

**Focus on U.S. History:**

# **The Era of Expansion and Reform**

Kathy Sammis

# **User's Guide to *Walch Reproducible Books***

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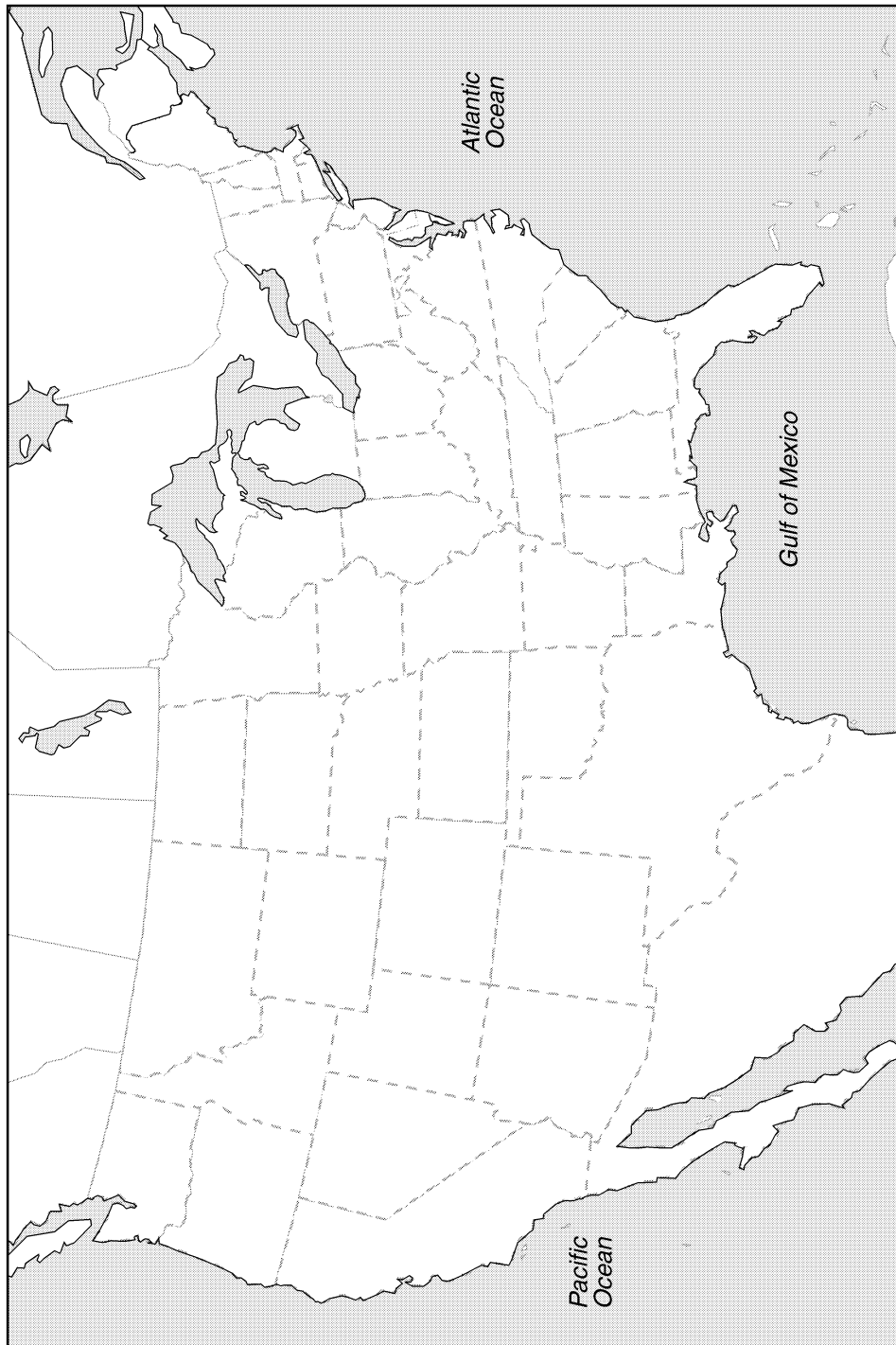
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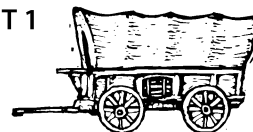
# United States

