

UNIT 3

The Early Republic

1789–1848

30-40-minute classes | 30-34 classes

UNIT PREVIEW

Structure

LESSON 1	1789–1801	The New Government	6-7 classes	p. 7
LESSON 2	1801–1815	Prospects, Uncertainties, and War	6-7 classes	p. 13
LESSON 3	1815–1829	The American Way	6-7 classes	p. 19
LESSON 4	1829–1848	Manifest Destiny	8-9 classes	p. 26
APPENDIX A	Talk about History, Study Guides, Tests, and Writing Assignment			p. 31
APPENDIX B	Primary Sources			p. 47

Why Teach the Early Republic

The United States of America is an “experiment in self-government.” None other than the Father of the Country, George Washington, said as much at his inauguration. The experiment had seemed to be on the verge of failure by 1787, but the Constitution gave it a second chance. This is the story of the beginning decades of that “second chance.” What is so remarkable about these decades is that the ideas and structures of the Constitution were put into action with real people, real challenges, and real opportunities. America’s first elected and appointed statesmen would set the precedents by which American representative democracy would operate. Indeed, much of American self-government still reflects the precedents established in those first decades. These acts were not performed in a vacuum, however. America’s leaders

had to face very real struggles, and the American people had to learn to trust the Constitution and one another. All the while, America also found before her opportunities rarely afforded to any nation. In navigating the challenges and seizing the opportunities, America matured into an increasingly, though still imperfect, democratic society.

Enduring Ideas from This Unit

1. The presidency of George Washington was indispensable in establishing precedents conducive to free self-government and in keeping America free of what would have been a disastrous war.
2. The opportunities afforded to the United States were exceedingly rare in the history of nations.
3. Amidst the great strides in the practice of self-government and in taking advantage of opportunities, America's treatment of Native Americans and the entrenching of slavery in the Southern states reveal the imperfections of the American regime and the injustices that were permitted.
4. American democracy expressed itself in a variety of unique ways and had a deep effect on the habits, thoughts, and character of Americans.
5. The idea of America's "manifest destiny" to expand from coast to coast and spread its democratic ideas was a mixture of noble and material motivations which led to the Mexican-American War and a renewed debate over the expansion of slavery.

What Teachers Should Consider

The start of this unit includes a familiar cast of characters. The first four presidents were all founding fathers, and many cabinet members, diplomats, and justices were either present in Philadelphia in 1776 and 1787, fought in the War of Independence, or both. It proved consequential to the early national stability of America that these figures should have been the first to govern under the Constitution, George Washington above all others. Students should come explore how much of the way American government functions and how many traditions of the American political order are owed to President Washington.

At the same time, students should understand the precarious situations into which the young country was drawn and learn how America's first leaders managed these challenges. From maintaining a fragile unity to enduring buffets from Great Britain and Revolutionary France, these first four presidents had more than enough to handle, including the crisis of the War of 1812.

And yet, America also had an abundance of opportunities during the first half of the 1800s. These began with the Louisiana Purchase and proceeded to include the acquisition of Florida, the Monroe Doctrine's assertion of American authority in the Western Hemisphere, the annexation of Texas, and the Mexican Cession following the Mexican-American War. All the while America's economic fortunes grew steadily.

American representative democracy was thus put into action, and the experiment in self-government seemed to be succeeding. But how did democratic society affect its citizens? Considering this question with students gives them the opportunity to study life in a democratic republic. This includes the ways in which

America's founding principles were not upheld, with respect to slavery and the treatment of Native Americans.

The study of America's "manifest destiny" is an opportunity for students to enter the minds of Americans at the time and attempt to understand the spirit of the democratic age. Based on the circumstances, it seemed almost inevitable that America would spread many of its unique ideas and accomplishments throughout all of North America. Yet this sentiment was sometimes in tension with America's founding principles. The culmination of this spirit in the Mexican-American War would gain for America an astonishing amount of new land, resources, and opportunity, but also bring closer the prospect of civil war.

How Teachers Can Learn More

TEXTS

Land of Hope, Wilfred McClay

ONLINE COURSES | Online.Hillsdale.edu

The Great American Story
American Heritage

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope Young Reader's Edition, Volume 1, Wilfred McClay
The Story of the Thirteen Colonies and the Great Republic, H.A. Guerber
Westward Expansion, Anne Goudvis and Stephanie Harvey
The Civil War and Reconstruction, Anne Goudvis and Stephanie Harvey

STUDENT RESOURCES

Meet George Washington, Joan Heilbroner
Meet Thomas Jefferson, Marvin Barrett
The Journals of Lewis and Clark, Liz Sonneborn
Early Presidents and Social Reformers: Reader, Core Knowledge Foundation
Westward Expansion Before the Civil War: Reader, Core Knowledge Foundation

TRADE BOOKS

A New Nation, Betsy Maestro
Daniel Boone, John Zronik
Leave It to Abigail, Barb Rosenstock

This Is Washington, D.C., Miroslav Sasek
The Louisiana Purchase, Michael Burgan
The War of 1812, Kevin Cunningham
So Tall Within, Gary Schmidt
Frederick's Journey, Doreen Rappaport
This is Texas, Miroslav Sasek

PRIMARY SOURCES

Thanksgiving Proclamation, George Washington
Letter to the Hebrew Congregation, George Washington

**LESSON PLANS,
ASSIGNMENTS,
AND QUIZZES**

Lesson 1 — The New Government

1789–1801

6–7 classes

LESSON OBJECTIVE

Students learn about the first decades of American self-government under the Constitution, including the major events and developments during the presidencies of George Washington and John Adams.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Meet George Washington</i>	Pages 55–63
<i>Early Presidents and Social Reformers</i>	Pages 22–35
<i>Westward Expansion Before the Civil War</i>	Pages 1–15
<i>Primary Sources</i>	See below.

Teacher Texts

<i>Land of Hope Young Reader’s Edition, Volume 1</i>	Pages 85–100
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 109–119
<i>Westward Expansion</i>	Pages 49–51

Trade Books

<i>Daniel Boone</i>
<i>A New Nation</i>
<i>Leave It to Abigail</i>
<i>This Is Washington, D.C.</i>

Online.Hillsdale.edu

<i>The Great American Story</i>	Lectures 5 and 6
<i>American Heritage</i>	Lecture 5

STUDENT PREPARATION

Assignment 1: Students pre-read *Meet George Washington*, pages 55–63 (based on grade level reading ability).

Assignment 2: Students pre-read *Early Presidents and Social Reformers*, pages 22–35 (grades 4 and 5 only).

Assignment 3: Students pre-read *Westward Expansion Before the Civil War*, pages 1–15 (grade 5 only).

