

US I Learning in Place 2020

Week 1

✓	Task	Text	Write
	What were George Washington's accomplishments during his presidency?	<p>A History of the United States Early Years Textbook Selections from pages 247; 248; 250</p> <p>Passage: <i>No Plans? No Problem!</i></p> <p>See <i>Write</i> column for alternate resources for textbook pages</p>	<p>1. As you read the following selections, create a chart or graphic organizer to explain George Washington's accomplishments during his presidency. Include details about each accomplishment including the impacts on the future of the country.</p> <ul style="list-style-type: none"> ○ Page 247(continues to top of pg 248) Establishing the Court System ○ Page 248 The Bill of Rights ○ Page 250 Compromise and a Capital ○ Benjamin Banneker Passage – No Plans? No Problem! <p>Alternate Resources for textbook:</p> <ul style="list-style-type: none"> ○ https://www.mountvernon.org/george-washington/the-first-president/george-washington-and-the-supreme-court/ ○ https://www.mountvernon.org/george-washington/the-first-president/ten-facts-about-washingtons-presidency/ ○ https://www.mountvernon.org/george-washington/the-first-president/washingtons-first-100-days/ Refer to information about the Bill of Rights on days 32 and 149
	How was the election of John Adams the start of a two party system?	John Adams and a Two Party System	<p>2. Read the text passage John Adams and a Two Party System. Answer the Task Question in 1-2 paragraphs with at least 4 pieces of evidence from the text that clearly prove how the election of John Adams was the start of the two party system in political elections. Remember a complete paragraph includes a topic sentence, details, and a conclusion.</p>
	What were Thomas Jefferson's accomplishments during his presidency?	<p>A History of the United States Early Years Textbook pg 274-275</p> <p>See <i>Write</i> column for alternate resources for textbook pages</p>	<p>3. As you read pg 274-275, think about the Task Question. Determine two major events that can be accomplishments of Thomas Jefferson during his presidency. Answer the following questions on a sheet of paper:</p> <ul style="list-style-type: none"> ○ Create two cause and effect statements for the section An Expanding Nation ○ Create two cause and effect statements for the section The Lewis and Clark Expedition. ○ Answer the Task Question using evidence from the reading. <p>Alternate Resources for textbook:</p> <ul style="list-style-type: none"> ○ https://www.ducksters.com/history/westward_expansion/louisiana_purchase.php ○ https://www.ducksters.com/biography/explorers/lewis_and_clark.php
	How did the War of 1812 change peoples' attitudes towards President James Madison and the United States?	<p>A History of the United States Early Years Textbook pg 288-289</p> <p>See <i>Write</i> column for alternate resource for textbook pages</p>	<p>4. Read the section titled Nationalism and New Respect on pages 288-289 of the textbook. Create a graphic organizer or write a paragraph that provides evidence from the text to prove people's attitudes in the United States and around the world changed as a result of the War of 1812.</p> <p>Alternate Resource and assignment:</p> <p>Write a paragraph that demonstrates your understanding of the War of 1812 and how it changed the relationship between the United States and the United Kingdom and people's attitudes in the United States.</p> <ul style="list-style-type: none"> ○ https://www.ducksters.com/history/us_1800s/war_of_1812.php

	<p>How did the Monroe Doctrine become a guide for future foreign policies in America?</p>	<p>A History of the United States Early Years Textbook pg 315</p> <p>See <i>Write</i> column for alternate resource for textbook pages</p>	<p>5. Read the section titled The Monroe Doctrine on page 315 of the textbook. Answer the following questions:</p> <ul style="list-style-type: none"> ○ What were the catalysts (causes) for James Monroe to issue a statement on December 2, 1823? ○ What were the major parts of the statement? ○ Why was the statement considered a warning to European nations? ○ Answer the Task Question using evidence from the reading. <p>Alternate Resource for textbook:</p> <ul style="list-style-type: none"> ○ https://www.ducksters.com/history/us_1800s/monroe_doctrine.php
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Week 2

