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**WESTWARD**

**EXPANSION**

## U.S. History – Learning Target Track Sheet

### Unit 4: Westward Expansion

**Big Idea Question:** How does America settle territory west of the Mississippi and why?

<u>Learning Target</u>	<u>Vocabulary</u>
Check #1: I can...	
Check #2: I can...	

Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

### I can analyze how the west was settled under different presidencies

- Map Analysis Activity:** How does America expand its territory with Jefferson as president?
1. Look at "North America 1800." How many countries claimed territory in North America in 1800?
  2. According to "North America 1800," which two countries claimed the largest amount of territory?
  3. Look at "North America 1800" and "Early Indian Groups." What types of groups claimed land in North America?
  4. Explore "Early Indian Groups." Have you heard of the majority of the groups on this map?
    - o Write down the names of Indian groups that you recognize or have heard of before.
    - o What large, regional categories are labeled in "Early Indian Groups"? List them.
  5. Find southern Arizona on "Early Indian Groups." What groups do you recognize there?
    - o What do the names that are used tell you about this map?
- Use the three maps of North America to answer the questions below.
6. Use the information in "Early Indian Groups" and "U.S. Westward Expansion" to help you figure out approximately which Indian groups' lands were transferred in the Louisiana Purchase.
    - o List ten Indian groups that lived in that region.
  7. Use the information in "Early Indian Groups" and "U.S. Westward Expansion" to help you figure out approximately which Indian groups' lands were transferred in the Gadsden Purchase.
    - o Which Indian groups do you think were most affected by this land transfer?

8. Look at "U.S. Westward Expansion." List the names and dates of the eight major territorial gains the United States made after 1783.

9. What was the last territorial gain in the continental (mainland) United States?

10. In what decade did the United States gain the most territory?

**Jefferson Notes:**

- How did the election of 1800 cause changes to our constitution?
- Explain Jefferson's philosophy on government.
- Why was Jefferson unsure if he could make the Louisiana Purchase?

**Summary** (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)



**AMERICA 1804**



## Monroe Doctrine

President James Monroe's 1823 annual message to Congress included a warning to European powers not to interfere in the affairs of the Western Hemisphere. This portion of the address is known as the Monroe Doctrine.

The United States was wary of European intervention in Florida, the Pacific Northwest, and Latin America. In 1821, Russia claimed control of the entire Pacific coast from Alaska to Oregon and closed the area to foreign shipping. This development coincided with rumors that Spain, with the help of European allies, was planning to reconquer its former Latin American colonies.

European intervention threatened British as well as American interests. Britain had a flourishing trade with Latin America, which would decline if Spain regained its New World colonies, and had claims to territory in the Oregon country of the Pacific Northwest. In 1823, British Foreign Minister George Canning proposed that the United States and Britain jointly announce their opposition to further European intervention in the Americas.

Secretary of State John Quincy Adams opposed a joint declaration. He convinced President Monroe to make a unilateral declaration of American policy—known as the Monroe Doctrine. Monroe announced that the Western Hemisphere was henceforth closed to further European colonization or puppet monarchs. He also said that the United States would not interfere in internal European affairs.

For much of the nineteenth century, the United States lacked the military strength to prevent European intervention in the New World. But since European meddling threatened British as well as American interests, the Monroe Doctrine was enforced by the Royal Navy. Nevertheless, for the American people, the Monroe Doctrine was the proud symbol of American hegemony in the Western Hemisphere. Unilaterally, the United States had defined its rights and interests in the New World.

*Excerpt: Our policy, in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers; to consider the government de facto as the legitimate government for us; to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting, in all instances, the just claims of every power; submitting to injuries from none. But, in regard to those continents, circumstances are eminently and conspicuously different.*

*It is impossible that the allied powers should extend their political system to any portion of either continent, without endangering our peace and happiness; nor can any one believe that our Southern Brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interposition, in any form, with indifference. If we look to the comparative strength and resources of Spain and those new governments, and their distance from each other, it must be obvious that she can never subdue them. It is still the true policy of the United States, to leave the parties to themselves, in the hope that other powers will pursue the same course.*

### John Marshall Regarding the American Colonization Society

This letter excerpt written by Chief Justice John Marshall on December 14, 1831, was included in a meeting address of the American Colonization Society. Marshall served as president of the Virginia Colonization Society, dedicated to helping slaves and their descendants emigrate to West Africa.

