Grade: 8 Subject: US History

Topic: Major Expansion and the Concept of Frontier 1 (Louisiana Purchase)

What Your Student is Learning:
Students will understand that:
- The Louisiana Purchase more than doubled the size of the United States and led to the displacement of many Native Americans

Students will be able to:
- Interpret maps to gather key information
- Label maps based on geographical instructions

Background and Context for Parents:
This topic covers the Louisiana Purchase, the Lewis and Clark Expedition, the Florida Annexation and the Seminole Wars over several days. The main takeaways are for students to understand the manner in which official expansion began, which inevitably led to Indian removal—both forced and through treaties. It is also important to remember that many treaties were themselves forced, or a last resort for Natives in a precarious situation. This topic also brings up the concept of frontier, the manner in which land was parcelled out, and the sense of entitlement to land that was felt by white Americans.

Ways to support your student:
(questions to ask, responses to look for, representations they should use, etc…)
- Help students keep track of and define key terms that might be new for them, such as Expansion and Annexation

Online Resources for Students:
https://www.icivics.org/ Materials from this lesson come from this site. It is free to join.

I. Directions: Study both maps and complete the question at the end.
If you need to zoom in on this map, go to this link, then scroll down and open the map in a new window:

What Native American tribes lived in the area of the Louisiana Purchase? List at least five:
Louisiana Purchase (1803)  Name

The Mississippi River
Rivers were the highways of the 1700s and early 1800s. With no freeways or jet planes, waterways were the fastest way to ship cargo—and the Mississippi River was one of the biggest, longest waterways around. American farmers wanted to use the Mississippi to send their products to the port of New Orleans, where goods could be shipped around the world. There was just one problem: The land west of the Mississippi was the Spanish colony of Louisiana, and Spain controlled the river. Worried that America might have its eye on Spanish land, Spain didn’t let Americans use the river. But by 1795, Louisiana wasn’t turning out to be as profitable as Spain hoped, so Spain finally opened the river to American boats.

In the 18th century, boats like these were used to transport goods by river.

Shh! It’s a Secret
It was a short-lived win. Just five years later, Spain gave Louisiana to France in a secret treaty! Now France controlled the Mississippi. Unlike Spain, France had big plans for the Louisiana colony. The French leader, Napoleon Bonaparte, was excited about expanding the French empire. France had already colonized islands in the Caribbean, and Louisiana would be an important addition for making those colonies more profitable. But for the U.S. president, Thomas Jefferson, having France as a neighbor was a disaster. Who knew what Napoleon might do? But before France even took control of Louisiana, Spain did something even worse: It closed the New Orleans port to Americans.

More Than They Bargained For
It wasn’t long before the U.S. was talking about war. Some in Congress wanted to just take New Orleans and be done with it! But President Jefferson sent a man to France to find out if Napoleon might just sell New Orleans instead. The effort got nowhere. As the crisis heated up, Jefferson sent a second man to help convince Napoleon. The men were authorized to pay $10 million to buy New Orleans (and Florida, while they were at it). What they didn’t know was that because of some other issues, Napoleon didn’t even want Louisiana anymore. The men were shocked when France asked how much the U.S. would pay for all of the Louisiana colony!

But It Was On Sale!
Livingston and Monroe weren’t authorized to buy the whole thing. With letters going by ship, it would take months to get permission. But between the crisis in New Orleans and a new war brewing between France and Great Britain, the chance to get rid of America’s new French neighbor was too good to pass up. So in 1803, the men made a deal to buy Louisiana for $15 million. When news reached the U.S., it caused a stir. The Constitution says nothing about the procedure for buying land. Jefferson even thought they might have to amend the Constitution! In the end, they treated it like any other treaty the president might make. The Senate approved the purchase treaty, Congress approved the $15 million, and the deal was done.

Reading p.1
Louisiana Purchase (1803)

A. Find Those Features. Use the clues to label the following features on the map:

- **Gulf of Mexico**: Large body of water that lies south of the United States. Has a curved coastline.
- **Mississippi River**: River that was the western border of the U.S. in 1803. Empties into the Gulf of Mexico.
- **Missouri River**: River that starts in the Rocky Mountains and flows into the Mississippi River.
- **New Orleans**: City located on the Mississippi River near the Gulf of Mexico.
- **Lake of the Woods**: Lake that sits at the northwest tip of the Indiana Territory.

