed that it was a valuable tool used by the United States.
- The Cherokee ceded land as a way of avoiding further conflict.
- The Shawnee and their allies did not trust the United States because the United States kept breaking treaties. They felt like their only option was to fight back.
- The Shawnee believed unity among Indigenous nations was key to successfully resisting the United States.
- The Shawnee allied with the British because it gave them access to more weapons and soldiers.
- The Shawnee and the Cherokee signed treaties in order to make legal agreements that acknowledged their sovereignty.
- The Mashpee Wampanoag used the values of the United States and the Revolutionary War to argue against White encroachment.
- The Mashpee Wampanoag petitioned the government to argue for their rights.
- All three nations emphasized the well-being of their people and the security of their lands as they resisted the encroachment of the United States.

As students discuss, invite them to draw comparisons and contrasts among the actions of the Indigenous nations. Take time to acknowledge that the strategies the nations chose were diverse because Indigenous nations were (and are) diverse. Each nation had a geographic location, a culture, and circumstances that influenced its choices and methods.

Before moving on to the paragraph, it may be helpful to make a master list of the strategies for student reference. The

Lesson 9: Inquiry Cycle: Protecting Indigenous Sovereignty (Part III)

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list might include items such as

- Making alliances
- Signing treaties
- Fighting (using force)
- Adopting Euro-American culture
- Rejecting Euro-American culture
- Petitioning the government
- Using the declared values of the United States to make persuasive arguments



Formative Assessment:
Supporting a Claim with
Evidence and Reasoning (15
minutes)

In the second half of the class, distribute copies of the [Claim-Evidence-Reasoning](#) framework to students and ask them to write their paragraph. Remind them they can refer to their graphic organizers and the class notes from the Putting It Together discussion as they work.

Collect the paragraphs as a formative assessment.

Indigenous Resistance and Resilience

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

CONTENTS
Lesson 10 The Mashpee Wampanoag Fight for Sovereignty (1834– Present)
Lesson 11 Perspectives on the Indian Removal Act
Lesson 12 The Trail of Tears and the Resilience of the Cherokee Nation
Lesson 13 Pausing for Practice: Curating Evidence to Support a Claim

Overview

Building on the themes explored in Clusters 1 and 2, in this cluster, students will focus on the consequences of the foreign policy relationships between Indigenous nations and the Early Republic and the outcomes of the foreign policy decisions students learned about in previous lessons. Students ask the question: How did the citizens and government of the U.S. respond to Indigenous resistance? What were the consequences? In this cluster, students also have the opportunity to engage with the unit’s Essential Question about how different groups of people have fought for their rights and demonstrated resilience through a study of the Indian Removal Act and the Trail of Tears.

Learning Objectives

By the end of this cluster, students should be able to...

- Give several examples of people and nations who showed resilience and fought for their rights when faced with oppression during the Early Republic.

Vocabulary

TIER 3
Indian Removal Act Trail of Tears

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)

5.T4.5b: President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River	11-12
5.T4.5c: the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts	10
5.T4.5d: the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast	12

Practice Standards

STANDARD	LESSON(S)
PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.	10-13
PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people’s perspectives.	10-11
PS 6: NO LONGER IN USE	10-13

Literacy Standards

STANDARD	LESSON(S)
RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	10-12
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	10-13
W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.	13

LESSON 10

The Mashpee Wampanoag Fight for Sovereignty (1834–Present)



Learning Objective

Organize information from primary and secondary sources in order to draw conclusions about the fight to protect Mashpee Wampanoag sovereignty from 1834 to the present.



Language Objective

Read events on a timeline and use reading strategies to classify them as supporting or challenging Mashpee Wampanoag sovereignty.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Review the vocabulary glossary with students before beginning the activity. Model and encourage student use of text features such as images and titles to help them classify the events on the timeline.

Levels 4-5: Model skimming and scanning strategies to help students get the gist, or main idea, of each event. Encourage them to look for the answer to questions: “What did the Mashpee Wampanoag do? The government? Other citizens?”

Lesson Context

In Lesson 9, students completed an Inquiry Cycle about the resistance strategies of the Cherokee, Mashpee Wampanoag, and Shawnee nations. Lesson 10 is the first in a three-lesson subcluster in which students examine the outcome of these foreign policy decisions. Here, students learn about the resistance and resilience of the Mashpee Wampanoag people and make both modern and local connections to the Indigenous fight for sovereignty. Students engage with a set of cards organized into a timeline to track the history of Mashpee Wampanoag efforts to protect their sovereignty

MATERIALS

- ☐ [Lesson 10 Slide Deck](#)
- ☐ [Mashpee Outcome Timeline Cards](#)
- ☐ [Supporting Question Launch](#)
- ☐ [Supporting Question Launch \(Teacher Version\)](#)

Lesson 10: The Mashpee Wampanoag Fight for Sovereignty (1834–Present)

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from 1834 to the present and make conclusions about whether specific events protected or challenged their sovereignty (PS 3, RI.9). In doing so, students observe the persistence and resilience of the Mashpee Wampanoag people (Essential Question 3) and recognize that the fight for the sovereignty of Indigenous nations is ongoing. The lesson ends with a launch of the subcluster's Supporting Question: *How did the people and government of the United States respond to Indigenous resistance? What were the consequences?* and a consideration of how the information they learned about one nation can help them answer these questions (SL.1). In Lesson 11, students will study the United States' response to Cherokee resistance.

☐ [Claim-Evidence-Reasoning for Mashpee Sovereignty](#)

Lesson Standards

5.T4.5c: the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

PS 6: NO LONGER IN USE

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



ADVANCE PREPARATION

- Print out sets of the [Mashpee Outcome Timeline Cards](#) so that you have enough for students to work in groups of 3–4. You may want to laminate the cards or put them in page protectors to preserve them for future use.
- This activity requires a fair amount of surface area. If possible, you might want to move into the hallway or another space, such as the cafeteria, to provide students with the opportunity to spread out their timelines.

Lesson 10: The Mashpee Wampanoag Fight for Sovereignty (1834–Present)

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Mashpee Wampanoag Timeline: Drawing Conclusions about the Struggle for Sovereignty (15 minutes)

Divide students into groups of 3–4 and provide each with a set of [Mashpee Outcome Timeline Cards](#). Ask them to lay the cards out in a straight line, holding the vocabulary list back for reference. Explain that this set of 11 cards tells the story of the Mashpee Wampanoag people’s fight for their sovereignty from 1834 to the present. Ask the students to take turns reading the cards aloud until they have read the entire set. This portion of the activity could be done as a whole-class read-aloud or in groups. If you’d like to do it as a whole-class read, use **Slide 3–Slide 13** to project the cards.

After students have read through the cards, project **Slide 14–Slide 15** and explain to students that you would like them to read through the cards again. However, on this reading, they should move events that support the sovereignty of the Mashpee Wampanoag above the line, and events that challenge the sovereignty of the Mashpee Wampanoag below the line.



SUPPORT ALL STUDENTS

If student access would be enhanced by doing this as a whole-class activity, you can use **Slide 14** to facilitate a whole-class sorting of the cards. Place your cursor on the border of each text box showing the date and hold down to drag the text box above or below the timeline.

Allow students to complete this task. As they work, circulate to answer questions and probe their understanding. Wrap up the timeline activity by projecting **Slide 16** and asking students to discuss these three questions in their groups:

- *How many cards are above the line?*
- *How many cards are below?*
- *What does this tell you about Mashpee Wampanoag sovereignty?*

Lesson 10: The Mashpee Wampanoag Fight for Sovereignty (1834–Present)

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Launching the Question

Project **Slide 17** to show a sorted timeline for student reference. Don't get too bogged down in where they placed each card. They will have time to discuss the information on the timeline in the Supporting Question Launch.

Distribute the [Supporting Question Launch](#). Explain that they'll launch the Supporting Question of this subcluster and then use it to discuss what they learned about Mashpee Wampanoag sovereignty in today's lesson.

Project **Slide 18** to show the Supporting Question and ask students:

What is the question word? What keywords or ideas do I already know in this question?

The word "resistance" was a vocabulary word in Unit 1, Lesson 18. To review the definition with your students, you can use **Slide 19**.

Have students share out their responses and record the responses on the board as they do.

Project **Slide 20** and ask students to turn over their handouts to see the three questions on the slide. Explain that they are going to start thinking about this Supporting Question by using what they know about the experience of the Mashpee Wampanoag to answer three questions.

Depending on the amount of time you have, you could answer the questions as a whole class or have groups work together and then share their responses. You can use this [Supporting Question Launch \(Teacher Version\)](#) document to guide their discussion.



Formative Assessment: Optional Assessment Opportunity

Although there is no time to complete a writing exercise in this thirty-minute lesson, students could complete this [Claim-Evidence-Reasoning for Mashpee Sovereignty](#) graphic organizer in a Literacy Block or Intervention period. Doing so will give them additional practice using the skills that will be evaluated on the Summative Assessment (PS 4, PS 6).



TEACHING TIP

To learn more about the Mashpee Wampanoag community and their struggle to protect their nation's sovereignty, see:

- [Identity and Tribal Recognition: The Mashpee Wampanoag Community | The Pluralism Project](#)
- [Trump Administration Revokes Reservation Status for the Mashpee Wampanoag Tribe amid Coronavirus Crisis – Vox](#)
- [Feds Drop Legal Battle Over Tribe's Reservation Status – WBUR News](#)

Optional Literacy Block: Shawnee Sovereignty After Tecumseh

Materials

[Shawnee Sovereignty After Tecumseh](#)

In this Literacy Block, students learn the outcome of the Shawnee strategy to “unite and fight” against the encroachment of the United States by reading a five-paragraph secondary source and answering a corresponding question for each paragraph. In doing so, they engage with PS 4, W9, and the subcluster’s Supporting Question.

If time permits, you could also have students think about Shawnee’s experience through the lens of one or more of the unit’s three Essential Questions:

Lesson 10: The Mashpee Wampanoag Fight for Sovereignty (1834–Present)

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



TEACHING TIP

Due to time limits, the outcome of the Shawnee nation is provided as a Literacy Block following this lesson. It is strongly recommended that you teach this lesson as a Literacy Block, or as an additional social studies lesson if time permits. Doing so will help students continue to engage with and appreciate the diverse experiences of Indigenous nations and help create important context for Lesson 11 about the Cherokee. If you do not have time, you can briefly summarize [*Shawnee Sovereignty After Tecumseh*](#) for your students at the beginning of Lesson 11 before moving on to the Cherokee.

Lesson 10: The Mashpee Wampanoag Fight for Sovereignty (1834–Present)

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How did the Mashpee resist?	How did the United States government (and its citizens) respond?	What were the consequences of these actions? (Mashpee and U.S. govt & citizens)
<ul style="list-style-type: none"> • The Mashpee used the court (laws of the United States) system to fight for their rights — several times, not just once. • The Mashpee fought for their rights using the Judicial system created by the Constitution of the United States • The Mashpee resisted persistently. They did not give up even when the United States tried to take away their sovereignty. The Mashpee were resilient. • The Mashpee practiced their sovereignty by taking actions that were in the best interests of their people. They made decisions about what happened on their land. 	<ul style="list-style-type: none"> • The U.S. listened to the complaints of Mashpee in their courts. • Sometimes, the judicial branch agreed with the Mashpee nation and supported their sovereignty by giving them land and recognition. • Other times, the judicial branch of the United States did not agree with the Mashpee nation and took steps to limit their sovereignty. • The decisions that the United States made depended on who was in power. 	<ul style="list-style-type: none"> • The Mashpee experienced “wins” and “losses” in their efforts to protect their sovereignty. They were resilient in the face of disappointments. • The Mashpee’s sovereignty was never completely settled because the U.S. government kept changing its mind. • The sovereignty of the Mashpee is dependent on the decisions of the United States - both the executive branch and the judicial. • The voting choices of the people of the United States affected the sovereignty of the United States.

LESSON 11

Perspectives on the Indian Removal Act



Learning Objective

Analyze the purpose and point of view of sources that argued for and against the Indian Removal Act and explain factors that influenced the author's perspective.



Language Objective

Read primary sources about the Indian Removal Act in order to draw conclusions about the author's purpose, point of view, and the factors that influenced their perspective.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Review keywords author/purpose/point of view before beginning the activity with these students. Remind students how to use text features (title, subtitles) to find the author and perspective of a primary source.

Levels 4-5: Encourage students to use a word-to-word dictionary to look up words that give keys to the author's perspective (relieve /stain/greed).

Lesson Context

In Lesson 10 and the Literacy Block that followed, students learned about the consequences of the United States' responses to the resistance of the Mashpee Wampanoag and Shawnee nations. Lesson 11 focuses on the response of the legislative and judicial branches of the U.S. government to Cherokee resistance. Students examine the arguments made for and against the Indian Removal Act by identifying the author's point of view and explaining factors that account for each perspective, gaining key practice with PS 4. In the second part of the lesson, students take on the role of Supreme Court justices, examining evidence to determine whether the actions of the state of Georgia toward the

MATERIALS

- ☐ [Lesson 11 Slide Deck](#)
- ☐ [You Be The Judge!](#)
- ☐ [Indian Removal Act Perspectives](#)
- ☐ [Indian Removal Act Perspectives \(Teacher Version\)](#)
- ☐ [You Be The Judge! \(Teacher Version\)](#)

Lesson 11: Perspectives on the Indian Removal Act

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Cherokee Nation were constitutional (PS 6). The lesson ends with the realization that the third branch of government, the executive, must enforce the ruling of the Supreme Court, laying the groundwork for Lesson 12, in which students will learn about the Trail of Tears and its consequences. Throughout the lesson, students engage effectively in discussion (SL.1) and integrate information from several texts on the same topic (RI.9). The lesson also provides opportunities for students to draw on information they learned in Unit 2 about the nation's government.

VOCABULARY

Indian Removal Act

Lesson Standards

5.T4.5b: President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

PS 6: NO LONGER IN USE

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



ADVANCE PREPARATION

For the Indian Removal Act perspective activity, students will receive one of three primary sources to analyze. Copy an equal number of each source onto the back of the document containing information about the introduction of the bill.

The Indian Removal Act: Analyzing Perspectives (15 minutes)

Organize students into groups of three or groups of six. Remind students that in the last lesson, which was about the Mashpee Wampanoag nation, they saw that presidential elections can affect the United States' actions toward

Lesson 11: Perspectives on the Indian Removal Act

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Indigenous nations. Explain that today, they will see how the 1828 election affected the Cherokee and other Indigenous nations that lived east of the Mississippi River.

Distribute copies of the [Indian Removal Act Perspectives](#) document to students, taking care to distribute the three perspectives evenly within groups. Then, use **Slide 2–Slide 5** to review the information about the Indian Removal Act.

Ask students to turn over their [Indian Removal Act Perspectives](#) handout to find an excerpt from a primary source on the reverse side. Project **Slide 6** and ask students to read and analyze the source by answering the five questions on their graphic organizer.

After students analyze their sources, have them jigsaw with one another to share the perspective and point of view of their source.

Then, debrief their findings as a whole class using the [Indian Removal Act Perspectives \(Teacher Version\)](#), summarized below, to guide the conversation.

- Jackson supports the Indian Removal Act because he thinks it will help the United States (he mentions Alabama and Mississippi here) become more powerful, wealthy, and advanced.
- Edward Everett opposes the act because he thinks it goes against the values of the United States. He thinks the United States will regret making these decisions, even if they make the United States richer and more powerful.
- The Cherokee Nation thinks the law is trying to solve a problem that does not exist. It believes the United States is being greedy.

Lesson 11: Perspectives on the Indian Removal Act

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Formative Assessment

You can collect this activity as a formative assessment of PS 3.

Project **Slide 7** to share with students that the Indian Removal Act passed by a very narrow margin, and hit return to reveal the question:

What does this tell you about the Indian Removal Act?

Allow students to share their ideas popcorn style before moving on to the next activity.

Some ideas you might hope to hear include

- Not everyone thought it was a good idea to take the land away from Indigenous nations.
- It is important to participate in democracy because elected representatives determine the decisions the nation makes.

You Be the Judge!: Determining the Constitutionality of Georgia's Laws

Explain that now that the Indian Removal Act was law, Indigenous nations had to make decisions about how to deal with a new challenge to their sovereignty. For the rest of the class, students will focus on the actions of the Cherokee.

Distribute copies of the [You Be The Judge!](#) document to students, and explain that they are going to play the role of Supreme Court justices by making a ruling on legal issues between the Cherokee Nation and the state of Georgia.

Have students work in their groups to read the document and make a ruling. As they work, circulate to answer questions.

With 5 minutes left, bring the class back together and ask the “justices” to weigh in with their opinions. Use the [You Be The Judge! \(Teacher Version\)](#) of the handout to guide their understanding of the Supreme Court’s decision. Use the



SUPPORT ALL STUDENTS

If you think students would have more success with a whole-class discussion, you can use **Slide 8–Slide 11** to project, discuss, and work through the information on the handout.

Lesson 11: Perspectives on the Indian Removal Act

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quote from Chief Justice John Marshall on **Slide 12** to illustrate the Supreme Court's rationale.

End the class projecting **Slide 13** and asking,

Now that the Supreme Court has spoken, which branch of government is responsible for making sure that the state of Georgia stops making laws about what happens on Cherokee land?

