

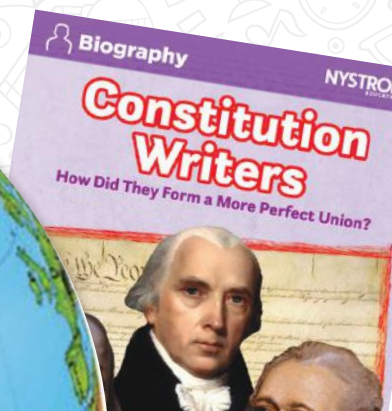
SAMPLE LESSON

Grade 5 *Investigate*

5

NYSTROM

Young Citizens



Compelling Question

How Did the United States Expand?

In this chapter, students will learn about the expansion and development of the United States.

Time Frame: 5 Weeks

- 1 Students will examine the challenges the United States faced in its early years.
- 2 Students will learn about the frontier and how the United States gained the Louisiana Territory.
- 3 Students will study how new technologies spurred western settlement and examine the conflicts that arose from new settlement.
- 4 Students will learn how the United States fought over expansion of territory and of the rights of its people.
- 5 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components come with a custom activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

Inventors and Their Inventions

This Leveled Student Reader works well with lesson 2. The pre- and post-reading activities are on the inside cover of the reader.

GROUP ACTIVITY CARD

Klamath Lake Massacre

This Group Activity Card works well with lesson 4. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People of the Frontier

The following activity works well with all the lessons in chapter 5.

1. Divide students into small groups. Give each group a copy of **Activity Sheet 5a**. Ask students to work in their groups to fill in the activity sheet.
2. Review the answers to the activity sheet, calling on students from different groups for answers.
3. Tell students that they will make inferences about how the people shown on pp. 196–197 felt about westward expansion.
 - a. Explain that they will write a short dialogue about westward expansion in their **Think Books**.
 - b. The dialogue must involve at least three historical people.
 - c. Students should express how the people involved felt about personal and historical events from the time period.
 - d. Have students share their written dialogues with a partner.



Lesson 2

How Did the United States Expand to the West?

Main Goals

- Map the boundaries of the Northwest Territory and the Louisiana Purchase.
- Explain what Manifest Destiny is and how it affected settlers and American Indians.
- Write a narrative using information about people, places, and events in the American frontier.

Online Activities

- Vocabulary
- Writing a Narrative

Literacy Links

- *Lewis and Clark and Me: A Dog's Tale*, by Laurie Myers
- *Westward Expansion*, by Allison Lassieur
- *Why Did the US Government Need More Land? The Louisiana Purchase*, by Baby Professor

Activity

1

A New Nation Grows



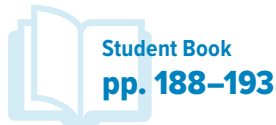
Geography



History



Information
Processing



Vocabulary

commodity
Continental Divide
peace medal

Materials

- Student Book
- Raised Relief Map
- Think Book
- map markers

Objectives

Students will be able to:

- Use geographical descriptions to outline the Northwest Territory, the Louisiana Purchase, and specified locations.
- Explain multiple reasons why Jefferson wanted to increase the territory of the United States.
- Analyze why people wanted to move to the frontier.

Getting Started

1. Ask students to brainstorm a list of why people move to other places (e.g., across town, to a new state, to a new country). Record their answers on the board.
 - a. Ask students to look at the list and choose reasons why people might have moved 200 years ago. Circle their responses.
 - b. Ask students to think of additional reasons people might have moved 200 years ago that would not apply today. Add a new section on the board for these ideas.

