

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.