

## 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

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

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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

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



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.



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