

Northwest History Consortium

Territorial Expansion

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8th Grade

Era 4: Expansion and Reform (1801-1861) / Standard 1

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

BACKGROUND

“The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. The increasing complexity of American society, the growth of regionalism, and the cross-currents of change present several major themes to woven through the six decades that brought the United States to the eve of the Civil War.

One theme is the vast territorial expansion between 1800 and 1861, as restless Americans pushed westward across the Appalachians, then across the Mississippi, and finally on to the Pacific Ocean. Americans, animated by land hunger, the ideology of ‘Manifest Destiny,’ and the optimism that anything was possible with imagination, hard work, and the maximum freedom of the individual, flocked to the western frontier. The frontier experience indelibly stamped the American character, but also the pressures of expansion created ambivalent aspects including the removal of many Indian nations in the Southeast and old Northwest,. . . .”

“Overview” from *History Standards for Grades 5-12 United States*. [UCLA National Center for History in the Schools](http://nchs.ucla.edu/standards/era4-5-12.html). 2005. Los Angeles, CA. 15 April 2010 <<http://nchs.ucla.edu/standards/era4-5-12.html>>.

SCENARIO

The Department of Treasury, due to the increasing losses at the hands of counterfeiters, is in the process of redesigning paper currency in the United States. Currently, the \$20 bill is under consideration. The Department of the Treasury has historically continued to honor previous designs of our currency; however, several Native American groups are protesting the proposed new bills as they feel that President Jackson, whose image is on the face of the twenty dollar bill, was guilty of crimes against Native Americans and would not be a fitting reflection of what the American presidency stands for. Others feel that under Jackson, the country experienced tremendous growth which ultimately benefited all.

TASK

The Department of the Treasury has appointed a citizen’s committee to investigate the controversy, and you have been chosen as members. Following your research, your committee will present a recommendation to the whole committee as to whether or not Jackson’s face should remain as a symbol on the \$20 bill.

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RESOURCES

Books

“Forced to Return to the Savage Life” from *Protest of the Cherokee Nation to Congress*. 22 June 1836. Ordinary Americans: U.S. History Through the Eyes of Everyday People, edited by Linda Monk. Alexandria, VA: Close Up Press, 2003.

Tassel, Corn. “We Are A Separate People” from a speech to the US Congress. 1785. Ordinary Americans: U.S. History Through the Eyes of Everyday People, edited by Linda Monk. Alexandria, VA: Close Up Press, 2003.

Internet

“Cherokee Nation v. the State of Georgia.” 1831. Mount Holyoke College. 2010. South Hadley, MA. 15 April 2010 <<http://www.mtholyoke.edu/acad/intrel/ Cherokee.htm>>.

Jackson, Andrew. “First Inaugural Address.” 4 March 1829. TeachingAmericanHistory.org (Ashbrook Center for Public Affairs at Ashland University). ©2006 – 2010. Ashland, OH. 15 April 2010 <<http://teachingamericanhistory.org/library/index.asp?document=65>>.

Jackson, Andrew. “President Andrew Jackson on Indian Removal.” 1829. Marquette University. ©2010. Milwaukee, WI. 15 April 2010 <<http://www.marquette.edu/library/neh/dunne/resource/Jackson.htm>>.

Jackson, Andrew. “Transcript of President Andrew Jackson’s Message to Congress ‘On Indian Removal’.” 1830. Civics Online (Michigan State University). 2000 – 2010. Lansing, MI. 15 April 2010 <<http://www.ourdocuments.gov/doc.php?flash=true&doc=25&page=transcript>>.

Ross, Chief John. “Our Hearts are Sickened” from *Letter from Chief John Ross of the Cherokee, Georgia*. 28 September 1836. History Matters/Center for Media and Learning (Graduate Center, CUNY) and the Center for History and New Media (George Mason University). ©1998 – 2010. Fairfax, VA. 15 April 2010 <<http://historymatters.gmu.edu/d/6598>>.

“Treaties Between the United States and Native Americans (19th Century 1800 – 1899).” Yale Law School (Lillian Goldman Law Library). ©2008 – 2010. New Haven, CT. 15 April 2010 <http://avalon.law.yale.edu/subject_menus/19th.asp>.

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ASSESSMENT

Group Presentation Assessment Rubric

	1	2	3	4
Central Question or Problem	Identifies a relevant issue or sub-problem in the scenario	States a central question or problem in the scenario	States a clear and accurate central question or problem with reasons for its importance	Gives other possible questions or problems and tells why this is the central question or problem
Position or Decision	Focuses on the central issue in the scenario	Answers the question or addresses the problem	Explains why this decision is better than other possible choices	Describes the process of making the decision
Supporting Argument	Explains the decision with reasons	Provides two or more logical reasons	Provides two or more reasons that, taken together, logically lead to the position	Provides at least one counter-reason to the position
Evidence Sources	Gives sources to explain the decision	Gives two or more reliable (good) sources	Gives sources to support the main parts of the argument	Gives sources that do not support the decision and tells why they were not accepted
Argument	Uses persuasive vocabulary that can be understood by the audience	Gives the question, decision, argument and evidence with sources	Explains why the ideas should be important to this audience	Uses a story, or other “hook” to get the audience interested
Reflection	Gives timeline of problem solving activities	Describes problems or challenges the group had	Identifies important “ah-has” for the group and explains how they happened	Describes what could have been better and lessons learned

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REFERENCES/CITATIONS

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Seawell, Char. “Territorial Expansion.” 2010. NWESD Organization. 2008. Anacortes, WA. 26 March 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1_TerritorialExpansion.Seawell.8.pdf>.