ERA 4:
EXPANSION AND REFORM, 1801-1860

Introduction

In 1800 the second federal census reported that there were approximately 106,000 people living in the state of Tennessee.[1] By 1860, the state's population had burgeoned to 1,109,801, an increase of more than tenfold. East Tennessee, once the dominant section of the state, by 1860 had lost its population advantage: East Tennessee had 27% of the state's total population, West Tennessee had 28%, and Middle Tennessee boasted an impressive 45% and by 1819 contained the state capital (Murfreesboro 1819-1826, Nashville 1826-present). Ill feelings grew between Tennessee's three sections, leading to the nickname "the three states of Tennessee" and the 1905 adoption of the state flag, with three starts representing the three "grand divisions of the state."[2]

During the period 1800-1860, Tennessee grew from infancy to adolescence. Agriculture boomed, in part because of high cotton prices early in the era as well as of the growing demand for tobacco. Much of the agricultural labor was done by slaves (over 25% of the population by 1860), especially in Middle and West Tennessee but also in spots of East Tennessee as well. At the same time, manufacturing establishments also were established, the large factories being mostly in tobacco products, coal and copper mining, machinery and railroad cars, cotton textiles, and iron products. By 1860 there were approximately 2,500 manufacturing establishments in the state, although most of them were quite small.

Shipping agricultural crops and surpluses (wheat, hogs, turkeys, etc.) as well as manufactured products called for improvements in Tennessee's transportation facilities. Road improvements and the introduction of steamboats on the major river systems helped considerably. Beginning in the 1830s railroad fever infected all three sections of the state but especially in East Tennessee. The first railroad to be completed was the Nashville and Chattanooga Railroad (1854), with the Memphis and Charleston (1857) and the East Tennessee and Georgia (1858) not far behind. By 1860 the state could boast of 1,197 miles of railroad track, roughly 13% of the South's total.

Thus one could legitimately claim that the central theme for the period of Tennessee history from 1800 to 1860 would be growth and expansion. In that sense, the history of Tennessee serves as a microcosm of the central theme of United States history itself. In his Pulitzer Prize winning book *What Hath God Wrought: The Transformation of America, 1815-1848* (New York: Oxford University Press, 2007), historian Daniel Walker Howe begins his monumental study with the May 24, 1844 public demonstration by Samuel F. B. Morse and his assistant Alfred Vail of Morse's telegraph and asserts that the period's main theme is that of the "twin revolutions in transportation and communication [that] integrated the continental expansion of the United States."[3] For our purposes, however, a more general central theme of **growth and expansion** provides a larger umbrella under which to collect the period's major subthemes, issues, people,

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[1] The 1795 census determined that Tennessee contained enough people to qualify for statehood reported a total population of 77,300 (66,650 free and 10,650 slave). Therefore the federal census of 1800 showed that Tennessee's population had grown by 37.13% in but five years.

[2] The flag was designed by Johnson City native Lee Roy Reeves (1876-1960) a public school teacher and attorney.

[3] David Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848* (New York: Oxford University Press, 2007). Samuel F. B. Morse died in 1872 but his Western Union Company continued to send telegrams for decades. In 1929 the company sent over 200 million telegrams. The telephone and electronic mail (e-mail) via computers ultimately made the telegraph obsolete. Western Union sent its last telegram on January 26, 2006.

and events. In fact, using a bit of historical imagination will allow instructors to use the central theme of **growth and expansion** to arrange the era's factual information in a more understandable way.

Student Content Goals—4th grade

1. Identify the factors that led to western expansion.
2. Explain the effects of western expansion.
3. Explain the significance of the Louisiana Purchase.
4. Explain the importance of the Lewis and Clark Expedition (1803-1806).
5. Recognize the significance of the War of 1812 (1812-1815).
6. Understand the impact of territorial expansion on Native Americans.
7. Identify major Tennessee leaders and their contributions (Andrew Jackson, Sam Houston, James K. Polk, Sequoyah, David Crockett, etc.)
8. Explain how economic and social changes led to conflict between sections.
9. Identify the importance of roads, canals, and railroads to the development of the United States and Tennessee.
10. Explain how the institution of slavery led to tensions between sections as well as between official government policies and people's beliefs (abolitionists, slaveowners, advocates of state rights, etc.).

Student Content Goals—5th Grade

1. Explain the short-term and long-term effects of the Louisiana Purchase and the Lewis and Clark Expedition.
2. Identify the causes and effects of westward expansion.
3. Describe the Monroe Doctrine, its goals, and its effects.
4. Interpret the sectional differences and conflicts between the North and South prior to 1860.
5. Explain the major contributions to American history of Tennessee leaders (Andrew Jackson, etc.)
6. Identify the reform movements of the early 1800s, their leaders, and their objectives.
7. Describe the growth of Tennessee's regions (East, Middle, and West) and cities from 1800 to 1860.
8. Identify Tennesseans who contributed to westward expansion.
9. Explain the sectional differences brought on by westward expansion, the expansion of slavery, the Mexican War, industrialization, etc.
10. Identify important technological inventions and innovations that contributed to the growth of the United States.

Student Content Goals—8th Grade

1. Explain the causes and consequences of the War of 1812 (1812-1815) and the Mexican War (1846-1848).
2. Explain the history and development of political parties in the United States to 1860 (do not ignore the "minor political parties" such as Know-Nothings, Free Soil, etc.).
3. Identify the contributions Tennessee political leaders made on the national scene between 1800 and 1860.
4. Determine the economic, social, and political factors that slavery to develop in the South but <u>not</u> in the North.
5. Explain how westward expansion led to real and potential conflicts with other nations (England, Spain, Mexico, etc.) and to the removal of Native Americans.
6. Understand the social and political impact of the doctrine of Manifest Destiny (including explaining what that doctrine was).

7. Explain the events that led to the Mexican War (1846-1848) and the consequences of the Treaty of Guadeloupe-Hidalgo.

8. Describe the political impact of adding new states to the Union.

9. Identify the reform movements of the early 1800s—their goals and their successes/failures.

10. Explain the major differences between Tennessee's three "grand divisions."

Student Skills Goals—4th Grade

1. Create and explain a map showing the territorial expansion of the United States.

2. Create and timeline of the major events of pre-Civil War America.

3. Create a scrapbook of primary sources showing slave perspectives (see esp. Federal Writers Project interviews).

4. Create a mini-book that illustrates contrasting views of westward expansion, Indian removal, internal improvements, taxes, slavery, etc.

5. Create and explain a map showing the Cherokee "Trail of Tears."

6. Create and explain a Venn Diagram showing the reasons for and against the "Trail of Tears."

Student Skills Goals—5th Grade

1. Interpret a sample of a primary source reading.

2. List primary sources in addition to written documents such as letters, memoirs, newspapers, etc.

3. Use selected social science tools (surveys, statistics, maps, documents) to explain America's westward expansion.

4. Define the term demography, and show how demography can be used to understand major events in American history from 1800 to 1860.

5. Create and explain a timeline showing American westward expansion.

Student Skills Goals—8th Grade

1. Create a timeline of important inventions and technological innovations in the United States from roughly 1800 to 1860. Explain the importance of each of these inventions or innovations.

2. Create and explain a timeline showing the history of political parties in the United States prior to 1860. Note: Do not neglect important third parties (Free Soil, Anti-Masons, Know-Nothings, etc.).

3. Interpret a map of the United States showing westward expansion, explaining the importance of westward expansion in American history.

4. Deliver a five-minute oral presentation on the long-term causes of the American Civil War.

5. Complete a short paper using primary sources on a selected topic in American history between 1800 and 1860.

6. Use selected statistics to explain the causes of the American Civil War.

Teacher Development Goals

1. **Historical Content.** It is extremely important for teachers to understand that the central theme of growth and expansion led to all the other themes of the period (conflicts over slavery, transportation and communications revolutions, Indian removal, political conflicts, wars [War of 1812, Black Hawk War, Mexican War], etc.).

2. **Primary Sources.** Teacher is able to use non-written primary sources (cartoons, music and lyrics, architecture, maps, statistics, etc.).

3. **Historical Thinking.** Teacher is able to demonstrate to students how to relate major themes (economic, social, demographic, political, etc.) to one another.

4. **Integration of Technology.** Teacher consistently integrates technology into the unit of instruction. Moreover, the teacher will be able to encourage students to use technology to gather and present historical information.

Timeline

1800	Thomas Jefferson elected president
1801	Massive religious revival held at Cane Ridge, Kentucky
1803	*Marbury* v. *Madison*
1803	Louisiana Purchase for $15,000,000 from France
1803-1806	Lewis and Clark explore the Northwest
1804	Vice-President Aaron Burr kills Alexander Hamilton in a duel
1807	Fulton's Clermont steamship successful
1808	Congressional ban on the importation of slaves
1808	James Madison elected president
1812-1815	War of 1812
1816	James Monroe elected president
1817	Erie Canal project begins, officially opening in October 1825
1819	U.S. acquires Florida from Spain
1819	Supreme Court decides *McCulloch* v. *Maryland* case upholding the constitutionality of the Second Bank of the U.S. and grants Congress the power to make all "necessary and proper" laws not expressly provided in the Constitution
1824	John Quincy Adams elected president by the U.S. House of Representatives
1824	Supreme Court decides *Gibbons* v. *Ogden* case granting Congress the power to regulate interstate commerce
1828	Andrew Jackson elected president
1830	Congress passes Indian Removal Act
1831	William Lloyd Garrison's publishes the first issue of his antislavery newspaper, *The Liberator*
1831	Cyrus McCormick invents reaper and patents his invention in 1834
1831	Nat Turner's slave rebellion
1831-1832	French traveler Alexis de Tocqueville visits the U.S. and subsequently publishes his monumental 2-volume study *Democracy in America* in 1835 (vol. 1) and 1840 (vol. 2)
1832	Jackson's Bank Veto
1832-1833	Nullification Crisis
1833	Abolitionists found American Anti-Slavery Society
1834	Whig party opposing Jackson is formed
1835	Texas Revolution begins
1836	Martin Van Buren elected president
1837	John Deere invents the steel-tip plow
1837	Financial panic followed by depression of the cotton market lasting until 1843
1838	Cherokee Removal "Trail of Tears"
1839	John L. O'Sullivan first coins the phrase "Manifest Destiny" in his newspaper, the *Democratic Review*. Sullivan, in a historical 1845 article in the *Democratic Review*, employed "manifest destiny" in support of the annexation of Texas

1840	William Henry Harrison ("Tippecanoe") elected president
1841	John Tyler becomes the first Vice-President to assume the presidency following the death of Harrison, who served scarcely a month in office
1844	Samuel F. B. Morse demonstrates his telegraph
1844	James K. Polk elected president
1846-1848	United States–Mexican War
1848	Free-Soil party is founded
1848	Zachary Taylor elected president
1848	Seneca Falls Convention, NY
1848	Gold discovered in California, "forty-niners" rush to dig for gold in 1849
1849	Cotton prices rise, and a sustained boom commences
1850	Congress debates sectional issues and enacts the Compromise of 1850
1850	Zachary Taylor dies in office and Vice-President Millard Fillmore assumes the presidency
1852	Harriet Beecher Stowe's novel *Uncle Tom's Cabin* is published and becomes a best-seller
1852	Franklin Pierce is elected president
1854-1855	Know-Nothing party achieves stunning successes in state politics
1856	James Buchanan is elected president
1857	Supreme Court decides *Dred Scott* v. *Sandford* case and legalizes slavery in all territories
1859	John Brown raids Harper's Ferry, Virginia, is captured and executed
1860	Abraham Lincoln is elected president

Major Issues, Themes, Documents, People, Events

1. Themes/Issues

In his masterful Civil War book *A Stillness at Appomattox* (Doubleday and Company, 1953, winner of both the Pulitzer Prize and the National Book Award), Bruce Catton traced the history of the Army of the Potomac in the last year of that tragic conflict. As the war neared its end, instead of looking backward the soldiers—and their countrymen—looked ahead, into the future:

> Everything had changed, the war and the men and the land they fought for, but the road ahead had not change. It went on through the trees and past the little towns and over the hills, and there was no getting to the end of it. The goal was a going—toward rather than an arriving, and from the top of the next rise there was always a new vista. The march toward it led through wonder and terror and deep shadows, and the sunlight touched the flags at the head of the column.[4]

As the United States grew and expanded in the years between 1800 and 1860, the vast majority of Americans looked to the future and predicted that the young nation soon would be among the greatest of countries. In 1844 Ralph Waldo Emerson spoke for most Americans when he said, "America is the country of the future."[5] Indeed, Americans seemed to be forever moving, always busy, universally filled with energy and ambition. European visitors also remarked on Americans, who always seemed to be in a hurry, forever looking for new opportunities to improve their lots. And while many of those same visitors often rebuked Americans for their crudeness and their lack of "civilized" refinements, they nevertheless had to admit that Emerson was correct—that the United States was "the country of the future," characterized by its astounding growth and expansion.

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[4] Bruce Catton, *A Stillness at Appomattox* (New York: Pocket Cardinal edition, 1958), 407.

[5] David Kennedy, "Editor's Introduction," in Howe, *What Hath God Wrought*, xiii.

Unquestionably the central theme for the period of United States history from roughly 1800 to 1860 is **growth and expansion**. To fully appreciate the central theme of growth and expansion, however, it is important for students to understand how that central theme was related to and affected nearly every other theme and event. As you examine and analyze the subthemes below, think of important events and people that might be connected to these subthemes. As you do this, you will see how virtually all the important subthemes, issues, events, and individuals can be related to the central theme of growth and expansion. You will also see that not only was the United States' growth and expansion the central factor in making the nation ultimately the wealthiest and most powerful in the world by the early twentieth century **but also** how that central theme created challenges and difficulties for a nation that between 1800 and 1860 was rapidly evolving from infancy to adolescence.