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	<p>How did the Louisiana Purchase impact the United States and westward migration?</p>	<p>A History of the United States Early Years Textbook pg 274-275</p> <p>See <i>Write</i> column for alternate resources for textbook pages</p>	<p>1. Review the text reading of pg 274-275. Construct a claim that answers the historical question. Then support your claim with evidence from the text. In complete sentences, provide your reasoning/argument for why the evidence supports your claim.</p> <p>Alternate Resources for textbook:</p> <ul style="list-style-type: none"> ○ https://www.ducksters.com/history/westward_expansion/louisiana_purchase.php ○ https://www.ducksters.com/biography/explorers/lewis_and_clark.php
	<p>What significant events brought about Florida becoming a state?</p>	<p>A History of the United States Early Years Textbook pg 313-314</p> <p>See <i>Write</i> column for alternate resource for textbook pages</p>	<p>2. As you read pg 313-314, reflect on the task question. Write a paragraph that clearly shows your understanding of the significant events pertaining to how Florida became a state.</p> <p>Alternate Resource for textbook:</p> <p>https://www.ducksters.com/geography/us_states/florida_history.php</p>
	<p>What events led to the acquisition of Oregon?</p>	<p>A History of the United States Early Years Textbook pg 348-349</p> <p>See <i>Write</i> column for alternate resource for textbook pages</p>	<p>3. As you read pg 355-357, reflect on the task question. Write a paragraph that clearly shows your understanding of the significant events pertaining to how Oregon became a state.</p> <p>Alternate Resource for textbook:</p> <p>https://www.ducksters.com/geography/us_states/oregon_history.php</p>
	<p>How did the United States acquire Texas?</p>	<p>A History of the United States Early Years Textbook pg 355-357</p> <p>See <i>Write</i> column for alternate resource for textbook pages</p>	<p>4. As you read pg 355-357, reflect on the task question. Write a paragraph that clearly shows your understanding of the significant events pertaining to how Texas became a state.</p> <p>Alternate Resource for textbook:</p> <p>https://www.ducksters.com/geography/us_states/texas_history.php</p>

	Describe the new territories acquired after 1801.	A History of the United States Early Years Textbook New Territories map See <i>Write</i> column for alternate resource for textbook pages	5. Read about the acquisition of California on pages 362-364. Using the textbook as a resource, label and provide details for each of the new territories acquired after 1801. Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning Virginia & US History Module 4 Topic 2
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Week 3

✓	Task	Text	Write
	Why did Americans move to the West?	Discovering our Past US History the Early Years Textbook Pgs 347-369 See <i>Write</i> column for alternate resource for textbook pages	<p>1. In complete sentences, answer the following questions:</p> <ol style="list-style-type: none"> How did the idea of Manifest Destiny help push the expansion of the United States into Oregon, California, and the former Mexican territories? The Sante Fe Trail was an improvement over previous trails that existed in the area. What were some of the results of this improved trail? Why did Americans want to expand the nation to the Pacific Ocean? How might this expansion have contributed to a growing sense of unity and national identity? <p>Alternate resource and activity for textbook: Watch Manifest Destiny: Causes and effects of westward expansion https://www.khanacademy.org/humanities/us-history/civil-war-era/sectional-tension-1850s/v/manifest-destiny Complete questions:</p> <ol style="list-style-type: none"> How did the idea of Manifest Destiny help push the expansion of the United States into Oregon, California, and the former Mexican territories? Why did Americans want to expand the nation to the Pacific Ocean? How might this expansion have contributed to a growing sense of unity and national identity? Create a graphic organizer that shows 4 cause and effect relationships of Manifest Destiny.
	How were Native Americans impacted by US expansion?	Discovering our Past US History the Early Years Textbook Pgs. 330-335 See <i>Write</i> column for alternate resource for textbook pages	<p>2. In complete sentences, answer the following questions:</p> <ol style="list-style-type: none"> Use the term relocate to describe the relationship between the United States and Native Americans in the 1830s. What was the Indian Removal Act? Why were the Cherokee forced to move in spite of the Supreme Court's ruling in Worcester v. Georgia? How did the Seminole resist removal? <p>Alternate Resource for textbook: A History of Conflict between Euro-Americans and American Indians</p>

NPS

Learn in Place

Supplemental Packet:
U.S. History I

No Plans? No Problem!

