

# UNIT 3

## The Early Republic

1789–1848

20-30-minute classes | 30-34 classes

### UNIT PREVIEW

#### Structure

<b>LESSON 1</b>	1789–1801	The New Government	6-7 classes	p. 7
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<b>LESSON 3</b>	1815–1829	The American Way	6-7 classes	p. 16
<b>LESSON 4</b>	1829–1848	Manifest Destiny	8-9 classes	p. 20
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#### 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

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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

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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 offers an opportunity to look at 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

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### TEXT

*Land of Hope*, Wilfred McClay

### ONLINE COURSES | [Online.Hillsdale.edu](https://Online.Hillsdale.edu)

*The Great American Story*

## Lesson Planning Resources

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### 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

### TRADE BOOKS

*George Washington*, Ingri and Edgar Parin d’Aulaire  
*A Picture Book of George Washington*, David Adler  
*A Picture Book of Alexander Hamilton*, David Adler  
*A Picture Book of Thomas Jefferson*, David Adler  
*A Picture Book of Dolley and James Madison*, David Adler  
*Aboard the USS Constitution*, Therese Shea  
*Our Flag Was Still There*, Jessie Hartland  
*The Star-Spangled Banner*, Peter Spier  
*The Battle of New Orleans*, Freddi Evans  
*If You Lived When There Was Slavery in America*, Anne Kamma  
*Sequoyah*, James Rumford  
*The Amazing Impossible Erie Canal*, Cheryl Harness  
*Steam, Smoke, and Steel*, Patrick O’Brien

*If You Traveled West in a Covered Wagon*, Ellen Levine  
*Going West*, Jean Van Leeuwen  
*Minnow and Rose*, Judy Young  
*If You Traveled on the Underground Railroad*, Ellen Levine

## **PRIMARY SOURCES**

Thanksgiving Proclamation, George Washington

**LESSON PLANS,  
ASSIGNMENTS,  
AND QUIZZES**



## Lesson 1 — The New Government

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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:

#### 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
Primary Source	See below.

#### Trade Books

*George Washington*  
*A Picture Book of George Washington*  
*A Picture Book of Alexander Hamilton*

#### Online.Hillsdale.edu

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

### CORE CONTENT IN THIS LESSON

#### Geography and Places

New York City	Washington, DC
Mount Vernon	Executive Mansion
Philadelphia	Northwest Territory

#### Persons

George Washington	Thomas Jefferson
John Adams	Alexander Hamilton

#### Terms and Topics

Bill of Rights	Federalist Party
Father of Our Country	Democratic-Republican Party
cabinet	Alien and Sedition Acts
Whiskey Rebellion	nullify
cotton gin	

**Primary Sources**

Thanksgiving Proclamation, George Washington

**To Know by Heart**

“Washington” —Nancy Byrd Turner

**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 ebb and flow of the friendship between John Adams and Thomas Jefferson
- Thomas Jefferson walking to his inauguration and riding bareback around Washington, DC
- The death of George Washington

**QUESTIONS FOR THE AMERICAN MIND**

- Why was George Washington’s presidency important?
- 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 was the Whiskey Rebellion all about?
- Why was it hard for America not to get into the war between Great Britain and France?
- What did the cotton gin do?
- How did the cotton gin change the future of slavery?
- What did George Washington say about learning and doing the right thing?
- Why did John Adams have a hard time as president?
- What did the Alien and Sedition Acts do?
- 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. With the 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 different views, and his efforts to prevent the young country from being dragged into a war with the British or the French. Read aloud and discuss Washington's Thanksgiving Proclamation with the class.
- Discuss briefly the different visions held by Thomas Jefferson and Alexander Hamilton about the kind of work and lifestyle America should be.
- Share with students the different sympathies that Americans had toward Great Britain or France, and how George Washington and John Adams both insisted on staying out of the conflict for the good of the country.
- Explore the invention of the cotton gin, which occurred in 1793, four years into the new government under the Constitution. 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.
- 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.
- Emphasize for students the great growth in population and industry during this decade, including further settlement westward and changing relationships between Native Americans and settlers.
- 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 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. Such transfers of power were extraordinarily rare up to that point in history.

