

ELEMENTARY U.S. HISTORY 4: THE UNITED STATES—EXPANSION OF THE NEW NATION

NAME _____ SCHOOL _____

DATE STARTED _____ DATE COMPLETED _____

PREREQUISITE: Elementary U.S. History 3: The United States—A New Country course.

HOW TO DO THIS COURSE: Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student or your Academic Supervisor if it says that. A * means get a checkout. All written work is turned in to the Academic Supervisor.

PURPOSE: Learn how the American nation grew up.

ESTIMATED TIME: 11–13 hours.

MATERIALS NEEDED TO DO THIS COURSE

Study booklet, *Elementary U.S. History 4: The United States—Expansion of the New Nation*, with these data sheets (DS):

7267 7266 7537 7469 7538 7472 7539 7528

Exam: 7303, 7304 (review)

Other required texts/references:

United States—Adventures in Time and Place (2000) ISBN 0-02-148855-X, McGraw-Hill School Division. To place orders, call 1-800-442-9685.

Encyclopedia at level of *The New Book of Knowledge*.

Other recommended texts/references:

A History of US, Joy Hakim, Oxford University Press: (paper or cloth)

Book 4 The New Nation, ISBN 0-19-515326-X (paper); ISBN 0-19-515325-1 (cloth)

Book 5 Liberty for All?, ISBN 0-19-515328-6 (paper); ISBN 0-19-515327-8 (cloth)

Access to Internet strongly recommended.

Other materials:

Student's time line from Elementary U.S. History 3, roll of butcher paper or newsprint, raised relief map of United States, crayons or markers, clear tape, clay. Optional: small wagon, paved walk, sandbox or patch of loose dirt.

NOTE TO STUDENT

The history book for this course is *United States—Adventures in Time and Place*. Each chapter is divided into lessons. When you read a lesson, there are also illustrations and maps, and extra things to look at. You should read the text and captions of illustrations. You should also understand any illustrations and maps. You do not have to study anything else on the page unless you are told to do so or unless you want to. Each lesson begins with a "Read Aloud," but you do not have to read it aloud.

A. INTRODUCTION

1. PRACTICAL APPLICATION:

- a) Read the Purpose statement for this course. ____

- b) Look at the list of books for Elementary U.S. History 4 in Data Sheet (DS) #7267 Elementary U.S. History Book List. Then pick out a book you would like to read while you do this course. ____
- c) Read step G.1 in the final section of this course. Start the project as soon as you can and complete it in (or before) the final section of this course. The sign-off line for the project is at step G.1. ____

B. WESTWARD EXPANSION

- *1. READ: DS #7537 The United States Expands, section “The United States in 1800.” _____
- *2. READ: *United States—Adventures in Time and Place* (US), pp. 374–375 only, Ch. 14 Lesson 1 “Geography of the Young Country,” through section “Geography of a Growing Nation.” _____
- 3. DEMONSTRATE: On a raised relief map, locate the Atlantic Coastal Plain, the Gulf Coastal Plain, the Appalachian Mountains, the Mississippi River and the Ohio River. _____
- 4. READ: US, pp. 376–377, subheading “The Road to Kentucky” through section “Why It Matters.” (The *Natchez Trail*, mentioned on p. 376, is a road between Natchez, Miss., and Nashville, Tenn., and is about 500 miles long.) _____
- 5. DEMONSTRATE:
 - a) Find the Cumberland Gap on a raised relief map. Suppose you wanted to cross the mountains to go west. See if you can find any other places on the map that might make good points to cross the Appalachian Mts.
 - b) Find the Central Plains on the relief map and see what the land in Kentucky and around the Ohio River is like (are there mountains or is it more like plains?). _____
- *6. READ: DS #7537 The United States Expands, section “The Louisiana Purchase.” _____
- *7. READ: US, pp. 378–383, Ch. 14, Lesson 2 “Jefferson Plans for Growth,” through section “Why It Matters.” (Note: On p. 379, there is a typographic error. The text says Napoleon ruled France beginning in 1797, but he did not take over France until late in 1799.) _____
- 8. DEMONSTRATE: On a raised relief map, trace Lewis and Clark’s expedition from St. Louis to the Pacific Ocean and back. _____