Reading

Student Book pp. 188–193: Reasons to Settle; Louisiana Purchase; Lewis and Clark Expedition

As students read, have them record notes in their **Think Books**:



- List two reasons people moved west in the late 1700s and early 1800s.
 - ≈ wanted a better life
 - ≈ to expand slavery
 - ≈ to increase their wealth
 - ≈ drawn to the idea of freedom
- List two things the government did to make it easier for settlers to move westward.
 - ≈ passed the Northwest Ordinance
 - ≈ purchased the Louisiana Territory
 - ≈ encouraged the Lewis and Clark expedition

Teaching

1. Distribute the **Raised Relief Maps** and map markers to student pairs. 
 - a. Across the top of the map, have students write **Lewis and Clark**.
 - b. Ask students to open to p. 188 of the Student Book (Reasons to Settle) and tell them to reread the first paragraph to find the boundaries of the Northwest Territory.
 - c. Have students outline the boundaries of the Northwest Territory on their maps. Instruct them to label the area as **Northwest Territory**.
2. Ask students to look at the map on p. 188 of the Student Book (Where Was the West?). Have students use their maps to name present-day states that would have been considered part of the West in the late 1700s by most people. (Mississippi, Tennessee, Kentucky, Ohio, Indiana, Illinois, Michigan, Wisconsin)

3. Using the map on p. 190 of the Student Book (Louisiana Purchase) as a guide, have students draw the outline of the Louisiana Purchase on the Raised Relief Maps. Have them label the area as **Louisiana Purchase**.
 - a. Ask students to look at the map of the Lewis and Clark expedition on p. 192 of the Student Book (Lewis and Clark Explore the Northwest). Have them locate where the Missouri River meets the Mississippi River. Explain that this is where the city of St. Louis is located and where Lewis and Clark began their expedition. Have them use a dashed line to trace the Missouri River from St. Louis to its source at about 45°N, 114°W (just northwest of Yellowstone Lake in Wyoming).
 - b. Tell students to find the Bitterroot Range on the map.  Have students touch the relief around this location. Have students write a word in their **Think Books** describing the land features at this location.
 - c. Ask students what challenges the landscape would have presented to Lewis and Clark. Call on students to share their ideas.
 - d. Using the map on p. 192 of the Student Book (Lewis and Clark Explore the Northwest), have students draw the rest of Lewis and Clark's route to the Pacific Ocean using dashed lines.
4. **Summarizing and Assessing:** Ask students to share their responses to the Think Book prompts in small groups. Then, have the small groups report to the class. 
 - a. Have students return to the list from the Getting Started activity. Ask them what the Student Book listed as reasons people moved to the frontier.
 - b. Ask students to name what reasons were mentioned in the book that they did not mention in the Getting Started activity.
5. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Ask students to trace the actual route of Lewis and Clark to and from the Pacific Ocean on the **Raised Relief Maps**, including their separate paths on their return trip. Have them list the states that Lewis and Clark traveled through.

Below Allow students to work with a partner for the map work and the reading. Ask the partner to do the reading, writing, and marking on the map while the student who needs modifications dictates where to mark and what to write.

ELL If students are unfamiliar with geographical terms, show students a map with areas and locations already labeled. When other students are drawing on their maps, ask the ELL students to trace the marked areas with their fingers. Reinforce the vocabulary with individuals or small groups while other students are working.

Extending

Geography How did Lewis and Clark get home? Lewis and Clark created two teams of explorers to return home, traveling east from the Pacific Ocean along two different routes. Have students research what routes they took and what they discovered. Instruct them to include specific geographic features on their maps that the teams encountered along both paths.

History Multiple American Indian tribes, including the Mandan, Nez Perce, and Shoshone, helped Lewis and Clark's team. Have students find out more about each of these peoples. Ask them to write a journal entry as a member of one of the American Indian nations that encountered Lewis and Clark. Have students describe their reaction to the explorers and explain why they would or would not help them.

Activity

2

Settling the American West



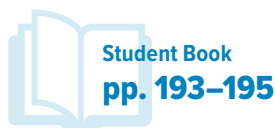
Geography



History



Writing



Vocabulary

Manifest Destiny
pioneer

Materials

- Student Book
- Activity Sheet 5c
- Think Book

Objectives

Students will be able to:

- Explain what Manifest Destiny is and how it changed the American West.
- Analyze a painting describing a historical era.
- Use information about the key people and ideas of the American West to plan a written narrative.