1.) **Territorial Expansion**
- a.) 1800—891,364 square miles
  1860—3,021,295 square miles
- b.) Louisiana Purchase, Lewis and Clark, Burr Conspiracy, Mexican War, etc.
- c.) 1845—John L. O'Sullivan wrote of America's "manifest destiny" in regards to annexation of Texas

2.) **Population Growth and Movement**
- a.) pop. 1800—5,308,000
  pop. 1860—31,443,321
- b.) Geographical center of population
  1800—18 miles west of Baltimore, Maryland
  1860—20 miles southeast of Chillicothe, Ohio
- c.) Total immigration 1820-1860—4,690,898

3.) **Transportation and Communications Revolutions**
- a.) Roads
  1791—6-mile turnpike between Philadelphia and Lancaster, Pennsylvania
  By 1811, there were 135 private companies building toll roads in New York alone building 1,500 miles of turnpikes
  By 1838, the Pennsylvania state legislature had invested $37 million to build 2,200 miles of public turnpikes
- b.) Steamboats
  1786—John Fitch invented the steamboat, which was not thought to be practical. Fitch later committed suicide
  1807—Robert Fulton "reinvented" the steamboat, whose maiden voyage was 150 miles (from New York City to Albany, New York in 32 hours)
  Rivers in expansion territories made steamboats profitable
- c.) Canals
  1825—Erie Canal opened, connecting New York City to the Great Lakes (364 miles, 84 locks)
  By 1840, there were 3,326 miles of canals in the U.S. (cost $125 million)
- d.) Railroads
  Many technological problems hampered early railroad construction, but during the 1830s roughly 3,328 miles of track were laid down (max. speed 10 mph)
- e.) Communications

1799—It took one week for people in New York City to learn of George Washington's death at Mount Vernon, Virginia (no news traveled faster than a galloping horse)
1800—Alessandro Volta invented the electric battery and Hans Christian Oersted and Andrè Marie Ampère researched electromagnetic signals
1844—Samuel F. B. Morse conducts the first public demonstration of the telegraph (from Washington, D.C. to Baltimore)
By 1850, 10,000 miles of telegraph wire had been strung. In 1851, 70% of messages were commercial (stock prices, etc.)
1860—Pony Express established to places not yet reached by the telegraph

4.) **Industrialization and Urbanization**

a.) Textiles

In 1807 there were approximately 8,000 spindles in operation
By 1831, there were $1.25 million

b.) Manufacturing Workers

By 1860 there were approximately 1.3 million workers (still a very small percentage of the total work force). The vast majority of non-farm workers still worked in commerce, not manufacturing
The relatively new city of Pittsburgh (1810-1830 population grew from 4,768 to 15,369, due in part to a canal from Philadelphia to Pittsburgh) in 1830 was manufacturing 100 steam engines per year

c.) Interchangeable Parts

Eli Whitney's invention of interchangeable parts in 1801 virtually revolutionized manufacturing. Whitney's interchangeable parts were initially used in weapons, clocks, sewing machines, and machinery.

d.) Proto-Factory System

The emergence of the proto-factory system first occurred in Massachusetts.

e.) Urbanization

New York City
1800—90,000 population
1830—200,000 + population

f.) Economy

The emergence of different economic systems in the North and South

5.) **Indian Removal**

a.) 1829—approximately 125,000 Native Americans east of the Mississippi River. By 1840 most had been removed.
b.) Resistance—Black Hawk War (1832) and Seminole Wars (first 1818 and second 1835-1843)
c.) Cherokee Trail of Tears (1838)
d.) Bureau of Indian Affairs established in 1824

6.) **Expansion and Warfare**

a.) Indian wars, 1818-1843 and beyond
b.) Mexican War (1846-1848)

Acquisition of 338,680,960 acres [not counting annexation of Texas in 1845 of 249,066,240 acres or Gadsden Purchase from Mexico in 1853 of 18,988,800 acres]

7.) **The Expanding Nation and the Courts**

a.) *Marbury* v. *Madison* (1803)—courts can declare legislation unconstitutional (judicial review)

b.) *Fletcher* v. *Peck* (1810)—courts can invalidate state laws

c.) *Dartmouth College* v. *Woodward* (1819)—state legislatures may not impair private contracts, thus encouraging business growth

d.) *McCulloch* v. *Maryland* (1819)—states may not impair constitutional power of the federal government, thus enunciating national supremacy (see also *Cohens* v. *Virginia*, 1821)

e.) *Martin* v. *Mott* (1827)—the President's decision to call out a state's militia was binding on state officials

f.) *Worcester* v. *Georgia* (1832)—federal government had exclusive jurisdiction in territory of Cherokee Nation, not the state of Georgia

g.) *Charles River Bridge* v. *Warren Bridge* (1837)—modified Justice John Marshall's rulings on contracts by saying that contracts must be construed narrowly and that no implied rights could be claimed

h.) *Dred Scott* v. *Sandford* (1857)—Chief Justice Taney ruled that African Americans were not citizens of the U.S., that constitutional rights were for whites only, and that no state or federal law could block the expansion of slavery

8.) **Expansion and Politics**

a.) Expansion and what many perceived as the need for a more active federal government in encouraging and guiding expansion led to political controversies over internal improvements, the protective tariff, the re-chartering of the Bank of the United States, etc.

b.) Expansion of adult white male suffrage

1800—only Vermont, New Hampshire, and Kentucky permitted universal adult white male suffrage

By 1860 only South Carolina still had property qualifications for voting, with all the rest except Massachusetts, Pennsylvania, North Carolina, Delaware, and Georgia (which gave all taxpayers the right to vote) having adopted universal adult white male suffrage, a reform that virtually revolutionized political campaigns and oratory.

c.) Admission of new states to the Union

By 1837, 13 new states had been admitted to the Union joining the original 13. By 1859, post-1790 states outnumbered the original states by 20 to 13. This caused a key shift in the balance of power in the nation and in Congress. Andrew Jackson was the first president elected from a post-1790 state. From Jackson to 1861, four presidents were elected from "new" states and five from the original 13 states.

d.) The emergence of the powerful Executive branch under Jackson, Polk, and others

9.) **Reform movements**

a.) Emanating from the democratization impulse, the Second Great Awakening, and economic/social ills brought on by growth and expansion, reform efforts flourished from the War of 1812 to the outbreak of the Civil War.

1.) temperance (probably the largest reform movement in terms of supporters, by 1835 approximately 1.5 million)

2.) anti-prostitution, prison reform, Bible and tract societies, public education, care for unfortunates, women's rights, anti-slavery
3.) utopian communities—between the 1820s and the 1840s, literally hundreds of communities were founded in Massachusetts, New York, Ohio, Indiana, Tennessee, and Texas (a superb field trip would be to Pleasant Hill, a beautiful maintained Shaker community between Lexington and Harrodsburg, Kentucky).

10.) **Sectional Conflicts and Interests**

The issue as to whether the institution of slavery would be permitted to expand into the post-1790 states probably was the central issue that confronted the Union and brought about the American Civil War. Although roughly 75% of southern white families in 1860 owned no slaves, virtually the entire southern economy was devoted to the raising of surplus cash crops (cotton and tobacco) using slave labor. In addition, of the approximately 350,000 southern families that owned slaves, only 2,538 (less than 1%) owned as many as 100 slaves. Even so, it was the males from these families that dominated the South's economic, social, and political life.

For this reason, although not many at the time could see it, the Dred Scott decision pointed directly to the United States Civil War. Northern whites, most of whom were farmers, insisted that a slave-bound agricultural economy not be permitted to expand to compete with free family farms (per capita income of southern whites was 25% lower than that of northern whites). As white southerners grew more radical in their efforts to preserve slavery, northern whites in turn grew more aggressive, openly disobeying the federal fugitive slave law and growing more anti-southern in their feelings. By December 1860, when South Carolina seceded and thereby started the secession movement, the North and South in many ways had virtually become two nations.

Thus one can see that the central theme of **expansion and growth** was tied to just about all the other subthemes, events, and individuals of the period between 1800 and 1860.

Moreover, as suggested in the Introduction, the history of Tennessee closely paralleled that of the whole United States. Therefore, Tennessee history can be used to see the larger picture of national history. Especially valuable is the fine text *Tennesseans and Their History* by Paul H. Bergeron, Stephen V. Ash, and Jeanette Keith (Knoxville: University of Tennessee Press, 1999) which does a fine job of covering the basic economic, social, and political subthemes.

East Tennessee's dilemma and secession and war approached can be illustrated by examining Bradley County. From 1850 to 1860, the county's slave population was growing at a faster rate than the white population, and the "peculiar institution" was spreading northward up the Great Valley of East Tennessee into McMinn and Meigs counties and beyond. By 1860 Bradley County had 247 slave owners who owned 1,173 slaves, with the average owner possessing just under five slaves and 22% of the owners having just one slave.

Yet the majority of whites in East Tennessee supported both the institution of slavery and remaining in the Union, a dilemma personified in William G. "Parson" Brownlow and Andrew Johnson, both of whom were East Tennesseans who were prominent in state and national politics (Brownlow, a Methodist minister, asserted that slavery was "ordained by God"). Thus in the February 1861 vote on whether or not to call a state convention to secede, Bradley Countians voted 1,443 to 242 against such a convention. Even after the secession of the Deep South and the firing on Fort Sumter, Bradley County voters voted in the June 1861 election (one month after the

Tennessee legislature had adopted ordinances of secession) to remain in the Union by a vote of 1,382 to 507. McMinn County voters did likewise, albeit by the slim margin of 1,144 to 904 with Meigs and Polk counties voting to secede.

Bradley County certainly supported the characterization of the Civil War as "brother against brother." In the county, 886 joined the Union army while 505 sided with the Confederacy. Thus East Tennessee clearly shows that in the Upper South the issues of secession and war were far from complex than some have characterized them.[6]

2. Documents

A. Principal Documents

1. *Marbury* v. *Madison* (1803): *Marbury* v. *Madison* constitutes a landmark case in United States law. The United States Supreme Court's decision, issued by John Marshall, formed the basis for the exercise of judicial review according to Article III of the Constitution. The first Supreme Court decision to declare something "unconstitutional," *Marbury* v. *Madison* established the concept of judicial review in the U.S. (the idea that courts may oversee and nullify the actions of another branch of government). The decision defined the "checks and balances" of the American government.

2. *McCulloch* v. *Maryland* (1819): Like *Marbury* v. *Madison, McCulloch* v. *Maryland*, was a landmark decision issued by John Marshall as Chief Justice of the Supreme Court of the United States. The state of Maryland had attempted to impede operation of a branch of the Second Bank of the United States by imposing a tax on all notes of banks not chartered in Maryland. The Court invoked the "Necessary and Proper Clause" in the Constitution, which allowed the Federal government to pass laws not expressly provided for in the Constitution's list of express powers as long as those laws are in useful furtherance of the express powers. This fundamental case established two key principles: The Constitution grants to Congress implied powers for implementing the Constitution's express powers, in order to create a functional national government and state action may not impede valid constitutional exercises of power by the Federal government.

3. Monroe Doctrine (1823): On December 2, 1823, in his Annual Message to Congress, President James Monroe outlined a policy in regards to foreign intervention in the affairs of Western Hemisphere nations that became known as the Monroe Doctrine. The Monroe Doctrine declared that the United States would go to war to forestall European designs of expanding their empires in the Americas. The Constitution makes no provision for so sweeping an assertion of executive authority over foreign affairs or so general a commitment of American power abroad.

4. *Gibbons* v. *Ogden* (1824): The Supreme Court's ruling, written by Chief Justice John Marshall, stated that the U.S. Constitution had a commerce clause that allowed the federal government to regulate commerce, in this case trade, wherever it might be, including within the borders of a state. Previously, it was thought that the federal government had power over only *interstate commerce*. But Marshall's opinion said that the commerce clause applied here, too. Thus, the

[6] See Melba Lee Murray, *Bradley Divided: Bradley County, Tennessee, During the Civil War* (Collegedale, Tennessee: The College Press, 1992).

Supreme Court extended the definition of interstate commerce and cemented the power of the federal government over the states when laws conflicted.

5. *Cherokee Nation* v. *Georgia* (1831): The Supreme Court held that the Cherokee people, not being a state, and claiming to be independent of the United States, were a "denominated domestic dependent nation", over which the Court had no original jurisdiction. Although the Court determined that it did not have original jurisdiction in this case, the Court held open the possibility that it yet might rule in favor of the Cherokee on an appeal from a lower court.

6. *Worcester* v. *Georgia* (1832): The Supreme Court ruled that federal government had exclusive jurisdiction in territory of the Cherokee Nation, not the state of Georgia. According to the Court's decision, Georgia could not impost its laws upon Cherokee tribal lands.

7. South Carolina Nullification (1832): As southerners began to consider secession as a remedy to the expansion of federal powers at the expense of states, South Carolina Senator John C. Calhoun sought to develop a moderate alternative. Drawing on the ideas of Jefferson in the Kentucky Resolutions, Calhoun argued that the Union was a compact between sovereign states. Therefore, the people of each state, acting in elected conventions, had a legal right to nullify any federal law that they perceived to violate the boundaries of power granted to Congress under the Constitution. Under the theory of nullification, once a state nullified congressional legislation, that law would become null and void in that particular state. In the winter of 1832, South Carolinians adopted an ordinance of nullification to challenge federal tariffs.

8. Andrew Jackson's Proclamation to South Carolina (1832): Jackson, remained steadfast in assertion of presidential power to preserve the Union in the face of the nullification challenge by South Carolina. Jackson insisted that the Union was perpetual and that according to the Constitution, no state had the right to secede. Jackson warned South Carolinians that nullification was treason and then passed a Force Bill, reaffirming the president's military powers under the Constitution. Yet, Jackson moved cautiously, waiting for emotions to cool. He further diffused the situation by requesting that Congress gradually reduce tariff rates.

9. *Dred Scott* v. *Sandford* (1857): Supreme Court Chief Justice Roger B. Taney ruled that African Americans were not citizens of the United States, that constitutional rights were for whites only, and that no state or federal law could block the expansion of slavery.

10. Missouri Compromise (1820): The Missouri Compromise was a plan proposed to Congress by Henry Clay, Senator from Kentucky. Under his plan, Missouri would join the Union as a slave state and Maine would join as a free state keeping the balance between free and slave states. Then, an imaginary line would be drawn through the rest of the lands that came with the Louisiana Purchase. All states south of the line could allow slavery. All states north of the line would be free.

11. Indian Removal Act (1830): President Andrew Jackson proposed a bill to Congress requiring that all Indians east of the Mississippi move west. The idea was that the soil was not good in the west because of the vast treeless plains. Congress passed the Indian Removal Act in 1830.

B. Other Principal Documents

1. Thomas Jefferson's First Inaugural Address (1801): Thomas Jefferson was inaugurated as the third president of the United States on March 4, 1801, after being elected in one of the nation's closest presidential contests. In this, his first inaugural address, Jefferson sought to reach out to his political opponents and heal the breach between Federalists and Republicans. Strongly criticized as a deist or even an atheist, Jefferson strongly stated his belief in the importance of religion in the address. He closed the speech listing the "freedom of religion" prominently among the constitutional freedoms.

2. Cession of Louisiana (1803): This treaty signed over the Louisiana territory to the United States from the French. It was later divided into 15 states.

3. Andrew Jackson's Bank Veto Message (1832): Andrew Jackson believed that the Second Bank of the United States was a symbol of aristocratic privilege and influence. Periodically, he called for reform of the system. When the bank applied for renewal of charter in 1832, Congress passed the bill. Jackson promptly vetoed the bill and Congress did not override. Jackson eventually withdrew all federal deposits in order to cripple the bank. When its charter expired in 1836, no national banking system replaced it.

4. Treaty of Guadalupe Hidalgo (1848): The Treaty of Guadalupe Hidalgo ended the Mexican-American War (1846–1848). The treaty provided for the Mexican Cession, in which Mexico ceded parts of the modern-day U.S. states of Colorado, Arizona, New Mexico, and Wyoming, as well as the whole of California, Nevada, Utah, and Texas in exchange for $15,000,000. The remaining parts of what are today the states of Arizona and New Mexico were later peacefully ceded under the 1853 Gadsden Purchase, in which the United States paid an additional $10,000,000.

5. Horace Mann on Education, Twelfth Annual Report of Horace Mann as Secretary of Massachusetts State Board of Education, (1848): In his twelfth annual report as Massachusetts' Secretary of Education, Mann presented a rationale for the support of public education through taxation. He observed that society improves as a result of an educated public. Mann argued for non-sectarian schools, so the taxpayer would not be in the position of supporting any established religion with which he might disagree in conscience.

6. Abraham Lincoln's "House Divided" Speech (1858): In 1858, few people outside Illinois knew anything about Abraham Lincoln. Although Lincoln was unsuccessful in his run for the Senate that year against Stephen Douglas, his performance in the Lincoln-Douglas debates elevated his chances as a possible presidential contender in 1860. In his June 16, 1858 Springfield, Illinois address upon accepting the Republican nomination for that state's U.S. Senate seat, Lincoln created an enduring portrait of the danger of disunion created as a result of slavery. Referring to a verse from the Bible, Lincoln proclaimed, "A house

divided against itself cannot stand." Lincoln's House Divided Speech rallied Republicans in the North and Midwest in both the 1858 and 1860 elections.

