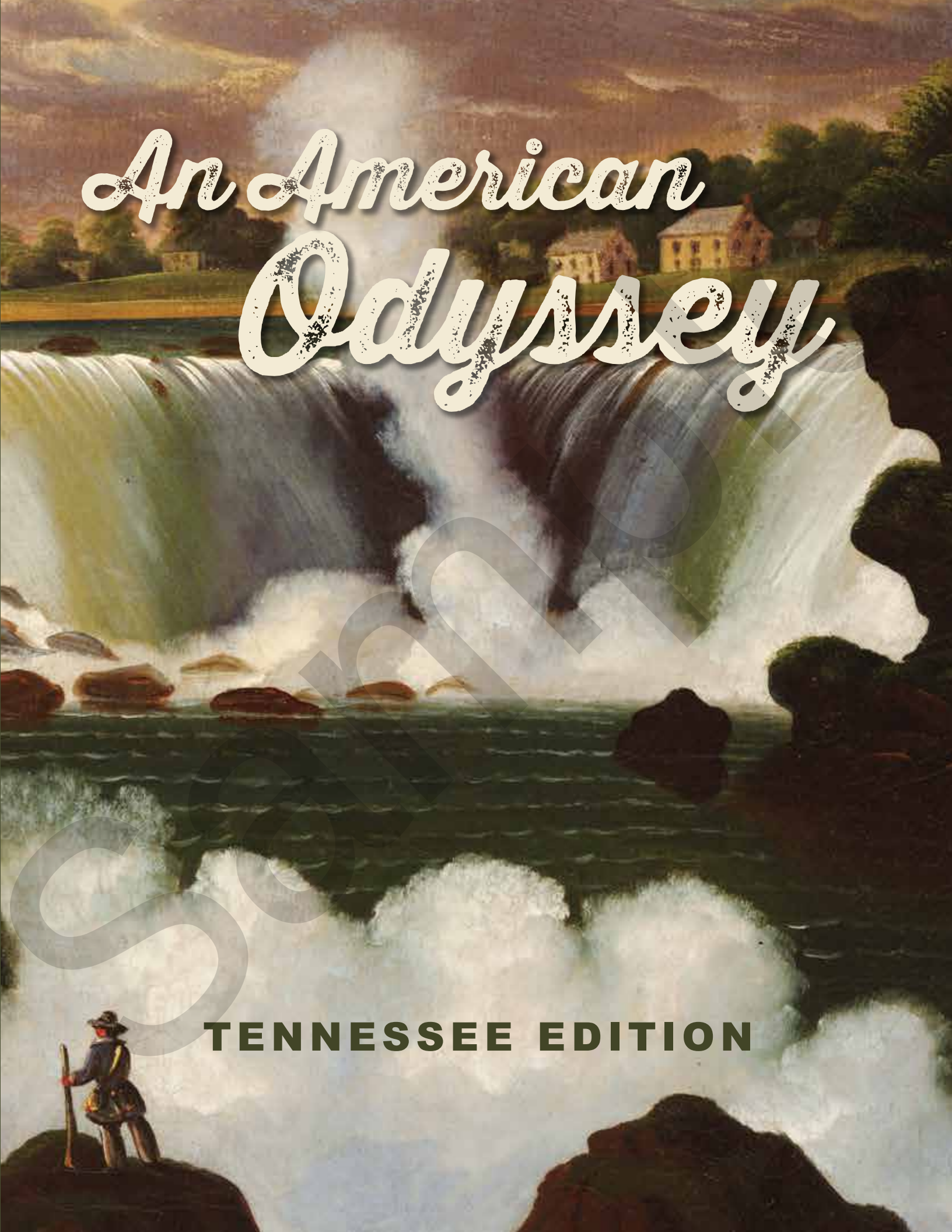




An American Odyssey

TENNESSEE EDITION

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Expansion and Conflict



1821

- Mexico gains independence from Spain.
- The Santa Fe Trail is established from Missouri to New Mexico.

1834

Great Britain abolishes slavery.

1836

The Battle of the Alamo

1820

1825

1830

1835

1840

1829

Mexico abolishes slavery.

1835–1836

Texas Revolution

Essential Question?

How did westward expansion further divide people in the United States?

Lesson 1

Seizing New Territory

Lesson 2

New Settlers Move West

Lesson 3

A Nation Divided

This painting from the 1860s shows an idealized view of a settlement in the West. How do you think this image might exemplify the ideas of Manifest Destiny?



1843

The Great Migration of 1843 brings settlers to Oregon.

1845

The United States annexes Texas.

1845

1846–1848

Mexican–American War

1848

- Gold is discovered in California.
- The Treaty of Guadalupe Hidalgo ends the Mexican–American War.
- Congress establishes the Oregon Territory.

1850

1850

The Compromise of 1850 extends the Fugitive Slave Act.

1855

1854

The Kansas–Nebraska Act is passed.

1856

Preston Brooks canes Charles Sumner on the Senate floor.

1859

John Brown leads a raid on the US arsenal at Harpers Ferry.

1860

1860

Abraham Lincoln is elected president.

1865

1861–1865

The US Civil War

1857

The Dred Scott Supreme Court case is decided.

Seizing New Territory



Color Code It

As you read, it can be helpful to categorize information and use different colors to organize your categories.

As you read this lesson, use different color sticky notes to keep track of sections of the text that stand out. For example, use

- yellow for important facts,
- blue for passages that you have questions about, and
- pink for any information that provokes a strong emotional response.

On your sticky notes, write your question, draw an emoji or simple cartoon, or reword a fact to help you process and remember the information you read.



This painting from 1903 shows David "Davy" Crockett swinging his rifle at the Alamo mission during the Texas War for Independence. Ten years after Texas declared independence, it was annexed by the United States as the 28th state.

Throughout the mid-1800s, leaders in the US government continued to expand the nation's borders. They wanted to create more territories and states for settlement in the western regions of North America. In most cases, US leaders relied on treaties or purchase agreements with other nations. Some treaties were made after direct conflicts, such as the Mexican–American War, while others were arranged during times of peace. In all of the newly-acquired territories, Native Americans were forced to give up their homelands to make space for growing White settlements.

By 1848, the borders of the United States stretched from the Atlantic Ocean in the East to the Pacific Ocean in the West. The increase in land claims led to new challenges, including the spread of slavery, which would eventually lead to a **civil war**.

Learning Goals

- I can describe Manifest Destiny and its effects on the United States.
- I can summarize the major events of the Texas War for Independence and its outcomes.
- I can identify the causes and effects of the Mexican–American War.

Key Terms

annex
civil war
empresario
immigrant
Manifest Destiny
skirmish
transcontinental

Manifest Destiny

The United States began its final great wave of expansion when Democrat James K. Polk was elected president in 1845. Like many people in the United States at the time, Polk believed in an idea called **Manifest Destiny**. This was the belief that it was the God-given right of the United States to control all of the land from the Atlantic Ocean to the Pacific Ocean. Many US citizens came to believe that it was their duty to spread their political, economic, and social values to other people as the nation expanded.

Some settlers were already moving into lands gained from the Louisiana Purchase, but most land between the Rocky Mountains and the Pacific Ocean was owned by Mexico. Even so, for those who believed in Manifest Destiny, this was only temporary. They were confident that the United States would gain this territory from Mexico, even if it caused a war.

Impact on Native People

As US citizens moved west, they clashed with the Indigenous nations already living in western regions. New arrivals forced Native people off the land, often through violence, and tried to force them to change their ways of life. Many US citizens believed they were culturally and racially superior to Native Americans. They also thought that Indigenous customs and beliefs were uncivilized.

Settlers wanted to use the land to raise cattle, grow crops, harvest timber, and mine minerals. In their eyes, Native nations were wasting the land. Many settlers encouraged US government leaders to force Indigenous people to move.

Most land speculators strongly supported the removal of Native Americans. They bought large tracts of land in the West because they expected the value of the land to increase as more people moved westward. As demand for land increased, they made large profits from their land sales.

This painting from 1869 shows people migrating westward along the Oregon Trail. Why do you think US settlers thought they had a right to claim new territories?



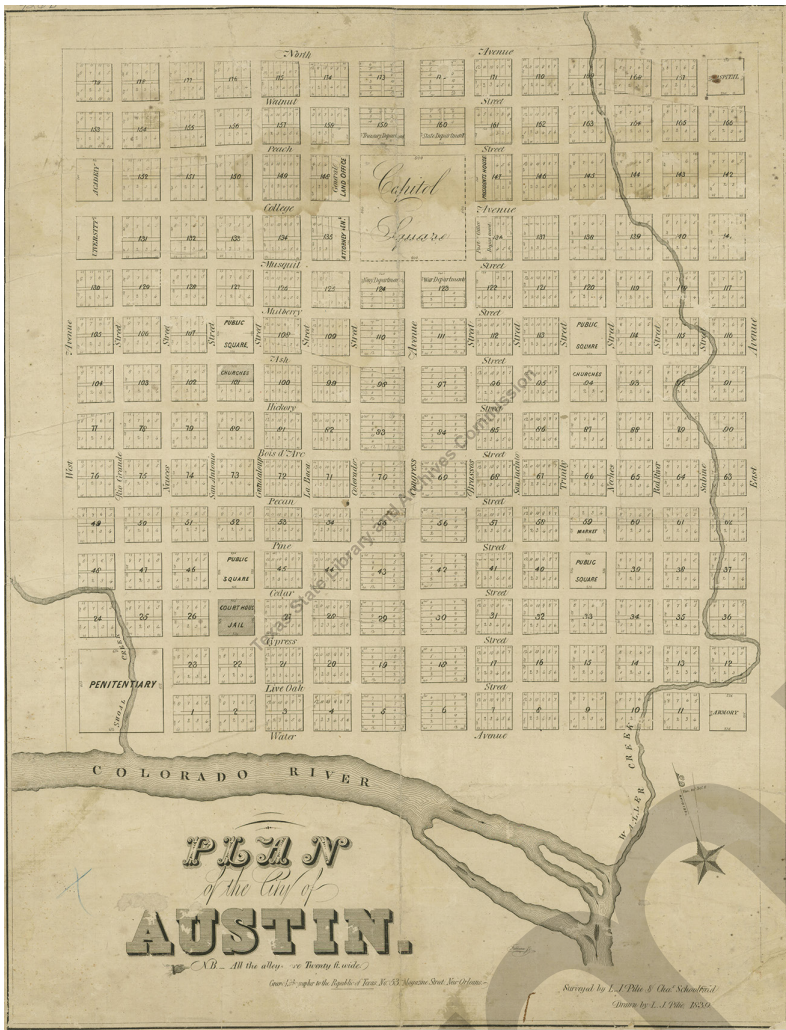
The United States Annexes Texas

In 1819, leaders from the United States and Spain established the boundary between Mexico and the United States. At that time, Texas was part of Mexico. However, since there were few White settlers in Texas, Spanish-Mexican leaders encouraged US settlers to move to the region. They hoped that the settlers would protect them from conflicts with Native Americans.

Colonies in Texas

In 1821, the Mexican people won independence from Spain. Meanwhile, US settlers continued moving to Texas. The same year Mexico gained independence, the Mexican government gave a land grant to Stephen F. Austin. He became an **empresario**, someone who was granted land to found a large colony of settlers.

Austin encouraged US settlers to move to Texas, and he led 300 families and enslaved people to region. From 1822 to 1832, Austin



This survey map of the City of Austin is from 1839. Why do you think city planners sometimes use grid patterns for city designs?

Connect It: Government

Mexican Independence

Spain controlled Mexico for about three centuries. On September 16, 1810, Miguel Hidalgo y Costilla led an uprising of poor farmers against wealthy landowners and Spanish officials. Within a year the Spanish government crushed this rebellion, though fighting continued for a decade. In 1821, a coup in Spain gave leaders in Mexico the chance they needed to form an independent nation. Mexico became a constitutional monarchy, but power stayed in the hands of the wealthy for many more years. Today, people of Mexican descent celebrate independence day on September 16 each year.



People line the streets of New York in 2022 during a parade celebrating Mexico's independence day.

settled hundreds of thousands of families in Texas. Later, the capital city of Texas was named for him.

From the beginning, the settlers had conflicts with Native nations. The Karankawa people, who owned the land, attacked the new settlers, killing a few of them and taking their supplies. Stephen F. Austin, who had control of the colony, eventually ordered the killing of all Karankawa people on sight.

Settlement Problems

Although Texas was not part of the United States, the people who settled in the area brought US culture and traditions with them. Most new arrivals came from the South. They brought enslaved people with them to grow cotton.

Many **immigrants** disrespected the Mexican people and saw them as inferior. They also had problems with Mexico's legal and political systems. They did not think Mexico allowed proper representation for its citizens in government. In 1826, settlers led by empresario Haden Edwards rebelled against the Mexican government. They wanted to form a new country, the Republic of Fredonia, but their revolt failed.

Many of the new settlers in Texas were enslavers. One of the biggest problems they had with the government was that Mexico outlawed slavery in 1829. The very next year, Mexico outlawed further immigration from the United States into Texas. These issues would lead the US immigrants in Texas to seek independence from Mexico.

Seeking Independence

In 1834, the leaders of Texas submitted a list of demands to the Mexican government and requested to become an independent state. Mexico's president, General Antonio López de Santa Anna, agreed to some of the demands, but he refused to grant Texas independence.

Over time, relations between Mexico and the US immigrants gradually worsened. Santa Anna banned state governments in an effort to solidify the power of Mexico's central government. His actions angered people across Mexico as well as the new settlers in Texas. A number of provinces within Mexico rebelled against the changes, which gave Texians an opportunity to rebel as well.



Stephen F. Austin

Even though slavery was outlawed in Mexico in 1829, around 5,000 enslaved people lived in Texas by 1835. Most of them lived in East Texas on cotton plantations. Why do you think many enslavers supported independence from Mexico?





The battle cry “Remember the Alamo!” was used to increase support for Texas independence from Mexico.
Why do you think this slogan might help persuade people to support the cause?

LINKING THE PAST TO THE PRESENT 9

The Alamo became a symbol of resistance almost immediately after its famous battle. Almost a century after the Battle of the Alamo, as San Antonio grew from a small town into a major city, the owners of some of the buildings on the site wanted to tear them down. Adina De Zavala, a member of the Daughters of the Texas Republic, fought to save the buildings, raising money to buy the site. She even occupied a building and gathered national support for her cause. In 1908, the state of Texas agreed to purchase and preserve the site. Today, the Alamo is a popular tourist site. It is a National Historic Landmark and a UNESCO World Heritage Site. About 1.6 million people visit the Alamo each year, making it the most visited destination in Texas.



The Battle of the Alamo

From 1835 to 1836, settlers in Texas rebelled against Mexico. At first, the Texians were able to push back the Mexican soldiers, but Santa Anna was determined to stop the rebellion. With an army of up to 7,000 men, he marched to San Antonio, which the Texians had previously seized from the Mexican army. When Santa Anna’s troops arrived, there were fewer than 200 Texian soldiers inside the Alamo mission. After a siege, all the Texian soldiers were killed.

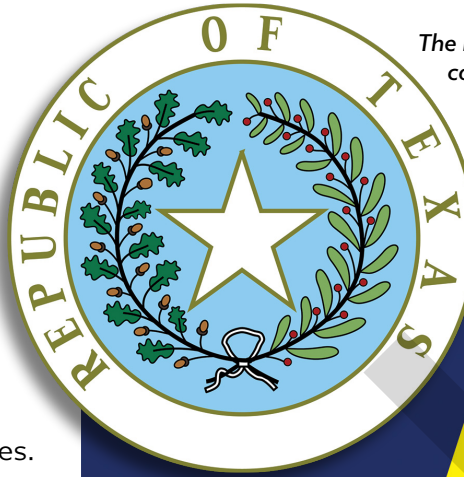
The Battle of San Jacinto

A month later, in April 1836, General Sam Houston led Texian troops in the Battle of San Jacinto. With cries of “Remember the Alamo!” they defeated the Mexican army and captured Santa Anna. They forced him to sign a treaty recognizing Texas’s independence. Santa Anna promised he would convince the Mexican government to uphold the agreement.

The Mexican government, however, had already voted to remove Santa Anna from power. Even though Texas had claimed independence from Mexico, its status was not secure.

The Republic of Texas

Texians soon formed their own government and elected Sam Houston as their president. The government structure was similar to that of the United States. Culturally, Texians identified more with US society than they did with Mexico. Meanwhile, the Mexican government did not recognize Texas's independence. They considered Texas a rebellious province of Mexico.



The Republic of Texas was an independent country from 1836 to 1846. Its constitution was influenced by the US Constitution and included legislative, executive, and judicial branches. Slavery was allowed. The Republic of Texas Congress adopted its own flag (below) and its own seal (left).



Becoming a State

The people of Texas began to see that statehood would benefit their economy and help provide protection against Mexico. In 1845, the Texas Congress voted to apply for statehood. The US government had not **annexed** Texas because it feared war with Mexico, but these sentiments shifted when James K. Polk was elected president.

Boundary Disputes

The boundary between Texas and Mexico was still disputed. Mexico identified the Nueces River as the boundary line, while Texians claimed the boundary was farther south, along the Rio Grande.

In July 1845, President Polk sent US troops to the Nueces River to defend Texas from any attacks. However, the United States had never owned or occupied Texas, so Mexican leaders considered this act an invasion of their country.

A few months later, Congress voted to annex Texas as a state in December 1845. This increased tensions between Mexico and the United States, risking war.

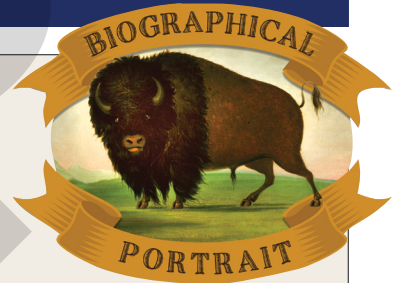
David "Davy" Crockett 1786–1836

David Crockett was born in what is now Tennessee. His father had fought in the American Revolution, but he struggled financially after the war.

When David was a still a child, his father indentured him to help pay his debts. Later, David apprenticed with a hatter and continued to help pay off debts for his father.

Crockett married twice and had six children. He fought in the Creek War during the War of 1812. Afterward, he became a successful businessman and politician. In 1821, he was elected to the Tennessee General Assembly, where he advocated for poor farmers and opposed allies of Andrew Jackson. Five years later, he won a seat in the US House of Representatives. He lost his seat for voting against the Indian Removal Act in 1830, but he regained it a few years later. His autobiography, published in 1834, describes his many outdoor adventures, which created his legacy as a folk hero.

After he finished his second term in Congress, Crockett moved to Texas. The Texians had just started to fight for independence from Mexico, and Crockett joined them. At the Battle of the Alamo, Crockett was killed along with every other soldier. He became a hero to many in the United States and an example of a fearless frontiersman.





