What I need to learn:

What events and ideas affected the writing of the Articles of Confederation?
1.) The Articles of Confederation provided a framework for a national government.

What important events occurred during the terms of the two first U.S. presidents?
1.) The United States faced significant foreign and domestic challenges under Washington.

How did the events of the Jefferson Era strengthen the nation?
1.) Thomas Jefferson’s election began a new era in American Government.
2.) Under President Jefferson’s leadership the United States added the Louisiana Territory.
3.) Challenges at home and abroad led the United States to declare war on Great Britain.
4.) Great Britain and the United States went to battle in the War of 1812.

What forces and events affected national unity and growth?
1.) The United States peacefully settled disputes with foreign powers.
2.) A rising sense of national unity allowed some regional differences to be set aside and national interests to be served.

What impact did Andrew Jackson’s presidency have on the nation?
1.) Andrew Jackson’s presidency was marked by political conflict.
2.) President Jackson supported Indian Removal.

How did Westward Expansion transform the nation?
1.) The American West attracted a variety of settlers.
2.) In 1836, Texas gained its independence from Mexico.
3.) The ideals of manifest destiny and the outcome of the Mexican-American War led to U.S. expansion to the Pacific Ocean.
4.) The California gold rush changed the future of the West.
# Unit #2 Progress Log

**NAME:** ____________________________________________

## UNIT 2: WESTWARD EXPANSION

<table>
<thead>
<tr>
<th><strong>UNIT 2 PRE-TEST</strong></th>
<th><strong>POINTS POSSIBLE</strong></th>
<th><strong>POINTS NEEDED FOR MASTER Y</strong></th>
<th><strong>MY SCORE</strong></th>
<th><strong>DID I MASTER THE OBJECTIVE? Y/N</strong></th>
<th><strong>IF NOT, DID I GO TO ACADEMIC ASSISTANCE THE NEXT DAY? (TEACHER WILL INITIAL)</strong></th>
<th><strong>DID I COMPLETE THE REMEDIATION ASSIGNMENT?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJ: I CAN EXPLAIN HOW FOREIGN AND DOMESTIC CHALLENGES AFFECTED OUR EXPANSION TO OTHER REGIONS OF AMERICA.</td>
<td>5/7/3</td>
<td>5</td>
<td>4</td>
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<tr>
<td>OBJ: I CAN EXPLAIN HOW THE NATION GROWS AND RETURNS TO WAR DURING JEFFERSON’S PRESIDENCY.</td>
<td>8/12/3</td>
<td>5</td>
<td>4</td>
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<tr>
<td><strong>CH. 5/7/8 VOCABULARY QUIZ</strong></td>
<td><strong>5/4/5/8</strong></td>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
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<tr>
<td>OBJ: I WILL KNOW WHY THE WAR OF 1812 OCCURRED AND HOW IT RESOLUTION AFFECTED NATIONALISM AND SECTIONALISM</td>
<td>6/4/9/12</td>
<td>5</td>
<td>4</td>
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<tr>
<td>OBJ: I WILL CAN EXPLAIN HOW JACKSON’S PRESIDENCY WAS MARKED BY POLITICAL CONFLICT.</td>
<td>10/2/3</td>
<td>5</td>
<td>4</td>
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<tr>
<td><strong>CH. 9/10 VOCABULARY QUIZ</strong></td>
<td><strong>5/4/6/8</strong></td>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
<td></td>
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</tr>
<tr>
<td>OBJ: I CAN EXPLAIN WHY THE AMERICAN WEST ATTRACTED A VARIETY OF SETTLERS.</td>
<td>11/1</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 2 PROJECT: OREGON TRAIL GAME</strong></td>
<td>11.2,3</td>
<td>100</td>
<td>80</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>OBJ: I CAN EXPLAIN HOW TEXAS WAS ABLE TO GAIN IT’S INDEPENDENCE AND HOW THE U.S. WAS ABLE TO EXPAND TO THE PACIFIC OCEAN.</td>
<td>11.2,3</td>
<td>5</td>
<td>4</td>
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<tr>
<td><strong>CH. 11 VOCABULARY QUIZ</strong></td>
<td><strong>5/4/6</strong></td>
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<tr>
<td>OBJ: I WILL KNOW HOW THE TENSIONS BETWEEN THE COLONIES AND GREAT BRITAIN LED TO ARMED CONFLICT IN 1775.</td>
<td>11.4</td>
<td>5</td>
<td></td>
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</tr>
<tr>
<td><strong>UNIT 2 POST-TEST (WRITTEN RESPONSE - NORTHWEST TERRITORY)</strong></td>
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<td>80%</td>
<td></td>
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</tr>
<tr>
<td><strong>UNIT 2 POST-TEST (WRITTEN RESPONSE - LOUISIANA PURCHASE)</strong></td>
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<td>80%</td>
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<td></td>
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<tr>
<td><strong>UNIT 2 POST-TEST (WRITTEN RESPONSE - MONROE DOCTRINE)</strong></td>
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<td>10</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 2 POST-TEST (MULTIPLE CHOICE - CALIFORNIA GOLD RUSH)</strong></td>
<td>10/4/6</td>
<td>10</td>
<td>80%</td>
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</tr>
<tr>
<td><strong>UNIT 2 POST-TEST (MULTIPLE CHOICE - MANIFEST DESTINY)</strong></td>
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<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 2 POST-TEST (MULTIPLE CHOICE)</strong></td>
<td>10/4/6</td>
<td>50</td>
<td>80%</td>
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</tr>
</tbody>
</table>
Northwest Territory (5.1) & Challenges for the New Nation (7.3)