Students should be able to remember that this job falls to the executive branch under the Constitution. Hit return to reveal the circle around the executive branch and explain that in the next class, they will see how well Andrew Jackson fulfilled his constitutional duties!

**Andrew Jackson - President of the United States
Message to Congress, December 6, 1830**

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.

*Adapted for the 5th-grade reader from [Andrew Jackson's Speech to Congress on Indian Removal](https://www.nps.gov/andrewjackson/speeches/indianremoval.htm) (NPS.gov)

1. Who is the author?	Andrew Jackson, President of the United States
2. What is the purpose of their speech?	To support the passage of the Indian Removal Act
3. What is their point of view on the Indian Removal Act?	Jackson believes that the Indian Removal Act would be good for the nation. He thinks it will allow the nation to advance in population, wealth, and power.
4. What factors account for the author's perspective?	He is the President of the United States. He believed this course of action was best regardless of the damage done to others.
5. According to the author, who will benefit or who will be harmed by the Indian Removal Act?	The United States will benefit. He doesn't mention any harm.

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

1. Who is the author?	Edward Everett
2. What is the purpose of their speech?	To argue against the Indian Removal Act
3. What is their point of view on the Indian Removal Act?	He thinks the Indian Removal Act should not pass because it goes against the values of the United States.
4. What factors account for the author's perspective?	He is from Massachusetts, where the Revolution started, therefore, he is more connected to US values. (inference) (maybe) The land that will become part of the US due to the Indian Removal Act is not near or in Massachusetts. There doesn't seem to be a particular value for his state. (inference)
5. According to the author, who will benefit or who will be harmed by the Indian Removal Act?	The reputation of the United States would be harmed. The Indigenous people who lose their land will be harmed. He doesn't mention any benefits. However, the "interests and passions of the day" could be inferred to represent the economic value of the land for the nation.

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?	Inferred - Member of the Cherokee Nation
2. What is the purpose of their speech?	To argue against the Indian Removal Act
3. What is their point of view on the Indian Removal Act?	It is not necessary. The U.S. CAN live with Indigenous nations within its borders – it just does not want to.
4. What factors account for the author's perspective?	The Cherokee have been experiencing the encroachment of settlers for a long time. They understand that the settlers want all of their lands and won't stop trying to get them.
5. According to the author, who will benefit or who will be harmed by the Indian Removal Act?	<p>Harmed - Indigenous people by the greed of the state of Georgia want to take their land.</p> <p>Benefits - The state of Georgia and its people because they will get Cherokee land.</p>

*You Be The Judge! (Teacher Version)***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?

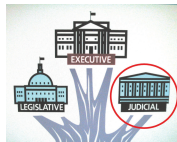
Part of the land of the Cherokee is inside the state of Georgia.

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

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?

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

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?

1. *The land of the Cherokee is inside the state of Georgia, but it does not belong to the state of Georgia.*
2. *Georgia is a state. The Constitution says that States do not have the power to make treaties or do business with foreign nations*
3. *The Cherokee is a foreign nation in the eyes of the United States. This is proven by the fact that the US made a treaty with the Cherokee in 1791.*
4. *As a result — it is NOT constitutional for Georgia to make laws for the Cherokee nation.*

LESSON 12

The Trail of Tears and the Resilience of the Cherokee Nation



Learning Objective

Organize evidence about the Trail of Tears from an informational text and video in order to discuss the U.S. response to Cherokee resistance and its consequences.



Language Objective

Gather information from an informational text and video clip in order to participate in a whole-class discussion about the U.S. response to Cherokee resistance and its consequences.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Begin the discussion by asking simple questions (“wh-” questions, yes–no) that allow even students of lower levels to participate in the discussion. Understand that students at the lowest levels may not be comfortable with whole-class discussion.

Levels 4-5: Consider using a discussion protocol such as *Numbered Heads Together* or *Think Pair Share* that allows students to speak in a small group to discuss a question before sharing with the whole class. Prompt students to use academic language by modeling how to paraphrase or elaborate on each other’s ideas.

Lesson Context

In Lesson 11, students looked at the legislative and judicial responses of the United States to Cherokee resistance. Lesson 12 begins with a focus on the executive branch and Andrew Jackson’s failure to both respect the decision of the Supreme Court and fulfill his role as the chief executive of the United States. Students complete an informational reading about these events and then watch an excerpt of a video from the National Parks Service detailing the experiences of

MATERIALS

- ☐ [Lesson 12 Slide Deck](#)
- ☐ [Trail of Tears Time Stamps \(Teacher Version\)](#)
- ☐ [The Trail of Tears](#)
- ☐ [Trail of Tears Time Stamps and Note Sheet](#)

Lesson 12: The Trail of Tears and the Resilience of the Cherokee Nation

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the Cherokee on the Trail of Tears. The video provides students with an opportunity to make connections to Essential Question 3: *How have people shown resilience, fought for their rights and resisted oppression when confronted by injustice?* (PS 3, PS 6). Afterward, students engage in a Putting It Together discussion about the Supporting Question: *How did the United States respond to Indigenous resistance? What were the consequences?* (PS 3, PS 6, RI.9, SL.1).

VOCABULARY

Trail of Tears

Lesson Standards

5.T4.5b: President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River

5.T4.5d: the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.

PS 6: NO LONGER IN USE

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



TEACHING TIP

The podcast episode [Episode 297: Claudio Saunt, Indian Removal Act of 1830](#), and the supplementary sources that are linked with it from the [Ben Franklin's World](#) podcast provide excellent background for the causes and consequences of the Indian Removal Act. The episode [Tuesday, May 23, 2023: The Remaining Promises of the Treaty of New Echota](#) from the Native America Calling podcast provides excellent current-day information about the Treaty of New Echota.

Lesson 12: The Trail of Tears and the Resilience of the Cherokee Nation

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🚩 The Trail of Tears: Reading an Informational Text to Draw Conclusions (10 minutes)

Distribute the [The Trail of Tears](#) to students and read it together as a whole class.



Check-In

Review the two comprehension questions at the end to check for understanding.

Cherokee Resilience: Identifying and Explaining Evidence (10 minutes)

Next, project **Slide 2** and explain to students that they will watch a brief clip from a video about the Trail of Tears. Explain that this isn't footage of the actual Trail of Tears because that journey happened over 100 years ago. However, the actors they see are members of the Cherokee Nation. Explain that as they watch the clip, you'd like them to keep Essential Question 3 in mind and look for evidence of the Cherokee Nation's experience to answer the question.



MAKE CONNECTIONS

Oklahoma became part of the United States as a result of the purchase of the Louisiana Territory.



TEACHING TIP

If time permits, you could show the [Trail of Tears National Historic Trail](#) about the Trail of Tears to students. It tells the story through the eyes of a young Cherokee girl and could be a powerful resource to share with your students. If you do choose to show the entire video (21 minutes), be sure to preview it in advance to be sure it is appropriate for the students in your classroom and provide adequate time to debrief students' emotions about the film.

This [Trail of Tears Time Stamps and Note Sheet](#) is a helpful resource for that activity.

After watching the video, ask students to share the evidence they saw of Cherokee resilience using the sentence frame on their handout. For example, students might share that the Cherokee:

Lesson 12: The Trail of Tears and the Resilience of the Cherokee Nation

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- Affirmed their nation and constitution as they made the journey to Oklahoma.
- Supported each other through a very difficult trip.
- Rebuilt their nation and homes in Oklahoma.
- Still exist and thrive today after enduring the oppression of the U.S. government.



Putting it Together (10 minutes)

Move to **Slide 3** and project the subcluster's Supporting Question. Lead a whole-class discussion. For the sake of time, focus on the United States' response to Cherokee resistance, as students debriefed U.S. responses to the Mashpee Wampanoag and Shawnee in Lesson 10 and the Literacy Block that followed. Regarding the Cherokee, students might note:

- The three branches of the U.S. government responded in different ways. The courts supported the Cherokee, but the president and the state of Georgia fought back harder.
- The president would not do his job and enforce the Supreme Court's decision.
- U.S. Congress passed the Indian Removal Act to try to make the Cherokee leave.
- Georgia pushed harder to make the Cherokee leave even though their actions were not legal.
- Even though the Cherokee partially adapted to U.S. ways of life, many in the United States did not care. They just wanted the land.
- The Cherokee signed the treaty and lost land, but they kept sovereignty in a new place.
- The Cherokee were resilient in the face of oppression.
- The Cherokee are still here.
- The United States made a shameful choice that went against its values: removal on the Trail of Tears. The U.S. government created the Trail of Tears National Historic Trail to educate people about this bad decision.



TEACHING TIP

In 2009, the United States formally apologized for its treatment of Indigenous people. You can see the full text of the document, [S.J.Res.14](#), at the U.S. Congress website. To read more about it, see [U.S. Apology to Native Americans: Unnecessary or Not Enough?](#) from NPR.

Lesson 12: The Trail of Tears and the Resilience of the Cherokee Nation

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If time permits, ask students to consider the U.S. responses and consequences through the lens of either Essential Question 1 or 2.

1. *Whom does it benefit, and whom does it harm, when a nation expands its territory?*
2. *Was the Early Republic shaped more by its declared values or its economic interests?*

End the class by projecting **Slide 4** of the current leaders of the Cherokee, Mashpee, and Shawnee nations that students viewed at the beginning of Lesson 7.

Ask students,

What do these images tell you about the consequences of the U.S. response to Indigenous resistance?

Encourage students to notice that Indigenous nations have been steadfast in their efforts to protect their sovereignty despite constant challenges from the United States.

Optional Literacy Block

Project **Slide 6**. Tell students that the Cherokee were not the only Indigenous nation to be removed by the United States government. The Seminole, Muscogee, Kickapoo, Potawatomi, Shawnee, and Eastern Cherokee also lost their land as a result of the Indian Removal Act. Note that three of these Indigenous nations had been part of Tecumseh's alliance.

Although time does not permit exploration of the removal stories of these other Indigenous nations in depth, it is important to note that the experiences of Indigenous nations were not all the same. One way to do that with your students would be to use the graphic-novel-style stories that are available on the Smithsonian Museum of the American Indian website. Each story is linked below and also on **Slide 7**.

1. [Potawatomi Nation](#)
2. [Muscogee Nation](#)
3. [Seminole Nation](#)
4. [Kickapoo Nation](#)



TEACHING TIP

Slide 4 shows the current leaders in 2022. Before teaching the lesson be sure to update the slide as necessary.

5. [Shawnee Nation](#)

6. [Eastern Cherokee Nation](#)

After projecting one or more of the stories and reading them with your students during a Literacy Block, ask them to write sentences comparing the experiences of Indigenous nations using the language of compare and contrast.

Start - Stop Timestamp	Take Notes on Year(s)
Beginning to 5:26 Stop when the narrator says, "They arrested Cherokees who dared to mine gold on Cherokee land."	1828
5:27 - 6:45 Stop when the narrator says, "The Cherokee would not fight removal by taking their case to the Supreme Court of the United States."	1829-1830
6:46 - 8:41 Stop when the narrator says, "we are not safe in our house."	1832-1834
8:41 - 11:08 Stop at "now the Cherokees would be forced to leave."	1835-1836

LESSON 13

Pausing for Practice: Curating Evidence to Support a Claim



Learning Objective

Organize evidence from multiple primary and secondary sources in order to support a claim, evidence, and reasoning response to an essential question of the unit.



Language Objective

Draw evidence from primary and secondary sources to support a claim, evidence, and reasoning response either orally or using sentence frames on a graphic organizer.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: In order to ensure students understand the game play, demonstrate in a “fishbowl” where a small group of students plays while others watch. Version 1 may be the best for these students.

Levels 4-5: Push students to use more sophisticated language by having them elaborate on the given sentence frames.

Lesson Context

In this final lesson of Cluster 1, students pause to synthesize the past 12 lessons by applying the content learned and skills practiced to the unit’s three Essential Questions. Students work in small groups to play a draw-and-discard game in which they compete to compile the best set of evidence to support an Essential Question. The game can be played in a variety of ways, with each round ending with a claim-evidence-reasoning framework in preparation for the unit’s Summative Assessment (PS 3, PS 6). In the process of playing the game, students also practice their literacy skills by

MATERIALS

- ☐ [Pausing for Practice Player Boards](#)
- ☐ [Claim-Evidence-Reasoning Card](#)
- ☐ [Pausing for Practice Cards](#)

Lesson 13: Pausing for Practice: Curating Evidence to Support a Claim

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drawing evidence from informational texts to support analysis and engaging effectively in a range of collaborative discussions (W.9, SL.1).

Lesson Standards

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.

PS 6: NO LONGER IN USE

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.



ADVANCE PREPARATION

Before the lesson, print and cut out cards, player boards, and claim-evidence-reasoning frameworks to have enough game sets for students to play in groups of 3–5 students. You may want to laminate the sets for future use.

✦ Pausing to Practice: Curating Evidence to Support an Argument *(30 minutes)*

Organize students into groups of 3–5 students. Students could also play this game in teams of two. Decide which version of the game you'd like to play, and proceed accordingly.

There are a total of 22 content cards and 4 steal cards in the set. You can choose to play the game with all 22 cards or condense the deck to a smaller number of cards, depending on the version of the game you play and the needs of your students.

Lesson 13: Pausing for Practice: Curating Evidence to Support a Claim

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Version 1:

Organize students into groups. Provide each student with a player card for the same Essential Question.

Place the deck of cards in the center of the table.

Have the first student draw a card and read it aloud and then decide whether it provides evidence that can be used to support the Essential Question. If it does, they can place it on their player board. If it doesn't, they can discard it by placing it in their evidence pool.

After the first turn, students continue to draw cards, but they have additional options:

1. Discard the drawn card into the evidence pool.
2. Replace the drawn card with a card on the player board and discard the player board card into the evidence pool.
3. Add the drawn card to the evidence board and keep the placed card on the board (if the player has a space).
4. Exchange the drawn card with a card in another player's evidence pool.

Additional Rules

1. Once a player discards a card, they cannot pull it out of their own evidence pool.

Steal Cards

1. There are four steal cards in the deck. These cards can be used to steal a piece of evidence from another player's board.

The game ends when all the cards have been drawn. At that point, students outline a claim-evidence-reasoning framework for the paragraph using a [Claim-Evidence-Reasoning Card](#). They can do this in writing or orally.

Judging for the best evidence and argument can be done internally within the group, by the teacher, or by a student observer.

Version 2

The same as Version 1, but each player has a different Essential Question card.

Version 3

Students work to complete two or more Essential Question cards in the same round and then select their best set of evidence for the final write-up.

Lesson 13: Pausing for Practice: Curating Evidence to Support a Claim

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Formative Assessment

Have students complete at least one claim-evidence-reasoning card in writing so that you can collect it as a Key Formative Assessment.

Slavery and the Growth of the Nation

How was slavery connected to the nation's economic and territorial growth?

CONTENTS

Lesson 14

Cotton, Slavery, and the Economics of Expansion

Lesson 15

The Cotton Gin, Cotton Mills, and Northern Connections to Slavery

Lesson 16

The Cotton Economy, Slavery, and Wealth

Overview

The framers of the Constitution explicitly protected the institution of slavery as a source of political, economic, and social power. This reality violated the nation's declared values and profoundly affected the nation's territorial and economic expansion. After the invention of the cotton gin, the nation expanded westward and into the South, onto the lands of sovereign Indigenous nations. A significant amount of this land was in the Cotton Belt. As the demand for cotton increased, so did the demand for enslaved labor used to grow and harvest it. By 1860, nearly 4 million African Americans were enslaved in the United States. Many of these enslaved persons were forced to labor on cotton plantations. Indeed, the tremendous wealth created by the cotton economy was fueled by the stolen labor of enslaved African Americans.

In Clusters 4 and 5 of Unit 3, students grapple with the reality of a labor system based on the enslavement of human beings and the enormous profits it brought to the nation in concert with full recognition of the humanity of the persons who endured it. Through these lessons, students confront this “hard history” in powerful and culturally affirming ways.

This cluster focuses on the economic aspects of the institution of slavery. Students interact with video segments, maps, and primary sources to analyze how the growth of the cotton industry was fueled by the expansion of territory, the invention of the cotton gin, the role of the Northern economy, and the sale of human beings as property.

Learning Objectives

By the end of this cluster, students should be able to...

- Explain the connection between slavery and the nation's economic and territorial growth.
- Organize information from multiple primary and secondary sources to support arguments about who

benefited and who was harmed in the Early Republic.

Vocabulary

TIER 2	TIER 3
factory invent invention	export import Industrial Revolution

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.	15-16
5.T4.5: Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.	14, 16
5.T5.1: Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.	14-16
5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.	14-15

Practice Standards

STANDARD	LESSON(S)
PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.	14-16
PS 6: NO LONGER IN USE	14-16

Literacy Standards

STANDARD	LESSON(S)
RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	14-15
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	14, 16
W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.	15-16

LESSON 14

Cotton, Slavery, and the Economics of Expansion



Learning Objective

Analyze a series of maps to explain the connection between the U.S. policy of forced removal of Indigenous nations and the expansion of slavery and the cotton economy.



Language Objective

Explain the relationship between the forced removal of Indigenous nations and the expansion of slavery by stating inferences about maps in partner discussions and whole-class discussions.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: State observations and inferences about maps in short declarative sentences following a model with sentence frames, e.g., “I see___” and “This shows___”.