B. What Did We Just Buy? Believe it or not, the U.S. bought Louisiana without knowing how big it was! France and Spain had never explored the entire colony, so nobody knew its boundaries. Here’s what President Jefferson thought the purchase included:

> "The unquestioned bounds of Louisiana are the Mississippi on the east, the [Sabine], or the Highlands east of it, on the west; then from the head of the [Sabine] gaining the highlands which include the waters of the [Missouri], and following those highlands round the head springs of the western waters of the Mississippi to its source or perhaps to the Lake of the Woods."

Got it? Now draw the boundaries on the map as Jefferson described. Use a dashed line like this: _________________

C. Dividing the Unknown. They may not have known the exact boundaries, but that didn’t stop Congress from dividing the new territory. In 1804, Congress divided it into two parts. Follow these directions to draw the dividing line and label the two new parts:

- Find the lines of latitude that are marked on the map. Find the lines marked 32° and 36°.
- Decide where the 33° line would be.
- Starting at the Mississippi River, draw a line west following the imaginary 33° line.
- Stop when you reach the boundary of Louisiana that you drew.
- Label the area south of the line "Territory of Orleans." Label the northern area "District of Louisiana."

D. Decisions At Last! It wasn’t long before the U.S. explored Louisiana. (Ever heard of Lewis and Clark?) Two later agreements formalized the boundaries of the Louisiana Purchase. Follow the directions to draw the formal boundaries on the map. Use a solid line like this: ________________

### Convention of 1818
(Treaty with Great Britain)

The northern boundary:

- Draw a tiny line straight down from the northwest corner of the Lake of the Woods to the 49° line of latitude.
- Draw a line that follows the 49° line west.
- Stop when you reach the middle of the Rocky Mountains.

The western boundary:

- Draw a line down the middle of the Rocky Mountains.
- (Stop when you reach the 42° line of latitude.)

### Adams-Onis Treaty (1821)
(Treaty with Spain)

- Begin on the Gulf of Mexico, at the mouth of the River Sabine.
- Follow the Sabine River to the 32° line of latitude.
- From there, due north to the Red River, then follow the Red River westward to the 100° line of longitude.
- Go due north up the 100° line of longitude to the Arkansas River, then follow the river to its source.
- From there, go due north to the 42° line of latitude.
- Follow the 42° line of latitude westward to the Pacific Ocean.
Louisiana Purchase (1803)
### What Your Student is Learning:

Students will understand that:
- The Louisiana Purchase more than doubled the size of the United States and led to the displacement of many Native Americans.
- Lewis and Clark explored the new United States territory on Jefferson’s orders.

Students will be able to:
- Use online resources to conduct research on Lewis and Clark and their expedition.

### Background and Context for Parents:

This topic covers the Louisiana Purchase, the Lewis and Clark Expedition, the Florida Annexation and the Seminole Wars over several days. The main takeaways are for students to understand the manner in which official expansion began, which inevitably led to Indian removal—both forced and through treaties. It is also important to remember that many treaties were themselves forced, or a last resort for Natives in a precarious situation. This topic also brings up the concept of frontier, the manner in which land was parcelled out, and the sense of entitlement to land that was felt by white Americans.

### Ways to support your student:

(questions to ask, responses to look for, representations they should use, etc…)
- Review the definition of **Frontier** (A region at the edge of a settled area)
- Review the definition of **American Frontier** (The western edge of American settlement)
- Ask, “What would it be like to go to a place where no one else from your culture has been before? What would you do to prepare?”

### Online Resources for Students:

[https://www.lewis-clark.org/](https://www.lewis-clark.org/) - this is used for the bulk of the lesson

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### I. Read the passage and answer the question:

The “Frontier” is defined as “a region at the edge of a settled area”. The “American Frontier,” began with the first days of European settlement on the Atlantic coast and the eastern rivers. From the start, the “Frontier” was most often categorized as the western edge of settlement.