In *War News From Mexico*, a man reads aloud from a newspaper that the United States and Mexico had gone to war. **How do you think this news affected people living in the United States?**

Connect It: Civics

Civil Disobedience

In 1846, writer Henry David Thoreau was arrested for refusing to pay his taxes. He argued that these taxes were supporting the Mexican–American War and the expansion of slavery, which he opposed. He spent the night in jail until someone paid his taxes without his permission. When released, he gave a talk on the role of individuals in relation to the government. He revised the lecture and published it as “Resistance to Civil Government,” also called “Civil Disobedience.”

In his essay, Thoreau explained how people should resist immoral governments. As the power of slaveholders increased across the nation, Thoreau believed it was the responsibility of citizens to resist the government. They needed not only to voice their opinions by voting, but to disobey unjust laws. This included not paying taxes that supported unjust or immoral systems.

The idea of civil disobedience shaped many movements in the 1900s. Indian independence leader Mahatma Gandhi and Civil Rights activist Martin Luther King Jr. both said they were inspired by Thoreau’s ideas, which they used to encourage nonviolent resistance.

The Mexican–American War

In January 1846, President Polk ordered General Zachary Taylor to forcefully claim the land between the Nueces River and the Rio Grande. The US Army built a fort on this land in March to better defend the territory.

Mexican leaders considered this an invasion. They refused to negotiate with the United States about the border and also refused US offers to buy land that is now New Mexico and California.

The Conflict Begins

In May, there was a **skirmish** between US soldiers and Mexican cavalry riders in the border region that resulted in 16 US casualties. President Polk declared that Mexico “shed American blood on American soil.” He asked Congress to declare war on Mexico, which it did on May 13, 1846.

Reactions to the War

Democrats in Congress approved of Polk’s actions, but the Whigs argued that Polk had purposefully provoked Mexico. A Whig representative from Illinois named Abraham Lincoln objected to the declaration of war, as did other members of Congress. They wanted to know exactly where the skirmish between the Mexican and US soldiers took place to determine whether it really happened on US soil. Lincoln and his colleagues introduced the “Spot Resolutions,” to determine the battle’s location, but the House of Representatives did not act on them.

Many abolitionists thought the war was as an excuse to admit another state that allowed slavery. They spoke out against the war, including Frederick Douglass.

US Advances in Mexico

Although Mexican soldiers fought hard, US forces won the major battles of the war. General Zachary Taylor and his soldiers marched into northern Mexico and captured the city of Monterrey. In 1847, they won the Battle of Buena Vista against a large Mexican force.

Brigadier General Stephen Watts Kearny led his soldiers to Santa Fe, New Mexico, which surrendered. Kearny's forces then marched to California. When they arrived, they found that new settlers led by the US military had already conquered the region.

General Winfield Scott led US forces in the capture of the Mexican port city of Veracruz and then marched to Mexico City, the nation's capital. On September 14, 1847, Mexico City fell to US forces.

The End of the War

In 1848, US and Mexican representatives signed the Treaty of Guadalupe Hidalgo to end the war. Mexico ceded nearly half of its land (about 500,000 square miles)

to the United States for \$15 million, plus another \$3 million to settle government debts.

The lands granted in the treaty included the present-day states of Texas, New Mexico, Arizona, California, Nevada, and Utah, as well as parts of Colorado and Wyoming. The treaty also set the Rio Grande as the border between the United States and Mexico. In addition, the treaty stated that all Mexican citizens living in these territories would become US citizens when the lands became US states.

Training for Future Generals

A few well-known generals who would later fight in the US Civil War learned about combat from serving in the Mexican–American War. These men included Union generals Ulysses S. Grant, John C. Frémont, and William Tecumseh Sherman as well as Confederate generals Robert E. Lee, Thomas “Stonewall” Jackson, James Longstreet, and George Pickett.

What Do YOU Think ?

How do you think the Treaty of Guadalupe Hidalgo impacted life for people in the ceded territories?

General Zachary Taylor fought at the battle of Resaca de la Palma in 1846. Taylor was elected president in 1848. Do you think Taylor's role in the Mexican–American War helped his political career? Why or why not?





In 1818, a treaty set the boundary between the United States and Canada at the 49th parallel. The land south of that line became parts of North Dakota, Minnesota, and South Dakota. **Why do you think US leaders wanted to expand the nation?**

Unresolved Disputes

After the Mexican–American War, tensions remained high between the United States and Mexico. While the Treaty of Guadalupe Hidalgo resolved some issues, there was still land that the two countries disagreed over.

The Mexican government was upset that the United States was not protecting Mexican settlers in the territories Mexico had ceded to the United States. Even though US leaders promised to defend these settlers from Native attacks, they were not keeping their promises. Nor would they agree to pay for the damage done in these raids.

At the same time, the United States was making plans to build a southern **transcontinental** railroad through this region and wanted even more land for this project.

The Gadsden Purchase

In 1853, President Franklin Pierce sent James Gadsden to negotiate for more territory. With reelected Mexican President Antonio de Santa Anna, Gadsden drafted a treaty to buy 45,000 square miles of land for \$15 million.

However, when the treaty was presented to Congress, most members did not like it. Many representatives from the North favored a northern route for the transcontinental railroad. They also did not want the United States expanding to the south, where slavery would be legal. They decided to change the size of the purchase to about 30,000 square miles for \$10 million. Once the treaty was signed, it established the permanent border between the United States and Mexico.

Oregon Territory

As the war with Mexico began, US leaders were also seeking to resolve territorial issues in the Pacific Northwest. For decades, the United States and Britain had conflicting land claims on the Pacific Coast. In 1846, British and US leaders solved the dispute by establishing a border along the 49th parallel of north latitude.

Two years later, the United States established the Oregon Territory. While this formally created a government for the region, few US citizens lived there. According to the 1850 census, fewer than 14,000 White settlers lived in the Oregon Territory.

Despite low numbers of new settlers, taking possession of the Oregon Territory was important to many US citizens. Within just two years, the US border moved from the Rocky Mountains all the way to the Pacific Ocean. For some people, this demonstrated that the nation had achieved Manifest Destiny: the United States now stretched from the Atlantic Ocean to the Pacific Ocean.

Soon, hundreds of thousands of new settlers and fortune seekers would travel along the Oregon Trail toward California and Oregon. Many of them would establish farms, while others would seek gold in areas of California.

Many new settlers traveled westward in wagon trains for protection. What difficulties do you think families faced as they traveled west?



LESSON 1 Check It!

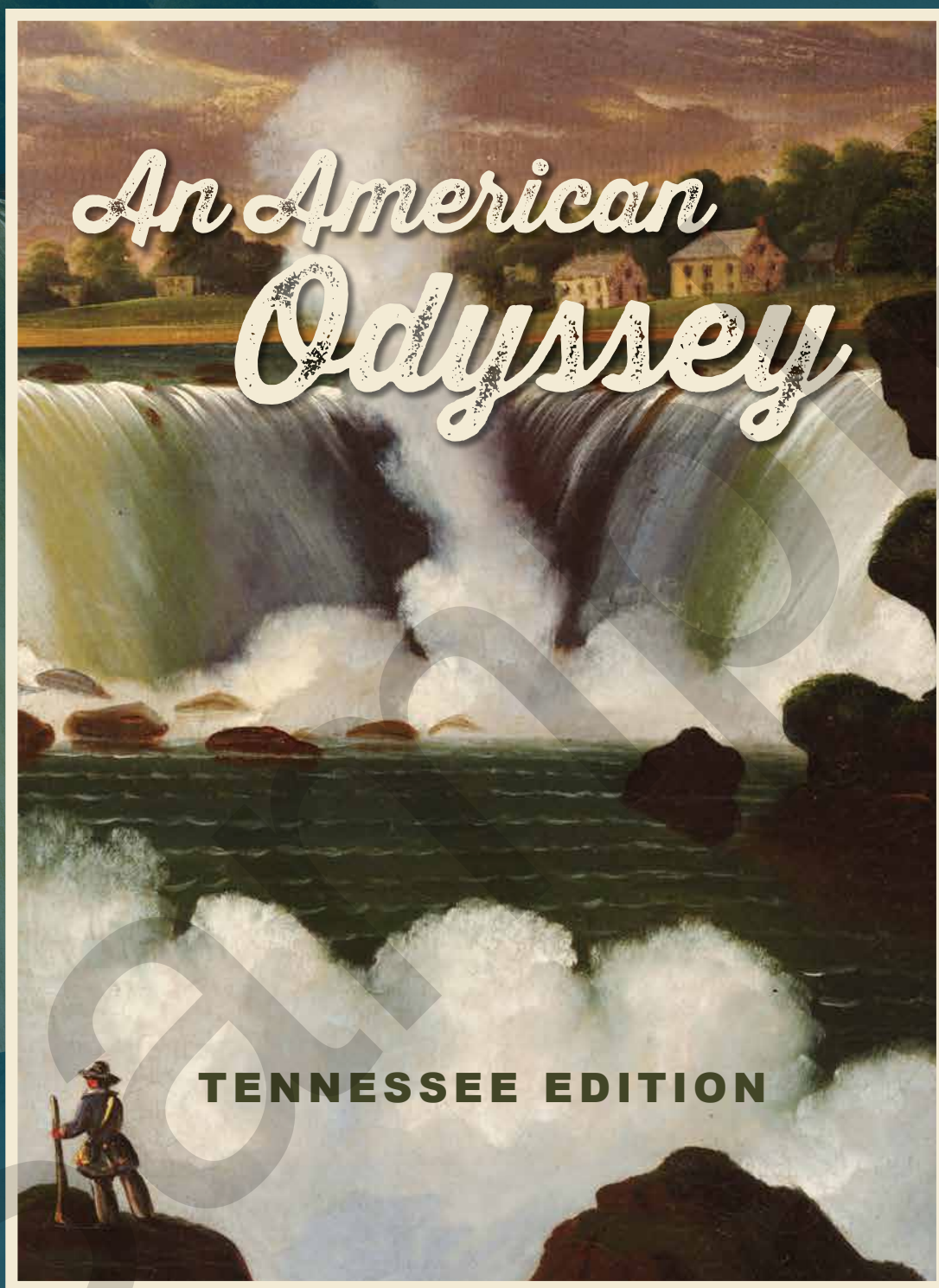


Dig

1. Which territories became a part of the United States during James K. Polk's presidency?
2. How did the United States acquire the Oregon Territory?

Dig Deeper

3. How did the practice of slavery contribute to westward expansion?
4. In what ways did the United States gain new territory during the first half of the 1800s?



TEACHER GUIDE

Chapter 5: Expansion and Conflict

Essential Question: How did westward expansion further divide people in the United States?

STUDENT OUTCOME: Students will be able to describe how the westward expansion of the United States further divided the country by engaging in a variety of scaffolded activities.

Curriculum Overview

Eighth Grade Social Studies United States History and Geography: Colonization of North America to Reconstruction

Standard	Student Edition
SSP.01 Collect data and information from a variety of primary and secondary sources, including: Printed materials, Graphic representations, Artifacts, Media and technology sources, Oral History	AA, SSS
SSP.02 Critically examine a primary or secondary source in order to: Extract, summarize, and paraphrase significant ideas and relevant information; Distinguish the difference between fact and opinion; Recognize author’s purpose and point of view, and potential bias; Draw logical inferences and conclusions; Assess the strengths and limitations of arguments	AA
SSP.03 Synthesize data from multiple sources in order to: Recognize differences among multiple accounts, Establish validity by comparing and contrasting multiple sources, Frame appropriate questions for further investigation	AA, SSS
SSP.04 Construct and communicate arguments by citing supporting evidence to: Demonstrate and defend an understanding of idea, Compare and contrast viewpoints, Illustrate cause and effect, Predict likely outcomes, Devise new outcomes or solutions, Engage in appropriate civic discourse	AA
SSP.05 Develop historical awareness by: Recognizing how and why historical accounts change over time; Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy vs. present mindedness; Evaluating how unique circumstances of time and place create context and contribute to action and reaction; Identifying patterns of continuity and change over time, making connections to the present	LI, L2, L3, AA, SSS
SSP.06 Develop geographic awareness by: Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales; Determining the use of diverse types of maps based on their origin, structure, context, and validity; Analyzing locations, conditions, and connections of places and use maps to investigate spatial relationships; Analyzing interaction between humans and the physical environment; Examining how geographic regions and perceptions of the regions are fluid across time and space	AA
8.52 Analyze the concept of Manifest Destiny and its impact on the development of the nation, including economic incentives for westward expansion, impact on American Indians, and the territorial expansion of slavery.	LI, AA
8.54 Describe the motivations for American settlements in Mexican-ruled Texas after 1821 and the causes of the Texas War for Independence, and determine the legacy of the Alamo, including Davy Crockett and Sam Houston.	LI, AA
8.55 Analyze the reasons for and outcomes of groups moving west, including the significance of: Fur traders, Mormons, Families on the Oregon Trail, Opportunities for women and African Americans	L2, AA
8.56 Identify the major events and impact of James K. Polk’s administration, including: Settlement of the Oregon boundary, The annexation of Texas, Border disputes over the Rio Grande River, Mexican-American War, Mexican Cession	LI
8.57 Analyze the discovery of gold in California, its social and economic impact on the United States, and the major migratory movements including the forty-niners and Asian immigrants.	L2
8.58 Explain the reasons for and the impact of the Compromise of 1850, including: Henry Clay’s role as “The Great Compromiser,” Fugitive Slave Act, Harriet Beecher Stowe’s influence with Uncle Tom’s Cabin	L3
8.59 Analyze the motivations and divisional effects of the Kansas-Nebraska Act of 1854, including: Rise of the Republican Party, “Bleeding Kansas,” Preston Brooks’ attack on Charles Sumner, John Brown’s raid at Harper’s Ferry	L3
8.60 Analyze the impact of the Supreme Court’s 1857 Dred Scott v. Sanford decision on the debate over slavery in the United States.	L3
8.61 Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.	L3
8.62 Describe how sectional division of the United States led to Abraham Lincoln’s victory in the election of 1860.	L3
8.63 Describe the significance of the Battle of Fort Sumter and Tennessee’s struggle over the decision to secede.	L3
8.64 Compare and contrast the Union and Confederacy at the outbreak of the Civil War, including: Military and political leadership, Military strategies, Infrastructure, Agricultural and industrial strengths, Population	SSS

LI = Lesson 1; L2 = Lesson 2; L3 = Lesson 3; AA = Athenaeum Archives; SSS = Social Studies Savvy

Chapter Features

Use any or all of the following activities to best meet the needs of your classroom.



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.05; 8.RI.KID.2; 8.RI.KID.3; 8.RI.RRTC.10; 8.SL.CC.1	Introduce the Essential Question , explore the opening image, and examine the timeline.	222		30 Minutes
Athenaeum Archives SSP.01; SSP.02; SSP.03; SSP.04; SSP.05; SSP.06; 8.52; 8.54; 8.55; 8.RI.KID.1; 8.RI.CS.4; 8.RI.CS.6; 8.RI.IKI.7; 8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PKI.4; 8.SL.PKI.6; 8.W.TTP.1; 8.W.PDW.4; 8.W.RBPK.7; 8.W.RBPK.9; 8.W.RW.10	Westward Expansion: Examine westward expansion in the United States using themes of defending Manifest Destiny, frontier figures, impact on Indigenous nations, art and literature, and the environment and economy.	246		60 Minutes
Career Corner SSP.06; 8.RI.KID.1; 8.SL.PKI.4; 8.SL.PKI.5; 8.SL.PKI.6; 8.W.RBPK.7	Tour Guide: Create a presentation to explain how you would educate visitors about a historic location discussed in this chapter.	270		60 Minutes
Social Studies Savvy SSP.01; SSP.03; SSP.05; 8.64; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.CS.4; 8.RI.CS.5; 8.RI.CS.6; 8.RI.RRTC.10; 8.SL.CC.1; 8.SL.CC.2	Compare Constitutions: Compare excerpts of the United States and the Confederate States constitutions to evaluate the goals and values of the Confederate States.	272		25 Minutes
Inquiring Minds... SSP.02; SSP.03; 8.RI.KID.1; 8.RI.KID.2; 8.RI.CS.6; 8.RI.IKI.8; 8.RI.IKI.9; 8.RI.RRTC.10; 8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.W.TTP.2; 8.W.RBPK.7; 8.W.RBPK.9; 8.W.RW.10	Cultivate Curiosity: Compose questions to evaluate how different sides of a 19th-century conflict represented themselves and their opponents.	272		50 Minutes
Today's History! SSP.06; 8.52; 8.RI.KID.3; 8.RI.IKI.7; 8.SL.PKI.5; 8.W.TTP.2; 8.W.RBPK.9	Map Expansion and Division: Chronological series of maps to visualize changes in US territory and political divides across the nation.	273		25 Minutes
Tech Tie-In SSP.05; 8.52; 8.55; 8.W.TTP.3; 8.W.PDW.4; 8.W.PDW.5; 8.W.PDW.6; 8.W.RBPK.7; 8.W.RW.10	Choose Your Own Adventure: Use your knowledge of change and travel in the 1800s to create a Choose Your Own Adventure-style narrative.	273		45 Minutes
Prove It! SSP.01; SSP.02; SSP.05; SSP.06; 8.52; 8.55; 8.56; 8.59; 8.60; 8.RI.CS.4; 8.RI.RRTC.10; 8.W.RW.10	Check for understanding through a summative assessment, reflection, and by answering the Essential Question . ★ Note: The Prove It! is found in the Chapter Assessments .	CA 69		45 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 1: Seizing New Territory