Levels 4-5: State observations and inferences using complex sentence frames with more sophisticated word choice, e.g., “I observed___, which suggests that___”.

Lesson Context

Lesson 14 opens the first subcluster of Cluster 2, in which students work to answer the Supporting Question: *How was slavery connected to the nation’s economic and territorial growth?* Students begin with a spiral review activator focused on African Americans they met in Units 1 and 2. In doing so, they are reminded of the resilience, agency, and contributions of African Americans in the colonial and revolutionary eras before focusing on the economic and territorial aspects of the institution. Brief attention to a chart showing the free Black population of the United States during the Early Republic helps students to note that although this cluster is focused on slavery, not all African Americans were enslaved. After this important context-

MATERIALS

- ☐ [Lesson 14 Slide Deck](#)
- ☐ [Early Republic Map Analysis Questions](#)
- ☐ [Map Set for Analysis](#)
- ☐ [Early Republic Map Analysis Questions \(Teacher Version\)](#)
- ☐ [Gallery Walk Instructions](#)

Lesson 14: Cotton, Slavery, and the Economics of Expansion

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setting, students analyze maps to draw conclusions about the connection between the expansion of the United States' territory and the expansion of slavery (PS 3, PS 6, RI.9). The lesson concludes with a Putting It Together conversation in which students complete a diagram mapping the connection between the Indian Removal Act, the expansion of slavery, and the growing of cotton (SL.1, PS 6). In Lesson 15, students will learn about the invention of the cotton gin and the role of slavery in the Northern economy.

Lesson Standards

5.T4.5: Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.

5.T5.1: Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.

5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.

PS 6: NO LONGER IN USE

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



ADVANCE PREPARATION

The maps for this lesson work best when students can view them in color. If you have a color printer available, print copies of the [Map Set for Analysis](#) and laminate them for future use. Another option would be to arrange for students to have access to laptops or tablets for the lesson and distribute the maps digitally.

Lesson 14: Cotton, Slavery, and the Economics of Expansion

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African Americans in Colonial and Revolutionary America: Spiral Review (5 minutes)



TEACHING TIP

If time permits, you could have students do the optional [Gallery Walk Instructions](#) of African American history from Units 1 and 2.

Project **Slide 2** and ask students:

What do you remember about the people shown on this slide?

Invite students to turn and talk and then share their thoughts, providing clues to help them if necessary. Next, explain that in Cluster 2, they will focus on the role of slavery in the Early Republic and the experiences of enslaved people. Explain that as they do so, they should remember what they have already learned about the contributions, agency, and resilience of many African Americans in the United States, including the fact that not all African Americans were enslaved.

Project **Slide 3** and use the chart to show students that during the Early Republic, free Black people were living throughout the United States, even in states where slavery was allowed. Here, emphasize that free Black people had lived in the United States since colonial times and continued to do so in the Early Republic.



TEACHING TIP

For more information about free Black Americans in the Early Republic, see [Free Blacks Lived in the North, Right?](#) (PBS).



Launching the Question (5 minutes)

Organize students in groups of four and project **Slide 4** of the subcluster Supporting Question.

Have students identify the question word and keywords they know. Then, ask students to work in their groups to create two smaller questions they could ask to help answer the Supporting Question. As they share their questions, record them on the board or chart paper.

Lesson 14: Cotton, Slavery, and the Economics of Expansion

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🚩 Map Analysis: The Spread of Slavery in the Early Republic (10 minutes)

Explain that for the rest of the class, they will analyze maps to find evidence to answer the Supporting Question they just launched!

Provide each student with the [Early Republic Map Analysis Questions](#) and each table with a [Map Set for Analysis](#). Ask students to work together to analyze all the maps and answer the questions on the handout.

As students work, circulate to support their analysis and probe their understanding. You can use this [Early Republic Map Analysis Questions \(Teacher Version\)](#) to guide your conversations.



Putting it Together (5 minutes)

Bring the class back together to discuss their responses to the questions on the [Early Republic Map Analysis Questions](#). Use **Slide 5–Slide 9** to project the maps as you discuss them and the [Early Republic Map Analysis Questions \(Teacher Version\)](#) to guide the conversation. As you discuss, elevate responses that note:

- The land taken from Indigenous nations is located in the South, on land good for growing cotton.
- Cotton was grown and harvested using the stolen labor of enslaved African Americans.
- As the nation expanded its territory, slavery (and cotton production) also expanded.
- Indigenous people and enslaved African Americans were harmed when the United States expanded its territory.
- The United States and the people who made money from growing, selling, and using cotton to produce cloth benefited—The cotton industry was a national business for the United States. People in both the North and the South profited from and supported the



TEACHING TIP

Students will see this type of diagram again at the conclusion of Lesson 15. This modeling will give them practice completing the sentences independently as a formative assessment.

Lesson 14: Cotton, Slavery, and the Economics of Expansion

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cotton industry and its exploitation of enslaved African Americans.

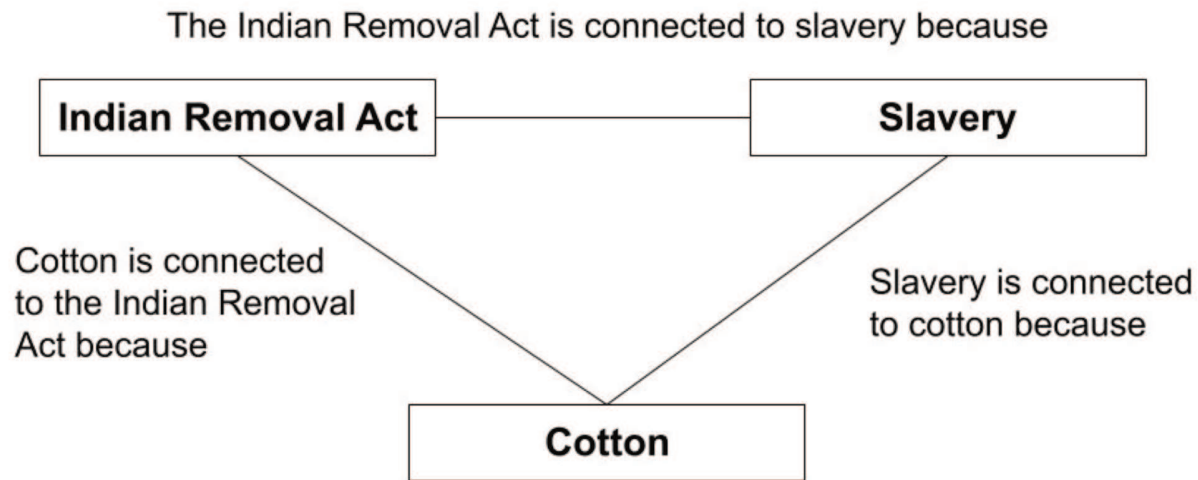
You can help students see this connection using the chart on **Slide 10**.

End the lesson by projecting **Slide 11**. Ask students to turn over their handouts to find the diagram on the back. Ask students to track the relationship between slavery, the Indian Removal Act, and the growth of cotton by completing each sentence on the diagram in their packet. Note that as they do, they should consider who benefits and who is harmed by these connections.

Record a model sentence for students on the board to capture their learning.

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?
 - It was in 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?
 - Cotton
3. Look at Map 3. What does it suggest about how the cotton in Map 2 was grown and harvested?
 - The map suggests that the cotton in Map 2 was grown using the stolen labor of enslaved African Americans.
4. Compare Maps 4 and 5. In which year did the United States have more territory — 1790 or 1840?
 - 1840
5. Compare Maps 4 and 5. What happens to the population of enslaved people as the United States expands its territory?
 - The population of enslaved people grew larger and expanded South and West.
6. What do Maps 4 and 5 tell you about the connection between the growth of slavery and the growth of the U.S.?
 - As the United States grew in territory, the number of enslaved African Americans increased as well.
7. How could you use these maps to argue who benefits and who is harmed when a nation expands its territory?
 - White men who owned African Americans as property and forced them to grow cotton benefitted. The U.S. benefitted as a whole from the wealth generated by the cotton industry. This wealth was not just in the South because much of the cotton was sent to cloth factories in the North. Factory owners also gained wealth from the cotton industry. So did merchants who sold it and bankers who helped to finance the cotton economy.
 - African Americans and Indigenous people were harmed. Their labor was stolen, and their land was taken in order to expand the nation and the growth of cotton.



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

LESSON 15

The Cotton Gin, Cotton Mills, and Northern Connections to Slavery



Learning Objective

Explain the role of the cotton gin in expanding slavery and connecting the economies of the North and the South.



Language Objective

Explain the connection between the cotton gin, slavery, and the Northern economy by writing three complete sentences using cause and effect language (“because”) to describe a diagram.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students write 3 sentences about a diagram using language copied from a note sheet and sentence frames (e.g., “_____ increased because of the invention of the cotton gin.”)

Levels 4-5: Students write 3 sentences using original language, synthesizing information from a note sheet following a teacher example (with support of sentence frames as needed).

Lesson Context

In Lesson 14, students used maps to draw conclusions about the connection between the Indian Removal Act, slavery, and cotton. In Lesson 15, students continue to focus on the economic aspects of slavery by learning about the invention of the cotton gin, its effects on cotton production and slavery, and its role in the Northern economy. Students begin by watching a video clip and using a graphic organizer to answer questions about the effect of the cotton gin (W.9, PS 6). Then, they connect the invention of the cotton gin to the increase of cotton mills in the North and the spread of slavery in the South by analyzing a map and images about the cotton industry (RI.9, PS 3). The lesson concludes with a

MATERIALS

- ☐ [Lesson 15 Slide Deck](#)
- ☐ [Cotton Gin Notesheet \(Teacher Version\)](#)
- ☐ [Cotton Gin Notesheet](#)

VOCABULARY

factory

Lesson 15: The Cotton Gin, Cotton Mills, and Northern Connections to Slavery

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formative assessment in which students write three sentences on a diagram that explains the relationship between the cotton gin, Northern cotton mills, and slavery, and apply this understanding to Essential Question 1 (W.9, PS 6). In Lesson 16, students will draw connections among the cotton economy, slavery, and wealth.

Industrial Revolution
invent
invention

Lesson Standards

5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

5.T5.1: Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.

5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.

PS 6: NO LONGER IN USE

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.



ADVANCE PREPARATION

Practice manipulating the [Cotton Mills in New England](#) before sharing it with the class. If the map legend is covering up the left side of the map, you can collapse it by selecting the three dots on the upper right and choosing “Collapse map legend.” To move the map from left to right or up and down, select and hold and then drag the hand icon. You can also use the cursor to zoom in and out. Select on the factory icon to reveal its location.

Lesson 15: The Cotton Gin, Cotton Mills, and Northern Connections to Slavery

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Activator: Inventions—Good or Bad? (5 minutes)

Begin the lesson by projecting **Slide 2**, asking the class the following questions:

*What is an **invention**?*

*Why do people **invent**?*

After a brief conversation, ask students the following question, found on **Slide 4**, and have them turn and talk to a partner before calling on volunteers to share briefly:

Do you think inventions are good or bad for society?

After students have talked and shared, explain (if they haven't already noted) that the ways that inventions are used determines whether they're good or bad for society. Tell the class that they will spend this lesson thinking about one particular invention, a machine called the cotton gin. We'll look at how the cotton gin affected the United States and its people—particularly enslaved African Americans.



SUPPORT ALL STUDENTS

For classrooms with EL students, it may be necessary to review the definitions of “invent” and “invention” using **Slide 3** at the beginning of the activator.

Video and Discussion: How Inventions Change History (12 minutes)

Before watching the video, project **Slide 5** and **Slide 6** and review the vocabulary words **Industrial Revolution** and **factory**.

Tell students that they are going to learn about the cotton gin and its role in the Industrial Revolution and factories. Project **Slide 7** to show students the question you'd like them to consider while watching the [How Inventions Change History \(for Better and for Worse\) – Kenneth C. Davis](#) video:

How did the invention of the cotton gin affect slavery in the United States?

View the [How Inventions Change History \(for Better and for Worse\) – Kenneth C. Davis](#) video, linked on **Slide 8**. Stop the video at 3:47, after the narrator says, “During the next fifty years, that number exploded to nearly four million slaves in 1860.”

Lesson 15: The Cotton Gin, Cotton Mills, and Northern Connections to Slavery

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After viewing the video, check students' understanding by having them work with a partner to complete the questions on the [Cotton Gin Notesheet](#). (Note: If you'd like to do the activity as a whole class, you can use **Slide 9** through **Slide 12**—You may need to read these aloud as the font is small.)

★ Cotton Mills in New England (13 minutes)

Quickly review students' responses to the [Cotton Gin Notesheet](#), checking that they comprehend that after the invention of the cotton gin, the number of cotton bales increased considerably, along with the number of enslaved African Americans in the United States. You can refer to this [Cotton Gin Notesheet \(Teacher Version\)](#) to guide the review. Then, project **Slide 13** and ask students,

What do you think happened to all the cotton harvested and processed using the cotton gin?

Students will likely suggest that the cotton was sold. Probe deeper by asking the questions on **Slide 14** (Select to reveal one at a time):

*Who do you think will buy the cotton?
What do you think they plan to do with it?
Where do you think that will happen?*

Students should be able to explain that the cotton would be bought by people who wanted to turn it into cloth. This would happen in factories.

Next, introduce a Google Map of cotton mills in New England. Prepare students to look at this map by projecting **Slide 21**, explaining what each icon will represent, with each factory icon representing a town where the cotton cloth was manufactured and each color representing a different New England state. Remind students that these states were free states that had all made plans to abolish slavery before the invention of the cotton gin. Next, project **Slide 22** to show the Google MyMap of [Cotton Mills in New England](#).

Ask students the questions on **Slide 23** and have them answer them orally with a partner, using the underlined phrases as sentence starters. Remind students that they may need to change the form of a word to make their response fluent, i.e., “help” vs. “helps”.



TEACHING TIP

Students will learn more about Lowell Mills and the young women who worked there in Cluster 3.



SUPPORT ALL STUDENTS

Use the images on **Slide 15–Slide 20** as a visual aid to give students a sense of how the cotton was transported and what the spinning mills looked like.

Lesson 15: The Cotton Gin, Cotton Mills, and Northern Connections to Slavery

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- *How does this map help answer the questions about what happened to the cotton?*
- *How did cotton connect the economies of the North and South in the United States?*
- *How did New England support and profit from the institution of slavery even though it was not legal in these states?*

Students should understand that the institution of slavery permeated the economy of the United States, in Southern and Northern states. One did not need to be an enslaver or to live in a state where slavery was legal in order to profit from slavery. Factory owners in states where slavery was illegal profited from the sale of cotton cloth, people in New England had jobs because of cotton mills, and merchants made money by shipping raw cotton and cloth overseas to markets. Take time to stamp this key understanding with students.

Students should also understand that not all of the cotton produced made its way to New England, as much of it was also shipped overseas to England, France, and Germany. They will see examples of the global cotton economy in the next lesson.

Project the diagram on **Slide 24**, which also appears on the students' [Cotton Gin Notesheet](#).



SUPPORT ALL STUDENTS

Slide 25 includes a version of this diagram with sentence frames if needed.

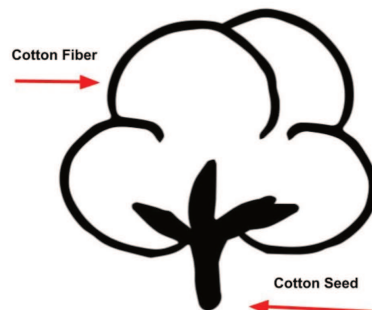


Formative Assessment

Collect the [Cotton Gin Notesheet](#) as a formative assessment, focusing your evaluation on the sentences written on the diagram about the connections.

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

Eli Whitney invented the cotton gin to separate the cotton fiber from the cotton seed. Before the cotton gin was invented, this had to be done by hand.



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?

The number of bales of cotton increased significantly after the invention of the cotton gin.

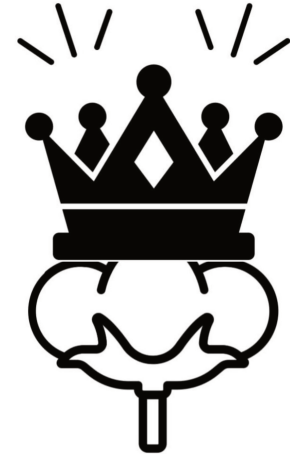
Year	Number of Cotton Bales* Produced in the United States
	*A bale is a block of cotton that had been pressed together after it is cleaned by the cotton gin. A bale of cotton weighs about 500 pounds.
1790	3,000 bales
1801	100,000 bales
1812	400,000 bales
1860	4,000,000 bales

3. Why do you think the narrator of the video said that “Cotton was king?” **(Answers will vary.)**

The narrator meant that cotton was very important and valuable. It was “in charge” or responsible for the nation’s wealth.