Vocabulary:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest Territory</td>
<td></td>
</tr>
<tr>
<td>Jay’s Treaty</td>
<td></td>
</tr>
<tr>
<td>Pinckney’s Treaty</td>
<td></td>
</tr>
<tr>
<td>Treaty of Greenville</td>
<td></td>
</tr>
<tr>
<td>Whiskey Rebellion</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

- **Manifest Destiny**: Congress must solve 2 problems
  1. How to handle newly obtained lands
  2. Pay off government debt – sell west lands
- **Northwest Ordinance of 1787**
  - Established the Northwest Territory
  - Created a system for admitting new states to the Union
  - Protect civil liberties in the region
  - Require public education
  - Banned Slavery
- **Remaining Neutral**: After the French Revolution Great Britain went to war with France.
  President Washington wants the country to remain neutral so he issues the Neutrality Proclamation saying the U.S. would not take sides.
- **Jay’s Treaty**: Settled disputes with British stating the U.S. would repay debts owed to Britain while Britain would pay damages for seized goods and leave forts in the Northwest.
- **Pinckney’s Treaty**: After U.S. gave land back to Spain (31 Degree North Latitude) they reopened the port of New Orleans.
- **Conflict in the Northwest Territory**: Native Americans went to war with western settlers.
  - General Anthony Wayne’s troops win at Battle of Fallen Timbers in 1794.
  - Treaty of Greenville ends the war in 1795, giving most Native American land to U.S. settlers.
- **Whiskey Rebellion**: People in West Pennsylvania were angry about the tax on American-made whiskey.
**Name:**

**Class Period:**

**Date:**

| Washington Says Farewell | • Washington leads the army to stop the fighting.  
  o Believed he needed to make people understand the Constitution gave Congress the right to pass and enforce the law.  
  • Before leaving public life in 1796 George Washington leaves the people with 3 major warnings  
    1. Political parties = division in government  
    2. Don’t have too much public debt  
    3. Do not have strong ties with other countries |

**Questions:**

**Jay’s Treaty**

**Cause:**

**Effect:**

**Pinckney’s Treaty**

**Cause:**

**Effect:**

**How did the tax lead to the Whiskey Rebellion?**

**Why did President Washington personally lead the army against westerners in the Whiskey Rebellion?**

**What 3 issues did Washington believe were most dangerous to the future of the new nation?**

---

**Instructions:** The map below shows the United States after the Northwest Ordinance of 1787. Using the map on page 251, to create the eastern borders for Kentucky, Tennessee, and the Southwest Territory. Color each state, alternating the colors.