9. **ESSAY:** Using the raised relief map as a guide, describe some of the barriers the explorers had to overcome on their journey. **Supervisor pass.** _____
- *10. **READ:** DS #7469 Andrew Jackson and the Cherokee Indians. _____
11. **DEMONSTRATE:** Look at the illustrations in US, Ch. 14, Lesson 4 “The Times of Andrew Jackson,” starting on p. 394, and read the captions. _____
12. **DEMONSTRATE:** Using the map on US, p. 398 and a raised relief map, compare the areas where the Indians came from to where they were moved. _____
13. **PRACTICAL APPLICATION:**
- a) Get your time line from Elementary U.S. History 3. _____
- b) Start a time line to add to it and cover the period from 1800 to 1915. Make it match the first time line by using the same scale for time. _____
- c) Tape the time lines together. _____
- d) Fill in these points and anything else you want to include:
- Louisiana Purchase—1803
 - Lewis and Clark Expedition begins—1804
 - Relocation of southeastern Indians to Indian Territory—1830–1840.
- Include some illustrations. _____

C. INDUSTRIAL REVOLUTION

- *1. **READ:** DS #7538 The Industrial Revolution Comes to America. _____
2. **READ:** US, pp. 404–409, Ch. 15, Lesson 1 “The Industrial Revolution,” through section “Why It Matters.” _____
3. **DEMONSTRATE USING CLAY:** An example of interchangeable parts. _____
4. **DEMONSTRATE:** Choose an invention of the Industrial Revolution. Show how it was powered and how it increased production. (Research it further, if needed.) _____
5. **ESSAY:**
- a) Discuss several ways in which the Industrial Revolution changed the lives of people in the North. _____
- b) Discuss how the Industrial Revolution might have contributed to keeping slavery in the South. _____

D. TRANSPORTATION

- *1. READ: DS #7472 Transportation Routes in the 1800s to heading “The Oregon Territory.” The rest of the data sheet will be read later in the course. _____

2. (Optional) DEMONSTRATE: If you have a sandbox available outside or a patch of loose dirt, do this activity to get an idea of what it might take to travel by wagon across land that did not have paved roads. Other materials you will need: small wagon, heavy weight (another student will do).
 - a) Load the wagon with a heavy weight and pull it along a paved walk. Notice how much force is needed to get the wagon moving. _____
 - b) Smooth off the sand or dirt. Place the wagon on the sand and load the wagon with the same heavy weight. Now pull the wagon and notice how much more force it takes to get the wagon moving. _____

3. READ: US, pp. 410-414, Ch. 15, Lesson 2 “Roads, Rivers, and Rails,” through section “Why It Matters.” (Note: p. 413, *navigable* means wide and deep enough for ships to use.) _____

4. READ: US, pp. 426–427, “Study Skills—Using Reference Sources,” up to sub-heading “Trying the Skill.” (The text says you read about *Zachary Taylor* in the last lesson, but that lesson was omitted. Taylor was a general in a war that the United States fought against Mexico (which is discussed in the next section of this course), but it is not necessary to know about him for this step because he is used only as an example of a research topic. The important thing is to know about some of the different kinds of reference sources that you can use.) _____

5. PRACTICAL APPLICATION: Using references, find out how a canal lock works to raise and lower boats. If you have access to the Internet, go the website for the National Canal Museum and play the “Operate a Lock” game, which is part of the Canal Lock Puzzle. Click on Fun & Games, then Canal Lock Puzzle, then Operate a lock. Note: A wicket (mentioned in “Operate a lock”) is a small gate used to control the flow of water into or out of a lock. _____

6. DEMONSTRATE: Using the maps on US, p. 413 as a guide, trace these as best you can on a raised relief map:
 - a) one of the major roads _____
 - b) one of the navigable rivers _____
 - c) one of the canals __________

