SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK FOUR

THE NEW NATION

A History of US

TEACHING GUIDE

AND RESOURCE BOOK

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

TALENT DEVELOPMENT MIDDLE SCHOOLS

© The Johns Hopkins University, 2002
The Lessons

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Section 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Lesson 6</td>
<td>Lesson 11</td>
<td>Lesson 16</td>
<td>Lesson 21</td>
</tr>
<tr>
<td>Everyday Life in the New Nation</td>
<td>Adams—Our Second President</td>
<td>Red Jacket, Tecumseh, and Osceola</td>
<td>Cotton and Muskets</td>
<td>A Paradox and a King</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Lesson 7</td>
<td>Lesson 12</td>
<td>Lesson 17</td>
<td>Lesson 22</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Lesson 8</td>
<td>Lesson 13</td>
<td>Lesson 18</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>The Parties Begin</td>
<td>Something Important: Judicial Review</td>
<td>Pirates and the Other Constitution</td>
<td>Railroads and Steam Engines</td>
<td>Abolition and Frederick Douglass</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Lesson 9</td>
<td>Lesson 14</td>
<td>Lesson 19</td>
<td>Lesson 24</td>
</tr>
<tr>
<td>A Capital City</td>
<td>President Jefferson</td>
<td>The Last of the Founding Fathers</td>
<td>Talking Leaves</td>
<td>Naming Presidents</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Lesson 10</td>
<td>Review Lesson</td>
<td>Lesson 20</td>
<td>Lesson 25</td>
</tr>
<tr>
<td>Counting Noses</td>
<td>Lewis and Clark</td>
<td>Trail of Tears</td>
<td></td>
<td>Webster, Clay &amp; Calhoun</td>
</tr>
<tr>
<td>Review Lesson</td>
<td></td>
<td></td>
<td></td>
<td>Review Lesson</td>
</tr>
</tbody>
</table>

THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 6, 10 and 18

To view the listing of materials needed for student activities, see the 'RESOURCES' section in each sample Lesson.
Although often remembered as playing a supporting role in the major events of his day, taken as a whole, the contributions of John Adams to the formation and nurturing of the independent United States may outweigh those of other founders. With his political philosophy and deep commitment to the cause of liberty, he motivated events, and in his rich legacy of writings, he provided a clear, personal view of the birth and infancy of our nation.

In *Passionate Sage: The Character and Legacy of John Adams*, historian Joseph J. Ellis recounts that when John Adams went to France as American diplomat in 1778, the French greeted him with a double case of mistaken identity: they confused him with his firebrand cousin Sam Adams who had masterminded the Boston Tea Party, and furthermore, mistakenly believed him to be the author of *Common Sense*, Thomas Paine’s great treatise on revolution as a sensible act. Amid Adams’ protestations that he was neither of those famous patriots, the dumbfounded French asked: well then, who was he? After these unsettling incidents, Adams wrote in his diary that he was “a Man of whom Nobody had ever heard before, a perfect Cypher, a Man who did not understand a Word of French—awkward in his Figure—awkward in his Dress—no Abilities—a perfect Bigot—and fanatic.”

To his dying day, John Adams lamented that no monuments would be built in his honor and that the national memory of other revolutionary leaders would overshadow him: “The history of our
Revolution,” he wrote Benjamin Rush, “...will be that Dr. Franklin’s electrical rod smote the Earth and out sprang General Washington. That Franklin electrified him with his rod—and thence forward these two conducted all the policy, negotiations, legislations, and war.” To this day, despite the enormous body of personal writing, diaries, and letters he left, Adams remains a somewhat “perfect Cypher,” outside the American pantheon of Revolutionary heroes. According to Ellis, “...John Adams remains the most misconstrued and unappreciated ‘great man’ in American history. Not only does he deserve better; we will be better for knowing him.”

Adams was, and remains remembered as, a man of complexity and contrasts. Of average height for his day and portly, he was neither fashionable nor moneyed. Regardless, he possessed a brilliant mind of uncommon ability and force. Adams passionately loved books and read widely all his life, advising his son John Quincy to always carry a book for “You will never be alone with a poet in your pocket.” Adams reflected deeply about all he read and wryly observed the human condition in everyday life. He saw no conflict in being a devote Christian and an independent thinker. No gentleman farmer, he toiled in his own fields with the rough hands of a laborer. Born and bred in the stony countryside of Massachusetts, Adams exemplified the New England virtues of honesty, independence, hard work, and frugality. Greathearted, he cared deeply for his friends, and was eternally devoted to his wife Abigail, calling her his “best, dearest, worthiest, wisest friend in the world.” Adams considered their marriage as the most important decision of his life for Abigail possessed a beneficial, steadying influence on him and was his equal partner throughout their long, eventful life together.

On the other hand, Adams could be vain, cranky, impetuous, self-absorbed, hard headed, and quick to anger. Often awkward, Adams never learned to flatter; rather he prided himself on his blunt candor
to tell it as he saw it, for he felt he was no harder on others than he was on himself (perhaps a true statement, but not a popular stance). He was ambitious, his desire for distinction overwhelming, and patriotic to the point of revolutionary zeal. To Adams, virtue was not an abstract concept, but a principle of self-denial that he harbored in his heart and kept preaching to himself.

The Adams family had lived in the village of Braintree since arriving in the Massachusetts colony in 1640. John Adams' birth in 1735 marked the beginning of the fourth generation. For one hundred years, Adams' forbears had taken an active role in the local community. But greater issues of his day called John Adams away from Braintree to serve Massachusetts as delegate to the Continental Congress and as public servant in the new federal government.

After graduating from Harvard in 1755, Adams took a job as a provincial schoolmaster, about which he wrote in his diary: “...keeping this school any length of Time would make a base weed and ignoble shrub of me.” Adams considered but rejected the ministry as vocation, turning instead to history and the law. He studied under a prominent Worcester attorney, James Putman, and on November 6, 1759, was admitted to the bar. Within a few weeks, Adams took his first case, which he lost on a technicality; later he felt himself a fool but learned his lesson and never again undertook a case without a command of the details.

His law practice took him to Boston and surrounding towns. Often he stopped at the parsonage of the Reverend William Smith in Weymouth. In 1764, Abigail Smith, the second daughter of the family, became his wife, his life-long friend, correspondent, and confidant. Abigail's frail health had kept her from attending school, but with her home education she proved John's equal in literature, wit, and political acumen. During the first thirty-seven years of their marriage, they endured
long separations. Absences that might have proven fatal to some marriages in their case produced a rich body of affectionate and informative correspondence. Abigail missed her husband as she managed the family farm through the hardships of epidemics, family deaths, and war, but she always wanted John to be where he needed to be to champion the patriotic cause. She knew both she and John would deeply regret his withdrawal from the political arena during the birth and infancy of the new nation. As Abigail confided to her close friend Mercy Otis Warren: “I found [John’s] honour and reputation much dearer to me, than my own present pleasure and happiness, and I could by no means consent to his resigning at present, as I was fully convinced he must suffer if he quitted.”

In 1765, events suddenly swept Adams into public prominence. As a founder and member of the Sodalitas, a group of attorneys who met to discuss the law, Adams drafted a protest against the Stamp Act of 1765 on behalf of the town of Braintree. Other communities in the colony used his document as a model for their own protests. At the height of the Stamp Act furor, Adams published the essay in the *Boston Gazette*, avowing that American freedoms were not ideals but rights established in British law—the essay became one of the most salient of his life. Adams became known throughout Massachusetts, and in the footsteps of his fathers, he became a selectman in Braintree. However, because his growing law practice required his presence in Boston, he resigned and moved his family in 1768. Soon John Adams became Boston’s busiest attorney, widely known for his skill, honesty, and integrity.

In 1770, Adams defended the eight British soldiers accused of murdering colonists in the Boston Massacre. Taking up this unpopular cause, he knew, would anger the patriots who wanted to use the death of five Bostonians as a rallying point against British oppression. But demonstrating a life long pattern of defending the truth rather than the
popular cause, Adams skillfully won the acquittal of six defendants and the lesser charge of manslaughter for the other two soldiers. When vilified by the patriotic press, Adams responded, “Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence…”

Privately, Adams won high regard from those who valued justice, for the victims of the Boston Massacre, in truth were “...most probably a motley rabble of saucy boys, negroes and molattoes, Irish teagues and out landish jack tarrs...,” as Adams described them. By 1774, Massachusetts’ citizens held him in such regard that they elected him to the First Continental Congress, and then to the Second Continental Congress, where he coaxed, guided, and debated fellow delegates toward a “declaration of independency,” as he called it in his private agenda for the session.

Recognizing the importance of making the revolution broad-based, Adams nominated Virginian George Washington to lead the Continental army. He joined Edward Rutledge of South Carolina and Richard Henry Lee of Virginia in drafting a resolution that each colony should form an independent government. The resolution’s preamble articulated a clear call for a break with Britain. In less than a month, Congress adopted Lee's resolution: “That these United Colonies are, and of right ought to be, free and independent States....” When appointed to the committee to draft the document declaring the independence of the united colonies, Adams, himself a prolific and skilled writer, demurred to Thomas Jefferson. He predicted easier acceptance of a document authored by a popular Virginian than one written by a crusty New Englander. Indeed, by this time, Adams had gained a reputation for honesty to the point of offensiveness and irritability to the point of rudeness.
During the war, Adams wrestled for a year with the nearly impossible task of supplying the army as chairman of the Board of War and Ordnance. He authored much of the Massachusetts constitution, and made several diplomatic trips to Europe. He persuaded the Netherlands to recognize the colonies’ independence and joined John Jay and Benjamin Franklin in peace negotiations with Britain, which resulted in the Treaty of Paris in 1783.

Adams remained in Europe for four years, first touring with his son John Quincy, negotiating loans and commercial treaties with the Netherlands and France, and finally settling in London for three years as minister to Britain. For the first time during his long domestic and foreign service, Abigail and the children joined him. During this time, Adams renewed his friendship with Thomas Jefferson, who was serving as minister to France. Adams and Jefferson had begun their association in the Second Continental Congress.

The Adams family returned to America in time for the first presidential election. Washington won the office with sixty-nine electoral votes to Adams’ thirty-four. By the new Constitution, Adams became the first vice president, which he described in a letter to Abigail as “...the most insignificant office that ever the invention of man contrived or his imagination conceived.” Bored and frustrated, he wrote, “And as I can do neither good nor evil, I must be borne away by others, and meet the common fate.” For the next eight years, he presided over the Senate, frequently casting his tie-breaking vote in favor of a stronger federal government.

During Washington’s presidency, tensions mounted between Secretary of the Treasury Alexander Hamilton and Secretary of State Thomas Jefferson. Those who agreed with Hamilton that a strong central government made up of the educated, privileged few should rule for the welfare of the many formed the Federalist Party. Those who agreed with Jefferson that the people should become educated to govern themselves without a
strong central power formed the Republican-Democratic Party. These political factions, as Washington called them, would thwart Adams’ political ambitions.

Adams, like Washington and Hamilton, espoused the Federalist view, yet he felt an aversion for party politics and went his own way, making enemies in both parties. In the 1796 election, Adams won the presidency with seventy-one electoral votes to his friend Jefferson’s sixty-eight. Adams kept Washington’s mostly Federalist cabinet intact, failing to realize its entrenched and dangerous loyalty to Hamilton. Striving to remain above party politics and uncomfortable exercising firm leadership, Adams sought balance, but his cabinet constantly betrayed his confidence and undercut him.

Amid this domestic chaos, Adams’ administration became increasingly preoccupied with the hostilities between Britain and France and the struggle to keep out of war with either power. Federalists favored the English while Republican-Democrats sided with the French. Both the British and French preyed upon American shipping. In the XYZ Affair, Adams sent three commissioners to France to negotiate for peace. French Foreign Minister Tallyrand refused to receive the Americans. Through a female friend of Tallyrand, messages traveled to a secret delegation of two Swiss and one American, referred to as XYZ. Tallyrand demanded a $250,000 bribe before he would receive the American commissioners, creating an indignant uproar in the United States. Even as Adams hoped for peaceful relations with France, he prepared for war. Finally, Adams named a new minister to France (this irritated Hamilton who had hoped for war) who negotiated the Treaty of Mortefontaine in 1800.

In this atmosphere of international intrigue, the Federalist-dominated Congress of 1798 passed four bills known as the Alien and Sedition Acts. Adams’
failure to veto these bills caused another partisan tumult in his administration. The Alien Acts clearly targeted French Catholic immigrants, giving the president and his deputies the power to arrest and deport aliens at will and making naturalization more difficult. Adams never used this power. The Sedition Act, however, led to the jailing and fining of a number of journalists who criticized the government—a clear violation of First Amendment rights. The Alien and Sedition Acts expired without notice after Adams left office. In a way, Adams had already provided a safeguard against such laws. “My gift of John Marshall to the people of the United States,” Adams wrote, “was the proudest act of my life.” Chief Justice Marshall initiated the practice of judicial review that would not allow such legislation to go unchallenged in the future.