**Questions:**

Which three states had to give up land?

Why is New Orleans important to U.S. trade during this time period?
Northwest Territory Essay Test (10 points)

Instructions: Read the scenario and answer the question that follows.

Scenario: You are a Revolutionary War veteran who had the opportunity to be one of the first settlers in an Ohio Township. You have been there for ten years now and a newspaper reporter wants to interview you for a story that will describe life out West to his readers back East.

Question: What information would you give the reporter about your life in the Northwest Territory? Explain where the Northwest Territory is located and describe at least three examples, with details for each example, of what life is like in the Northwest Territory that you learned about in class.

Scoring Rubric

<table>
<thead>
<tr>
<th>Writing Content</th>
<th>6 Points</th>
<th>5 Points</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing includes 3 detailed examples of life in the Northwest Territory</td>
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<tr>
<td>Writing includes 2 detailed examples of life in the Northwest Territory</td>
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<tr>
<td>Writing includes 1 detailed example of life in the Northwest Territory</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling &amp; Grammar</th>
<th>6 Points</th>
<th>5 Points</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing has less than 3 spelling and grammar errors</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Writing begins by restating the question within the first sentence</td>
<td></td>
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<tr>
<td>Accurately describes location of Northwest Territory</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Attempt made to describe location of Northwest Territory</td>
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</tbody>
</table>

Essay Answer:___________________________________________________________________________________________________
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Scoring: 6 points
**Jefferson Becomes President (8.1)**

**Vocabulary:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marbury v. Madison</td>
<td></td>
</tr>
<tr>
<td>Judicial Review</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

The Election of 1800

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Adams (Federalist)</td>
<td></td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td>Democratic-Republicans</td>
</tr>
</tbody>
</table>

Election Results

- 
- 
-
Jefferson’s Policies

- Dem.-Rep. controlled Congress helped put his republican ideas into practice.
  - Allowed the hated Alien and Sedition Acts to expire.
  - Lowered military spending.
  - Got rid of domestic taxes.
- Believed main functions of federal government were
  - Protect nation from foreign threats.
  - Deliver mail.
  - Collect customs duties.

Marbury v. Madison

- William Marbury appointed justice of peace by Pres. Adams before leaving office but was not delivered before Jefferson took office. Marbury sued Jefferson administration to get his commission.
- The law Marbury based his claim on (Judiciary Act of 1789) was unconstitutional so the S.C. didn’t hear the case.
- Ruling established judicial review—Court’s power to declare an act of Congress unconstitutional.
- Made judicial branch equal to other two branches of government.

Questions:

Why did the election of 1800 lead to the Twelfth Amendment?

How did Jefferson and Congress put the following political ideas into practice?
1. Will of the majority –
2. limited government –
3. protect civil liberties –

What was the court’s ruling in Marbury v. Madison?

Why did the court rule the way it did in the case?

Why does the ruling of the court in Marbury v. Madison matter?
The Louisiana Purchase (8.2)

**Vocabulary:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana Purchase</td>
<td></td>
</tr>
<tr>
<td>Lewis &amp; Clark Expedition</td>
<td></td>
</tr>
<tr>
<td>Zebulon Pike</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
Questions:

Why did Americans depend on the Mississippi River and access to New Orleans?

Which two nations controlled Louisiana and New Orleans in the early 1800s?

Why did Thomas Jefferson want to buy New Orleans from France?