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 8.RI.KID.1; 8.RI.KID.3; 8.RI.CS.4; 8.RI.IK1.7; 8.RI.RRTC.10	Notice Graphics: Examine graphics to make predictions and connections to learning goals and key terms.	224		25 Minutes
Literacy Power 8.RI.KID.1; 8.RI.KID.3; 8.RI.CS.5; 8.RI.CS.6; 8.RI.IK1.8; 8.RI.RRTC.10	Color Code It Use color coded highlighters, sticky notes, or page flags to categorize important information when reading.	225		25 Minutes
Connect It: Government SSP.04; SSP.05; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.CS.4; 8.RI.CS.6; 8.RI.RRTC.10; 8.SL.CC.1; 8.SL.PK1.4; 8.SL.PK1.6; 8.W.TTP.1; 8.W.PDW.4; 8.W.RBPK.9; 8.W.RW.10	Race, Royals, and Republics: Evaluate the governmental structures of republics and constitutional monarchies by comparing the American Revolution to the Mexican War for Independence.	226		45 Minutes
Writing Workshop 8.54; 8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PK1.4; 8.SL.PK1.6; 8.W.TTP.1; 8.W.TTP.2; 8.W.PDW.4; 8.W.RW.10	Pathos: Consider how pathos was used to garner support for Texas's independence and create an appeal to emotion in a short speech.	228		45 Minutes
Flex It! 8.54; 8.56; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.CS.4; 8.RI.RRTC.10; 8.W.TTP.2; 8.W.PDW.4; 8.W.PDW.6; 8.W.RBPK.7; 8.W.RBPK.8; 8.W.RBPK.9; 8.W.RW.10	Ballads of Texas: Analyze ballads depicting different cultural perspectives on the Texas Annexation.	229		35 Minutes
Connect It: Civics SSP.04; SSP.05; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.CS.4; 8.RI.CS.6; 8.RI.RRTC.10; 8.SL.CC.1; 8.SL.PK1.4; 8.SL.PK1.6; 8.W.TTP.1; 8.W.PDW.4; 8.W.RBPK.9; 8.W.RW.10	Civil Disobedience Scenarios: Discuss different hypothetical scenarios dealing with the use of civil disobedience.	230		30 Minutes
Sharpen Your Skills! SSP.05; 8.56; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.CS.4; 8.RI.CS.6; 8.RI.IK1.8; 8.RI.IK1.9; 8.RI.RRTC.10; 8.W.TTP.1; 8.W.PDW.4; 8.W.RBPK.9; 8.W.RW.10	Opposing Viewpoints: Mexican-American War: Compare the different perspectives on the Mexican–American War by examining secondary sources.	231		35 Minutes
What Do YOU Think? 8.56; 8.SL.CC.1; 8.SL.CC.3; 8.SL.PK1.4; 8.SL.PK1.6	Treaty of Guadalupe Hidalgo: Discuss different perspectives of the Treaty of Guadalupe Hidalgo.	231		10 Minutes
Spotlight On... 8.52; 8.56; 8.RI.KID.1; 8.RI.KID.3; 8.RI.CS.6; 8.RI.IK1.7; 8.RI.RRTC.10; 8.SL.CC.1; 8.W.RBPK.9	Westward Expansion Quilt: Create a quilt pattern representing the history of one of the territories acquired during the era of westward expansion.	232		65 Minutes
Check It! SSP.03; 8.52; 8.56; 8.RI.KID.1; 8.RI.CS.4; 8.RI.RRTC.10; 8.W.TTP.2; 8.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	233		25 Minutes

Lesson Features Lesson 2: New Settlers Move West



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 8.RI.KID.1; 8.RI.KID.3; 8.RI.CS.4; 8.RI.IK1.7; 8.RI.RRTC.10	Notice Graphics: Examine graphics to make predictions and connections to learning goals and key terms.	234		25 Minutes
Literacy Power 8.RI.KID.1; 8.RI.KID.2; 8.RI.CS.5; 8.RI.CS.6; 8.RI.IK1.8; 8.RI.RRTC.10	Color Code It Use color coded notes to create fact-based questions and determine meaning in the text.	235		25 Minutes
Flex It! SSP.05; 8.55; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.RRTC.10; 8.W.TTP.2; 8.W.PDW.6; 8.W.RBPK.7; 8.W.RBPK.9; 8.W.RW.10	Diseases Wanted: Dead or Alive: Research and create a wanted poster for a disease that affected emigrants on the Oregon Trail.	236		45 Minutes
Sharpen Your Skills! SSP.02; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.CS.6; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PK1.5; 8.SL.PK1.6; 8.W.TTP.3; 8.W.PDW.4; 8.W.RBPK.7; 8.W.RBPK.8; 8.W.RBPK.9; 8.W.RW.10	Buffalo Soldier Sing Along: Students will summarize the legacy of the Buffalo Soldiers by creating a song.	238		45 Minutes
Spotlight On... SSP.03; SSP.05; 8.57; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.CS.6; 8.RI.IK1.8; 8.RI.IK1.9; 8.RI.RRTC.10; 8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PK1.4; 8.SL.PK1.6; 8.W.TTP.1; 8.W.TTP.2; 8.W.TTP.3; 8.W.PDW.4; 8.W.RBPK.9; 8.W.RW.10	Gold Rush Game: Participate in a simulation of the Gold Rush based on primary and secondary sources and create a visual journal.	241		55 Minutes
Writing Workshop 8.55; 8.57; 8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PK1.4; 8.SL.PK1.6; 8.W.TTP.1; 8.W.PDW.4; 8.W.RW.10	Logos: Practice using logic, evidence, and reason in persuasive speech or writing by making claims and collecting data.	242		35 Minutes
Connect It: Culture SSP.02; 8.54; 8.RI.KID.1; 8.RI.KID.2; 8.RI. KID.3; 8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PK1.5; 8.W.TTP.1; 8.W.PDW.4; 8.W.PDW.6; 8.W.RBPK.7; 8.W.RBPK.9; 8.W.RW.10	Expectation vs Reality: Frontier Myths: Examine the development of myths and legends surrounding Daniel Boone and Davey Crockett by creating a meme or gif.	243		35 Minutes
What Do YOU Think? SSP.05; 8.52; 8.RI.KID.1; 8.RI.KID.2; 8.RI.CS.4; 8.SL.CC.1; 8.SL.CC.3; 8.SL.PK1.4; 8.SL.PK1.6	When Cultures Collide: Discuss the impact of the forced assimilation of Native Americans and compare it to other methods of cultural immersion such as acculturation and syncretism.	244		10 Minutes
Check It! SSP.03; 8.55; 8.57; 8.RI.KID.1; 8.RI.CS.4; 8.RI.RRTC.10; 8.W.TTP.2; 8.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	245		25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 3: A Nation Divided



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 8.RI.KID.1; 8.RI.KID.3; 8.RI.CS.4; 8.RI.IK1.7; 8.RI.RRTC.10	Notice Graphics: Examine graphics to make predictions and connections to learning goals and key terms.	258		25 Minutes
Literacy Power 8.RI.KID.1; 8.RI.KID.3; 8.RI.CS.5; 8.RI.CS.6; 8.RI.IK1.8; 8.RI.RRTC.10; 8.SL.PK1.4; 8.SL.PK1.5; 8.SL.PK1.6; 8.W.RBPK.7; 8.W.RBPK.9	Color Code It: Use color coded notes to inspire a research or creative project.	259		25 Minutes
Flex It! SSP.01; SSP.05; 8.59; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.IK1.7; 8.RI.RRTC.10; 8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PK1.5	Tableaux Vivant: Prelude to War: Act out different art pieces from the Bleeding Kansas conflict to illustrate its impact on the rise of civil war in the United States.	260		45 Minutes
Sharpen Your Skills! SSP.05; 8.59; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.CS.6; 8.RI.IK1.9; 8.RI.RRTC.10; 8.W.TTP.1; 8.W.PDW.4; 8.W.RW.10	Raids vs Rhetoric: Compare and evaluate the abolitionist perspectives of John Brown and William Lloyd Garrison.	264		35 Minutes
Writing Workshop 8.61; 8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PK1.6; 8.W.TTP.1; 8.W.PDW.4; 8.W.RW.10	Ethos: Examine how ethos played a role in the Lincoln and Douglass debates and practice developing ethos in persuasive writing and speech.	267		35 Minutes
What Do YOU Think? 8.61; 8.62; 8.63; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.CS.6; 8.RI.IK1.8; 8.RI.RRTC.10; 8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PK1.4	Unpopular Sovereignty: Discuss the use of popular sovereignty to justify slavery and how it contradicts democratic principles.	268		15 Minutes
Spotlight On... 8.58; 8.59; 8.60; 8.61; 8.62; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.RRTC.10; 8.W.TTP.1; 8.W.TTP.2; 8.W.PDW.4; 8.W.RW.10	A House Divided Foldable: Create an interactive drawing of a house to illustrate the causes of the civil war.	269		55 Minutes
What Do YOU Think? 8.61; 8.62; 8.63; 8.RI.KID.1; 8.RI.KID.2; 8.RI.KID.3; 8.RI.CS.6; 8.RI.IK1.8; 8.RI.RRTC.10; 8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PK1.4	Shaky Secession: Discuss and evaluate the reasons why certain states seceded after Lincoln's election.	270		15 Minutes
Check It! SSP.03; 8.58; 8.60; 8.62; 8.RI.KID.1; 8.RI.CS.4; 8.RI.RRTC.10; 8.W.TTP.2; 8.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	271		25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

★ = Resources indicated with this symbol feature an additional optional activity.

Notes

Online Resource Addresses



Features	Description and Website	Page
Connect It: Government Race, Royals, and Republics	The Mexican War for Independence: https://www.youtube.com/watch?v=Y-R3BVfZxCl	226
Writing Workshop Pathos	Pathos, Logos, and Ethos: https://www.youtube.com/watch?v=3klMM9BkV5o	228
Flex It! Ballads of Texas	Ballad of the Alamo: https://www.youtube.com/watch?v=CnptKCH44CQ El Corrido de Gregorio Cortez Lyrics: https://voices.pitt.edu/TeachersGuide/Unit%206/Song%20Page%20ElCorridodeGregorioCortez.htm "Gregorio Cortez"— Travadores Regionales: https://www.loc.gov/static/programs/national-recording-preservation-board/documents/Gregorio-Cortez.pdf	229
Connect It: Civics Civil Disobedience Scenarios	Thoreau and Civil Disobedience: https://www.youtube.com/watch?v=gugnXTN6-D4 How to Write a Strong Thesis Statement: https://www.thesaurus.com/e/writing/how-do-i-write-a-thesis-statement/	230
Sharpen Your Skills! Opposing Viewpoints: Mexican-American War	What is an Optical Illusion: https://www.optics4kids.org/optical-illusions The War From a Mexican Viewpoint: https://public.websites.umich.edu/~ac213/student_projects06/magsylje/viewpoints.html Why Did President Polk Want War?: https://teachinghistory.org/history-content/ask-a-historian/22205	231
Spotlight On... Westward Expansion Quilt	Quilt Discovery Experience: https://www.nps.gov/home/planyourvisit/quilt-discovery-experience.htm	232
Flex It! Diseases Wanted: Dead or Alive	Doctors and Diseases on the Oregon Trail: https://historicoregoncity.org/2019/04/02/doctors-and-diseases-on-the-oregon-trail/#:~:text=Dysentery%2C%20smallpox%2C%20measles%2C%20mumps,were%20probably%20the%20biggest%20killers.	236
Sharpen Your Skills! Buffalo Soldier Sing Along	Buffalo Soldiers: The African Americans Who Won the West: https://www.youtube.com/watch?v=KQOTTI5cfIM Bob Marley - Buffalo Soldier Lyrics: https://www.youtube.com/watch?v=Bu2KvmZg_Z4 Buffalo Soldier Profiles: https://www.nps.gov/chyo/learn/historyculture/busol860s.htm Bob Marley: Buffalo Soldier (Instrumental): https://www.youtube.com/watch?v=HBp75Nh--xE	238
Spotlight On... Gold Rush Game	Departure for the Gold Regions: https://dp.la/primary-source-sets/california-gold-rush/sources/1904 Gold Fever: How the Rush Began: https://www.youtube.com/watch?v=sKHIYsIKA9o Gold Rush: https://www.usmint.gov/learn/kids/games/gold-rush Excerpt of a Letter from Augustin Hibbard: https://dp.la/primary-source-sets/california-gold-rush/sources/1912 Chinese Merchant Complains of Racist Abuse: https://www.coursehero.com/study-guides/ushistorylos/primary-source-chinese-merchant-complains-of-racist-abuse-1860/ Why the California Gold Rush Was a Terrible Way to Get Rich: https://www.youtube.com/watch?v=loNs2bx-J0E	241

Athenaeum Archives Westward Expansion	Giphy: https://giphy.com/ Territorial Gains by the U.S.: https://education.nationalgeographic.org/resource/territorial-gains/
Flex It! Tableau Vivant: Prelude to War	The Underground Railroad: https://www.loc.gov/item/98510370/ Preston Brooks Attacks Charles Sumner: https://civilwaronthewesternborder.org/new-york-public-library/preston-brooks-attacks-charles-sumner Tragic Prelude: https://civilwaronthewesternborder.org/wikimedia-commons/tragic-prelude The Last Moments of John Brown: https://www.metmuseum.org/art/collection/search/III60 Missouri - Martial Law, Order No. 1: https://civilwaronthewesternborder.org/state-historical-society-missouri-columbia/martial-law-or-order-no-1 Dividing the National Map: https://civilwaronthewesternborder.org/library-congress-prints-and-photographs-division/dividing-national-map Tableaux Vivants Leonardo Da Vinci: https://www.youtube.com/watch?v=JTqj7CqNGZw
Sharpen Your Skills! Raids vs. Rhetoric	Who is William Lloyd Garrison: https://www.youtube.com/watch?v=5PbxSI-U89w John Brown's Bloody End to Slavery: https://www.youtube.com/watch?v=FZu0OxcplhM
Spotlight On... A House Divided Foldable	A House Divided: https://rmpbs.pbslearningmedia.org/resource/a0a692da-498f-4404-a322-010d3f4bb24d/a-house-divided/
Tech Tie-In Choose Your Own Adventure	Inklewriter: https://www.inklestudios.com/inklewriter/
Notes	

sa

Spark It!

Ignite Curiosity & Activate Prior Knowledge

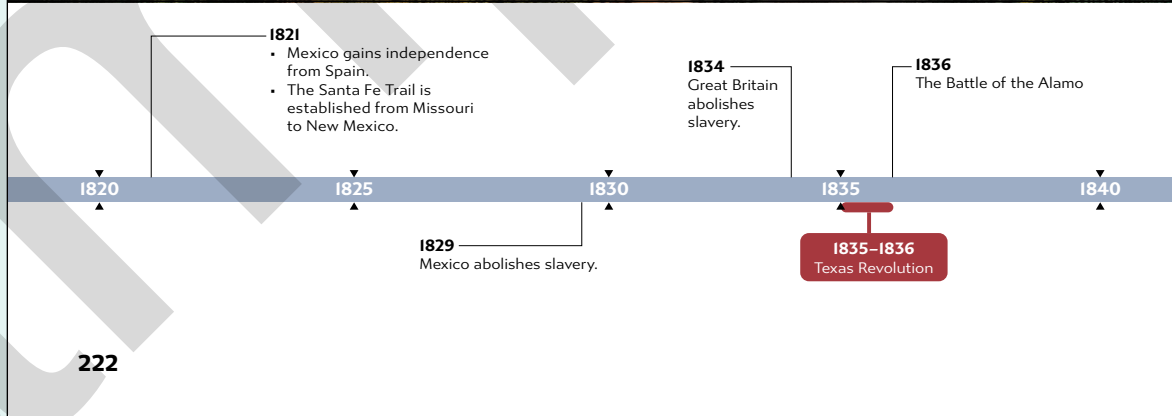
Discuss the **Essential Question**, opening image, and timeline to preview the chapter.

- Display the **Essential Question**: *How did westward expansion further divide people in the United States?*
- Remind students that in any scene of a book, play, movie, or TV show, each character has something they want, which drives their actions. When characters compete for the same thing, or want mutually exclusive things, it leads to conflict.
- Have students outline the major social, political, cultural, and economic organizations in the United States during the War of Independence. Students should explore conflict by using the storytelling techniques discussed as a class to identify the motives held by individuals and communities in the 19th century.
- In pairs or small groups, have students list the motives and goals of each group they have identified. Then have them create a character web in which they make connections between groups. Encourage students to consider questions such as the following as they create their character webs: Who are allies? Which organizations are at odds? Why?
- Have students repeat the process for the early 1800s as if they are plotting a sequel.
 - **Ask:** What has changed since the founding of the United States? *Students may recognize that many of the groups present at the founding of the country are still present.*
 - **Ask:** What old conflicts or dynamics between groups governed the way they interacted in the earliest years of the United States? *Students may recognize that with the absence of foreign war, the Second Great Awakening, and industrialization allowed economic changes and increased attention to social issues. Although some groups such as White male lawmakers and landowners in the North and South historically cooperated willingly, others, such as enslaved people, were forced to contribute to the new nation.*
 - **Ask:** What has changed, or could change, that would disrupt these dynamics and lead to a new conflict? *Students may predict that growing social movements, such as abolition, may rearrange allies. The introduction of new groups may see a struggle to acquire more supporters or retain traditional privileges.*

CHAPTER

5

Expansion and Conflict



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Put Yourself in the Picture

- Explain to students that new communities and settlements are often meant to reflect the latest ideals of a perfect society. Direct students to examine the image to determine what this artist envisioned as an idealized town in the 1800s.
 - **Ask:** Why do you think the artist included a train and covered wagons?
 - **Ask:** Why do you think a public school is the only named building in the settlement? *Students may recognize that public schools were a fairly new development in the early 1800s that provided opportunities previously only available to children of the wealthy.*
- Instruct students to imagine an ideal community. Provide time for students to sketch or describe their ideal community. Hold a class discussion to identify common features and differences.
 - **Ask:** What does your ideal community share with this artist's vision of a new western settlement? Why do you think that is?



Essential Question?

How did westward expansion further divide people in the United States?

Lesson 1

Seizing New Territory

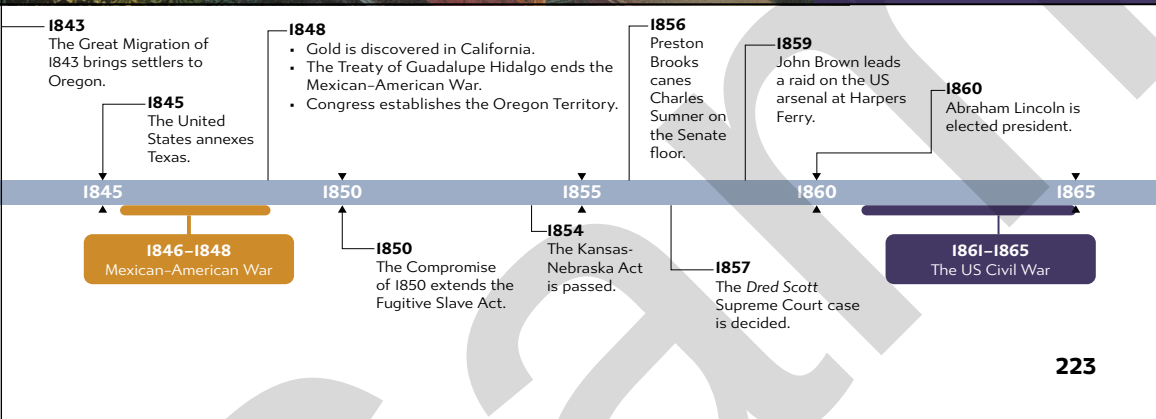
Lesson 2

New Settlers Move West

Lesson 3

A Nation Divided

This painting from the 1860s shows an idealized view of a settlement in the West. How do you think this image might exemplify the ideas of Manifest Destiny?



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Learning Goals

Skills Objectives

- Students will determine meaning in what they read by color coding notes and annotations.
- Students will use a variety of sources to analyze westward expansion through a selection of different themes.
- Students will use historical thinking skills to analyze the Confederate constitution.
- Students will explore rhetorical strategies of pathos, logos, and ethos to enhance their writing skills.

Content Objectives

- Students will summarize the causes and effects of conflicts during westward expansion.
- Students will describe daily life for White settlers and Indigenous people in the western United States.
- Students will outline the political events that led to the outbreak of the Civil War.