In the election of 1800, Adams had so alienated the Federalists that he ran for a second term without their support. The tables turned: Jefferson, with seventy-three electoral votes, defeated Adams with sixty-five. Before leaving office, Adams attempted to pack the courts with Federalist judges. This act caused the breach to widen between him and Jefferson, who wrote that the appointments “were from among my most ardent political enemies.” The two former revolutionaries did not communicate at all for the eight years of Jefferson’s administration.

Through the efforts of their mutual friend Benjamin Rush, Adams and Jefferson reconnected in 1809. From Adam’s retirement in Quincy, Massachusetts, and Jefferson’s retirement in Monticello, Virginia, poured a rich correspondence on many subjects. The two espoused nearly opposite political views, to the point that Adams once proposed to Jefferson that some day they should thoroughly explain themselves to one another. The letters stopped with the death of the two friends and patriot giants on July 4, 1836, the fiftieth anniversary of the Declaration of Independence.
Adams' tumultuous four-year presidency stands like a slim, controversial volume between the two monumental bookends of the eight-year Washington and Jefferson administrations. As Adams later wrote to his son in 1825, “No man who ever held the office of president would congratulate a friend on obtaining it.” Having to fight his own party as well as the opposing party did Adams’ career no good; still, he always sought, “to preserve my Independence, at the Expense of my Ambition.” He was more a political philosopher than a politician, more a battering ram than a diplomat. Americans cannot measure their debt to John Adams within the confines of one presidential term, but rather across the two centuries of history that he influenced with his fervent genius and patriotic fever.

References
Lesson 6 • The New Nation 102


STANDARDS

HISTORICAL THINKING

The student will

Historical Comprehension
• reconstruct the literal meaning of a historical passage
• identify the central question(s) the historical narrative addresses

Historical Analysis and Interpretation
• identify the author or source of the historical document or narrative
• compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
• differentiate between historical facts and historical interpretation
• consider multiple perspectives

Historical Analysis and Decision-Making
• identify issues and problems in the past
• evaluate alternative courses of action
• formulate a position or course of action on an issue

CONTENT

The student will demonstrate understanding of The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

• The guarantees of the Bill of Rights and its continuing significance
  ▶ explain the importance of the basic guarantees of the Bill of Rights

• The development of the first American party system
  ▶ compare the leaders and social and economic composition of each party

• compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s
**RESOURCES**

*For each student*

*The New Nation* by Joy Hakim: Chapter 7, “About President Adams”

Student Sheets:
- A Portrait as Biography
- A Word Portrait of John Adams

*For each team*

Document Packet: *In the Words of Abigail Adams*

*For the teacher*

Transparency: *Copley’s Portrait of John Adams*

*For the classroom*

Vocabulary *Words and People to Remember*

Overhead projector

**Web sites**

The Alien and Sedition Acts @ http://www.nara.gov/exhall/treasuresofcongress/text/page5_text.html

Jefferson and John Adams: A Lifetime of Letters @ http://www.monticello.org/jefferson/cabinet/profile.html

John Adams Biography @ http://gi.grolier.com/presidents/ea/bios/02pjohn.html

John Adams @ http://www.whitehouse.gov/history/presidents/ja2.html

John Adams @ http://ragz-international.com/john_adams.htm

XYZ Affair @ http://www.encyclopedia.com/articles/new/14057.html

**VOCABULARY**

*Words to Remember*

**portrait** — a painting or drawing of a person

**biography** — a written history of a person’s life

*People to Remember*

*John Adams* — second president of the United States, a major founder of our nation

*Abigail Adams* — political activist and wife, friend, and advisor to John Adams
The Lesson

FOCUS ACTIVITY – 10 minutes

1. Show the Transparency: *Copley’s Portrait of John Adams* or direct students’ attention to the same portrait on page 42 in *The New Nation* (2d ed. p. 44).

2. Distribute the Student Sheet: *A Portrait as Biography*.

3. Ask students to explain the title of the Student Sheet. Make sure they understand that in a painting, the artist includes objects and details that tell about the life and personality of the subject.

Explain that John Singleton Copley painted this portrait of John Adams when he and Adams were in London. The scroll is thought to be a reference to the recently signed Treaty of Paris, which ended the Revolutionary War, recognizing the independence of the United States.

4. Students, working in pairs, study and discuss the portrait to complete the Student Sheet: *A Portrait as Biography*.

**Circulate and Monitor:** Visit each partnership as the students discuss the portrait and complete their student sheets.

5. Use **Numbered Heads** for the students to share their responses on the Student Sheet: *A Portrait as Biography* during a class discussion.

Explain that in this and the following lesson the students will learn more about John Adams, his term as president, and his important contributions to the nation.
TEACHING ACTIVITY – 20 minutes

1. Direct students’ attention to the side bar on page 40 (2d ed. p. 42). With the students, read the sidebar and discuss the two descriptions of John Adams. Ask the students to consider: What qualities made John Adams human?

2. Discuss with the students what they know about John Adams from previous lessons. Share information from the Overview to review Adams’ role in the nation’s beginning.


4. Explain the Cooperative Note Taking Pairs technique for reading about John Adams. Students work with team partners to improve their own note taking and check each other’s notes for accuracy and completeness of information. Students write their notes (in this case information about John Adams, which they later use to write two or three meaningful sentences). The students stop periodically to share their notes with their team partner, looking for information they missed or information that is incorrect. Students make any needed changes to their notes.

Explain that a meaningful sentence tells the reader something and shows that the writer understands the information in the sentence (e.g. John Adams thought the best thing he did as president was to keep the new nation out of the war between France and England). Encourage the students to use question words who, what, where, when, how, and why to identify information to include in their notes—these questions help provide details for use in the meaningful sentences.
5. **Reading for a Purpose:** Students read silently or **Partner Read** Chapter 7, “About President Adams” to take notes about John Adams. When partners have completed their reading, they use their notes and information from the Focus Activity to collaborate on a word portrait of Adams, writing two or three meaningful, descriptive sentences on the Student Sheet: *A Word Portrait of John Adams*.

**Circulate and Monitor:** Visit the partners as they read and take notes. Ask and answer questions, guide their note taking, and make sure students remain on task.

6. Students share their word portraits with the class. The meaningful sentences might be displayed with the portrait of Adams on a class bulletin board.

---

**STUDENT TEAM LEARNING ACTIVITY**

**STL ACTIVITY – 25 minutes**

**Drawing conclusions from first person quotations**

1. Introduce Abigail Adams to the students using the portrait on page 42 (2d ed. p. 44) of *The New Nation*. Include information from the Overview about Abigail’s relationship with her husband John—she was his wife, his life-long friend, correspondent, and confidant and proved John’s equal in literature, wit, and political insight.

2. Read the following quotation of historian James M. Banner, Jr., about Abigail Adams to the students: *Abigail Adams was considered sharper than a woman ought to be; she also read more than a woman was supposed to and spoke out even when the custom of her time and gender called for silence. In a famous March 1776 letter, she beseeched her husband to “remember the ladies” when making laws for the new republic: “Do not put*...
unlimited power in the hands of husbands,” she wrote. “Remember, all men would be tyrants if they could.”

Help the students interpret the meaning of Abigail Adams’ words.

3. Distribute the Document Packet: In the Words of Abigail Adams to each team. Explain the Student Team Learning Activity. Students read Abigail Adams’ own words to draw conclusions about her opinions on slavery, role of women, the education of children, and the cause of liberty. Each team records the team’s conclusions.

4. Reading for a Purpose: The students working in teams read the quotations and interpret what Abigail Adams thought about slavery, the role of women, the education of children, and the cause of liberty. Team members share the responsibility of recording its conclusions.

Circulate and Monitor: The quotations of Abigail Adams contain misspellings and very difficult vocabulary. First person quotations from this time make use of language that is difficult to read and understand. Interpreting Abigail Adams’ opinions will most likely prove challenging. Visit each team to help students read, understand, and interpret the words of Abigail Adams. If necessary, stop the team activity periodically to discuss specific quotations that prove difficult for the students.

5. Use Numbered Heads for the students to share their conclusions during the class discussion. Students’ comments might include conclusions such as:

- Slavery is wrong and the enslaved have every right to be free.
- A woman should never outshine her husband.
- Children should study hard and think deeply.
REFLECTION AND REVIEW ACTIVITY – 5 minutes

1. Explain that John and Abigail Adams wrote many letters to each other in which they shared their opinions about current events.

2. Each team makes a list of four current events in which Abigail and John might be interested if they lived in today’s world.

3. In their teams, the students Speculate:
   - What might John and Abigail feel about each of the four events on the team list. Would
John and Abigail have agreed with each other or might each hold a differing opinion?

4. Students use information about John and Abigail to support their comments.

HOMEWORK

John and Abigail Adams wrote many letters to each other in which they shared their opinions about current events. Choose a current event and write a letter to a friend or family member in which you express your thoughts about what is happening. After sharing the letter with your teacher, mail it to your friend.

LIBRARY/MEDIA RESOURCES

Nonfiction

John and Abigail Adams: An American Love Story by Judith St. George, Holiday House
Abigail Adams: Girl of Colonial Days (Childhood of Famous Americans) by Jean Brown Wagoner, Aladdin Paperbacks
John Adams: Our Second President (Our Presidents) by Ann Graham Gaines, Children’s World
John Adams (Founding Fathers) by Stuart A. Kallen, Abdo & Daughters
USKids History: Book of the New American Nation by Marlene Smith-Baranzini and Howard Egger-Bovet, Little Brown and Company

Cobblestone Magazine

The Adams Family

Video

A New Nation, United States History Video Collection, Schlessinger
Founding Brothers, The History Channel
CONNECTIONS

Language Arts/Library — Students find and read letters that John and Abigail wrote to one another.

Art/Library — Students research the portraits of John and Abigail Adams and analyze them using the format of the Student Sheet: A Portrait as Biography.

Research/Language Arts/Art — Students research and create, label, and illustrate a timeline of the life of John Adams.

Art/Technology — Students research the life and work of John Singleton Copley at the website for the National Gallery of Art @ http://www.nga.gov/collection/gallery/gg60b/gg60b-main1.html.
A Portrait as Biography

Name of Subject ________________________________________________________________

Name of Artist ________________________________________________________________

Date of Portrait_______________________________________________________________

Medium (circle one):
  painting         drawing           photograph         sculpture
  engraving       cartoon

What is the subject’s job or status? ______________________________________________

The subject looks (circle one):
  serious     happy     sad     angry     other_______________________

The subject’s pose is (circle any):
  relaxed    stiff     formal     informal     sitting     standing

Describe the subject’s clothing____________________________________________________

What objects (symbols) appear in the painting?

___________________________________________________________________________
A Word Portrait of John Adams

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
“I wish most sincerely there was not a slave in the province. It allways appeared a most iniquitous scheme to me—fight oursevs for what we are daily robbing and plundering from those who have as good a right to freedom as we have.”

“However brilliant a woman’s tallents may be, she ought never to shine at the expence of her husband. Government of states and kingdoms, tho’ God knows badly enough managed, I am willing should be solely administered by the lords of the Creation.” [Women should confine themselves to “Domestick Government.”]

About her grandchildren:

“I want to have them not smatterers intoxicated with superficial knowledge but hard students and deep thinkers. Impress them with the idea that they have not any dependence but upon their own exertions.”

To John Quincy in Holland:

“You must not be a superficial observer, but study men and manner that you may be skilfull in both. . . . Youth is the proper season for observation and attention—a mind unincumbered with cares may seek instruction and draw improvement from all the objects which surround it.”
“Altho’ the mind is shocked at the thought of shedding humane [human] blood, more especially the blood of our countrymen and a civil war is of all wars, the most dreadfull such is the present spirit that our heroes will spend their lives in the cause...what a pitty it is, that we can dye but once to save our country.”

[Americans are filled] “...with that firmness, that fortitude, that undaunted resolution ... and that they are engaged in a righteous cause.”

“Children should in the early part of life be unaccustomed to such examples as would tend to corrupt the purity of their words and actions that they may chill with horror at the sound of an oath, and blush with indignation at an obscene expression . . .

“...when he [John] is wounded I blead. I give up my domestick pleasure and resign the prospect I once had of an independent fortune . . . nor should I grudge the sacrifice, only let not the slanderous arrow, the caluminiating stabs of malace rend in pieces an honest character which is all his ambition.”
Americans should be returning to the “simplicity of manners” of their forefathers. “We have too many high sounding words, and too few actions that correspond with them.”

“I found his [John’s] honour and reputation much dearer to me, than my own present pleasure and happiness, and I could by no means consent to his resigning at present, as I was fully convinced he must suffer if he quitted.”

Abigail characterized John’s and her attraction for each other — like the “steel and the magnet or the glass and feather.”

“I am more and more convinced that man is a dangerous creature, and that power ... is ever-grasping…. The great fish swallow up the small, and he who is most strenuous for the rights of the people, when vested with power, is as eager after the prerogatives of government.”
On watching a battle from Penn’s Hill:

“The sound, I think is one of the grandest in nature….Tis now an incessant roar. But o’ the fatal ideas which are connected with the sound. How many of our dear country men must fall?”