What chain of events led to the Louisiana Purchase? (finish the timeline)

<table>
<thead>
<tr>
<th>Early 1800s</th>
<th>1802</th>
<th>1803</th>
<th>Result of Purchase</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spain trades Louisiana to France</td>
<td>• Spain closes to the ______ for _______</td>
<td>• The U.S. buys from ________ for _______</td>
<td>• The Louisiana Purchase roughly doubles _______</td>
</tr>
<tr>
<td></td>
<td>• Jefferson instructs _______ &amp; _______ to try to buy _______ from ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• France offers to sell all of _______ because of setbacks in _______ and a _______</td>
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<td></td>
</tr>
</tbody>
</table>

What did the Lewis and Clark expedition achieve?

What was the purpose of Pike’s expedition?
The Coming of War (8.3)

Vocabulary:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embargo Act</td>
<td></td>
</tr>
<tr>
<td>Non-Intercourse Act</td>
<td></td>
</tr>
<tr>
<td>Tecumseh</td>
<td></td>
</tr>
<tr>
<td>War Hawks</td>
<td></td>
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Notes:

<table>
<thead>
<tr>
<th>Violations of Neutrality</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___________ trade was profitable but risky.</td>
<td>- ________________, along the coast of Africa, would capture ships.</td>
</tr>
<tr>
<td></td>
<td>- Attacks continued until the United States sent warships like ___________ to stop the pirates.</td>
</tr>
<tr>
<td></td>
<td>- ___________ and ___________ tried to stop the United States from aiding the other while they were at war in 1803.</td>
</tr>
<tr>
<td></td>
<td>- British stopped ________________ merchant ships to search for British sailors who had run away from British navy.</td>
</tr>
<tr>
<td></td>
<td>- British sailors were forced to return and sometimes ________________ were taken by accident.</td>
</tr>
<tr>
<td></td>
<td>- British ship ________________ stopped U.S. Navy ship ________________ and took sailors by force.</td>
</tr>
</tbody>
</table>

- Embargo Act:
  - ___________ passed in 1807, banning trade with all foreign countries to punish Britain and France
  - Act devastated American merchants, who lost much money without trade
  - Damaged Jefferson and strengthened ________________
  - Had little effect on ________________ and ________________

- Non-Intercourse Act:
  - Congress replaced Embargo Act with ________________ in 1809
  - Banned trade only with ________________, ________________, and ________________
  - U.S. trade would resume with first side to ________________
  - Law was no more successful than ________________

Conflict in the West:

- British and ________________ clashed with American settlers over land in the ________________.
- ________________ agents armed Native Americans along western frontier.

Tecumseh Resists U.S. Settlers:

- ________________, a Shawnee chief, emerged as leader.
- Hoped to unite Native Americans of ________________ frontier, the ________________, and the eastern ________________.
Questions:

1. How did Great Britain’s actions on the high seas affect its relationship with the United States?

2. Complete the chart for the Embargo Act

<table>
<thead>
<tr>
<th>Political Effects</th>
<th>Embargo Act of 1807</th>
<th>Economic Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>What it did:</strong></td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Why it was passed:</strong></td>
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</tbody>
</table>

3. What did the United States risk by declaring war against Britain in 1812?

4. Would you have supported going to war against Great Britain? Explain why or why not.
The War of 1812 (8.4)

Vocabulary:

<table>
<thead>
<tr>
<th>Battle of New Orleans</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Treaty of Ghent</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

**Early Battles**
- **War at Sea**
  - _______ had hundreds of ships, but most were scattered around the globe.
  - Americans had less than ______ ships, but had well-trained sailors and new warships like the powerful ____________________.
  - British _______ seaports.
- **Battles Along the Canadian Border**
  - American leaders wanted to invade _______ but attacks in 1812 failed.
  - ____________________ won naval ____________________ in 1813.
  - American control of ____________________ established.
  - British driven out of ____________ in 1813.
- **The Creek War**
  - War erupted with ____________ in the South, who were angry at settlers pushing into their lands.
  - _______ attacked Fort Mims in Alabama, killing about _______ defenders.
  - ____________, leading 2,000 volunteers, defeated the Creeks at the Battle of ____________ in Alabama in 1814.
  - The ____________ ended war in 1814 and forced the Creeks to give up millions of acres of their land.