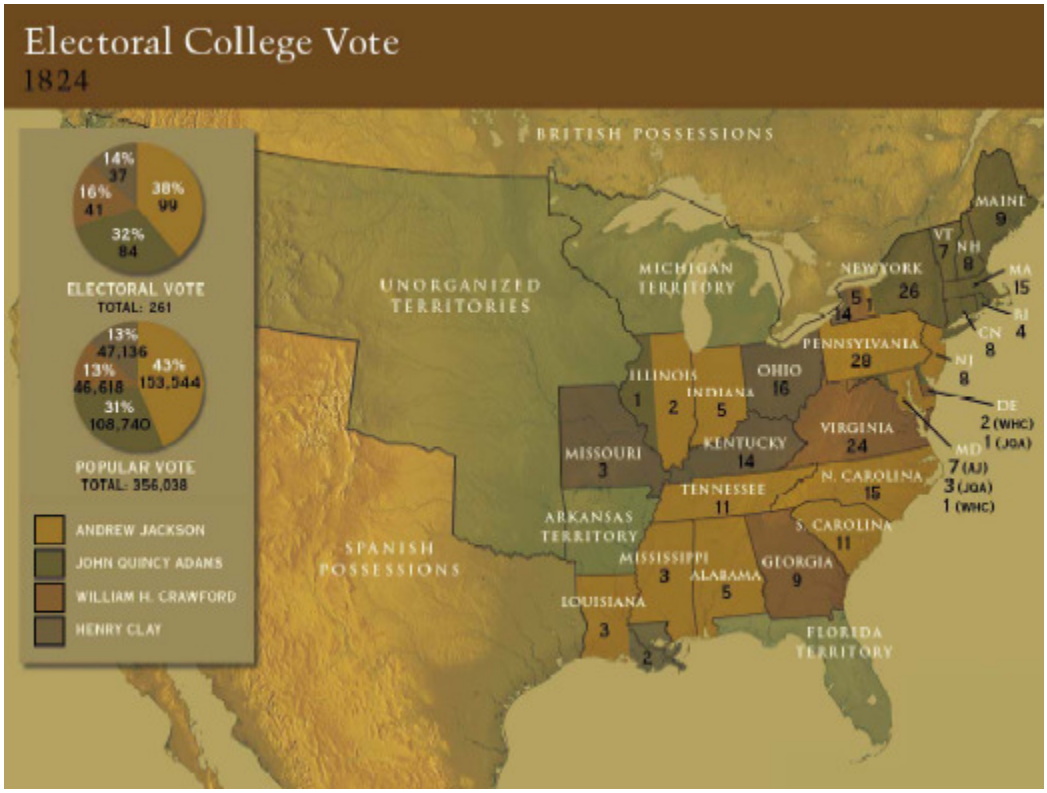
7. South Carolina Declaration of Causes of Secession (1860): On December 24, 1860, the South Carolina state government issued a proclamation explaining its reasons for seceding from the United States. The actual ordinance of secession had been issued on December 20. The proclamation offers a legal justification for its secession, asserting that a state's right of secession is implicit in the Constitution and this right was explicitly reaffirmed by South Carolina in 1852. The declaration states that the agreement between South Carolina and the United States is subject to the law of compact, which creates obligations on both parties and which revokes the agreement if either party fails to uphold its obligations. The specific issue stated was the refusal of some states—in the north—to enforce the Fugitive Slave Act and clauses in the Constitution protecting slavery and the federal government's perceived role in attempting to abolish slavery.

C. Other Primary Sources

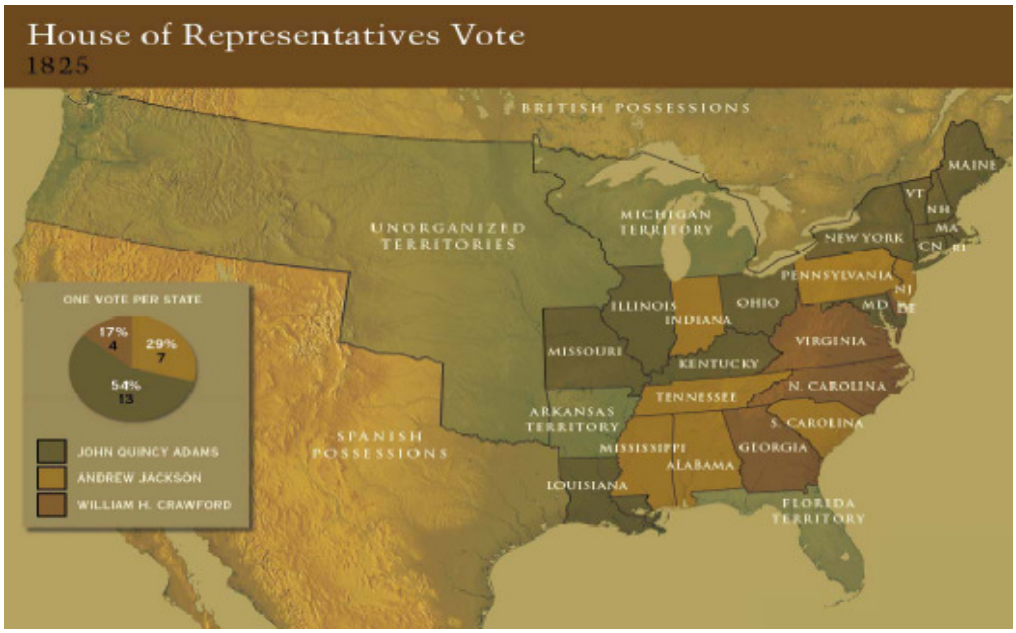
Maps

Map of the United States in 1803 after the Louisiana Purchase
Source: www.earlyamerica.com

Lewis and Clark Exploration
Source: www.noaanews.noaa.gov



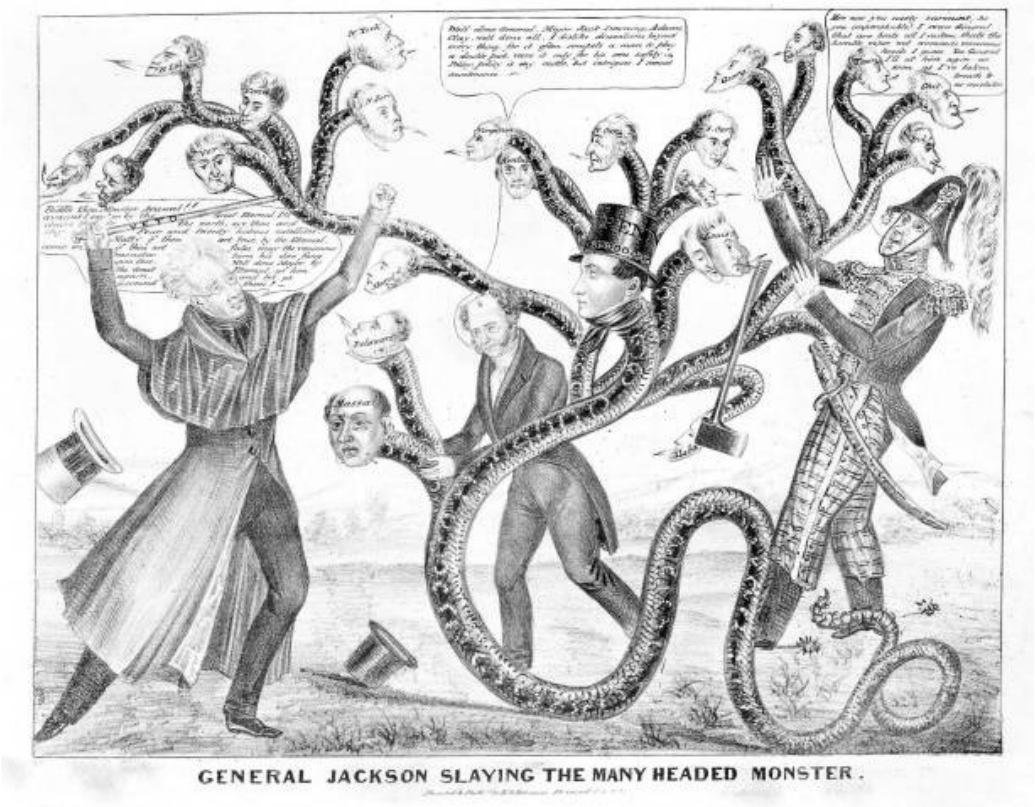
Electoral College Map, 1824. Tally of votes from both the Electoral College and the popular vote for the 1824 presidential election.
Source: National Atlas of the United States.



1825 House of Representatives Vote Map. Tally of votes from the February 9, 1825, run-off election in the House of Representatives to resolve the 1824 presidential election.
Source: National Atlas of the United States.

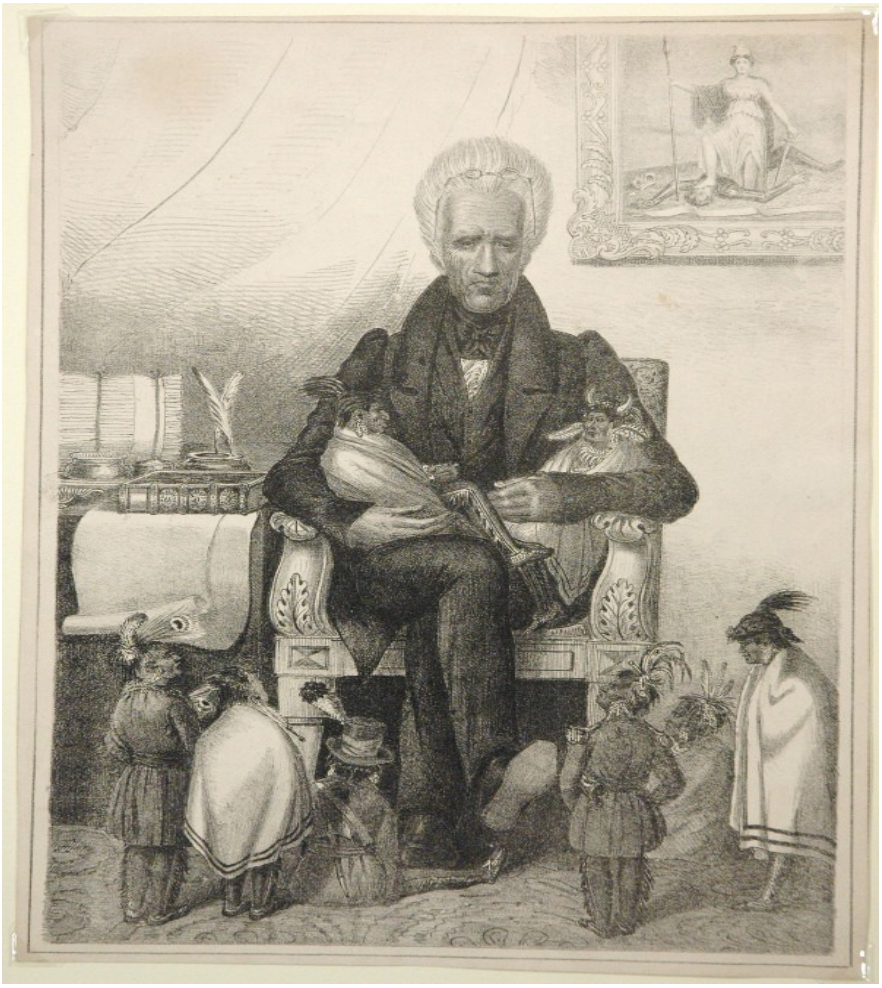
Cartoons

Andrew Jackson Political Cartoons



Library of Congress, LC-USZ62-1575, www.loc.gov

This is a political cartoon illustrating President Andrew Jackson's quest to kill "The Monster," or The Bank of the United States and its support among state banks. Jackson, along with both Martin Van Buren and Jack Downing, struggle against a snake with heads representing the various states. Jackson (on the left) raises a cane marked "Veto" and says, "Biddle thou Monster Avaunt!! avaount I say! or by the Great Eternal I'll cleave thee to the earth, aye thee and thy four and twenty satellites. Matty if thou art true...come on. if thou art false, may the venomous monster turn his dire fang upon thee..." Van Buren: "Well done General, Major Jack Downing, Adams, Clay, well done all. I dislike dissentions beyond every thing, for it often compels a man to play a double part, were it only for his own safety. Policy, policy is my motto, but intrigues I cannot countenance." Downing (dropping his axe): "Now now you nasty varmint, be you imperishable? I swan Gineral that are beats all I reckon, that's the horrible wiper wot wommits wenemous heads I guess..." The largest of the heads is president of the Bank Nicholas Biddle's, which wears a top hat labeled "Penn" (i.e. Pennsylvania) and "$35,000,000." This refers to the rechartering of the Bank by the Pennsylvania legislature in defiance of the administration's efforts to destroy it.



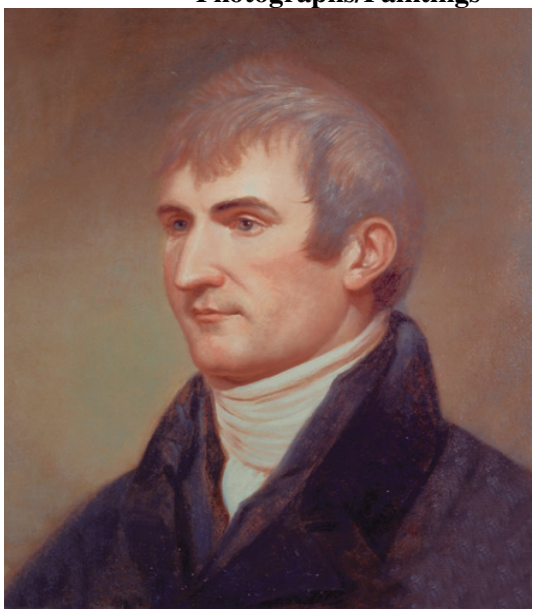
http://channel2.typepad.com/photos/uncategorized/2007/12/24/cartoon_greatwhitefather1.jpg

This is a political cartoon depicting President Andrew Jackson as the "Great White Father."

Library of Congress, LC-USZ62-1562, www.loc.gov

This is a caricature of Andrew Jackson as a despotic monarch, probably issued during the Fall of 1833 in response to the President's September order to remove federal deposits from the Bank of the United States. The print is dated a year earlier by Weitenkampf and related to Jackson's controversial veto of Congress's bill to recharter the Bank in July 1832. However, the charge, implicit in the print, of Jackson's exceeding the President's constitutional power, however, was most widely advanced in connection not with the veto but with the 1833 removal order, on which the President was strongly criticized for acting without congressional approval. Jackson, in regal costume, stands before a throne in a frontal pose reminiscent of a playing-card king. He holds a "veto" in his left hand and a scepter in his right. The Federal Constitution and the arms of Pennsylvania (the United States Bank was located in Philadelphia) lie in tatters under his feet. A book "Judiciary of the U[nited] States" lies nearby. Around the border of the print are the words "Of Veto Memory", "Born to Command" and "Had I Been Consulted."