“. . . the passion for liberty cannot be equally [equally] strong in the breasts of those who have been accustomed to deprive their fellow creatures of theirs.”

To her son, John Quincy Adams

“...reflect that you have had greater opportunities of seeing the world...that you have never wanted a Book, but it has been supplied you, that your whole time has been spent in the company of men of Literature & science. How unpardonable would it have been in you, to have been a Blockhead.”

“I resign my own personal felicity and look for my satisfaction in the consciousness of having discharged my duty to the public.”
Copley’s Portrait of John Adams — 1789
President Thomas Jefferson, eager to find a water route to the Pacific, explore the Louisiana Territory, and establish peaceful trading relations with the native peoples, appointed Meriwether and his co-captain William Clark to explore and map the newly purchased lands west of the Mississippi River.

The object of your mission is to explore the Missouri River, and such principal streams of it, as, by its course and communications with the waters of the Pacific Ocean may offer the most direct and practicable water communication across this continent for the purpose of commerce... Your observations are to be taken with great pains and accuracy... Other objects worthy of notice will be: the soil and face of the country, its growth and vegetable productions... the animals of the country.... the mineral productions... climate...

Thomas Jefferson to Meriwether Lewis

With these words, President Thomas Jefferson authorized the first official overland expedition to the northwest Pacific coast. In what was surely one of history’s most cost-effective expeditions, Jefferson persuaded Congress to allocate $2,500 to seek a water route from the Missouri River to the Pacific Ocean. The men would study the plants, animals, and terrain with an eye to future
settlement; bring back scientific specimens; learn about native tribes inhabiting the area; and establish relationships for future trade.

To head this historic undertaking, Jefferson selected his personal secretary, Meriwether Lewis. Lewis, a tall, trim, skilled outdoorsman and amateur scientist, had distinguished himself in the army on the frontier before coming to the President’s House. Lewis prepared for the expedition by studying navigation, astronomy, botany, zoology, and cartography. From his mother, Lewis had learned how to heal many sicknesses with plants, and noted scientist and physician Benjamin Rush tutored him in medicine. To acquaint himself with existing knowledge of the area, Lewis studied maps and journals of traders who had explored as far as the Mandan villages in present-day North Dakota. Beyond this point, maps bore the word “unknown.”

Although Jefferson had envisioned the expedition before buying Louisiana from France, the purchase of this vast tract of land for fifteen million dollars expanded the scope of the trip. American territory now extended to the Rocky Mountains, and as a diplomatic representative of the new “great father” in the East, Lewis would communicate to native tribes the transfer of sovereignty from the French to the United States.

Lewis believed the expedition required a strong co-leader and recruited William Clark, his former army commander. The tall, red-headed, outgoing Clark complemented the more introspective and quiet Lewis. Clark had learned wilderness skills and natural history from his older brother, Revolutionary War hero George Rogers Clark. An excellent cartographer and a faithful diarist, Clark’s journals—though filled with massive amounts of inventive spellings—provided an invaluable record of the historic journey.
Lewis left Washington the day after Independence Day, 1803, writing, “I could but esteem this moment of my departure as among the most happy of my life.” After picking up arms at the government arsenal at Harpers Ferry, Virginia, and obtaining a fifty-five-foot keelboat specially designed for the trip, he floated down the Ohio River, meeting Clark near Louisville, Kentucky. Lewis traveled to St. Louis, where he gathered supplies and finished preparations for the journey. They selected over two dozen well-seasoned men to join them in forming the Corps of Discovery, and departed up the Missouri River—propelled by oars, poles, sails, or tow-ropes—to Fort Mandan, North Dakota.

As they passed through the Great Plains, the corps encountered the peaceful Oto, Missouri, Arikara, Mandan, and Hidatsas tribes and the aggressive Teton Sioux. They developed a greeting ritual that included presentation of a peace medal and gifts of trade goods, an explanation that the new “great father” Jefferson in the east now owned their land, and a demonstration of military prowess (marching in uniform and shooting guns).

While wintering at Fort Mandan in 1804-1805, the men endured temperatures of more than forty degrees below zero. They hired French trapper Toussaint Charbonneau and his young Shoshone wife Sacagawea to serve as translators. Sacagawea, who had been kidnapped by an enemy tribe some years before, was only seventeen when she strapped her newborn son Jean Baptiste on her back and headed west with Lewis and Clark. Her presence also helped ensure a peaceful reception from western tribes who had never seen white men before; a war party would never travel with a woman, especially a woman with a baby.

On April 7, 1805, Lewis and Clark left Fort Mandan and headed west into lands heretofore largely unexplored by white men. In his journals, Lewis
marveled over “infinitely more buffaloe than I had ever before witnessed,” “the beauty of this majestically grand scenery,” and the “sublimely grand specticle” of the Great Falls of the Missouri. Anticipating a one-day portage around the falls, the expedition endured over a month of heat, wind, rain, hail, prickly pear cactus, mosquitoes, grizzly bears, and difficult terrain.

As winter loomed, the captains realized they were running out of time to find the Shoshone to sell them horses and guide them across the Rockies. At this critical juncture, one of the most amazing coincidences in history occurred. When the group finally made contact with the Shoshone, Sacagawea recognized the chief as her brother. The Shoshone marveled at the white men, their weapons, and the African American member of the expedition, Clark’s servant York. Like many other Native Americans in the West, the Shoshone had never seen a man with black skin before, and some rubbed his skin to see if the color was permanent. After obtaining horses, the expedition began a debilitating, eleven-day passage across the Bitterroot Mountains marked by early snow, bitter cold, extreme hunger, and impassable terrain. The men, who depended on up to eight pounds of fresh meat per man daily, were forced to kill and eat three of their horses.

Emerging from the mountains, they were succored by hospitable Nez Perce, whom Clark recalled as “the most hospitable, honest and sincere people that we have met with in our voyage.” After regaining their strength, they navigated rapids on the Clearwater, Snake, and Columbia rivers, one of which Clark described as an “agitated gut Swelling, boiling & whirling in every direction.” When the captains decided to have the party vote on the crucial decision of where to spend the winter, both York and Sacagawea voted—nearly sixty years before African Americans and over a century before women got the franchise.
The men built a fort where the Columbia River meets the Pacific, and named it Fort Clatsop after a local tribe. Clark estimated that the group had covered over four thousand miles. After a dull, dreary, homesick winter during which it rained nearly every day, they set off for the return journey in late March 1806. During an eventful return trip, the captains split the party to explore more of the Louisiana Territory, reuniting near Fort Mandan in August. Racing down the Missouri toward St. Louis, they encountered an increasing number of traders and trappers who provided news, including (to the captains’ amusement) rumors of their own deaths. They reached St. Louis in late September, where they were hailed as heroes after their two and a half year journey.

The men received double pay and 320 acres of land as rewards; the captains received 1,600 acres. Jefferson appointed Lewis governor of the Louisiana Territory, but following the expedition, Lewis seemed to unravel. He found the rigors of his new position difficult, and after several personal setbacks, he committed suicide. Clark’s post-expedition life proved more successful; he married, prospered in business, and earned respect as an Indian agent and governor of the Missouri Territory. He died an old man at the home of his eldest son, Meriwether Lewis Clark.

Even though the captains praised Sacagawea in their journals, she received nothing for her services. Her husband received a land grant of 320 acres and $533. She gave birth to a daughter about six years after the expedition, and died at age twenty-five from an unknown illness. After her death, Clark adopted her two children. York, the first African American to cross the continent north of Mexico, shared in the acclaim received by the corps, but returned to the more restrictive life of an enslaved person. Finally, responding to York’s petitioning, Clark granted York his freedom ten years after the expedition.
Lewis and Clark were the first United States citizens to see the Great Plains and the Rocky Mountains; to cross the Continental Divide; and to reach the Pacific by land. Even though they determined that no practicable northwest passage existed, their exploits stoked the imagination of a nation already hankering to move west. They greatly expanded the scientific knowledge of the region, and mapped much of the new land that had heretofore been unknown. The expedition contributed to the growing belief that the nation’s “Manifest Destiny” included expanding to the shores of the Pacific Ocean.

References
The New American Desk Encyclopedia. “Meriwether Lewis.”
Lesson 10  •  The New Nation  175

STANDARDS

HISTORICAL THINKING
The student will
Chronological Thinking
• distinguish between past, present and future time
• identify in historical narratives the temporal structure of a historical narrative or story
Historical Comprehension
• reconstruct the literal meaning of a historical passage
• read historical narratives imaginatively
• draw upon data in historical maps
• draw upon visual, literary, and musical sources
Historical Analysis and Interpretation
• identify the author or source of the historical document or narrative
• analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
• identify relevant historical antecedents
• evaluate the implementation of a decision

CONTENT
The student will demonstrate understanding of United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans
• The international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine
  ▸ analyze Napoleon’s reasons for selling Louisiana to the United States
  ▸ compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana
• The federal and state Indian policy and the strategies for survival forged by Native Americans
  ▸ investigate the impact of trans-Mississippi expansion on Native Americans
  ▸ explain and evaluate the various strategies of Native Americans such as accommodation, revitalization, and resistance

RESOURCES

For each student
The New Nation by Joy Hakim: Chapter 11, “Meriwether and William—or Lewis and Clark”

For each team
Team Sheets:
Lewis and Clark Adventure Cards
York: The African American Member of the Expedition
Sacagawea: The Expedition’s Invaluable Native Woman

For the teacher
Transparency: Lewis and Clark at Three Forks
**For the classroom**
Vocabulary written on chart paper
United States map showing the Louisiana Territory

**Web sites**
Lewis and Clark @ www.pbs.org/lewisandclark/inside/wclar.html
Lewis and Clark @ www.pub.org/lewisandclark/insidemlei.html
Lewis and Clark Trail @ www.nps.gov/lecl/
Lewis and Clark Trail @ www.vpds.wsu.edu/WAHistcutl/trail.html
Lewis and Clark @ http://www.lewis-clark.org/

**VOCABULARY**

**Words to Remember**
court martial — a military court
source — origin; place from which something comes
mouth — the end of a river
Northwest Passage — a mythical water route across North America
cartographer — map maker

**People to Remember**
*Meriwether Lewis — headed the expedition to explore the Louisiana Territory
William Clark — soldier and cartographer who co-led the expedition to explore the Louisiana Territory
Thomas Jefferson — third president of the United States; sent Lewis and Clark to explore the Louisiana Territory
Benjamin Rush — physician and scientist who helped train Lewis for the expedition
*York — African American member of the Lewis and Clark expedition
Sacajawea — Shoshone guide who assisted Lewis and Clark
Ca-me-ah-wait — brother of Sacajawea; Shoshone leader who sold Lewis and Clark horses to cross the mountains
Places to Remember
*Louisiana Territory — land from the Mississippi River to the Pacific Ocean purchased from France by President Thomas Jefferson

The Lesson

FOCUS ACTIVITY – 5 minutes

1. Show the Transparency: Lewis and Clark at Three Forks.

2. Working with teammates, students Brainstorm for three minutes to list as many details in this painting as possible.

3. Using Numbered Heads, each team shares its list to compile one classroom list. Make sure students notice the following points:
   - Sacagawea, the young Native American woman, and her papoose
   - York, an African American, who was enslaved by Captain Clark
   - York, like the other men, is armed
   - The group follows no established path or trail.

   Explain that Sacagawea, whom the captains hired as an interpreter, had been kidnapped from her Shoshone tribe as a girl. When the expedition moved through Shoshone territory, she recognized trails and landmarks from her childhood. She helped the party secure horses from the Shoshone to cross the Rocky Mountains.

4. With teammates, students Brainstorm to answer the following questions written on chart paper or the chalkboard.
• Why did President Jefferson send an expedition through this new territory?
• What dangers might this expedition face?

TEACHING ACTIVITY – 25 minutes

1. Using information from the Overview, briefly acquaint students with the Louisiana Purchase, which doubled the size of the nation.

2. Students use a classroom map or the map found inside the front cover of the second edition of The New Nation to point out the boundaries of this territory.

Point out the route of Lewis and Clark. Make sure students understand that the area beyond Fort Mandan (in present-day North Dakota) was largely unknown to white Americans.

3. Introduce the Vocabulary Words, People, and Places to Remember.

4. Reading for a Purpose: Students silently read or Partner Read Chapter 11, “Meriwether and William—or Lewis and Clark” in The New Nation to answer the following questions written on chart paper:

• Why did Jefferson buy the Louisiana Purchase?
• Why did some people criticize this purchase?
• What were the goals of the Lewis and Clark expedition?
• What scientific information did the explorers gather?
Circulate and Monitor: Visit each team as students read the selection and discuss the questions. Assist students with the reading, ask and answer questions, and encourage oral elaboration.