*Excerpt: "The great object of the Society, I presume, is to obtain pecuniary aids. Application will undoubtedly be made, I hope successfully, to the several State Legislatures, by the societies formed within them respectively. It is extremely desirable that they should pass permanent laws on the subject: and the excitement produced by the late insurrection, makes this a favourable moment for the friends of the Colony to press for such acts. It would be also desirable, if such a direction could be given to state legislation, as might have some tendency to incline the people of colour to migrate. This, however, is a subject of much delicacy. Whatever may be the success of our endeavours to obtain acts for permanent aids, I have no doubt that our applications for immediate contributions, will receive attention. It is possible, though not probable, that more people of colour may be disposed to migrate than can be provided for, with the fund the Society may be enabled to command. Under this impression I suggested, some years past, to one or two of the Board of Managers, to allow a small additional bounty in lands, to those who would pay their own passage whole or in part. The suggestion, however, was not approved.*

*"It is undoubtedly of great importance to retain the countenance and protection of the general government. Some of our cruizers stationed on the coast of Africa would, at the same time, interrupt the slave trade--a horrid traffic, detested by all good men, and would protect the vessels and commerce of the colony from pirates who infest those seas. The power of the government to afford this aid, is not, I believe, contested. I regret that its power to grant pecuniary aid, is not equally free from question. On this subject, I have always thought, and still think, that the proposition made by Mr. King, in the Senate, is the most unexceptionable, and the most effective that can be devised.*

*"The fund would probably operate as rapidly as would be desirable, when we take into view the other resources which might come in aid of it; and its application would be, perhaps, less exposed to those constitutional objections which are made in the south, than the application of money drawn from the treasury and raised by taxes. The lands are the property of the United States, and have heretofore been disposed of by the government, under the idea of absolute ownership."*



### Monroe-via / American Colonization Society

1. Make an inference as to what this organization's purpose might be.
2. What issues will impede the organization from succeeding in its goal?

Notes:

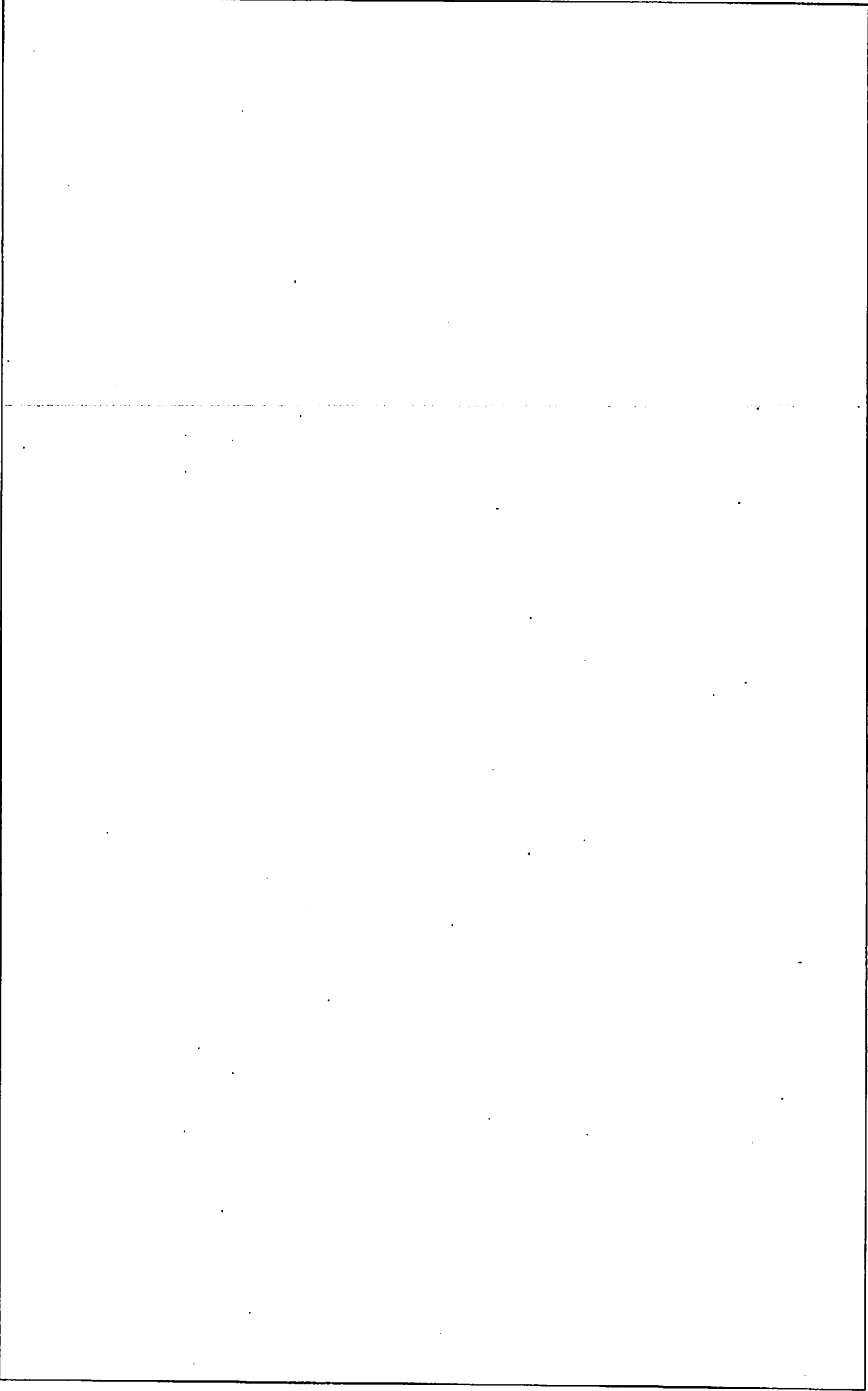
### Monroe Doctrine

1. What was Monroe's biggest fear which led to the issue of this doctrine?
2. Was the American Navy strong enough to back up this threat?
3. What part of the Constitution (very small part) does Monroe use to justify this doctrine?

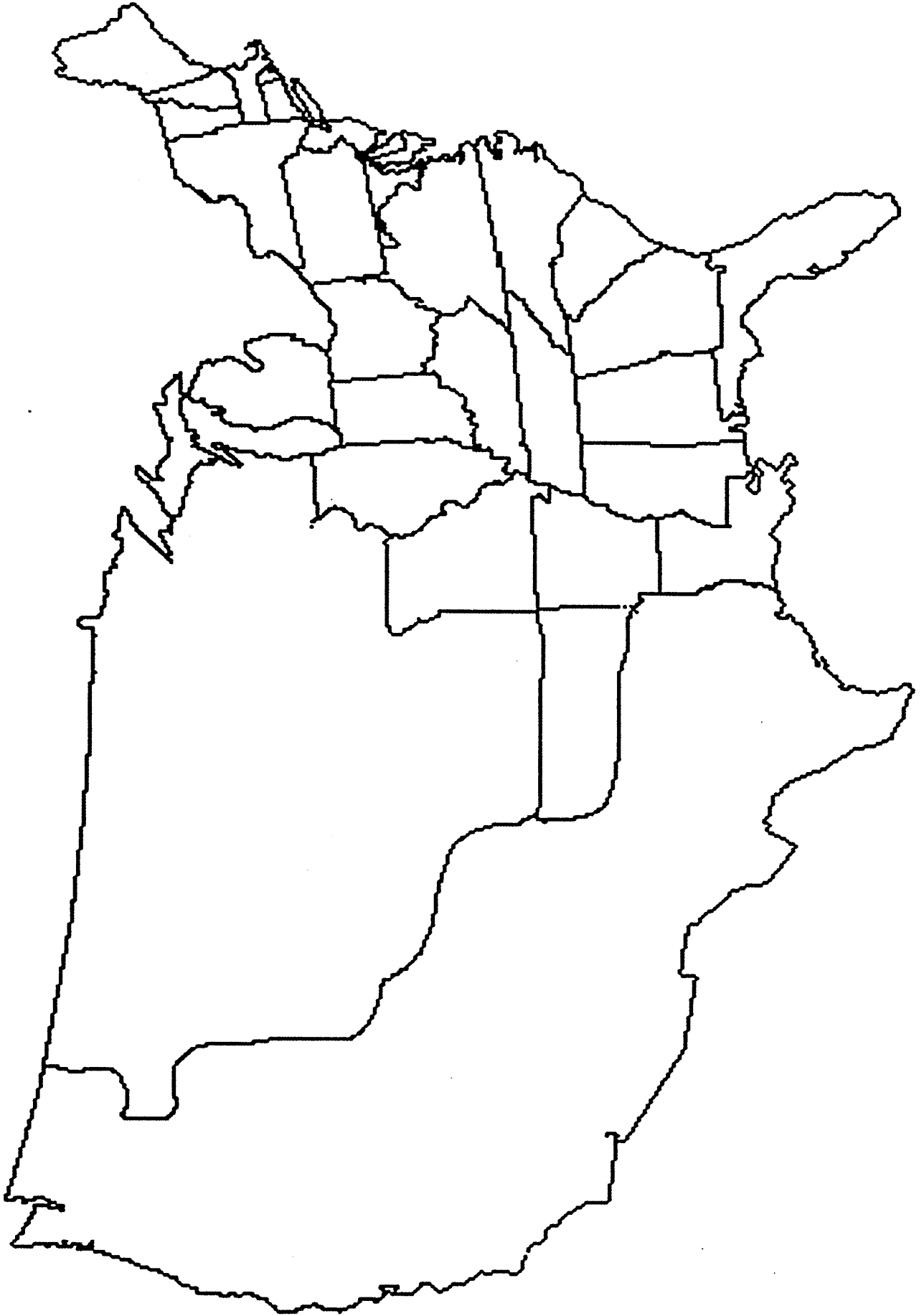
Notes:

Monroe Doctrine Political Cartoon

In the space below, create your own political cartoon depicting the Monroe Doctrine. Be creative but be historically accurate and use the information presented in class.



**AMERICA 1819**



## Era: Westward Expansion

**Questions** (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can analyze the Jacksonian Presidency and the effects it had on America

**Summary** (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

## **Indian Removal & The Bank Wars**

### **Interpreting Primary Sources – the Indian Removal Act**

#### Reading 1:

Toward the aborigines of this country no one can indulge a more friendly feeling than myself, or would go further in attempting to reclaim them from their wandering habits and make them a happy, prosperous people.

Humanity has often wept over the fate of the aborigines of this country, and philanthropy has been long busily employed in devising means to avert it, but its progress has never for a moment been arrested, and one by one have many powerful tribes disappeared from the earth. To follow to the tomb the last of his race and to tread on the graves of extinct nations excites melancholy reflections. But true philanthropy reconciles the mind to these vicissitudes as it does to the extinction of one generation to make room for another....Nor is there anything in this which, upon a comprehensive view of the general interests of the human race, is to be regretted. Philanthropy could not wish to see this continent restored to the condition in which it was found by our forebears. What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms?

Andrew Jackson defends the removal policy, 1830

#### Reading 2:

The Cherokees were happy and prosperous under a scrupulous observance of treaty stipulations by the government of the United States, and from the fostering hand extended over them, they made rapid advances in civilization, morals, and in the arts and sciences. Little did they anticipate, that when taught to think and feel as the American citizen, and to have with him a common interest, they were to be despoiled by their guardian, to become strangers and wanderers in the land of their fathers, forced to return to the savage life, and to seek a new home in the wilds of the far west, and that without their consent.

We wish to remain on the land of our fathers. We have a perfect and original right to remain without interruption or molestation. The treaties with us, and laws of the United States made in pursuance of treaties, guaranty our residence and our privileges, and secure us against intruders.

Memorial and Protest of the Cherokee Nation, 1836

#### Reading 3:

The Cherokee nation...is a distinct community, occupying its own territories, with boundaries accurately described, in which the laws of Georgia can have no force, and which the citizens of Georgia have no right to enter.

Chief Justice John Marshall

#### Reading 1:

The ingenuity of man might be challenged to show a single sentence of the Constitution of the United States giving power, either direct or implied, to the general government...to nullify the laws of a State...or coerce obedience, by force, to the mandates of the judiciary of the Union.

Wilson Lumpkin, Governor of Georgia

### Questions To Think About

1. Could Indians and white Americans peacefully coexist?
2. How does Andrew Jackson defend his removal policy?
3. Was John Marshall's Supreme Court decision realistic? Can a president and states disregard a high court decision?
4. Was Jackson's policy unjust? What policy might have been better?

### **Video Analysis – The Bank War**

1. How do Andrew Jackson and Henry Clay feel about each other?
2. Who is Nicolas Biddle, what is his title?
3. What does Jackson do the bank bill brought forth by Biddle and Clay?
4. Why did Jackson fire his first two Secretaries of the Treasury?

## Era: Westward Expansion

### Questions (Form

questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can analyze how America obtained the land west of the Mississippi

Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

# AMERICA 1848