4. Who or what do you think cotton was the king of? Explain your answer using the word “because.”
(Answers will vary.)

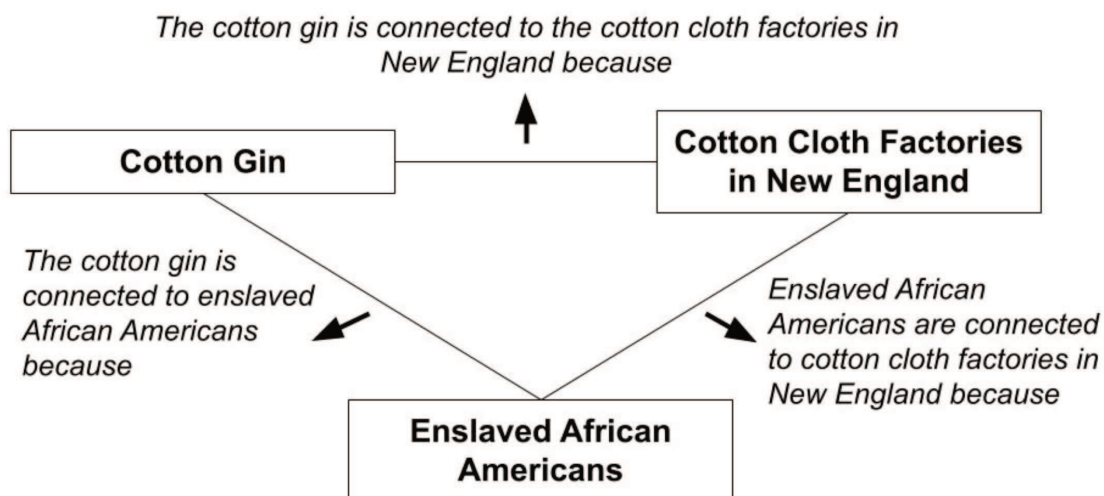
He means that it is “king” of the economy because it was worth more than all the other parts combined.



[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.

(Answers will vary.)



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?

(Answers will vary.)

LESSON 16

The Cotton Economy, Slavery, and Wealth



Learning Objective

Draw conclusions about how slavery was connected to the economic and territorial expansion of the United States by analyzing a pair of maps.



Language Objective

Argue how slavery was connected to the economic and territorial expansion of the United States using evidence from maps and images.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Complete a fill-in-the-blank (cloze) sentence with words and phrases from a word bank.

Levels 4-5: Write a complete sentence using a sentence starter.

Lesson 16: The Cotton Economy, Slavery, and Wealth

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Lesson Context

In Lesson 15, students made connections between the cotton gin, the Northern economy, and the expansion of slavery. In Lesson 16, students focus on the role of cotton in the economic expansion of the United States by analyzing and comparing a pair of maps using questions from the National Archives and Records Administration. The maps provide insight into the connection between wealth, slavery, and the forced removal of Indigenous people from their homelands as the result of the Indian Removal Act (PS 3, PS 6, RI.9). After the map analysis activity, students participate in a Putting It Together discussion of the Supporting Question: *How was slavery connected to the nation's economic and territorial growth?* (PS 6, SL.1). In Lesson 17, students will begin a subcluster focused on the lives and experiences of enslaved people.

MATERIALS

- ☐ [Lesson 16 Slide Deck](#)
- ☐ [The Cotton Economy and Wealth in the U.S.](#)
- ☐ [Cotton Economy and Wealth Maps](#)
- ☐ [Cotton Economy and Wealth in the U.S. \(Teacher Version\)](#)
- ☐ [The Cotton Economy and Slavery](#)

VOCABULARY

export
import

Lesson Standards

5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

5.T4.5: Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.

5.T5.1: Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.

PS 6: NO LONGER IN USE

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Lesson 16: The Cotton Economy, Slavery, and Wealth

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Activator: The Volume and Value of Cotton Exports (5 minutes)

Project **Slide 4** and ask students:

What do these three things have in common? 75 elephants, 40 school buses, and 3 blue whales

Let students have a bit of fun making their guesses, and then move to **Slide 5** to share that each weighs about one million pounds. Next, project **Slide 6** and explain that while some of the cotton grown in the South was shipped North to factories, *hundreds* of millions of pounds of cotton were exported to Europe. Move to **Slide 7** and explain that in the late 1850s, the United States sent 952 million pounds of cotton to Europe. Then, use **Slide 8–Slide 10** to show the equivalent weight of elephants, school buses, and blue whales.

Ask students,

What can you conclude from this information?

(The key point to grasp is a sense of the enormous volume of cotton produced by enslaved people during the Early Republic.)

Then, move to **Slide 11** and share the value of the exported cotton with students. Here, you can also share that in the early 1850s, the United States grew $\frac{2}{3}$ of the world's cotton.

Explain that in today's lesson, they are going to think about the connection between cotton and the nation's economic expansion as they consider the Supporting Question:



How was slavery connected to the economic and territorial expansion of the United States?



SUPPORT ALL STUDENTS

If appropriate for your class, pre-teach the words “export” and “import” using **Slide 2** and **Slide 3**.

✦ Connecting Slavery and Profit by Analyzing Maps (15 minutes)



TEACHING TIP

Before having students analyze the maps, acknowledge that thinking about the time when the Constitution allowed White people to own, buy, and sell Black people as property, especially considering the declared values of the United States, can be difficult and sad. However, it is important to remember that enslaved people absolutely rejected the idea that they were anything less than full human beings and practiced resistance and resilience in the face of this oppression. Foreground for students that the lives and resistance of enslaved people will be the topic of the next several lessons.

Distribute copies of the [The Cotton Economy and Wealth in the U.S.](#) Also, distribute the maps (included in the handout) or have students access the map online using the links on their handout. You can also project the maps using [Cotton Economy and Wealth Maps](#). (Accessing the maps digitally or via projection will allow students to view them in color.)

Have students work in partners to analyze the maps and answer the questions on the handout. As students work, circulate to support their learning and answer questions. You can use this [Cotton Economy and Wealth in the U.S. \(Teacher Version\)](#) to guide your conversations.



Putting it Together (10 minutes)

Bring the class together and project **Slide 14**, which shows Essential Question 1, and images of several sources from Lessons 14–16. Lead a whole-class discussion about the Essential Question, encouraging students to reference specific evidence to support their ideas. As students discuss, chart their ideas on the board or chart paper. Elevate answers that note the following:

- The removal of Indigenous people to get access to their land was harmful to them; their lives were disrupted.
- The land taken from Indigenous nations benefited those who grew cotton by generating wealth for them.

Lesson 16: The Cotton Economy, Slavery, and Wealth

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- The expansion of cotton farming into Indigenous lands harmed enslaved African Americans because it meant more of them would labor without payment or rights.
- The wealth generated benefitted enslavers and the nation as a whole—but not the people who actually did the work.



TEACHING TIP

This discussion is centered on Essential Question 1 to give students practice for the Summative Assessment. If you prefer to organize the discussion around the Supporting Question, use **Slide 15**.

Optional Video Analysis and Formative Assessment: Land, Slavery, and Liberty (5 minutes)

If time permits, show students the 3-minute PBS video [The Cotton Economy and Slavery](#) (linked from **Slide 16**). This video offers a review of the material they have covered in the past several lessons. It provides an empathetic lens for the exploration of the experiences, resistance, and resilience of African Americans in the next two lessons.

Lesson 16: The Cotton Economy, Slavery, and Wealth

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Whom does it benefit, and whom does it harm, when a nation expands its territory?		
	Map 1 - Slide 12	Map 2 - Slide 12
What do you see?	A map of the US. States. Black dots. Different colors for different states. A legend	A map of the US with dark outlines on Mississippi, Alabama, Georgia, Florida, and Tennessee. Dark patches in Mississippi, Florida, Alabama, and Georgia.
What is the map's title?	Wealth per white male by state, 1860	Indian Removal, 1830-1835
Are there colors or symbols used in the map legend? What do they stand for?	Yes. Colors. The amount of wealth (average) per white male. Lightest to Darkest is the highest to lowest amount. Dot. Each dot represents 5,000 enslaved people.	Yes. Dark green indicates land that was taken from Indigenous nations. Dark brown line shows state borders.
Why do you think this map was made? List 1 part of the map that tells you this.	To show the connection between the wealth of White people and slavery. The darkest states have the most dots showing slavery.	To show the location of the land that was taken from Indigenous nations by the Indian Removal Act. The states where land was taken are outlined in dark brown
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?	The states with the most wealth and the most enslaved people are states where Indigenous people were forcibly removed. When the U.S. decided to expand its territory, White men (and their families) benefitted. Not just those who enslaved people but also those who profited from the cotton industry – i.e., Cotton mill owners in New England. Indigenous people who had their land taken and the enslaved people forced to work on Cotton Plantations were harmed.	

African Americans’ Resistance, and Resilience

How did free and enslaved Black people resist oppression and show resilience?

CONTENTS
Lesson 17 Enslavement and Resistance
Lesson 18 Engaging with the Perspectives of Enslaved People
Lesson 19 Resistance to Enslavement

Overview

In this cluster, students will continue confronting the “hard history” and reality of a labor system based on the the enslavement of human beings and the humanity of the persons who endured it. This cluster focuses on the resistance and resilience of free and enslaved African Americans who were profoundly affected by the territorial and economic growth of the United States while being denied the promise of the nation’s declared values. Through this set of three lessons, students engage with first-hand accounts of African Americans who endured enslavement as well as secondary sources that elevate the perspectives of African Americans in the Early Republic.

This cluster is enhanced by two Literacy Blocks that allow students to engage more deeply with the resistance and resilience of enslaved African Americans. We highly recommend teaching them if time permits.

Learning Objectives

- By the end of this cluster, students should be able to...**
- Identify and explain perspectives of and about enslaved people in the Early Republic using evidence from maps and secondary and primary sources.
 - Demonstrate the resilience and resistance of free and enslaved African Americans in the Early Republic by citing examples from primary and secondary sources.

Vocabulary

TIER 2	TIER 3
oppression	coded spirituals Underground Railroad

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.	17-19
5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.	17-19

Practice Standards

STANDARD	LESSON(S)
PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.	19
PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.	17-18
PS 6: NO LONGER IN USE	17-19

Literacy Standards

STANDARD	LESSON(S)
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.	18-19

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	19
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	17-18
W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.	17-19

LESSON 17

Enslavement and Resistance



Learning Objective

Identify different perspectives of how enslaved people were perceived in the Early Republic by drawing conclusions from a secondary source.



Language Objective

Describe in writing perceptions of enslaved people in the Early Republic by answering questions about a secondary source using the phrase “according to.”



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Model for students the skill of “turning the question around” and copying the phrase “according to” from the question. Students may need help to unpack the phrase “what factors account for this perspective.”

Levels 4-5: Offer alternatives to the phrase “according to” for students to choose from, such as “as stated in” and “as mentioned in.”

Lesson Context

As students learn about the Early Republic, it is imperative that the voices and experiences of enslaved people remain central to their understanding of how the nation was built. This trio of lessons focuses on the perspectives of people who were enslaved in the Early Republic, allowing students to gain the important insight that enslaved people were neither passive nor silent about their condition. In this first lesson of the subcluster, students read a brief secondary source in order to identify the perspective held by the United States government and enslavers: enslaved people were property. Next, they consider who might hold a different perspective (PS 4, W.9). This exercise opens the door to launch the subcluster’s Supporting Question: *How did free and enslaved*

MATERIALS

- ☐ [Lesson 17 Slide Deck](#)
- ☐ [Perspectives About Enslaved People Reading](#)

VOCABULARY

oppression

Lesson 17: Enslavement and Resistance

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African Americans resist oppression and show resilience?

After a brief introduction to the WPA narratives they will work with in Lesson 18, students engage with the compelling story of Henry Box Brown, an enslaved African American who resisted oppression and showed resilience (PS 6, SL.1)

Lesson Standards

5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

PS 6: NO LONGER IN USE

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Activator: Identifying Perspectives About Enslaved People (10 minutes)

Project **Slide 2** of the map students analyzed in Lesson 16. Explain that students are going to spend a little more time thinking about how this map can help them understand the way slavery was connected to the economic and territorial expansion of the United States. Provide students with a copy of [*Perspectives About Enslaved People Reading*](#) and ask them to work with a partner to read the document and answer the three questions.

Lesson 17: Enslavement and Resistance

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**TEACHING TIP**

Northerners who profited from the labor of enslaved African Americans (for instance, factory owners and bankers) likely also viewed enslaved African Americans as property.

Next, bring the class back together and debrief their responses. Students should recognize that:

- The U.S. government viewed enslaved African Americans as property. To do so allowed enslavers to steal their labor and make money. This created wealth for the nation. A savvy student might also note that the Constitution preserved the rights of states to allow slavery to exist within its borders. Students may note that racism accounts for this perspective since White people were not enslaved.
- In states where slavery was legal, African Americans were classified as property. This allowed enslavers to profit from their labor without paying for it. In a moral sense, this was theft; in a legal sense, the enslaver was just using their property to make money, like they would use a plow or a horse. Students may note that racism accounts for this perspective since White people were not enslaved.
- For who might have held a different perspective, students will likely suggest the enslaved African Americans themselves. They may also suggest free Black Americans who lived in the United States, or abolitionists.

**Launching the Question** (5 minutes)

Explain that the sources students looked at in Lessons 14–16 allowed them to consider the connection between slavery and the nation's economic and territorial growth. However, these sources did not provide any of the details that enslaved people themselves might have used to describe who they were and how they wished to be seen. Note that historians need to know these details in order to understand slavery in the Early Republic—and there are resources where historians can learn these important perspectives! Share that in this and coming lessons, we will

Lesson 17: Enslavement and Resistance

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focus on the voices and perspectives of enslaved people as we work to answer the Supporting Question (**Slide 3**):



How did free and enslaved African Americans resist oppression and show resilience?

Ask students to identify the question word. Then, use **Slide 4** and **Slide 5** to review the definitions of **oppression** and “resilience.” If you’d like to review the definition of “resistance,” which was introduced in Unit 1, Lesson 18, and reviewed in Lesson 10 of this unit, you can use **Slide 6**.

Project **Slide 7**. Explain that rather than generating questions for this Supporting Question, we will let the people who experienced enslavement speak for themselves. Tell students that we can never know what it was like to be an enslaved person, but we can learn about their lives by accessing their words. Be sure to note that only a small portion of the words of those who experienced slavery were preserved.

Project **Slide 8** and tell students that one resource historians have to learn about the experiences of people who were enslaved is the memoirs written by people who were enslaved and escaped to freedom. Some of the most famous were the memoirs written by Frederick Douglass in [Narrative of the Life of Frederick Douglass, an American Slave](#), Solomon Northup in [Twelve Years a Slave](#), and Harriet Jacobs in [Incidents in the Life of a Slave Girl](#).

Next, explain to students that another type of source historians have for learning about the experiences of people who were enslaved is interviews that were done in the 1930s with people who had experienced slavery in their youth. Tell students that people born into enslavement before the institution was abolished in 1865 (with slavery being abolished after the Civil War) lived well into the 20th century. Project **Slide 9** and reveal that in the next class, they will look at the perspectives of two people who were interviewed as part of this project: John W. Fields and Sarah Frances Shaw Graves. But today, they will learn about another enslaved African American who resisted oppression and showed resilience—Henry Box Brown.



TEACHING TIP

Students will engage with the story of Henry Box Brown at the end of the lesson. Let the image on **Slide 5** pique their curiosity!

Lesson 17: Enslavement and Resistance

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The Remarkable Story of Henry Box Brown **Brown** (10 minutes)

Project **Slide 10**. Explain to students that they are going to watch a video to learn about Henry “Box” Brown, who was just one of many ingenious people who came up with ways to resist the system of slavery.

Show students the following clip from [Tera Hunter: Teaching Hard History: American Slavery, Key Concept 5](#), a video about Henry Box Brown in Learning for Justice's “Teaching Hard History” series.

After watching the video (or reading the book), lead a discussion with students on the following questions:

- *What do you think about what you just heard?*
- *What are two ways Henry Box Brown resisted slavery?*
- *After escaping, how and why did Henry Box Brown continue to resist?*



TEACHING TIP

This video has been clipped to skip the beginning, which documents Brown's distressing separation from his wife and children. You may view the entirety of the video for background here: [Tera Hunter: Teaching Hard History: American Slavery, Key Concept 5](#).



TEACHING TIP

If you have more time or would like to extend into a Literacy Block, you could also read the book *Henry's Freedom Box* by Ellen Levin, illustrated by Kadir Nelson. You can purchase it from your local bookstore or look for it at your school or local library. You can also try to access a video read-aloud on YouTube.

Lesson 17: Enslavement and Resistance

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LESSON 18

Engaging with the Perspectives of Enslaved People



Learning Objective

Analyze documents from the perspectives of people who experienced enslavement to identify examples of how they showed resilience and resisted oppression.



Language Objective

Describe the lives of two enslaved people in writing, using evidence from a text, adjectives, and the word “because.”



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students write a sentence such as “This person’s life was _____ (adjective) because _____ (evidence)” by selecting adjectives from a word bank and copying evidence from the text.

Levels 4-5: Students write several sentences using evidence paraphrased from the text and a sentence frame such as “Based on the text, I believe this person’s life was _____ (adjective) because _____ (evidence).”