Getting Started

1. Tell students that some people would like to visit and colonize other parts of our solar system, such as Mars. Ask them to imagine that NASA was organizing a five-year expedition to Mars. By a show of hands, ask which students would volunteer for this trip. Call on students, both volunteers and non-volunteers, to explain their reasoning.
2. Explain that today Mars represents an unknown frontier. Tell students that 200 years ago, the American West was an unknown frontier to many Americans. Stress that a big difference is that 200 years ago, people—American Indians—already lived on the frontier, and that this caused a lot of conflict. Ask students to elicit ideas on why this might have caused conflict. Responses should revolve around the idea that settlers were traveling through—and sometimes claiming—land where people already lived. This led to tension and occasionally armed conflict.

Reading

Student Book pp. 193–194: Effect of the Louisiana Purchase

Ask students to take notes in their **Think Books** about the following:



- List three effects of the Louisiana Purchase.
 - ≈ More people explored the American West, setting up towns.
 - ≈ Treaties were created between American Indian tribes and the American government.
 - ≈ American Indians lost their lands.
 - ≈ The Louisiana Territory was divided into 15 states.
- Write a definition of Manifest Destiny.
 - ≈ It was an American's destiny to travel the continent and spread their traditions and beliefs.

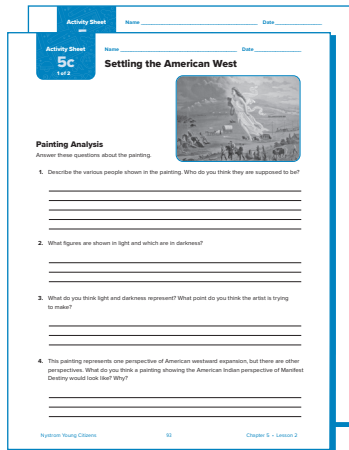


Student Book, p. 194

Teaching

1. Have students look at the painting on p. 194 of the Student Book. Explain that this painting is about America's westward movement in the 1800s. Explain that while its details are realistic, it is not meant to be a real scene. Ask students to explain what features show that this scene is not a real one. Possible responses may include the woman is floating, the landscape is changing rapidly, etc.

2. Tell students that the painting is titled *American Progress*. In it, a female figure is shown floating westward. Explain that she is a symbol of American progress. Review with students what a symbol is.
3. Ask students to describe the female figure. Point out that she holds a schoolbook in one hand and strings a telegraph wire with the other. Ask students how these features add to the idea that this figure is a symbol of American progress.
4. Hand out both pages of **Activity Sheet 5c**. Have students complete the questions about *American Progress* on page one of the activity sheet.



Activity Sheet 5c

5. **Summarizing and Assessing:** Students will practice writing a narrative using a source:
 - a. Tell students that in this lesson they have learned about people who lived in or explored the West. Have students read Challenges of the Lewis and Clark Expedition on p. 195 of the Student Book.
 - b. Have students look at the bottom of p. 195. Explain or review what a narrative structure includes and tell students that they will plan their narratives using the structure provided at the bottom of p. 195 and on page two of **Activity Sheet 5c**.
 - c. Explain that the people students use in their narratives can be imaginary or real, but that it should be clear how the main character(s) feels about Manifest Destiny. Model for students, if necessary. For example, the characters could be on the Lewis and Clark expedition, or they could be a character based on a figure in *American Progress*. Tell students to choose what positions their characters will have on Manifest Destiny—either for, against, or undecided. Tell them that it is certainly possible for one character to have one belief about Manifest Destiny and another character to have a different view. This could set up the problem or conflict of the narrative.
 - d. Have students write narratives about Manifest Destiny.
 - e. Call on students to present their narratives to the class.

Modifications for Differentiation

Above Ask students what they can infer about painter John Gast and his audience based on *American Progress*. Have them write some ideas in their **Think Books**. Additionally, have students add speech bubbles to some of the characters in the painting. Emphasize that different characters had different perspectives and opinions about Manifest Destiny.

Below Meet with students who need support with the reading or writing portions of the assignment. Assign a partner to read with them or write for them. If vocabulary is challenging, use the ELL accommodations.

ELL Students may not understand the vocabulary used to ask questions about the John Gast painting. Display a large image of the painting. Before asking the questions that are included in this lesson, spend time naming things in the painting or asking students to name what they see. Be sure to name and explain things that are used in the question prompts, such as the telegraph wire.