**G.B. on the Offensive**
- **G.B. Attacks in the East**
- **Battle of New Orleans**
  - British attacked ____________________, in 1814.
  - British shelled ____________________ at Baltimore, Maryland.
  - Americans refused to surrender, and British ____________.
  - British moved against ____________.
    - Hoped to capture city and control ____________________.
    - ____________ commanded U.S. forces at New Orleans.
  - Battle began on January 8, 1815, with _______ British troops against about _______ Americans.
  - American victory at ____________ made Jackson a hero and was last ____________ ____________ of the war.

**Effects of the War**
- New England Federalists were going to ____________ to oppose war, but the war ended before the convention and made party _______ ________.
- ____________________ signed before negotiators knew of New Orleans.
- Each nation returned conquered territory gathered.
- Feelings of ____________ rose among Americans.
- Power of many ____________ groups broken.
- Lack of goods during blockade boosted American ____________________.  

---

13
Questions:

What were the U.S. Navy’s strengths and weaknesses early in the war?

What role did American Indians play in the war?

Why did attacks in Canada fail during the war?

What was the purpose of the Hartford Convention?

What were the terms of the Treaty of Ghent?

Complete the charts below over the War of 1812

<table>
<thead>
<tr>
<th>Causes of the War</th>
<th>Effects of the War</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Battles</th>
<th>Details (Winner, Location, Importance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battles at Sea</td>
<td></td>
</tr>
<tr>
<td>Battle of Lake Erie</td>
<td></td>
</tr>
<tr>
<td>Battle of New Orleans</td>
<td></td>
</tr>
</tbody>
</table>
### Vocabulary:

<table>
<thead>
<tr>
<th>Term</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convention of 1818</td>
<td></td>
</tr>
<tr>
<td>Adams-Onis Treaty</td>
<td></td>
</tr>
<tr>
<td>Monroe Doctrine</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

#### Settling Disputes with Great Britain

- United States and _________ ________ both wanted naval and fishing rights on the _________ _________
- _________________ (1817) limited naval power on Great Lakes for both

#### United States Gains Florida

- Disputes over fishing rights off Canada, _________ ________ in Oregon Country, and the U.S.–Canadian border
- _________________ allowed U.S. fishing off Canada and set the border between U.S. and Canada at the ______ parallel as far west as the Rocky Mountains.
- United States and Britain agreed to share _________ _________
- Conflict with _________ over American settlers near the U.S.–__________ border
- Secretary of State _________________ talked with Spain’s _________________
- President _________________ sent troops to secure the border.
- There was conflict with the _________________ over settlements and runaway slaves.
- _________________’s troops captured Seminole raiders, beginning First Seminole War in 1818.
- U.S. troops captured Spanish military posts and overthrew governor of ________.
- Spain and U.S. signed _________________ in 1819; settled all border disputes giving U.S. East Florida, gave up claim to _________, and agreed to pay U.S. citizens’ claims against Spain.

#### Monroe Doctrine

- Latin American countries declared independence from _________.
  - _________________ led many of these revolutions.
  - U.S. feared _________ countries would take control of newly free countries.
- United States issued _________________.
  - Warned European powers not to interfere in _________________.
  - Put _________ _________ in U.S. sphere of influence.

### Questions:

1. Which agreement limited naval power on the Great Lakes?

2. How were disagreements between the U.S. and Spanish Florida settled?

3. Do you think Andrew Jackson was right to act without orders? Explain your answer.

4. What are the 4 points to the Monroe Doctrine?
**Nationalism and Sectionalism (9.2)**

### Vocabulary:

<table>
<thead>
<tr>
<th>Nationalism</th>
<th>Sectionalism</th>
<th>Missouri Compromise</th>
</tr>
</thead>
</table>

### Notes:

**Growing Nationalism**
- _____________: feelings of pride and loyalty to a nation
- _____________ proposed the ____________: a series of measures to make America economically self-sufficient.
  - _____________ to provide a single currency, and improved roads and canals funded by a ____________ tariff
  - Some in Congress felt such improvements not permitted by ____________.
  - Clay argued that possible gains for the country justified federal action.