By Stephen Currie
1999

Washington is the capital of the United States. In this article, Stephen Currie tells the story of the man who planned the city — and the man who saved the plan! As you read, highlight the problems that happened during the city's design.

- [1] When the U. S. government decided to build the city of Washington in 1789, it hired a Frenchman named Pierre L'Enfant to design it. L'Enfant had big ideas. He was a hard worker. And he wanted the new city to be grand and glorious.¹ He planned wide streets that ran straight, and other streets that ran diagonally. He planned public parks and fine buildings. With two assistants, he drew up careful plans that showed exactly what he had in mind.

Unfortunately, L'Enfant was very hard to get along with. He was always picking fights with people. He kept demanding more money for his project, too, and he got mad when the government didn't want to give him more.



"Aerial view from above the U.S. Capitol, looking west along the National Mall, Washington, D.C.," by Carol M. Highsmith is in the public domain.

But what really made L'Enfant mad was when people started asking to see his exact plans. Oh, L'Enfant told them about some of his ideas — the streets, the parks, and the buildings. But he refused to show his drawings to anyone but the two assistants. Everybody else, he snapped,² would just have to wait until he was ready.

For more than a year, people asked. For more than a year, L'Enfant refused. Every month they got more frustrated. Every month he got more furious! Finally, President Washington fired him. L'Enfant grabbed all the copies of his plans and stormed back to France.

- [5] When the Americans found out, they were very upset. No plans? They would have to begin all over again! The thought made everybody tired. But they were in luck. One of L'Enfant's assistants was a free black man named Benjamin Banneker. Banneker was a farmer and a scientist. He had studied the moon, the tides, and the weather. He had designed and built a clock. Now, he was ready to help out his country.

Banneker announced that he had a copy of the plans — in his head! Months of working with L'Enfant and studying his designs had helped him remember every detail. Within a few days, with the help of co-worker Andrew Ellicott, Banneker had drawn L'Enfant's plans. He saved the day and foiled L'Enfant's trick.

1. **Glorious (adjective):** worthy of praise; beautiful and inspiring
2. said angrily

1

Washington was built as planned, and most visitors love its wide streets, its beautiful parks, and its grand buildings. In the history books, L'Enfant gets most of the credit for the design. But now you know the whole story: how Pierre L'Enfant ran off with the plans, and how Benjamin Banneker (with Ellicott's help) turned no plans into no problem.

John Adams and a Two Party System

The election of 1796 was the first election in American history where political candidates at the local, state, and national level began to run for office as members of organized political parties with different political principles.

The two parties adopted names that reflected their values. The Federalists of 1796 were solid supporters of the federal administration and the Constitution. Although Washington felt parties were a nasty threat to the republic, his vice president John Adams became the presidential candidate for the Federalists. Supporters included merchants, creditors and urban artisans who built the growing commercial economy of the northeast.

The opposition party adopted the name Democratic-Republicans. The supporters of the Democratic-Republicans were from many segments of American society and included farmers throughout the country. Its key leaders were wealthy southern tobacco entrepreneurs like Jefferson and Madison. While the Democratic-Republicans were more diverse, the Federalists were wealthier and carried more prestige.

The 1796 election was waged with uncommon intensity. Federalists thought of themselves as the "friends of order" and good government. They viewed their opponents as dangerous radicals who would bring the anarchy of the French Revolution to America.

The Democratic-Republicans hated Federalist policies.

New England strongly favored Adams, while Jefferson carried the southern states. The key to the election lay in the mid-Atlantic colonies where party organizations were the most fully developed. Adams ended up narrowly winning in the Electoral College 71 to 68.

The Constitution established that the runner-up in the presidential election would become the vice president. His political opponent Jefferson served as second in command.

A history of conflict between Euro-Americans and American Indians

From the earliest days of colonial contact, relations between white European settlers and American Indians were plagued by conflict over land and its natural resources. John C. Calhoun, who served as Secretary of War under President James Monroe, was the first to design a plan for removing Native Americans to lands west of the Mississippi River, but the Georgia delegation in the House of Representatives sunk the bill.