5. Use **Numbered Heads** for the class to review and discuss the questions.

Make sure students understand that Jefferson's Louisiana Purchase doubled the size of the nation, ensured American control of the strategic Mississippi River, and created a vast new “empire for liberty.” Critics believed this expenditure would bankrupt the nation, and that America already possessed all the land it needed. The expedition was to seek a water route to the Pacific Ocean, explore the new territory, establish friendly relations with the Indians, pave the way for future commerce, and gather scientific information about the land, its plants and animals, and its people. The men drew detailed maps, added two hundred species to the world's list of known plants, and provided detailed information about the geography and animals of the region.

**STUDENT TEAM LEARNING ACTIVITY**

**STL ACTIVITY – 25 minutes**

**Analyzing cause and effect relationships**

1. Distribute one set of the *Lewis and Clark Adventure Cards* to each team.

2. In their teams, the students take turns reading aloud the question side of the card and predicting what will happen in the situation described. Students turn the cards over and read what actually happened on the answer side of the cards.

3. If time allows, distribute to each team a copy of the Team Sheet: *York: The African American Member of the Expedition* and a copy of *Sacagawea: The Expedition’s Invaluable Native Woman.*
4. Working with a team partner, each partnership reads its particular Team Sheet and discusses the questions at the bottom.

5. Each team partnership summarizes the information on their Team Sheet and shares it with other members of the team.

REFLECTION AND REVIEW ACTIVITY – 5 minutes

1. In their teams, students discuss the following questions.

Would you have volunteered to be part of the Lewis and Clark expedition? Why or why not? What were the benefits and drawbacks of such an expedition?

2. Each team votes on whether or not to join the Lewis and Clark expedition.

Write a journal entry that discusses the following questions.

Can you think of a modern expedition into the unknown that compares to the Lewis and Clark expedition? Would you go on such an expedition? If you, like Lewis, could choose your co-captain, whom would you choose? Why? How might you prepare for such a journey?

OR

The United States Postal Service issues a dollar coin depicting Sacajawea and her young son. An eagle in flight is featured on the reverse side of the coin. Design your own coin honoring Sacajawea’s role in the expedition. Write a paragraph explaining your coin design.
Lesson 10  •  The New Nation 181

LIBRARY/MEDIA RESOURCES

Fiction
Seaman: The Dog Who Explored the West With Lewis and Clark (A Peachtree Junior Publication) by Gail Langer Karwoski, Peachtree Press.
Streams to the River, River to the Sea: A Novel of Sacagawea by Scott O'Dell, Houghton Mifflin.

Nonfiction
In the Footsteps of Lewis and Clark by Gerald S. Snyder, National Geographic Society
Lewis and Clark: Voyage of Discovery by Stephen Ambrose, National Geographic Society
How We Crossed the West: The Adventures of Lewis & Clark by Rosalyn Schanzer, National Geographic Society
Lewis and Clark: The Journey of the Corps of Discovery, An Illustrated History by Dayton Duncan and Ken Burns
Lewis and Clark: Voyage of Discovery by Stephen E. Ambrose, National Geographic Society.
USKids History: Book of the New American Nation by Marlene Smith-Baranzini and Howard Egger-Bovet, Little Brown and Company

Cobblestone Magazine
The Lewis and Clark Expedition

Video
Lewis and Clark: The Journey of the Corps of Discovery, PBS

CD ROM
The Story of America 1, National Geographic Society
Math — The Louisiana purchase cost $.04 per acre. Students research how much land costs in their area per acre. Did Jefferson get a good deal? By what percentage has the price of land increased in your area since 1803?

Geography/Math — Students trace the route of Jefferson and Clark on a map and plan their own trip following in the path of these explorers. Students decide where they will sleep and eat, how far they will drive each day, and what sites they will visit. Perhaps they want to include a white-water rafting trip! Students plan a complete budget for the trip.

Language Arts — Students read excerpts from Stephen Ambrose’s excellent book, Undaunted Courage about the Lewis and Clark expedition. Audio tapes of the book are also available at many public libraries.

Language Arts — Students view part or all of the Ken Burns video, Lewis and Clark and the Corps of Discovery. Students write a movie review.

Science — Students research some of the species of animals and plants Lewis and Clark discovered and make illustrated cards.

Geography — Students compare a pre-Lewis and Clark map to a modern map of the United States.

Language Arts — William Clark, who had little formal schooling, couldn’t spell very well. In his journals, he spelled the name of Sacagawea’s French-Canadian husband Charbonneau (pronounced SHAR-BON-OH) fifteen different incorrect ways! Students, using their knowledge of phonetic awareness, see how many spellings of this name they can invent.
Art/Language Arts — The United States Postal Service issues a dollar coin depicting Sacajawea and her young son. An eagle in flight is featured on the reverse side of the coin. Students design their own coins honoring Sacajawea’s role in the expedition. Students write explanations of their coin designs.
In the Review Lesson, students revisit the ideas and vocabulary from Lessons 6 – 10 to prepare for the Assessment. The Review Lesson is in the form of a card game.

If time allows, the teams may play more than one round of The New Nation Review. Even though one team member will win each round, all students win by reviewing ideas, facts, and vocabulary from the previous lessons. The goal of the game is to successfully prepare each member of the team for the assessment.

**The New Nation Review II: Shaping the New Nation**

1. To ensure that each student has a chance to play, students remain in their cooperative learning teams of four or five.

2. Each team receives a set of game cards and the answer sheet.

3. Cards are shuffled and separated into their respective piles (Awful and Sorry, Hear Ye! Hear Ye!, President Jefferson, etc.) and placed face down in the center of the table.

4. One team member is designated as the first player (i.e. the student whose name is last in the alphabet). The student to his right has the answer sheet, keeping it face down on the desk. This person is the fact checker.

5. The first player chooses a card, reads the number and the question aloud, and attempts to answer it. The fact checker turns the answer sheet over, finds the correct question number, and checks the first player’s response. If the student answers correctly, he or she keeps the card. If the answer is wrong, the card is placed on the bottom of the pile. The fact checker quickly turns the answer sheet face down again.

6. Play passes to the left, and the first player is now the fact checker.

7. The game ends when all the cards are gone. The student with the most cards wins.
The New Nation Review II: Shaping the New Nation
Questions and Answers

Awful and Sorry
1. Define the terms alien and sedition. An alien is a foreigner who is not a citizen. Sedition is any action that promotes resistance to lawful authority, especially advocating the violent overthrow of a government.
2. What was the main difference between the Federalist Party and the Democratic Republican Party? The Federalist Party favored a strong centralized national government. The Democratic Republican Party wanted to limit the powers of the federal government and advocated states’ rights.
3. What were the Alien Acts of 1798? Three laws that allowed the president to expel foreigners from the United States if he believed they were dangerous to the nation’s peace and security.
4. What was the Sedition Act of 1798? A law that made it a crime to criticize the government or those working in it under penalty of fines or imprisonment.
5. What were the Virginia and Kentucky Resolutions? James Madison wrote the Virginia Resolution and Thomas Jefferson wrote the Kentucky Resolution. The resolutions argued that the Alien and Sedition Acts were unconstitutional and that a state did not have to obey a law if it believed that law unconstitutional.

Hear Ye! Hear Ye!
7. What is the role of the judicial branch of the United States government? The court system branch of the government that interprets laws.
8. What is judicial review? The power of the courts to review laws and decide if they are constitutional.
9. What is the Supreme Court? The highest court in the United States and the final authority on the meaning of the Constitution and the constitutionality of a government action.
10. What does it mean if a law is unconstitutional? The law violates some provision in the Constitution.
11. What are checks and balances? Each branch of the government (legislative, executive, and judicial) has certain powers with which it can check the operations and balance the power of the other two branches.
12. What did Marbury v. Madison establish? In 1803, this case established the principle of judicial review that gave the judicial branch a key role in the American system of government.

President Jefferson
13. What new political party supported Jefferson’s political ideas? The Democratic-Republican Party supported a strict interpretation of the Constitution, limiting the powers of the federal government, and advocating states’ rights.
14. What were four accomplishments of Jefferson as president? He reduced the national debt, lowered taxes, limited the size of the already small military, and purchased the Louisiana territory from France.
15. What was Jefferson’s Louisiana Purchase? In 1803, President Jefferson purchased territory owned by France that doubled the size of the United States and extended its boundaries from the Mississippi River to the Rocky Mountains.

16. Why was President Jefferson called “a man of the people?” Jefferson moved the country back to its democratic beginnings that had guided it during its 1776 period.

17. How did President Jefferson deal with the Barbary pirates? Jefferson refused to pay tribute or ransom money to the Barbary States, and instead used the new United States navy and marines to subdue the Barbary pirates.

18. For what three accomplishments did Jefferson want to be remembered? Author of the Declaration of Independence, the Virginia Statute for Religious Freedom, and the father of the University of Virginia.

**Louisiana Purchase**

19. What were the goals of the Lewis and Clark expedition? To seek a water route to the Pacific Ocean, explore the new Louisiana territory, establish friendly relations with the Native Americans, pave the way for future commerce, and gather scientific information about the land, its plants and animals, and its people.

20. Who were Meriwether Lewis and William Clark? – Leaders of the expedition to explore the Louisiana Territory

21. Who was York? – African American member of the Lewis and Clark expedition

22. How did Sacajawea help the expedition? Shoshone guide who assisted Lewis and Clark

23. Why did some people criticize this purchase? They believed this purchase of this large territory would bankrupt the nation, and that America already had all the land it needed.

24. What scientific information did the explorers gather? They drew detailed maps of the region, found and recorded two hundred new species of plants, and provided detailed information about the geography and animals of the region.

**John Adams**

25. Who was the first president to live in the President’s House? John Adams

26. What did Adams think was the best thing he did as president? He kept America out of the war between France and England.

27. Why did Adams serve only one term as president? Adams’ Federalist Party lost favor with the people who voted for Thomas Jefferson and the political ideas of the new Democratic Republican Party.

28. President John Adams believed in a ________________ central government. Strong

29. Who did John Adams consider his best friend? His wife, Abigail

30. Why was John Adams proud of appointing John Marshall as chief justice of the Supreme Court? Marshall was a great chief justice who served thirty-four years. Marshall made the Supreme Court powerful, and the judiciary an equal third branch of the government with his decision of judicial review, which said that the court could throw out any law of the court thought it unconstitutional.
While on sentry duty, Private Alexander Willard falls asleep. This is a serious offense, punishable by death; a sleeping sentry jeopardizes the safety of the entire group. What happens to Willard?

With her forty-seven year-old husband, seventeen-year-old Sacagawea is hired as an interpreter. She negotiates with the Shoshone for horses critically needed to cross the Rocky Mountains, and helps guide the expedition through the mountains. What happens to Sacagawea?

The youngest member of the Lewis and Clark expedition, Baptiste is only 55-days old when his mother Sacagawea straps him on her back and begins the journey toward the Rocky Mountains. Captain Clark becomes so fond of the toddler that he offers to raise the child as his own. What happens to Baptiste?

During a hunting trip, Pierre Cruzatte accidentally shoots Captain Lewis in the “thye”—actually, his rear end. He denies it at first, claiming Indians are nearby. Finally, he confesses. What happened?

The fierce and powerful Teton Lakota Sioux control the flow of trade goods along the Missouri and dominate the Great Plains. The explorers offer them gifts, but the Sioux are not satisfied. Three warriors grab the tow rope of the explorers’ boat to prevent them from leaving. Clark draws his sword, hundreds of warriors on shore prepare to fire arrows; Lewis loads the cannon. Will violence erupt?

After six months and sixteen hundred miles of hard travel, the explorers arrive at the Mandan villages on the northern branch of the Missouri River. Winter is coming, and the explorers must build a base camp to survive temperatures that will reach forty degrees below zero. The Mandan villages contain 4,500 people—a greater population than the new nation’s capital. Will they be friendly or hostile?
| Sacagawea receives nothing for her services. Six years after the expedition, she gives birth to a daughter. She dies at age twenty-five of an unknown chronic illness. |
| Willard is lucky—he gets 100 lashes. He finishes the expedition, marries and fathers twelve children, and at the age of sixty, moves to California in a covered wagon. |
| Lewis forgives Cruzatte and gets on with a painful healing process. |
| When he is six years of age, his mother leaves Baptiste in Clark’s care. He is educated in St. Louis and returns to frontier life. A visiting German prince, impressed with Baptiste’s blend of formal education and frontier skills, takes him to Europe. For six years, he enjoys the lifestyle of the German court, becoming fluent in four languages. He then returns to America and lives as a mountain man, hunting, trapping, and exploring the West. He looks for gold (unsuccessfully) in the California gold rush, and dies of pneumonia at age 61. |
| The Mandans invite Lewis and Clark to build a fort across the river from their villages. They trade with the explorers, helping to keep them alive during the long, freezing winter. |
| The Indian chief backs down. The warriors eventually let the explorers leave. |
The explorers arrive at the Great Falls of the Missouri, where water cascades eighty feet down into sharp rocks. They must portage, or carry their canoes and all their supplies around the falls. They believe this will take half a day. Are they right?