7. PRACTICAL APPLICATION: Learn three things about the Erie Canal that you didn't know before and tell another person. Use another reference book or the Internet. (You could start by typing in the words "Erie Canal" and looking for web sites with pictures.) _____
8. ESSAY: In the early 1800s, more emphasis was put on building canals and railroads than on building roads. Give at least three reasons why this might have been so. _____
9. PRACTICAL APPLICATION: Update your time line. Fill in these points and anything else you want to include:
 - Industrial Revolution in America—1790–1850
 - Trial run of steamboat—1807
 - Erie Canal complete—1825
 - Trial run of steam locomotive—1830
 Include some illustrations. _____

E. TEXAS AND THE MEXICAN WAR

- *1. READ: DS #7539 Mexico and the United States, section "Texas." _____
2. DEMONSTRATE: Look at illustrations in US, Ch. 15, Lesson 3 "Moving to Texas," pp. 416–421, and read the captions. _____
- *3. READ: DS #7539, section "California and the Southwest" to the end of the data sheet. _____
4. DEMONSTRATE: Look at the map on p. 424 in US, and on a raised relief map identify all the lands of Mexico that were given up to the United States. (The word *annexed* in the map legend means "added to or joined to a larger or more important part." The U.S. annexed Mexican lands to itself.) _____
5. ESSAY: Discuss how Texas and California became part of the United States. _____

F. STILL MOVING WEST

- *1. READ: DS #7472 Transportation Routes in the 1800s, section "The Oregon Territory." _____
2. DEMONSTRATE: Why pioneer families moving west preferred to go to the West Coast instead of settling in the Midwest. _____
3. READ: US, pp. 428–433, Ch. 15, Lesson 5 "Western Trails," through "Why It Matters." _____

4. DEMONSTRATE: Using data from the “Infographic” on pp. 430–431, trace as best you can each of these trails on a raised relief map:
- a) Mormon Trail ____ e) Old Spanish Trail ____
 b) Bozeman Trail ____ f) Santa Fe Trail ____
 c) Oregon Trail ____ g) El Camino Real ____
 d) California Trail ____ _____
5. ESSAY: Based on your study of a raised relief map in the last step, which of the trails do you think would be easiest to travel in a wagon train and which would be hardest? Tell why you think so. _____
6. ESSAY: Between 1840 and 1860 roughly 300,000 people traveled the Oregon Trail. Since it took six months to travel the trail and they couldn’t travel in the winter, they had to leave early in the spring to make it before winter. Suppose that each year they could leave only in the months of March, April and May. On average, about how many people started out each of these months? About how many a week during those months on average¹? **Supervisor pass.** _____
7. ESSAY: What do you think it was like out on the Oregon Trail with that many people? (See previous step.) How do you think they got enough food? Do you think they all got along? What do you think happened with their garbage? What do you think the trail was like when it rained? _____
8. PRACTICAL APPLICATION: Learn three things about one of the trails west that you didn’t know before and tell another person. Use another reference book or the Internet. (You could start by typing in the name of the trail and looking for web sites with pictures.) _____
9. PRACTICAL APPLICATION: Update your time line a final time. Fill in these points and anything else you want to include:
- People move west on Oregon Trail and other western trails—1840–1860
 - Texas joins U.S.—1845
 - Mexican War—U.S. gains California and Southwest—1846–1848
 - California gold rush—1849
- Supervisor pass.** The student’s time line should include all the points listed in steps B.13, D.9 and this step, with some illustrations for each step. _____

NOTE TO STUDENT: Save your time line to use again in the rest of the Elementary U.S. History courses.

¹ There are 13 weeks in March, April and May.

G. FINAL APPLICATION SECTION

1. PRACTICAL APPLICATION: Complete one of the projects from DS #7266 Elementary U.S. History Projects with Literature. **Supervisor pass.** _____
2. DRILL: To do this drill, use DS #7528 Important Events and Dates for Elementary U.S. History. Look at the table and find the single row for Elementary U.S. History 4. Then do Part A of the Important Events and Dates Drill with it (the drill follows the table). _____
3. DRILL: Do Part B of the Important Events and Dates Drill. _____
4. DRILL: Do Part C of the Important Events and Dates Drill. _____
5. ESSAY: Name a few people (at least three) you learned about in this course that you think were important people for their time and tell why you think so. _____

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic Supervisor _____ Date _____

This student has passed the exam for this course.

Examiner _____ Date _____