GSE Bookshelf+ Tip



You can upload your own exemplars, documents, or worksheets and assign them to your students to compliment any activity or lesson with the Upload feature.

Examine the Timeline

- Direct students to examine the timeline.
 - **Ask:** What events do you see that clearly relate to the **Essential Question**?
 - **Ask:** Do you see any events that don't clearly relate to expansion or conflict?
- Have students make a prediction about how unknown events might relate to the themes of this chapter based on their knowledge of previous chapters. Facilitate a discussion in which students list ongoing themes, practices, social movements, cultural and political changes, etc. that could further complicate the expansion and polarization of the United States in the early to late 1800s.
- Direct students to evaluate their predictions at the end of the chapter.
 - **Ask:** Which themes, events, people, developments, etc. from previous chapters continued or influenced events in this era?

Sneak Peek

Learning Strategies: Notice Graphics

- Instruct students to scan through **Lesson 1** and pause on any images or graphics that stand out to them.
 - **Ask:** What graphic or image stood out to you the most while scanning the lesson?
 - **Ask:** Based on the graphic you chose, what predictions can you make about the lesson?
- Next, read the **Learning Goals** and **Key Terms** as a class.
 - **Ask:** How do you think the graphic or image that stood out to you connects to the **Learning Goals** and the **Key Terms**?
 - **Ask:** How can looking at a visual aspect of the text help you prepare to read? *Students may suggest that it frames or contextualizes their learning.*
- Students will revisit the **Learning Goals** at the end of each lesson in the **Check It!** activities.

Key Terms

- After reading the lesson, have students select a graphic they think best demonstrates the meaning of each of the **Key Terms**.
 - » **annex** (noun): the act of annexing something or the state of being annexed : the addition of an area or region to a country, state, etc.
 - » **civil war** (noun): a war between opposing groups of citizens of the same country
 - » **empresario** (noun): one who before Texas became part of the U.S. entered into a contract with the Spanish or Mexican government to settle a certain number of families in Texas in exchange for sizable grants of land
 - » **immigrant** (noun): a person who comes to a country to take up permanent residence
 - » **Manifest Destiny** (noun): a future event accepted as inevitable
 - » **skirmish** (noun): a short battle between two small military units
 - » **transcontinental** (adjective): extending or going across a continent

LESSON 1

Seizing New Territory



Color Code It

As you read, it can be helpful to categorize information and use different colors to organize your categories.

As you read this lesson, use different color sticky notes to keep track of sections of the text that stand out. For example, use

- yellow for important facts,
- blue for passages that you have questions about, and
- pink for any information that provokes a strong emotional response.

On your sticky notes, write your question, draw an emoji or simple cartoon, or reword a fact to help you process and remember the information you read.



This painting from 1903 shows David "Davy" Crockett swinging his rifle at the Alamo mission during the Texas War for Independence. Ten years after Texas declared independence, it was annexed by the United States as the 28th state.

Throughout the mid-1800s, leaders in the US government continued to expand the nation's borders. They wanted to create more territories and states for settlement in the western regions of North America. In most cases, US leaders relied on treaties or purchase agreements with other nations. Some treaties were made after direct conflicts, such as the Mexican–American War, while others were arranged during times of peace. In all of the newly-acquired territories, Native Americans were forced to give up their homelands to make space for growing White settlements.

By 1848, the borders of the United States stretched from the Atlantic Ocean in the East to the Pacific Ocean in the West. The increase in land claims led to new challenges, including the spread of slavery, which would eventually lead to a **civil war**.

Learning Goals

- I can describe Manifest Destiny and its effects on the United States.
- I can summarize the major events of the Texas War for Independence and its outcomes.
- I can identify the causes and effects of the Mexican–American War.

Key Terms

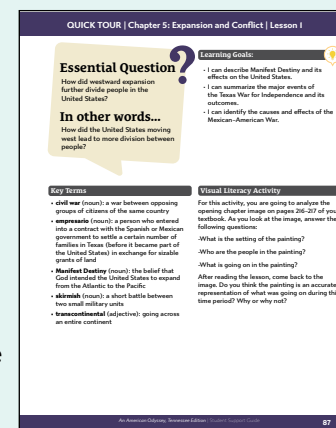
annex
civil war
empresario
immigrant
Manifest Destiny
skirmish
transcontinental

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Chapter 5

ML Support: Sneak Peek

- Distribute a copy of the **Quick Tour** for the lesson found on pages 87–92 in the **Student Support Guide**. Emphasize the images throughout the text. Pause periodically to check for understanding and allow students to discuss observations and questions.
- Consider having ML students review the **Check It!** questions for the lesson and discuss the answers before reading in the **Student Edition**. This will help develop any prior knowledge required to comprehend the topic, personalize the information, increase motivation for reading, and provide a clear focus for retention.



Manifest Destiny

The United States began its final great wave of expansion when Democrat James K. Polk was elected president in 1845. Like many people in the United States at the time, Polk believed in an idea called **Manifest Destiny**. This was the belief that it was the God-given right of the United States to control all of the land from the Atlantic Ocean to the Pacific Ocean. Many US citizens came to believe that it was their duty to spread their political, economic, and social values to other people as the nation expanded.

Some settlers were already moving into lands gained from the Louisiana Purchase, but most land between the Rocky Mountains and the Pacific Ocean was owned by Mexico. Even so, for those who believed in Manifest Destiny, this was only temporary. They were confident that the United States would gain this territory from Mexico, even if it caused a war.

Impact on Native People

As US citizens moved west, they clashed with the Indigenous nations already living in western regions. New arrivals forced Native people off the land, often through violence, and tried to force them to change their ways of life. Many US citizens believed they were culturally and racially superior to Native Americans. They also thought that Indigenous customs and beliefs were uncivilized.

Settlers wanted to use the land to raise cattle, grow crops, harvest timber, and mine minerals. In their eyes, Native nations were wasting the land. Many settlers encouraged US government leaders to force Indigenous people to move.

Most land speculators strongly supported the removal of Native Americans. They bought large tracts of land in the West because they expected the value of the land to increase as more people moved westward. As demand for land increased, they made large profits from their land sales.

This painting from 1869 shows people migrating westward along the Oregon Trail. Why do you think US settlers thought they had a right to claim new territories?



Expansion and Conflict

Success Criteria: Students will determine meaning in what they read by color coding notes and annotations.

Color Code It

- Explain to students that there are many ways to annotate a text. Some people highlight or underline important sentences, others may use symbols to indicate their feelings about a passage, or reword key ideas in the margin. One good way to annotate a book, especially one that needs to be returned at the end of the year, is to place sticky notes on the pages.
 - Explain that sticky notes can both act as color-coded page flags and a space to jot ideas that will make studying or review easier.
 - Provide students with sticky notes and have them read pages 182–183, marking at least four passages with notes. As a class, decide on colors, such as yellow, blue, and pink to signal important facts, passages that raise questions, and passages that provoke an emotional response. Students may rephrase an idea, write a question, or use a simple drawing to process a passage.
 - Divide students into pairs and have them compare which passages they marked and how they used the space on their sticky notes to help them process or use the information.
 - Call on volunteers to share creative or useful ways they or their group members annotated the text.
 - Have students continue to use sticky notes to annotate and organize key passages as they read.
- ★**Note:** This activity utilizes reading strategies to guide purposeful engagement and enable deeper understanding of the text.

Notes

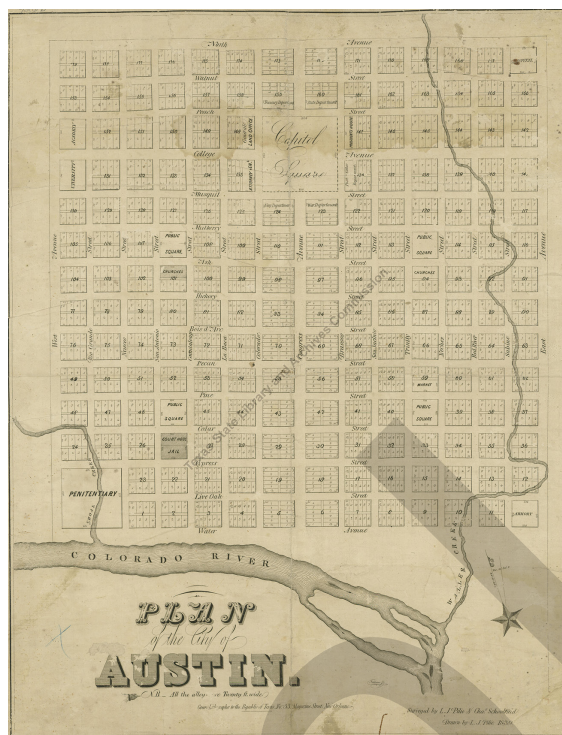
Connect It: Government



Success Criteria: Students will use an interdisciplinary learning lens to connect history to government.

Race, Royals, and Republics

- Remind students that in **Chapter 2** of this text, they learned about the American War for Independence. Review the causes and effects of this war as a class.
 - Ask:** Why did the colonies revolt? *Students may recall that some colonists were unhappy with the taxes imposed by the British crown.*
 - Ask:** What type of government did the United States create after the revolution? *Students may mention that the United States created a republic, or representative democracy.*
- Next, explain that Mexico also had a war for independence. Have students read the **Connect It: Government** feature on page 226 of the **Student Edition** and watch [The Mexican War for Independence](#).
- Distribute copies of the **Venn Diagram** on page 16 of the **Teacher Tools**. Instruct students to label one side as the American War for Independence and the other side as the Mexican War for Independence. Have students label subsections within each part of the Venn diagram as "causes" and "effects."
- Have students work with a partner or small group to complete the chart using information from the book and the video that they watched. Once groups finish, discuss student comparison observations together as a class.
 - Ask:** How are the two revolutions similar and different to each other?
 - Ask:** How did each nation address the diversity of its citizenry within the governments they created? *Answers will vary, but students may discuss the Three-Fifths Compromise in the United States and the advancement of the Creole class in Mexico.*
 - Ask:** How are the governmental structures that were created for each nation similar to and different from each other?
- Instruct students to write a paragraph to compare and evaluate the legacy of both countries' independence movements. Have students consider how each nation addressed racial inequality and the structures of governance that were created as a result.



This survey map of the City of Austin is from 1839. Why do you think city planners sometimes use grid patterns for city designs?

The United States Annexes Texas

In 1819, leaders from the United States and Spain established the boundary between Mexico and the United States. At that time, Texas was part of Mexico. However, since there were few White settlers in Texas, Spanish-Mexican leaders encouraged US settlers to move to the region. They hoped that the settlers would protect them from conflicts with Native Americans.

Colonies in Texas

In 1821, the Mexican people won independence from Spain. Meanwhile, US settlers continued moving to Texas. The same year Mexico gained independence, the Mexican government gave a land grant to Stephen F. Austin. He became an **empresario**, someone who was granted land to found a large colony of settlers.

Austin encouraged US settlers to move to Texas, and he led 300 families and enslaved people to region. From 1822 to 1832, Austin

Connect It: Government



Mexican Independence

Spain controlled Mexico for about three centuries. On September 16, 1810, Miguel Hidalgo y Costilla led an uprising of poor farmers against wealthy landowners and Spanish officials. Within a year the Spanish government crushed this rebellion, though fighting continued for a decade. In 1821, a coup in Spain gave leaders in Mexico the chance they needed to form an independent nation. Mexico became a constitutional monarchy, but power stayed in the hands of the wealthy for many more years. Today, people of Mexican descent celebrate independence day on September 16 each year.



People line the streets of New York in 2022 during a parade celebrating Mexico's independence day.

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Chapter 5



Differentiation: Connect It: Government

Consider the following alternative approaches to this activity to meet the needs of your class.

- Advanced Learners:** Have students conduct additional research on another country's war for independence. Then have them complete a **Triple Venn Diagram** on page 17 in the **Teacher Tools** comparing the independence movement they researched with the history of Mexico and the United States.
- Approaching Learners:** Have students submit their **Venn Diagram** in place of the written comparison. Alternatively, consider providing sentence starters to guide student writing.

settled hundreds of thousands of families in Texas. Later, the capital city of Texas was named for him.

From the beginning, the settlers had conflicts with Native nations. The Karankawa people, who owned the land, attacked the new settlers, killing a few of them and taking their supplies. Stephen F. Austin, who had control of the colony, eventually ordered the killing of all Karankawa people on sight.

Settlement Problems

Although Texas was not part of the United States, the people who settled in the area brought US culture and traditions with them. Most new arrivals came from the South. They brought enslaved people with them to grow cotton.

Many **immigrants** disrespected the Mexican people and saw them as inferior. They also had problems with Mexico's legal and political systems. They did not think Mexico allowed proper representation for its citizens in government. In 1826, settlers led by empresario Haden Edwards rebelled against the Mexican government. They wanted to form a new country, the Republic of Fredonia, but their revolt failed.

Many of the new settlers in Texas were enslavers. One of the biggest problems they had with the government was that Mexico outlawed slavery in 1829. The very next year, Mexico outlawed further immigration from the United States into Texas. These issues would lead the US immigrants in Texas to seek independence from Mexico.

Seeking Independence

In 1834, the leaders of Texas submitted a list of demands to the Mexican government and requested to become an independent state. Mexico's president, General Antonio López de Santa Anna, agreed to some of the demands, but he refused to grant Texas independence.

Over time, relations between Mexico and the US immigrants gradually worsened. Santa Anna banned state governments in an effort to solidify the power of Mexico's central government. His actions angered people across Mexico as well as the new settlers in Texas. A number of provinces within Mexico rebelled against the changes, which gave Texans an opportunity to rebel as well.



Stephen F. Austin

Even though slavery was outlawed in Mexico in 1829, around 5,000 enslaved people lived in Texas by 1835. Most of them lived in East Texas on cotton plantations. **Why do you think many enslavers supported independence from Mexico?**



Expansion and Conflict

Notes

Writing Workshop



Success Criteria: Students will explore rhetorical strategies by identifying and employing an appeal to pathos.

Pathos

- Explain to students that methods of persuasion are frequently divided into three categories: pathos, ethos, and logos. Inform students that pathos involves an appeal to emotion. Provide students access to [How To Use Rhetoric To Get What You Want](#) to familiarize themselves with persuasive tactics and how to identify them.
 - **Ask:** When have you encountered an appeal to pathos in advertising, political debate, or a news story?
 - **Ask:** Do you think identifying pathos plays a role in the study of history?
- Direct students to reexamine **The Battle of the Alamo** on page 228 of the **Student Edition**. Individually, in pairs, or in small groups, have students list the following:
 - » how they think the appeal to emotion shaped events as Texas gained independence
 - » how the same appeal to emotion shaped the way American history was told
- Facilitate a discussion in which students consider how the call to “Remember the Alamo!” appealed to outrage, patriotism, etc. Students should recognize that this appeal to emotion was linked with a call to action to support Texas’s independence. Help students examine how this use of pathos framed the focus on later discussions of the Alamo. The use of pathos shaped a narrative around individuals who died there as heroic martyrs, and villainized Mexicans and Mexican Americans while ignoring the link between Texas’s independence and slavery.
- Have students think of a current issue, event, or problem. Individually, in pairs, or in small groups, have students create a two-paragraph speech that links an appeal to emotion with a call to action for their chosen issue.
- Have volunteers read their speeches for the class. After each speech, have the class consider how the inclusion of pathos strengthened the call to action. Students should also evaluate whether the appeal to pathos oversimplified any complex or nuanced issues.
 - **Ask:** What are the benefits of using pathos as a persuasive method? What are the challenges?
- ★ **Note:** This activity utilizes writing skills for structure and development. Consider using the **Pathos Rubric** on page 75 of the **Chapter Assessments** to evaluate this activity.



The battle cry “Remember the Alamo!” was used to increase support for Texas independence from Mexico. Why do you think this slogan might help persuade people to support the cause?

LINKING THE PAST TO THE PRESENT 9

The Alamo became a symbol of resistance almost immediately after its famous battle. Almost a century after the Battle of the Alamo, as San Antonio grew from a small town into a major city, the owners of some of the buildings on the site wanted to tear them down. Adina De Zavala, a member of the Daughters of the Texas Republic, fought to save the buildings, raising money to buy the site. She even occupied a building and gathered national support for her cause. In 1908, the state of Texas agreed to purchase and preserve the site. Today, the Alamo is a popular tourist site. It is a National Historic Landmark and a UNESCO World Heritage Site. About 1.6 million people visit the Alamo each year, making it the most visited destination in Texas.



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The Battle of the Alamo

From 1835 to 1836, settlers in Texas rebelled against Mexico. At first, the Texians were able to push back the Mexican soldiers, but Santa Anna was determined to stop the rebellion. With an army of up to 7,000 men, he marched to San Antonio, which the Texians had previously seized from the Mexican army. When Santa Anna’s troops arrived, there were fewer than 200 Texian soldiers inside the Alamo mission. After a siege, all the Texian soldiers were killed.

The Battle of San Jacinto

A month later, in April 1836, General Sam Houston led Texian troops in the Battle of San Jacinto. With cries of “Remember the Alamo!” they defeated the Mexican army and captured Santa Anna. They forced him to sign a treaty recognizing Texas’s independence. Santa Anna promised he would convince the Mexican government to uphold the agreement.

Chapter 5

Links and Thinks

Digital Battlefield

- Have students visit [Alamo: Digital Battlefield](#) to see images of the historical Alamo battlefield and what it looks like today. Instruct students to click “show historical markers” in the upper left-hand corner of the screen. Then have them explore the battlefield both historically and today.
 - **Ask:** What has changed about the historical Alamo today?
 - **Ask:** What has stayed the same between the historical Alamo and the Alamo today?
 - **Ask:** How do you think the preservation of this site influences the culture in Texas?
- After the discussion, have students write a three-sentence reflection addressing the impact of preserving historical sites on cultural narratives. Encourage students to use the similarities and differences of the historical Alamo and the Alamo today as evidence in their writing.

The Mexican government, however, had already voted to remove Santa Anna from power. Even though Texas had claimed independence from Mexico, its status was not secure.

The Republic of Texas

Texians soon formed their own government and elected Sam Houston as their president. The government structure was similar to that of the United States. Culturally, Texians identified more with US society than they did with Mexico. Meanwhile, the Mexican government did not recognize Texas's independence. They considered Texas a rebellious province of Mexico.

Becoming a State

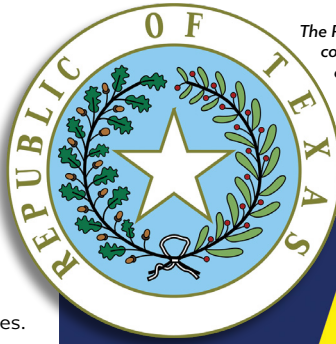
The people of Texas began to see that statehood would benefit their economy and help provide protection against Mexico. In 1845, the Texas Congress voted to apply for statehood. The US government had not **annexed** Texas because it feared war with Mexico, but these sentiments shifted when James K. Polk was elected president.