### 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 or construct a monument to a historical figure of their choosing from this lesson, including symbols that represent their accomplishments or virtues. Then have them present on what they drew and why.

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**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:** Have students draw a map of Washington, DC, making comparisons between what it was like originally and what it like nowadays. Consider having students add the new buildings and monuments to their maps over the course of their study of American history.

### FORMATIVE QUIZ 1

Provide students with numbered papers. Using the "Review Sheets" in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for "True" or ☹ for "False" next to each number. Review as a class and talk through what makes each answer correct.

## Lesson 2 — Prospects, Uncertainties, and War

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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:

#### 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

*A Picture Book of Thomas Jefferson*  
*A Picture Book of Dolley and James Madison*  
*Aboard the USS Constitution*  
*Our Flag Was Still There*  
*The Star-Spangled Banner*  
*The Battle of New Orleans*

#### Online.Hillsdale.edu

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

### CORE CONTENT IN THIS LESSON

#### Geography and Places

Monticello	Louisiana Territory
Barbary Coast	Washington, DC

#### Persons

Thomas Jefferson	James Madison
Meriwether Lewis	Francis Scott Key
William Clark	Andrew Jackson
Sacagawea	

**Terms and Topics**

Louisiana Purchase  
 Corps of Discovery  
 Barbary Pirates  
 impressment  
 War of 1812

*USS Constitution*  
 “The Defense of Ft. McHenry”  
 Battle of New Orleans

**To Know by Heart**

“The Star-Spangled Banner”

**Timeline**

1812–15          War of 1812

**Images**

Historical figures and events  
 Landscape pictures of geographic places featured in this lesson  
 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  
*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
- Entries from the diaries of Meriwether Lewis and William Clark
- 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”
- 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 was the impact of the Louisiana Purchase on America’s future?
- What was it like to travel with the Corps of Discovery Expedition?
- How did Sacagawea help Lewis and Clark?
- Why did Thomas Jefferson send the Navy to attack the Barbary Pirates?
- What did Congress and Thomas Jefferson outlaw in 1808?
- What was James Madison’s presidency like?
- Why did America fight the British in the War of 1812?
- What happened in the Battle of Lake Erie?

- What happened to Washington, DC during the War of 1812?
- What happened in the Battle of New Orleans?
- What happened at the end 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 123: What is the name of the national anthem?

## KEYS TO THE LESSON

Changes in power had been historically tumultuous. How would the young United States handle its own change in who was in charge? 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 moderate 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.
- Explore with students how Thomas Jefferson used his power in more ways than many thought he would, including himself. The almost unilateral Louisiana Purchase and the military expedition against the Barbary pirates in the Mediterranean are two examples.
- 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.
- 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.
- Teach the major battles of the War of 1812 with some detail, focusing on the story and its drama. These might include 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, the British invasion of Washington, and the writing of "The Star-Spangled Banner."
- 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.
- 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:** Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

**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:** Have students draw or construct a monument to a historical figure of their choosing from the War of 1812, including symbols that represent their accomplishments or virtues. Then have them present on what they drew and why.

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**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:** Have students learn by heart and recite the first stanza to the poem “The Defense of Fort McHenry.”

## 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, and continued American expansion.

### TEACHER PREPARATION

Create a note outline based on the following:

#### 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*  
*Westward Expansion*

Pages 133–138  
Pages 27–33

#### Trade Books & Novels

*If You Lived When There Was Slavery in America*  
*Sequoyah*

*The Amazing Impossible Erie Canal*  
*Steam, Smoke, and Steel*

#### Online.Hillsdale.edu

*The Great American Story*  
*American Heritage*

Lectures 7 and 8  
Lecture 5

### CORE CONTENT IN THIS LESSON

#### Geography and Places

Mexico  
Texas

Deep South  
Missouri

#### Persons

James Monroe  
John Quincy Adams  
Andrew Jackson

Stephen F. Austin  
William Lloyd Garrison



**Terms and Topics**

“Era of Good Feelings”  
immigration  
Erie Canal  
railroad  
steamship

Second Great Awakening  
slave trade  
cotton gin  
Missouri Compromise  
Monroe Doctrine

**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  
Maps of Mexico and Texas

**STORIES FOR THE AMERICAN HEART**

- Biographies and the roles of 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?
- What happened in the Second Great Awakening?
- What was society and life like in the South?
- What was life like for slaves during the early nineteenth century?
- Why did the cotton gin increase the demand for slaves?
- What did the Missouri Compromise do?
- 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.