What do you think Jefferson would do next once that the United States has so much more land?
II. Watch the following 3 minute video: [https://www.pbs.org/video/first-american-expedition-onrro9/](https://www.pbs.org/video/first-american-expedition-onrro9/)

III. Go to the Discovering Lewis and Clark Website: [https://www.lewis-clark.org/](https://www.lewis-clark.org/) 
Complete the organizer by reading and summarizing at least one thing in each category:

<table>
<thead>
<tr>
<th>This day on the expedition (read one journal entry on the homepage):</th>
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<tbody>
<tr>
<td>Preparation:</td>
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<tr>
<td>Native Nations:</td>
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<td>Travel Diplomacy:</td>
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<tr>
<td>Natural History</td>
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<tr>
<td>The Trail: Soundscapes</td>
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<td>Medicine:</td>
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### Grade: 8 Subject: US History

<table>
<thead>
<tr>
<th>Topic: Major Expansion and the Concept of Frontier 3 (Impact of Louisiana Purchase)</th>
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<tbody>
<tr>
<td><strong>What Your Student is Learning:</strong> Students will understand that:</td>
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<tr>
<td>- The Louisiana Purchase more than doubled the size of the United State and led to this displacement of many Native Americans.</td>
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<tr>
<td>Students will be able to:</td>
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<tr>
<td>- Explain how the Louisiana Purchase impacted Native Americans</td>
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### Background and Context for Parents:

This topic covers the Louisiana Purchase, the Lewis and Clark Expedition, the Florida Annexation and the Seminole Wars over several days. The main takeaways are for students to understand the manner in which official expansion began, which inevitably led to Indian removal—both forced and through treaties. It is also important to remember that many treaties were themselves forced, or a last resort for Natives in a precarious situation. This topic also brings up the concept of frontier, the manner in which land was parceled out, and the sense of entitlement to land that was felt by white Americans.

### Ways to support your student:

*(questions to ask, responses to look for, representations they should use, etc…)*

- Read or explain the article linked below to your student
- Help your student pause and take notes on the animated map as needed
- Have your student discuss the final reflection questions with you

### Online Resources for Students:

- [The animated map from this article is used in this lesson, but the article itself is advanced and would likely need to be read with an adult.](http://www.slate.com/articles/news_and_politics/history/2017/03/how_much_did_the_louisiana_purchase_actually_cost.html)

I. **Watch this 3.5 minute video to review some main points about the Louisiana Purchase:** [Ted ED Louisiana Purchase Video](https://www.youtube.com/watch?v=sMh8RCqJf9U)

II. **Watch:** [It Started Here - Early Arkansas and the Louisiana Purchase](https://www.youtube.com/watch?v=-_E1TvHOVRU&t=1345s) from minute 14:08 to 15:50, which describes Quapaw Indian way of life and relations with the United States.

Take notes. What was life like for the Quapaw Indians before and right after the Louisiana Purchase was made?
III. **Watch:** [It Started Here - Early Arkansas and the Louisiana Purchase](https://www.youtube.com/watch?v=-_E1TvHOVRU&t=1345s) from minute 20:00 to 22:00, which discusses US relations with the Quapaw Indians following the War of 1812 in the new Arkansas Territory. Remember, the Arkansas Territory became part of the United States because of the Louisiana Purchase.

Take notes. What was life like for the Quapaw Indians several years after the Louisiana Purchase? How did things change?

IV. **Go to this link. Scroll to the animated map. Pause as needed and take notes on important changes for Native Americans. Pay attention to the animation on the map, the information on the side, and the box on the bottom left of the map discussing money:**

[http://www.slate.com/articles/news_and_politics/history/2017/03/how_much_did_the_louisiana_purchase_actually_cost.html](http://www.slate.com/articles/news_and_politics/history/2017/03/how_much_did_the_louisiana_purchase_actually_cost.html)

The article is called “The True Cost of the Louisiana Purchase.” What does this mean?