Boundary Disputes

The boundary between Texas and Mexico was still disputed. Mexico identified the Nueces River as the boundary line, while Texians claimed the boundary was farther south, along the Rio Grande.

In July 1845, President Polk sent US troops to the Nueces River to defend Texas from any attacks. However, the United States had never owned or occupied Texas, so Mexican leaders considered this act an invasion of their country.

A few months later, Congress voted to annex Texas as a state in December 1845. This increased tensions between Mexico and the United States, risking war.



The Republic of Texas was an independent country from 1836 to 1846. Its constitution was influenced by the US Constitution and included legislative, executive, and judicial branches. Slavery was allowed. The Republic of Texas Congress adopted its own flag (below) and its own seal (left).

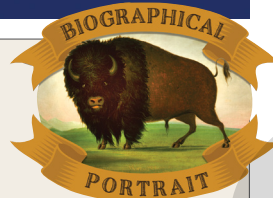


David "Davy" Crockett 1786–1836

David Crockett was born in what is now Tennessee. His father had fought in the American Revolution, but he struggled financially after the war. When David was a still a child, his father indentured him to help pay his debts. Later, David apprenticed with a hatter and continued to help pay off debts for his father.

Crockett married twice and had six children. He fought in the Creek War during the War of 1812. Afterward, he became a successful businessman and politician. In 1821, he was elected to the Tennessee General Assembly, where he advocated for poor farmers and opposed allies of Andrew Jackson. Five years later, he won a seat in the US House of Representatives. He lost his seat for voting against the Indian Removal Act in 1830, but he regained it a few years later. His autobiography, published in 1834, describes his many outdoor adventures, which created his legacy as a folk hero.

After he finished his second term in Congress, Crockett moved to Texas. The Texians had just started to fight for independence from Mexico, and Crockett joined them. At the Battle of the Alamo, Crockett was killed along with every other soldier. He became a hero to many in the United States and an example of a fearless frontiersman.



Expansion and Conflict

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ML Adaptation: Flex It!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** Provide students with a main idea paragraph from the history of corridos to focus on. Provide language supports for the text, such as a visual word bank or dual translation to support comprehension.
- **Integrated Option:** If applicable for your class, have students research a ballad or song depicting a historical narrative from their country or culture of origin. Have students present the song to the class.
- **Cooperative Option:** If applicable, strategically pair students with an advanced peer to analyze the song together.

Flex It!

Success Criteria: Students will use a cross-curricular learning lens to engage with history through music.

Ballads of Texas

- As a class, read pages 228–229 of the **Student Edition**. Encourage students to consider the “what” and “so what” of the Battle of the Alamo as they read the text.
 - ▶ **Ask:** What happened during the Battle of the Alamo?
 - ▶ **Ask:** Why is this event significant in Texas and US history?
- Explain to students that ballads have been a popular form of music in Texas, but are also used in many different cultures as well. Ballads are often used to commemorate history. However, they present a story in romantic or embellished views to emphasize a certain perspective.
 - ▶ **Ask:** Is there a type of music that you or your family prefer? If so, what kind and why?
 - ▶ **Ask:** How does the music you or your family listen to reflect your culture or beliefs?
- Distribute copies of the **Ballads of Texas** worksheet on page 26 of the **Student Activities**. Then watch the [Ballad of the Alamo](#) lyrics video together as a class. Complete the first column of the worksheet together based on the song's lyrics.
 - ▶ **Ask:** How does this song present a romanticized view of the Battle of the Alamo?
 - ▶ **Ask:** Why do you think the songwriter chose to present the history in this way?
- Next, provide students with access to [El Corrido de Gregorio Cortez Lyrics](#) and a copy of the “[Gregorio Cortez](#),” [Trovadores Regionales](#). Instruct students to complete the second column of their worksheet using the lyrics and history.
 - ▶ **Ask:** What does the song you researched reveal about the Mexican American experience in Texas?
- ▶ **Ask:** How are these songs similar to and different from one another?

Flex It! Ballads of Texas Chapter 5: Lesson 1	
Instructions: Listen and read the lyrics for each song. Complete the chart below and use the lyrics as evidence to support your thinking for each question.	
Song Title:	Song Title:
What is the song about?	What is the song about?
What is the mood of the song?	What is the mood of the song?
Who do you think is the intended audience for this song?	Who do you think is the intended audience for this song?
Why do you think the songwriter wrote this song?	Why do you think the songwriter wrote this song?
What perspective does this song present about history? How does this reflect the background or experience of the songwriter?	What perspective does this song present about history? How does this reflect the background or experience of the songwriter?

Connect It: Civics



Success Criteria: Students will use an interdisciplinary learning lens to connect history to civics.

Civil Disobedience Scenarios

- Explain to students that throughout history, philosophers have debated the role of government and the purpose of laws.
 - **Ask:** Why do you think governments create laws? *Answers will vary, but students may acknowledge that government creates order, protects citizens, and secures rights.*
 - **Ask:** Is there ever a time when it is okay to break the law? If so, when and how? If not, why not?
- Have students read the **Connect It: Civics** on page 230 of the **Student Edition** and watch [Thoreau and Civil Disobedience](#). Then create a class definition of civil disobedience using the **Frayer Model** chart on page 40 of the **Teacher Tools**. Have students refer to the video and text to generate the definition, characteristics, examples, and non-examples of civil disobedience.
- Next, place students into groups of three and provide each group a dry-erase marker. Have groups write “yes,” “no,” and “maybe” on the top of their desks or table.
- Give each group a copy of the **Civil Disobedience Scenarios** on page 84 of the **Teacher Tools**, and instruct them to cut the scenarios into strips. Explain that each card has a hypothetical scenario in which a person uses civil disobedience as a form of protest for a law they believed was unjust.
- Have groups discuss each scenario and decide whether they think it would be okay to go against the law in that instance. Direct groups to put the scenario card under the category that corresponds with their consensus opinion. Students can place scenarios that cannot be agreed upon under “maybe.”
- Once all groups have sorted each scenario, lead the class in a reflection discussion.
 - **Ask:** Were there any scenarios that everyone in your group agreed upon? If so, which ones and why?
 - **Ask:** Were there any scenarios that were difficult to agree upon? If so, which ones and why?
- As an exit ticket, have students write a one-sentence thesis statement based on the prompt, “Is it ever okay to break the law?” If necessary, consider showing students examples from [How to Write a Strong Thesis Statement](#) to guide their responses.



In War News From Mexico, a man reads aloud from a newspaper that the United States and Mexico had gone to war. How do you think this news affected people living in the United States?

Connect It: Civics



Civil Disobedience

In 1846, writer Henry David Thoreau was arrested for refusing to pay his taxes. He argued that these taxes were supporting the Mexican–American War and the expansion of slavery, which he opposed. He spent the night in jail until someone paid his taxes without his permission. When released, he gave a talk on the role of individuals in relation to the government. He revised the lecture and published it as “Resistance to Civil Government,” also called “Civil Disobedience.”

In his essay, Thoreau explained how people should resist immoral governments. As the power of slaveholders increased across the nation, Thoreau believed it was the responsibility of citizens to resist the government. They needed not only to voice their opinions by voting, but to disobey unjust laws. This included not paying taxes that supported unjust or immoral systems.

The idea of civil disobedience shaped many movements in the 1900s. Indian independence leader Mahatma Gandhi and Civil Rights activist Martin Luther King Jr. both said they were inspired by Thoreau’s ideas, which they used to encourage nonviolent resistance.

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The Mexican–American War

In January 1846, President Polk ordered General Zachary Taylor to forcefully claim the land between the Nueces River and the Rio Grande. The US Army built a fort on this land in March to better defend the territory.

Mexican leaders considered this an invasion. They refused to negotiate with the United States about the border and also refused US offers to buy land that is now New Mexico and California.

The Conflict Begins

In May, there was a **skirmish** between US soldiers and Mexican cavalry riders in the border region that resulted in 16 US casualties. President Polk declared that Mexico “shed American blood on American soil.” He asked Congress to declare war on Mexico, which it did on May 13, 1846.

Reactions to the War

Democrats in Congress approved of Polk’s actions, but the Whigs argued that Polk had purposefully provoked Mexico. A Whig representative from Illinois named Abraham Lincoln objected to the declaration of war, as did other members of Congress. They wanted to know exactly where the skirmish between the Mexican and US soldiers took place to determine whether it really happened on US soil. Lincoln and his colleagues introduced the “Spot Resolutions,” to determine the battle’s location, but the House of Representatives did not act on them.

Many abolitionists thought the war was as an excuse to admit another state that allowed slavery. They spoke out against the war, including Frederick Douglass.

Chapter 5

Links and Thinks



Art History: Mexican–American War

- Explain that historians use artwork to interpret historical events. Project the zoomed-in images from [War News from Mexico](#) titled “volunteer flyer,” “man and child,” “woman in the window,” and “newspaper detail.” Have students examine the images without revealing the historical context.
 - **Ask:** What do you see in the images?
 - **Ask:** How do you think these images fit together?
 - **Ask:** Based on all of the images, what do you think is happening?
- Next, watch the art analysis video linked at the top of the site together as a class.
 - **Ask:** Were your predictions and interpretations of the images correct?
 - **Ask:** What were some of the techniques the art historian used to analyze the artwork?

US Advances in Mexico

Although Mexican soldiers fought hard, US forces won the major battles of the war. General Zachary Taylor and his soldiers marched into northern Mexico and captured the city of Monterrey. In 1847, they won the Battle of Buena Vista against a large Mexican force.

Brigadier General Stephen Watts Kearny led his soldiers to Santa Fe, New Mexico, which surrendered. Kearny's forces then marched to California. When they arrived, they found that new settlers led by the US military had already conquered the region.

General Winfield Scott led US forces in the capture of the Mexican port city of Veracruz and then marched to Mexico City, the nation's capital. On September 14, 1847, Mexico City fell to US forces.

The End of the War

In 1848, US and Mexican representatives signed the Treaty of Guadalupe Hidalgo to end the war. Mexico ceded nearly half of its land (about 500,000 square miles)

to the United States for \$15 million, plus another \$3 million to settle government debts.

The lands granted in the treaty included the present-day states of Texas, New Mexico, Arizona, California, Nevada, and Utah, as well as parts of Colorado and Wyoming. The treaty also set the Rio Grande as the border between the United States and Mexico. In addition, the treaty stated that all Mexican citizens living in these territories would become US citizens when the lands became US states.

Training for Future Generals

A few well-known generals who would later fight in the US Civil War learned about combat from serving in the Mexican-American War. These men included Union generals Ulysses S. Grant, John C. Frémont, and William Tecumseh Sherman as well as Confederate generals Robert E. Lee, Thomas "Stonewall" Jackson, James Longstreet, and George Pickett.

What Do YOU Think?

How do you think the Treaty of Guadalupe Hidalgo impacted life for people in the ceded territories?

General Zachary Taylor fought at the battle of Resaca de la Palma in 1846. Taylor was elected president in 1848. Do you think Taylor's role in the Mexican-American War helped his political career? Why or why not?

Sharpen Your Skills!

Success Criteria: Students will practice identifying bias by examining the Mexican-American War.

Opposing Viewpoints: Mexican-American War

- Explain to students that there are many different perspectives on history. For this reason, historians examine many different primary and secondary sources.
 - Project [What Is an Optical Illusion?](#) and discuss what students see in some of the images.
 - **Ask:** Why do you think not everyone sees the same image?
 - **Ask:** What is an optical illusion?
 - Explain to students that history has many perspectives that are just like an optical illusion. One person may see one picture of events, while another person sees something entirely different. For this reason, it is important to examine multiple perspectives when drawing conclusions about history.
 - After the discussion, give students a copy of the **Source Analysis: Analyze a Document** on page 55 of the **Teacher Tools**. Then, provide students with access to [The War From a Mexican Viewpoint](#) and [Why Did President Polk Want War?](#)
 - Instruct students to analyze each source independently, with a partner, or in a small group. As students are working, have them consider how the perspectives are similar to and different from each other.
 - Once students have finished analyzing the sources, lead the class in a reflection discussion.
 - **Ask:** What similarities do these accounts of the Mexican-American War share?
 - **Ask:** Why do you think these sources presented history differently?
 - **Ask:** Why is it important to examine multiple perspectives of history?
 - As an extension, consider having students write a comparison analysis of the two perspectives on the Mexican-American War. Encourage students to use their **Source Analysis** to plan their writing, and use textual evidence to support their analysis.
- ★**Note:** This activity utilizes core practices for collecting evidence in response to a specific prompt.



Expansion and Conflict

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What Do YOU Think?

Treaty of Guadalupe Hidalgo

- Have students review pages 230–231 of the **Student Edition**, and prompt them to answer the question in the **What Do YOU Think?** feature as a part of a class discussion.
 - **Ask:** For some, the land lost in this treaty was considered a holy ancestral land known by the name Aztlan. As a result, they want to reconquer the land either culturally or politically returning it to Mexico. Do you think this should happen? Why or why not?
 - **Ask:** The land acquired as a result of this treaty is now the present-day states of California, Nevada, Utah, New Mexico, and parts of Arizona, Colorado, Oklahoma, Kansas, and Wyoming. Even though the treaty is considered controversial by some, others argue it was worth it to have these states. What do you think?

Spotlight On...



Success Criteria: Students will create a mini quilt with symbols and imagery to represent the history of westward expansion.

Westward Expansion Quilt

- Explain to students that quilt making has been a popular hobby throughout history. While quilts can be practical or artistic, they also often relay history and tell stories of personal experiences.
- Have students navigate to [Quilt Discovery Experience](#) to explore the history behind different quilt patterns used in the United States.

► **Ask:** How have quilts changed over time?

- Next, place students into groups of four and assign each member either the Texas Annexation, Mexican Cession, Oregon Territory, or the Gadsden Purchase.
- Have groups design a quilt based on the history of westward expansion. Each member should create their own quilt square based on the territory they were assigned. Once squares are complete, groups will put them together to make a quilt. Quilt squares should include the following:
 - » symbols representing who was impacted by the acquisition of the land
 - » symbols representing how the land was acquired
 - » symbols representing why the land was acquired

★ **Note:** Consider making an exemplar for students based on the Louisiana Purchase.

- Give groups time to plan their overall quilt design. If necessary, have students refer back to the information in this lesson to get ideas for historical symbols that they can include.
- Provide groups with felt, pipe cleaners, scissors, hot glue, and a one-hole punch for students to create quilt squares. As an alternative, you can substitute the felt for colored construction paper.
- Once each student within the group has completed their quilt square, have them glue or string them together so their squares make one large quilt. Then have groups display their quilts around the classroom.
- Conduct a gallery tour of the quilts to discuss students' designs. Consider voting for "Most Cohesive," "Easiest to Interpret," and "Most Creative."

★ **Note:** Consider using the **Westward Expansion Quilt Rubric** on page 76 of the **Chapter Assessments** to evaluate this activity.



In 1818, a treaty set the boundary between the United States and Canada at the 49th parallel. The land south of that line became parts of North Dakota, Minnesota, and South Dakota. Why do you think US leaders wanted to expand the nation?

Unresolved Disputes

After the Mexican–American War, tensions remained high between the United States and Mexico. While the Treaty of Guadalupe Hidalgo resolved some issues, there was still land that the two countries disagreed over.

The Mexican government was upset that the United States was not protecting Mexican settlers in the territories Mexico had ceded to the United States. Even though US leaders promised to defend these settlers from Native attacks, they were not keeping their promises. Nor would they agree to pay for the damage done in these raids.

At the same time, the United States was making plans to build a southern **transcontinental** railroad through this region and wanted even more land for this project.

The Gadsden Purchase

In 1853, President Franklin Pierce sent James Gadsden to negotiate for more territory. With reelected Mexican President Antonio de Santa Anna, Gadsden drafted a treaty to buy 45,000 square miles of land for \$15 million.

However, when the treaty was presented to Congress, most members did not like it. Many representatives from the North favored a northern route for the transcontinental railroad. They also did not want the United States expanding to the south, where slavery would be legal. They decided to change the size of the purchase to about 30,000 square miles for \$10 million. Once the treaty was signed, it established the permanent border between the United States and Mexico.



Differentiation: Spotlight On...

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Have students conduct further research on the history of a United States territory today, such as Puerto Rico, Guam, or the US Virgin Islands. Then direct students to create an additional square based on the history of the territory they researched.
- **Approaching Learners:** Assign students one of the shorter sections of text, such as the Gadsden purchase. Additionally, provide students with a template or stencils for their quilt square.

Oregon Territory

As the war with Mexico began, US leaders were also seeking to resolve territorial issues in the Pacific Northwest. For decades, the United States and Britain had conflicting land claims on the Pacific Coast. In 1846, British and US leaders solved the dispute by establishing a border along the 49th parallel of north latitude.

Two years later, the United States established the Oregon Territory. While this formally created a government for the region, few US citizens lived there. According to the 1850 census, fewer than 14,000 White settlers lived in the Oregon Territory.

Despite low numbers of new settlers, taking possession of the Oregon Territory was important to many US citizens. Within just two years, the US border moved from the Rocky Mountains all the way to the Pacific Ocean. For some people, this demonstrated that the nation had achieved Manifest Destiny: the United States now stretched from the Atlantic Ocean to the Pacific Ocean.

Soon, hundreds of thousands of new settlers and fortune seekers would travel along the Oregon Trail toward California and Oregon. Many of them would establish farms, while others would seek gold in areas of California.

Many new settlers traveled westward in wagon trains for protection. What difficulties do you think families faced as they traveled west?



LESSON 1 Check It!



Dig

1. Which territories became a part of the United States during James K. Polk's presidency?
2. How did the United States acquire the Oregon Territory?

Dig Deeper

3. How did the practice of slavery contribute to westward expansion?
4. In what ways did the United States gain new territory during the first half of the 1800s?

Expansion and Conflict

233

Resource Tip



Consider using the [Wheel of Names](#) to randomize your groups, assigning of topics, or presentations.

Check It!



Check for Understanding

Use this formative assessment to check for understanding and ability to meet the **Learning Goals**, and reteach as necessary.