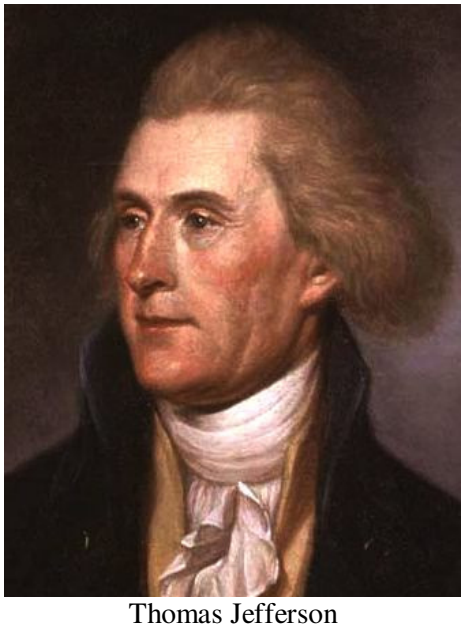
Photographs/Paintings



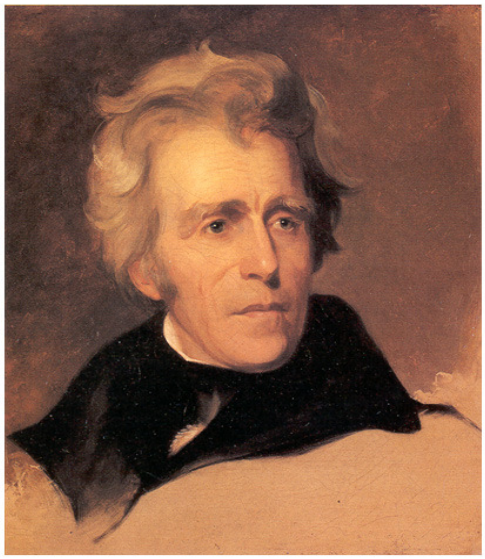
Meriwether Lewis

William Clark

Source: Kansas Historical Society, www.kshs.org



Thomas Jefferson



Andrew Jackson

Source: Library of Congress, www.loc.gov

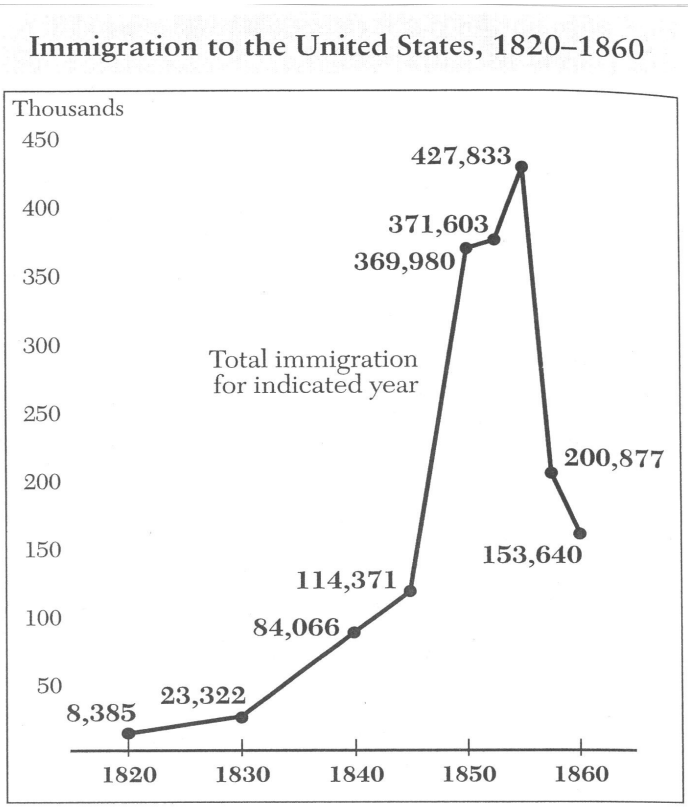
Sequoyah
www.library.upenn.edu

"Trail of Tears," Robert Lindneux (1942)
www.pbs.org

John Gast's "American Progress" (1872), capturing the westward movement of Americans in the 19th century. Library of Congress, www.loc.gov

Statistics (chart/graph)

Territorial Expansion by the Mid-Nineteenth Century



Music

"America"
Samuel Francis Smith, 1832

America is based on an "Old English Air". The tune is also, of course, "God Save the King." The words to "America" were written by Samuel Francis Smith in Boston, July 4, 1832 for a children's celebration

My country 'tis of thee
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride,
From ev'ry mountainside
Let freedom ring

My native country, thee
Land of the noble free
Thy name I love;
I love they rocks and rills
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake,
let all that breathe partake
let rocks their silence break,
The sound prolong.

Our fathers' God to thee,
Author of liberty,
To thee we sing;
Long may our land be bright,
With freedom's holy light,
Protect us by thy might,
Great God, our King.

"Turkey in the Straw"
John Renfro Davis, 1834

"Turkey In the Straw" was one of the earliest American minstrel songs. It was a fiddle tune named "Natchez Under the Hill" before it was published with words in 1834 as "Old Zip Coon." It was very popular during Andrew Jackson's presidency.

As I was a-gwine down the road,
With a tired team and a heavy load,
I crack'd my whip and the leader sprung,

I says day-day to the wagon tongue.
Turkey in the straw, turkey in the hay,
Roll 'em up and twist 'em up a high tuckahaw
And twist 'em up a tune called Turkey in the Straw.

Went out to milk, and I didn't know how,
I milked the goat instead of the cow.
A monkey sittin' on a pile of straw,
A-winkin' at his mother-in-law.
Turkey in the straw, turkey in the hay,
Roll 'em up and twist 'em up a high tuckahaw
And twist 'em up a tune called Turkey in the Straw.

Met Mr. Catfish comin' down stream.
Says Mr. Catfish, "What does you mean?"
Caught Mr. Catfish by the snout,
And turned Mr. Catfish wrong side out.
Turkey in the straw, turkey in the hay,
Roll 'em up and twist 'em up a high tuckahaw
And twist 'em up a tune called Turkey in the Straw.

Came to a river and I couldn't get across,
Paid five dollars for a blind old hoss;
Wouldn't go ahead, nor he wouldn't stand still,
So he went up and down like an old saw mill.
Turkey in the straw, turkey in the hay,
Roll 'em up and twist 'em up a high tuckahaw
And twist 'em up a tune called Turkey in the Straw.

As I came down the new cut road,
Met Mr. Bullfrog, met Miss Toad
And every time Miss Toad would sing,
Old Bullfrog cut a pigeon wing.
Turkey in the straw, turkey in the hay,
Roll 'em up and twist 'em up a high tuckahaw
And twist 'em up a tune called Turkey in the Straw.

Oh I jumped in the seat and I gave a little yell
The horses ran away, broke the wagon all to hell
Sugar in the gourd and honey in the horn
I never been so happy since the day I was born.
Turkey in the straw, turkey in the hay,
Roll 'em up and twist 'em up a high tuckahaw
And twist 'em up a tune called Turkey in the Straw.

"Long, Long, Ago"
Thomas Haynes Bayly, 1833

The song first appeared when Rufus Griswold, editor of a Philadelphia magazine, published a collection of Bayly's poems and songs in 1843. Bayly originally named the tune "The Long Ago,"

so it appears Griswold changed the name. It achieved instant popularity and was the most popular song in America in 1843.

Tell me the tales that to me were so dear,
Long, long ago, long, long ago,
Sing me the songs I delighted to hear,
Long, long ago, long ago,
Now you are come all my grief is removed,
Let me forget that so long you have roved.
Let me believe that you love as you loved,
Long, long ago, long ago.

Do you remember the paths where we met?
Long, long ago, long, long ago.
Ah, yes, you told me you'd never forget,
Long, long ago, long ago.
Then to all others, my smile you preferred,
Love, when you spoke, gave a charm to each word.
Still my heart treasures the phrases I heard,
Long, long ago, long ago.

Tho' by your kindness my fond hopes were raised,
Long, long ago, long, long ago.
You by more eloquent lips have been praised,
Long, long ago, long, long ago,
But, by long absence your truth has been tried,
Still to your accents I listen with pride,
Blessed as I was when I sat by your side.
Long, long ago, long ago.

"Simple Gifts"
Shaker Elder Joseph Brackett, Jr., 1848

"Simple Gifts" was written by Shaker Elder Joseph Brackett, Jr. in 1848. It was first published in "The Gift to be Simple: Shaker Rituals and Songs." "Simple Gifts" was a work song sung by the United Society of Believers in Christ's Second Appearing (more commonly called the Shakers), whose last community in America (Hancock Village) died in 1960. It is now a museum.

'Tis the gift to be simple,
'Tis the gift to be free,
'Tis the gift to come down where we ought to be,
And when we find ourselves in the place just right,
It will be in the valley of love and delight.

When true simplicity is gained,
to bow and to bend, we will not be ashamed
To turn, turn, will be our delight,
'Til by turning, turning, we come round right.

"The Yellow Rose of Texas"
"J.K.", 1853

The tune was first published in 1853 by an author identified only as "J.K." It was a popular Confederate marching song during the Civil War and with the U.S. Cavalry on western outposts and along the cattle trails following the Civil War. In 1955 the tune was a hit record.

There's a yellow rose of Texas
That I am going to see,
No other fellow knows her,
No other, only me.
She cried so when I left her,
It like to break my heart,
And if I ever find her
We never more will part.

She's the sweetest rose of color
A fellow ever knew,
Her eyes are bright as di'monds,
They sparkle like the dew.
You may talk about your dearest May
and sing of Rosa Lee,
But the Yellow Rose of Texas
Beats the belles of Tennessee.

Oh, now I'm going to find her,
For my heart is full of woe,
And we'll sing the song together,
That we sung long ago;
We'll play the banjo gaily,
and we'll sing the songs of yore,
And the Yellow Rose of Texas
Shall be mine forevermore.

3. People

Andrew Jackson—Jackson was the seventh president of the United States. In early Tennessee politics, Jackson served in various roles on both the state and federal level: delegate to the state constitutional convention of 1796; first representative to the United States Congress; United States Senator, and judge on the state Supreme Court. As president, Jackson opposed the National Bank by issuing a veto of a congressional bill to re-charter the Bank and by withdrawing federal funds from its vaults. One of the most controversial aspects of Jackson's presidency was his policy regarding American Indians. He was a leading advocate of the Indian Removal Act, which eventually led to their removal westward along what has become known as the "Trail of Tears."

Sequoyah—Sequoyah was a Cherokee warrior who had fought in battle with Andrew Jackson in the War of 1812. During the war, Sequoyah and other Cherokee soldiers could not write letters home because Cherokee was a spoken—rather than a written—language. Sequoyah worked to develop a way to write in Cherokee. Sequoyah's

syllabary was adopted as the Cherokee Nation's official language. It was the first written language of Native Americans living in North America.

Meriwether Lewis and William Clark—In 1803, President Thomas Jefferson purchased the Louisiana Territory from France. Seeking someone to explore the recently purchased region as well as the territories westward, Jefferson chose Meriwether Lewis and William Clark to lead the expedition. Lewis and Clark were successful in mapping the territory and learned much about the natural resources of the area. Sacagawea, a Shoshone Indiana woman, assisted both Lewis and Clark along their journey.

William Lloyd Garrison—Garrison was a prominent American abolitionist, best known for his publication, *The Liberator*, a radical abolitionist newspaper that first appeared on January 1, 1831. He was also one of the original founders of the American Anti-Slavery Society.

Thomas Jefferson—Jefferson was the third president of the United States. Jefferson is regarded as one of the most influential founding fathers for his role as the chief author of the Declaration of Independence, which boldly announced to not only Great Britain but also to the world that the thirteen American colonies were independent states that possessed certain natural rights such as the right to revolution. One of Jefferson's principal acts as president was the purchase of the Louisiana territory, which resulted in the westward expansion of the United States.

James Monroe—Monroe was the fifth president of the United States. He was also instrumental in his role as a diplomat in negotiating the 1803 purchase of the Louisiana territories from France. During his presidency, the United States acquired Florida from Spain. Perhaps Monroe is best known for the Monroe Doctrine, which he outlined in his Annual Message to Congress in 1823. According to the Monroe Doctrine, the Americas were proclaimed to be free from both future European colonization and European interference in the affairs of sovereign western hemisphere nations. It further stated the United States' official position of neutrality in European affairs and wars but considered any violations of the Doctrine by a foreign power as an act of war against the United States.

Henry Clay—Clay was born in Virginia and later moved to Kentucky, which he represented in both the United States House and Senate. In Washington, Clay gained a national reputation as an American statesman and the most prominent leader of the Whig party, an advocate of the American System, an economic plan comprised of a high tariff to support internal improvement projects and a national bank. Denied the presidency in several elections, Clay gained lasting notoriety as the "Great Compromiser" for his role in staving off a national crisis in 1850 over the volatile sectional issue of slavery. Clay was instrumental in settling not only the crisis of 1850, but also the Missouri crisis of 1820.

Sam Houston—Houston was born in Virginia and later moved to Tennessee and Texas where he played a key role in the histories of both states. American statesman, soldier, and politician, Houston first spent his early years living with the Cherokees. His support of the Cherokees during the Indian removal crisis led to his break with President Andrew Jackson. Houston later moved to Texas and became a powerful military leader, winning a seat in the United States Senate and then became governor of Texas, a position he had held in Tennessee.

James Polk—Polk was the eleventh president of the United States. Born in North Carolina, Polk and his family soon thereafter migrated to Middle Tennessee. As President, Polk was responsible for the acquisition of most of what is now the southwestern region of the United States, as a result of the war with Mexico, which also settled the question of Texas's boundaries. During his tenure as president, the territories of Iowa, Texas, and Wisconsin were organized and admitted as states. Polk, true to his word to serve only one term, refused to run for reelection. Three months after his terms as president expired, Polk, once full of enthusiasm and vigor, suddenly died of exhaustion, possibly cholera, or a combination of both.

David Crockett—Crockett, a celebrated 19th century American folk hero, frontiersman, soldier and politician, was born and raised in East Tennessee near the Nolichucky River in Greene County. Crockett fought in the Battle of Horseshoe Bend under Andrew Jackson in the War of 1812. Crockett served Tennessee as a representative in the United States House and moved to Texas to further his political aspirations after suffering two successive defeats for reelection to Congress. In Texas, Crockett joined the Texas rebellion and died inside the Alamo, along with 31 other Tennesseans, after a Mexican army laid siege to the fortress compound.

Nancy Ward (Nanye-hi)—Ward, was known as "Beloved Woman" among the Cherokees. A beloved woman was a Cherokee who could sit in councils and make decisions on pardons. As a teenager, she married Kingfisher, a Cherokee warrior. When he was killed in battle, Nanye-hi picked up his gun and joined the battle inspiring other Cherokees to continue the fight. Later, Nanye-hi married Bryan Ward, a white trader, and became known as Nancy Ward. Ward believed in peaceful coexistence with whites.

John Sevier—Frontiersmen, soldier, statesman, and one of the most prominent leaders in the early Republic, Sevier served as the only governor of the State of Franklin, an autonomous, secessionist United States territory created in the wake of the American Revolution from territory ceded by North Carolina to the federal government. Sevier also served as the first governor of Tennessee, a position he held, in total, for twelve years. Sevier earned national prestige for successfully leading the Overmountain Men to victory at the Battle of Kings Mountain in 1780, a decisive victory for the colonists in the Southern Campaign during the American Revolutionary War.

Eli Whitney—Whitney, an American inventor best known for his invention of both the cotton gin and interchangeable parts, played an instrumental role in shaping the developments of the mid-19th century, inevitably leading to the great national schism—the United States Civil War. Whitney's inventions shaped the antebellum economy—North and South—revolutionizing the manufacturing industry and making short staple cotton into a profitable crop, which in turn strengthened the economic foundation of slavery.

Frederick Douglass—Douglass is perhaps the most famous African American and former slave of the 19th century. As a slave, Douglass learned to read from the wife of his master and by sharing his bread with poor white children in the neighborhood. After escaping slavery in 1838, he traveled the world, supported by abolitionist organizations, speaking out against the evils of slavery. His best-known work is his autobiography *Narrative of the Life of Frederick Douglass, an American Slave*, published in 1845.

4. Events

Louisiana Purchase — France originally claimed the Louisiana territory during the colonization of the Americas that occurred between the 16th and 18 centuries. President Thomas Jefferson purchased the territory from France in 1803 at the bargain price of $15 million (about four cents per acre). With this purchase, Jefferson not only peacefully doubled the size of the nation but also gave the United States unfettered control of the Mississippi River.

Lewis and Clark Expedition (1803-1806) — After Jefferson's purchase of the Louisiana territory from France, he needed someone to explore and map the territory. He chose Meriwether Lewis and William Clark. The American expedition to the Pacific northwest was intended to study the Indian tribes, botany, geology, Western terrain and wildlife in the region, as well as evaluate the potential interference of British and French Canadian hunters and trappers who were already well established in the area.

War of 1812 — The War of 1812, which grew out of a wider European conflict between Britain and France, was fought between the United States and the British Empire. It lasted from 1812 to 1815. The US had declared war on Britain for a combination of reasons including violation of America's neutral rights. During one of the British raids, the White House, the Capitol and other buildings were burned.