CORE CONTENT IN THIS LESSON**Geography and Places**

New York City
 Mount Vernon
 Philadelphia
 New Orleans

Washington City in the
 Federal District of
 Columbia
 Executive Mansion
 Northwest Territory

Persons

George Washington
 Daniel Boone
 John Adams
 Thomas Jefferson

Alexander Hamilton
 James Madison
 Eli Whitney

Terms and Topics

Bill of Rights
 Father of Our Country
 cabinet
 tariff
 national bank
 Whiskey Rebellion
 French Revolution
 Jay's Treaty
 Fugitive Slave Law

cotton gin
 Federalist Party
 Democratic-Republican Party
 XYZ Affair
 Alien and Sedition Acts
 Kentucky and Virginia
 Resolutions
 nullify

Primary Sources

Thanksgiving Proclamation, George Washington
 Letter to the Hebrew Congregation, George Washington

To Know By Heart

“Hail, Columbia” —Joseph Hopkinson

Timeline

1787	Constitutional Convention
1789	Elections held; First Congress convened; George Washington inaugurated

Images

Historical figures and events
 Depictions of Federal Hall and Washington's inauguration
 Early maps and designs for Washington, DC, and the Executive Mansion

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of George Washington and John Adams
- George Washington’s travels to New York City for his inauguration
- The travels of Citizen Genêt in the United States
- The ebb and flow of the friendship between John Adams and Thomas Jefferson
- Stories of the building of Washington, DC
- Thomas Jefferson walking to his inauguration and riding bareback around Washington, DC
- The death of George Washington

QUESTIONS FOR THE AMERICAN MIND

- Why would George Washington’s presidency be so important for America’s future?
- What challenges did George Washington face during his presidency?
- What presidential traditions did George Washington give us?
- What was Alexander Hamilton’s vision of the kind of country America should become?
- What was Thomas Jefferson’s vision of the kind of country America should become?
- What did George Washington and John Adams think about Great Britain and Revolutionary France?
- What did Thomas Jefferson think about Great Britain and Revolutionary France?
- What did Eli Whitney’s cotton gin do?
- How did the cotton gin change the future of slavery?
- What did George Washington say about parties and divisions?
- What did George Washington say about wars and alliances?
- What did George Washington say about learning and doing the right thing?
- What did it mean for a state to try to nullify a federal law?
- Why was the election of 1800 called the “revolution of 1800” by Thomas Jefferson?
- Questions from the US Civics Test:
 - Question 37: The president of the United States can serve only two terms. Why?
 - Question 47: What does the president’s cabinet do?
 - Question 86: George Washington is famous for many things. Name one.
 - Question 89: Alexander Hamilton is famous for many things. Name one.
 - Question 119: What is the capital of the United States?

KEYS TO THE LESSON

With the Constitution ratified following robust debate, America embarked on the next phase of its experiment with self-government. Success was far from assured. The first statesmen to govern within this new system would play a decisive role in determining not only the immediate success of the fledgling republic but also its long-term well-being. Nearly every action would set a precedent, and there were very real threats to the country, both from without and from within. The statesmanship of George Washington and John Adams was indispensable for setting these precedents while steering the young nation through many trials, including deepening domestic division. When this division was ameliorated through a peaceful national election in 1800, followed by a transfer of power in 1801, the United States could mark a successful passage through its first dozen years of self-government under the Constitution, setting the stage for the next two hundred years of American government and history.

Teachers might best plan and teach The New Government with emphasis on the following approaches:

- Spend time teaching about the importance of George Washington in these first years under the Constitution, including his character and his example. Of special note is Washington's setting of precedents for the presidency, his unifying example, his balancing of competing interests and views, and his efforts to prevent the young country from being dragged into a foreign war. To gain a sense of Washington's teachings and the way in which his words and comportment established beneficial precedents, read and discuss with students his Thanksgiving Proclamation and letter to the Hebrew congregation in Newport, Rhode Island.
- Discuss briefly the different views on the kind of economic activity and country held by Thomas Jefferson and Alexander Hamilton.
- The dominant issue facing America was navigating the conflict engulfing Europe during the French Revolution. More pointedly, the danger with respect to the French Revolution itself involved the conflicting sympathies that various Americans had toward Great Britain or France. George Washington was again vital in charting a course of neutrality, which kept the fragile nation out of a conflict that might have ruined it and its experiment forever.
- Mark 1793 as the year in which Eli Whitney developed his cotton gin. Explain the ideal cotton-growing climate in the Southern states and yet the laborious and slow work of separating cotton seeds from the cotton. Then show how Whitney's gin worked and how it revolutionized the cotton industry. Cotton plantations quickly began to expand and revitalized the demand for slave labor that had been in general decline through many of the founding years.
- Talk with students about the Fugitive Slave Law, which Congress passed to allow for the enforcement of Article IV, Section 2, of the Constitution, and about the laws many Northern legislatures passed in response, including those that allowed alleged fugitive slaves to defend themselves in court and sought to prevent the kidnapping of free African Americans.
- Explain how the plan for surveying and settling the Northwest Territory went into effect through the Northwest Ordinance. Highlight how the distribution of public lands through the township system along with an allotment for a public school were both unique in world history.
- Discuss the roles of Jay's Treaty and Pinckney's Treaty in establishing the extents of the United States' territory.
- Emphasize for students the great growth in population and industry during this decade, including further settlement westward and new conflicts between Native Americans and settlers, such as the Northwest Indian War. Explore how disease, treaties, conflict, population density, and competing ideas of land and property factored into westward settlement and the reduction in the number and locations of Native Americans. Conflict, especially on the frontier, was still common—a combination of misunderstanding, outright dishonesty, and revenge. Where treaties were employed, their slightest violation usually gave the opposing side an excuse to act with force, thus undermining any kind of agreement. The distant and unsettled frontier left most nationally decreed restrictions on settlement unenforced.
- Consider how voting privileges expanded with the removal of property requirements, what was then a monumental development in self-government unique to America.
- Conclude the treatment of George Washington's presidency with a discussion of the main ideas in his Farewell Address. Especially significant points to read and discuss with students include his warnings about party and the importance of union; his advocacy for remaining independent of other nations with respect to war and alliances; and his emphasis on religion, education, and

upright moral conduct as essential to the success of the United States. Implied throughout is the necessity of reverence for the rule of law.

- Discuss John Adams’s presidency, beginning with a review of his contributions during the Revolution. Note with students how Adams had a hard act to follow and little of the respect, admiration, or mystique that Washington had possessed. Help students to understand Adams’s major accomplishments, including building a navy and navigating a neutral position with respect to the French wars of revolution, not to mention following the precedents set by Washington, thus lending them greater permanence.
- Based on previous conversation about the competing views for the country (as put forward by Thomas Jefferson and Alexander Hamilton), trace the development of political parties during the Washington and Adams administrations, culminating in the election of 1800, during which the American people were deeply divided. The threat of civil unrest was high, and Jefferson’s defeat of Adams posed a risk that such unrest would overflow during the first attempt to transfer power. That the transfer of power was, however, entirely peaceful after twelve years of rule by one regime seemed to confirm the sturdiness of the Constitution and the prudence of those who governed for that first decade. Students should appreciate how extraordinarily rare such transfers of power are in history and what allowed the Americans to avoid bloodshed—the all-too-common outcome in the history of nations.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have students draw depictions of life in the two different visions of America as argued for by Alexander Hamilton and Thomas Jefferson. Then have them present on what they drew and why.

Activity 2: Have students draw a map showing how land in the Northwest Territory was allotted for different purposes. Ask plenty of questions in the process.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: What were some of the precedents and examples George Washington set as president? (2–4 sentences)

Assignment 3: Why did George Washington believe it was important for people to be education and good in order for America to succeed? (2–4 sentences)

Name _____

Date _____

Unit 3 – Formative Quiz 1

Covering Lesson 1
10-15 minutes

MATCHING: Write the letter of each definition to the correct word it defines.