(for use with Unit 1)



# Territorial Expansion

UNIT 1



TEACHER  
GUIDE

The objectives of this unit are to help students understand the many factors that fueled and, in turn, were fueled by the vast territorial expansion of the United States between 1800 and 1860. Restless colonists had begun the push west almost from the instant they set foot in the New World. They pushed across the Appalachians, then across the Mississippi River, then over the Rocky Mountains, and finally settled up and down the Pacific Coast. They were able to do so because of a series of land acquisitions. In 1803, Napoleon Bonaparte raised money for his European war by selling the Louisiana Territory to the United States. In 1846, the U.S. and Great Britain agreed to split the Oregon Territory at the 49th

parallel. Independent Texas joined the Union in 1845. Victory in the war with Mexico in 1848 brought California and New Mexico (most of today's Southwest) into the Union. Settlers poured westward, under the banner of "manifest destiny." The United States was able to do this without interference from Europe, as the War of 1812 brought lasting peace with Great Britain and the Monroe Doctrine announced the nation's policy of prohibiting any new European involvement in the Americas, North or South. This unit's activities are designed to draw students into a better understanding of the territorial expansion of the United States during the first half of the 1800's.



## Student Activities

**Mapping the Louisiana Purchase** uses mapping to make students familiar with the Louisiana Purchase territory and the routes various explorers of the West followed.

**Lewis and Clark: The Journals** offers students excerpts from the very detailed daily journals that both Lewis and Clark kept as part of the duties of their expedition. The follow-up activity, **Lewis and Clark: The Observations**, has students match the diary entries with specific instructions Thomas Jefferson gave the explorers for making observations. Students learn that the purpose of the expedition was much more than merely trailblazing.

**The War of 1812: Causes** provides a frame for students to identify causes of the War of 1812, explaining how each pushed the United States toward war with Great Britain.

**The War of 1812: Yes or No?** has students put themselves into the place of specific American people and then decide whether or not they will support the War of 1812. Part 2 of this activity asks students to map important sites of the war.

Part 1 of **The Monroe Doctrine** presents the main points of the Doctrine as Monroe announced it. Questions guide students to an understanding of the policy Monroe set in his speech. In Part 2 of this activity, students identify the situation in Latin America in 1823 and, from this, explain why that situation prompted President Monroe to declare his doctrine. The Extra Challenge asks students to describe how the United States has applied the Monroe Doctrine in more modern times.

**Manifest Destiny** presents original source quotes expressing the concept of manifest destiny, the idea that the United States was fated by Providence to expand to the Pacific. Page two of this activity



presents manifest destiny as interpreted in artwork. Questions guide students to an understanding of the concept as expressed both in words and in pictures. The Extra Challenge invites students to create their own artistic expression of manifest destiny.

**The Mexican War: Raising Volunteers** introduces students to the psychology of promoting war. The activity page presents students with a recruiting broadside for the war and asks them to identify the various “hooks” the ad uses to inspire men to volunteer to fight in the war.

**The Mexican War: A Chronology Game** strengthens students’ knowledge of the chronology of events in the Southwest with a game in which students compete to arrange separate events in correct order by date. The Extra Challenge asks them to add actual dates to each event.

**The Mexican War: Yes or No?** presents quotes from the lively debate in the country about the war. Students use these quotes, plus additional reading, to role-play a debate about whether or not the war with Mexico was justified. Alternatively, students can apply the arguments for and against the Mexican War to a modern-day conflict such as the Vietnam War. This

activity also invites students to debate the concept of “my country, right or wrong” expressed in the quotes.