Lesson Context

In Lesson 18, students continue to engage with the voices and perspectives of African Americans enslaved in the Early Republic. Here, they work with narratives of formerly enslaved people collected by the Works Progress Administration in the 1930s and identify textual evidence of oppression, resistance, and resilience using a graphic organizer (PS 4, PS 6, RI.6, W.9). After analyzing the narratives, students participate in a Putting It Together discussion where they share evidence as they discuss the Supporting Question: *How did free and enslaved African Americans resist oppression and show resilience?* (PS 6, SL.1). In Lesson

MATERIALS

- ☐ [Lesson 18 Slide Deck](#)
- ☐ [Narratives from Formerly Enslaved People](#)
- ☐ [Slavery and SEL Organizer](#)

Lesson 18: Engaging with the Perspectives of Enslaved People

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19, students will wrap up the subcluster by learning about coded spirituals and reading excerpts from Frederick Douglass' autobiography.

Lesson Standards

5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

PS 6: NO LONGER IN USE

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Lesson 18: Engaging with the Perspectives of Enslaved People

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🚩 Learning From the Voices of Formerly Enslaved People (20 minutes)

Project **Slide 2** to remind students that today, they will read the narratives from two formerly enslaved people, John W. Fields and Sarah Frances Shaw Graves. Provide each student with a [Narratives from Formerly Enslaved People](#) handout. Before beginning, be sure to note that the experiences of enslaved persons were not all the same and that these are just two accounts. Still, by reading these interviews, we can gain a valuable window into experiences of enslavement. Also, note that students might notice the words “slave” and “master” in these narratives. Use the teaching note below to explain to students why they may encounter this language. Finally, show students that the bolded words can be found in the glossary to accompany each narrative.

Project **Slide 3** and explain to students that they will be analyzing the two excerpts to answer the Supporting Question:



How did free and enslaved African Americans resist oppression and show resilience?

As a final note for students before they engage with the narratives, note that resistance and resilience by enslaved African Americans took many forms. Henry Box Brown's actions were big and bold. However, other enslaved people may not have made the same choices because their circumstances differed. Encourage students to see their acts of holding onto their identities as human beings when others wanted to treat them as property as both resistance and resilience. This note should help them analyze the Sarah Frances Shaw Graves narrative.



SUPPORT ALL STUDENTS

Learning about the experiences of people who were enslaved can be hard because people were treated cruelly and as if they had no rights. Let students know that it's okay to stop and focus on their feelings. You may want to provide students with this [Slavery and SEL Organizer](#). The prompts also appear on **Slide 7**.



TEACHING TIP

Students may notice that in these sources, formerly enslaved people referred to themselves as “slaves” and the people who enslaved them as “masters.” Let them know that the language used to name, classify, and describe people and communities has changed over time. In the 19th century, this was a common way of identifying and describing the experience of enslavement. Remind students that we can accept these words in historical context but that “enslaved person” or “enslaved people” is our preferred term now since it emphasizes the fact that they are people, rather than the condition of enslavement. Likewise, “enslaver” is preferred to master because it emphasizes the effort taken to exert power.



Formative Assessment

As they read the documents, students should capture examples of oppression, resistance, and resilience on their graphic organizers.

Collect these at the end of the class as a formative assessment.



Putting it Together (10 minutes)

With about 10 minutes left in class, bring students back together to discuss their findings. Project **Slide 4** of the graphic organizer and invite students to share their examples and evidence, charting them on the board as they do. If you'd like to project the text of the narratives, you can use **Slide 5** and **Slide 6**.

As students discuss, be sure to make room for their questions and reactions to the experiences of Fields and Graves. This is important for social and emotional development.

Students may note the following about John W. Fields:

- He had to work long, hard days and was not paid (inferred)
- He was not fed well.
- He was taken from his family when he was just 6.
- He didn't have a bed.
- He formed a community with other enslaved people, and they talked at night.

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- He worked to learn how to read and educate himself.
- He survived these very difficult circumstances and lived to tell others about them.

Students may note the following about Sara Frances Shaw Graves:

- She was taken from her father when she was just a baby.
- They didn't tell her Mama where her father was (maybe because they were afraid she would try to self-liberate to be with him?).
- She worked very hard (water is heavy!) and was not paid (inferred).
- She was able to be with her mother.
- She pretended to be busy so she wouldn't get in trouble.
- She made mittens for herself.
- She survived these difficult circumstances and lived to tell others about them.



TEACHING TIP

In the 1930s, the federal government hired writers as part of The Federal Writers Project to interview formerly enslaved people about their experiences. Without these records, the voices of many people who endured enslavement in the United States would be undocumented. Today, more than 3,500 interviews of formerly enslaved persons are available to historians and an important resource for learning about the past. Students will look at two excerpts modified to be grade-level appropriate from the resource [Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938](#), which includes many of these interviews.

Although the interviews are a valuable resource, it is important to note that the interviews are complicated texts. Episode 11 from Season 2 of Learning for Justice's Teaching Hard History podcast, [Using the WPA Slave Narratives](#), explains that those interviewed were children at the time of enslavement and thus may have been protected by family members from the era's worst abuses. The episode also explains that the interviews were conducted primarily by White women in the Jim Crow South. As a result, the power dynamics of race in the 1930s South have to be taken into account when considering what is and is not said in the interviews.

Lesson 18: Engaging with the Perspectives of Enslaved People

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LESSON 19

Resistance to Enslavement



Learning Objective

Explain how enslaved persons used coded spirituals and learning to read to resist oppression using evidence from a video and a primary source.



Language Objective

Argue how free and enslaved African Americans showed resistance and resilience using evidence from a source bank and a paragraph frame.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: In writing, list two examples of resistance using a reference sheet of connector words (*first, second, one example, another example*) and simple declarative sentences.

Levels 4-5: In writing, list two or more examples of resistance using connector words and elaborating with complex sentences (*"In addition to _____, some enslaved people resisted by _____"*).

Lesson Context

In Lesson 19, the final lesson of the subcluster, students encounter two additional examples of resistance, coded spirituals and Frederick Douglass's account of learning to read and write, and analyze these sources using their speaking and listening skills. In the second part of the lesson, students select two pieces of evidence from a set curated from the lessons of the subcluster and complete a paragraph frame in response to the Supporting Question: *How did free and enslaved African Americans resist oppression and show resilience?* (RI.6, RI.9, W9). In doing so, they practice the skills needed for the Summative Assessment, including organizing information from multiple primary and secondary sources to support arguments (PS 3) and using evidence to support claims using disciplinary reasoning (PS 6).

MATERIALS

- ☐ [Lesson 19 Slide Deck](#)
- ☐ [Resilience and Resistance Sources](#)
- ☐ [Frederick Douglass: Learning to Read and Write](#)
- ☐ [Go Down Moses: Spiritual T-Chart](#)
- ☐ [Slave Revolts in the Early Republic](#)

VOCABULARY

coded spirituals

Lesson 19: Resistance to Enslavement

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Underground Railroad

Lesson Standards

5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.

PS 6: NO LONGER IN USE

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Coded Spirituals (10 minutes)

Explain that today students will learn how enslaved people resisted their oppression as a community through songs. These songs, known as **coded spirituals**, contained secret messages embedded in the lyrics. Share that they will learn about coded spirituals by watching a brief video clip. Project **Slide 2** and show students the questions they will work to answer:

- *Why did coded spirituals have a double meaning behind the words?*
- *What is one example of a literal meaning and a hidden meaning?*

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- *Why would enslaved people sing coded spirituals about running away and rebelling?*

Before showing the clip, pre-teach the term “coded spirituals” using **Slide 3** and the term **Underground Railroad** by using **Slide 4**.

Access the link to the video clip [Coded Spirituals: PBS Learning Current](#) (2:28) on **Slide 5**. This PBS video explains the role coded spirituals played in daily life for enslaved people, particularly as they relayed information in coded language to avoid the detection of the enslavers.

**TEACHING TIP**

Some people escaped from slavery, but not all were able to do so. Slavery was designed to keep them from acting freely. Running away was dangerous, and enslaved people who tried to flee risked their lives. They also made difficult choices about leaving behind family members who might be harmed because of their decision to escape. Explain to students that most enslaved people did not run away for these reasons, but this does not mean they accepted their conditions. Despite the many restrictions imposed on them, they fought back in their daily lives, often in less noticeable but also meaningful ways.

Briefly discuss the clip and the explanation that coded spirituals possessed double meanings, allowing enslaved people to convey information about plans to escape, for instance.

Note: This activity briefly introduces students to coded spirituals. If you'd like to spend more time on this topic, you can teach the Literacy Block Extension: Music as Resistance.

**MAKE CONNECTIONS**

If time allows, you could also show students images from [6 Incredible Places Around Massachusetts That Were Once Part of the Underground Railroad](#), which documents stops on the Underground Railroad located in Massachusetts.

Lesson 19: Resistance to Enslavement

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Frederick Douglass's Autobiography: The Power of Literacy (10 minutes)

Project **Slide 6** to show students the image of Frederick Douglass. Explain that he was born into slavery around 1818 and taught himself to read and write while enslaved in Maryland. Explain that he escaped to freedom and became an abolitionist.

Note that Douglass's speaking and writing skills were so powerful that he became the most famous formerly enslaved person in the entire nation and possibly the entire world. He also became the most respected leader of the abolitionist movement. Share with students that you'd like them to have a chance to appreciate his writing, resilience, and resistance by listening to an excerpt from his 1845 autobiography.

Explain that as you read it aloud, you'd like them to follow along and snap their fingers (or give a thumbs-up) every time they hear an example of Douglass's resistance and resilience.



TEACHING TIP

Reading and writing were often prohibited for enslaved people. Throughout the South, laws were passed restricting enslaved people's rights to education because enslavers feared they would be able to read abolitionist literature, communicate with one another through written correspondence, forge documents, and more effectively resist the institution of slavery.



MAKE CONNECTIONS

Frederick Douglass commented on coded spirituals in his autobiography. He wrote:

"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."

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

If time permits, present this quote to students. Ask them how it shows the importance of understanding point of view and perspective. It is also included in the Literacy Block extension.

Use **Slide 7–Slide 10** to read the text out loud to students with a strong voice, pausing to allow for "snaps." If you'd like a hard copy of the excerpt, you can find one at [Frederick Douglass: Learning to Read and Write](#).

Assure students that they will learn more about Douglass in Unit 4, when they study the Civil War and its aftermath.

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Check-In

When you are done, ask students to share one example of Douglass's resistance or resilience that they find particularly interesting or inspiring with their neighbor before debriefing as a whole class.



Formative Assessment: Resilience and Resistance in the Early Republic *(10 minutes)*

Distribute copies of the [Resilience and Resistance Sources](#) handout to students. Explain that they should look over the sources and choose two they would like to use as evidence to support a claim in response to the Supporting Question:



How did free and enslaved African Americans resist oppression and show resilience?

After they select their evidence, explain that they should use it to complete the claim, evidence, and reasoning paragraph frame. Collect this as a formative assessment.



TEACHING TIP

Since this activity will serve as a key formative assessment for the unit, you may want to extend this activity into a Literacy Block to gather the most accurate data on student progress.

Optional Literacy Block: Music as Resistance

Explain to students that they'll work to find the hidden (or coded) messages in a spiritual by listening to and analyzing the lyrics of "Go Down Moses." Play the coded spiritual [Go](#)

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[Down Moses](#) (3:16) for the class. Have the students listen for words they think could have a double meaning.

Next, distribute the [Go Down Moses: Spiritual T-Chart](#), which includes the lyrics, to each student. Play the song again for students, asking them to circle or underline words they think have a coded meaning. After this second listen, give students a few minutes to work with a partner to fill out the second column. Here, they should explain their ideas for the coded meaning and what is actually being expressed in the spiritual.

Ask students to share examples of potential double meanings from the spiritual. Begin with the phrase, “Let my people go,” and the references to “Israel” in “Egypt land,” and ask them what they think these lyrics could mean. Listen to students’ responses and, depending on what is shared, build on them by describing how the lyrics reference the story of the Exodus from the Bible. This story is about when the people of Israel were taken captive in Egypt, a foreign land where they were subjected to cruelty and forced labor. Ask students what the coded meaning could be. Why might the story of captivity in Egypt appeal to enslaved people in the United States?

Bring the lesson to a close by directing students’ attention to the passage (adapted for the 5th-grade reader) on the second page of the [Go Down Moses: Spiritual T-Chart](#). Frederick Douglass wrote this passage in his 1845 memoir, *Narrative of the Life of Frederick Douglass*.

Ask students to turn and talk about the two questions below the quote and then record their answers on their papers.

Finally, lead a whole-class discussion of their responses.

Optional Literacy Block: Slave Rebellions

This literacy block activity focuses on slave rebellions and prompts students to consider their effectiveness.

First, explain to students that between 1526 and 1864, there were 313 documented revolts by enslaved people in the territory that is now the United States. They will be looking at just three of these revolts.

Divide students into three groups and provide each with copies of one of the three accounts of a slave revolt that

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happened in the Early Republic: Gabriel's Rebellion (1800), Nat Turner's Rebellion (1833), or the German Coast Uprising (1811). They can be found in the [Slave Revolts in the Early Republic](#) document.

Note: Slave revolts and the backlash against the participants tended to be quite violent. The details of these revolts have been presented in a way that is appropriate for the 5th-grade reader. Still, consider the social-emotional needs of your students before teaching this literacy block.

As they read their summaries, ask students to put a "+" next to things they think made the slave revolt they are reading about effective and a "—" next to things they think made the slave revolt ineffective. Remind students that depending on their priorities, people can have a different idea of what is effective (what works).

Note: This activity comes after an inquiry cycle examining how Indigenous communities resisted when encroached upon and dispossessed by the United States. Avoid making false equivalencies between Indigenous resistance and the conditions, tactics, and motivations of those who engaged in slave rebellions; while there are similarities, the differences in circumstances are also significant. For example, enslaved African Americans were not conducting foreign policy when they resisted. Another critical difference is that the government of the United States had explicitly denied the humanity of enslaved people and considered them property.

After students have completed their readings, hand them a copy of the last page of the [Slave Revolts in the Early Republic](#) packet and ask them to take a position on the question,

Were slave revolts effective?

Instruct students to choose a side: either "yes" slave revolts were effective, or "no" slave revolts were ineffective. Ask them to move into the group that represents their position. Next, give students about 5 minutes to develop a claim and supporting evidence for their position and choose representatives to present it. Allow the "yes" and "no" sides to present, and then allow students to present additional evidence if they would like. Then ask,

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How can we reconcile these two positions?

Invite students to choose one of the two statements and complete the sentence frame, or craft one as an entire class.

*Although slave revolts _____,
they could still be considered effective because they _____.*

*Although slave revolts _____, they were
largely not effective because _____.*

Note: Time permitting, an additional source that could be shared with students in a whole-class read is [Nat Turner's Slave Rebellion](#) by Michael Burgan. This source provides a more concentrated and elaborate narrative of one slave rebellion.



TEACHING TIP

The article [Black Spirituals as Poetry and Resistance](#) from the New York Times Style Magazine is an excellent resource for teachers wanting to know more about the tradition and meaning of coded spirituals.

Lesson 19: Resistance to Enslavement

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The Economy of the Early Republic

Who did the economy of the Early Republic benefit, and who did it harm?

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Overview

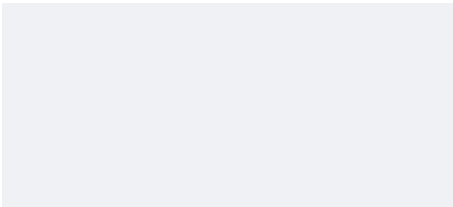
This cluster begins with a study of the civic and economic importance of education to the nation's early success. In doing so, students engage with the idealism of the period as well as the shortcomings of the nation in extending opportunities to all as they prepare to study the fight for educational access as a key component of the Civil Rights Movement in Unit 4. After engaging with the topic of education, students are introduced to the industries and workers of the Early Republic through a set of research-based activities.

In these lessons, students experience the diverse voices of people who contributed to the growth of the Early Republic and work to analyze the interconnectedness of the economic ecosystem of the nation and the lives of the people who worked within it. In seeing the work and workers of the Early Republic connected through both cooperative and exploitative relationships, students are able to appreciate the complex relationship between economic interests and the nation's declared values and consider the role that diverse peoples played in building the nation. Throughout these lessons, students consider multiple perspectives, identify evidence, and make claims about the work and workers of the Early Republic. In doing so, they practice historical reasoning, revisiting the unit's three essential questions before the Summative Assessment.

Learning Objectives

By the end of this cluster, students should be able to...

- Identify and explain the argument for public education in the Early Republic using evidence from primary sources.
- Organize information from multiple sources to describe and analyze an industry of the Early Republic and its workers.
- Explain how diverse peoples helped to build the economy of the Early Republic using evidence from



- multiple sources.
- Make an argument about who benefited and who was harmed by the economy of the Early Republic using evidence from multiple sources and disciplinary reasoning.

Vocabulary

TIER 2	TIER 3
expert industry	public school

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
5.T1.7: Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.	20
5.T1.7c: Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall).	20
5.T4.1: Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.	20
5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.	21-24

Practice Standards

STANDARD	LESSON(S)
PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.	20-23
PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people’s perspectives.	20, 22
PS 6: NO LONGER IN USE	22-24

Literacy Standards

STANDARD	LESSON(S)
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.	20
RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	22-23
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	20-21, 23-24
W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.	22-23

LESSON 20

Building the Early Republic: The Civic Value of Education



Learning Objective

Analyze perspectives about public education in order to identify its purposes in the Early Republic.