- | | |
|--|---|
| ____ Father of Our Country | A. a reference to George Washington |
| ____ cabinet | B. efforts by states to cancel a law passed by Congress |
| ____ Fugitive Slave Law | C. required judges to review proof that a supposedly escaped slave had in fact been a slave |
| ____ Kentucky and Virginia Resolutions | D. the president’s closest advisors |
| ____ Executive Mansion | E. the president’s home |

SHORT ANSWER: Answer the following in complete sentences.

1. What challenges did George Washington face during his presidency?

2. What did George Washington and John Adams think about Great Britain and Revolutionary France?

3. How did the cotton gin change the future of slavery?

4. What did George Washington say about parties and divisions?

5. What did George Washington say about learning and doing the right thing?

Lesson 2 — Prospects, Uncertainties, and War

1801–1815

6–7 classes

LESSON OBJECTIVE

Students learn about events during the presidencies of Thomas Jefferson and James Madison, including Americans' conflict with the British in the War of 1812.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Meet Thomas Jefferson</i>	Pages 29–62
<i>Early Presidents and Social Reformers</i>	Pages 46–57
<i>Westward Expansion Before the Civil War</i>	Pages 16–21

Teacher Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages 100–118
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 120–132
<i>Westward Expansion</i>	Pages 7–9, 34–48

Trade Books

<i>A New Nation</i>
<i>The Louisiana Purchase</i>
<i>The War of 1812</i>

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<i>The Great American Story</i>	Lecture 6
<i>American Heritage</i>	Lectures 5 and 7

STUDENT PREPARATION

Assignment 1: Students pre-read *Meet Thomas Jefferson*, pages 29–62 (based on grade level reading ability).

Assignment 2: Students pre-read *Early Presidents and Social Reformers*, pages 46–57 (grades 4 and 5 only).

Assignment 3: Students pre-read *Westward Expansion Before the Civil War*, pages 16–21 (grade 5 only).

CORE CONTENT IN THIS LESSON**Geography and Places**

Monticello
 Barbary Coast
 Louisiana Territory
 St. Louis

Missouri River
 Lake Erie
 Washington, DC

Persons

Thomas Jefferson
 Alexander Hamilton
 Meriwether Lewis
 William Clark
 Sacagawea

James Madison
 Tecumseh
 Oliver Perry
 Francis Scott Key
 Andrew Jackson

Terms and Topics

Federalists
 Democratic-Republicans
 “unconstitutional”
 Louisiana Purchase
 Corps of Discovery
 Barbary Pirates
 US Marine Corps
 Act Prohibiting Importation
 of Slaves of 1807

impressment
 Battle of Tippecanoe
 War of 1812
USS Constitution
 Battle of Lake Erie
 Burning of Washington
 “The Defense of Ft. McHenry”
 Battle of New Orleans

To Know by Heart

“The Star-Spangled Banner”

Timeline

1812–15	War of 1812
1815	Battle of New Orleans

Images

Historical figures and events
 Landscape pictures of geographic places featured in this lesson
 Washington, DC, depictions
 Statue of Thomas Jefferson (Hillsdale College campus)
 Jefferson Memorial
 Images and uniforms of British and American officers and soldiers
 Depictions of figures at various scenes and moments in battle
 Relevant forts
USS Constitution in Boston Harbor
 Depictions of the Executive Mansion on fire
 Depictions of the defense of Fort McHenry
 Scenes from the Battle of New Orleans

Statue of James Madison (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of Thomas Jefferson and James Madison
- Thomas Jefferson’s walk to and from his inauguration
- Entries from the diaries of Meriwether Lewis and William Clark
- Aaron Burr killing Alexander Hamilton in a duel
- Dolley Madison fleeing the British with the portrait of George Washington
- The burning of Washington, DC, including the Executive Mansion
- The defense of Fort McHenry and the writing of “The Star-Spangled Banner”
- Andrew Jackson’s various duels and adventures
- The Battle of New Orleans and how it occurred after a peace treaty had been signed—
unbeknownst to the battle participants

QUESTIONS FOR THE AMERICAN MIND

- What were the major actions of Thomas Jefferson’s presidency?
- What was the impact of the Louisiana Purchase on America’s future?
- What was the Corps of Discovery Expedition like?
- What did Congress and Thomas Jefferson outlaw in 1808?
- What were Thomas Jefferson’s views and actions regarding slavery?
- What does it mean for the Supreme Court to declare a law to be “unconstitutional”?
- What were the main characteristics of James Madison’s presidency?
- Why did America fight the British in the War of 1812?
- Why was the Battle of New Orleans important for America’s future, even though it was fought after a peace treaty had been signed?
- What were the outcomes of the War of 1812?
- Questions from the US Civics Test:
 - Question 87: Thomas Jefferson is famous for many things. Name one.
 - Question 88: James Madison is famous for many things. Name one.
 - Question 90: What territory did the United States buy from France in 1803?
 - Question 91: Name one war fought by the United States in the 1800s.
 - Question 117: Name one American Indian tribe in the United States.
 - Question 123: What is the name of the national anthem?

KEYS TO THE LESSON

Changes in power have historically been among the most tumultuous moments in a nation’s history. America’s first transition from Federalist to Democratic-Republican control not only avoided much tumult but was perfectly peaceful. But how would the nation cope with new policies? And perhaps even more importantly, how would those making those changes behave? It turned out that Thomas Jefferson the president ended up being far less revolutionary than Thomas Jefferson the thinker and party leader. His policies were relatively conservative and even tended in the direction of Federalist positions. Yet challenges remained, particularly during the years of the Napoleonic Wars, culminating with the War of 1812 under

James Madison. But even when the young nation made serious mistakes, somehow America seemed to emerge the better for it.

Teachers might best plan and teach Prospects, Uncertainties, and War with emphasis on the following approaches:

- Begin the lesson with a review of Thomas Jefferson’s childhood and biography. Like so many of his contemporary American Founders and statesmen, Jefferson had an exceptional mind with many interests and plenty of practical political skill. Of particular note is his storied career as a political thinker and statesman, his devotion to education, and the contradiction between his private efforts and statements against slavery and his continued ownership of slaves at Monticello.
- Treat Thomas Jefferson’s presidency chronologically, including events that do not directly relate to him. The almost unilateral Louisiana Purchase and the military expedition against the Barbary pirates in the Mediterranean are two examples of Jefferson’s use of presidential power.
- Teach students about *Marbury v. Madison* and what it means for the Supreme Court to determine the constitutionality of a law or presidential action. The assertion of its coequality with the other branches in *Marbury* ensured that power was equally distributed and equally accountable to the people. Clarify that each branch of the government has an equal responsibility only to do what they judge to be constitutional, with the final say always coming back to the people.
- Tell students the stories of the Corps of Discovery Expedition through the Louisiana Territory. Be sure to show plenty of drawings and maps from Meriwether Lewis and William Clark’s sketchbooks. Use this opportunity to review geography material as the Corps traveled westward.
- Discuss the continued menace of the Napoleonic Wars and Americans’ attempts to trade with both the French and the British. Illustrate clearly for students why impressment of American sailors was such an affront. Outline Thomas Jefferson’s struggles (like Washington and Adams before him) with the British.
- Conclude the Jefferson administration by noting how Thomas Jefferson cemented the two-term limit tradition for presidents by following Washington’s example. In the last year of his presidency, Jefferson also signed into law in 1808 the abolition of the international slave trade, the earliest moment the Constitution allowed for it to be abolished.
- Introduce James Madison with a review of his biography and his role in the Constitutional Convention and ratification debates. From this background students should not be surprised that he had become president, just as many Americans at the time had likewise been unsurprised. The entirety of Madison’s presidency, however, would be absorbed with British aggression and an outright war.
- Tell the stories of Tecumseh’s attempts to unite Native Americans east of the Mississippi River against American settlers and Tecumseh’s defeat at the Battle of Tippecanoe by forces under William Henry Harrison. The internal divisions over whether to defy a more powerful enemy or to capitulate were present within many Native American tribes in their responses to settlers and the United States government.
- Ask students to identify and compare the various advantages and disadvantages of each side at the outset of the War of 1812 and how these shifted over the years. Having students take simple notes as a “T-Chart” can be effective for this part of the lesson.
- Introduce students to the contemporary style of warfare by using images, maps, and artifacts. This approach will provide a foundation for their subsequent study of battles, help them to understand