V. **Answer the final reflection questions.**
   a. How should Lewis and Clark be remembered?
   b. How is this period of expansion different than earlier periods?
   c. The Louisiana Purchase is considered a great accomplishment for the Jefferson Administration. To what extent do you agree with this idea?
What Your Student is Learning:
Students will understand that:
● The annexation of Florida added more territory to the United States while adding to a policy of Native removal

Students will be able to:
● Conduct research and utilize web sources
● Build off previous knowledge using secondary sources of different mediums
● Explain the history of Florida up until it became a territory

Background and Context for Parents:
This topic covers the Louisiana Purchase, the Lewis and Clark Expedition, the Florida Annexation and the Seminole Wars over several days. The main takeaways are for students to understand the manner in which official expansion began, which inevitably led to Indian removal—both forced and through treaties. It is also important to remember that many treaties were themselves forced, or a last resort for Natives in a precarious situation. This topic also brings up the concept of frontier, the manner in which land was parceled out, and the sense of entitlement to land that was felt by white Americans.

Ways to support your student:  
(questions to ask, responses to look for, representations they should use, etc…)
● Review the term Annexation
● Help your student locate the state of Florida on a map and research Native Nations in Florida

Online Resources for Students:
https://history.state.gov/milestones/1801-1829/florida - This article can be read to enhance student understanding of Florida Annexation

I. Complete the KWL Chart about Florida and Natives of Florida:

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to Know</th>
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II. **Background:** Following the period of European exploration, Spain owned the Florida territory. That means that even as the American Revolution was being fought and after it ended, the area to the South was part of Spain and did NOT belong to the United States. Based on this, answer these questions:

a. Who lived in Florida?

b. What conflicts might arise from this?

III. **Research:**
- Take a minute to look up which Native Nations come from the Florida Area.
- Play the first 3 minutes and 9 seconds of [Forgotten Rebellion: Black Seminoles and the Largest Slave Revolt in American History](https://www.youtube.com/watch?v=5E0j8xgxjTY)
- Add information to the L on your KWL chart.

IV. Read through the information starting on the next page about the Annexation of Florida and then complete the scavenger hunt:
Florida Becomes a Territory

In the early 1800's the United States stretched from the Atlantic Ocean to the Mississippi River. Many Americans wanted to move into lands west of the Mississippi River that was claimed by several other Nations. Some believed that it was a natural fate for these lands to be acquired for the United States. This right to take over territories from other nations was the Manifest Destiny or natural outcome of Americans desire to move into these lands.

Territorial Acquisitions Made by the United States Between 1803 and 1853

The leaders of America used a variety of methods to acquire territory for the United States. Sometimes they bought territory or made agreements with the leaders of other countries. One time territory was added after a war.

Most of the land we know today as Florida was at one time under Spanish rule but Americans living in the Southeast wanted the United States to take over Florida.
Slaves in Georgia would run away to Florida settlements or hide with the Seminoles, a tribe of Native Americans in Florida. The Seminoles and runaway slaves often attacked the Georgia landowners and then fled back into Florida. To end these Seminole raids, General Andrew Jackson and his army came to Florida in 1817.

Andrew Jackson not only put an end to the Seminole raids but also went on to capture two Spanish forts including the one at Pensacola, which was the capital of Spanish Florida. They realized that they could not keep the United States from talking over the Florida territory so in 1819 Spain agreed to sell Florida to the United States. The Adams-Onis Treaty was approved by Spain and the United States in 1821.

Andrew Jackson served as the military governor of the newly acquired territory of Florida. After Florida became a territory of the United States, big changes followed. A new capital was built in Tallahassee and new farms were started. Within 10 years many white Americans moved to Florida. The Seminoles were ordered by the government to move out of Florida to reservations in the west, but many Seminoles refused. The Seminole Indian War was fought against the United States and most of the Seminoles were either killed or forced to leave their homeland and settle in the west. A few fled to the south and hid in the Everglades.
Scavenger Hunt

http://fcit.usf.edu/florida/docs/f/florterr.htm

1. How many times did the Spanish flag fly over Florida?
2. Why did the United States want to acquire Florida from Spain?
3. How much did Spain receive for Florida?
4. Who was appointed military governor of the two Florida’s?
5. Where did the transfer of authority take place?
6. When did General Jackson come into Pensacola?

http://odur.let.rug.nl/~usa/p/aj7/about/bio/jacko8.htm

7. As Major General, what was Andrew Jackson’s salary?
8. Why was Spanish Florida a danger to the U.S.?
9. Who negotiated a treaty to buy Florida for five million dollars?