Language Objective

Read primary sources in order to summarize and compare perspectives about public education in the Early Republic using a graphic organizer.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Pair students thoughtfully so that students who need more support while reading can work with stronger readers. Students at this level can benefit from writing ideas in the thought bubbles before the pair-share and class discussion.

Levels 4-5: Provide sentence stems for the class discussion that use compare/contrast language. Use a class discussion structure or protocol to ensure equitable participation.

Lesson Context

In Cluster 2, students considered education as resistance by enslaved people who were denied the right to literacy. Lesson 20 provides a segue between Clusters 2 and 3 by focusing on the role of public education in the Early Republic. Students begin with a quick introduction to the concept of public education by making predictions about the purpose of Lot 16 in the planned towns of the Northwest Territory (PS 3) before learning the land was reserved for the building of a public school. Next, they consider why education was important to the new nation by analyzing quotes providing the perspectives of three individuals: George Washington; an unknown woman in Norwich, Connecticut; and Prince Hall, a

MATERIALS

- ☐ [Lesson 20 Slide Deck](#)
- ☐ [Education in the Early Republic](#)
- ☐ [Education in the Early Republic Quotes](#)
- ☐ [Education in the Early Republic \(Teacher Version\)](#)

Lesson 20: Building the Early Republic: The Civic Value of Education

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free Black man whose children were denied education in Boston. In doing so, they gain practice with analyzing points of view and perspectives, skills that are included in the Summative Assessment (PS 4, RI.6). The lesson concludes with a discussion of their findings and the opportunity to discuss what the three individuals may have thought about the others' points of view (SL.1). In Lesson 21, students will consider how education aligned with the economic interests of the Early Republic as they launch the Supporting Question for the cluster: *Who did the economy of the Early Republic benefit, and who did it harm?*

VOCABULARY

public school

Lesson Standards

5.TI.7: Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.

5.TI.7c: Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall).

5.T4.1: Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Lesson 20: Building the Early Republic: The Civic Value of Education

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Making Predictions: Public Education in the Early Republic (5 minutes)

Project **Slide 2** and explain the grid image to students, sharing that each state of the Northwest Territory was broken into towns. Each town had 36 lots for settlers. However, the government set aside Lot 16 for a very particular purpose. Ask students:

What do you think Lot 16 was for?

Ask students to share their guesses before sharing that Lot 16 was set aside to build a public school! Project **Slide 3** to share the definition of **public school**.

Use **Slide 4** to explain that the idea of public school was new and exciting. Explain that education was historically only available to rulers, religious leaders, and very wealthy people who paid for private tutors. (The exception to this was religious traditions where people needed to read the words of scripture, such as Christianity, Islam, and Judaism.) But public education made it available to all types of people.

Project **Slide 5** and share that although providing public education was an important step for the new nation, it was not available to all of “We the People.” Explain that access to public education was limited for African Americans living in the Early Republic. Move to **Slide 6** to remind students that educating an enslaved person in the United States was illegal.



TEACHING TIP

Since the title of the lesson and the cover slide picture might give away the answer to the activator, you may choose not to project Slide 1 at the beginning of the lesson.



TEACHING TIP

If you'd like to review the location of the Northwest Territory, click the link to show a map. The map slide includes a link to return you to Slide 2.



TEACHING TIP

Be sure to keep pace through this introductory activity. **Slide 2–Slide 6** are important to provide context for the lesson. However, the quote analysis that follows is the key activity of the lesson.

Analyzing Point of View and Perspectives: Public Education in the Early Republic (15 minutes)

Organize students into pairs. Provide each student with a [Education in the Early Republic](#) student handout, and each pair with a set of the three quotes.

Project **Slide 7** and explain that in this activity, they will work to understand why different people thought education was important in the Early Republic.



SUPPORT ALL STUDENTS

If students could benefit from modeling, you could analyze the George Washington quote as a whole-class exercise.



MAKE CONNECTIONS

To help students make conclusions about why the woman in Norwich, CT, held her point of view about education. It may be helpful to remind them of Abigail Adams's letter to John Adams, where she admonished him to "remember the ladies."

You can use **Slide 14** to review Prince Hall with students. They learned about him in Unit 2.

Project **Slide 8** and explain that they should read each source and then work together to answer the two questions on the graphic organizer.

Provide students with about 15 minutes to complete this task.

Discussion: Comparing Viewpoints on Education in the Early Republic (10 minutes)

Bring the whole class together to share their findings. You can use **Slide 9–Slide 11** to project the quotes from each speaker as you discuss. Use this [Education in the Early Republic \(Teacher Version\)](#) of the graphic organizer to guide their conversation.

After reviewing their analysis of the three quotes and allowing time for discussion and questions, project **Slide 12**. Invite students to turn and talk with their partners about what the three individuals might like to say to one another about their points of view on education. For example, how

Lesson 20: Building the Early Republic: The Civic Value of Education




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might they agree or disagree with the opinions of the other two? (Note: If you'd like students to write out their responses, a copy of **Slide 12** with the speech bubbles can be printed on the back of the graphic organizer.)

End the class by having students share their comments with the rest of the class. If you had students write their responses, you could collect them as a formative assessment.

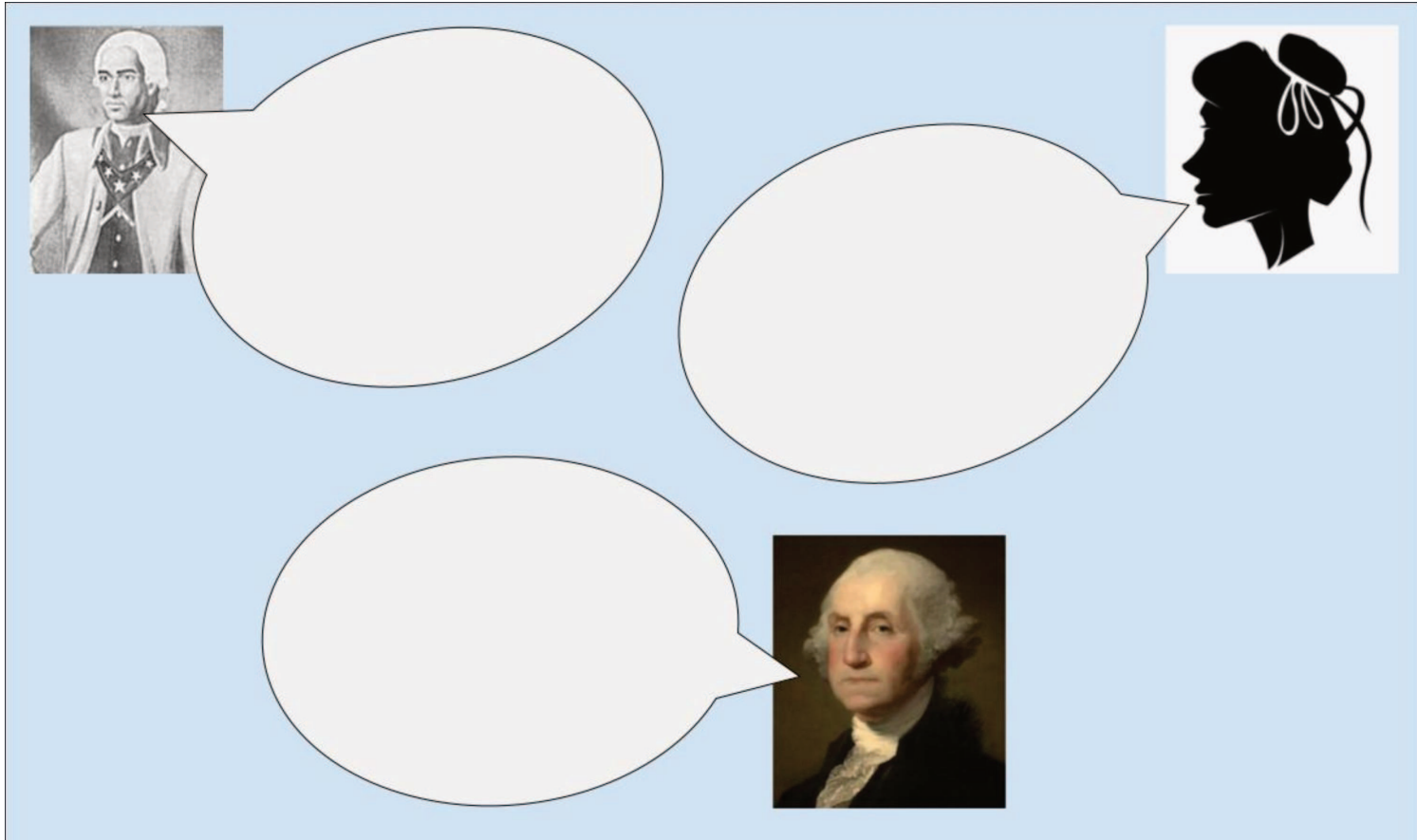
**TEACHING TIP**

To learn more about the role of women in raising good citizens in the Early Republic, see [Women of the Republic](#) from the Museum of the American Revolution.

Author	Why did they believe education is important?	Why did they have that point of view?
 George Washington	Washington believes education is important because the United States is a democracy (as opposed to a monarchy). He believes that people need to be educated to make good choices when they participate in government. Educated citizens can listen to different opinions and make informed decisions.	<p>Washington was the first president and was in charge of the executive branch of the government - a Republic.</p> <p>He played a role in designing this government, so he is well aware of the role of “we the people” in the nation's future success.</p>
 Unknown Woman	The Unknown Woman believes that education is important because women need to be able to teach their sons how to be good citizens.	<p>Women do not have power in the nation. In most places, they cannot vote or hold office. Abigail Adams wanted the writers of the Constitution to “remember the ladies,” but they did not. Influencing their sons provides a way to have a voice.</p> <p><i>*It is important to note here that it was not illegal to educate women. However, in most cases, other than teaching, they had limited opportunities to put that education to use.</i></p>
 Prince Hall	Prince Hall believes education is important to his children's future. He believes that the United States is a “land of light” and that public education is the key to providing access to opportunity.	<p>He believes that since he pays taxes (just like White people), his children are entitled to attend public school. He wants them to have equal opportunity</p> <p>He was a patriot in the Revolutionary War. He supports the values of freedom and equality. He wants his children to be able to be good citizens in the nation he fought to create. He fears his children will be discriminated against because they are uneducated and Black. As a person who had experienced slavery, he understands the power of education.</p>

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 like to 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)

LESSON 21

The Economy and Workers of the Early Republic



Learning Objective

Make predictions about a specific industry and its workers during the Early Republic using a set of guiding questions.



Language Objective

Make written predictions about the benefits and harms of different industries of the Early Republic using discipline-specific terms for types of workers.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Give students time to translate or review the names of the different industry workers and match them to images on Slide 1 of the slide deck before assigning groups. Provide a sentence frame or sentence starter for predictions for Questions 1 and 2 on the handout.

Levels 4-5: Challenge students to explain their predictions on the handout by answering in complete, elaborated sentences using the terms “benefit” and “harm” correctly, providing model sentences if necessary.

Lesson Context

In Lesson 20, students analyzed sources to understand the civic importance of education to the growth of the Republic. Lesson 21 begins with a consideration of how education supported the economic interests of the nation. Here, students visit the themes of the Essential Question: *Was the Early Republic shaped more by its declared values or economic interests?* and launch the Supporting Question: *Who did the economy of the Early Republic benefit, and who did it harm?* (SL 1). In the second half of the lesson, students prepare for the research they will do in Lesson 22 by reviewing key vocabulary for the cluster (“industry” and “expert”) and collaborating with group partners to make

MATERIALS

- ☐ [Lesson 21 Slide Deck](#)
- ☐ [Industry and Worker Predictions](#)
- ☐ [Cluster 6 Planning Document](#)

VOCABULARY

expert
industry

Lesson 21: The Economy and Workers of the Early Republic

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predictions about the work and workers of their assigned industry (PS 3).

Lesson Standards

5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



ADVANCE PREPARATION

- Before beginning Lesson 21, assign students to research groups. This [Cluster 6 Planning Document](#) provides a list of the expert groups, resources, workers, and the suggested number of students for each one.
- Print out the industry descriptions and worker biographies for each of the occupations or have devices available for students to view them. Digital devices are also needed to view the optional multimedia sources.

Activator: Making Connections: The Economic Importance of Public Education

(5 minutes)

In this unit, we have been thinking about how the nation's declared values and economic interests shaped the Early Republic. Yesterday, we discussed why education was important to the nation's declared values. But it was also important to the Early Republic's economic interests. Why do you think that was the case?

Project **Slide 2** and ask students to brainstorm why education would be important to the nation's economic interests. Invite them to share their ideas back popcorn style. For example, students might offer that:

Lesson 21: The Economy and Workers of the Early Republic

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- People needed jobs.
- There was a lot of work to be done to build and expand the nation.
- The nation needed money to support itself now that it was independent.
- People needed the training to do jobs that the British government or officials used to do.
- More people wanted to start businesses as the country expanded, etc.

As students speak, record their ideas on the board, elevate responses acknowledging that as the nation grew, so did its population and economy.



Launching the Question: Supporting Question Launch (10 minutes)

Project **Slide 3** and explain the importance of teachers in the Early Republic. Then, explain that in this unit, students are going to work to understand the roles of many different people who contributed to the growth of the nation's economy.

They will be answering the Supporting Question (**Slide 4**):



Who did the economy of the Early Republic benefit, and who did it harm?

Remind students that whenever we set out to answer a question in social studies, we want to take time to think about two things: words and questions.

- **Words:** *What is the question word? What keywords or ideas do I already know in this question?*
- **Questions:** *What smaller questions could I ask to help answer the big question?*

As a class, ask students to share the words and ideas that are familiar within the question. Chart their responses.

In pairs or small groups, ask students to brainstorm at least two questions that could help them answer this larger

Lesson 21: The Economy and Workers of the Early Republic

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question, then have groups share them with the class. Record the class's questions as they go. Keep the student questions on display for the remainder of the cluster.

As students work to launch the Supporting Question, listen for mention of the cotton industry and the work of enslaved people whose labor was used to fuel the enormous profits that the growth of cotton created. Students should be able to recognize that the growth of the cotton economy harmed enslaved people. Elevate these comments to draw attention to this work.

If students do not mention this work independently, probe a bit to draw it out. Recalling this work and the role of enslaved labor in the economy of the Early Republic will be important for the activities in the rest of the cluster.



MAKE CONNECTIONS

Bridgewater State University was originally called the Bridgewater Normal School and was founded to educate teachers.

✦ Expert Groups and Predictions (15 minutes)

Project **Slide 5** and review the definition of the word **industry**. Explain to students that in this group of lessons, they will learn about industries whose workers contributed to the growth of the nation's economy during the Early Republic. Acknowledge that it would be impossible to cover every industry and occupation in the Early Republic. Note that these lessons will focus on new or vastly expanding types of work during this period.

Next, use **Slide 6** to review the definition of **expert** for students. Tell students that historians rely on experts to help them understand specific details of a time period, group, or event that they want to learn more about. Many historians are experts themselves. Experts often share their knowledge by teaching, writing books, giving lectures, and participating in interviews. Explain that they will work to become experts on a particular industry and its workers during the Early Republic.

Lesson 21: The Economy and Workers of the Early Republic

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Assign student groups by industry so that students will know the topic they will be researching and who their work partners will be. Explain that tomorrow, they will receive a packet of information and work to make One-Pagers about their industry and its workers.

To wrap up the lesson, distribute a copy of the [Industry and Worker Predictions](#) document to each group or student and ask them to answer one or more of the questions on the handout.

If time permits, end the lesson by asking students to share some of their predictions.



TEACHING TIP

This group of lessons uses a slightly adapted version of Essential Question 1. The nation's economic growth is inextricably linked to its territorial growth, but making this small change for these lessons will make it less confusing for students to make connections.

Cluster 6 Planning Document

#	Industry & Workers	Resources *Indicates a laptop/tablet is necessary to access links to the resource.	Students
1	Whaling (3-4 students) <u>For stronger readers</u> <ul style="list-style-type: none"> Industry Summary Worker Bios: <ul style="list-style-type: none"> Crew Workers Absalom Boston - Ship Captain 	<u>Whaling</u> *	1. 2. 3. 4.
2	Overseas Trade with China (2-3 students) <ul style="list-style-type: none"> Industry Summary Worker Bio: <ul style="list-style-type: none"> Thomas Handasyd Perkins-China Merchant 	<u>Overseas Trade with China</u>	1. 2. 3.
3	Canal Building (2-3 students) <ul style="list-style-type: none"> Industry Summary Worker Bio: <ul style="list-style-type: none"> Canal Builder 	<u>Canal-Building</u> *	1. 2. 3.
4	General Store (2-3 students) <ul style="list-style-type: none"> Industry Summary Worker Bio: <ul style="list-style-type: none"> Asa Knight-Shop Keeper 	<u>General Stores</u>	1. 2. 3.

