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## Introduction

### Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

### Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

### Tracking Common Core Standards

On the next page, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

### Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no CCSS.ELA-Literacy.WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

### Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.



# MANIFEST DESTINY <sup>1/2</sup>



American Progress, 1872

“America is destined for better deeds. . . . We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can. . . . The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles. . . . Yes, we are the nation of progress, of individual freedom, of universal enfranchisement. . . . For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; and her high example shall smite unto death the tyranny of kings, hierarchs, and oligarchs, and carry the glad tidings of peace and good will where myriads now endure an existence scarcely more enviable than that of beasts of the field. Who, then, can doubt that our country is destined to be *the great nation of futurity?*”

Source: O’Sullivan, John. “The Great Nation of Futurity.” *United States Democratic Review* 23 (November 1839): 426–430.





Manifest Destiny Map

## MANIFEST DESTINY QUESTIONS

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1. What is John O’Sullivan’s argument for why the United States had the right to take over lands to the west of existing U.S. borders?

2. How might Native Americans or Mexicans dispute O’Sullivan’s argument?

3. Come up with 2 to 3 positives and 2 to 3 negatives things about America’s westward expansion between 1803 and 1848.

Positives	Negatives

4. In what ways does the painting illustrate Manifest Destiny? Be specific about details in the picture.

5. How does the map show Manifest Destiny?

## SHOULD ANDREW JACKSON BE ON THE TWENTY-DOLLAR BILL?



### Overall

- Write a letter to a congressman about whether or not Andrew Jackson should be on the twenty-dollar bill.
- 1–2 pages
- Each class votes on its strongest letter, which will be sent to a congressperson.

### Requirements

- Introduction that explains purpose of letter
- Three arguments supported by facts
- Brings up a counterclaim and disputes it
- Conclusion that restates argument

### Rubric

	<b>Exceeding</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Argument</b>	Uses persuasive word choice, logical reasoning, and strong support to write a strong argument. Also, successfully disputes a counterclaim.	Integrates all requirements to write a solid argument. Brings up counterclaim, but may struggle to successfully dispute it.	At times argument is solid, but needs to improve persuasive word choice, reasoning, and/or counterclaim.	Argument is weak due to issues with persuasive word choice, reasoning, and/or counterclaim.



## ANDREW JACKSON FACTS <sup>1/2</sup>

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### Accomplishments

Led a major victory over the British in the Battle of New Orleans during the War of 1812. Despite being outnumbered, America had around three hundred casualties versus over two thousand for the British. Although the war was technically over at the time, news hadn't reached America yet.

Elected to the House of Representatives and Senate for Tennessee.

Became Governor of Florida Territory in 1821.

Two-term president (1829–1837).

Jacksonville, Florida, and Jackson, Mississippi, are named after him.

### “Man of the People”

Rose up from humble roots. He grew up poor and suffered major family tragedies. His dad died before he was born, while his two brothers and mom died in the Revolutionary War.

Because of expanding suffrage, 55 percent of white men voted in the election of 1828, up from 25 percent in 1824.

First president to invite the public to his inauguration ball.

Historians call his new people-oriented democracy “Jacksonian Democracy.”

### Relations with Native Americans

Jackson defeated Creek Indians at the Battle of Horseshoe Bend (1814). After the victory, he imposed on them a treaty that took over 20 million acres of their land.

His campaign against Seminoles in Florida included burning down their villages and destroying their crops.

During his presidency, over 45,000 Native Americans were relocated.

Pushed to get the Indian Removal Act passed in 1831. Ignored Supreme Court decision (*Worcester v. Georgia*, 1832) that declared the Indian Removal Act unconstitutional.

The Indian Removal Act led to the Trail of Tears (1838), where 16,000 Cherokee were forced to leave their homes and move to Oklahoma. At this point, the Cherokee were settled farmers, but some Americans wanted their land. An estimated 4,000 Cherokee died on the journey. (It should be noted that Andrew Jackson was not president when the Trail of Tears occurred.)

Jackson adopted three sons, two of whom were Native American.



## Other

Worked as a courier (a message deliverer) in the Revolutionary War as a teenager. Captured by a British soldier and slashed by his sword when he refused to clean the soldier's boots.

Had a musket ball lodged in his lungs throughout much of his life.

Fought in various duels, killing a man.

Became rich practicing law, running a plantation, and trading slaves.

Was nicknamed "Old Hickory" by soldiers after War of 1812. Called "Sharp Knife" by many Native Americans.

When commanding troops in 1815 had six militia members accused of desertion executed.

Although he won the most votes in the Election of 1824, he did not get over 50 percent of the electoral votes. Henry Clay supported John Quincy Adams for president, and after Adams became president, Clay was made secretary of state. Jackson referred to this as a "corrupt bargain."

Upon being elected, he removed over 900 Adams supporters from the government and replaced them with his own allies. This was called the "spoils system" and became common practice for the next fifty years.

Wanted less government spending and reduced the national debt to zero during his presidency. Also, was against having a central bank and national currency. Many historians believe this led to the Panic of 1837, the event that touched off a major depression.

In the Nullification Crisis, South Carolina declared they would no longer pay the Tariff of 1828. Although not a supporter of the tariff, Jackson believed it was unconstitutional for a state to ignore a federal law and threatened to use force to get them to adhere to it. Congress agreed to a lower tariff and South Carolina relented.

# PEER REVIEW

Peer Reviewer \_\_\_\_\_

## Support

1. What fact(s) did your partner use to support his or her first argument?
  
2. What fact(s) did your partner use to support his or her second argument?
  
3. What fact(s) did your partner use to support his or her third argument?
  
4. Which argument did you find the weakest? What support could your partner add to make it stronger?

## Persuasive Word Choice

- Highlight all examples of persuasive word choice in your partner’s paper.
- Find two places your partner could add persuasive word choice. Underline and draw a line to your idea for a persuasive word replacement/addition.

## Rubric

On the rubric, circle the score you would currently give your partner’s paper. Below the rubric, either (1) tell your partner what he or she should change to improve his or her score or (2) explain what your partner did to earn an “Exceeding.”

	<b>Exceeding</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
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