**Mapping the Way West** and its follow-up activities give students an idea of the length and complexity of a pioneer journey west. Students start by tracing the trails used by pioneers who went west. The first follow-up activity invites students to read a diary written by an actual pioneer and then contemplate if, after reading such a journal, they would have been willing to take the trip. The second follow-up activity has students apply their mapping and mathematical skills to plan a pioneer trip from Independence, Missouri, to the West Coast.

**Making Your Own Way West** asks students to put themselves in the place of an emigrant family and decide what items and supplies they will pack in their wagon to bring west with them. Once students have completed their lists, you will present them with a scenario in which they will have to start discarding some of the items they are bringing with them—see the Answer section.

**Mapping Territorial Expansion** has students create two maps that will show them visually how the United States expanded westward from 1800 to 1853.

Name \_\_\_\_\_

Date \_\_\_\_\_

## UNIT 1

### STUDENT BACKGROUND SHEET

# Territorial Expansion

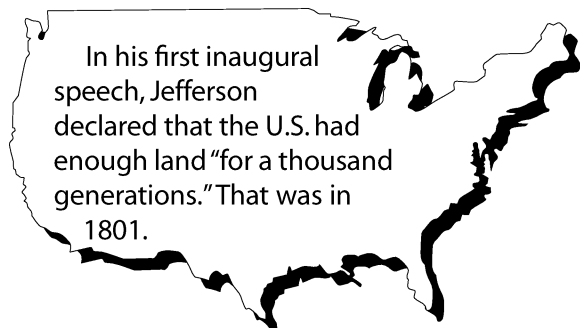
The first white colonists in British North America settled along the East Coast. Almost right away, they began pushing westward. By 1804, the United States stretched all the way to the Mississippi River. Then, almost overnight, the United States doubled its territory. Here's how it happened.

## The Louisiana Purchase

When Thomas Jefferson became president of the United States, "the West" meant the land between the Appalachian Mountains and the Mississippi River. People in the West depended on the Mississippi for their shipping. The port of New Orleans at the mouth of the river controlled that commerce. The United States wanted New Orleans.



Jefferson



Then Spain gave New Orleans back to France. Jefferson didn't want Napoleon Bonaparte to control New Orleans. So he sent a minister to France to offer to buy New Orleans. Napoleon, meanwhile, was gearing up for more warfare in Europe, and he wanted money. So

instead of New Orleans, he offered to sell all of the Louisiana Territory to the United States.

Jefferson and his ministers agreed. For \$15 million (about 4¢ an acre), the U.S. in 1803 acquired a huge territory stretching from the Mississippi to the Rocky Mountains and beyond. Some people objected, but most agreed that the country couldn't pass up such a bargain. Jefferson soon sent an expedition headed by Meriwether Lewis and William Clark out to explore the vast area. They came back with detailed notes and maps. Along with other pioneer trailblazers, they opened the way for later settlers.

## The War of 1812

Soon after he sold Louisiana, Napoleon went back to war with England. This caused all kinds of problems for the United States. French and British warships captured U.S. merchant vessels; the economy suffered badly. The British Royal Navy **impressed** sailors from U.S. ships—they forced these sailors to serve on British ships.

### **Notable Events of the War of 1812**

- The great Indian leader Tecumseh died in battle.
- The attack on Fort McHenry inspired Francis Scott Key to pen "The Star-Spangled Banner," which became the U.S. national anthem.
- Dolley Madison barely escaped from the White House before the British arrived and burned it.

(continued)



Focus on U.S. History:  
*The Era of Expansion and Reform*

Name \_\_\_\_\_

Date \_\_\_\_\_

## UNIT 1

### STUDENT BACKGROUND SHEET

Some Americans pressed for war with England. Westerners wanted more territory in the Northwest. Many New Englanders, who depended on shipping, didn't want to tackle the Royal Navy. The War Hawks won out. The war lasted from 1812 to 1815, with the British and the Americans in effect fighting to a standstill. By the time the war was over, Napoleon had been defeated, so shipping was free and open again anyway.