Clark, York, and another man break away from the main party to find the Shoshone and trade for horses to cross the Bitterroot range of the Rocky Mountains. They are exhausted, and fear that if they don’t find the Shoshone and get horses, they will all die. They finally see a Shoshone, and greet him. What happens?

Finally, Lewis and three men from the party meet three Shoshone women. They give them gifts and wait for the rest of the party to arrive to interpret.. Suddenly, sixty Shoshone warriors gallop up. When they learn the four whites are part of a larger party, they are suspicious; are the whites enemies? The chief and some of his warriors go to meet the rest of the expedition. What happens?

In early fall, the men begin to cross the Bitterroot Mountains, which one man calls “the most terrible mountains that I ever beheld.” They know that one heavy snowfall could trap them and kill them all. Their Indian guide thinks it will only take a few days to cross the mountains. Is he right?

The men stumble out of the Bitterroot Mountains exhausted, weak, and nearly starved after a grueling, dangerous journey. They are found by the Nez Perce Indians, who have never seen whites or an African before. The Indians hold a council to decide what to do with the men. If they kill them and take their supplies, they will become the most wealthy and powerful tribe in the region. What happens?

York, who is enslaved, completes the expedition with Captain Clark. He has shared in the dangers and hardships of the journey and is the first African American to cross the continent north of Mexico. The rest of the men receive money and land grants for their services. What happens to York?
The Shoshone flees. The men must continue to look for the tribe to trade for the horses they need.

They are wrong—almost dead wrong! The portage takes one month, and they face extreme heat, seven-inch hailstorms, and other hardships. Sharp cacti shred the men’s moccasins and pierce their feet. Sacagawea and others almost drown when a flash flood sweeps through a gully. Some of the men collapse from exhaustion.

The Indian guide loses the trail, and it takes eleven days to cross the mountains. The men are unable to find animals to hunt and nearly starve.

The chief sits down with Lewis and Clark to negotiate. Sacagawea begins to translate but bursts into tears. The chief is her brother! She had been kidnapped from her people as a child, and has not seen him in many years. The Shoshone agree to sell the expedition the horses they need.

York is not paid for his services. He asks Clark for his freedom, but Clark initially refuses. Finally, Clark frees him. York enters the freighting business.

As the council is debating, a native woman urges the chiefs not to harm the whites. She had been kidnapped by another tribe and sold to whites, who treated her kindly. She later made her way back to her own tribe. The chiefs decide to help Lewis and Clark.
York: The African American Member of the Expedition

York was the first African American to journey through the continent north of Mexico. He left St. Louis with William Clark in 1803, and traveled to the shores of the Pacific Ocean and back.

But York was not free. As William Clark’s “manservant” and companion, he had grown up with Clark, and the two men were close in age. Clark’s father, who owned a plantation in Virginia, had left York to his son in his will.

On the historic expedition, York shared the hardships and dangers with the other men. A large, six-foot tall man, York is described in the men’s journals as a strong swimmer and capable hunter. He helped care for one sick member of the expedition, Sergeant Floyd, who died of a ruptured appendix. He accompanied Lewis on several small scouting parties, including one that explored the Yellowstone River.

Native Americans in the West, who had never seen a man with black skin before, marveled at his appearance. Some rubbed his skin to see if the color was permanent. One tribe, whose members painted their bodies with charcoal before battle, called York “strong medicine.” The Shoshone were amazed to hear the whites say they had a black man in their party. Lewis wrote, “Some of the party told the Indians that we had a man with us who was black and had short curling hair, this had excited their curiosity very much, and they seemed quite as anxious to see (him)... as they were the merchandize which we had to barter for their horses.”

Like other members of the expedition, York had geographic features named after him by the captains (“York’s 8 Islands” and “York’s Dry River”). When the expedition voted to determine where to set up its winter camp, York’s vote—like that of Sacagawea—was counted. With the other men, he enjoyed a hero’s welcome when the party returned to St. Louis in 1806.

After the expedition, York returned to the more restrictive life of an enslaved person. Clark later granted York his freedom, and he worked in Kentucky and Tennessee.

- How do you think the expedition changed York’s perception of himself?
- How did the Indians view York?
- How did the men of the expedition view York?
- How do you think York felt after the expedition?
Sacagawea: The Expedition’s Invaluable Native Woman

The only woman among the thirty-three members of the permanent party to journey to the Pacific and back, Sacagawea was only seventeen when she strapped her infant son on her back and headed west with Lewis and Clark. The captains needed her as an interpreter to negotiate with the Shoshone for horses to carry the expedition across the Rocky Mountains. Her presence also helped ensure a peaceful reception from western tribes who had never seen white men before; a war party would never travel with a woman, especially a woman with a baby.

During the expedition, Lewis and Clark’s respect for Sacagawea grew tremendously. When she became seriously ill, Lewis treated her illness and moved her to his own tent, which provided more shelter from the wind. Lewis wrote that she had “been of great service to me as a pilot through this country.” As they traveled through her homeland (from which she had been kidnapped by an enemy tribe as a child) Sacagawea acted as an invaluable guide, showing the expedition an important pass through the mountains. The captains gave her one of the few horses purchased from initial contacts with the Shoshone. She had a horse to ride while her husband had to walk—a reversal of Shoshone tradition, where men rode and women walked!

Lewis got mad at Charbonneau when he mistreated his young wife. When the party voted on a location for a winter camp, Sacagawea’s vote counted equally. Even though the captains praised her in their journals, she received nothing for her services. Her husband received a land grant of 320 acres and $533. She gave birth to a daughter about six years after the expedition, and died at age twenty-five from an unknown illness.

- How did Sacagawea help the expedition?
- How do you think the expedition changed Sacagawea’s perception of herself?
- How do you think Sacagawea should have been rewarded?
The ever-growing cycle of raw material consumption and product output that formed the basis of the economic success of the Industrial Revolution fueled a huge need for large-load transportation. Steamboats and steam-powered railroads fulfilled this need.

The concept of transporting carriage loads on some type of track began with the ancient rut-ways of the pre-Roman world. Although the exact transition of rut-ways to rails remains lost in antiquity, the historical records provide some clues to its development. In the region of Transylvania during the 1500s, the addition of flanged wheels to wagons improved rut-way transportation. German mining regions employed a similar type of crude railway, but its use never spread beyond carrying coal. Centuries later, in 1719, in the gardens of Marly-le-Roi in France, King Louis XV had a rail system, complete with a carriage shed and turntable (concepts still used by contemporary railroads), for the purpose of conveying guests through his extensive gardens on sleighs fitted with flanged wheels. By the middle of the eighteenth century, flanged wheel tram-roads, in which rails of crude iron, stone, or wood guided horse-drawn wagons, hauled coal from mine head to dock side in England.

In 1726, three of England’s coal mining companies joined forces to build an eight mile graded double track “main line” to the River Tyne. Horses, and in
places gravity, provided power on the line, which boasted a hundred-foot filled embankment and the first stone arch railway bridge. Many railroad historians consider this to be the first working rail carrier.

The railroad concept offered solutions to some of the transportation problems plaguing the developing English industry. Railroads if sufficiently graded did not rut or pothole under bad weather conditions, and metal wheels with good bearings on metal rails dramatically increased the tonnage that a single horse could move. Between 1750 and 1820, engineers improved the design and production of iron rails for horse-drawn tramways. In 1805 on the Croydon, Merstham and Godstone Railway in England, a single horse pulled a fifty-five ton train of sixteen wagons. The benefits of this impressive performance appealed to land-locked industries by allowing geographic freedom from waterway transportation. This brought the economic benefits of the industrial revolution inland.

Of course, horses had their limitations and could not provide heavy, long-haul service in inclement weather. In answer to the limitation of horse-power, mechanical propulsion created an industrial revolution in its own right, which eventually outshone in economic benefit and in technical advancement the industrial complex for which it was built to serve.

The knowledge of steam propulsion lay in antiquity. Hero of Alexandria wrote a volume about the use of steam around 300 A.D. Known in its translated form as *The Pneumatics of Hero*, the volume described and illustrated various steam and hydraulic devices presumably used by Greek temple priests to give animation and drama to their rituals. In his book, Hero gave instructions for the construction of a boiler and a set of dual cylinders and pistons with connecting rods and steam jets on a spinning sphere. The actual number of such devices ever
created or just how the ancients used them remains open to speculation, and the conceptual framework that eventually resulted in the first practical steam engine lay unexplored for almost fourteen hundred years.

In an isolated account, steam technology appears in a document that details a steamship trial by Blasco de Garay in 1543. The document describes a successful demonstration of a practical paddle steamer of two hundred tons to King Charles V of Spain in the harbor of Barcelona. Unfortunately, the document contains no drawing of the vessel or its steam plant.

Many of the “firsts” in the popular history of steam technology really indicate successful commercial applications rather than the initial inventions. Robert Fulton, often credited with inventing the steamboat, actually conducted the first successful commercial venture that used various existing forms of steam technology. Steamboats soon brought economic success to the great rivers of the United States, but only when steam power provided transportation for inland-based industry did the economic possibilities of the industrial revolution speed into the country’s heartland.

The story of the steam railroad locomotive is coupled with the development of the coal industry in England. As the demand for fossil fuel drove the mines to produce more coal, the coal industry faced technical and logistical problems. The solution of these problems eventually led to a logical union of steam technology with the horse-drawn trams on metal railroads, thus giving birth to the mechanically powered railroad.

Steam technology was first applied to the problem of flooding in coalmines. As early as 1689, Englishman Thomas Savery used a crude steam engine to pump water from a mine pit. In 1705, English ironworker Thomas Newcomen built a series
of engines that used steam and atmospheric pressure to operate pumps. Steam entered a confined cylinder and built up pressure to lift a piston. Cold water then entered through a valve to condense the steam, creating a vacuum that drew the piston back down into the cylinder to repeat the cycle. For over a hundred years, the Newcomen engines functioned as state of the art technology, even exported to mines in the American colonies beginning in 1755. These pumping engines moved slowly under low pressure, and although simple in design, they were quite large. Used in various types of manufacturing mills throughout England and the colonies, ten such machines pumped drinking water in London by the 1750s.

In 1769, Frenchman Micholas Cugnot built a fully operational steam driven tractor for hauling large siege artillery. The prototype worked well on paved surfaces but was difficult to steer and too heavy for field use. Only one example was produced, and the concept was sadly not improved upon or promoted.

During the 1770s, James Watts, a brilliant young English instrument maker and mechanic, brought efficiency to the stationary steam engine through a series of improvements. Watts converted the half-steam, half-atmospheric pressure principle of the Newcomen engine to an all-steam cycle and eliminated the cold water-cooling of the cylinder by drawing off the steam into a condenser. These improvements increased the conservation of heat in the engine's working parts and provided steam economy in the engine. This in turn allowed increased steam pressure and overall performance, reducing the engine’s size while increasing its power. Watts also developed a speed regulator, called a governor, which set the power output at a consistent level, thus helping the steam engine adapt to running a variety of machines. For years, the Watts firm was the biggest name in stationary steam construction.
In 1800, Watts’ patents on his improvements expired, and many mechanics who had trained in his shops left the firm to embark on carriers of their own. In that same year, in the United States, Oliver Evans created further improvements to the basic steam design by increasing the working pressure of the engine and boiler. He built high-pressure stationary engines for use in mills in Pennsylvania, Delaware, and Maryland. One engine, intended by New Orleans businessmen for a steamboat, worked so successfully in a sawmill that local displaced sawyers attacked the engine three times, eventually destroying it.

In 1804 Evans received a commission from the city of Philadelphia to build a steam driven scow to dredge the city’s waterfront harbors. Evans placed the four thousand pound scow on a wagon frame with steering gear and drove his boat, called the Oruktor Amphibilis, under its own steam, down to and right into the Delaware River. Evans then switched the drive gear to a rear-mounted paddle, and the craft moved down the Delaware to its mouth. Oddly, no one capitalized on the success of this remarkable amphibious craft, and the Evans firm remained in local obscurity, producing stationary engines for local mill use.

In 1803, Englishman Richard Trevithick, often heralded as the father of the railway locomotive, built a large steam carriage that could run for over ninety miles at good speed. The vehicle frightened many who witnessed it, especially during its trial run in London when the carriage went out of control and crashed through a homeowner’s fence. After this experience, Trevethick turned his attention to vehicles set firmly on rails.

England witnessed the launch of several locomotives in 1804. Matthew Murray demonstrated a steam engine that ran on timber rails. Richard Trevithick, after witnessing the trials of the Murray engine, unveiled his locomotive later that year. In
1808, Trevithick built a circle of track as a demonstration line in London’s Torrington Square. His engine *Catch Me Who Can* drew crowds by pulling spectators at fifteen miles per hour, but did not prove an economic success. When the engine went off the track, the little line was not repaired.

A handful of steam locomotives that used a toothed rack and pinion center rail for traction, similar to a modern cog railway, went into service on the Middleton Railway in England in 1812. The line, fully run by steam as opposed to horse-drawn lines, was a success.