what happens in battle, and allow them to appreciate the bravery of soldiers fighting on both sides.

- Explain in general each side’s strategy at various stages of the war and the tactics and battle plans employed in some important battles.
- Teach major battles with some detail, focusing on the story and its drama. Students should understand how the battles came to be, the key stories, factors, and moments from the battles themselves, and the significance of their various outcomes on subsequent events. Employ battle maps as appropriate.
- Note the great division between New England and the rest of the country in the War of 1812. In addition to secession talks, some New England states and New York actively supplied the British through trade for much of the war.
- Of particular note in the War of 1812 are the frontier nature of fighting around the Great Lakes, the Americans’ actual attempt to conquer Canada, the American naval victories on inland lakes such as that of Commodore Oliver Perry in the Battle of Lake Erie as well as the Battle of Plattsburgh Bay on Lake Champlain, the half-hearted British fighting in the early years of the war due to their preoccupation with Napoleon, the British invasions of Washington, Baltimore, New York, and New Orleans, and the writing of “The Star-Spangled Banner.”
- Introduce Andrew Jackson, the soldier and frontier lawyer-statesman. Consider the warfare of the day and the understandings each side held as to the means and purpose of combat. Explore with students accounts of Jackson as a military commander by both those in his command and his Native American opponents. Jackson will, of course, be covered again in future lessons, but this is an opportunity to introduce and tell some of the early stories that show the different sides to Andrew Jackson.
- Conclude this lesson with the Battle of New Orleans, which technically occurred after peace had been agreed to. Note the diverse and ragtag army under Andrew Jackson’s command and their utter decimation of the regular British forces, including three generals. The Battle of New Orleans left Americans with a sense of triumph and pride from a war that had largely lacked such decisive victories, and which had included several embarrassing defeats and policy failures. The war would be the last major conflict with a foreign power that America would fight on its own soil.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have students draw a map of Corps of Discovery Expedition.

Activity 2: Have students make their own sketches of photographs of animals that the Corps of Discovery had documented. Make reference to the journal sketches of Meriwether Lewis and William Clark to imitate style and layout. Encourage students to be accurate and pay close attention to details, color, and proportion.

Activity 3: Assign each student a different event to draw from the War of 1812. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Choose a battle from the War of 1812 and retell the story of what happened in the battle (1 paragraph).

Assignment 3: Have students learn by heart and recite the first stanza of “The Star-Spangled Banner.” Ask questions of the students about the meaning of different lines.

Lesson 3 — The American Way

1815–1829

6–7 classes

LESSON OBJECTIVE

Students learn about the Era of Good Feelings under James Monroe, the rivalry between John Quincy Adams and Andrew Jackson, continued American expansion, and the practice of American democracy.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Early Presidents and Social Reformers

Pages 58–73

Westward Expansion Before the Civil War

Pages 22–37

Teacher Texts

Land of Hope Young Reader's Edition, Volume 1

Pages 118–127,
132–138, 151–158

The Story of the Thirteen Colonies and the Great Republic

Pages 133–138

Westward Expansion

Pages 27–33

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The Great American Story

Lectures 7 and 8

American Heritage

Lecture 5

STUDENT PREPARATION

Assignment 1: Students pre-read *Early Presidents and Social Reformers*, pages 58–73 (grades 4 and 5 only).

Assignment 2: Students pre-read *Westward Expansion Before the Civil War*, pages 22–37 (grade 5 only).

CORE CONTENT IN THIS LESSON

Geography and Places

Mexico

Maine

Tejas

Missouri

Deep South

Persons

James Monroe

John Quincy Adams

Henry Clay

Andrew Jackson

Stephen F. Austin
Joseph Smith

William Lloyd Garrison

Terms and Topics

The Virginia Dynasty
“Era of Good Feelings”
49th Parallel
immigration
Erie Canal
railroad
steamship
Second Great Awakening

Mormonism
slave trade
cotton gin
King Cotton
Missouri Compromise
36° 30' line
Monroe Doctrine
Democratic Party

To Know by Heart

“The Erie Canal” —John Addington Symonds

Timeline

1820 Missouri Compromise

Images

Historical figures and events
Landscape pictures of geographic places featured in this lesson
First versions of inventions from this time period, such as steamboats and railroad
The Erie Canal
Photos of cotton plantations today
Depictions of life as a slave
Depictions of the Second Great Awakening gatherings and revival scenes
“Old Hickory” campaign paraphernalia
Maps of Mexico and Texas

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of James Monroe, John Quincy Adams, and Andrew Jackson
- The deaths of Thomas Jefferson and John Adams on July 4, 1826
- Andrew Jackson’s many duels, rivalries, feats, and accomplishments, before he became president
- Margaret Bayard Smith’s account of the inauguration of Andrew Jackson

QUESTIONS FOR THE AMERICAN MIND

- From where did many immigrants come during the 1820s and 1830s?
- How was transportation changing during the early 1800s?
- How did farming change during the early 1800s?
- What happened in the Second Great Awakening?
- What was society and life like in the South compared to the North and West?
- What was life like for slaves during the early nineteenth century?
- Why did the cotton gin increase the demand for slaves?

- Why did Missouri becoming a state increase disagreements over slavery?
- What did the Missouri Compromise do?
- What was Henry Clay like when he was in politics?
- How were parts of Texas first settled by Americans?
- What did the Monroe Doctrine say?
- What were Adams-Jackson campaigns like?
- Why did Andrew Jackson promote the common man?
- Question from the US Civics Test:
 - Question 118: Name one example of an American innovation.

KEYS TO THE LESSON

The “Era of Good Feelings” that followed the War of 1812—complete with prosperity at home and peace abroad—permitted America to develop further its unique potential. As America “grew up” its version of democracy became clearer. Perhaps no individual channeled or seemed to embody this democratic spirit of the time and the stake of the common man more fully than Andrew Jackson. And perhaps no one has talked about the nature of democratic self-government in America as well as the French observer Alexis de Tocqueville did during his visits to America. From statesmen like Jackson to observers like Tocqueville, we have an excellent window into what American self-government was like in the early nineteenth century.