- _____________ was first federally built road
- _____________ ran from _____________ to _____________ in New York, allowing goods and people to move between East Coast and towns on Lake Erie

**Era of Good Feelings**
- _____________: time of peace, prosperity, and progress from 1815–1825.
- _____________ (1819) asserted implied powers of Congress, allowing for creation of _____________.
- _____________ (1824) said states could not interfere with power of Congress to regulate ____________ trade.

**Missouri Compromise**
- _____________, or disagreements between different regions, threatened the Union.
- _____________ applied to enter Union as _____________ ________, which would change _____________ between free and slave states
- Henry Clay proposed _____________ in 1820
  - Missouri entered as _____________ ________
  - _____________ would join Union as a _____________ ________, preserving balance between free and slave states
  - Slavery would be prohibited in any new states or territories north of ________.

**The Election of 1824**
- Andrew Jackson won ________ vote but did not have enough ________ votes.
- The _____________ was required by the Constitution to choose the winner; they chose _____________.
- Jackson’s supporters claimed Adams made a “____________” with ________ ________.
- Accusations grew after Adams made Clay _____________.

### Questions:

**Instructions:** Answer the questions found on the white board on a separate sheet of paper.
### Vocabulary:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tariff of Abominations</td>
<td></td>
</tr>
<tr>
<td>States’ Rights Doctrine</td>
<td></td>
</tr>
<tr>
<td>Nullification Crisis</td>
<td></td>
</tr>
<tr>
<td>McCulloch v. Maryland</td>
<td></td>
</tr>
<tr>
<td>Panic of 1837</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

- Congress passed a high tariff on imports before Jackson became president that the South called the ________________.
- Jackson was forced to deal with growing conflicts over ________.
- ________________ drafted the South Carolina Exposition and Protest, stating ____________ should not favor one state or region over another.
  - Advanced __________________: States’ power greater than federal power because states had formed national government.
  - States could __________, or reject, law judged unconstitutional.
- This conflict between supporters and opponents of nullification became known as the ________________.
Questions: (answer on a separate sheet of paper)

1. How might the sectional issues involved in the dispute over the Tariff of Abominations lead to future problems between North and South?

2. What led to the nullification crisis?

3. What was the ruling in the Supreme Court case McCulloch v. Maryland?

4. What caused the Panic of 1837?
# Indian Removal (10.3)

## Vocabulary:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian Removal Act</td>
<td></td>
</tr>
<tr>
<td>Worcester v. Georgia</td>
<td></td>
</tr>
<tr>
<td>Trail of Tears</td>
<td></td>
</tr>
</tbody>
</table>

## Notes:

**Indian Removal Act**
- Native Americans lived in settlements stretching from Georgia to Mississippi.
  - Jackson and other political leaders wanted to open land to settlement by American farmers.
- Congress passed the **Indian Removal Act** in 1830.
  - The act authorized the removal of Native Americans living east of Mississippi to lands in the West.
- Congress then established the **Indian Territory**.
  - Native Americans would be moved to land in present-day Oklahoma.
- Congress approved the creation of the **Bureau of Indian Affairs** to manage removal.

**Cherokee Resistance**
- Cherokees adopted white culture, had own government and a writing system developed by **Sequoya**.
- Georgia took their land, and Cherokees sued the state.
- Supreme Court ruled in the Cherokees’ favor in *Worcester v. Georgia*, but President Jackson sided with Georgia and took no action to enforce the ruling. This violated his presidential oath to uphold the laws of the land.
- In 1838, U.S. troops forced Cherokees on 800-mile march to Indian Territory. One-fourth of 18,000 Cherokees died.
- In 1838, U.S. troops forced Cherokees on 800-mile march to Indian Territory. 1/4 of 18,000 Cherokees died. This march is known as the Trail of Tears.