http://www.floridamemory.com/OnlineClassroom/governors

10. Name 6 governors of the Florida territory.

http://www.floridamemory.com/OnlineClassroom/governors/history.cfm

11. When did the ceremonies of transfer from Spain to the United States take place in Pensacola?

12. How many months did Jackson stay in Florida?

http://www.floridahistory.org/floridians/territo.htm

15. Who did Jackson throw in jail?
16. Who stripped and burned their homes to the ground?
What Your Student is Learning:
Students will understand that:
- The annexation of Florida added more territory to the United States while adding to a policy of Native removal
Students will be able to:
- Analyze primary sources related to Seminole Wars and Removal
- Make predictions based on evidence and historical patterns

Background and Context for Parents:
This topic covers the Louisiana Purchase, the Lewis and Clark Expedition, the Florida Annexation and the Seminole Wars over several days. The main takeaways are for students to understand the manner in which official expansion began, which inevitably led to Indian removal—both forced and through treaties. It is also important to remember that many treaties were themselves forced, or a last resort for Natives in a precarious situation. This topic also brings up the concept of frontier, the manner in which land was parceled out, and the sense of entitlement to land that was felt by white Americans.

Ways to support your student:
(questions to ask, responses to look for, representations they should use, etc…)
- Review the concept of Removal
- Explore the Seminole Nation Museum, linked below, with your student
- Help your student navigate the NK360 Case Study which comprises the bulk of the lesson

Online Resources for Students:
https://www.seminolenationmuseum.org/

I. **Introduction:** Continue with [Forgotten Rebellion: Black Seminoles and the Largest Slave Revolt in American History](https://www.youtube.com/watch?v=5E0j8xgjTY) from 3:09 - 5:57.

Who were these people?

<table>
<thead>
<tr>
<th>John Horse:</th>
<th>Osecola</th>
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II. Complete at least 3 of 6 sections of the case study at this website:
[https://americanindian.si.edu/nk360/removal-six-nations/seminole/treaty.cshtml](https://americanindian.si.edu/nk360/removal-six-nations/seminole/treaty.cshtml)
III. Predict: What will happen to the Seminoles after getting the Indian Territory?

IV. Watch the final section; Forgotten Rebellion: Black Seminoles and the Largest Slave Revolt in American History from 5:57- 7:50. https://www.youtube.com/watch?v=5E0j8xgjTY
Grade: 8 Subject: US History

<table>
<thead>
<tr>
<th>Topic: Era of Good Feelings</th>
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What Your Student is Learning:
Students will understand that:
- The Era of Good Feelings was not a positive time for all social classes and racial groups

Students will be able to:
- Analyze primary sources and maps
- Synthesize information from various sources

Background and Context for Parents:

The years after the war of 1812 are characterized by some historians as “The Era of Good Feelings”. Relatively speaking there was peace in America and economic expansion that benefitted many. Henry Clay developed the American System that increased infrastructure such as roads, bridges and canals which helped facilitate trade. The Monroe Doctrine ensured that Americans stayed unentangled in foreign affairs. Overall a sense of nationalism permeated the country and was found in elements of pop culture such as the paintings of the Hudson River school and the writings of Washington Irving. However, underneath all of the good feelings were economic, social and political struggles such as slavery and unjust treatment towards the Native Americans.

Ways to support your student:

(questions to ask, responses to look for, representations they should use, etc…)
- Walk through the presentation linked below with your student.
- Help your student gather more information on the presentation as needed for context

Online Resources for Students:

https://docs.google.com/presentation/d/1luqLUFd1qq-ugXe2HG3xVKeNS4nDUESN5XDU6fnV10/edit?usp=sharing
This is a presentation students can use to get a background of the Era of Good Feelings.

Directions:

1. Study each document (A - H)
2. Think about the question listed at the bottom of each source.
4. Answer the synthesis question: Based on the documents, what were the characteristics of the Era of Good Feelings?
President Monroe won his first term by a wide margin of **183 to 34** electoral votes. Though he was a Democratic Republican, he held many Federalist positions such as the National Banks and tariffs that protected American business. As a result, many Americans were unified in their political beliefs. His election is considered the end of the Federalist party and the country returned to a one party system. By the Election of 1820, several more states had been added to the Union and Monroe’s margin of victory was **231 to 1**.