#	Industry & Workers	Resources *Indicates a laptop/tablet is necessary to access links to the resource.	Students
5	Farming (2-3 students) <ul style="list-style-type: none"> • Industry Summary • Worker Bio: <ul style="list-style-type: none"> • Charles and Keziah Grier - Indiana Farmers 	<i>Farming</i>	1. 2. 3.
6	Cloth Manufacturing (3-4 students) <ul style="list-style-type: none"> • Industry Summary • Worker Bios: <ul style="list-style-type: none"> • Julia Wilson - Mill Girl • Rowland Hazard - Factory Owner 	<i>Cotton Cloth Manufacturing</i>	1. 2. 3. 4.
7	Steamboat Transportation (3-4 students) <ul style="list-style-type: none"> • Industry Summary • Worker Bios <ul style="list-style-type: none"> • Catherine Grandy - Stewardess • Joseph Jones - Deck Sweep 	<i>Steamboat Transportation</i>	1. 2. 3. 4.
8	Teacher (2-3 students) <ul style="list-style-type: none"> • Industry Summary • Worker Bio <ul style="list-style-type: none"> • Cynthia Bishop 	<i>Teaching</i>	1. 2. 3.

LESSON 22

Researching and Analyzing the Industries and Work of the Early Republic



Learning Objective

Research the work and workers of an industry in the Early Republic and use targeted questions to identify key characteristics of their work and determine how their work fit into the economic system of the Early Republic.



Language Objective

Recount answers to a series of targeted questions about the work and workers of the Early Republic in writing by conducting research using a set of curated resources. Explain the work and workers of the Early Republic by answering questions in writing using information from research and nouns for various workers (passenger, shopkeeper, stewardess, customer).



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Answer questions about workers in an industry in short phrases with peer support. A glossary of words for workers may be provided.

Levels 4-5: Answer questions about workers in an industry in expanded sentences with detail. Students may need modeling for how to identify sentence patterns in informational text that show definitions, e.g., “A ____ is a person who ____.”

Lesson Context

In Lesson 21, students launched the Supporting Question, *Who did the economy of the Early Republic benefit, and who did it harm?*, and made predictions about their industry and its workers in the Early Republic. In Lesson 22, students work in groups to research their assigned industry and workers and create graphic organizers to present to their classmates

MATERIALS

- ☐ [Lesson 22 Slide Deck](#)
- ☐ [Cluster 6 Planning Document](#)
- ☐ [Whaling](#)

Lesson 22: Researching and Analyzing the Industries and Work of the Early Republic

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in Lesson 23. As they research, students practice several standards: organizing information from multiple sources to draw conclusions (PS 3); supporting claims about the Early Republic using textual evidence and disciplinary reasoning (PS 4, PS 6, RI.9); integrating information from several texts on the same topic to write or speak knowledgeably about the subject (W.9); and drawing evidence from literary or informational text to support written analysis, reflection, and research.

- ☐ [Overseas Trade with China](#)
- ☐ [Canal-Building](#)
- ☐ [General Stores](#)
- ☐ [Farming](#)
- ☐ [Cotton Cloth Manufacturing](#)
- ☐ [Steamboat Transportation](#)
- ☐ [Teaching](#)
- ☐ [Industry Graphic Organizer](#)
- ☐ [Worker Graphic Organizer](#)
- ☐ [Web Graphic Organizer](#)
- ☐ [Web Exemplar](#)
- ☐ [Graphic Organizer Exemplar](#)

Lesson Standards

5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.

PS 4: Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

PS 6: NO LONGER IN USE

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Lesson 22: Researching and Analyzing the Industries and Work of the Early Republic

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ADVANCE PREPARATION

Make additional copies of the graphic organizers and have them available at the front of the classroom. Doing so will allow students to use them to take notes before making their final copies if they prefer.

🔍 Researching and Analyzing the Industries and Work of the Early Republic

(30 minutes)

Project **Slide 2** and tell students they will be researching one of the industries that was important to the growth of the Early Republic. Explain that just as these industries were important to economic growth, so were the workers who did these jobs. Remind students that in the early decades of the Republic, immigrants from Ireland, China, and elsewhere in the world worked alongside workers (enslaved and free) who were born in the United States.



TEACHING TIP

John W. Fields and Sarah Frances Shaw Graves, whose oral histories were read in Cluster 2, are not used as the focus for the exemplar because they were not enslaved on cotton plantations.

Explain to students that in the next class, there will be an Expert Convention where they will share what they learn with their classmates. Project **Slide 3** to show students the [Graphic Organizer Exemplar](#), the completed graphic organizer for Green Cumby, who was enslaved on a cotton plantation.

- Use this as an opportunity to review the questions they will answer and to demonstrate the amount of information they should include.
- Note that in the square on the bottom right, students can draw or paste a picture or choose a quote from the reading. **Slide 4** provides an example with a quote.
- Also, show students the exemplar of the connection sheet on **Slide 5**. Provide copies of these exemplars in

Lesson 22: Researching and Analyzing the Industries and Work of the Early Republic

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each packet so that students can refer to them as they prepare their own.

Provide students with their industry packets (either digitally or as hard copies) and allow students to spend the period researching answers to the questions on the packet. As they work, circulate to answer questions and probe understanding.



TEACHING TIP

Enslaved people typically did not have access to money or resources. Some had small farm plots or special skills that they could use to earn money on the side, if circumstances allowed. This money could be used to purchase necessities, gifts, or even their own freedom, as in the example of Catherine Grandy.

Below is a list of the industries, the workers in that industry, and the student resources (*laptop/tablet needed to access links to the resource.)

Whaling

(3–4 students)

(For stronger readers)

- Industry Summary
- Worker Bios:
 - Crew Workers
 - Absalom Boston - Ship Captain
- Resources:
 - [Whaling](#)*
 - Graphic organizers needed: [Industry Graphic Organizer](#) x1, [Worker Graphic Organizer](#) x2, [Web Graphic Organizer](#) x3, [Web Exemplar](#) x1, [Graphic Organizer Exemplar](#) x1

Overseas Trade with China

(2–3 students)

- Industry Summary
- Worker Bio:
 - Thomas Handasyd Perkins - China Merchant
- Resources:
 - [Overseas Trade with China](#)*

Lesson 22: Researching and Analyzing the Industries and Work of the Early Republic

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- Graphic organizers needed: [Industry Graphic Organizer](#) x1, [Worker Graphic Organizer](#) x1, [Web Graphic Organizer](#) x2, [Web Exemplar](#) x1, [Graphic Organizer Exemplar](#) x1

Canal Building

(2–3 students)

- Industry Summary
- Worker Bio:
 - Canal Builder
- Resources:
 - [Canal-Building](#)*
 - Graphic organizers needed: [Industry Graphic Organizer](#) x1, [Worker Graphic Organizer](#) x1, [Web Graphic Organizer](#) x2, [Web Exemplar](#) x1, [Graphic Organizer Exemplar](#) x1

General Store

(2–3 students)

- Industry Summary
- Worker Bio:
 - Asa Knight - Shop Keeper
- Resources:
 - [General Stores](#)*
 - Graphic organizers needed: [Industry Graphic Organizer](#) x1, [Worker Graphic Organizer](#) x1, [Web Graphic Organizer](#) x2, [Web Exemplar](#) x1, [Graphic Organizer Exemplar](#) x1

Farming

(2–3 students)

- Industry Summary
- Worker Bio:
 - Charles and Keziah Grier - Indiana Farmers
- Resources:
 - [Farming](#).
 - Graphic organizers needed: [Industry Graphic Organizer](#) x1, [Worker Graphic Organizer](#) x1, [Web Graphic Organizer](#) x2, [Web Exemplar](#) x1, [Graphic Organizer Exemplar](#) x1

Cloth Manufacturing

Lesson 22: Researching and Analyzing the Industries and Work of the Early Republic

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(3–4 students)

- Industry Summary
- Worker Bios:
 - Julia Wilson - Mill Girl
 - Roland Hazard - Factory Owner
- Resources:
 - [Cotton Cloth Manufacturing](#)
 - Graphic organizers needed: [Industry Graphic Organizer](#) x1, [Worker Graphic Organizer](#) x2, [Web Graphic Organizer](#) x3, [Web Exemplar](#) x1, [Graphic Organizer Exemplar](#) x1

Steamboat Transportation

(3–4 students)

- Industry Summary
- Worker Bios:
 - Cath. Grandy - Stewardess
 - Joseph Jones - Deck Sweep
- Resources:
 - [Steamboat Transportation](#)
 - Graphic organizers needed: [Industry Graphic Organizer](#) x1, [Worker Graphic Organizer](#) x2, [Web Graphic Organizer](#) x3, [Web Exemplar](#) x1, [Graphic Organizer Exemplar](#) x1

Teachers

(2–3 students)

- Industry Summary
- Worker Bio:
 - Cynthia Bishop - Teacher
- Resources:
 - [Teaching](#)
 - Graphic organizers needed: [Industry Graphic Organizer](#) x1, [Worker Graphic Organizer](#) x1, [Web Graphic Organizer](#) x2, [Web Exemplar](#) x1, [Graphic Organizer Exemplar](#) x1



Formative Assessment

At the end of the class, collect their graphic organizers to check as a formative assessment. If students need additional time, they can complete the work for homework. The research period could also be extended into a Literacy Block.

LESSON 23

Expert Convention: The Economy of the Early Republic



Learning Objective

Determine connections between the work and workers of the Early Republic by participating in small group discussions and mapping them on a graphic organizer.



Language Objective

Discuss the work and workers of the Early Republic by participating in small group discussions and making relevant connections about how specific industries affected the economy of the United States and the lives of the people who worked in them, using the word “because” to explain the connection. Explain connections between workers of the Early Republic in writing by drawing connections on a diagram and writing a sentence with the word “because.”



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students write a short sentence with the sentence frame “___ and ___ are connected because ___” using a glossary of terms for different workers and peer support as needed.

Levels 4-5: Students write an expanded sentence with details gained through discussion with peers, using phrases such as “benefited from” and/or “was harmed by” as modeled by a teacher.

Lesson Context

In Lesson 22, students researched their assigned industry and workers and created graphic organizers about their role in the Early Republic. In Lesson 23, students participate in an Expert Convention to share what they learned and make connections by webbing the “economic ecosystem” of the Early Republic. Students use a booth visiting log to organize information, analyze evidence, and draw conclusions as they

MATERIALS

- ☐ [Lesson 23 Slide Deck](#)
- ☐ [Booth Visiting Log](#)
- ☐ [Expert Interview Questions](#)

Lesson 23: Expert Convention: The Economy of the Early Republic

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listen to their classmates and engage with their fact sheets at each station (PS 3, PS 6, RI.9, W9). By participating in this activity, students also practice their speaking and listening skills (SL.1) and reinforce the analytical habits of a historian by analyzing the intersections of the lives and work that built the Early Republic. In Lesson 24, the final lesson of the unit, students will web and discuss their connections in a Putting It Together discussion.

Lesson Standards

5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

PS 3: Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age- appropriate primary sources, and distinguish primary from secondary sources.

PS 6: NO LONGER IN USE

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.



ADVANCE PREPARATION

This lesson will require a bit of advance organization. The classroom will need to be organized into eight stations, one for each industry. Provide name tags for students that give their names and area of expertise, such as the “Hello My Name is...” tags to wear.

Expert Convention (30 minutes)

Project **Slide 2** and explain to students that today they will participate in the Workers of the Early Republic Expert Convention. Explain to students that the purpose of their attendance at the convention is to meet with other experts on the work of the Early Republic and analyze how the

Lesson 23: Expert Convention: The Economy of the Early Republic

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nation's industries and workers were connected to each other.

Explain to students that they will take turns staying behind at their booth and visiting the booths of other industries. Provide each student with a copy of the [Booth Visiting Log](#) to record their findings and connections. Project **Slide 4** and **Slide 5** and model the activity for students, as well as **Slide 6**, which offers questions they can ask at the booths. (Note: You could also print out and provide copies of **Slide 6** to students individually if you would like.)

Divide the students into two groups, half staying at their booth and the other half traveling. Give the first group of students about 10–12 minutes to visit booths and make connections, and then have students switch so that the second group can see the booths.

End the class by having students return to their booths. Project **Slide 7** and ask them to read over the connections they made. Ask them to place a star next to the one they think is most interesting or important.



Formative Assessment

Collect their [Booth Visiting Log](#) as a formative assessment.

LESSON 24

Webbing the Economic Ecosystem of the Early Republic



Learning Objective

Identify connections between the work and workers of the Early Republic in order to analyze how different types of work benefited some and harmed others.



Language Objective

Discuss connections between the work and workers of the Early Republic in order to analyze how it benefited some and harmed others.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students discuss using the graphic organizer and sentence frames from the previous class as support for their oral participation.

Levels 4-5: Students discuss using the graphic organizer and sentence frames from the previous class as support for their oral participation.

Lesson Context

In Lesson 23, students visited stations to learn about and make connections between the work and workers of the Early Republic. In Lesson 24, students participate in an interactive Putting It Together discussion focused on the cluster's Supporting Question—*Who did the economy of the Early Republic benefit, and who did it harm?*—and two of the unit's Essential Questions: *How have people shown resilience, fought for their rights, and resisted oppression when confronted by injustice?* and *Was the Early Republic shaped more by its declared values or economic interests?* As students participate in the discussion, the class builds a web tracing the economic ecosystem of the Early Republic

MATERIALS

- ☐ [Lesson 24 Slide Deck](#)
- ☐ [Workers for Web](#)
- ☐ markers in a variety of colors

Lesson 24: Webbing the Economic Ecosystem of the Early Republic

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and color-codes it by the nature of the connection (PS 6, SL.1).
Lesson 24 provides a fitting conclusion to the unit and an excellent review for the Summative Assessment.

Lesson Standards

5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

PS 6: NO LONGER IN USE

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



ADVANCE PREPARATION

Before this lesson, print out the [Workers for Web](#) tags and make a large template to create a class web by taping them to large paper or taping them up on a classroom whiteboard.



Putting it Together (30 minutes)

Project **Slide 2** and explain to students that today, the class will work to make one large web that connects the work and workers of the Early Republic. Return the logs to students and ask them to look at the connection they starred as their most interesting or important at the end of class yesterday.

Tell students that each of them is going to have the opportunity to make at least one connection on the web. Explain that they are going to begin by webbing connections that are relevant to the Supporting Question:



Who did the economy of the Early Republic benefit, and who did it harm ?

Project **Slide 3** to show students the different types of connections that the class will map on the web for this question. Tell students you are going to start with connections between people who both benefited from the economy of the Early Republic. Ask for student volunteers to

Lesson 24: Webbing the Economic Ecosystem of the Early Republic

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come to the web and draw blue lines between workers that fit this description and to explain their connection using the word “because.” As students make and explain connections, support or challenge their findings as necessary to build deeper understanding in the class. After making “blue connections” for people who both benefited, move on to the other categories for Essential Question 1 below, using the process noted on **Slide 3**.

- Blue line - Connects people who both benefited from the nation’s economy
- Red line - Connects people who were both harmed
- Purple line - Connects one person who benefited with one who suffered

Next, project **Slide 4** of Essential Question 3 for students, and ask for connections related to it:

How have people shown resilience, fought for their rights, and resisted oppression when confronted by the injustice of powerful nations, policies, and ideas?

- Orange line - Connects people who resisted
- Black line - Connects people who showed resilience
- Green line - Connects people who used their earnings to help others

At this point, take a picture of the web the class has made in order to preserve it and share it with students, allowing them to more carefully consider all of the connections they made. Then project **Slide 5** of Essential Question 2:

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

Follow this by projecting **Slide 6**, and ask students to turn and talk about the following questions:

What do the connections between the workers and the industries tell you about the tension between the nation’s declared values and economic interests?

Which of these industries violated the nation’s declared values to prioritize economic interests?

Which of these workers used their economic resources to support the nation’s declared values?

Lesson 24: Webbing the Economic Ecosystem of the Early Republic

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Have a brief discussion about students' ideas and evidence in response to these prompts.



Check-In

End the lesson by inviting students to place an “X” or a “\$” next to industries that violated the nation’s declared values to prioritize economic interests or a + sign next to workers who supported the nation’s declared values with their earnings.

SUMMATIVE ASSESSMENT

The Growth of the Republic

ASSESSMENT PACING

Lesson 25

Task 1

Lesson 26

Task 2

Assessment Overview

The Summative Assessment for Unit 3 begins with a task focused on analyzing primary sources for purpose, point of view, and the factors influencing the author's perspective. Students draw on their understanding of Cluster 1 to analyze two documents about the land of the Louisiana Territory. The documents are new to students but supported by context. After this task, students are asked to choose one of the sources from the first task and explain how it could be used as evidence to answer the essential question: *Was the Early Republic shaped more by its declared values or its economic interests?*

In the second part of the assessment, students analyze three sources for evidence of who benefited and who was harmed when the nation expanded its territory. Next, they write a claim-evidence-reasoning paragraph using evidence from at least two sources in response to the essential question: *Whom does it benefit, and whom does it harm when a nation expands its territory?* This part of the assessment focuses on organizing information from multiple primary and secondary sources and supporting claims about the Early Republic using textual evidence and disciplinary reasoning.

Assessment at a Glance

- **Task 1:** Read two primary source documents and complete a graphic organizer for each; use one source as evidence to respond to Essential Question 2.
- **Task 2:** Analyze three sources and gather evidence on a graphic organizer; use them to write a claim, evidence, and reasoning to respond to Essential Question 1.