Extending

Economics Remind students that they read about pioneers who settled on the frontier. They traveled to their new homes in wagons. Explain to students that in this activity, they will need to find out what supplies they could take. Divide students into groups. Provide students with a supply list and ask them to determine what supplies they would take and why. You may wish to provide them with a budget and a price list to make the activity more challenging.

History Have students look up the history of the Quapaw tribe and create a time line of the tribe's movements. Have them add important events and people to the time line.

Visual Arts Ask students what objects and symbols someone would put in a present-day painting called *American Progress*. Challenge students to draw their own present-day painting that shows their ideas of American progress.



Lesson 2 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find one of each of the following details:
 - a. One important date
 - b. One important person
 - c. One important place
 - d. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students write a multiparagraph essay using the Writing a Narrative steps from **Activity Sheet 5c**. Topics can include life on the frontier, the conflict of cultures in the American West, or other historical themes of students' choosing.

Settling the American West



Painting Analysis

Answer these questions about the painting.

1. Describe the various people shown in the painting. Who do you think they are supposed to be?

2. What figures are shown in light and which are in darkness?

3. What do you think light and darkness represent? What point do you think the artist is trying to make?

4. This painting represents one perspective of American westward expansion, but there are other perspectives. What do you think a painting showing the American Indian perspective of Manifest Destiny would look like? Why?



Name _____ Date _____

Settling the American West

Writing a Narrative

You will plan a short narrative about westward expansion and Manifest Destiny. Fill in the information for each step below.

1. Establish the setting and the characters.

2. Choose your characters' positions on Manifest Destiny: For, Against, or Undecided.

3. Describe a problem the characters face.

4. Detail the action or climax.

5. Resolve the problem or conflict.

6. End the narrative.

Using your plan, write a narrative about westward expansion in your Think Book.

LESSON 2

How Did the United States Expand to the West?

Vocabulary

commodity

peace medal

Continental Divide

pioneer

Manifest Destiny

Reasons to Settle

The frontier—land beyond the western edge of the United States that had not been settled by Americans—captivated many people. Americans were drawn to the possibility of plentiful, fertile land and natural resources. Thomas Jefferson knew Americans would flock to new territory, and he was eager to expand the country. In the 1780s, before he was president, Jefferson proposed opening the Northwest Territory to settlement. The territory, known today as the Midwest, contained a region west of Pennsylvania and east of the Mississippi River, bounded by the Great Lakes to the north and the Ohio River to the south (see map, page 151). The lands were already under the control of the American government, which set up guidelines to help settle the region.

In 1787, the Northwest Ordinance passed, laying out rules for how to carve the region into townships. Congress hoped the towns would come together to form states. The Northwest Ordinance worked as Congress had planned. It set off a chain reaction that greatly enlarged the size of the nation. Several states were eventually created in the Northwest Territory: Ohio (1803), Indiana (1816), Illinois (1818), Michigan (1837), Wisconsin (1848), and Minnesota (1858).

For most Americans in the late 1700s, “the West” was no longer just the Appalachians. They were now expanding beyond this mountain range.



Where Was the West? Late 1700s

Considered Part of the West

By most Americans

By fewer Americans

Map shows boundaries of 1790.

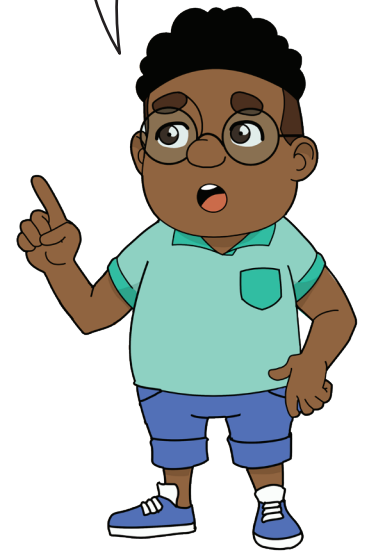
By the time Jefferson became president in 1801, more than 5.3 million people lived in the United States. The nation's boundaries stretched from the Atlantic Ocean to the Mississippi River. People lived in only a small portion of the country, but the desire to expand farther west was changing that.