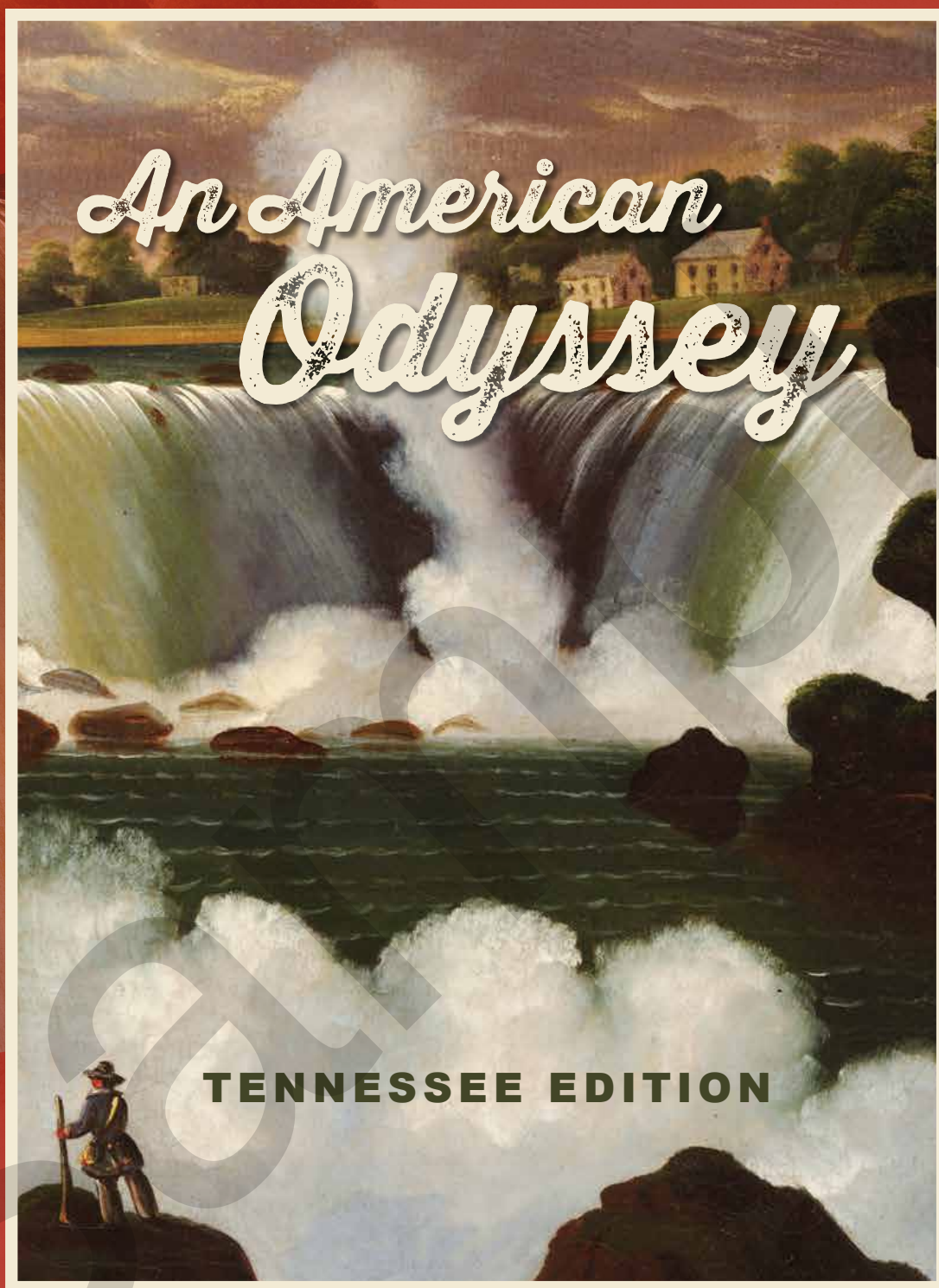
- After students finish the assessment, read the answers and have them grade their work. Discuss their ideas for questions 3-4 as a class. Alternatively, students can answer the questions, discuss their ideas, and receive feedback using the **GSE Bookshelf+** digital platform.
- Have students complete the **Lesson 1 Check It!** self-assessment and reflection worksheet found on page 68 in the **Chapter Assessments**.

Dig

1. Through the Treaty of Guadalupe Hidalgo, the United States gained much of the territory that would become parts of Texas, New Mexico, Arizona, California, Nevada, Utah, Colorado, and Wyoming.
2. The United States and Great Britain established a border along the 49 degree latitude line.

Dig Deeper

3. Mexico outlawed slavery in 1829, yet enslaved people were brought to the area by American settlers. This led to conflict between the Mexican government and the people living in Texas, and eventually Texan independence and annexation by the United States.
4. The United States fought a war and negotiated treaties with foreign countries to gain land that stretched to the Pacific Ocean and modern-day Canada.



STUDENT ACTIVITIES

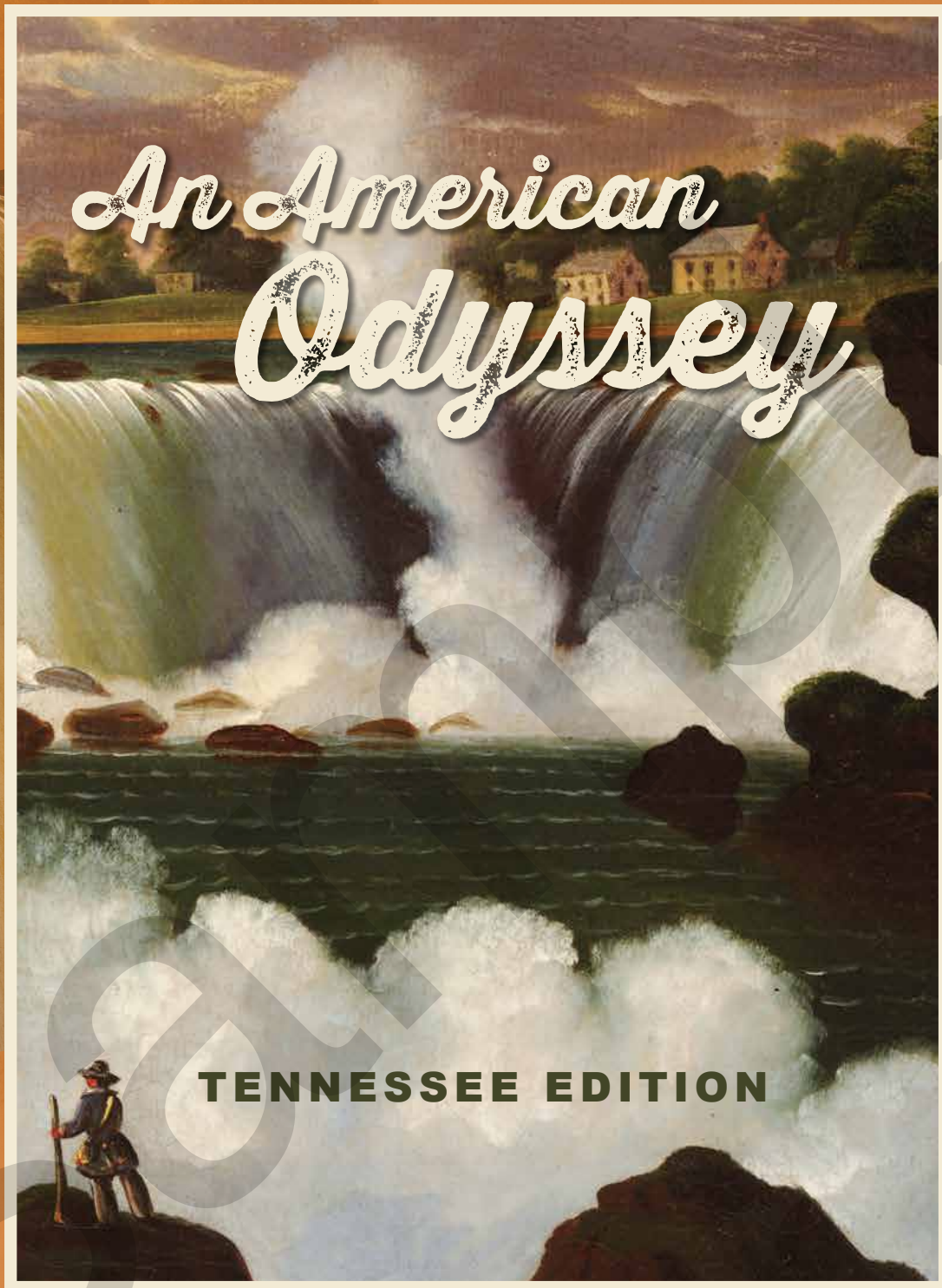
Name: _____

Date: _____

Flex It! | Ballads of Texas | Chapter 5: Lesson 1

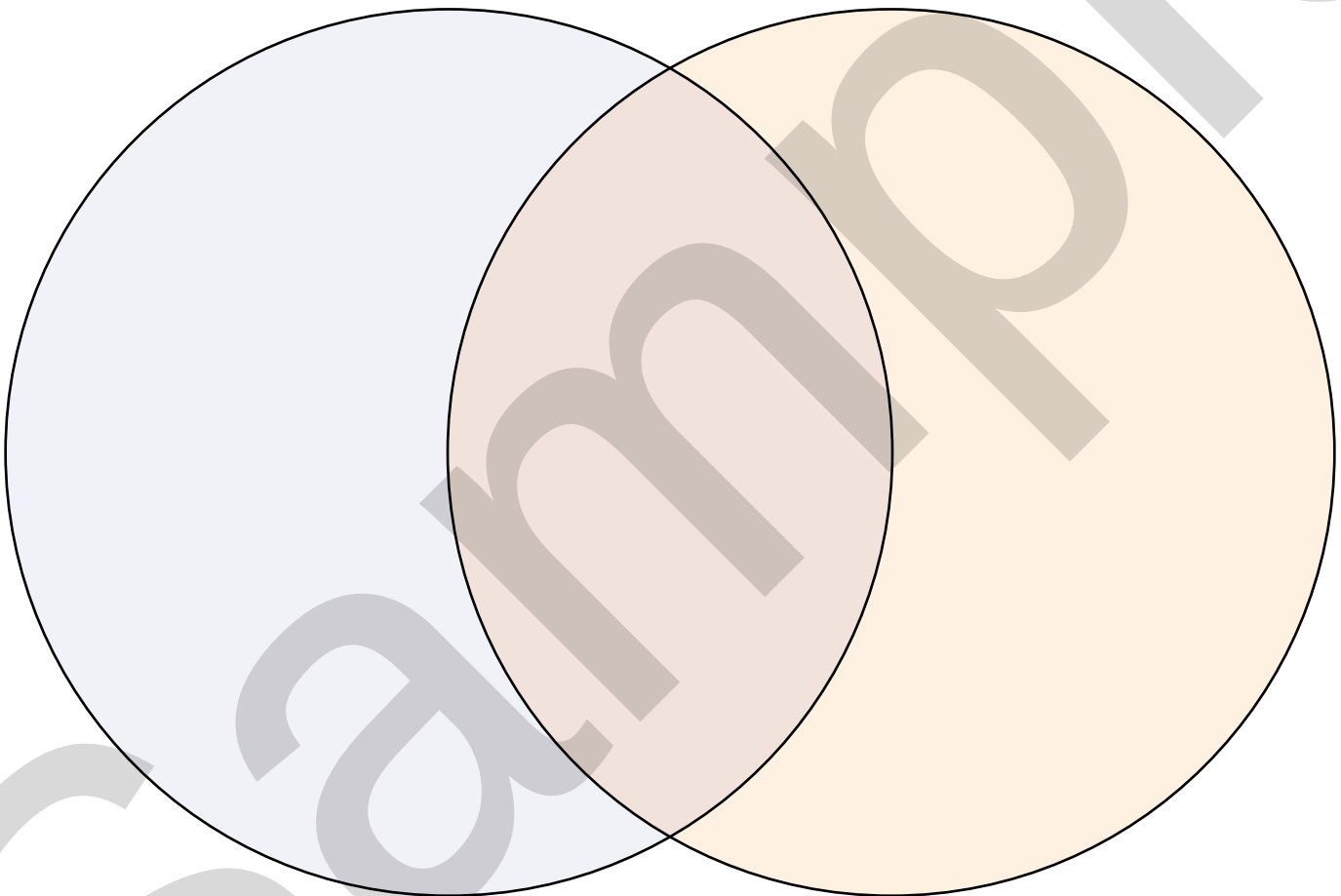
Instructions: Listen and read the lyrics for each song. Complete the chart below and use the lyrics as evidence to support your thinking for each question.

Song Title:	Song Title:
What is the song about?	What is the song about?
What is the mood of the song?	What is the mood of the song?
Who do you think is the intended audience for this song?	Who do you think is the intended audience for this song?
Why do you think the songwriter wrote this song?	Why do you think the songwriter wrote this song?
What perspective does this song present about history? How does this reflect the background or experience of the songwriter?	What perspective does this song present about history? How does this reflect the background or experience of the songwriter?

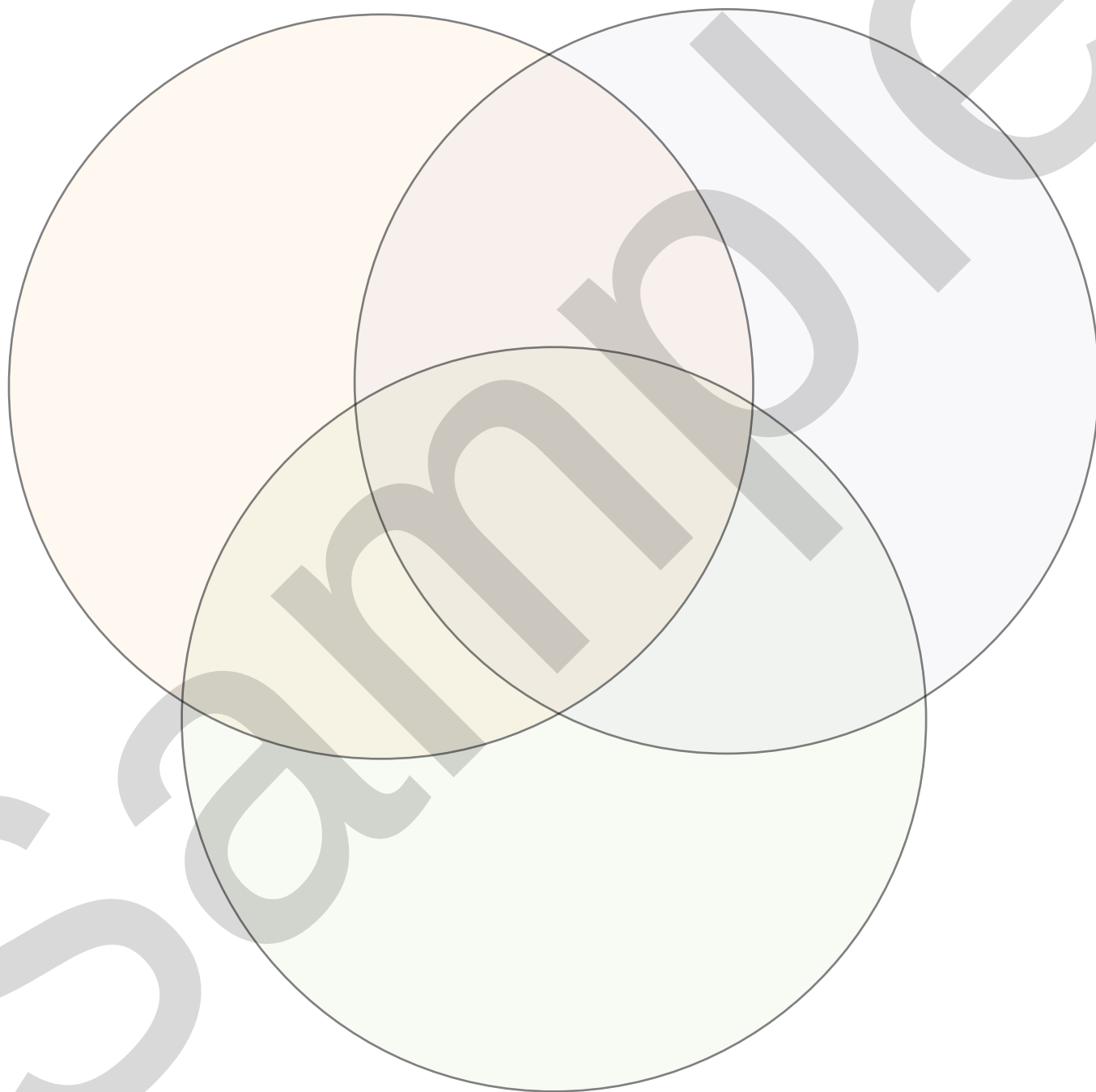
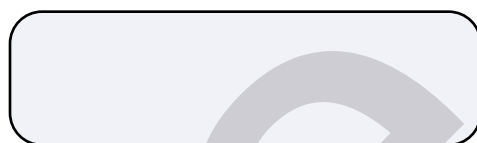


TEACHER TOOLS

Venn Diagram



Triple Venn Diagram



Source Analysis

Analyze a Document

Instructions: Use this form to analyze documents.



Meet the document.		Try to make sense of it.
Are there any special markings on the document? Circle all that apply. STAMP POSTMARK HANDWRITTEN NOTE OFFICIAL SEAL SPECIAL LETTERHEAD OTHER	Is it handwritten or typed? ☐ ☐ ☐ BOTH Write down any words you do not know. Then look up the definitions.	What is the main idea of the document? List two quotes (words from the document) that help support the main idea.
Observe its parts.		
Who wrote this document? Who read or received this document?	What is the date of the document?	Why do you think this document was written?
Use it as historical evidence.		
Where do you think you could find out more information about the person who wrote or received this document? Where do you think you could find out more information about this event?		

Courtesy of National Archives

Supplemental Activities | Civil Disobedience Scenario Cards

Civil Disobedience Scenarios

Instructions: Cut out the scenario cards below. Then, discuss as a group if you think it was okay to break the law in that instance. Put the scenarios into categories of, "yes," "no," or "maybe." Be prepared to share your thinking with the class.

As a punishment for breaking the law, the government can require people to pay fines. However, a person believes that the law that they broke was unjust, so they refuse to pay the fine.

A law prohibits people from disrupting a congressional law session. However, a group of people feel that the law being discussed is unjust. During the session, the group disrupts a representative's speech as a form of protest.

The law prohibits vandalism of public and private property to keep the community clean and welcoming. However, a government building has a mural that some find offensive. A group decides to paint over the mural without permission as a form of protest.

A law prohibits people from obstructing traffic to prevent injury and keep roads safe. However, the military has prepared a shipment of weapons for a war that some people believe is unjust. A group of protesters stand in the road to prevent the shipment.

The Food and Drug Administration (FDA) has deemed a drug dangerous and ineffective. However, dying patients claim that it helps them treat their condition. They decide to intentionally break the law and bring the prescription drug into the country.