### **The Monroe Doctrine**

Between 1817 and 1822 most of the Latin American countries had become independent from Spain. Other European nations began to show interest in recolonizing them. In answer, President James Monroe declared that from that point on, the American continents were off-limits to Europe. The U.S. would permit no new European colonies in North or South America. This policy later was called the Monroe Doctrine. (The Monroe Doctrine didn't have much effect at first, but it would become important years later.)

### **Manifest Destiny and Settlement of the West**

The U.S. urge to push westward exploded in the 1840's. The nation was prospering, and people felt proud and confident, ready to tackle the pioneering challenge. The population kept

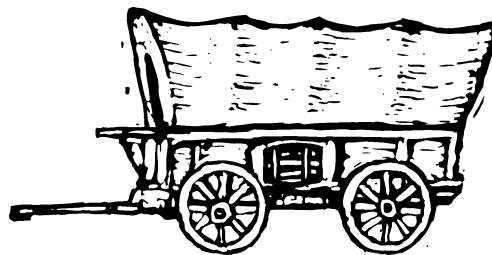
expanding because of a high birth rate and a flood of immigration. Settlers poured westward by the thousands. A New York newspaperman, John O'Sullivan, called this movement "**manifest destiny**." He said the people of the United States were obviously destined—fated—to expand all the way to the Pacific Ocean.

Inspired by manifest destiny (and land hunger), Americans everywhere caught "Oregon fever." During the 1840's, thousands of pioneers made the 2,000-mile trek across the wilderness from Missouri to Oregon. Others trekked to California. The Mormons created their own trail and settled in the Utah wilderness.

Groups started out with packed wagons and high hopes. The trip would prove to be dangerous, exhausting, and seemingly endless. People and livestock died. Treasured possessions lay abandoned along the trail. But still the tide of pioneers went on. When gold was discovered in California in 1848, the tide of emigrants there became a raging flood. So many people flooded in, California was ready to become a state just two years later, in 1850.

### **The United States: Coast to Coast**

James Polk, who became U.S. president in 1845, favored expansion. He had three aims: to make Oregon, Texas, and the Southwest (including California) part of the United States.



(continued)

Focus on U.S. History:  
The Era of Expansion and Reform



Name \_\_\_\_\_

Date \_\_\_\_\_

## UNIT 1

### STUDENT BACKGROUND SHEET

Here's how he succeeded.



#### Oregon

- 1840's: Claimed and jointly occupied by Great Britain and the U.S.
- 1845: Polk demands the entire area from Great Britain.
- 1846 Compromise: U.S. and Great Britain sign a treaty dividing Oregon Territory at the 49th parallel (today's boundary).

#### Texas

- 1820's: Owned by Spain, which invites Anglo settlers in.
- 1836: American settlers rebel, win independence.
- 1845: Texas joins the Union, becomes a U.S. state (slave).
- 1846–48: U.S. fights war with Mexico, wins. Texas remains with U.S.

#### Southwest

- 1848: U.S. wins Mexican War.
- 1850: California becomes a U.S. state (free).
- 1850: New Mexico and Utah become U.S. territories.

By 1853, the boundaries of the continental United States were set. The expansion across the continent had succeeded.



Ograbme, or the American Snapping Turtle, whose name spelled in reverse is \_\_\_\_\_.