Burning of Washington, DC — On the evening of August 24, 1814, British troops set fire to the nation's capital, burning several structures, among them the White House, Capitol, the Treasury, and the Library of Congress. The British motivation for destroying the United States capital was not due to their hope of demoralizing Americans but also as a result of a previous American attack in which York, the capital of Upper Canada, was burned. The next day, a tornado, spawned from a hurricane, struck northwest Washington D.C. causing major structural damage to the residential section of the district, which had been left untouched by the British military.

Battle of New Orleans — The battle took place on January 8, 1815 and was the final major battle of the War of 1812. The Americans successfully repulsed the British who suffered approximately 2,000 casualties. The Americans, however, suffered only 13 deaths, another 60 were reported either wounded or missing. The American general, Andrew Jackson, little know outside Tennessee prior to this battle, emerged as a national hero. The irony was that the War of 1812 had officially ended two weeks earlier with the signing of the Treaty of Ghent, but news did not reach New Orleans in time.

Indian Removal Act — Passed by Congress in 1830, the Indian Removal Act paved the way for the inevitable and legal removal of most Native Americans from the United States southeast to lands west of the Mississippi River set aside for Indians. The debate over removal in the U.S. Congress reflects how controversial the bill was as the votes tended to split along party lines with Democrats in favor and the Whigs strongly opposed. In the House, the bill passed 102 to 97 and in the Senate the bill passed 28 to 19.

Trail of Tears — In 1830, Congress passed the Indian Removal Act, an act that, though making Indian removal voluntary, meant the inevitable and legal removal of most Indians from the southeast. The Trail of Tears was the forced relocation and movement of nearly 15,000 Native Americans from their homes, farms, and hunting grounds to Indian

Territory in the west (present day Oklahoma). Along the long and arduous trek westward, approximately 4,000 Indians died.

Battle of the Alamo — On February 23, 1836, Mexican troops, led by General Antonio López de Santa Anna launched an assault on the Alamo Mission in San Antonio de Béxar (modern-day San Antonio, Texas). Inside the Alamo, a group of approximately 200 poorly provisioned Americans convereted the mission into a fortress compound. For 12 days they kept Santa Anna's army at bay, but the mission eventually fell to the Mexicans.

Oregon Trail — In the 1840s, families began to travel westward to settle. The Oregon Trail was one of the main overland migration routes on the North American continent, leading from locations on the Missouri River to the Oregon Territory, a distance of nearly 2,000 miles that took some nearly six months to traverse. Settlers packed all their belongings into crowded Conestoga wagons. However, the Oregon Trail proved too long and arduous for the standard Conestoga wagons commonly used at that time in the United States in the eastern United States. Their 6,000 pounds (2,700 kg) freight capacity was larger than needed and the large teams (8 to 10 animals) these wagons required could not navigate the tight corners often found on the Oregon Trail.

California Gold Rush — The California Gold Rush began in California in 1848 when gold was discovered on John Sutter's Mill in Coloma, California. Although Sutter attempted to keep news of the discovery of gold secret, word quickly spread and soon hundreds of thousands flocked to California between 1849 and 1856 in search of riches. Such rapid growth brought the need for more effective government. California applied for statehood in March 1850. The rush negatively affected the Native American population reducing their numbers from an estimated 150,000 in 1845 to less than 30,000 by 1870.

United States-Mexican War — The United States-Mexican War was fought between the U.S. and Mexico from 1846-1848 over the annexation of Texas and westward expansion. As a result of this war, Mexico lost more than 500,000 square miles of land.

Compromise of 1850 — The Compromise of 1850 was a series of bills aimed at resolving the territorial and slavery controversies arising from the Uniteed States-Mexican War (1846–1848). There were five laws that balanced the interests of the slave states of the South and the free states to the north. The first two laws concerned Texas and the organization of the New Mexico and Utah territories. The third concerned the admission of California as a free state in return for the fourth law, a more stringent Fugitive Slave Law. The fifth law banned the slave trade in the District of Columbia.

5. Inventions and New Technologies, 1801-1860

- Cotton gin
- Telegraph
- Railroad
- Textiles
- McCormick reaper
- Steel plow
- Canals

- Photo camera
- Colt revolver
- Repeating rifle
- Cherokee alphabet
- Interchangeable parts
- Steamboat
- Sewing machine
- Gold miner's cradle
- Macadam roads

Sample Lesson Plans

Lesson Title: The Real Tears Behind the Trail – Using Samuel's Memory in Cherokee History
Grade Level: 4th – 8th
Lesson time: One Class Period

Materials: textbooks, map, computers
Activity description and overview of instructional strategies: As a follow-up lesson or introduction to the Indian Removal, brainstorm what the students know about the Cherokee and the Indian Removal Act.

- The Cherokee Nation had the capital city of New Echota, in Georgia.
- They established the town with governmental offices, sidewalks, and a Supreme Court.
- The *Cherokee Phoenix* was the first bilingual newspaper.
- Gold was discovered near the city.
- President Andrew Jackson wanted more lands for settlement.
- The Cherokee took the Sate of Georgia to United States Supreme Court to keep their lands, winning the case.
- President Jackson ignored the ruling and ordered the Indian Removal Act be observed anyway.

Direct the students to the website http://cherokeehistory.com/ If projection capability is not available, or if preferred, the entire account appears below.

This website covers Cherokee history through many eras. Click on the link "The Removal-Samuel's Memory" to read a first-had account of Samuel Cloud, a nine-year-old boy who traveled the Trail. *Samuel's Memory* is told by his great-great grandson, Michael Rutledge, a citizen of the Cherokee Nation of Oklahoma, in his paper *Forgiveness in the Age of Forgetfulness.* A word of warning: Some younger students may become upset after reading the account. Be prepared to discuss emotional feelings over the issue.

Trail of Tears
"Samuel's Memory"

This is what I remember. It is the bits and pieces of the memories of a young boy, full of feelings and observations, but without complete comprehension. The boy is my great-great-grandfather, Samuel Cloud. The memory is from his vantage point, so I will share it with you in the same way.

It is Spring. The leaves are on the trees. I am playing with my friends when white men in uniforms ride up to our home. My mother calls me. I can tell by her voice that something is wrong. Some of the men ride off. My mother tells me to gather my things, but the men don't allow us time to get anything. They enter our home and begin knocking over pottery and looking into everything. My mother and I are taken by several men to where their horses are and are held there at gun point. The men who rode off return with my father, Elijah. They have taken his rifle and he is walking toward us.

I can feel his anger and frustration. There is nothing he can do. From my mother I feel fear. I am filled with fear, too. What is going on? I was just playing, but now my family and my friends' families are gathered together and told to walk at the point of a bayonet.

We walk a long ways. My mother does not let me get far from her. My father is walking by the other men, talking in low, angry tones. The soldiers look weary, as though they'd rather be anywhere else but here.

They lead us to a stockade. They herd us into this pen like we are cattle. No one was given time to gather any possessions. The nights are still cold in the mountains and we do not have enough blankets to go around. My mother holds me at night to keep me warm. That is the only time I feel safe. I feel her pull me to her tightly. I feel her warm breath in my hair. I feel her softness as I fall asleep at night.

As the days pass, more and more of our people are herded into the stockade. I see other members of my clan. We children try to play, but the elders around us are anxious and we do not know what to think. I often sit and watch the others around me. I observe the guards. I try not to think about my hunger. I am cold.

Several months have passed and still we are in the stockades. My father looks tired. He talks with the other men, but no one seems to know what to do or what is going to happen. We hear that white men have moved into our homes and are farming our fields. What will happen to us? We are to march west to join the Western Cherokees. I don't want to leave these mountains.

My mother, my aunts and uncles take me aside one day. "Your father died last night," they tell me. My mother and my father's clan members are crying, but I do not understand what this means. I saw him yesterday. He was sick, but still alive. It doesn't seem real. Nothing seems real. I don't know what any of this means. It seems like yesterday, I was playing with my friends.

It is now Fall. It seems like forever since I was clean. The stockade is nothing but mud. In the morning it is stiff with frost. By mid-afternoon, it is soft and we are all covered in it. The soldiers suddenly tell us we are to follow them. We are led out of the stockade. The guards all have guns and are watching us closely. We walk. My mother keeps me close to her. I am allowed to walk with my uncle or an aunt, occasionally.

We walk across the frozen earth. Nothing seems right anymore. The cold seeps through my clothes. I wish I had my blanket. I remember last winter I had a blanket, when I was warm. I don't feel like I'll ever be warm again. I remember my father's smile. It seems like so long ago.

We walked for many days. I don't know how long it has been since we left our home, but the mountains are behind us. Each day, we start walking a little later. They bury the dead in shallow graves, because the ground is frozen. As we walk past white towns, the whites come out to watch us pass. No words are spoken to them. No words are said to us. Still, I wish they would stop staring. I wish it were them walking in this misery and I were watching them. It is because of them that we are walking. I don't understand why, but I know that much. They made us leave our

homes. They made us walk to this new place we are heading in the middle of winter. I do not like these people. Still, they stare at me as I walk past.

We come to a big river, bigger than I have ever seen before. It is flowing with ice. The soldiers are not happy. We set up camp and wait. We are all cold and the snow and ice seem to hound us, claiming our people one by one. North is the color of blue, defeat and trouble. From there a chill wind blows for us as we wait by a frozen river. We wait to die.

My mother is coughing now. She looks worn. Her hands and face are burning hot. My aunts and uncles try to take care of me, so she can get better. I don't want to leave her alone. I just want to sit with her. I want her to stroke my hair, like she used to do. My aunts try to get me to sleep by them, but at night, I creep to her side. She coughs and it wracks her whole body. When she feels me by her side, she opens her blanket and lets me in. I nestle against her feverish body. I can make it another day, I know, because she is here.

When I went to sleep last night, my mother was hot and coughing worse than usual. When I woke up, she was cold. I tried to wake her up, but she lay there. The soft warmth she once was, she is no more. I kept touching her, as hot tears stream down my face. She couldn't leave me. She wouldn't leave me.

I hear myself call her name, softly, then louder. She does not answer. My aunt and uncle come over to me to see what is wrong. My aunt looks at my mother. My uncle pulls me from her. My aunt begins to wail. I will never forget that wail. I did not understand when my father died. My mother's death I do not understand, but I suddenly know that I am alone. My clan will take care of me, but I will be forever denied her warmth, the soft fingers in my hair, her gentle breath as we slept. I am alone. I want to cry. I want to scream in rage. I can do nothing.

We bury her in a shallow grave by the road. I will never forget that lonesome hill of stone that is her final bed, as it fades from my sight. I tread softly by my uncle, my hand in his. I walk with my head turned, watching that small hill as it fades from my sight. The soldiers make us continue walking. My uncle talks to me, trying to comfort me. I walk in loneliness.

I know what it is to hate. I hate those white soldiers who took us from our home. I hate the soldiers who make us keep walking through the snow and ice toward this new home that none of us ever wanted. I hate the people who killed my father and mother.

I hate the white people who lined the roads in their woolen clothes that kept them warm, watching us pass. None of those white people are here to say they are sorry that I am alone. None of them care about me or my people. All they ever saw was the color of our skin. All I see is the color of theirs and I hate them.

Supporting Activity:

Discussion questions follow.

1. Who is the narrator of this passage?

2. What season is it when the passage begins? When it ends?

3. What happens when the family tries to get some of their belongings?

4. Where are they taken?

5. What happens to Samuel's father?

6. How did Samuel find out about this?

7. Why didn't Samuel have enough clothing or blankets?

8. What happened to his mother?

9. What probably caused this?

10. What did Samuel learn from this experience?

Lesson Title: Analyzing the Lewis and Clark Journals
Lesson Website: http://www.pbs.org/lewisandclark/index.html
Lesson Time: 3 hours

Objectives: Students will be able to:
1. Examine and interpret Corps of Discovery journal entries as primary documents/sources providing insight into the expedition's journey.
2. Understands the historical perspective

Materials:
A copy of the PBS documentary *Lewis and Clark: The Journey of the Corps of Discovery*
Computers with Internet access and word processing capabilities
A television and VCR or DVD player
Copies of or access to journal entries from the PBS Web site's Archive describing these events:
1. Corps first meeting with the Teton Sioux (September 24-28, 1804)
2. The portage around the Great Falls (June 4-July 4, 1805)
3. Corps crossing of the Rocky Mountains (September 1-22, 1805)
4. Help from the Nez Perce after crossing the Rockies (September 22-October 18, 1805)
5. Lesson 4 Student Activity Sheet (see below)

Activities and Procedures:

1. Invite students to speculate on how a historian gathers information. What does he or she use to find out about the past? Explain that a historian's job is to piece together the story of a given event or time period by examining artifacts, primary source documents, and other evidence from the past. When historians do not have enough information to tell a complete story, they make logical inferences based on existing evidence available. Tell students they will assume a historian's role to report on events that occurred during the Lewis and Clark expedition.

2. Have students watch the first section of Part 1 (00:01:00-00:17:15) of *The Journey of the Corps of Discovery*. Instruct them to pay special attention to the featured historians, particularly William Least Heat-Moon, John Logan Allen, and Dayton Duncan. Point out that these men have researched historical evidence from the Lewis and Clark expedition, but are now retelling what happened in their perspective, adding ideas about expedition members' feelings and attitudes. Good examples of this are when Heat-Moon talks about Jefferson, when Allen speaks about Clark, and when Duncan talks about Lewis and Clark working together. Ask students to discuss on what basis the historians make these inferences.

3. Students will find other historians' perspectives on the expedition in the Living History section. Invite students to review the experts' thoughts about specific expedition events, interactions, and stories. Again, ask students to consider what information and background the experts use to make conclusions.

4. Assign students a journal entry listed in the lesson plan's Materials section (if you have 30 students, for example, 7-8 will have the same entry). Distribute copies of the Student Activity Sheet (see below). Tell students that, as mock historians, they will review journal entries, important primary documents that offer great insight into expedition, and document their findings and thoughts on the activity sheets. (Students may view online or printed versions of the journals.) Students should supplement their findings with other historic information about the times, events, and people highlighted in the journal entries.

5. Tell students that they will present the information they have documented on the activity sheet in the form of written historical narratives. Arrange students in small groups representing the different journal entries. Each student should present his or her version of the journal entry's contents to group members—it is likely that each will have a slightly different story to tell. Instruct the groups to discuss the various findings and interpretations. What are the implications of the variations for recording history? What are the implications for the reporting of the Lewis and Clark journey?

6. Instruct groups to come to some consensus on the information provided in the journal entries and then present their perspective on the specific event to the class. Invite students to pose questions to each group for additional information and/or to clarify what they have presented.

Online Resources:

Ancestors: http://www.pbs.org/kbyu/ancestors/records/family/links.html
History Detectives: http://www.pbs.org/opb/historydetectives/diy/printed_items.html
The West: Letters and Journals of Narcissa Whitman:
http://www.pbs.org/weta/thewest/resources/archives/two/whitman1.htm
Netserf: Historical Journals:
http://www.netserf.org/Research/Journals/Historical/

Assessment: Students could be assessed based upon their satisfactory completion of the Student Activity Sheet and their oral presentation. A rubric could be designed to evaluate the oral presentation. An objective test could be developed to assess students on the information they researched as well as what was presented orally by historians.

Extensions/Adaptations: Students can:
1. Recreate the events described in the journal entries through dramatic vignettes, individual monologues presented by the entry authors, or other creative formats
2. Write journal entries in the voices of Native Americans who interacted with expedition members
3. Assume the roles of expedition members who present their perspectives of expedition events in a roundtable discussion

1. Put a check mark next to the historical event you are researching.
   _____A. Corps first meeting with the Teton Sioux (September 24-28,1804)
   _____B. The portage around the Great Falls (June 4-July 4, 1805)
   _____C. Corps crossing of the Rocky Mountains (September 1-22, 1805)
   _____D. Corps confrontation with and retreat from the Blackfeet (July 25-28, 1806)

2. Find the answers to each of the questions below by using the journal entries at PBS Online's Lewis and Clark Web site (http://www.pbs.org/lewisandclark/)
   A. Who was involved in this event. List specific people and describe each one's personality traits. Use facts to support what you say about each person.