Opportunity on the Frontier

Many Americans saw the frontier as an opportunity for a better life. Thousands decided to leave their homes for an uncertain future in an untamed land. People traveled west for many reasons. Many came to farm. Southern plantation owners saw the frontier as a way to expand their fortunes. Southerners also wanted slavery to expand. Others hoped to strike it rich by mining gold or silver, trapping furs, or selling other **commodities**.

The frontier offered some Americans an opportunity for a fresh start. Economics, however, was not the only reason people ventured into the unknown. People were attracted to the freedom the American frontier symbolized. Many Europeans were also drawn to the frontier by ideas of liberty and equality.

Why did people think the frontier would lead to a better life?



The journey over the Appalachian Mountains took weeks. Only a few rough roads crossed the Appalachians and the American Indian lands farther west. **Why do you think that was?**



The Louisiana Purchase

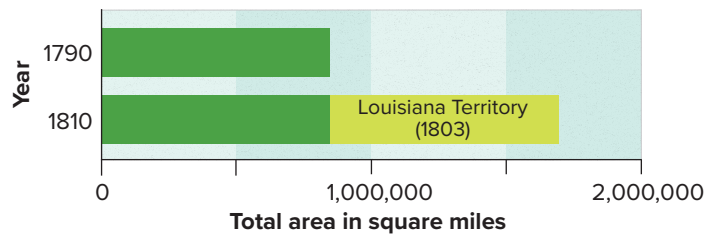
A decade before Jefferson became president, a slave revolt broke out in the Caribbean. The uprising would lead to one of the largest land purchases in American history.

In 1791, enslaved people revolted in the French Caribbean colony that is now Haiti. They were inspired by the American and French revolutions. Their leader, Toussaint L'Ouverture, a former enslaved person, promised freedom and equality.

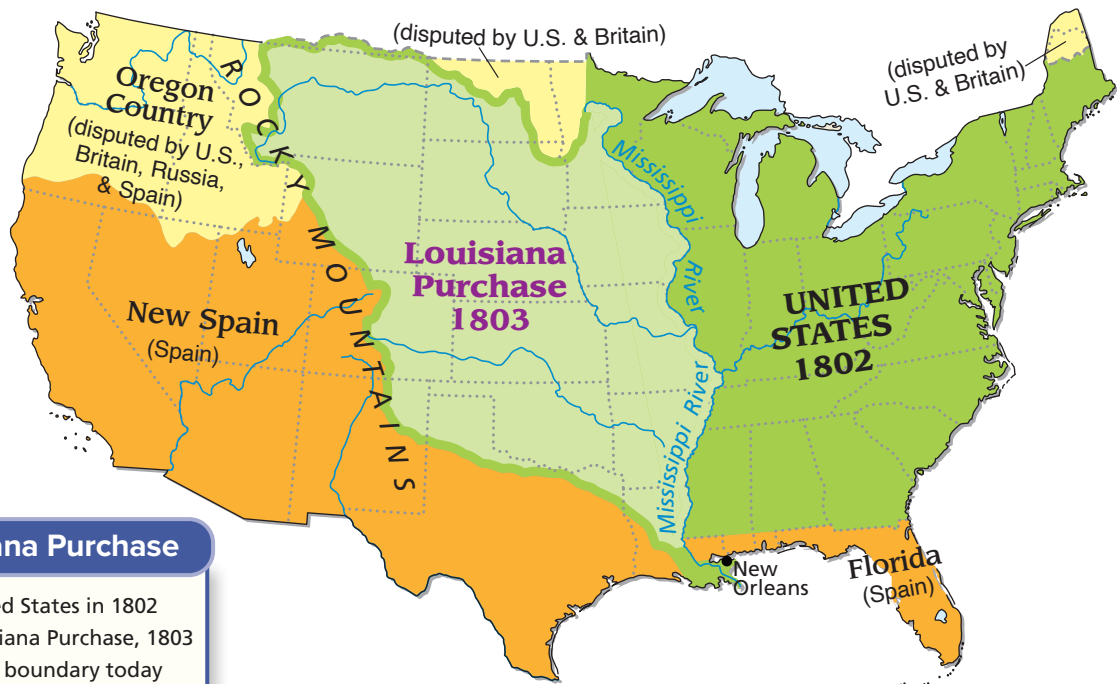
After years of fighting, France agreed to end slavery. However, in 1802, a new government led by Napoléon Bonaparte chose to reestablish French control and slavery. Despite continuing threats of war in Europe, the French sent an army to Haiti.