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.
- 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. 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.
- 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.
- 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.
- Talk briefly about the Monroe Doctrine, including how unrealistic and yet still successful it was.
- Review with students Andrew Jackson’s childhood and biography prior to becoming president.

## STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

**Activity 1:** Have students choose a mode of transportation pioneered during this era, draw a scene of it in use, and present what they depicted to the class.

**Activity 2:** Have students draw scenes of daily life in the South, including those of small farmers, slaves, and plantation owners.

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**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).

## FORMATIVE QUIZ 2

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.

## 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.”

### TEACHER PREPARATION

Create a note outline based on the following:

#### 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*  
*Westward Expansion*

Pages 138–151  
Pages 15–19,  
23–26, 54–62, 66–109,  
114–123

#### Trade Books

*If You Traveled West in a Covered Wagon*

*Going West*

*Minnow and Rose*

*If You Traveled on the Underground Railroad*

#### Online.Hillsdale.edu

*The Great American Story*

Lectures 7, 8, and 9

*American Heritage*

Lectures 5, 6, and 7

### CORE CONTENT IN THIS LESSON

#### Geography and Places

Republic of Texas

Oregon Country

#### Persons

Sam Houston

Antonio López de Santa Anna

Davy Crockett

Frederick Douglass

Harriet Tubman

Abraham Lincoln

**Terms and Topics**

Nat Turner Rebellion  
 Nullification Crisis  
 Trail of Tears  
 The Alamo

abolitionism  
 Underground Railroad  
 manifest destiny  
 Mexican-American War

**To Know by Heart**

“Knowledge makes a man unfit to be a slave.” —Frederick Douglass  
 “Frederick Douglass” —Robert Hayden

**Timeline**

1846–48          Mexican-American War

**Images**

Historical figures and events  
 First flags of Texas  
 Uniforms and munitions of soldiers in the Mexican-American War  
 Relevant forts

**STORIES FOR THE AMERICAN HEART**

- Frederick Douglass’s stories of his time as a slave and his escape
- The Battle of the Alamo
- Accounts of traveling the Oregon Trail
- 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**

- What happened on the Trail of Tears?
- 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 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

In the 1830s and 1840s, 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 reignite 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.
- 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. 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 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. 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 how the war's outcome effected American territory.

### **STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS**

**Activity 1:** Have students draw a depiction of pioneers heading to the Oregon Country. Then have them present and answer questions about what they drew.

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**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).





## **APPENDIX A**

Talk about History

Review Sheets

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: \_\_\_\_\_

## History Assessment and Review in Grades K–2

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### REVIEWING AND STUDYING

One-page Review Sheets are included in the following materials. Teachers are encouraged to review items on these sheets with students in the days leading up to an assessment. Between reviewing at the beginning of each class period and this review based on the Review Sheets, students should not need to do any additional studying or review. Review Sheets may be sent home, however, if parents wish to review with their students at home.

### ASSESSMENT

The method for assessing students on history in grades K-2 depends on the grade level and student ability.

#### For students who cannot yet read and write:

**Option 1:** Choose several items from the Review Sheet to ask each student orally. This may be done in private with the same questions while students complete another activity, or it may be administered aloud with the entire class, varying questions for each student.

**Option 2:** Create a test with images for matching or identifying terms and topics. Read aloud a description or explanation of a Person, Term, Topic, or Story to the whole class and have each student circle or place a number/letter next to the corresponding image on their test. For the Questions, read aloud a statement that would answer the question and ask students if it is True or False. Have them draw ☺ for “True” or ☹ for “False” next to each statement.