Throughout the early quarter of the nineteenth century, many men tried to improve railroad technology, but George Stephenson dominated the field. Stephenson exhibited his first locomotive, *Blucher*, in 1814, but had difficulties. Stephenson kept experimenting, and by 1825, the Stockton and Darlington Railroad in England put him in charge of design. Stephenson gained fame at the 1829 steam trials on the Manchester and Liverpool Railway with his successful locomotive, *Rocket*, which moved at an impressive thirty miles per hour while carrying thirty passengers. Stephenson’s designs dominated the English market and set the pattern for the early steam engines that were exported to the United States.

In the United States, Colonel John Stevens wrote a pamphlet in 1812 that promoted the virtues and usefulness of a steam railroad over the construction and use of canals. The political support for interior improvements (large technological projects such as roads, canals and railroads) remained a staple of party politics for years. In 1825, Stevens, in order to demonstrate his vision, constructed a steam wagon and exhibited it on a circle of track in front of his estate in Hoboken, New Jersey. The railroad had come to America.
The first working railroad in the United States was a short three miles of track laid in 1826 in Quincy, Massachusetts. Horses hauled granite to a port on the Neponsit River on the little quarry line. Railroad momentum quickly shifted to the mid-Atlantic region. In 1827, Maryland granted a charter to the Baltimore and Ohio Railroad for a proposed line from the western part of Baltimore City and its port to the Ohio River in Virginia. The ambitious project required the crossing of large mountains, deep ravines, and twisting rivers. Charles Carroll, the last living signer of the Declaration of Independence, laid the first stone of the Baltimore and Ohio right of way. He stated at the ceremony that “I consider this one of the most important acts of my life, second only to my signing of the Declaration of Independence, if even it be second to that.”

Even as the masons, builders, and surveyors pushed the Baltimore and Ohio westward to its first station in Ellicott Mills, Maryland (now Ellicott City), the Delaware & Hudson Canal Co. installed a horse-drawn railroad line to haul coal traffic from their mines to a canal transfer terminal at Honesdale, Pennsylvania in 1828—a year that proved seminal in railroad practicality, development, and promotion.

That year, several Americans representing the interests of the embryonic railroad industry went to observe the steam engines’ performances at the Rainhill Trials in England. When Stephenson’s Rocket worked to a high degree of reliability and outperformed the other entrants, a steam powered railroad ceased to be a novelty. American agents for the Delaware and Hudson ordered locomotives based on the Rocket’s design.

A year later, the management of the Baltimore and Ohio conducted their own trials, pitting Peter Cooper’s Tom Thumb against horses on a stretch of double track near Relay, Maryland. Cooper, a well-known investor and inventor, built the 1.4 horsepower Tom Thumb in just six weeks,
ingeniously substituting surplus musket barrels for boiler tubes. Contrary to popular history, the Tom Thumb actually lost the race, but the little demonstration engine impressed the railroad management with the long-term economic possibilities of steam power.

The infant American railroad industry grew dramatically in 1830-31 with engines like the American-built Best Friend of Charleston, running on the Charleston, and Hamburg Railroad and the DeWitt Clinton on the Mohawk and Hudson. On the Camden and Amboy Railroad in New Jersey, Robert Stevens, son of the American steam pioneer Colonel John Stevens, imported the British built John Bull, constructed without instructions by mechanic Isaac Dripps. Dripps fitted the John Bull with a warning bell, headlamp, and cowcatcher, creating the prototype for what would become classic American railroad icons.

In 1832, the Baltimore and Ohio realized the economic advantages of the steam locomotive when the engine Atlantic pulled fifty tons for over forty miles averaging twelve to fifteen miles per hour—the use of steam rather than horses saved the railroad seventeen dollars per trip.

The railroads blossomed across the Northern states in the next thirty years, creating an industrial and transportation infrastructure which gave a decided edge to the Union armies that used railroads for moving supplies and troops during the American Civil War. Steam technology reigned supreme throughout the United States and the world as the source of power on land and sea for over a century, and became romanticized as the closest thing to a living being that man ever produced.

References


**STANDARDS**

**HISTORICAL THINKING**

The student will

**Historical Comprehension**
- identify the central question(s) the historical narrative addresses
- read historical narratives imaginatively
- draw upon data in historical maps

**Historical Analysis and Interpretation**
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- differentiate between historical facts and historical interpretation
- consider multiple perspectives
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance

**Historical Research Capabilities**
- obtain historical data

**Historical Analysis and Decision-Making**
- identify issues and problems in the past
- marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action
- evaluate alternative courses of action
- formulate a position or course of action on an issue
- evaluate the implementation of a decision

**CONTENT**

The student will demonstrate understanding of

**How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions**

- How the factory system and the transportation and market revolutions shaped regional patterns of economic development
  - explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment
  - evaluate national and state policies regarding a protective tariff, a national bank, and federally funded internal improvements
**For each student**
The New Nation by Joy Hakim: Chapter 23, “Teakettle Power”
Sheet of lined paper

**For each team**
Team Sheet: Steam
Team Sheets for the simulation:
- Railroad Simulation Team Introduction
- A copy of Railroad Representative for one student
- One of the Family Character Sheets
- Pre-Railroad Town Map
- Yes and No Destiny Sheets for each family, sealed in envelopes or stapled shut
- Post-Railroad Town Map

**For the teacher**
Transparencies:
- An Early Steam Engine
- Optional Pre-Railroad Town Map
- Optional Post-Railroad Town Map

**For the classroom**
Overhead projector

**Web sites**
A History of the Growth of the Steam Engine @ http://www.history.rochester.edu/steam/thurston/1878/
Railroad History Steam Timeline @ http://www.sdrm.org/history/timeline/
Steam engines and inventions @ http://library.thinkquest.org/c006011/english/sites/steam_first_experiments.php3?v=2
Build a steam engine @ http://www.fra.dot.gov/public/edu/schoolsteam.htm
The History of Steamboats @ http://inventors.about.com/library/inventors/blsteamship.htm
**Words to Remember**

**Iron horse** — early name for a steam driven train engine

**Clermont** — Robert Fulton’s steamboat

**Tom Thumb** — Peter Cooper’s engine, used in the steam trials on the Baltimore and Ohio railroad

**Baltimore and Ohio Railroad** — first major railroad company in the United States

**People to Remember**

*Robert Fulton* — successfully organized and marketed the first American steamboat company

*Peter Cooper* — Baltimore inventor, entrepreneur, and investor who promoted the use of steam for railroads. Built a demonstration engine called the **Tom Thumb** to prove the merit of steam engines to the board of directors of the Baltimore and Ohio Railroad

**Oliver Evans** — Pennsylvania inventor who created high-pressure steam engines and an amphibious steam car

**George Stephenson** — winner of the Rainhill steam trials in England with his reliable **Rocket**; launched the steam-powered railroad industry

---

The Lesson

**Note to the Teacher:** Before the lesson, prepare the Team Sheets for the simulation. Each team requires a copy of the **Railroad Simulation Team Introduction**, one of the **Family Character Sheets** (each team receives a different **Family Character Sheet**); a **Pre-Railroad Town Map**; **Yes or No Destiny Sheets** for each family placed in an envelope or stapled shut; and a **Post-Railroad Town Map**. Choose one student to be the railroad agent. Give that student a copy of the **Railroad Representative** sheet. Teams receive these materials at various times during the simulation.
FOCUS ACTIVITY – 5 minutes

1. Explain to the students that an English visitor named Charles Dickens wrote about an experience he had in the United States in 1842.

2. Direct the students to listen as you read the account to determine:
   - What is Charles Dickens describing in this quotation?

Read the account on page 113 (2d ed. p. 121) of Chapter 23, “Teakettle Power” in *The New Nation* to the students.

3. Discuss the account with the students. If necessary, explain that Dickens rode on an American train that used steam power. Inventors and scientists worked for years to harness steam power to run engines.

4. Ask the students:
   - Why do you think Dickens’ experience was so memorable? Steam powered railroad engines were a new way to travel—fast, dirty, dangerous, exciting, and uncommon.

TEACHING ACTIVITY – 20 minutes

1. Introduce and explain the steam engine as the new motive power technology on land and water in the early half of the nineteenth century. Read the first two paragraphs of Chapter 23, “Teakettle Power” to the students.

2. Use the Transparency: *An Early Steam Engine* to explain how a steam engine works.

3. Preview the illustrations and sidebar information in Chapter 23 with the students. Introduce the Vocabulary *Words and People to Remember.*
4. **Reading for a Purpose:** Students work in teams to survey Chapter 23: “Teakettle Power” in order to identify inventors, inventions, and dates and record that information on the Team Sheet: *Steam*.

5. Use information from the Overview and Chapter 23 in *The New Nation* to discuss the importance of steam power and its use to power steamboats and early railroad locomotives. Review the information about the inventors and their inventions on the Team Sheet: *Steam* with the students.

6. Each student **Speculates** on the following questions and writes his or her predictions on a sheet of paper.
   - How might the introduction of railway steam technology change a town or city?
   - What might happen to a town if the railroad or steamboat bypassed it in favor of a neighboring town?
   - What might be the economic benefits of railway steam technology to a town?

The students save these predictions to use in the Reflection and Review Activity at the end of the lesson.

**STL ACTIVITY – 25 minutes**

Simulating the impact of an early rail line on a community

1. Explain the Student Team Learning Activity.

The simulation concerns an early community’s decision to accept or reject a proposal to link their town with the coming railroad. Each team assumes the identity of a town family and considers the proposal to decide if the railroad should or should not come to the town.
Each team receives a character description of one family in the town and a map of the town showing each family’s property. After reviewing these materials and discussing the advantages and disadvantages of the railroad during the town meeting, the team (acting as their assigned family) decides how to cast their vote: should they vote for or against the railroad coming through their town? After the vote, each team receives a specific card for their family describing the impact of their decision.

2. Distribute the Team Sheets: *Railroad Simulation Team Introduction*, one of the *Family Character Sheets* (each team receives a different *Family Character Sheet*) and a *Pre-Railroad Town Map* to each team. Choose a student volunteer to be the Railroad Agent and give a copy of *Railroad Representative* to that student.

3. Reading for a Purpose: Each team reads the Team Sheet: *Railroad Simulation Team Introduction* and its specific *Family Character Sheet*, and locates its corresponding business and land holding on the *Pre-Railroad Town Map*. The student volunteer Railroad Agent reads his or her *Railroad Representative* information sheet.

Circulate and Monitor: Visit each team as the students read the *Railroad Simulation Team Introduction* and their team’s *Family Character Sheet*. If necessary, use a transparency of the *Pre-Railroad Town Map* to help the teams locate their families’ businesses and land holdings.

Be sure the teams understand the task and their families’ situations and correctly locate their families’ holdings on the map.

4. Conduct the town meeting. The Railroad Agent presents the railroad’s proposal to the town families. Open the town meeting to debate. Encourage the students to debate, in character, the
advantages and disadvantages of the railroad coming to their town.

5. After the debate, each team casts their family vote concerning the town’s future with the railroad.

6. Depending on how each team voted, distribute the appropriate Yes or No Destiny Sheet to each team for its family character. (For example, if the team acting as the Kline Family voted no, give them the “No” Destiny Sheet for the Kline Family and if the Hunsicker Family voted yes, give that team the “Yes” Destiny Sheet for the Hunsicker Family.)

Reading for a Purpose: Each team reads its family character Destiny Sheet, discusses it with teammates, and shares how the decision affected its family with the class.

7. Distribute the opposite vote result Destiny Sheets to each team so the teams can compare and contrast the results if their vote had been different.

REFLECTION AND REVIEW ACTIVITY – 10 minutes

1. Using their predictions from the Teaching Activity, the students compare their predictions about steam technology with what happened to their family character in the simulation. The students use Numbered Heads to share their responses.

2. Ask the students to Think-Team-Share:
   - What was the most common benefit of the railroad coming to their town?
   - What was the most common disadvantage?
   - What happened to the town if the railroad did not come?
   - What modern technology might pose a similar cause-and-effect relationship to a community as the coming of the railroad?
3. Use **Numbered Heads** for the students to share their responses.

**HOMEWORK**

Now that you have experienced what the railroad has done to change your family character and your town, write a letter to a friend in a neighboring town telling about the specific changes that the railroad brought to your town and your life.

**LIBRARY/MEDIA RESOURCES**

**Nonfiction**

*James Watt: Master of the Steam Engine* by Anna Sproule, Blackbirch Marketing

*Steam at Sea: Two Centuries of Steam Powered Ships* by Denis Griffiths, Brasseys, Inc.

*The Ingenious Yankees: The Men, Ideas, and Machines that Transformed a Nation, 1776-1876* by Joseph and Frances Gies, Thomas Y. Crowell Company

*Robert Fulton: From Submarine to Steamboat* by Steven Kroll, Holiday House


*Early Pioneers (The World’s Railroads)* by Christopher Chant, Chelsea House Publications

*Building Simple Model Steam Engines* by Tubal Cain, Trans-Atlantic Publications

**CONNECTIONS**

**Language Arts** — Students design and write a pamphlet describing the economic advantages of using steam in transportation.