Name \_\_\_\_\_

Date \_\_\_\_\_

**UNIT 1**  
**WORKSHEET 1**

## Mapping the Louisiana Purchase

**Directions:** For this mapping activity, use your map of the western United States.

1. Label the major rivers. Draw in and label the Rocky mountains. Show where the Great Plains are. Also, label these features:

New Orleans	Santa Fe	Fort Mandan	Pike's Peak
St. Louis	Nachitoches	Fort Clatsop	Lemhi Pass
		Fort Adams	

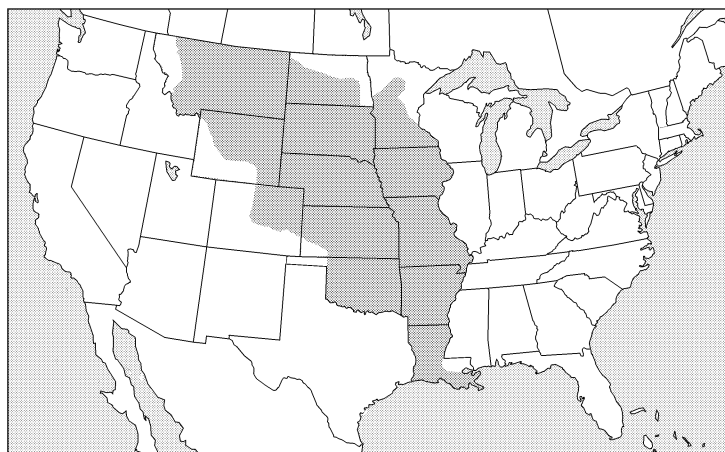
2. Show the following areas on your map:

The Louisiana Purchase	Indiana Territory	Oregon Territory
Orleans Territory	Spanish possessions	

3. Trace the routes of these explorers, and note the dates of their expeditions:

Lewis and Clark, St. Louis to the Pacific Ocean
Lewis and Clark, Pacific Ocean to Fort Mandan (two return routes)
Thomas Freeman
Zebulon Pike

**Extra Challenge:** Write in names of major Indian nations and groups along the path of Lewis and Clark.



Louisiana Purchase



Name \_\_\_\_\_

Date \_\_\_\_\_

UNIT 1

WORKSHEET 2

## Lewis and Clark: The Journals

William Clark and Meriwether Lewis led a famous expedition that explored the Louisiana Purchase territory. No white people knew much about it before then. Lewis and Clark both kept detailed journals of their journey. Here are some of their notes.

**Lewis** (May 11, 1805): About 5 p.m. my attention was struck by one of the party running at a distance towards us and making signs and [hollering] as if in distress.... I immediately turned out with seven of the party in quest of this monster [grizzly bear].... These bears being so hard to die rather intimidates us all; I must confess that I do not like the gentlemen and had rather fight two Indians than one bear; there is no other chance to conquer them by a single shot but by shooting them through the brains.

**Lewis** (May 17, 1805): Captain Clark narrowly escaped being bitten by a rattlesnake in the course of his walk; the party killed one this evening at our encampment.

**Lewis** (May 20, 1805): I saw two large owls with remarkable long feathers on the sides of the head which resembled ears.

**Clark** (May 25, 1805): The country on either side is high, broken, and rocky—a dark brown hard stone intermixed with a soft white sandstone. The hills contain coal or carbonated wood as below and some scattering of pumicestone. The sides of the river are bordered with coarse gravel.

**Clark** (May 29, 1805): In the last night we were alarmed by a buffalo which swam from the opposite shore ... and went with great force up to the fire where several men were sleeping and was [within] 18 inches of their heads, when one man sitting up alarmed him and he turned his course along the range of the men as they lay, passing between 4 fires and within a few inches of the men's heads.

**Lewis** (May 29, 1805): I walked on shore and ascended this river about a mile and a half in order to examine it.... The bed was formed of gravel and mud with some sand ...; it was more rapid but equally navigable; there were no large stone[s] or rocks in its bed to obstruct the navigation; the banks were low yet appeared seldom to overflow; the water of this river is clearer much than any we have met with.

**Lewis** (May 30, 1805): Many circumstances indicate our near approach to a country whose climate differs considerably from that in which we have been for many months. The air of the open country is astonishingly dry as well as pure.



(continued)