Assessment Focus Standards

Content Standards: 5.T4.1, 5.T4.2, 5.T4.4, 5.T4.5, 5.T5.1

Practice Standards: PS 3, PS 4, PS 6

Literacy Standards: RI.5.6, RI.5.9, W.5.9

Grading and Providing Feedback

Task 2

If your school already uses a specific rubric for persuasive writing using claim, evidence, and reasoning, it likely makes sense to use that rubric for assessing the paragraph. That will help students see connections between writing in different subject areas and avoid confusion.

LESSON 25

Summative Assessment, Day 1

**SUPPORTING MULTILINGUAL LEARNERS**

Levels 1-3: Provide sentence frames for the graphic organizer that students complete about the two texts. For the “Purpose” box, an example of a frame is “Argue for/against buying the territory.” For the “Point of view” box, provide a frame such as “The land should belong to...” Students should use Option 2 for the writing assignment. Students may need prompting or an example for the “Factors that count for this perspective” box.

Levels 4-5: Students may use Option 2 for the writing assignment.

Teacher Notes

Day 1 of the summative assessment for the Growth of the Republic unit will assess students' abilities to analyze primary sources to identify purpose, point of view, and factors that account for the author's perspective (PS 4). This first part of the assessment also engages with Unit 3's Essential Question 2, *Was the Early Republic shaped more by its declared values or economic interests?*

Students worked with point of view and factors influencing the perspectives of both nations and individuals throughout the 24 lessons of Unit 3. In particular, Lesson 11 (Perspectives on the Indian Removal Act) provided targeted practice in answering the same questions students are asked to respond to in this part of the summative assessment. This assessment uses two primary sources that are new to students. However, the sources are supplemented by context and based on information students encountered in Lessons 5–6 about the Louisiana Territory and in Lessons 10–12 about the Indian Removal Act and resistance. A useful preparation step for the teacher is to review those lessons.

MATERIALS

- ☐ [Unit 3 Summative Assessment: Task 1 - Student Instructions](#)
- ☐ writing materials

Task 1 (30 minutes)

Students read two primary sources providing perspectives about the land of the Louisiana Territory. For each source, they 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 for the author's point of view about the Louisiana Territory.

Students then choose one source to use as evidence to complete a sentence frame or write a 2–3 sentence response to Essential Question 2, *Was the Early Republic shaped more by its declared values or its economic interests?*

**TEACHING TIP**

It would be helpful to review the map of the Louisiana Territory with students before they analyze the sources to refresh their memories and provide context about where the land was located.

**SUPPORT ALL STUDENTS**

There are two options for the final part of Task 1. Option 1 is less scaffolded and asks students how they would use evidence from Source 1 or Source 2 to answer Essential Question 2. Option 2 provides more scaffolding by providing examples of the nation's declared values and a definition of the term "economic interests." Decide which option best fits the needs of your class or individual students and include that version in their student packet.

LESSON 26

Summative Assessment, Day 2



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students may need extra time for the assignment. Put a concise, bulleted list of instructions on the board so that students can track their progress. Guide students to write one sentence for who was harmed using one source, and one sentence for who benefited using another source. Provide sentence stems or a model sentence for the evidence/reasoning section of the graphic organizer.

Levels 4-5: Provide a bank of phrases for citing evidence—such as “According to Source 1” and “As seen in the graph in Source 2”—to help students use more sophisticated language.

Teacher Notes

This part of the summative assessment evaluates students' abilities to support a claim with evidence and reasoning. This section of the summative assessment also engages Unit 3's Essential Question 1: *Whom does it benefit, and whom does it harm, when a nation expands its territory?*

Students have worked with the claim-evidence-reasoning framework throughout the unit. A useful preparation step for the teacher is to review Lesson 11 (Perspectives on the Indian Removal Act), Lesson 12 (The Trail of Tears and the Resilience of the Cherokee Nation), Lesson 15 (Cotton Gin, Cotton Mills, and Northern Connections to Slavery) and Lesson 16 (The Cotton Economy, Slavery, and Wealth); the sources are drawn from those lessons.

MATERIALS

- ☐ [Unit 3 Summative Assessment: Task 2 - Student Instructions](#)
- ☐ writing materials

Task 2 (30 minutes)

First, students analyze three sources and gather evidence about the benefits and harm created by the expansion of the United States on a graphic organizer.

Then, they write a claim about who benefited and who was harmed by the expansion of the United States.

Finally, they write the body of their paragraph by providing evidence and reasoning to support their claim. Students

need to provide evidence and reasoning from at least two of the sources they analyzed.

**SUPPORT ALL STUDENTS**

There are two options for the final part of Task 2. Option 1 is less scaffolded and asks students to develop their claim independently, Option 2 provides more scaffolding by providing a sentence frame for students to use in developing their claim. Decide which option best fits the needs of your class or individual students and include that version in their student packet.

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

Source 1 Thomas Jefferson, President of the United States Third Annual Message to Congress - October 17, 1803	
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

Source 2 Huckaton, Chief of the Quapaw Nation Speech to the United States Government - November 15, 1824	
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
Source A Indian Removal Act and Routes Taken by Five Southern Nations		
Source B Cotton Production and the New England Economy		
Source C 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):

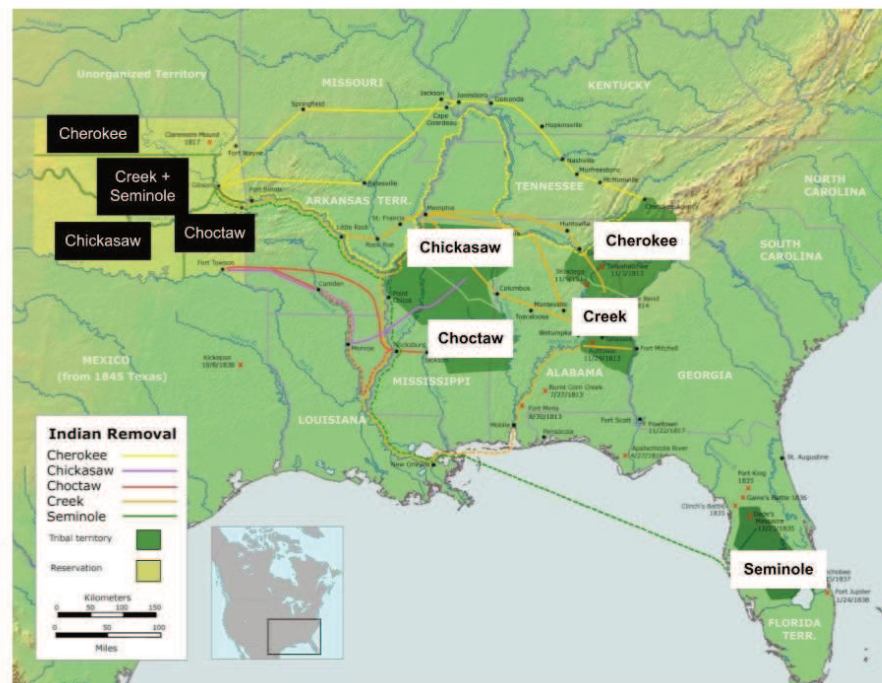
Evidence + Reasoning (how/why it proves someone was benefited or harmed):

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.¹

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.



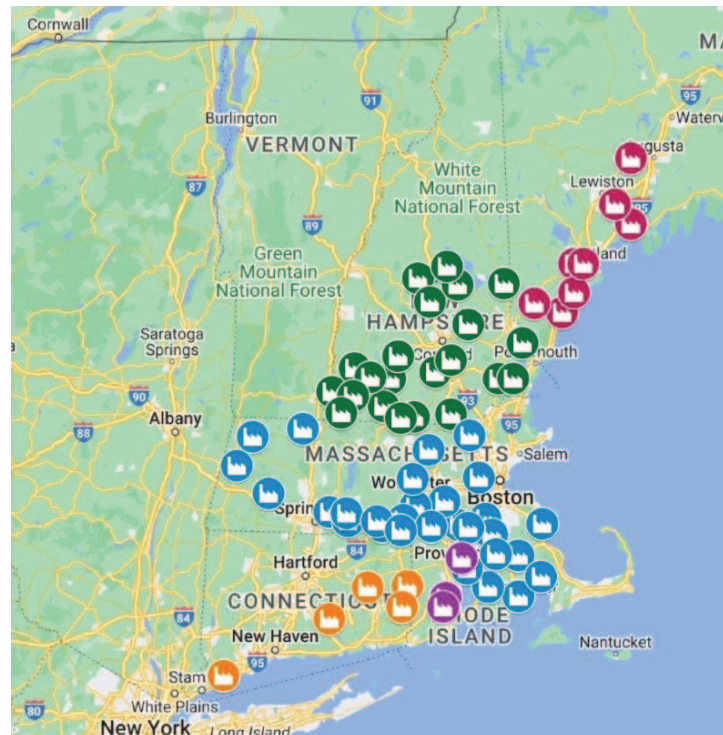
[Trail of Tears Routes](#) by Nikater via Wikipedia, Public Domain (adapted)

¹ [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.

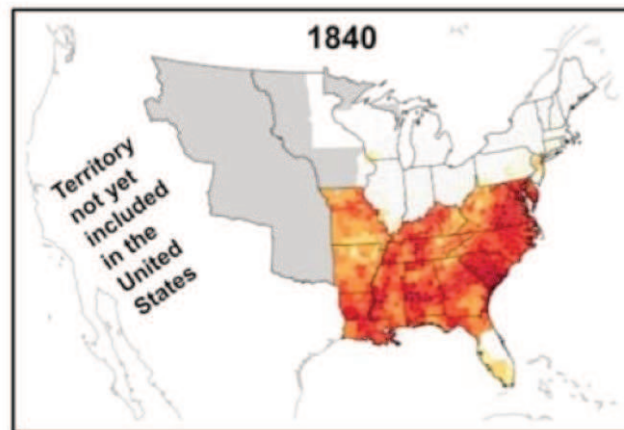
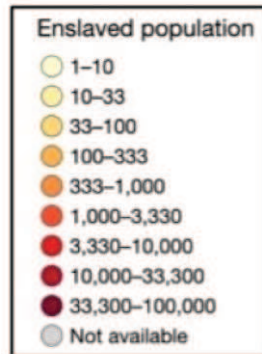


[GoogleMyMap](#) created by Primary Source (Screenshot). Information source: [COTTON MILLS in New England: Historic Information](#)

¹ [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
Purpose	Student accurately identifies the purpose of Jefferson's speech by explaining at least one reason it was given.	
Point of View	Student accurately identifies Jefferson's point of view about the land of the Louisiana Territory and provides at least one example from the text.	
Perspective	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
Purpose	Student accurately identifies the purpose of Heckaton's speech by explaining at least one reason it was given.	
Point of View	Student accurately identifies Heckaton's point of view about the land of the Louisiana Territory and provides at least one example from the text.	
Perspective	Student accurately identifies at least one factor that accounts for Heckaton's perspective.	

Task 1: Answer to Essential Question

Criteria	Description	Feedback
Author	Accurately identifies the author of the source.	
Evidence	Selected evidence shows that the Early Republic was shaped by its declared values or its economic interests.	
Reasoning	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
Claim	Claim is specific and addresses both parts of the question.	
Evidence	Paragraph uses evidence from two sources. Evidence from both documents is accurate.	
Reasoning	Reasoning links evidence from each document to the claim and explains why the evidence is relevant.	

Overall Feedback:

SUPPLEMENTAL RESOURCES



Grade 5, Unit 3: The Growth of the Republic

Resources for Educators

As you prepare to teach this unit, we encourage you to deepen your own understanding of the content you will be covering with students. Throughout the lesson plans, sidebars highlight opportunities for you to learn more about various topics and historical events being covered, including links to a wide range of external resources. This document provides a complete list of these linked resources and a brief description of each to support your continued learning.

Cluster 1: Foreign Policy Choices in the Early Republic

Author	Resource	Use
Lesson 2		
Doctrine of Discovery Project	<u>Doctrine of Discovery Project</u>	Information about the creation of the Doctrine of Discovery
The Gilder Lehrman Institute of American History	<u>The Doctrine of Discovery, 1493</u>	Information about the creation of the Doctrine of Discovery
Doctrine of Discovery Project	<u>Repudiations by Faith Communities</u>	Statements from faith communities that have repudiated the Doctrine of Discovery
Winfield, Nicole	<u>Vatican Formally Denounces 15th-Century 'Doctrine of Discovery'</u>	Reporting on the Vatican's 2023 formal repudiation of the Doctrine of Discovery
Constitutional Rights Foundation	<u>The Northwest Ordinance and Westward Expansion</u>	Information about the Northwest Territories
Lesson 4		
Rosalsky, Greg	<u>"The Greatest Heist in History": How Haiti Was Forced to Pay Reparations for Freedom</u>	Explains how, after the Haitian Revolution, Haiti was forced to pay reparations to France to compensate former enslavers for the loss of their property, including the people they had enslaved

Garamio, Lorazo and Méheut, Constant	<u>Haiti's Lost Billions</u>	Explains how, after the Haitian Revolution, Haiti was forced to pay reparations to France to compensate former enslavers for the loss of their property, including the people they had enslaved
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Lesson 5

National Park Service	<u>The Power of the Pipe</u>	Information about the role of ceremonial pipes in Indigenous American cultures
Landry, Alysa	<u>Thomas Jefferson: Architect of Indian Removal Policy</u>	Information on Thomas Jefferson's interactions with Indigenous nations
United States Department of State	<u>Louisiana Purchase, 1803</u>	Information about why the United States pursued the purchase of the Louisiana Territory and how the transaction unfolded

Lesson 6

Duncan, Dayton	<u>The Living, Breathing Natives Who Made Lewis and Clark</u>	About the Lewis and Clark Expedition and the Indigenous people who contributed to its success
Potter, Teresa and Brandman, Mariana	<u>Sacagawea</u>	About the Lewis and Clark Expedition and the Indigenous people who contributed to its success
Ronda, James P.	<u>Why Lewis and Clark Matter</u>	About the Lewis and Clark Expedition and the Indigenous people who contributed to its success

Cluster 2: Indigenous Nations' Foreign Policy Choices

Author	Resource	Use
Lesson 8		
Smith, Ryan P.	<u>How Native American Slaveholders Complicate the Trail of Tears Narrative</u>	Explains enslavement practices in Indigenous cultures before and after the arrival of Europeans

Cluster 3: Indigenous Resistance and Resilience

Author	Resource	Use
Lesson 10		
The Presidents and Fellows of Harvard College	<u>Identity and Tribal Recognition: The Mashpee Wampanoag Community The Pluralism Project</u>	Information about the Mashpee Wampanoag community and their struggle to protect their nation's sovereignty
Taylor, Rory	<u>Trump Administration Revokes Reservation Status for the Mashpee Wampanoag Tribe amid Coronavirus Crisis – Vox</u>	Information about the Mashpee Wampanoag community and their struggle to protect their nation's sovereignty
The Associated Press	<u>Feds Drop Legal Battle Over Tribe's Reservation Status – WBUR News</u>	Information about the Mashpee Wampanoag community and their struggle to protect their nation's sovereignty
Lesson 12		
Library of Congress	<u>S.J.Res.14</u>	Text of S.J.Res.14, the United States' formal apology for its treatment of Indigenous people
NPR	<u>U.S. Apology to Native Americans: Unnecessary or Not Enough?</u>	Discusses whether the United States' formal apology for its treatment of Indigenous people was sufficient
Covart, Liz	<u>Episode 297: Claudio Saunt, Indian Removal Act of 1830</u>	Describes the causes and consequences of the Indian Removal Act
Covart, Liz	<u>Ben Franklin's World</u>	Describes the causes and consequences of the Indian Removal Act
Hughes, Art	<u>Tuesday, May 23, 2023: The Remaining Promises of the Treaty of New Echota</u>	Current-day information about the Treaty of New Echota

Cluster 4: Slavery and the Growth of the Nation

Author	Resource	Use
Lesson 14		

Gates, Jr., Henry Louis

[Free Blacks Lived in the North, Right?](#)

Information about the lives of free Black Americans in the Early Republic

Cluster 5: African Americans' Resistance, and Resilience

Author	Resource	Use
Lesson 17		
Learning for Justice	<u>Tera Hunter: Teaching Hard History: American Slavery, Key Concept 5</u>	The entirety of the Henry Box Brown Video from Learning for Justice's "Teaching Hard History" series, which includes the video portion that is not appropriate for 5th-grade students
Lesson 19		
Greenidge, Kaitlyn	<u>Black Spirituals as Poetry and Resistance</u>	Information about the tradition and meaning of coded spirituals

Cluster 6: The Economy of the Early Republic

Author	Resource	Use
Lesson 20		
The Museum of the American Revolution	<u>Women of the Republic</u>	Describes the role of women in raising good citizens in the Early Republic



Grade 5, Unit 3: The Growth of the Republic

Picture Book List

This list contains grade-appropriate, content-aligned books that could be used alongside this unit. Some of these books appear directly in the curriculum as part of lesson extension activities, while others are suggestions from Investigating History teachers and could supplement instruction by being taught in a literacy block, added to a classroom library, or read aloud as a whole class. Teachers should review any materials they use with students, including the books on this list, which does not constitute an endorsement or recommendation by DESE.

Books in the Curriculum

Author	Title	Lesson
Lise Erdrich and Julie Buffalohead	Sacagawea	6
Robbie Robertson	Hiawatha and the Peacemaker	6
Elizabeth VanSteenwyk and Bill Farnsworth	My Name Is York	6