Think about: What might it be like to have most voters agreeing on the same leader?
This map shows the major improvements to infrastructure that took place during this time. More canals and roads meant it was easier to ship American products around the country to be sold.

Think about: There are more canals and railroads in the North, how might this affect the South?
First Inaugural Address of James Monroe
TUESDAY, MARCH 4, 1817

...And if we look to the condition of individuals what a proud spectacle does it exhibit! On whom has oppression fallen in any quarter of our Union? Who has been deprived of any right of person or property?

...The American people have encountered together great dangers and sustained severe trials with success. They constitute one great family with a common interest ...To promote this harmony in accord with the principles of our republican Government and in a manner to give them the most complete effect, and to advance in all other respects the best interests of our Union, will be the object of my constant and zealous exertions.

...If we look to the history of other nations, ancient or modern, we find no example of a growth so rapid, so gigantic, of a people so prosperous and happy. In contemplating what we have still to perform, the heart of every citizen must expand with joy when he reflects how near our Government has approached to perfection; that in respect to it we have no essential improvement to make; that the great object is to preserve it in the essential principles and features which characterize it, and that is to be done by preserving the virtue and enlightening the minds of the people; and as a security against foreign dangers to adopt such arrangements as are indispensable to the support of our independence, our rights and liberties.

These excerpts from the First Inaugural Address of James Monroe reveal his intentions for his presidency and the general emotions that were felt across America at the time.

Think about: Madison implies that oppression has not fallen on any Americans, what groups of people might disagree?
The Hudson River School began in 1825 and began a style of painting that glorified the beauty and majesty of America's largely untouched landscape. This romanticized view of America’s frontier would be a common theme in paintings for decades afterward.

Think About: Were these frontier areas actually unoccupied?
The Adams-Onís Treaty marked a settlement between America and Spain over disputed territories and the annexation of Florida. The success of this treaty showed that America could negotiate for land with a European power without resorting to violence.

Think About: What future conflict might arise because of this new boundary?
Civilization Fund Act
March 3, 1819

For the purpose of providing against the further decline and final extinction of the Indian tribes, adjoining the frontier settlements of the United States, and for introducing among them the habits and arts of civilization, the President of the United States shall be, and he is hereby authorized, in every case where he shall judge improvement in the habits and condition of such Indians practicable, and that the means of instruction can be introduced with their own consent, to employ capable persons of good moral character, to instruct them in the mode of agriculture suited to their situation; and for teaching their children in reading, writing and arithmetic and performing such other duties as may be enjoined, according to such instructions and rules as the President may give and prescribe for the regulation of their conduct, in the discharge of their duties.

Congress approved the creation of a $10,000 a year fund for Christian ministers to “educate” Indian tribes as Americans moved west. Indians were offered the opportunity to assimilate and purchase their land, or to make a treaty with the American government to cede their land and be moved further west in exchange for autonomy.

Think About: How do you think the Indian tribes felt about this act?
Though the international slave trade was banned in 1819, slavery was still legal in the southern states. Northerners were mostly indifferent to the issue of slavery and in fact often profited off of the manufacturing of clothing from cotton produced in the south. In 1826 after his presidency ended, James Monroe placed an ad for two slaves who had escaped his farm in pursuit of their freedom.

Think About: How was the success of white landowners in both the North and the South built on the backs of enslaved African people?
The Monroe Doctrine was a major piece of foreign policy that was issued by President James Monroe. In it he outlined four major points:

1. America would not interfere with Europe
2. America would not interfere with current North and South American colonies
3. The Western Hemisphere was off limits to future colonies by Europe
4. Any attempts at colonization by Europe would be considered hostile

Think About: How might other countries have felt about this?
<table>
<thead>
<tr>
<th>Era of Good Feelings Questions</th>
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<tbody>
<tr>
<td>Describe the document</td>
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<tr>
<td>List any words or objects that stand out to you</td>
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<tr>
<td>How could this document make an American feel “good” or “shame” about their country?</td>
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<tr>
<td>A</td>
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</table>
Based on the documents, what were the characteristics of the “Era of Good Feelings”? Cite the documents to support your answer.
Grade: 8 Subject: US History