**Science/Technology** — Students build a steam engine under the supervision of an instructor by following the directions in Full Steam Ahead: How to build a miniature steam engine @ http://www.fra.dot.gov/public/edu/school/steam.htm.

**Math** — Students solve math problems using equations dealing with volume, pounds per square inch. and the measuring of effort.
Inventor:  
Invention:  
Date:

STEAM

Steam Technology

Inventor:  
Invention:  
Date:

Inventor:  
Invention:  
Date:

Inventor:  
Invention:  
Date:
Welcome to your hometown of Palm, located about a two-day stagecoach ride north of Philadelphia, Pennsylvania, and about a day’s ride south of Allentown. The year is 1855, and you and your friends and neighbors have just finished bringing in the year’s harvest and settled in for the winter. This winter promises to be quite interesting because the town must debate a giant, life-changing possibility.

For two months, the town has been in a stir over some very big news. Agents from the Norristown and Allentown Railroad have requested a general town meeting for the purpose of presenting a plan to link your town with the coming railroad. The railroad agents know that not everyone in Palm is in favor of having the railroad come to town. So, in the event that the citizens of Palm reject the offer, the railroad agents have also requested a town meeting with the nearby town of Green Lane.

Everyone will hear both sides of the issue at the town meeting, and then take a secret ballot vote. The railroad agents promise that a yes vote will bring prosperity for all the citizens of Palm. The local opponents of the railroad say that it will change the town permanently for the worse and want no part of it. The town’s future will be up to you and your neighbors to decide.

A town map is included with your team packet. Match the house number found on your Family Character Sheet to locate your home and property on the Pre-Railroad Town Map. Depending on your vote you will be shown a second map, Post-Railroad Town Map, showing the railroad’s passage through your town.
Railroad Representative

Your Name: Johnston

You are the development representative for the Philadelphia and Reading Railroad that has leased the right of way of the Norristown and Allentown Railroad. Your job is to represent the railroad’s interests to different town governments. Your boss, James Gowen, sends you to the town of Palm, Pennsylvania. The railroad wants you to locate the best route up the Perkiomen River valley to connect with the East Penn Railroad at a junction in Emaus, Pennsylvania. This will create a north-south link between Allentown and Philadelphia and allow revenue access to a large fertile farm area.

You find that two towns (Palm and Green Lane) have equal merit for the railroad. The cost for the rail line to go through either town is about the same and both towns offer similar possibilities for the railroad to make a profit. You discover that many of the local farmers fear that your company will seize their land for the railroad's right-of-way. You wire your boss and ask which town to choose. Your boss wires back for you to conduct a public relation campaign and allow the towns themselves to vote if they want the railroad. This way he hopes to cut down on any future lawsuits that may arise from eminent domain and the right-of-way. Now you must campaign for the railroad and try to convince one of the towns to vote yes.

You decide to meet first with the citizens of Palm. At the town meeting, many old farm families will most likely speak against the railroad. They will build their arguments on rumors that the railroad uses fancy legal tricks to take land for the right-of-way. You wire your boss and ask which town to choose. Your boss wires back for you to conduct a public relation campaign and allow the towns themselves to vote if they want the railroad. This way he hopes to cut down on any future lawsuits that may arise from eminent domain and the right-of-way. Now you must campaign for the railroad and try to convince one of the towns to vote yes.

You decide to meet first with the citizens of Palm. At the town meeting, many old farm families will most likely speak against the railroad. They will build their arguments on rumors that the railroad uses fancy legal tricks to take land for the right-of-way. You wire your boss and ask which town to choose. Your boss wires back for you to conduct a public relation campaign and allow the towns themselves to vote if they want the railroad. This way he hopes to cut down on any future lawsuits that may arise from eminent domain and the right-of-way. Now you must campaign for the railroad and try to convince one of the towns to vote yes.

You decide to meet first with the citizens of Palm. At the town meeting, many old farm families will most likely speak against the railroad. They will build their arguments on rumors that the railroad uses fancy legal tricks to take land for the right-of-way. You wire your boss and ask which town to choose. Your boss wires back for you to conduct a public relation campaign and allow the towns themselves to vote if they want the railroad. This way he hopes to cut down on any future lawsuits that may arise from eminent domain and the right-of-way. Now you must campaign for the railroad and try to convince one of the towns to vote yes.

You decide to meet first with the citizens of Palm. At the town meeting, many old farm families will most likely speak against the railroad. They will build their arguments on rumors that the railroad uses fancy legal tricks to take land for the right-of-way. You wire your boss and ask which town to choose. Your boss wires back for you to conduct a public relation campaign and allow the towns themselves to vote if they want the railroad. This way he hopes to cut down on any future lawsuits that may arise from eminent domain and the right-of-way. Now you must campaign for the railroad and try to convince one of the towns to vote yes.

You decide to meet first with the citizens of Palm. At the town meeting, many old farm families will most likely speak against the railroad. They will build their arguments on rumors that the railroad uses fancy legal tricks to take land for the right-of-way. You wire your boss and ask which town to choose. Your boss wires back for you to conduct a public relation campaign and allow the towns themselves to vote if they want the railroad. This way he hopes to cut down on any future lawsuits that may arise from eminent domain and the right-of-way. Now you must campaign for the railroad and try to convince one of the towns to vote yes.

1. The railroad means jobs and prosperity for everyone in the town.
2. The railroad legally settles and justly pays for all land claims in accordance with a Pennsylvania law that allows the railroad to negotiate land deals it feels are in the best interest of the public good. Any claim will be paid full market value.
3. The railroad allows access to a greater market for farm produce and locally made goods.
**Family Character Sheet #1**

Your family character name: Kline Family  
Your property on the *Pre-Railroad Town Map*: Number 1  
Your occupation: Farmer

You own the old Kline farm on the Allentown to Philadelphia Pike. Your family has owned this farm since 1754, when Jacob Kline purchased it from the descendents of William Penn, making your family name one of the oldest in the town of Palm. You own land from the road by the bridge following the stream and the line fence that borders the mill up to the northeast corner of the map.

**Cut and place this section in the YES envelope for the Kline Family**

The vote is **Yes** for the railroad! You and your family are in for some big changes. First, the railroad is going to take a right-of-way through your front field and cross your farm road. You fight it in court with the help of Carl Lost, the local lawyer, but the railroad wins, using the right of eminent domain as its argument. The railroad pays you for the land, but you always feel you have been robbed. To make matters worse, you are sure that the constant passing of the trains affect your cows’ milk production. In 1859, cinders and sparks from a wood burning locomotive set your house roof on fire.

On the bright side, the milk your cows produce has become more valuable because the local dairy can ship milk to the cities of Allentown and Philadelphia on the railroad. Also, you can now sell your other farm produce and meats to agents that represent markets in the big cities because you can ship the products by the railroad. In addition, your family benefits from the railway delivery of equipment you never thought you could get, like the new cook stove you bought out of a catalog and the new mechanical harvester from that firm up in Hartford, Connecticut. In 1861 your son leaves on the railroad to fight in the Civil War and comes home, missing an arm. You are able to visit him and bring him home by traveling to Philadelphia for the first time by train in 1863.

**Cut and place this section in the NO envelope for the Kline Family**

The vote is **No**. The railroad is not coming to the town of Palm. Your town shrinks over the years as rail traffic to the town of Green Lane diverts all the business away from your community. Most of the local businesses eventually dry up and fail as people travel over the hill to Green Lane to purchase the factory-made items that the railroad brings into the town. In order to sell farm products to the city markets in Allentown and Philadelphia, the farmers invest time and money moving their farm produce from Palm to the rail line at Green Lane by country road. Every major purchase or sale makes farmers or businessmen travel over an hour to and from the town of Green Lane.
Family Character Sheet #2

Your family character name: Humsicker Family
Your property on the Pre-Railroad Town Map: Number 3
Your occupation: Farmer

You own the Hunsicker farm on the Allentown to Philadelphia Pike. You own the land that lies west of the Allentown Pike, south of the line fence, and north of the Norristown Road. Your grandfather started the farm in 1800, then split the family farm and gave half of his land to your father. (Grandpa Hunsicker’s farm is Number 17 on the map.)

-choice section

The vote is Yes for the railroad! You and your family are in for some big changes. First the railroad is going to take a right of way through your house and barn! The surveyors could not design it any other way because the railroad is following the valley next to the Philadelphia Pike. You fight it in court with the help of Carl Lost, the local lawyer, but the railroad wins, using the right of eminent domain as its argument. They pay you for the land, but you always feel they robbed you.

The railroad company tears down your house and barn. You take the stone to make a new building. When you negotiate the land deal with the railroad, you secure the right for a railroad siding so that the railroad can drop off cars. You decide to sell the rest of your farmland to your brother and go into the coal and lumber business. Your business becomes a great success. Your entrepreneurship pays off, and you sell your rail-delivered products to all the surrounding towns and villages. You make more money than you would have ever made by farming your land.

-choice section

The vote is No. The railroad is not coming to the town of Palm. Your town eventually shrinks over the years as rail traffic to the town of Green Lane diverts all the business away from the local community. Most of the local businesses dry up and fail as people travel over the hill to Green Lane to purchase the factory-made items that the railroad is bringing into the town. In order to sell farm products to the city markets in Allentown and Philadelphia, the farmers invest time and money moving farm produce over the Green Lane to Palm road. Every major purchase or sale for your farm or business requires that you travel over an hour to and from the town of Green Lane.
Family Character Sheet #3

Your family character name: Weaver Family
Your property on the Pre-Railroad Town Map: Number 10
Your occupation: Dairy Owner

You own a dairy and creamery on the Philadelphia Pike. Your milk and cream are considered the best around. People come from as far away as East Greenville (about an hour round trip) for your products. Horse-drawn wagons and carts from surrounding farms bring you fresh milk every morning. You operate a small business and have one employee. You keep your milk products cold in your cellar that is cooled by the flow of the Perkiomen Creek into your basement.

 cắt and place this section in the YES envelope for the Weaver Family

The vote is Yes for the railroad! You and your family are in for some big changes. The new railroad connection for Palm allows for the rapid import and export of milk from farms up and down the railroad. Your volume of products increase, and you are able to ship milk into the cities of Allentown and Philadelphia by ice-refrigerated cars. Your business is such a success that you obtain a railroad siding right onto your property. Your business grows into a large establishment and is handed down to your children—a success for years to come.

 cắt and place this section in the NO envelope for the Weaver Family

The vote is No. The railroad is not coming to the town of Palm. Your town shrinks over the years as rail traffic to the town of Green Lane diverts business away from your community. Most of the local businesses dry up and fail as people travel over the hill to Green Lane to purchase the cheaper factory-made items that the railroad brings into the town. Your business is hurt because most of the local farmers are under contract to the Lehigh Dairy in Green Lane. The dairy in Green Lane buys milk from far and wide in larger volume to ship to the cities of Allentown and Philadelphia. It gets harder and harder to get milk from the local farmers. Soon your family will close down the business. Every major purchase requires you to travel over an hour to and from the town of Green Lane. You close your diary and your employee moves away to work for the dairy in Green Lane.
Family Character Sheet #4

Your family character name: Trumbaur Family
Your property on the Pre-Railroad Town Map: Number 16
Your occupation: Town mercantile and quarry owner

Your family is one of the mainstays of the community, you run a small general store that carries all types of factory-made goods, domestic and imported. Your shop is very popular, but you know you could sell more if a reliable delivery system could be built to and from Philadelphia. Most of your goods are shipped on large wagons or on the stagecoach, which is slow and costly. Sometimes the more fragile items, like glass and imported china, arrive broken. Your shop is located on the corner of the Green Lane Road and the Philadelphia Pike. You also own a small quarry at the edge of town, from which the locals buy foundation and building stones for their houses and barns. You make a good living providing stone and store goods, and many people in the area rely on you. You employ two workers at the quarry and a clerk at the store.

The vote is Yes for the railroad! You and your family are in for some big changes. The new railroad connection for Palm allows you to bring in all kinds of hard-to-find items. You advertise that you can order and deliver anything from as far away as Paris, France, for your customer. As more and more people move into the area, your store grows and you expand. However, there is a down side for your store. Many people in the area now can buy from large mail order catalogs that offer all kinds of goods for less than you can provide. The railroad brings mail order goods directly to Palm.

The railroad offers you a nice sum of money for the rights of ownership to the quarry. They need the cut stone to make bridges and tunnels. They offer more than you have made at the quarry in ten years, and you quickly accept. Later, you discover that a railroad geologist noted to his boss that the area has a high concentration of zinc in the ground. Ten years later, the railroad sells the old quarry to the New Jersey Zinc Company that opens a mine on the hillside, employing many townspeople.