   B. When did this event take place? List specific days/dates.

   C. Where did this event happen? List specific places and their descriptions.

   D. What happened in this situation. List at least 5 facts in the spaces below.
      a.

      b.

      c.

      d.

      e.

E. How did this event affect the expedition? Discuss its effect on the people below and use facts to support what you say.
   the Corps:

   the Native Americans:

F. Why was this event important to the expedition? Give at least 3 reasons that are supported by the facts above.
   a.

   b.

   c.

3. List at least 10 additional facts about the event you are researching. Be sure to number these as you go.

Paragraph Writing Guidelines

Directions: In order to help you better understand the factual information you have gathered, you will need to write paragraphs to explain each journal entry in your own words. Follow the steps below to create your paragraphs.

1. Read the journal entry.
2. Record the date of the journal entry and the name of the journal entry's author.
3. Write several sentences that explain (using your own words) what the author said in his journal entry. Include facts such as who, what, when, where, why, and how in your sentences.
4. At the end of the paragraph, write a sentence that describes how you think the person writing the journal entry felt as he was recording the events. If there were other people mentioned in the journal entry, write a sentence that describes how you think those people may have felt about the event.
5. The last sentence of your paragraph should describe how you think this event affected the attitudes of the people on the expedition as well as others they met along the way.

Lesson Title: Lewis and Clark and Native Americans
Lesson Website: http://www.pbs.org/lewisandclark/index.html
Lesson Time: 4-6 hours

Objectives: Students will be able to:
1. Identify and describe the values and practices of Native American tribes with which the Corps of Discovery interacted
2. Highlight the contributions these tribes made to the Corps of Discovery's efforts
3. Examine the culture of other Native American tribes existing during the time of the expedition.
4. Understand the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans
5. Understand the historical perspective

Materials:
Computers with Internet Access, word processing, graphics, and video capabilities
Copy of the PBS documentary *Lewis and Clark: The Journey of the Corps of Discovery*
Television and DVD or VCR or player
Digital Camera
Video Camera
Various art supplies, such as poster board, markers, glue, stencils, and construction paper
Lesson 7 Student Activity Sheets: Sacagawea; Mandan; Shoshone; Nez Perce; Project List (see below)

Activities and Procedures:
1. Using information from the film and prior knowledge, ask students to discuss what they know about Native American tribes, particularly how they existed prior to the arrival of explorers, pioneers, and other Europeans to their lands and how they interacted with newcomers.
2. Explain to (or remind) students that while Lewis and Clark are widely recognized for their exploration of the land west of the Mississippi, they came upon areas already inhabited by Native Americans. Specific tribes assisted the Corps of Discovery in multiple ways. Invite students to recall (from the film) the type of help these tribes provided the expedition, as well as any features that provide information about their culture, values, way of living, etc. Tell them they will have the opportunity to learn more about these and other Native American tribes.
3. Divide students into pairs or small groups representing Sacagawea, Mandan, Shoshone, and Nez Perce (several teams will share groups, depending on the number of students). Instruct the teams to research their tribes, using the activity sheets to guide and record some of their findings. Invite them to select a project from the Project Activity Sheet or to present their data in a format of their choice.

Helpful resources include the Archive, Native Americans, and Inside the Corps sections of the Lewis & Clark Web site.

Specific film segments:
Sacagawea, York, Mandans: Part I, 00:51:00-01:00:00
Sacagawea, Shoshones: Part II, 00:03:36-00:12:15
Sacagawea, Shoshones, Nez Perce: Part II, 00:23:50-00:29:30
Sacagawea and York: Part II, 00:40:45-00:44:25
Sacagawea and Nez Perce: Part II, 01:00:25-01:04:40
Sacagawea and York: Part II, 01:24:45-01:29:40

Journal entries from the Archive section of the PBS Lewis & Clark Web site:

Clark, 10/9/04: York
Clark, 10/25/04: Mandans
Gass, 10/29/04: Mandans
Ordway, 11/30/04: Mandans
Clark, 12/21/04: Mandans
Gass, 12/22/04: Mandans
Ordway, 12/22/04: Mandans
Whitehouse, 12/22/04: Mandans
Clark, 1/1/05: York
Clark, 1/5/05: Mandans
Lewis, 2/11/05: Sacagawea
Gass, 4/8/05: Sacagawea
Clark, 6/10-11/05: Sacagawea
Lewis, 6/16/05: Sacagawea
Lewis, 8/11/05: Shoshone
Lewis, 8/13/05: Shoshone
Lewis, 8/15/05: Shoshone
Lewis and Clark, 8/17/05: Shoshone
Lewis, 8/18-20/05: Shoshone
Gass, 8/20/05: Shoshone
Ordway, 8/30/05: Shoshone
Clark, 9/20/05: Nez Perce
Lewis, 9/22/05: Nez Perce
Clark, 11/24/05: Sacagawea
Lewis and Clark, 5/5-6/06: Nez Perce
Gass, 7/4/06: Nez Perce
Clark, 8/17/06: Sacagawea, Mandans

Online Resources:
Circle of Stories: http://www.pbs.org/circleofstories/
Homeland: http://www.pbs.org/itvs/homeland/
Seth Eastman: Painting the Dakota: http://www.pbs.org/ktca/setheastman
Matters of Race: http://www.pbs.org/mattersofrace/essays/essay3_survival.html
The West: http://www.pbs.org/weta/thewest
See Online Resources in the Lewis & Clark website's Archive section for additional information about Native Americans

Assessment: It is recommended that teachers and students develop oral or written assessment tools that help students evaluate their individual student projects. Teachers may also evaluate students on their involvement in group participation and class discussion, as well as their willingness and/or ability to conduct effective research and report on their findings.

Extensions/Adaptations: Students can:
1. Organize an "Evening with Lewis and Clark" where they present to their families, friends, community members, teachers, students, etc. background on the expedition with an emphasis on the role of Native Americans in this journey.
2. Present their projects to younger grades as a way to introduce them to the Native American culture.
3. Create a map that highlights the placement of Native Americans over the last 200 years, noting tribes that no longer exist, have moved, live on reservations, etc.
4. Design a descriptive timeline that highlights the existence of a specific Native American tribe.

Directions: Your goal is to learn as much as you can about the role of Sacagawea and her contributions as she traveled with Lewis and Clark on their exploration of the West. Using Internet sites, videos, and library resources, complete the following fact sheet.

1. Describe at least 5 ways that Sacagawea assisted Lewis and Clark on the journey. Explain why each of these things was important.

Sacagawea helped by:	This was important because:
A.	
B.	
C.	
D.	
E.	

2. Describe at least 3 risks Sacagawea had to take in order to be a member of the expedition.

   A.

   B.

   C.

3. After reading about Sacagawea, explain why you think she was willing to take these risks and travel with Lewis and Clark. Write a paragraph that explains your answer.

4. There are several "myths" about what Sacagawea contributed to the expedition. Describe at least 2 of these myths below.

   A.

   B.

5. Locate the following facts about Sacagawea. Record the answers to each question below.

   A. How old was she when she began the expedition with Lewis and Clark?

   B. What was Sacagawea's marital status at the time of the trip?

   C. What other family members made the trip with Sacagawea?

   D. What languages did Sacagawea speak and understand?

   E. What tribe was Sacagawea originally from?

   F. What were the circumstances that caused Sacagawea to be separated from her tribe?

   G. What happened to Sacagawea after the expedition ended?

   H. What privileges did Sacagawea enjoy on the expedition that she was not allowed to have before or after the expedition?

6. In the space below, record any other interesting facts or information which will be useful in your project about Sacagawea.

Directions: Your goal is to learn as much as you can about the role of the Mandans and their contributions to Lewis and Clark on their exploration of the West. Using Internet sites, videos, and library resources, complete the following fact sheet.

1. Describe at least 5 ways the Mandans assisted Lewis and Clark on the journey. Explain why each of these things was important.

The Mandans helped by:	This was important because:
A.	
B.	
C.	
D.	
E.	

2. Describe at least 3 risks the Mandans had to take in order to assist the expedition.

A.

B.

C.

3. Explain why you think the Mandans were willing to take these risks to assist Lewis and Clark. Write a paragraph that explains your answer.

4. The Mandans also benefitted from their contact with Lewis and Clark. In a paragraph, explain what the Mandans gained from their interactions with Lewis and Clark. Give at least 3 specific examples.

5. Locate the following facts about the Mandans. Record the answers to each question below.

A. What part of the U.S. was Mandan territory? Describe the area.

B. What is the Mandan Buffalo Dance? Describe it.

C. What were the Mandan villages like? Describe them.

D. What was the Mandan's attitude toward the Lewis and Clark expedition? Explain.

E. Why were the Mandans considered to be such a powerful tribe? Explain.

F. Why was York particularly popular with the Mandans? Explain.

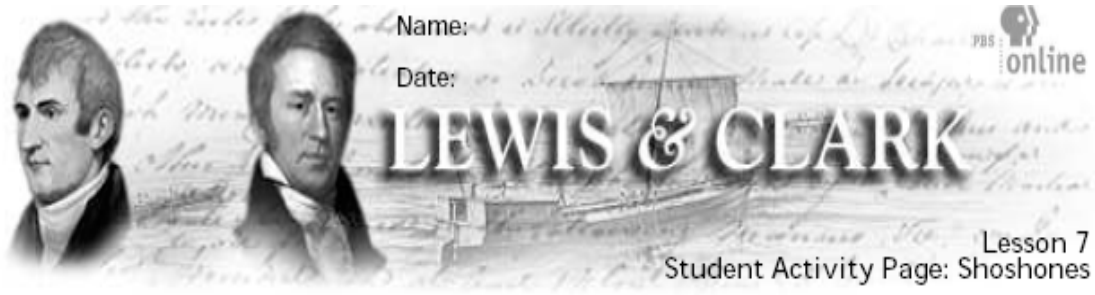
G. What happened to the Mandans after the expedition ended?

H. Describe traditional Mandan dress in the space below.

I. Describe traditional Mandan houses in the space below.

J. Describe a Mandan custom or tradition in the space below.

6. In the space below, record any other interesting facts or information which will be useful in your project about the Mandans.



Directions: Your goal is to learn as much as you can about the role of the Shoshones and their contributions to Lewis and Clark on their exploration of the West. Using Internet sites, videos, and library resources, complete the following fact sheet.

1. Describe at least 3 ways the Shoshones assisted Lewis and Clark on the journey. Explain why each of these things was important.

The Shoshones helped by:	This was important because:
A.	
B.	
C.	

2. Describe at least 3 risks the Shoshones had to take in order to assist the expedition.

   A.

   B.

   C.

3. Explain why you think the Shoshones were willing to take these risks to assist Lewis and Clark. Write a paragraph that explains your answer.

4. The Shoshones also benefitted from their contact with Lewis and Clark. In a paragraph, explain what the Shoshones gained from their interactions with Lewis and Clark. Give at least 3 specific examples.

5. Locate the following facts about the Shoshones. Record the answers to each question below.

   A. What part of the U.S. was Shoshone territory? Describe the area.

   B. How did the Shoshones assist Lewis and Clark with navigating through and crossing the mountains?

   C. What were the Shoshone villages like? Describe them.

   D. What was the Shoshones' attitude toward the Lewis and Clark expedition? Explain.

   E. What was the great coincidence involving Sacagawea and the Shoshone chief, Cameahwait? Discuss it below.

   F. Describe the food eaten by the Shoshones, why they chose to eat it, and why the members of the expedition disliked it.

   G. Why were the Shoshones such a poor tribe? Explain.

   H. What happened to the Shoshones after the expedition ended?

   I. Describe traditional Shoshone dress in the space below.

   J. Describe traditional Shoshone houses in the space below.

   K. Describe a Shoshone custom or tradition in the space below.

6. In the space below, record any other interesting facts or information which will be useful in your project about the Shoshones.

Directions: Your goal is to learn as much as you can about the role of the Nez Perce and their contributions to Lewis and Clark on their exploration of the West. Using Internet sites, videos, and library resources, complete the following fact sheet.

1. Describe at least 5 ways the Nez Perce assisted Lewis and Clark on the journey. Explain why each of these things was important.
   The Nez Perce helped by: This was important because:

   A.

   B.

   C.

   D.

   E.

2. Describe at least 3 risks the Nez Perce had to take in order to assist the expedition.

   A.

   B.

   C.

3. Explain why you think the Nez Perce were willing to take these risks to assist Lewis and Clark. Write a paragraph that explains your answer.

4. The Nez Perce also benefitted from their contact with Lewis and Clark. In a paragraph, explain what the Nez Perce gained from their interations with Lewis and Clark. Give at least 3 specific examples.

5. Locate the following facts about the Nez Perce. Record the answers to each question below.
   A. What part of the U.S. was Nez Perce territory? Describe the area.

   B. What did the Nez Perce teach Lewis and Clark about making canoes? Describe the process.

   C. What were the Nez Perce villages like? Describe them.

   D. What was the Nez Perce's attitude toward the Lewis and Clark expedition? Explain.

   E. The Nez Perce could have been the most powerful tribe in America if they had killed Lewis and Clark and the other members of the expedition. What stopped them from doing this? Explain the situation.

   F. Describe the food eaten by the Nez Perce and why it made the members of the expedition sick.

   G. What happened to the Nez Perce after the expedition ended?

   H. Describe traditional Nez Perce dress in the space below.

   I. Describe traditional Nez Perce houses in the space below.

   J. Describe a Nez Perce custom or tradition in the space below.

6. In the space below, record any other interesting facts or information which will be useful in your project about the Nez Perce.

Lewis and Clark Project List

(One project to be completed by each group)

1. Using what you have learned in your research, write a script for a personal interview or documentary piece about the person or group you researched. Using a news program format (such as "20/20" or "Dateline") and the script, act out or videotape your interview/program. Include appropriate pictures, maps, charts, graphs, or artifacts where appropriate.

2. Using a tune of your own or one that already exists, write a song that describes your group or individual's role in the expedition of Lewis and Clark. Your song should include information from your research and have at least 3 verses and a chorus. Perform your song live or record an audio or video version of it for your classmates. For authenticity, use appropriate props/costumes/artifacts in your presentation of the song.

3. From your research, choose an especially important event involving your individual or group. Write a script that details stage directions and dialogue. Perform this scene for the class live, or present it on videotape. Use costumes and props that add authenticity to the scene. After the presentation, give a brief explanation about why you chose this event for your presentation. Then describe other ways your person or group was important to the expedition.

4. Create a museum exhibit about the person or group you researched. Include pictures, written information, artifacts, and maps that were important to this group. Make an audiotaped narration or Powerpoint presentation that can run as part of the exhibit.

5. Using Powerpoint or Hyperstudio, create a 8-12 slide presentation that describes what you learned about your group or person through completing the research. Include imported pictures, sounds, graphics, maps, etc. whenever possible to help convey what you have learned. Use this presentation to talk to the group about your research. Each person in the group should present at least 2 slides worth of information.

6. Other: If you have an interesting way to present what you have learned to the rest of the group, discuss it with the teacher for approval before beginning.

   My idea (write brief explanation here):

Unit: The Abolitionist Movement and the Underground Railroad

Lesson Title: "Follow the Drinking Gourd"
Grade Level: 4th
Lesson Time: 1 week during Reading Class Period (Approximate 1 hour daily)

Essential Question related to Vital Theme:
Why must people make difficult decisions in their lives?
How did the Underground Railroad help slaves escape?