<table>
<thead>
<tr>
<th>Topic: President Jackson Through Images</th>
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<tbody>
<tr>
<td><strong>What Your Student is Learning:</strong></td>
</tr>
<tr>
<td>Students will Understand:</td>
</tr>
<tr>
<td>● Jackson is a controversial president who made major changes, positive and very negative, to the structure and function of American democracy</td>
</tr>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>● Study images related to President Jackson</td>
</tr>
<tr>
<td>● Draw conclusions based on their observations and evidence</td>
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| Background and Context for Parents:    |
| The Presidency of Andrew Jackson was highly controversial at the time and still continues to be debated today. Jackson was a beloved man of the people which often put him at odds with established political elite. Considered crass, unpolished and wielding an immense political power, he presided over a time of vast American expansion. His presidency marks America’s only time as a debt free nation, and he famously prevented a secession crisis with South Carolina. He was famous for “killing” the National Bank, originally created by Alexander Hamilton, and enacting the Spoils System. He rewarded his political supporters with positions within the federal government, regardless of their personal merit. This practice of cronyism still has repercussions in the modern political sphere. Jackson was instrumental in shaping relocation Native American policy that forced thousands of people off of their ancestral lands so that white Americans could move into those territories. |

| Ways to support your student:          |
| *(questions to ask, responses to look for, representations they should use, etc…)* |
| ● Help your student closely study each image and find important details |
| ● Read the extension article linked below to learn about a contemporary piece of artwork commenting on the controversial presidency of Andrew Jackson |

| Online Resources for Students:         |
| [https://crystalbridges.org/blog/titus_kaphar_amends_history/](https://crystalbridges.org/blog/titus_kaphar_amends_history/) |

**Directions:** Go through the presentation and complete the organizer for each image.

[Andrew Jackson Through Images Slides](https://docs.google.com/presentation/d/1_rIv4RrfgdZ5pXk1C2EfOiSOP8NK2iuv1W2d7kKwCXw/edit?usp=sharing)
Andrew Jackson Through Images

You will learn about Andrew Jackson through the following series of images. As you examine each image you will write down:

✓ what you SEE (trees, old man, money, etc)
✓ what you THINK (I think this is a picture of...)
✓ Then you will go to the next slide and record NOTES that explain the picture.

<table>
<thead>
<tr>
<th>Image</th>
<th>What I SEE</th>
<th>What I THINK</th>
<th>NOTE Summary</th>
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## Grade: 8 Subject: US History

**Topic:** Gender and Power in Jacksonian Democracy (1827-1837)

### What Your Student is Learning:

Students will understand that:

Students will be able to:
- Complete a case study
- Create a meme based on evidence from primary and secondary sources

### Background and Context for Parents:

The Jacksonian democrats appealed to the working class and farmers with their model of listening to the common man. Democracy had become more prevalent during this time with citizens wanting a say in government, resulting in policy to benefit white-men. However, the scandal deemed The Petticoat Affair, spanning the first nineteen months of Jackson’s presidency, chastised women, deepening their struggle for representation and equality in American government and society. Women were seen as a harmful influence on men's behavior and were given very limited choice on how they wished to live their lives. After caring for children all day, some women were teachers in the afternoon and some making clothes at night, all confined to the house. Moral influence from The Second Great Awakening led to an early emergence of the debate around gender roles in the social sphere of women. The First Industrial Revolution, with the rise of textiles in urban areas, opened opportunities for young women to obtain employment, mostly in garment factories. Broadening women’s social spheres led to coalitions for abolition and suffrage.

### Ways to support your student:

(questions to ask, responses to look for, representations they should use, etc…)

- This lesson requires students to choose one of the case studies listed in the body of the lesson. Help your student choose one or come up with another relevant case that is not listed.