Bonaparte needed money to support his wars in Europe and Haiti. President Jefferson saw an opportunity to buy land from France.

U.S. Territory, 1790–1810



 The Louisiana Purchase nearly doubled the size of the U.S. **What land do you think the U.S. became interested in controlling next? Why?**



A \$15 Million Deal

At first, Jefferson wanted to purchase only New Orleans. Jefferson knew whichever nation controlled New Orleans controlled trade on the Mississippi River. This was important—the river was where most of the trade between the middle of North America and the world took place. Also, if another country controlled the Mississippi, it could stop the United States from expanding its boundaries westward.

However, Bonaparte was ready to sell much more than New Orleans. In 1803, Bonaparte offered the United States all of Louisiana in exchange for \$15 million. Jefferson agreed. The Louisiana Purchase added 828,000 square miles to the country, nearly doubling the size of the United States.

Despite the additional money from the Louisiana Purchase, France was defeated by the Haitians. The story of the successful slave revolt was an inspiration for enslaved people all over the world.

The Lewis and Clark Expedition

Jefferson wanted to know what lay beyond the Mississippi River. With the purchase of Louisiana in the works, Jefferson asked a family friend, Meriwether Lewis, to command an expedition, or long journey, into the frontier. Lewis was a captain in the U.S. Army and had some knowledge of the West from when he was stationed there as a soldier. Lewis accepted the job.

Jefferson wanted Lewis to keep a detailed journal of all that he saw. He also wanted Lewis to investigate whether there was an all-water route from the eastern United States to the Pacific Ocean. There were rumors that a Northwest Passage ran through this region. If it did, American settlers could use the waterway to shorten their journey between the Atlantic and Pacific Oceans. Such a route would also make it easier for merchants to trade with Asia.

Lewis asked the president to appoint William Clark, a soldier and frontiersman, as second captain. In October 1803, Lewis met Clark on the Ohio River in Pennsylvania. They traveled southwest along the river until they reached the Mississippi and Missouri Rivers near St. Louis, Missouri. By the time they arrived, word had spread that they were looking for more people to join their group. At the beginning, 38 men (and one dog) signed up. Over the course of the expedition, 59 people, including an enslaved person, an American Indian woman, and a French trader, were part of the team. Lewis and Clark named the group the Corps of Discovery.