**Other Native Americans Resist**
- In Florida, Seminole leaders were forced to sign a removal treaty.
- Osceola called upon his people to resist with force, causing the 2nd Seminole War.
- Some 4,000 were removed but small groups resisted and the U.S. gave up the fight.

## Questions:

1. Why did government officials want to relocate Native Americans to the West?

2. Why did the state of Georgia want to relocate the Cherokee, and what did the Cherokee do in response?

3. What led to the Second Seminole War?

4. How effective was Native American resistance to removal?
### Vocabulary:

<table>
<thead>
<tr>
<th>Mountain Men</th>
<th>Oregon Trail</th>
<th>Mormons</th>
</tr>
</thead>
</table>

### Notes:

**Americans Move West**
- Some of the first Americans in the West were *mountain men*: fur traders and trappers.
- Fur traders and trappers, who were some of the first Americans to explore the West
- *John Jacob Astor* created one of the largest fur businesses, the American Fur Company.
- Astor founded Astoria, one of the first settlements in Oregon Country.

- Settlers were lured by rich resources and the mild climate.
- The trail was 2,000 miles, beginning in Iowa or Missouri and ending in Oregon or California.
- Hard journey because of food shortages, bad weather, and mountains and rivers that were difficult to cross.

- The route led from Independence, Missouri, to Santa Fe, New Mexico.
- Was originally a Native American trading route
- Traders used the route to trade American goods for Mexican goods; traders made high profits.
- Difficult journey due to hot desert and rough mountains

**Mormons Travel West**
- Joseph Smith founded the Church of Jesus Christ of Latter-day Saints in western New York in 1830.
- Their book of religious teachings is called the *Book of Mormon*.
- Church members were persecuted because of beliefs, including polygamy (one man married to several women).
- Joseph Smith was murdered by a mob in 1844.
- *Brigham Young* became the new head of the church and moved the group to Utah.
  - Thousands of Mormons took the Mormon Trail to Utah.
  - By 1860, there were about 40,000 Mormons in Utah.

### Questions:
Instead of questions please complete the map on page 20. Label the map “Trails Leading West”. Place the following items on the map and create a map key. Mississippi River, Missouri River, Oregon Trail, Santa Fe Trail, Mormon Trail, Oregon Country, Unorganized Territory, Utah Territory, New Mexico Territory, Indian Territory, California, Texas, Missouri, Missouri Compromise line, Los Angeles, San Francisco, Astoria, Independence, Salt Lake City, Rocky Mountains. Use the map on page 347 to complete your map.
A Frontier Scenario Travel Game

Created and written by:
Brian Beckler
Matthew Johnson
Cody Mantle
Joshua Mize
Initial Scenario:

Manifest Destiny has consumed you. You have bought into the dream. You and your family are heading west.

You have decided to head to the Oregon country. You will be leaving with a wagon train out of Independence, Missouri in April. You are part of a family of four who is loading up everything for the opportunity to start a farm in the lush valleys of the Oregon country. Stories of the land and resources available make it sound like a true paradise and a place where your family can grow wealthy and have a life you have only dreamed about.

Through a gracious gift from a beloved Aunt and Uncle, you have been provided with a fine conestoga wagon, team of oxen, and the money to supply your wagon with a full 1000 lb. load. You must pack wisely and put careful thought into each and every pound of cargo you put into your wagon, as you will face many obstacles on the long and dangerous journey.

There are many things to consider. You will need items to help you face the obstacles of the journey itself, you will need good farm equipment and enough supplies to serve as your grubstake to help start your farm once you arrive in Oregon, and most importantly you need to consider your food needs. Each Family will consume 50 lbs. of food each fortnight (2 weeks) and the journey is expected to take 5 months (20 weeks), assuming you make good progress and don’t encounter too many obstacles along the way. You may hunt along the way to help provide some of your food, provided you bring all the necessary supplies for hunting.