### Online Resources for Students:

See: Body of Lesson

### Directions:

I. Read the article:

[npr.org-18 Rules Of Behavior For Young Ladies In 1831.pdf](https://npr.org-18 Rules Of Behavior For Young Ladies In 1831.pdf)

What if women followed these rules today? Write down your thoughts:
II. Read this excerpt about women in the Jacksonian Era:

...Another form of unfreedom in Jacksonian society was the inequality of gender roles. America was industrializing and growing during Jackson's presidency. However, the lives of women in America during this time were depressing. They were very limited in the way they got to choose to live their life. Many were forced to work at home by teaching or spinning clothes. The men were able to separate their work life, while the line that separated work and home for women became blurred. Women lived a life of difficult contradictions where they could never please everyone. They were idealized yet rejected by men -- the object of yearning, and of scorn. The lifestyle of having to be a part of the workforce but not being fully accepted by society enough to do it was a result of home as a workplace. Society during this time could have been drastically different if President Jackson had stopped worrying about the white man and looked at the other half of the population. The fact that women were so unhappy and lived such a busy life filled with constant oppression due to the societal norms for so many years shows that Jackson did not think women's suffrage was important. Women at this time were also overworked and felt immense pressure to provide for their family. In addition to raising children, some women would teach during the day and then make clothes in the evening. This was essentially working three jobs that would all happen at home. Jackson did not do much to help women; instead he probably thought he was doing something right by allowing them to even be somewhat functioning members of society even though they were not even allowed to vote. It would take a long time before someone could say that women lived a life of freedom in any society of America, let alone a struggling society in the 1800s...
https://www.theodysseyonline.com/life-during-andrew-jacksons-presidency

III. Choose ONE of the following examples to read about.

The Petticoat Affair — Scandal in Jackson’s White House
The Petticoat affair was an 1829-31 U.S. scandal involving members of President Andrew Jackson’s Cabinet and their wives.

Lowell Mill Women Create the First Union of Working Women
The Lowell mill women organized, went on strike and mobilized in politics when women couldn’t even vote and created the first union of working women in American history.

Sarah Mapps Douglass and the Anti-Slavery Movement
Worked in educating African American youth in Philadelphia, and had an active role in antislavery work, both in her city and nationally.

Maria W Stewart Activist and Abolitionist
An activist against racism and sexism; she was the first known American-born woman to publicly lecture to audiences that included both women and men.

Sarah Josepha Hale Successful Writer
Editor of the 19th century's most successful woman's magazine, setting standards for style and manners while expanding limits for women within their "domestic sphere" roles.

IV. Based on what you read, make a political cartoon, comic strip, or meme:
https://makeameme.org/memegenerator
Grade: 8 Subject: US History

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<td>What Your Student is Learning:</td>
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<tr>
<td>Students will understand that:</td>
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<tr>
<td>● Indian Removal uprooted thousands of Natives who had to resist or adapt.</td>
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<tr>
<td>Students will be able to:</td>
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<tr>
<td>● Analyze primary sources in a case study about Cherokee Removal</td>
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| Background and Context for Parents:         |
| The Indian Removal Act was signed into law by President Andrew Jackson in 1830, granting presidential authority to negotiate Indian removal treaties. From 1830-1850, the United States government used treaties, fraud, intimidation and violence to remove about 100,000 Native Americans from their homelands to Indian Territory west of the Mississippi. Native nations, most notably, The Potawatomie, The Cherokee, The Seminole, The Kickapoo and The Shawnee exercised the courts, treaties and violence in an effort of resistance to keep their lands. Ultimately, 15,000 Natives perished in the relocation era due to famine, disease and the harsh winter conditions experienced on the trails to current day territories of Oklahoma. |

| Ways to support your student:               |
| *(questions to ask, responses to look for, representations they should use, etc…)* |
| ● Review the definition of Removal go over previous historical instances of Indian Removal |
| ● Help your student navigate the NK360 sources about Removal, which includes cases studies of Muscogee and Cherokee Removal, which will take more than one social studies “class period” |

| Online Resources for Students:              |
| https://americanindian.si.edu/nk360/removal/index.cshtml#titlePage |

Directions:

I. Go to the following site
   https://americanindian.si.edu/nk360/removal/index.cshtml#titlePage

II. Start in the section entitled: Removal. Does it Make Sense?
   Watch the introductory video and explore Opposing Perspectives, Removal Maps, and a Historian’s Perspective.

III. Choose ONE of the following options:
   a. Pick ONE lesson: Muscogee, Cherokee or How Six Nations Resisted and ENTER THE STORY to complete the lesson
   b. Explore ALL THREE lessons: Muscogee, Cherokee and How Six Nations Resisted. Enter the story to explore the lessons. Complete TWO PARTS from each of the lessons.

IV. Take notes and answer questions in a social studies notebook as you go.
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