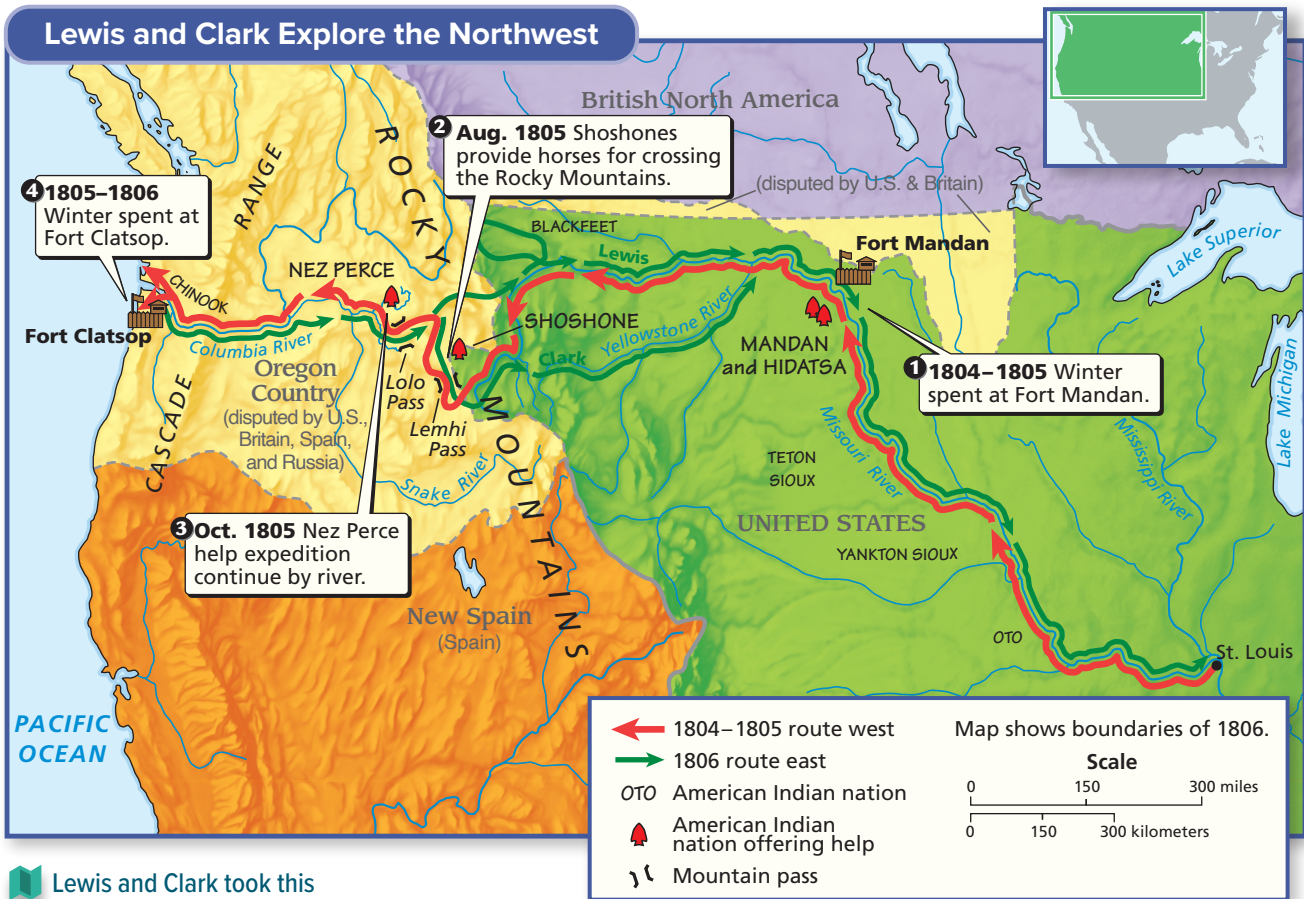


From 1791 to 1804, enslaved Haitians revolted against French colonists. They won, and Haiti became the first country founded by formerly enslaved people.



This painting shows the first raising of the American flag in Louisiana following the Louisiana Purchase. *How do you think the people watching felt at the time?*

Lewis and Clark Explore the Northwest



Lewis and Clark took this route as they explored western territory. *What are two interesting things you notice about their journey?*

Exploring the Territory

The journey across the Louisiana Territory was long and difficult. The group traveled in small sailboats up the Missouri River from St. Louis. They did not have accurate maps and had no idea what awaited them on the frontier. They also expected to meet dozens of American Indian nations along the way.

By the spring of 1804, the Corps of Discovery traveled through a vast stretch of what is today Missouri, Kansas, Nebraska, and Iowa. They hunted deer, elk, and other animals for food. Both Lewis and Clark kept detailed journals of everything they saw. As predicted, they met many American Indian nations, such as the Sioux, the Mandan, the Hidatsa, and the Chinook. These native groups were often suspicious of the strangers. To make friends, Lewis and Clark gave them fishhooks, knives, blankets, and **peace medals** featuring an image of Jefferson.



Prairie dogs like these fascinated Lewis and Clark. The explorers even gave one to President Jefferson as a gift!

A Difficult Journey

In October 1804, the Corps reached what is today North Dakota, home to the Mandan and Hidatsa people. Winter was fast approaching, and the Missouri River was freezing over. The men

built a fort near a Mandan village and stayed there for the winter. It was at Fort Mandan that Lewis and Clark met a woman from the Shoshone tribe named Sacagawea. The Hidatsa had kidnapped her several years earlier. She was married to a French fur trader, Toussaint Charbonneau. Lewis and Clark hired Charbonneau as an interpreter and asked Sacagawea to join the expedition. She helped Lewis and his men trade with other American Indians. Without her, the expedition may not have succeeded.