#### For students who can read and write:

Teachers may administer the tests included in the following materials. It is recommended, especially early in a school year, to have each student complete the test individually, but with the class proceeding together from question to question, each being read aloud by the teacher.

## Unit 3 | Test 1 — Review Sheet

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Lesson 1 | The New Government

Lesson 2 | Prospects, Uncertainties, and War

Test on \_\_\_\_\_

**DATES:** *When did \_\_\_\_\_ occur?*

1812–1815      War of 1812

**PERSONS:** *Tell me who \_\_\_\_\_ was and what he/she did.*

George Washington

Thomas Jefferson

James Madison

John Adams

Alexander Hamilton

Francis Scott Key

**TERMS AND TOPICS:** *Tell me what \_\_\_\_\_ is/are/was/were and why we learned about it.*

Mount Vernon

cotton gin

USS *Constitution*

Washington, DC

Monticello

“The Defense of Ft.

Executive Mansion

Louisiana Purchase

McHenry”

Northwest Territory

Corps of Discovery

Battle of New Orleans

Bill of Rights

Barbary Pirates

Father of Our Country

impressment

**STORIES FOR THE AMERICAN HEART:** *Tell me the story of...*

- George Washington’s travels to New York City for his inauguration
- The ebb and flow of the friendship between John Adams and Thomas Jefferson
- Dolley Madison fleeing the British with the portrait of George Washington
- The burning of Washington, DC, including the Executive Mansion

**QUESTIONS FOR THE AMERICAN MIND:** *Tell me...*

- What Alexander Hamilton’s vision was of the kind of country America should become.
- What Thomas Jefferson’s vision was of the kind of country America should become.
- Why it was hard for America not to get into the war between Great Britain and France.
- What the cotton gin did.
- What George Washington said about learning and doing the right thing.
- Why John Adams had a hard time as president.
- Why as the election of 1800 was called the “revolution of 1800.”
- What it was like to travel with the Corps of Discovery Expedition.
- How Sacagawea helped Lewis and Clark.
- Why Thomas Jefferson sent the Navy to attack the Barbary Pirates.
- Why America fought the British in the War of 1812.
- What happened in the Battle of Lake Erie.
- What happened in the Battle of New Orleans.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Unit 3 | Test 1 — The Early Republic

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Lesson 1 | The New Government

Lesson 2 | Prospects, Uncertainties, and War

**DATES:** *Circle the dates of the War of 1812.*

A. 1800–1812

B. 1812–1815

C. 1812–1820

**PERSONS:** *Match the person to who he/she was or what he/she did.*

A. Francis Scott Key

B. George Washington

C. Thomas Jefferson

- \_\_\_\_\_ America's first president who kept the country united and out of war.
- \_\_\_\_\_ President who purchased the Louisiana Territory from France.
- \_\_\_\_\_ Wrote "The Defense of Fort McHenry," also called "The Star-Spangled Banner."

**TERMS AND TOPICS:** *Match the term to the correct definition, description, or explanation.*

A. Battle of New Orleans

C. Corps of Discovery

E. Monticello

B. Bill of Rights

D. impressment

F. Washington, DC

- \_\_\_\_\_ America's third and final capital city, named after "The Father of Our Country."
- \_\_\_\_\_ The list of protected freedoms (like religion and speech) added to the Constitution.
- \_\_\_\_\_ The country home of President Thomas Jefferson.
- \_\_\_\_\_ The group of explorers and scientists who explored the Louisiana Territory.
- \_\_\_\_\_ When the British forced American sailors to serve in their navy, causing the War of 1812.
- \_\_\_\_\_ A victory over the British which established America's power in North America.

**STORIES FOR THE AMERICAN HEART:** *Tell me the story of the friendship between John Adams and Thomas Jefferson.*

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**QUESTIONS FOR THE AMERICAN MIND**

10. Tell me what Thomas Jefferson’s vision was of the kind of country America should become.

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11. Tell me what George Washington said about learning and doing the right thing.

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12. Tell me why John Adams had a hard time as president.

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13. Tell me what it was like to travel with the Corps of Discovery Expedition.