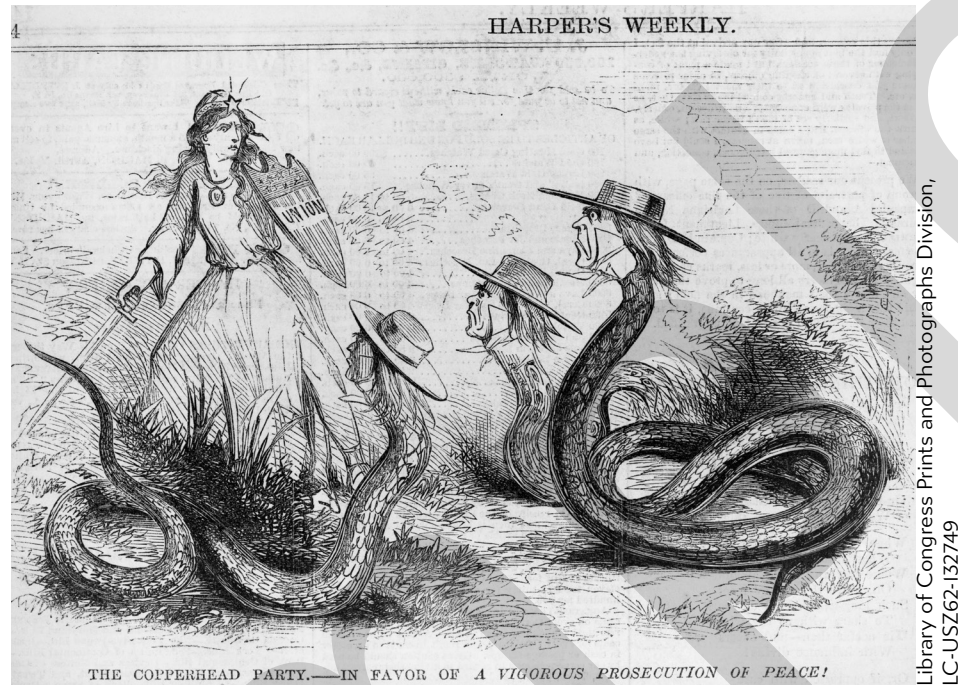
The law requires that all students be in school so they can get a quality education. However, a dangerous incident occurred in a nearby school making some students feel unsafe. Students walk out of class to protest for better school safety.

The government has a law that permits it to draft citizens for war so they can protect the country's interests. However, a young person who has been drafted to fight disagrees with the war and does not want to fight. They burn their draft card as a form of protest.

A law prohibits the publishing of classified documents because it could pose a threat to public safety. However, an employee discovers that a government agency has been secretly collecting information on citizens without their knowledge. The employee notifies the news of the government's actions even though it is considered classified information.

Chapter 5: Extra Document-Based Questions

Instructions: The image below was featured in Harper's Weekly in 1863. It shows a woman representing the Union fighting snakes with human heads. The snakes are meant to represent Northern Democrats who opposed the Civil War and supported peace with the South. Supporters of the war called these men Copperheads in reference to the copperhead snake. Study the image below and answer the questions.



1. What stands out to you in the image? What is happening in the image?

2. Why are the men represented as snakes? What was the artist trying to convey about these men?

3. What do you think the artist's intended message was?

Student Discussion Rubric

English Language Arts Standards	CC.SL.8.1
Student Outcome	Students will be able to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Standard	Level 4	Level 3	Level 2	Level 1
CC.SL.8.1.a	Student comes to discussions prepared, having read or researched material under study; they explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Student comes to discussions prepared, having read or researched material under study; they draw on that preparation by referring to evidence on the topic, text, or issue to probe or reflect on ideas.	Student comes to discussions somewhat prepared, having partially read or researched material under study; they inconsistently draw on that preparation by sometimes referring to evidence on the topic, text, or ideas.	Student comes to discussions unprepared, without having read or researched material under study; they do not or ineffectively refer to the topic, text, or ideas.
CC.SL.8.1.b	Student follows rules for collegial discussions and decision-making, tracks progress toward specific goals and deadlines, and defines individual roles as needed.	Student follows rules for discussions and decision-making and tracks progress toward goals and deadlines.	Student partially follows rules for discussions and decision-making and somewhat tracks progress toward goals and deadlines.	Student does not follow rules for discussions and decision-making and does not track progress toward goals and deadlines.
CC.SL.8.1.c	Student poses questions that connect the ideas of several speakers and responds to others' questions and comments with relevant evidence, observations, and ideas.	Student poses questions that connect the ideas of speakers and responds to others' questions and comments with evidence, observations, and ideas.	Student sometimes poses questions that partially connect the ideas of speakers or sometimes responds to others' questions and comments with insufficient evidence, observations, and ideas.	Student seldomly or does not pose questions. Student does not connect the ideas of speakers or ineffectively responds to others' questions and comments. Student's responses lack evidence, observations, and ideas.
CC.SL.8.1.d	Student acknowledges new information expressed by others, and, when warranted, qualifies or justifies their own views in light of the evidence presented.	Student mostly acknowledges information expressed by others, and, when warranted, qualifies or justifies their own views in light of the evidence presented.	Student inconsistently acknowledges new information expressed by others.	Student does not acknowledge new information expressed by others.

Reflections and Progress

What I think went well in this assignment was...	Things that could be improved are...
--	--------------------------------------

Consider the adding rubric modifications to meet the needs of your individual students.

Extend	Accommodate	Modify

Student Writing Rubric | Argumentative Writing

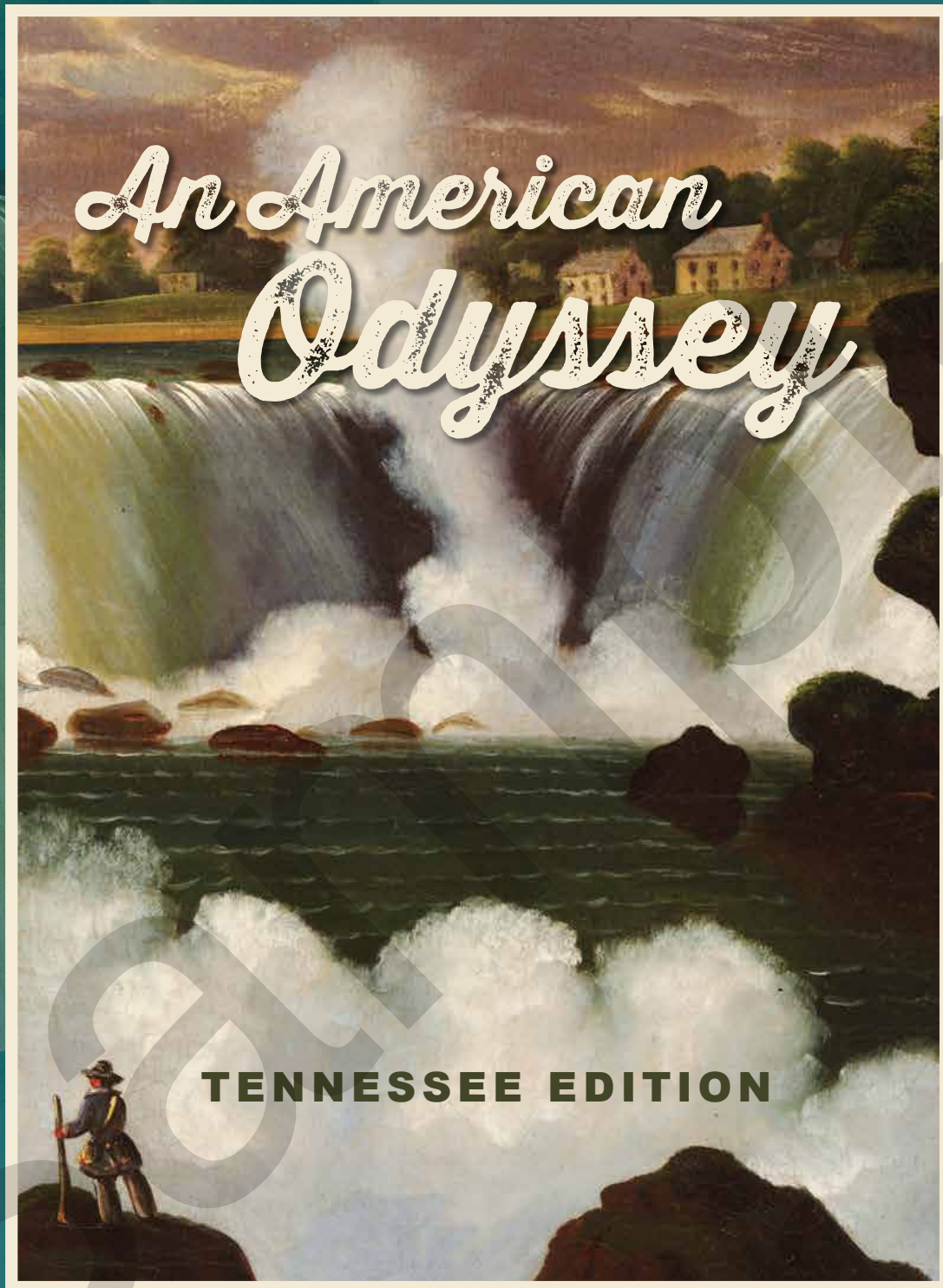
English Language Arts Standards	CC.W.8.1
Student Outcome	Students will be able to write arguments to support claims with clear reasons and relevant evidence.

Standard	Level 4	Level 3	Level 2	Level 1
CC.W.8.1.a	Student introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically.	Student introduces claim(s), acknowledges the claim(s) from alternate or opposing claims, and organizes the reasons or evidence.	Student partially introduces claim(s), somewhat acknowledges the claim(s) from alternate or opposing claims, and partially organizes the reasons or evidence.	Student ineffectively introduces claim(s), does not or insufficiently acknowledges the claim(s) from alternate or opposing claims. Student lacks organization of their reasons or evidence.
CC.W.8.1.b	Student supports claim(s) with logical reasoning and relevant evidence, uses accurate, credible sources and demonstrates an understanding of the topic or text.	Student supports claim(s) with reasoning and evidence, uses accurate, credible sources and demonstrates an understanding of the topic or text.	Student partially supports claim(s) with reasoning and evidence, uses accurate, credible sources and demonstrates an understanding of the topic or text.	Student minimally supports claim(s) with insufficient reasoning and evidence, does not use accurate, credible sources and demonstrates a lack of understanding of the topic or text.
CC.W.8.1.c	Student uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Student uses words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Student somewhat uses words, phrases, and clauses to partially clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Student ineffectively uses words, phrases, and clauses and does not clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CC.W.8.1.d	Student establishes and maintains a formal style.	Student establishes a formal style.	Student inconsistently uses a formal style.	Student rarely or does not use a formal style.
CC.W.8.1.e	Student provides a concluding statement or section that follows from and supports the argument presented.	Student provides a concluding statement or section that follows from or supports the argument presented.	Student provides a concluding statement or section that somewhat follows from and partially supports the argument presented.	Student does not provide or provides an ineffective concluding statement or section that does not follow from or support the argument presented.

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Consider adding rubric modifications to meet the needs of your individual students.

Extend	Accommodate	Modify



STUDENT SUPPORT GUIDE

QUICK TOUR

Chapter 5: Expansion and Conflict

CHAPTER OVERVIEW

Textbooks are full of new words and ideas. It can be hard to know what information is the most important. Read through the boxes below to explore the tools you are given to help you grow as a learner.

Essential Question

Each chapter has an Essential Question. "Essential" means that something is important or needed. You should be able to answer the Essential Question once you are done reading a chapter. To make sure you remember the question, you will read it at the beginning of each lesson.

Key Terms **Word Alert!**

Key Terms are the new words that you will learn in each lesson. In the text, these new words are highlighted yellow. You will also see some other words that are bold. These words are not Key Terms, but they are words that will help you understand what you are reading. The definitions for these words will be found in Word Alert! boxes in the margins, or the space off to the side of the main text.

Learning Goals

Learning Goals are topics that you should be able to talk about at the end of each lesson. The Learning Goals change for each lesson, so you will read through them before you start to read the Quick Tour.

Sometimes it is hard to pick out Learning Goals by yourself, so we have put a little lightbulb symbol next to information that connects with a Learning Goal.

Check It!

Before you read the text, review the questions at the end of the lesson. By knowing what the questions are, you can look for the answers in the text. Look for the check mark symbol as you read to get a clue about the answers to the questions.

Essential Question?

How did westward expansion further divide people in the United States?

In other words...

How did the United States moving west lead to more division between people?

Learning Goals:



- I can describe Manifest Destiny and its effects on the United States.
- I can summarize the major events of the Texas War for Independence and its outcomes.
- I can identify the causes and effects of the Mexican–American War.

Key Terms

- **annex** (noun): the addition of an area or region to a country, state, etc.
- **civil war** (noun): a war between opposing groups of citizens of the same country
- **empresario** (noun): a person who entered into a contract with the Spanish or Mexican government to settle a certain number of families in Texas (before it became part of the United States) in exchange for sizable grants of land
- **immigrant** (noun): a person who comes to a country to take up permanent residence
- **Manifest Destiny** (noun): the belief that God intended the United States to expand from the Atlantic to the Pacific
- **skirmish** (noun): a short battle between two small military units
- **transcontinental** (adjective): going across an entire continent

Visual Literacy Activity

For this activity, you are going to analyze the opening chapter image on pages 216–217 of your textbook. As you look at the image, answer the following questions:

- What is the setting of the painting?
- Who are the people in the painting?
- What is going on in the painting?

After reading the lesson, come back to the image. Do you think the painting is an accurate representation of what was going on during this time period? Why or why not?

- US leaders wanted to create more territories for settlement in the West. They did this through treaties made after conflicts and in times of peace. New land led to new challenges such as the spread of slavery and **civil war**.



Manifest Destiny

- **Manifest Destiny** was the belief that it was the God-given right of the United States to control all of the land from the Atlantic Ocean to the Pacific Ocean.



- Many believed it was their duty to spread American political, economic, and social values to others in the process.



- Some settlers were moving into lands gained from the Louisiana Purchase. Most Western lands were owned by Mexico. Manifest Destiny believers knew the United States would need to either fight or **persuade** Mexico to give up this land.



Impact on Native People

- Many US citizens believed they were culturally and racially superior to Native Americans. They wanted to use land in the west, so they encouraged US leaders to force Indigenous people to move.
- Land speculators supported the removal of Native Americans. They expected the value of the land to increase as people moved westward and made large profits from their land sales.



The United States Annexes Texas

- Spanish-Mexican leaders encouraged US settlers to move to the Texas region. They hoped that the settlers would protect them from conflicts with Native Americans.



Colonies in Texas

- In 1821, Mexico became independent from Spain. Mexico gave a land grant to Stephen F. Austin. Austin became an **empresario** and was given land to start a colony. He encouraged settlers from the United States to move to Texas.



- Settlers had conflicts with the Karankawa people, who owned the land. They attacked settlers and took their supplies.



Settlement Problems

- Most new arrivals came from the South and brought the practices of cotton growing and slavery with them.



- Many **immigrants** disrespected the Mexican people and saw them as **inferior**. They also had problems with the Mexican legal and political systems, which were different from the structure of the US government they were familiar with.



- In 1826, settlers led by empresario Haden Edwards rebelled against Mexico. They were trying to form a new country called the Republic of Fredonia, but the revolt failed.



- Many settlers in Texas were enslavers. One of the biggest problems for the settlers was that Mexico outlawed slavery in 1829. Many White settlers in Texas owned enslaved people and did not want to give them up.



- The next year, Mexico outlawed further immigration from the United States into Texas. These issues would lead immigrants from the United States to seek independence from Mexico.



Word Alert!

persuade

\pŭr-SWĀD\

(v.): to make someone believe something, to convince

Word Alert!

inferior

\ĭn-FĒR-ē-ŭr\

(adj.): of less value or importance



The battle cry “Remember the Alamo!” was used to increase support for Texas independence from Mexico. Why would this slogan help persuade people to support the cause?

Seeking Independence

- In 1834, Texas leaders submitted a list of demands to the Mexican government. They requested to become an independent state.  
- Mexico’s president, General Antonio López de Santa Anna, agreed to some of the demands, but he refused to grant independence.  
- Relations between Mexico and the US immigrants continued to get worse. Santa Anna banned state governments and broke several promises he had previously made. A number of **provinces** within Mexico rebelled against these changes. This allowed Texans to rebel as well.  

Word Alert!

province
 \PRŌ-vīns\
 (n.): a part of a country

The Battle of the Alamo

- Conflict broke out between Mexico and the Texas settlers. At first, the Texians were able to push back Mexican soldiers. However, Santa Anna was determined to put down the rebellion. He marched an army of 7,000 men to San Antonio.  
- When Santa Anna’s troops arrived, there were fewer than 200 Texan soldiers awaiting their arrival. They had **fortified**

themselves inside the Alamo mission compound. After a **siege**, all of the Texan soldiers were killed.  

The Battle of San Jacinto

- At the Battle of San Jacinto, Texan troops were led by General Sam Houston from Tennessee. They cried, “Remember the Alamo!” and defeated the Mexican army. They captured Santa Anna and forced him to sign a treaty recognizing Texas’s independence.  
- However, the Mexican government had already voted to remove Santa Anna from government in his absence. Even though Texas had claimed independence, its status was not secure.  

The Republic of Texas

- Texians formed their own government with Sam Houston as their president. The structure of the government was similar to that of the United States. However, the Mexican government did not recognize Texas’s independence.  

Becoming a State

- The US government had not annexed Texas because it feared war with Mexico.

Word Alert!

fortify
 \FŌR-tī-fī\
 (v.): to make strong

siege
 \SĒJ\
 (n.): a serious attack

Word Alert!

dispute
 \dī-SPŪT\
 (v.): to argue over

Texans thought statehood would help provide protection against Mexico.



- In 1845, the Texas Congress voted to apply for statehood in the United States.



Boundary Disputes

- The boundary between Texas and Mexico was still **disputed**. Mexico thought the Nueces River was the boundary line, while Texans claimed it was along the Rio Grande.



- President James K. Polk sent US troops to the Nueces River to defend Texas. The United States had never owned or occupied Texas, so Mexican leaders considered this an invasion of their country.



- In 1845, Congress voted to **annex** Texas as a state. This increased tension between Mexico and the United States.



Mexican–American War

- General Zachary Taylor forcefully claimed the land between the Nueces River and the Rio Grande.



- Mexican leaders refused to negotiate with the United States over the disputed border. They also refused US offers to buy land that is now New Mexico and California.



The Conflict Begins

- After a **skirmish** between US soldiers and Mexican cavalry riders, President Polk declared that Mexico “shed American blood on American soil.” He asked Congress to declare war on Mexico, and it did so on May 13, 1846.



Reactions to the War

- Democrats in Congress approved of Polk’s actions, but the Whigs argued that Polk had purposefully **provoked** Mexico. They wanted to know exactly where the skirmish between the Mexican and US soldiers had happened, to establish whether it really happened on US soil.



- Many abolitionists thought the war was an excuse to admit another state that allowed slavery to the United States.



US Advances in Mexico

- US soldiers won major battles of the war, including the Battle of Buena Vista, and conflicts in Santa Fe, New Mexico, and California. General Winfield Scott led US forces to capture the Mexican cities of Veracruz and Mexico City.



The End of the War

- To formally end the war, US and Mexican representatives signed the Treaty of Guadalupe Hidalgo in 1848.



- In the treaty, Mexico **ceded** almost half of its land (about 500,000 square miles) to the United States for \$15 million, plus another \$3 million to settle Mexican government debts to US citizens.