Winter finally turned into spring, and the group continued west on the Missouri River. By the time they reached Montana, it was clear that the Northwest Passage they had hoped to find did not exist in this territory. The explorers faced the great challenge of crossing the Rocky Mountains. Luckily, Sacagawea knew the area because it was the homeland of her people. She convinced the Shoshone chief, who happened to be her brother, to help lead the expedition through the dangerous mountains.

The Corps of Discovery continued their westward trek across the **Continental Divide**—a mountainous divide through America where waters on each side flow to different oceans. They traveled down the Columbia River and then to the Pacific Ocean.

Once they reached the ocean, their journey was only half over. The group needed to return to St. Louis. Lewis and Clark split the members into two teams so each could explore more territory. Lewis and Clark's two-year journey covered more than 8,000 miles.

The Effect of the Louisiana Purchase

The Louisiana Purchase opened the door for the United States to claim a wide area of land from west of the Mississippi River to the Pacific coast. For some, this was an opportunity for a fresh start. Others did not benefit from this massive land deal.

After Lewis and Clark's trip, other explorers blazed their own trails through the frontier. A former soldier named John C. Frémont led five expeditions to the American West. James Beckwourth, a fur trader born into slavery, found a way through the Sierra Nevada. **Pioneers** traveled the routes these explorers, and others, had cut through the frontier. They loaded their families and belongings into wagons and set off in search of adventure or a better life. Along the way, they built homes, farms, cities, and towns.



▶ The Mandan people, illustrated here, helped Lewis and Clark during their journey.



Sacagawea and other American Indians helped make the Lewis and Clark expedition a success.



► This painting was made in 1872 by John Gast. What clues do you see that suggest the image is about Manifest Destiny?

As more settlers moved west, the government made deals and signed treaties with the American Indians who already lived on the land. They typically did not end well for the tribes. The Quapaw people of Arkansas, for example, agreed to a deal with the American government in 1818. They gave up some land in exchange for 8,000 square miles that would be off-limits to settlers. After just six years, though, the government broke that promise. It took all of the Quapaw land and in exchange offered the tribe just \$15,000 and six months' worth of living supplies. The Quapaw were forced to leave Arkansas. Most of them ended up in what is now Oklahoma.

Eventually, the government divided the Louisiana Territory into 15 states. Over the next five decades, the United States claimed and settled even more land to the west. Many Americans at this time believed it was their destiny to move across the continent and spread their democratic and religious traditions and beliefs. More than 40 years after Lewis and Clark returned from their trip, a newspaper editor gave a name to the idea. He called it **Manifest Destiny**.



Challenges of the Lewis and Clark Expedition

As they made their way across the Louisiana Territory, both Lewis and Clark kept detailed journals about what they saw. On June 3, 1805, the explorers came to a fork in the Missouri River. They had to decide “which of these rivers was the Missouri,” Lewis wrote. Picking the right river was important. If the explorers chose incorrectly, they would not meet up with the Shoshone tribe, which was supplying them with horses to cross the Rocky Mountains. Lewis decided which way to go. He chose correctly and was happy to hear “the agreeable sound of a fall of water”—the Great Falls. Lewis said these waterfalls were “the grandest sight” he had ever seen. However, things did not always go smoothly. As he explored the area, Lewis came face-to-face with a bear, a mountain cat, and three bison. For Lewis, it seemed as if “all the best of the neighbourhood had made a league to destroy me.”



▶ Lewis (left), Clark, and Sacagawea stand at a fork of the Missouri River.



▶ The Great Falls on the Missouri River



WRITING SKILL

Writing a Narrative

Narrative writing tells a story, brings history to life, and highlights the human experience. You can use history to write stories that are about real or imagined experiences. Either way, it is important to include descriptive details and tell the story in a clear order of events. A narrative structure can help you organize your writing. One effective structure starts by establishing the setting and the people of the story.

1. Establish the setting and the characters.
2. Describe a problem the characters face.
3. Detail the action or climax.
4. Resolve the problem or conflict.
5. End the narrative.

What details would you include in a narrative about Lewis and Clark?