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14. Tell me why Thomas Jefferson sent the Navy to attack the Barbary Pirates.

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## Unit 3 | Test 2 — Review Sheet

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Lesson 3 | The American Way

Lesson 4 | Manifest Destiny

Test on \_\_\_\_\_

**DATES:** *When did \_\_\_\_\_ occur?*

1846–48      Mexican-American War

**PERSONS:** *Tell me who \_\_\_\_\_ was and what he/she did.*

James Monroe

Stephen F. Austin

Frederick Douglass

Andrew Jackson

Davy Crockett

Harriet Tubman

**TERMS AND TOPICS:** *Tell me what \_\_\_\_\_ is/are/was/were and why we learned about it.*

Mexico

cotton gin

Nat Turner Rebellion

Underground Railroad

Texas

Missouri Compromise

Trail of Tears

manifest destiny

Deep South

Monroe Doctrine

The Alamo

Mexican-American War

steamship

Oregon Country

abolitionism

**STORIES FOR THE AMERICAN HEART:** *Tell me the story of...*

- The biography and presidency of Andrew Jackson
- Accounts of the inauguration of Andrew Jackson
- Frederick Douglass's stories of his time as a slave and his escape
- The Battle of the Alamo

**QUESTIONS FOR THE AMERICAN MIND:** *Tell me...*

- Where many immigrants came from during the 1820s and 1830s.
- What society and life was like in the South.
- What life was like for slaves.
- Why the cotton gin increased demand for slave labor.
- What the Missouri Compromise said.
- Why Andrew Jackson wanted to help the common man.
- What happened on the Trail of Tears.
- Why Texans wanted to become part of the United States.
- How the Underground Railroad worked.
- Why people wanted to go west to the Oregon Country.
- How the Mexican-American War began.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Unit 3 | Test 2 — The Early Republic

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Lesson 3 | The American Way

Lesson 4 | Manifest Destiny

**DATES:** *Circle the dates of the Mexican-American War.*

A. 1812–15

B. 1846–1848

C. 1860–1864

**PERSONS:** *Match the person to who he/she was or what he/she did.*

A. Davy Crockett

B. Harriet Tubman

C. Frederick Douglass

1. \_\_\_\_\_ An explorer, Congressman, and Texas pioneer who was killed at the Alamo.
2. \_\_\_\_\_ An escaped slave who became a leading abolitionist and speaker.
3. \_\_\_\_\_ An escaped slave who helped other slaves flee to freedom on the Underground Railroad.

**TERMS AND TOPICS:** *Match the term to the correct definition, description, or explanation.*

A. abolitionism

C. Missouri Compromise

E. steamship

B. Deep South

D. Nat Turner Rebellion

F. The Alamo

4. \_\_\_\_\_ The part of the United States that had many cotton plantations.
5. \_\_\_\_\_ This invention allowed people and goods to travel by water without wind, sails, or oars.
6. \_\_\_\_\_ An agreement that tried to solve peacefully America's division over slavery.
7. \_\_\_\_\_ An armed uprising of slaves against their owners and others in Virginia.
8. \_\_\_\_\_ Where the Mexican army defeated and killed Texan soldiers who refused to surrender.
9. \_\_\_\_\_ Efforts made by Americans in the North to end slavery.

**STORIES FOR THE AMERICAN HEART:** *Tell me the story of Andrew Jackson.*

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**QUESTIONS FOR THE AMERICAN MIND**

10. Tell me what society and life was like in the South.

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11. Tell me why Andrew Jackson wanted to help the common man.

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12. Tell me how the Underground Railroad worked.

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13. Tell me why people wanted to go west to the Oregon Country.

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14. Tell me how the Mexican-American War began.

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## Writing Assignment — The Early Republic

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Unit 3

Due on \_\_\_\_\_

Why did some people want slavery to continue?

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How did some people work to stop slavery?

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## **APPENDIX B**

### Primary Source

George Washington



**PRESIDENT GEORGE WASHINGTON**

# A Proclamation

PROCLAMATION

October 3, 1789

Federal Hall | New York City, New York

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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,

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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