Teachers might best plan and teach The American Way with emphasis on the following approaches:

- Teach students about the background and biography of James Monroe, whose accomplishments prior to his becoming president were already storied and remarkable, and the impressive streak of Virginian presidents—sometimes called the “Virginia Dynasty.”
- Note the beginning of one of the first great immigration waves of the nineteenth century. With Europe in shambles following the Napoleonic Wars, European immigrants found new security, personal ownership of land, and opportunity in America, with half settling in New York and Philadelphia, while the other half settled in what is now the Midwest.
- Explore with students the great changes in technology and transportation during the 1820s and 1830s, including canals, the railroad, the steamboat, and advances in agriculture, including how these changes actually worked and what their effects were.
- Survey the main ideas of the Second Great Awakening.
- Review the effects of the cotton gin on the practice of slavery in slaveholding states, and the economic value of slavery and the domestic slave trade. Greater percentages of slaves were also shifted decisively into manual field work while new justifications for slavery were often created based on religious interpretation and outright prejudice. Note the years in which different states were admitted as free states or outlawed slavery themselves. Nevertheless, even as the free-state/slave-state balance was maintained, the country was gradually losing the argument of many antislavery Founders, in whose view slavery was to be kept on the path to extinction as a temporary evil destined for its own ruin.
- Provide students with insights into Southern culture and society. Give an overview of Southern socioeconomic demography. Be sure to address the planter class—including the variety of estate sizes within the planter class—the free subsistence farmers, enslaved African Americans, etc. Spend some time on the life of slaves and the culture that emerged among slaves; include reading

specific slave narratives. *Land of Hope Young Reader's Edition*, Volume 1's treatment of these themes on pages 151–158 is an excellent aid in these discussions.

- Discuss with students the major factors that have produced the great wealth and prosperity of America, namely the freedom to innovate and invest, property rights, a peaceful daily life governed by the rule of law and consent of the governed, and the ability to patent ideas and inventions. Discuss also the extent to which many Southerners and even Northerners and Englishmen made considerable fortunes off of slavery and cotton textiles during the nineteenth century.
- Present the question over Missouri's admission as a state as the first major reemergence of the slavery issue after the founding and a mark of the growing divide in America in the post-cotton gin era. It was clear from this fierce debate, which involved talks of secession, that the hopes of many Founders that slavery would resolve itself organically were no longer tenable with the invention of the cotton gin, and that the deepest of America's divisions could not be ignored forever. As the elderly Thomas Jefferson noted at the time, the crisis over Missouri could be the death knell of the Union. Even though conflict would be postponed forty years, the temporary peace acquired by the Missouri Compromise would leave the problem of slavery to haunt America for those four decades.
- Use this opportunity to introduce major statesmen of the period, especially Henry Clay (the Great Compromiser) and John Quincy Adams. On Clay in particular, give students an insight into how skilled he was in politics and how he elevated the power of Congress.
- Discuss the settlement of Texas by Stephen Austin and other Americans during the 1820s, for the emergence of this American outpost within New Spain and then in Mexico would be consequential for events of subsequent decades.
- Note the importance of the Monroe Doctrine and how unrealistically ambitious it was. Nonetheless, it did secure George Washington's view of foreign policy as America's standard position and, combined with good timing, was actually effective in fulfilling what it said.
- Review with students Andrew Jackson's biography, full of impressive triumphs and controversial actions, particularly with respect to Native American tribes and Jackson's thwarting of civilian authority over the military.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have each student choose an invention or an innovation in transportation from the time period, draw it, and present about it to the class, being able to answer questions along the way.

Activity 2: Have students draw scenes depicting the daily life of slaves on Southern plantations. Options should include depictions of dehumanizing and harsh suffering, how slaves lived when they were not working, and the cultural practices and traditions that emerged in slave communities. Students should then present to the class and be able to answer questions.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: What factors made the time after the War of 1812 an “Era of Good Feelings”? (2–4 sentences).

Assignment 3: Why were people becoming increasingly concerned about whether or not a new state would allow slavery (2–4 sentences).

Unit 3 — Formative Quiz 2

Covering Lesson 3
10-15 minutes

MULTIPLE CHOICE: *Circle the option that best answers each question.*

1. What was the Virginia Dynasty?
 - a. a group of farmers from Virginia upset about whiskey prices
 - b. four of the first five presidents, who were all from Virginia: Washington, Jefferson, Madison, and Monroe
 - c. a company sent to explore the western frontier
 - d. those who were descended from the Jamestown Colony

2. What was the “Era of Good Feelings”?
 - a. the years of plenty in the Jefferson administration
 - b. a name for the relationship between John Quincy Adams and Andrew Jackson
 - c. the years during the War of 1812
 - d. the years after the War of 1812 under President James Monroe

3. To what did the 49th Parallel refer?
 - a. the border that the Americans wanted with British lands in Canada
 - b. the compromise border between America and the British lands in Canada
 - c. the border that the British wanted between their lands in Canada and America
 - d. the disputed border between the United States and Mexico

4. Where was the Erie Canal located?
 - a. Ohio
 - b. Massachusetts
 - c. Pennsylvania
 - d. New York

5. Which state was admitted along with Missouri in the Missouri Compromise?
 - a. Michigan
 - b. Vermont
 - c. Maine
 - d. Wisconsin

SHORT ANSWER: *Answer the following in complete sentences.*

6. From where did many immigrants come during the 1820s and 1830s?

7. How did farming change during the early 1800s?

8. Why did the cotton gin increase the demand for slaves?

9. What did the Monroe Doctrine say?

10. What were Adams-Jackson campaigns like?

Lesson 4 — Manifest Destiny

1829–1848

8–9 classes

LESSON OBJECTIVE

Students learn about the presidency of Andrew Jackson, the Mexican-American War, and expansion to the Pacific Ocean under the banner of “manifest destiny,” along with the issues associated with such expansion.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Early Presidents and Social Reformers

Pages 80–81, 90–105

Westward Expansion Before the Civil War

Pages 38–75

Teacher Texts

Land of Hope Young Reader’s Edition, Volume 1

Pages 127–131,

138–150, 158–168

The Story of the Thirteen Colonies and the Great Republic

Pages 138–151

Westward Expansion

Pages 15–19,

23–26, 54–62, 66–109,

114–123

Trade Books

So Tall Within

Frederick’s Journey

This is Texas

Online.Hillsdale.edu

The Great American Story

Lectures 7, 8, and 9

American Heritage

Lectures 5, 6, and 7

STUDENT PREPARATION

Assignment 1: Students pre-read *Early Presidents and Social Reformers*, pages 80–81 and 90–105. (grades 4 and 5 only).

Assignment 2: Students pre-read *Westward Expansion Before the Civil War*, pages 38–57 (grade 5 only).

Assignment 3: Students pre-read *Westward Expansion Before the Civil War*, pages 58–75 (grade 5 only).