A new life, full of exciting possibilities awaits your family in Oregon, but pack wisely, for each time you encounter scenarios you will calculate and deduct your food usage. Failing to meet adequate food requirements will result in the loss of a family member. You must also be exact and mindful of your weight calculations. Errors in calculations that lead to having more than the maximum 1,000 lbs of supplies in your wagon will result in a penalty, which will remove 100 lbs. of supplies from your wagon. Packing your wagon could literally be a life or death decision.

Good luck on your journey and God’s speed.

The very first thing students are to do is form into families of 4. A family of 5 may be created if an odd number of students exists. There must be one boy in each group. Students will decide upon roles of the family. One will be the father, one the mother, and the others will be the children. The father has the job of leading the group and will be doing most of the dice rolling. The mother is to play a supportive role to her husband and make sure the group is staying on task. The children have the chore of keeping track of supplies along the journey west and adjust their numbers after each scenario.

The father will pick a job from a hat. Each job will require you to take certain supplies with you. These items will either help the family on the journey or help them once you arrive to Oregon, if they make it.

**Doctor:** doctor’s bag, feather bed, and bedding
**Blacksmith:** blacksmith tools, anvil, bellows for fire, and grinding stone
**Farmer:** 50lb bag of seeds, hoe, and ox yoke repair kit
Before the game can start students will need to outfit their wagon for the trip to the Oregon Territory. Students will be given a list of possible supplies they may place into their wagon and a spreadsheet to keep track of those items during the game. Students will use supplies throughout each scenario so it is important to pack wisely.

Rules for Packing Your Wagon:

Look at the Oregon Trail Supply List and begin filling your wagon with items. Record the items your profession requires first and then add to your personal supply chart until you have a total of 1,000 lbs. in your wagon. You will use this supply chart you create throughout the journey in each scenario. You will continuously have to deduct food from your chart and other items as they are used or lost.

Scenario Rules:

At the outset of each scenario (fortnight) each team will need to calculate and subtract their food usage.

If not hunting:
Subtract 50 lbs. of food

If hunting:
Subtract 25 lbs of food
Subtract 1 keg of gun powder
Subtract 1 case of bullets
*Once hunting supplies run out subtract 50lbs. of food for the remainder of the fortnights.

Any time a wagon cannot fulfill the allotted food requirements, they will lose one family member from the wagon. The loss of family members will increase workload and food consumption of living members, so food scenario food amounts will not change, despite deaths. If all family members die along the way, the journey is over and the group has lost the game.

The Ending
(Read after all scenarios are complete and students finish tallying the supplies left in their wagon.
You have made it to Oregon, hopefully. You and your family, or what may be left of them, are excited the trip is over. While the travel may be over, much hard work is just beginning. You now have to start to build a homestead, clear land, and make the farm that you dreamed of and faced this long and dangerous journey for, a reality. What success and failures you have will all now rest on you and your family’s shoulders. You may have lost loved ones along the way, it is up to you to know move forward and start your new life.

Writing Assignment:

Questions to consider and write a well-organized thought and answer to. Be sure to include multiple details. Answers should be a minimum of one well-thought-out and detailed paragraph.

1. What is "Manifest Destiny" and how did it affect the United States' Westward Expansion during the 1800's?
2. Why did many settlers in the 1800's pack up everything and risk the move west?
3. Why did you pack the supplies you packed and were they adequate for your journey?
4. Do you think the obstacles that you faced in the game were the same obstacles that pioneers really faced on the Oregon Trail? Why or why not?
5. Evaluating the supplies that you arrived in Oregon with, would you have had the necessary supplies to set up a homestead and a farm on which to live? What would you have to make life easier? What would you be missing that would might be necessary?