Technology Used:
CD/Book Set *United and Divided*
Narrative: "Abolition Movement"
Song: "Follow the Drinkin' Gourd"
Videotape: " Follow the Drinking Gourd"
Computer Program: "Accelerated Reader"

Materials:
See above
Book: *The Drinking Gourd* by F.N. Munjo (Classroom Set- Multiple Copies)
Primary Sources Teaching Kit *Civil War* Scholastic Publications

Activity Descriptions and overview of instructional strategies: Students will, over the course of a week, view the videotape (borrowed from school library) and hear the song from the CD and interpret the lyrics and discuss meanings of unknown terms/words/phrases.

Students will read the historical novel *The Drinking Gourd* during Reading Class meeting times. They will answer comprehension questions over the book in preparation for the AR Test, which will give the points toward personal reading goals assigned for the nine-weeks grading period. Each chapter will be discussed in class meetings.

This will be a step in a cumulative project: Students will work in groups to create a picture book about the Underground Railroad to share with Kindergarten or first grade levels.

This ongoing lesson will be used in conjunction with a study of the Documents 'Slaves for Sale', 'Political Party Poster', and 'Lincoln's Emancipation Proclamation'

Supporting Assignments/Homework: Questions over book.

Assessment: Students will complete the questions and take the Accelerated Reader test over the book for up to 2 points rewarded toward their goal. The score for the test will be recorded in the grade book as a test grade.

Students must have an understanding of the historical period in order to interpret this book and answer the questions. It refers to Daniel Webster and Henry Clay, and the illustrations portray the character Father as resembling Abraham Lincoln in the last chapter. Students should be able to see this and understand how this illustration can be related to the Emancipation Proclamation.

Questions over the Drinking Gourd. (Pages for answers included in parentheses)
Chapter 1
1. Where was Tommy at the opening of the book? (p. 10)
    A. in school

B. in church
C. at home

2. How long had he been there? (p. 10)
   A. all day
   B. an hour
   C. a week

3. Why wasn't he sitting with his parents? (pp. 10-12)
   A. he didn't want to
   B. the children sat upstairs in the gallery and the grown-ups sat downstairs
   C. his parents didn't want to sit with him

4. What does Tommy do that gets him into trouble? (pp. 13-18)
   A. he sneezes
   B. he falls asleep
   C. he throws an apple core out the window and causes a goose to interrupt the church meeting

Chapter 2

5. Why was Tommy walking home alone? (p. 20)
   A. he wanted to get to the baseball game
   B. he was told to go home and stay in his room until his father came back
   C. he wanted to catch the goose before it got away

6. What are the names of the family's horses? (p. 20)
   A. Dudley and Do-Right
   B. Henry Clay and Daniel Webster
   C. Fuller and Clay

7. What surprised Tommy in the barn? (pp. 22-23)
   A. a new colt had been born
   B. the chickens were loose
   C. there were people hiding in the barn

8. Why were the people in the barn? (pp. 23-27)
   A. they were looking at the horses
   B. they were going to live there
   C. they were runaway slaves

9. What is the drinking gourd? (p.28)
   A. the dipper in the water bucket
   B. the Big Dipper
   C. something that grows in the garden

10. Why did they want to follow it? (p. 28)
    A. to see where it goes
    B. they were interested in astronomy
    C. it would lead them in the direction of Canada and they would be free

11. What did Father call the people? (pp.30-31)

A. his passengers
B. my friends
C. Thomas Dudley Fuller

Chapter 3

12. What made Jeff decide to run away? (p.32)
    A. he was going to join the army
    B. he had been a slave his whole life and he wanted his family to be free
    C. he was mad at his parents

13. What is the Underground Railroad? (pp.33-36)
    A. a subway
    B. a real railroad with trains
    C. a secret group of people who worked to free slaves

14. How much reward was offered? (p.37)
    A. $25.00
    B. $250.00
    C. $2,500.00

15. Why was it important that Tommy not say anything? (p. 37-38)
    A. Jeff and his family could be sent back into slavery
    B. Tommy would get another spanking
    C. their house would be sold.

Chapter 4

16. Why were the men riding around in the night? (p. 41)
    A. they were a searching party looking for the runaway family
    B. they had been to a party
    C. they were going to visit someone

17. What made Tommy's mouth dry? (pp. 41-42)
    A. he was very thirsty
    B. he was nervous about having the slaves in the wagon
    C. it had been a long time since he had eaten

18. What did Tommy tell the Marshall to get him to go away? (pp. 43-46)
    A. he told them he was running away from home
    B. he told them where the family was
    C. he told them a joke

19. Why did he tell the Marshall this? (pp. 43-46)
    A. he was jealous of the family to travel somewhere new
    B. he wanted them to be discovered
    C. he didn't want the family to go back to slavery

Chapter 5

20. Why must Tommy take the wagon back home alone? (pp. 50-55)
    A. he had to put it back exactly as he had found it
    B. Tommy's father and the family had to row across to the next station

C. he had to try to fool the searching party again

Chapter 6

21. Why did Tommy and Father break the law? (pp. 58-61)
    A. they were mad at the government
    B. the law said that Jeff and Vinny and their children were *property,* like a cow or horse
    C. Father didn't believe in any laws

22. How much were they worth as considered to be *property*? (pp. 58-61)
    A. $250.00
    B. $25.00
    C. $2,500.00

23. Where were the people headed? (p. 62)
    A. the next town down the road
    B. to Canada
    C. back to the plantation

24. What did Tommy see out his window?
    A. the goose flying by
    B. fires from the camp
    C. the drinking gourd and the North Star

Author's Note

25. Why did so many slaves escape to Canada?
    A. it was a different country and U.S. marshals could not catch them there and force them into slavery
    B. it belonged to the King of England and we did not obey him
    C. there was free farms to get for moving there

26. What song was sung?
    A. "The Liberty Tree"
    B. "Yankee Doodle"
    C. "Follow the Drinking Gourd"

27. Who were *abolitionists*?
    A. people who were against the King of England
    B. people who were inventors
    C. people who were against slavery and worked to free slaves

28. What was the Fugitive Slave Law?
    A. a law that said you could not own slaves
    B. a law that said you could not run away from home
    C. a law that required everyone to help marshals capture and return runaway slaves back to their masters

The Drinking Gourd Name_____

Chapter 1

1. Where was Tommy at the opening of the book? _____

2. How long had he been there? _____

3. Why wasn't he sitting with his parents?_____

_____

4. What does Tommy do that gets him into trouble?_____

_____

Chapter 2

5. What was Tommy thinking about? _____

6. What are the names of the family's horses?_____

_____

7. Why, do you think, Father chose these names?_____

_____

8. What surprised Tommy in the barn?_____

_____

9. Why were the people there in the barn?_____

_____

10. What is the drinking gourd and why would they follow it?

_____

_____

11. What did Father call the people?_____

Chapter 3

1. What made Jeff decide to run away? _____

_____

_____

2. What is the Underground Railroad?_____

_____

Study the Reward poster on page 37 for the next 4 questions.

3. What was the date the family was last seen?_____

4. How much reward was offered?_____

5. Where had the family lived?_____

_____

6. What was the master's name?_____

7. Why was it important that Tommy not say anything?

_____

_____

Chapter 4

8. Who rode up to the wagon, *and* for what were they searching?

_____

_____

9. What made Tommy's mouth dry?_____

10. What did Tommy tell the Marshall?_____

_____

11. How did the men react to Tommy's explanation?_____

_____

Chapter 5

1. What did Father say to Tommy?_____

_____

2. Why must Tommy take the wagon back home alone?_____

_____

Chapter 6

3. Who was waiting for Tommy at home?_____

4. Why did Tommy and Father break the law?_____

_____

5. What did Father give Tommy? _____

6. Where were the people headed?_____

7. What did Tommy see out his window?_____

_____

Author's Note

8. Why did so many slaves escape to Canada?_____

_____

9. What song was sung?_____

10. Who were *abolitionists*? _____

_____

_____

11. What was the Fugitive Slave Law?_____

_____

_____

Vocabulary Test *The Drinking Gourd* Name_____

Write the LETTER of the definition for each Vocabulary word.

_____ 1. Abraham Lincoln _____ 6. abolitionist

_____ 2. *Uncle Tom's Cabin* _____ 7. passengers

_____ 3. Underground Railroad _____ 8. slavery

_____ 4. "drinking gourd" _____ 9. Harriet Tubman

_____ 5. Emancipation Proclamation _____ 10. stations

A. the practice of holding people against their will and making them do work

B. the Big Dipper, a star pattern which led the direction north

C. an escaped slave who helped hundreds of other slaves to freedom on the Underground Railroad

D. a system of people and houses which helped runaway slaves to freedom in the North

E. a book written by Harriet Beecher Stowe which made people aware of the cruelty of slavery

F. a person who wanted to end slavery

G. the order signed by President Lincoln in 1863 which freed slaves in Confederate states

H. the 16th President of the United States

I. referred to escaped slaves on the Underground Railroad

J. houses in which escaped slaves stayed on their way to freedom

Vocabulary Test *The Drinking Gourd* Name_____

Write the Vocabulary word to match the definition. Use word bank.
BE CAREFUL! CAPITALIZATION AND SPELLING COUNTS!

1. _____ the practice of holding people against their will and making them do work

2. _____ an escaped slave who helped hundreds of other slaves to freedom on the Underground Railroad

3. _____ referred to escaped slaves on the Underground Railroad

4. _____ the 16th President of the United States

5. _____ houses in which escaped slaves stayed on their way to freedom

6. _____ the Big Dipper, a star pattern which led the direction north

7. _____ the order signed by President Lincoln in 1863 which freed slaves in Confederate states

8. _____ a person who wanted to end slavery

9. _____ a book written by Harriet Beecher Stowe which made people aware of the cruelty of slavery

10. _____ a system of houses and people which helped runaway slaves to freedom in the North

BE CAREFUL! CAPITALIZATION AND SPELLING COUNTS!

abolitionist	Abraham Lincoln	slavery	passengers
Uncle Tom's Cabin	stations	Underground Railroad	
Emancipation Proclamation		"drinking gourd"	Harriet Tubman

VOCABULARY LIST ***THE DRINKING GOURD***

1. slavery - the practice of holding people against their will and making them do work

2. Harriet Tubman - an escaped slave who helped hundreds of other slaves to freedom on the Underground Railroad

3. passengers - referred to escaped slaves on the Underground Railroad

4. Abraham Lincoln - the 16th President of the United States

5. stations - houses in which escaped slaves stayed on their way to freedom

6. drinking gourd - the Big Dipper, a star pattern which led the direction north

7. Emancipation Proclamation - the order signed by President Lincoln in 1863, which freed slaves in Confederate states

8. abolitionist - a person who wanted to end slavery

9. Uncle Tom's Cabin - a book written by Harriet Beecher Stowe, which made people aware of the cruelty of slavery

10. Underground Railroad - a system of houses and people, which helped runaway slaves to freedom in the North

Materials

1. Reading for Teachers

a.) **Overviews**

Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848* (New York: Oxford, 2007)

Charles Sellers, *The Market Revolution: Jacksonian America, 1815-1846* (New York, Oxford, 1991)

John Mayfield, *The New Nation, 1800-1830* (rev. ed., 1982)

Sean Wilentz, *The Rise of American Democracy: Jefferson to Lincoln* (New York: Norton, 2005)

Paul H. Bergeron, Stephen V. Ash, and Jeannette Keith, *Tennesseans and their History* (Knoxville: University of Tennessee Press, 1999)

Robert Corlew and Bruce Wheeler, *Tennessee, the Volunteer State* (Sun Valley, CA: American Historical Press, 2008)

b.) Specialized Studies

Ronald Walters, *American Reformers, 1815-1860* (New York: Hill and Wang, 1978)

Stephen Ambrose, *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West* (New York: Simon and Schuster, 1996)

Richard Bartlett, *The New Country: A Social History of the American Frontier, 1796-1890* (New York: Oxford University Press, 1974)

Douglass C. North, *The Economic Growth of the United States, 1790-1860* (Englewood Cliffs, NJ: Prentice Hall, 1961)

John Kasson, *Civilizing the Machine: Technology and Republican Values in America, 1776-1900* (New York: Oxford, 1976)

David Potter, *The Impending Crisis, 1848-1861* (New York: Harper and Row, 1976)

Michael Morrison, *Slavery and the American West: The Eclipse of Manifest Destiny and the Coming of the Civil War* (Chapel Hill: University of North Carolina Press, 1997)

Judith Wellman, *The Road to Seneca Falls* (Urbana: University of Illinois Press, 2004)

Nathan Hatch, *The Democratization of American Christianity* (New Haven: Yale University Press, 1989)

Daniel Feller, *The Jacksonian Promise* (Baltimore: Johns Hopkins University Press, 1995)

George Rogers Taylor, *The Transportation Revolution* (New York: Rinehart, 1951)

Carroll Van West, ed. *The Tennessee Encyclopedia* (Nashville: Tennessee Historical Society, 1998)

H.W. Brands, *The Age of Gold: The California Gold Rush* (New York: Doubleday, 2001)

Eugene Genovese, *Roll, Jordan, Roll: The World the Slaves Made* (New York: Pantheon, 1974)

Harry L. Watson, *Liberty and Power: The Politics of Jacksonian America* (New York: Hill and Wang, 1990)

David Rothman, *The Discovery of the Asylum: Social Order and Disorder in the New Republic* (Boston: Little, Brown and Co., 1971)

Bruce Laurie, *Artisans into Workers: Labor in 19th Century America* (New York: Hill and Wang, 1989)

2. Reading for Students

Katherine Patterson, *Lyddie* (Puffin, 2004)

In 1843, three years after her father abandons his failing Vermont farm, 10-year-old Lyddie and her younger brother Charles are hired out as servants, while Mama and the two youngest children go off to live with relatives. After spending a grueling year working in a tavern, Lyddie flees to Lowell, Mass., in hopes of finding a better job that will provide enough income to pay off farm debts and allow the family to be reunited. Life continues to be a struggle after she is employed in a cloth factory, but Lyddie finds refuge from wretched working conditions by burying herself in books. Learning that she cannot return home--the family farm has been sold to Quaker neighbors--the girl is seized by a burning desire to gain independence by attending college. Readers will sympathize with Lyddie's hardships and admire her determination to create a better life for herself. Paterson (The Tale of the Mandarin Ducks) clearly depicts the effects of poverty during the 19th century, focusing on the plight of factory workers enslaved by their dismal jobs. Impeccably researched and expertly crafted, this book is sure to satisfy those interested in America's industrialization period.

Gail Langer Karwoski, *Seaman: The Dog Who Explored the West with Lewis and Clark* (Peachtree Pub. Ltd., 1999)

Sometime in the summer of 1803, Meriwether Lewis paid the huge sum of $20 for a Newfoundland dog that he named Seaman. This animal participated in one of the great adventures in American history and became part of the written record of the Lewis and Clark expedition. He is mentioned nearly 30 times in the diaries of the two captains and even had a creek named after him. Once young readers begin this fictional account of the dog's role in the expedition, they will be caught up in the drama and action and even reluctant readers will find it just too good to put down. By concentrating on the interaction of the dog with the members of the Corps of Discovery, Karwoski humanizes the men and woman of the expedition, but she is guilty of trying to soften the historical realities. York is introduced by Clark as his "servant" rather than his slave. Also, readers will be hard-pressed to come away with a clear understanding of Sacagawea. This book does convey a strong sense of the adventure without sentimentalizing her relationship with Clark or without concentrating too much on the sense of rugged individualism and Manifest Destiny. Interwoven with the story is information about protein shortages, problems with vermin and bugs, and the dangers of having an unskilled braggart as a boatsman.