- The lands granted in the treaty included Texas, New Mexico, Arizona, California, Nevada, and Utah, as well as parts of Colorado and Wyoming.



- The treaty stated that the border between the United States and Mexico was the Rio Grande river. Additionally, Mexican citizens living on the new lands would become US citizens.



Word Alert!

provoke
 \pră-VŌK\
 (v.): to stir up or make angry

Word Alert!

cede
 \sēd\
 (v.): to give up or transfer

Training for Future Generals

- The Mexican–American War was a training ground for future officers on both sides of the US Civil War. This included Union generals Ulysses S. Grant, John C. Frémont, and William Tecumseh Sherman. It also included Confederate generals Robert E. Lee, Thomas “Stonewall” Jackson, James Longstreet, and George Pickett.



Unresolved Disputes

- Tensions remained high between the United States and Mexico. The Mexican government was upset that the United States was not protecting Mexican settlers in the ceded territories after promising to defend them from Native attacks.



- The United States was making plans to build a southern **transcontinental** railroad and wanted even more land.



Gadsden Purchase

- President Pierce sent James Gadsden to **negotiate** with Mexico for more land. They drafted a treaty for 45,000 square miles of land for \$15 million.



- Gadsden’s treaty was not popular in Congress. Many representatives from the North did not want to expand to the south where slavery would be legal. They settled on 30,000 square miles for \$10 million. This established the permanent border between the United States and Mexico.



Oregon Territory

- For decades, the United States and Great Britain had disputed territory along the Pacific Coast.



- In 1846, the two nations created a border. Two years later, the United States established the Oregon Territory. Fewer than 14,000 White settlers lived in the Oregon Territory.



- Within two years, the US border moved from the Rocky Mountains all the way to the Pacific Ocean. For some people, this meant that the nation had **achieved** Manifest Destiny.



Word Alert!

negotiate

\nĕ-GŌ-shĕ-āt\ (v.): to talk to someone to reach an agreement or make a deal

Word Alert!

achieve

\ŭ-CHĒV\ (v.): to succeed at reaching a goal or result

Territorial Growth of the United States



In 1818, a treaty set the boundary between the United States and Canada at the 49th parallel. The land south of that line became parts of North Dakota, Minnesota, and South Dakota. Why do you think US leaders wanted to expand the

Check It!

Dig

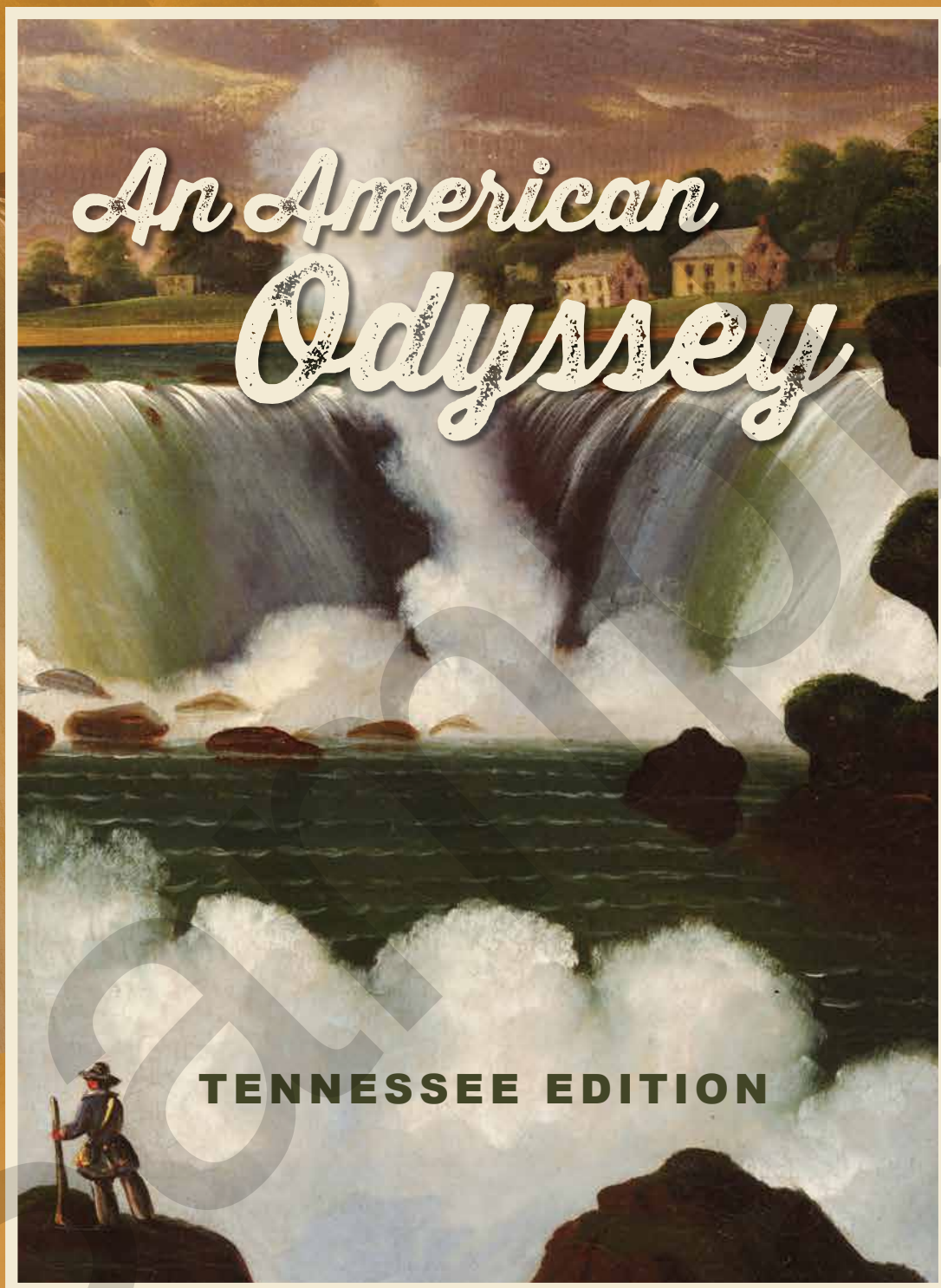
1. Which territories became a part of the United States during James K. Polk's presidency?

2. How did the United States acquire the Oregon Territory?

Dig Deeper

3. How did the practice of slavery contribute to westward expansion?

4. In what ways did the United States gain new territory during the first half of the 1800s?



CHAPTER ASSESSMENTS

Name: _____

Date: _____

Check It! | Chapter 5

Instructions: At the end of each lesson, circle the number of stars that most closely resembles your success in meeting the goal.



Did not meet goal



Somewhat met goal



Totally met goal

Lesson 1

- I can describe Manifest Destiny and its effects on the United States. ★★★
- I can summarize the major events of the Texas War for Independence and its outcomes. ★★★
- I can identify the causes and effects of the Mexican–American War. ★★★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 2

- I can compare and contrast the experiences of settlers moving to the Northwest and Southwest. ★★★
- I can identify the effects of the California Gold Rush. ★★★
- I can describe daily life for settlers and Indigenous people in the western United States. ★★★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 3

- I can identify how debates over slavery led to compromise in Congress and rising violence in the United States. ★★★
- I can describe the case of *Dred Scott v. Sandford* and the reactions to the decision. ★★★
- I can explain how the election of 1860 led to the outbreak of the Civil War. ★★★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Prove It! | Part I: Multiple Choice | Chapter 5

Instructions: Choose the correct answer for each question.

1. What is Manifest Destiny?
 - A. the belief that the land belonged to everyone
 - B. the belief that only people with power could control their future
 - C. the belief that the United States had the God-given right to control the land
 - D. none of the above
2. In 1821, Mexico won its independence from _____.
 - A. the United States
 - B. Spain
 - C. France
 - D. England
3. Which president declared war on Mexico?
 - A. James K. Polk
 - B. Abraham Lincoln
 - C. Andrew Jackson
 - D. Zachary Taylor
5. What route did followers of the Church of Jesus Christ of Latter-day Saints take?
 - A. the Santa Fe Trail
 - B. the Mormon Trail
 - C. the Oregon Trail
 - D. the Cimarron Route
6. What did the Indian Appropriation Act do?
 - A. prevented more people from moving west
 - B. gave Indigenous people their land
 - C. established reservations in the west
 - D. none of the above
7. Northerners who did not want slavery spread to new states were called _____.
 - A. free soldiers
 - B. freedom seekers
 - C. abolitionists
 - D. anti-slavery activists

8. What did the Kansas-Nebraska Act do?
 - A. made it legal for slaveholders to search and capture formerly enslaved people
 - B. banned slavery in land north of the 36° 30' parallel
 - C. made slavery illegal in Kansas and Nebraska
 - D. made slavery in new territories a possibility
9. What was the outcome of the *Dred Scott v. Sandford* case in the US Supreme Court?
 - A. It ended slavery in the North.
 - B. It declared that enslaved Blacks were not citizens and had no rights.
 - C. It made slavery illegal in California.
 - D. It established a pattern for new states to decide to be slave states or free states.



4. Examine the map above. Where does the Oregon Trail begin?
 - A. Iowa
 - B. Kansas
 - C. Tennessee
 - D. Missouri

Name: _____

Date: _____

Prove It! | Part 2: Key Terms and Connections | Chapter 5

Key Terms: Choose **two** pairs of Key Terms. For each pair, write at least two sentences describing how the two words are connected.

immigrant
transcontinental

pioneer
caravan

border ruffian
free-soiler

1. _____

2. _____

Name It!: Match the people, places, and events from the list on the left to their descriptions on the right.

- | | |
|------------------------------------|---|
| 3. ___ Antonio López de Santa Anna | A. this person was an enslaved man from Missouri who thought his wife and him should be free because of the time they had spent in free territory |
| 4. ___ Mexican-American War | B. this person was Mexico's president in 1834 |
| 5. ___ the Oregon Trail | C. a difficult route that started in Missouri and ended in Oregon |
| 6. ___ Hiram Young | D. this act made slavery a possibility in new territories |
| 7. ___ the Kansas-Nebraska Act | E. this person was an abolitionist who led the raid on Harpers Ferry |
| 8. ___ Charles Sumner | F. an invasion of Mexico by the United States |
| 9. ___ John Brown | G. this person criticized the Kansas-Nebraska Act and was beat to unconsciousness because of this |
| 10. ___ Dred Scott | H. this person became an important supplier for travelers on the Oregon Trail |
| 11. ___ Fort Sumter | I. the capture of this federal fort was considered the first Confederate victory of the Civil War |

12. Choose any **two** terms from the list above and explain how they are connected to the **Essential Question:** How did westward expansion further divide people in the United States?

Prove It! | Part 3: Document-Based Questions | Chapter 5

Instructions: The text below is the introduction by Dr. J. H. Van Evrie of the Dred Scott decision: opinion of Chief Justice Taney. Use evidence from the text to answer the questions.

INTRODUCTION

BY

DR. J. H. VAN EVRIE.

This opinion of Chief Justice Taney and those of his eminent colleagues of the Supreme Court of the Republic, is an epoch in our civil history, which is doubtless destined in all future time to be a land-mark in American civilization.

The facts in the case are all very simple, distinct, common-place, and the conclusions from them plain and unavoidable; nevertheless, this decision, except the Declaration of National Independence in 1776, is the most momentous event that has ever occurred on this continent, and the results destined to flow from it can be second only in importance to those which have followed that memorable event. The Declaration of 1776 announced a truth the most stupendous that ever fell from mere mortal lips—the Dred Scott decision confirms a principle essential to the preservation and success of the former, and which otherwise would needs be but little better than “sounding brass or a tinkling cymbal.” Unlike the homogeneous population of Europe, American society is made up of diverse races, each having its own specific wants and necessities, and therefore any social or political organism that is not in accord with these fundamental facts—these unchanging and unchangeable ordinances of the Eternal—must rest on false foundations, and work out evil only to all concerned.

The doctrine of 1776, that all (white) men “are created free and equal,” is universally accepted and made the basis of all our institutions, State and National, and the relations of citizenship—the rights of the individual—in short, the *status* of the dominant race, is thus defined and fixed for ever.

But there have been doubts and uncertainties in regard to the negro. Indeed, many (perhaps most) American communities have latterly sought to include him in the ranks of citizenship, and force upon him the *status* of the superior race.

This confusion is now at an end, and the Supreme Court, in the Dred Scott decision, has defined the relations, and fixed the *status* of the subordinate race *forever*—for that decision is in accord with the natural relations of the races, and therefore can never perish. It is based on historical and existing facts, which are indisputable, and it is a necessary, indeed unavoidable inference, from these facts.

A few years after Columbus had discovered and planted a Spanish colony in the island of St. Domingo, there were some negroes (slaves) imported from Spain into the island, and they were found to be so superior to the natives as laborers on the Spanish plantations, that others were soon afterwards imported directly from Africa, and finally into all or nearly all of the Spanish possessions. The British colonies in the northern and temperate latitudes did not need this special class or kind of labor, but as they were in possession of vast territories, and labor of every kind needed for the conquest over these barren and boundless solitudes, they, too, imported

Library of Congress, 17001543

1. Read the introduction. What does it say about the Dred Scott decision?

2. This introduction references the doctrine of 1776. Which document is this referring to?

3. Why do you think it is important for government documents to be clear in their writing regarding freedoms and rights?

Name: _____

Date: _____

Prove It! | Part 4: Self-Assessment and Reflection | Chapter 5

Instructions: After completing the unit and the various activities, revisit the picture on the unit opener and answer the following questions.

What details have changed that you did not know or see at the start of the unit? What details can you add or be more specific about? Add at least two new details or specifics about previous details.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Can you answer the questions you had at the start of the unit? If so, what are the answers?

1. _____
2. _____

Using complete sentences, answer the **Essential Question**.

Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Accommodated Assessment | Chapter 5

Instructions: Answer the following questions.

I. What does self-sufficient mean?

For questions 2–7, match the people, places, and events from the list to their descriptions below.

2. ____ the Kansas-Nebraska Act

3. ____ Dred Scott

4. ____ John Brown

5. ____ Mexican-American War

6. ____ the Oregon Trail

7. ____ Hiram Young

A. this person was an enslaved man from Missouri who thought his wife and him should be free because of the time they had spent in free territory

B. an invasion of Mexico by the United States

C. this act made slavery a possibility in new territories

D. this person became an important supplier for travelers on the Oregon Trail

E. this person was an abolitionist who led the raid on Harpers Ferry

F. a difficult route that started in Missouri and ended in Oregon

8. Describe what a free-soiler is.

9. What was one differing view Lincoln and Douglas had on slavery?

10. What is a Fire-Eater?

II. Using complete sentences, answer the **Essential Question**.

12. Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Answer Key | Chapter 5

Prove It! Standards Alignment: SSP.01; SSP.02; SSP.05; SSP.06; 8.52; 8.55; 8.56; 8.59; 8.60; 8.RI.CS.4; 8.RI.RRTC.10; 8.W.RW.10

Part 1: Multiple Choice

- | | |
|--------|--------|
| 1. (C) | 6. (C) |
| 2. (B) | 7. (A) |
| 3. (A) | 8. (D) |
| 4. (D) | 9. (B) |
| 5. (B) | |

Part 2: Key Terms and Connections

1. immigrant and transcontinental: An immigrant is a person who comes to a country to take up premanent residence. Transcontinental means something is extending or going across a continent. The transcontinental railroad would allow for more immigrants to travel across the United States.

pioneer and caravan: A pioneer is a person who is among the first to settle a place. A caravan is a group of vehicles traveling together. Pioneers often traveled west in caravans of covered wagons for protection and support.

border ruffian and free-soldier: A border ruffian is a proslavery Missourian who crossed the border into Kansas to vote illegally, make raids, and intimidate antislavery settlers during the period from 1854 until the beginning of the Civil War. A free-soiler is a person opposed to slavery, and especially to the expansion of slavery in new territories. These groups had conflicting views regarding slavery.

2. See above.
3. (B)
4. (F)
5. (C)
6. (H)
7. (D)
8. (G)
9. (E)
10. (A)
11. (I)
12. Answers will vary.

Part 3: Document-Based Questions

1. The introduction talks about the Dred Scott decision being the end of the confusion between races.
2. The document being referred to is the Declaration of Independence.
3. Answers will vary.

Part 4: Self-Assessment and Reflection

Answers will vary but should reflect students' ability to accurately describe how the expansion of the United States westward further divided the country.

Accommodated Assessment

1. Self-sufficient means that one is capable of providing for one's own needs.
2. (C)
3. (A)
4. (E)
5. (B)
6. (F)
7. (D)
8. A free-soiler is a person opposed to slavery, and especially to the expansion of slavery in new territories.
9. Lincoln believed that freedom required opposition to slavery. Douglas did not think politicians should have the power to impose their personal moral standards on a nation.
10. A fire-eater is a person who displays very militant or aggressive partianship.
11. Answers will vary but should demonstrate the ability to answer the Essential Question.
12. Answers will vary.

Rubric | Writing Workshop | Pathos | Chapter 5: Lesson 1

Social Studies Standards	8.54
English Language Arts Standards	8.SL.CC.1; 8.SL.CC.2; 8.SL.CC.3; 8.SL.PK1.4; 8.SL.PK1.6; 8.W.TTP.1; 8.W.TTP.2; 8.W.PDW.4; 8.W.RW.10
Student Outcome	Students will explore rhetorical strategies by identifying and employing an appeal to pathos.

Category	Level 4	Level 3	Level 2	Level 1
Skill	Student meets or exceeds expectations in research by using multiple search terms to generate a variety of print and digital sources. Student clearly and accurately paraphrases, quotes and cites relevant sources.	Student meets expectations in research by using multiple search terms to generate a variety of print and digital sources. Student paraphrases, quotes and cites relevant sources. However, citations, paraphrase statements or quotations may contain an inaccuracy.	Student develops grade level expectations in research by using search terms to generate print or digital sources. Student paraphrases, quotes or cites a source. However, the source may lack credibility, or citation, paraphrase statement or quotation contains inaccuracies.	Students makes little to no attempt to practice research skills.
Product	Speech meets or exceeds all listed requirements. Speech is two paragraphs and includes a clear appeal to emotion with a call to action based on a current event. Additionally, speech includes accurate and relevant facts about a current event.	Speech meets all of the listed requirements, but could have more depth in one of the following areas: • clear appeal to emotion • call to action • relevant and accurate summary of a current event • at least two paragraphs	Speech meets some of the listed requirements, but is missing two or more of the following: • clear appeal to emotion • call to action • relevant and accurate summary of a current event • at least two paragraphs	Student did not follow directions or made little to no effort to complete the speech.
(Optional Criteria)				

Reflections and Progress

What I think went well in this assignment was...	Things that could be improved are...
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Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the level 4 category.	Provide students with scaffolds to meet the level 3 or level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the level 2 and level 3 criteria for students with modified curriculum plans.