CORE CONTENT IN THIS LESSON

Geography and Places

Republic of Texas
Oregon Country

Rio Grande
California Territory

Persons

Henry Clay
Sam Houston
Antonio López de Santa Anna
Davy Crockett
Sequoyah
Brigham Young
Elizabeth Cady Stanton
Sojourner Truth

William Lloyd Garrison
Frederick Douglass
Levi and Catharine Coffin
Harriet Tubman
James Polk
Zachary Taylor
Abraham Lincoln

Terms and Topics

Nat Turner Rebellion
Nullification Crisis
Bank of the United States
Indian Removal Act
Cherokee
Trail of Tears
The Alamo
Texas Revolution
temperance

abolitionism
Underground Railroad
manifest destiny
49th Parallel
annexation
Spot Resolutions
Mexican-American War
Mexican Cession

Timeline

1836	Texas independence
1846–48	Mexican-American War

Images

Historical figures and events
First flags of Texas
Uniforms and munitions of soldiers in the Mexican-American War
Depictions of battles and battlefields, including strategy and tactics
Depictions of figures at various scenes and moments in battle
Maps: overall strategies, specific battles
Relevant forts
Medical equipment
Reenactment photos

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of Andrew Jackson, Sam Houston, and Elizabeth Cady Stanton
- Frederick Douglass’s account of his experience with a slave breaker

- Toasts between Andrew Jackson and John C. Calhoun regarding nullification at a Democratic Party dinner
- Accounts of the Battle of the Alamo
- Accounts of traveling the Oregon Trail
- The sudden illness and death of William Henry Harrison
- The feud between John Tyler and Henry Clay
- The US Marines entering the “Halls of Montezuma” during the Mexican-American War
- John Quincy Adams suffering a stroke at his desk in the House of Representatives, and subsequent death in the Speaker’s Room

QUESTIONS FOR THE AMERICAN MIND

- How did Andrew Jackson appear to help the common person?
- What was the question of nullification all about?
- How did Andrew Jackson respond to decisions of the Supreme Court with which he disagreed? Why did he believe he was justified to act in these ways?
- How did the Texas Revolution come about?
- What happened at the Alamo?
- Why did the Texans want to become part of the United States?
- In which ways did abolitionists work to abolish slavery?
- How did the Underground Railroad work?
- What was the idea of “manifest destiny”? Why did many Americans believe in it?
- Why did people want to go west to the Oregon Country?
- How did the Mexican-American War begin?
- Why did the Americans win the Mexican-American War?
- What did America get by winning the Mexican-American War?
- Questions from the US Civics Test:
 - Question 91: Name one war fought by the United States in the 1800s.
 - Question 117: Name one American Indian tribe in the United States.

KEYS TO THE LESSON

The democratic age was one in which the interests of the common man became leading goals of many statesmen, even while profoundly undemocratic institutions such as slavery remained. At the same time, a spirit of optimistic expansion imbued American politics, eventually termed America’s “manifest destiny” to settle from coast to coast. Confidence in the benefits of American freedom and self-government, coupled with other motivations and seemingly endless opportunities for expansion, fueled this spirit. Expansion, however, often involved displacing Native Americans in ways that lacked honor or justice. At America’s then-southwestern border, Americans who had settled in Texas were fighting their own revolution against Mexico. The resulting Republic of Texas and its potential admission to the Union stalked the next decade of American politics, as the slavery question lurked over all other debates. The Texas question came to a head with the Mexican-American War, the consequences of which would re-ignite the slavery debate and drive the nation toward civil strife.

Teachers might best plan and teach Manifest Destiny with emphasis on the following approaches:

- When teaching about Andrew Jackson and his presidency, consider with students the theme of his democratic appeal, namely in favor of the common man. At its heart, this meant a faith in the rightness of the views of the common man and the defense of his station in life against larger commercial interests. In short, the Jeffersonian view of America began to push back against the Hamiltonian view. Ask students the ways they see policies during the 1830s benefit the Jeffersonian view rather than the Hamiltonian.
- Teach about Nat Turner’s revolt and the hardening of the slaveholding position during the 1830s and 1840s.
- Talk about the growing North-South divide, over both slavery and economics, such as the 1833 Nullification Crisis over the tariff.
- Tell the story of the treaties made after the passage of the Indian Removal Act and the removal of Native Americans who disagreed with the treaties, especially their treatment and suffering on the Trail of Tears. *Land of Hope’s* treatment of this topic on pages 115–117 is very good. When teaching the resettlement chapter of American and Native American history in particular, it is important to capture the diversity of thoughts, motivations, and actions by the different parties: bad, good, and mixed. The general treatment of Native Americans is a bitter and sad part of America’s history, and unfortunately one that may have been better if a more deliberate and imaginative policy were devised, and if the view of the human person laid out in the Declaration of Independence had been more consistently referenced in relationships with the indigenous population. Additionally, spend time teaching about efforts to maintain Native American heritage, such as how Sequoyah and the Cherokee sought to preserve their culture.
- Share the stories of the Texas Revolution, including the Alamo, Texas’s subsequent efforts to join the United States, and the effects of the Texas question on American political issues, such as slavery.
- Discuss the immigration waves from Ireland and Germany during the 1840s, where most of the people settled first in New York and New England. Also discuss the growing reform efforts in the areas of temperance, women’s political participation, and especially abolitionism.
- Introduce and discuss the idea of “manifest destiny” with students. *Land of Hope’s* treatment of this topic on pages 154–155 is especially helpful. In brief, manifest destiny involved many different dimensions, some of which were noble; others less so. Even then, the meaning of this expression in the minds of different people varied greatly. The common point is that many Americans believed—based on the situation at the time—that America was destined to reach from coast to coast across a comparably sparsely populated wilderness, and to do great things for freedom, human flourishing, and individuals in the process. This was the sentiment that influenced many decisions during the 1830s and 1840s.
- Present the less-than-honorable origins and intentions behind the Mexican-American War within the contexts of the annexation of Texas, manifest destiny, the consequences of expansion for the slave-state/free-state balance of power, and the resistance to the war by figures such as Abraham Lincoln and Henry David Thoreau.
- Teach the Mexican-American War with a pace that captures the swiftness with which it was fought and concluded. Explain each side’s general strategy at various stages of the war and the battles themselves in more general terms compared to the War of Independence and the War of 1812. Employ battle maps often. As with any conflict, draw attention to the key contributions of both leaders and common soldiers in the war. Of special interest in teaching this war is foreshadowing the many soldiers who would rise to famous generalships during the Civil War a

dozen years later. Finally, conclude with the terms of the peace treaty, especially as it concerned American territory.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have students draw a map of the Underground Railroad routes and an accompanying scene. Then have students present and explain what they drew.

Activity 2: Have students draw a scene from the Texas Revolution or Mexican-American War, including a map of the United States before and after the war. Then have students present and explain what they drew.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Why did Andrew Jackson think it was important to pay attention to what the “common man” wanted? (2–4 sentences)

Assignment 3: How did Texas become a republic and then a state? (2–4 sentences)

APPENDIX A

Talk about History

Study Guides

Tests

Writing Assignment

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

Unit 3 | Test 1 — Study Guide

Lesson 1 | The New Government

Lesson 2 | Prospects, Uncertainties, and War

Test on _____

TIMELINE

When given dates in order, match events from a list to the years or dates that they happened.

1787 Constitutional Convention

1812–15 War of 1812

1815 Battle of New Orleans

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

George Washington

Meriwether Lewis

Tecumseh

John Adams

William Clark

Francis Scott Key

Thomas Jefferson

Sacagawea

Alexander Hamilton

James Madison

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

Bill of Rights

Kentucky and Virginia

Barbary Pirates

Father of Our Country

Resolutions

impressment

Whiskey Rebellion

nullify

War of 1812

cotton gin

“unconstitutional”

USS *Constitution*

Federalist Party

Louisiana Purchase

Battle of New Orleans

Democratic-Republican Party

Corps of Discovery

STORIES FOR THE AMERICAN HEART

Be familiar with each of the following stories.