Suzanne Jurmain, *The Forbidden Schoolhouse: The True and Dramatic Story of Prudence Crandall and Her Students* (Houghton, 2005)

Jurmain describes the difficulties Crandall faced when she decided to open a school for African-American females in Canterbury, CT. Although she had the support of William Lloyd Garrison, editor of the antislavery publication the *Liberator*; Reverend Samuel May, a Unitarian minister; and others, her hard work met resistance in the form of riots, arson, and a jail sentence. Black-and-white photos highlight the key players and the famed schoolhouse. The appendix lists the courageous students who attended the school along with a few facts about them, including how their futures played out after the institution was forced to close. This book offers a fresh look at the climate of education for African Americans and women in the early 1800s.

Kristiana Gregory, *The Legend of Jimmy Spoon* (Harcourt, 2002)

Twelve-year-old Jimmy Spoon yearns for a life of adventure. So when two Shoshoni boys offer him a horse, Jimmy sneaks away from his family in Salt Lake City to follow the boys. When Jimmy arrives at the Shoshoni camp, he discovers that he is expected to stay—as a member of the tribe! Inspired by the memoirs of a white man who

actually lived with Chief Washakie's tribe as a boy in the mid-1800s, *The Legend of Jimmy Spoon* is a compelling coming-of-age adventure.

Paul Yee, *Tales from Gold Mountain* (Douglas & McIntyre, 1989)

Eight unforgettable stories tell of the triumph of the human spirit despite the bitterness of daily toils. Elegant paintings brilliantly complement each magical story.

Russell Freedman, *Children of the Wild West* (Sandpiper, 1990)

Accompanied by evocative photographs, Newbery Medalist Freedman offers a stirring look at life on the Western frontier in these lengthy, informative accounts.

Elvira Woodruff, *Dear Levi: Letters from the Overland Trail* (Yearling, 1998)

This epistolary novel, about a boy on a wagon train in 1851, was inspired by pioneer diaries.

Fred Brenner, *The Drinking Gourd* (Harper & Collins, 1983)

The stars of the Big Dipper have led a runaway slave family to Deacon Fuller's house, a stop on the Underground Railroad. Will Tommy Fuller be able to hide the runaways from a search party--or will the secret passengers be discovered and their hope for freedom destroyed?

Louise Erdich, *The Birchbark House* (Hyperion, 2002)

Nineteenth-century American pioneer life was introduced to thousands of young readers by Laura Ingalls Wilder's beloved *Little House* books. With *The Birchbark House*, award-winning author Louise Erdrich's first novel for young readers, this same slice of history is seen through the eyes of the spirited, 7-year-old Ojibwa girl Omakayas, or Little Frog, so named because her first step was a hop. The sole survivor of a smallpox epidemic on Spirit Island, Omakayas, then only a baby girl, was rescued by a fearless woman named Tallow and welcomed into an Ojibwa family on Lake Superior's Madeline Island, the Island of the Golden-Breasted Woodpecker. We follow Omakayas and her adopted family through a cycle of four seasons in 1847, including the winter, when a historically documented outbreak of smallpox overtook the island. Readers will be riveted by the daily life of this Native American family, in which tanning moose hides, picking berries, and scaring crows from the cornfield are as commonplace as encounters with bear cubs and fireside ghost stories. Erdrich--a member of the Turtle Mountain Band of Ojibwa--spoke to Ojibwa elders about the spirit and significance of Madeline Island, read letters from travelers, and even spent time with her own children on the island, observing their reactions to woods, stones, crayfish, bear, and deer. The author's softly hewn pencil drawings infuse life and authenticity to her poetic, exquisitely wrought narrative. Omakayas is an intense, strong, likable character to whom young readers will fully relate--from her mixed emotions about her siblings, to her discovery of her unique talents, to her devotion to her pet crow Andeg, to her budding understanding of death, life, and her role in the natural world.

Activities (school trips & tours/guests/local resources)

Sequoyah Birthplace Museum, Vonore Tennessee.

The museum covers Cherokee history from origins to the removal. Excellent source for information on Cherokee culture.

Questions You Might Ask Students

1. What type of house might you have on the Great Plains?

Many Plains pioneer families lived in houses build of sod, or hardened earth due to the fact fewer trees grew there.

2. Why was the United States Constitution necessary?

The new nation operated under the Articles of Confederation. This plan of government gave the states more power than the national government. The Congress consisted of up to nine delegates per state, but each state had only one vote on new laws. All delegates had to agree on the issue or lose the vote for the state. There was no set time for Congressional meetings, or meeting place set. There was no army or navy to protect from attack. Congress could print money, but could not enact taxes to pay for it. States could also print money, which might be useless in other states, making interstate commerce impossible. James Monroe realized something had to improve, or the nation would falter.

3. What is the significance of the War of 1812?

The War of 1812 is commonly known as a second war for independence. Britain attempted to gain control of the lands lost in he Revolution. The result of the war was a rise in patriotism afterward.

4. What was the influence of Lewis and Clark's expedition on westward expansion?

The Lewis and Clark expedition led the way for western expansion. They explored and mapped the new lands gained in the Louisiana Purchase, documenting rivers, landforms, native groups, and habitable lands.

5. What was the impact of territorial expansion on Native American tribes?

As with other expansion, western territories opened up new lands for settlers; however, the natives living on those lands found themselves displaced. Their lifestyles were compromised. They had to change ways of hunting, due to fewer animals available after white expansion and interference.

6. What was the impact of railroads on life in Tennessee?

As railroads began to expand over the country, Tennessee began to grow. Railroads made it possible to ship goods faster and more cheaply. Towns grew along railroad lines

7. How did the issue of slavery cause political and economic tensions between government policy and peoples beliefs?

The issue of slavery was a hot topic at the beginning of the government. Delegates to the Constitutional Convention argued whether to include terms for slavery in the document for representation purposes, finally settling upon the Three-Fifth's Compromise to pacify the Southern delegates. The word itself is not in the document; slaves are described as "such persons held to service or labor". Many groups, such as the Quakers, began to protest enslavement, and abolitionists began to work against it.

Questions You Might Be Asked by Students

1. Why is the United States Constitution important?

The United States Constitution is the supreme law of the land. It is the document that lists the plan for our nation's government. It explains the roles of the three branches of government, and sets the rule for each branch.

2. What type of weapons was used during the War of 1812?

The basic gun used was the musket, a gun that used a round ball and a flintlock mechanism for firing. Most American artillery weapons were six-pounder howitzer cannons, twelve-pounder brass guns, and eighteen-pounder iron guns.

3. Who is Sam Houston?

Sam Houston was a former governor of Tennessee. He had moved to the area as a child, learning to co-exist with the Cherokee people. Prior to his government service, he served in the War of 1812. After resigning his governorship, he immigrated to Texas, becoming involved with the movement for Texas Independence. He led the army of Texas and became the first and only President of the Republic of Texas. He became governor of Texas at statehood and served until the secession.

4. Why were some people opposed to slavery while other people supported slavery?

People took sides on slavery according to region. The Northern, and later Mid-Western states did not have the need for slaves as much as the Southern states. Agriculture was the primary economy in the South; cash crops demanded a work force, provided by slaves. Industry would develop in the North, where the fast rivers and ready work force made and industrial economy possible. The Northern states did not see the need for slavery, and the rise of the abolitionist movement found a ready audience. The southern planters felt that slaves were property, instead of people, therefore they were protected by the Constitution of the United States.

5. Why did the Indian people have to travel on the Trail of Tears, if they had won the right to keep their property?

The Supreme Court had ruled that the removal of the Cherokee could take place if the Cherokee signed a treaty, which would be ratified by the state of Georgia, where the capital city was located. Principal Chief John Ross fought encroachment and the 1832 land lottery. Some Cherokee followed Major Ridge and Elias Boudinot, the publisher of the *Cherokee Phoenix*, who advocated removal. Ridge and members of the Treaty Party signed the Treaty of New Echota, giving President Jackson the document he needed to facilitate removal.

Technology (Web Sites)

Lewis and Clark Exploration: Various websites for information and resources on the Lewis and Clark exploration:
http://www.nationalgeographic.com/lewisandclark/
http://www.pbs.org/lewisandclark/
http://www.nps.gov/archive/jeff/lewisclark2/HomePage/HomePage.htm
http://lewis-clark.org/

The National Archives: For Educators and Students: www.archives.gov/education
The National Archives page for Educators and Students have a variety of engaging resources—primary sources and activities and training for educators and students. The Teaching with Documents Lesson Plans section contains reproducible copies of primary documents from the holdings of the National Archives, teaching activities correlated to the National standards for both American History and Civics and Government, and cross-curricular connections. Teaching with primary documents encourages a varied learning environment for teachers and students alike. Lectures, demonstrations, analysis of documents, independent research, and group work become

a gateway for research with historical records in ways that sharpen students' skills and enthusiasm for history, social studies, and the humanities.

Gilder Lehrman Institute of American History: www.gilderlehrman.org
The Gilder Lehrman Institute's website serves as a gateway to American history online with rich resources for educators, designed specifically for K-12 teachers and students. The website includes rich primary source materials, student and teacher resources, podcasts on numerous historical topics featuring noted historians, online exhibitions, history slideshows, and much more.

Tennessee History For Kids: www.tnhistoryforkids.org
Tennessee History for Kids is a place to go for both students and teachers to go to find information on Tennessee history. The website includes lesson plans developed by certified teachers for specific grade levels K-12, photographs, city and county histories, videos, virtual tours of numerous local historical sites, and much more in a user friendly format.

Our Documents: www.ourdocuments.gov
The Our Documents website is a cooperative effort among National History Day, the National Archives and Records Administration, and USA Freedom Corps. Our Documents tells the fascinating story of American history through a collection of 100 history-changing documents. Together, these milestone documents chronicle the centuries of social and political upheaval as the country struggled to define itself as a new nation and then to assume its place as a global power. Our Documents span American history from the 1776 Lee Resolution to the 1965 Voting Rights Act (neglecting ore current documents due to the fact of historical objectivity when analyzing current or recent events). Students and teachers can click on each document to view the document in a high resolution image and read a transcript of the document. Accompanying each document is a brief historical essay which provides both the document's historical content and its historical context.

PBS: Andrew Jackson: Good, Evil & the Presidency: www.pbs.org/kcet/andrewjackson
Based on the PBS series, "Andrew Jackson: Good, Evil, and the Presidency," the website contains lots of primary and secondary source materials, along with lesson plans and video clips from the documentary.

"'California as I Saw It:' First-Person Narratives of California's Early Years, 1849-1900"
http://memory.loc.gov/ammem/cbhtml/cbhome.html
"'California as I Saw It:' First-Person Narratives of California's Early Years, 1849-1900" consists of the full texts and illustrations of 190 works documenting the formative era of California's history through eyewitness accounts. The collection covers the dramatic decades between the Gold Rush and the turn of the twentieth century. It captures the pioneer experience; encounters between Anglo-Americans and the diverse peoples who had preceded them; the transformation of the land by mining, ranching, agriculture, and urban development; the often-turbulent growth of communities and cities; and California's emergence as both a state and a place of uniquely American dreams. The production of this collection was supported by a generous grant from the David and Lucile Packard Foundation.

"America's First Look into the Camera 1839-1849"
http://rs6.loc.gov/ammem/daghtml/daghome.html
Library of Congress online exhibit entitled, "America's First Look into the Camera 1839-1849" daguerreotype collection consists of more than 725 photographs dating from 1839 to 1864. Portrait daguerreotypes produced by the Mathew Brady studio make up the major portion of the

collection. The collection also includes early architectural views by John Plumbe, several Philadelphia street scenes, early portraits by pioneering daguerreotypist Robert Cornelius, studio portraits by black photographers James P. Ball and Francis Grice, and copies of painted portraits.

PBS: U.S. Mexican War: 1846-1848:
www.pbs.org/kera/usmexicanwar/index_flash.html
Based on the PBS program "U.S. Mexican War: 1846-1848," the website contains lots of primary and secondary source materials, along with lesson plans, maps, biographies, timelines, and much more.

History of the Cherokee: http://cherokeehistory.com/
This website covers Cherokee history through many eras. Can be used in lessons in Eras 1-3 as well to cover pre-European cultures in Tennessee.

National Museum of American History: http://americanhistory.si.edu/
Various primary and secondary resources, as well as lesson plans and activities from the Smithsonian Institute Museum of American History that includes each of the Eras in the curriculum.

Digital History: http://www.digitalhistory.uh.edu/
Various topics with primary source materials, teacher and student resources, interactive timelines, maps, visual history, virtual exhibits, multimedia, and much more.

Epilogue

In 1970 historian Douglas T. Miller's book *The Birth of Modern America* was published by Pegasus Press in New York. Although the title of Miller's book was anything but spectacular (not a few other books shared that same title), the dates that Miller claimed were those of the so-called "birth of Modern America" were more than a little surprising: Miller asserted that modern America was born between 1820 and 1850, decades earlier than most historians assigned to the emergence of the modern United States.[7]

And yet, as we have seen in our examination and analysis of this era (Era 4, 1800-1860), Miller's assertion has considerable validity. Without the growth and expansion of the young nation (the central theme of the era), it is doubtful whether the United States would have emerged as a major force in world history when it did. Indeed, without the rise of American nationalism following the War of 1812, territorial expansion that nearly quadrupled the size of the country, population growth that increased the number of people by nearly six-fold, westward expansion, the transportation and communications revolutions, the increased urbanization and industrialization (including the emergence of a proto-factory system), Indian removal, wars of expansion, changes in political institutions, reform movements, and the rise of different economies in the North and South that led to sectional tensions and conflicts, it is fairly certain that the United States of today would be a significantly different place.

In this era, we have also seen how Tennessee history in many ways is a microcosm of the United States. With other states, Tennessee participated in the rose of American nationalism, westward expansion (a large percentage of Texas's early settlers had migrated from Tennessee, most notably Davy Crockett), and the transportation revolution (including a contagious case of "railroad fever" that broke out in the 1830s and continued until the Civil War). Also, between 1800 and 1860 the state's economy matured. By 1860 Tennessee agriculture ranked among the top ten states in the production of cotton, tobacco, corn, wheat, hogs, and sheep. Slaves,

[7] Douglas T. Miller, *The Birth of Modern America, 1820-1850* (New York: Pegasus Press, 1970).

especially on the large plantations of West Tennessee and Middle Tennessee, performed a considerable portion of agriculture work. However, as has been shown, slavery in the Great Valley of East Tennessee was growing. Most so-called "plantations" were modest and very few very large ones existed in the state. For example, in 1860 there was only one plantation in Tennessee that had over 300 slaves and only forty-seven that had more than 100 slaves. Thus most of the 3,000 slaveholding "plantations" in the state were not large. As for manufacturing, there was some growth of proto-factories, especially in the production of tobacco products, machinery and railroad cars, textiles, and iron products. Coal and copper mining increased as well. By 1860, however, there were only about 2,500 manufacturing establishments in the state. Wealthy individuals did financing usually, as the state could boast only 15 banks by 1815. Public education was still in Tennessee's future, although the state by 1860 had around 274 private academies and 35 institutions of higher learning, all of them quite small. Thus we can see that the history of Tennessee in many ways paralleled the history of the nation itself, therefore allowing instructors to use state and local history to illustrate national trends.

Unfortunately, most instructors treat the period covered by Era 4 almost exclusively using the central theme of the coming of the Civil War. It is true that Thomas Jefferson and others as early as 1820 feared the coming of that tragic event. The vast majority of Americans, however, did not appreciate the causes of the Civil War until it was almost upon them. Hence the central theme of **growth and expansion** is a more legitimate one and one that can be employed to understand several subthemes **including** the coming of the Civil War.

Also, as shown above, while one can say that slavery was the primary cause of the Civil War, that statement is **much too general** to be of much use. What we need to know is **precisely what it was about slavery** that brought on secession and war. A closer look will show that the issue of whether or not slavery would be permitted to grow and expand along with the country (the question of whether slavery "would be allowed to follow the flag") was almost surely the major thing about slavery that led to conflict. Note the conflicts and attempted compromises in 1820, 1850, and 1854 as well as statements by northern leaders such as Abraham Lincoln.