The vote is No. The railroad is not coming to the town of Palm. Your town shrinks over the years as rail traffic to the town of Green Lane diverts all the business away from the local community. Most of the local businesses eventually dry up and fail as people travel over the hill to Green Lane to purchase the cheaper factory-made items that the railroad is bringing into the town. You lose a good portion of your business to a new store in Green Lane that boasts it can get any domestic or imported item shipped to it express from Philadelphia. Every major purchase for your family requires you to travel over an hour to and from the town of Green Lane. As the stagecoach company fails from lack of business, the price of your goods rises and makes the store unprofitable. You close the store. Your family relies on the income from your quarry. Your clerk goes to work for the store in Green Lane, and you are forced to lay off the two men that worked in your quarry.
Family Character Sheet #5

Your family character name: Trout Family
Your property on the Pre-Railroad Town Map: Number 14
Your occupation: Cooper (barrel-maker)

You run the cooper shop on the Green Lane Road. You supply handmade barrels to the local farmers. You buy your wood from the sawmill across the road. You learned this trade as an apprentice. Now you are passing your knowledge to another young person who works for you as an apprentice. You take great pride in the quality of your barrels, for which you get a good price. You make a good living providing this service, and many people in the area rely on you.

∧

Cut and place this section in the YES envelope for the Trout Family

The vote is Yes for the railroad! You and your family are in for some big changes. The new railroad connection brings stiff competition to the craftsmen in Palm. Your business immediately suffers when the local farmers start buying less expensive factory-made barrels. The railroad brings the barrels directly from the factory to the local corner store. You cannot sell your handmade barrels for the same price as the factory-made barrels. Your business eventually dies out, and you and your apprentice go to work for the railroad.

∧

Cut and place this section in the NO envelope for the Trout Family

The vote is No. The railroad is not coming to the town of Palm. Your townshrinks over the years as rail traffic to the town of Green Lane diverts all the business away from the local community. Most of the local businesses eventually dry up and fail as people travel over the hill to Green Lane to purchase the cheaper factory-made items that the railroad brings into the town. Orders for your handmade barrels quickly drop as people buy the less expensive factory-made barrels that the railroad delivers. Every major purchase for your family requires you to travel an hour to and from the town of Green Lane. You have to close your shop. You and your apprentice go to work for the railroad in Green Lane.
Family Character Sheet #6

Your family character name: Applegarth Family
Hunsicker property on the Pre-Railroad Town Map: Number 3
Your occupation: Hired worker at the Hunsicker Farm

You own no property in Palm, but work as a hired hand at the Hunsicker farm. You rent a small two-room cabin outside town. You and your young wife have a baby. You hope to make something of yourself, but see little opportunity in Palm. You try to save some money to buy a home, but being a hired hand pays little.

- Cut and place this section in the YES envelope for the Applegarth Family

The vote is Yes for the railroad! You and your family are in for some big changes. Your employer’s farmhouse sits in the right-of-way for the railroad and is going to be bought and torn down. At first, you are afraid you'll lose your job because Mr. Hunsicker spoke of giving up farming and going into some other business. The Hunsicker family decides to start a lumber and coal dealer business and opens a yard out of their old barn. Mr. Hunsicker offers you a job managing the coal business, and you receive a pay increase. The railroad brings many new opportunities to town, and you and your family plan to benefit from them.

- Cut and place this section in the NO envelope for the Applegarth Family

The vote is No. The railroad is not coming to the town of Palm. Your town shrinks over the years as rail traffic to the town of Green Lane diverts all the business away from the local community. Most of the local businesses eventually dry up and fail as people travel over the hill to Green Lane to purchase the cheaper factory-made items that the railroad is bringing into the town. Your job is still secure, but Mr. Hunsicker will not be able to give you a raise. In fact, he has told you that he will have to drop your pay. He needs money to pay for the increased cost of moving his farm produce over to Green Lane to the railroad station. You give it some thought and talk it over with your wife. You decide to take a chance and go over to Green Lane and look for a job.
Pre-Railroad Town Map
An Early Steam Engine
Multiple Choice – Choose the best response.

1. Which of the following does **not** describe the Industrial Revolution?
   A. increased production of handmade goods by skilled craftsmen
   B. rapid change from an agricultural economy to a manufacturing economy
   C. increased use of power-driven machinery
   D. increased production of goods in factories and mills

2. How did Samuel Slater, an English factory worker, bring the Industrial Revolution to the United States?
   A. He stole the plans for building factory machines and sold them to American businessmen.
   B. He memorized how to build factory machines in England and brought that knowledge to America.
   C. He created his own machine company in England and sold steam engines to American factory owners.
   D. He hired the best machine operators in England and paid their way to America to work in the mills.

3. What negative effect did the cotton gin have?
   A. raised the cost of cotton cloth
   B. provided mass produced cotton clothing
   C. increased the need for slave labor to grow and harvest cotton
   D. put cotton mills out of business

4. How did Francis Lowell contribute to the Industrial Revolution?
   A. He invented the cotton gin that increased the production of cotton cloth.
   B. He popularized the use of interchangeable parts for the mass production of goods.
   C. He brought the Industrial Revolution from England to America.
   D. He built the first large American factory system for spinning and weaving cloth.

5. What was a turnpike?
   A. an interchangeable part in the mass production of goods
   B. a road made of clay on top of round logs
   C. a steam engine that turned machinery in the mills
   D. a rod of sharp sticks that blocked the entrance to a toll road
6. Which of the following does not describe the National Road?
A. built with government money
B. connected the east coast to the western frontier
C. made the use of steam locomotives possible
D. reduced travel time from weeks to days

7. Who was DeWitt Clinton?
A. an English visitor who took and wrote about an American train ride
B. a Cherokee leader who resisted the resettlement of his people
C. a New York City mayor who became the governor of New York because he supported the construction of the Erie Canal
D. an inventor who owned the first American steamboat company

8. Which of the following does not describe the Erie Canal?
A. an engineering marvel built by many Irish immigrant laborers
B. an unsuccessful attempt to construct a man-made canal
C. a 350-miles long man-made canal
D. a canal connecting Albany, New York to Lake Erie

9. What were “iron horses?”
A. early steam-run cotton mills
B. horses that pulled railcars filled with coal
C. early steam engine trains
D. horses that pulled stagecoach cars on rails

10. Who successfully organized and marketed the first American steamboat company?
A. Peter Cooper
B. Samuel Slater
C. Robert Fulton
D. Tom Thumb

11. How did Peter Cooper promote the use of steam power?
A. He built the *Clermont* to show that steamboats were an efficient, fast method of transportation.
B. He built the *Tom Thumb* to show that steam engines were an efficient, fast method of transportation.
C. He built the *Cooper Loom* to show that steam engines were an efficient, fast method of running mills.
D. He built the *Talking Leaf* to show that steam engines were an efficient, fast method of printing books.

12. What was one disadvantage of early rail travel?
A. Boiler explosions were common.
B. Passengers had to walk uphill.
C. Tickets were expensive.
D. Passengers had to help shovel coal into the engine's firebox.
13. How did Sequoyah help his people?
   A. He resisted the resettlement of his people and led a successful Cherokee uprising.
   B. He convinced the federal government that the Cherokee was a “civilized tribe” and could stay on their own land.
   C. He invented the Cherokee alphabet so his people could read and write in their own language.
   D. He became an important chief justice of the Supreme Court and ruled in favor of Cherokee rights.

14. Many of the Cherokee lived as the whites did or successfully combined the white and Indian ways of life. Because of this, white people of the time called the Cherokee a
   A. civilized tribe
   B. nation of Indians
   C. people of peace
   D. federation of tribes

15. How did the government’s system of checks and balances fail in the case of the Cherokee nation?
   A. President Andrew Jackson refused to enforce the law that prohibited the removal of the Indians from their land.
   B. The Supreme Court refused to hear the case of the Cherokee Nation v. Georgia
   C. Congress refused to make any law that prohibited the removal of the Indians from their land.
   D. The Supreme Court ruled that the United States Army had to remove the Cherokee from their land.

   A. The state of Georgia had the right to push the Indians west when gold was discovered.
   B. Sam Worcester had to get a license to preach on Cherokee land.
   C. The Cherokee nation had a right to their own land, and it was unconstitutional to remove them from their land.
   D. The Cherokee were not a sovereign nation, only a tribe of Native Americans.

17. What was the Cherokees’ first reaction to Sequoyah’s alphabet?
   A. They thought the symbols were dangerous witchcraft and destroyed his work.
   B. They immediately published an English newspaper to prove they could read and write.
   C. They sent a copy of the alphabet to their friend, President Andrew Jackson.
   D. They invited other Indian tribes to attend a great celebration in Sequoyah’s honor.
18. What was the forced removal of the Cherokee to lands west of the Mississippi River called?
   A. The Trail of Tears
   B. The Trail of Broken Promises
   C. The Trail of the Cherokee
   D. The Trail of Weeping Children

19. Why did white settlers want Cherokee land in Georgia?
   A. Gold was discovered on Cherokee land.
   B. The cotton gin made raising cotton on the fertile Cherokee land profitable.
   C. White settlers did not have to pay taxes if they lived on Cherokee land.
   D. The Cherokee sold their land in Georgia for pennies an acre when they moved west.

20. Which two United States senators opposed the removal of the Indians from their land?
   A. Henry Clay and Daniel Webster
   B. Samuel Worcester and Stand Watie
   C. Andrew Jackson and John Barron
   D. John Ross and George Lowrey

Write a short answer for each of the following questions.

1. What is the difference between a farm economy and a market economy?

2. In what two ways did Eli Whitney contribute to the Industrial Revolution?

3. Why were the Clermont and the Tom Thumb important?

4. Explain any three of these terms: lock, towpath, barge, corduroy road, plank road, macadam road.

Thinking Cap Questions! Write a paragraph for each question.

1. Explain three advantages and three disadvantages of the early mill and factory system in the United States.

2. What events led to the Trail of Tears? What was the Trail of Tears and how did it get that name?
Multiple Choice:


Short answer – Give credit for each of the following points in the student response and other points that are valid, clear examples or details that demonstrate understanding.

1. What is the difference between a farm economy and a market economy?
   - Self-sufficient families raise their own crops, take care of their own needs, and rarely use money in a farm economy.
   - Workers earn wages and buy goods in stores and markets in a market economy.

2. In what two ways did Eli Whitney contribute to the Industrial Revolution?
   - He invented the cotton gin, which mechanically removed the seeds from cotton bolls, making cotton profitable.
   - He popularized the use of interchangeable parts, making mass production possible.

3. Why were the Clermont and the Tom Thumb important?
   Robert Fulton's steamboat, the Clermont and Peter Cooper's railroad engine the Tom Thumb proved that steam driven engines were efficient, fast methods of transportation on land and water.

4. Explain any three of these terms: lock, towpath, barge, corduroy road, plank road, macadam road.
   - lock — an enclosure used for raising and lowering boats in a canal towpath - path beside the canal on which horses or mules walked to pull the boats
   - barge — canal boat used to transport people and goods
   - corduroy road — round logs placed next to each other
   - plank road — flat wooden boards placed next to each other
   - macadam road — asphalt or tar on top of crushed stone and clay

Thinking Cap Questions – Give credit for each of the following points in the student response and other points that are valid, clear examples or details that demonstrate understanding.

1. Explain three advantages and three disadvantages of the early mill and factory system in the United States.
   - Factory work increased opportunities and wages for unskilled workers.
   - Provided industrial work as an alternative to farming for a living.
• Young women were able to earn money in the mills.
• Mill villages provided jobs, houses, schools, churches, and stores.
• Unskilled workers could do what skilled craftsmen did in the past.
• Factory goods cost less than handmade ones.
• Ordinary people could afford more goods.
• More and cheaper products became available.

Give credit for any three of the following disadvantages in the student response and any other valid, clear examples of details that demonstrate understanding.
• Skilled craftsmen who took pride in their work could not compete with factory goods.
• Work in the factories was boring and dulled the mind.
• Workers did the same task over and over again.
• Factory air contained fibers that got in the lungs and caused disease.
• Spinning looms and machines had no safety devices.
• Noise was deafening.
• Factory lighting was poor.
• Workers worked long hours for poor pay.
• Young children worked in the mills and factories

2. What events led to the Trail of Tears? What was the Trail of Tears, and how did it get that name?

Events leading to Trail of Tears include:
• Whites and new immigrants wanted the fertile Indian land
• Hostility, distrust, and violence between the settlers and the Indians on the frontier
• Gold discovered in Georgia drawing thousands of gold hunters
• Indian Removal Act of 1830 – Law making it legal for the president of the United States to move Native American tribes west
• *Worcester v. Georgia* – Supreme Court ruled that the Cherokees had the right to their own land and could not be pushed from it.
• President Andrew Jackson refused to enforce the law.

Trail of Tears — Long trail west that the southern Indian tribes walked when forced off their land called the Trail of Tears because
• The Indian were forced from their homes against their wishes.
• The Native Americans wept as they walked.
• Men, women, and children walked in all kinds of weather
• They did not have enough food or proper shelter.
• There was great sadness
• One of every four Native Americans died during the march