- The presidency of George Washington
- Biographies and the roles of Thomas Jefferson and Alexander Hamilton after 1789
- The ebb and flow of the friendship between John Adams and Thomas Jefferson
- The death of George Washington
- Dolley Madison fleeing the British with the portrait of George Washington
- The defense of Fort McHenry and the writing of “The Star-Spangled Banner”
- The Battle of New Orleans and how it occurred after a peace treaty had been signed

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and conversations, answer each of the following.

- What presidential traditions did George Washington give us?
- What was Thomas Jefferson’s vision of the kind of country America should become?
- How did the cotton gin change the future of slavery?
- What did George Washington say about wars and alliances?
- What did George Washington say about learning and doing the right thing?
- Why was the election of 1800 called the “revolution of 1800” by Thomas Jefferson?
- What was the impact of the Louisiana Purchase on America’s future?
- What was the Corps of Discovery Expedition like?
- What did Congress and Thomas Jefferson outlaw in 1808?
- Why did America fight the British in the War of 1812?
- What were the outcomes of the War of 1812?

Name _____

Date _____

Unit 3 | Test 1 — The Early Republic

Lesson 1 | The New Government

Lesson 2 | Prospects, Uncertainties, and War

TIMELINE: Write the letter of each event next to the date or years it took place.

- | | | |
|---------|-------|------------------------------|
| 1787 | _____ | A. Battle of New Orleans |
| 1812–15 | _____ | B. Constitutional Convention |
| 1815 | _____ | C. War of 1812 |

MATCHING: Write the letter of each definition to the correct word it defines.

- | | |
|-------------------------------|---|
| _____ John Adams | A. a brave Native American leader who attempted to unite tribes against the U.S. government |
| _____ Alexander Hamilton | B. a leading revolutionary figure who served an overlooked role as America’s second president |
| _____ Tecumseh | C. a young genius who imagined a factory-based country |
| _____ Bill of Rights | D. famed American battleship that fought during the War of 1812; nicknamed “Old Ironsides” |
| _____ nullify | E. sailors from Tripoli who demanded countries pay them or else have their ships attacked and cargo stolen; Thomas Jefferson had the U.S. Navy fight them to stop this practice |
| _____ “unconstitutional” | F. the first ten amendments to the Constitution which guaranteed freedoms such as the freedoms of religion and of speech |
| _____ Barbary Pirates | G. the idea that a state can ignore a law passed by Congress |
| _____ impressment | H. the power of the judicial branch to decide that a law broke the Constitution |
| _____ USS <i>Constitution</i> | I. when the British forced American sailors to serve in the British navy; a cause of the War of 1812 |

MULTIPLE CHOICE: *Circle the option that best answers each question.*

1. What invention increased the demand for slave labor?
 - a. steamboat
 - b. railroad
 - c. cotton gin
 - d. Erie Canal

2. Who is known as the Father of Our Country?
 - a. Benjamin Franklin
 - b. George Washington
 - c. Alexander Hamilton
 - d. Thomas Jefferson

3. President Thomas Jefferson doubled the size of America through what action?
 - a. The War of 1812
 - b. war against the Barbary Pirates
 - c. war against the French revolutionaries
 - d. Louisiana Purchase

4. Who guided the Corps of Discovery and fostered friendly relationships with Native Americans in the west?
 - a. Sacagawea
 - b. Dolley Madison
 - c. Aaron Burr
 - d. Tecumseh

5. Who wrote “The Defense of Fort McHenry”?
 - a. Eli Whitney
 - b. Oliver Perry
 - c. Francis Scott Key
 - d. James Madison

STORIES FOR THE AMERICAN HEART: *Tell me about the presidency of George Washington.*

QUESTIONS FOR THE AMERICAN MIND: *Answer the following in complete sentences.*

6. What presidential traditions did George Washington give us?

7. What was Thomas Jefferson’s vision of the kind of country America should become?

8. How did the cotton gin change the future of slavery?

9. What did George Washington say about learning and doing the right thing?

10. What did Congress and Thomas Jefferson outlaw in 1808?

Unit 3 | Test 2 — Study Guide

Lesson 3 | The American Way

Lesson 4 | Manifest Destiny

Test on _____

TIMELINE

When given chronological dates, match events from a list to the years or dates that they happened.

1820	Missouri Compromise
1836	Texas independence
1846–48	Mexican-American War

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

James Monroe	William Lloyd Garrison	Harriet Tubman
John Quincy Adams	Davy Crockett	James Polk
Andrew Jackson	Sequoyah	Abraham Lincoln
Stephen F. Austin	Frederick Douglass	

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

Tejas	slave trade	The Alamo
Deep South	36° 30' line	temperance
“Era of Good Feelings”	Monroe Doctrine	abolitionism
Erie Canal	Republic of Texas	Underground Railroad
railroad	Oregon Country	manifest destiny
steamship	Nat Turner Rebellion	Mexican-American War
Second Great Awakening	Trail of Tears	Mexican Cession

STORIES FOR THE AMERICAN HEART

Be familiar with each of the following stories.

- The biography and presidency of Andrew Jackson
- The deaths of Thomas Jefferson and John Adams on July 4, 1826
- Frederick Douglass’s account of his experience with a slave breaker
- Accounts of the Battle of the Alamo
- Accounts of traveling the Oregon Trail

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and conversations, answer each of the following.

- From where did many immigrants come during the 1820s and 1830s?
- How did farming change during the early 1800s?
- What was society and life like in the South compared to the North and West?
- What was life like for slaves during the early nineteenth century?
- Why did the cotton gin increase the demand for slaves?
- Why did Andrew Jackson promote the common man?
- How did Andrew Jackson appear to help the common person?
- Why did the Texans want to become part of the United States?
- In which ways did abolitionists work to abolish slavery?
- What was the idea of “manifest destiny”? Why did many Americans believe in it?
- How did the Mexican-American War begin?
- What did America get by winning the Mexican-American War?

Name _____

Date _____

Unit 3 | Test 2 — The Early Republic

Lesson 3 | The American Way

Lesson 4 | Manifest Destiny

TIMELINE: Write the letter of each event next to the date or years it took place.

- | | | |
|---------|-------|-------------------------|
| 1820 | _____ | A. Mexican-American War |
| 1836 | _____ | B. Missouri Compromise |
| 1846–48 | _____ | C. Texas independence |

MATCHING: Write the letter of each definition to the correct word it defines.

- | | |
|------------------------------|--|
| _____ Second Great Awakening | A. a bountiful area in the Pacific Northwest to which many settlers moved |
| _____ John Quincy Adams | B. a young Congressman who opposed the Mexican-American War |
| _____ Stephen F. Austin | C. an escaped slave who taught himself and then became a leading orator in favor of abolition |
| _____ Frederick Douglass | D. an expression of new Christian denominations and religious zeal, mainly among people living away from the Atlantic coast and large cities |
| _____ Republic of Texas | E. the man who first led Americans to settle the parts of Mexico known as Tejas |
| _____ Trail of Tears | F. the country founded by Americans that fought to be independent from Mexico |
| _____ Oregon Country | G. the lands acquired at the end of the Mexican-American War, including what would become California, Nevada, Arizona, and Utah |
| _____ Abraham Lincoln | H. the son of a former president and president himself who sparred with Andrew Jackson and pro-slavery interests |
| _____ Mexican Cession | I. when Native Americans died during their forced removal from their homelands under new treaty agreements |

MULTIPLE CHOICE: *Circle the option that best answers each question.*

1. Who was the Cherokee leader who developed a unique alphabet in order to preserve Cherokee culture and language?
 - a. Sequoyah
 - b. Tecumseh
 - c. Sacagawea
 - d. John Ross

2. What was the major transportation project that connected the Hudson River to Lake Erie?
 - a. Great Western Canal
 - b. Pony Express
 - c. Hudson Railroad
 - d. Erie Canal

3. The Missouri Compromise allowed slavery in Missouri but otherwise prevented it from spreading west above what boundary?
 - a. 49th Parallel
 - b. 36° 30' line
 - c. 54th Parallel
 - d. Rio Grande

4. What was the American policy that warned European nations not to start any new colonies in the Western Hemisphere?
 - a. Treaty of Guadalupe-Hidalgo
 - b. Treaty of Ghent
 - c. Madison Doctrine
 - d. Monroe Doctrine

5. What was the movement to end the production and drinking of alcohol called?
 - a. abolitionism
 - b. temperance
 - c. Mormonism
 - d. Manifest Destiny

STORIES FOR THE AMERICAN HEART: *Tell me about the deaths of Thomas Jefferson and John Adams.*

QUESTIONS FOR THE AMERICAN MIND: *Answer the following in complete sentences.*

6. What was society and life like in the South compared to the North and West?

7. What was life like for slaves during the early nineteenth century?

8. Why did Andrew Jackson promote the common man?

9. What was the idea of “manifest destiny”? Why did many Americans believe in it?

10. How did the Mexican-American War begin?

Writing Assignment — The Early Republic

Unit 3

Due on _____

DIRECTIONS

In one paragraph, retell the story of America’s westward settlement during the 1830s and 1840s.

APPENDIX B

Primary Sources

George Washington

PRESIDENT GEORGE WASHINGTON**A Proclamation**

PROCLAMATION

October 3, 1789

Federal Hall | New York City, New York

Thanksgiving Proclamation

BACKGROUND

In response to a joint resolution of Congress, President George Washington issued this proclamation.

ANNOTATIONS**NOTES & QUESTIONS**

By the President of the United States of America, a Proclamation.

Whereas it is the duty of all Nations to acknowledge the providence of Almighty God, to obey his will, to be grateful for his benefits, and humbly to implore his protection and favor—and whereas both Houses of Congress have by their joint Committee requested me

5 “to recommend to the People of the United States a day of public thanksgiving and prayer to be observed by acknowledging with grateful hearts the many signal favors of Almighty God especially by affording them an opportunity peaceably to establish a form of government for their safety and happiness.”

Now therefore I do recommend and assign Thursday the 26th day of November next to be

10 devoted by the People of these States to the service of that great and glorious Being, who is the beneficent Author of all the good that was, that is, or that will be—That we may then all unite in rendering unto him our sincere and humble thanks—for his kind care and protection of the People of this Country previous to their becoming a Nation—for the signal and manifold mercies, and the favorable interpositions of his Providence which we

15 experienced in the course and conclusion of the late war—for the great degree of tranquility,

George Washington, “Thanksgiving Proclamation,” 3 October 1789, in *The Papers of George Washington*, “Presidential Series,” Vol. 4, 8 September 1789–15 January 1790, ed. Dorothy Twohig (Charlottesville: University Press of Virginia, 1993), 131–32.

Thanksgiving Proclamation
George Washington

ANNOTATIONS

NOTES & QUESTIONS

union, and plenty, which we have since enjoyed—for the peaceable and rational manner, in which we have been enabled to establish constitutions of government for our safety and happiness, and particularly the national One now lately instituted—for the civil and religious liberty with which we are blessed; and the means we have of acquiring and
5 diffusing useful knowledge; and in general for all the great and various favors which he hath been pleased to confer upon us.

And also that we may then unite in most humbly offering our prayers and supplications to the great Lord and Ruler of Nations and beseech him to pardon our national and other transgressions—to enable us all, whether in public or private stations, to perform our
10 several and relative duties properly and punctually—to render our national government a blessing to all the people, by constantly being a Government of wise, just, and constitutional laws, discreetly and faithfully executed and obeyed—to protect and guide all Sovereigns and Nations (especially such as have shewn kindness unto us) and to bless them with good government, peace, and concord—To promote the knowledge and practice of true religion
15 and virtue, and the increase of science among them and us—and generally to grant unto all Mankind such a degree of temporal prosperity as he alone knows to be best.

Given under my hand at the City of New-York the third day of October in the year of our Lord 1789.

George Washington

PRESIDENT GEORGE WASHINGTON**To the Hebrew Congregation in Newport,
Rhode Island**

LETTER

August 21, 1790

BACKGROUND

During President George Washington's goodwill visit to Newport following Rhode Island's ratification of the Constitution, Moses Seixas—a leading official in Newport and a member of the local Jewish synagogue—publicly read a letter to Washington. Washington responded three days later in a letter of his own.

ANNOTATIONS**NOTES & QUESTIONS**

Gentlemen:

While I receive, with much satisfaction, your Address replete with expressions of esteem; I rejoice in the opportunity of assuring you, that I shall always retain grateful remembrance of the cordial welcome I experienced in my visit to Newport, from all classes of Citizens.

- 5 The reflection on the days of difficulty and danger which are past is rendered the more sweet, from a consciousness that they are succeeded by days of uncommon prosperity and security. If we have wisdom to make the best use of the advantages with which we are now favored, we cannot fail, under the just administration of a good Government, to become a great and happy people.
- 10 The Citizens of the United States of America have a right to applaud themselves for having given to mankind examples of an enlarged and liberal policy: a policy worthy of

George Washington, "To the Hebrew Congregation in Newport, Rhode Island," 18 August 1790, in *The Papers of George Washington, 1748-1799*, "Presidential Series," Vol. 6, ed. W. W. Abbott et al. (Charlottesville, VA: University of Virginia Press, 1996), 284-85.

ANNOTATIONS

NOTES & QUESTIONS

imitation. All possess alike liberty of conscience and immunities of citizenship. It is now no more that toleration is spoken of, as if it was by the indulgence of one class of people, that another enjoyed the exercise of their inherent natural rights. For happily the Government of the United States, which gives to bigotry no sanction, to persecution no assistance requires only that they who live under its protection should demean themselves as good citizens, in giving it on all occasions their effectual support.

It would be inconsistent with the frankness of my character not to avow that I am pleased with your favorable opinion of my Administration and fervent wishes for my felicity. May the Children of the Stock of Abraham, who dwell in this land, continue to merit and enjoy the good will of the other Inhabitants; while every one shall sit in safety under his own vine and fig tree, and there shall be none to make him afraid. May the father of all mercies scatter light and not darkness in our paths, and make us all in our several vocations useful here, and in his own due time and way everlastingly happy.