President John Quincy Adams believed the issue should be resolved peaceably, but Georgia again proved an obstacle when they blocked the implementation of voluntary removal of Native Americans from territories in the southeast United States. It wasn't until the presidency of Andrew Jackson that Indian removal became official US policy.

Andrew Jackson's Indian policies

Before becoming president, Andrew Jackson had distinguished himself as a champion of white settlers against the American Indians. In the War of 1812, Jackson had led an offensive against the Creek nation in an attempt to clear the Mississippi Territory for white settlement, and under President James Monroe, he had participated in the First Seminole War, which devastated the Seminole tribe of Florida.²²

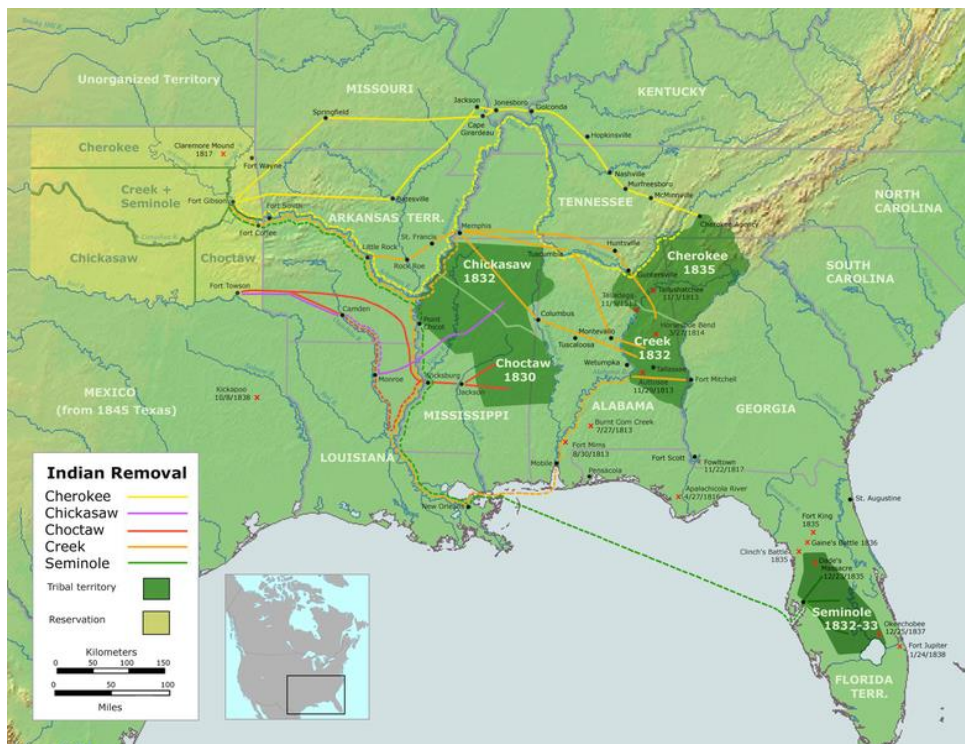
By the time Jackson entered the White House, white settlers in Georgia had been complaining for some time about the continued presence of Cherokee and Creek people on the lands they wished to inhabit. These white settlers were emboldened by the election of Jackson in 1828 and revoked the constitution of the Cherokee nation in Georgia, declaring that the Indians were subject to the laws of the state of Georgia. In 1830, the Cherokee nation took the state of Georgia to the Supreme Court, arguing that it was an independent nation and as such, was not subject to the authority of the state of Georgia. Chief Justice of the Supreme Court John Marshall agreed that the Cherokee nation was a distinct society but not that it was a foreign nation.

In *Worcester v. Georgia*, Chief Justice Marshall expanded on this argument, declaring that the state of Georgia had no authority over the Cherokee, which as a sovereign nation could only be subject to the authority of the federal government. The ruling established the nature of relations between the federal government and Indian tribes as that between sovereign nations. But President Jackson refused to enforce the ruling and pursued a policy of Indian removal. The **Indian Removal Act of 1830** authorized the voluntary relocation of Native American tribes to the lands west of the Mississippi River but was frequently abused by government officials and resulted in some forced removals.

The Trail of Tears

The Indian Removal Act was applied to the "**Five Civilized Tribes**"—Choctaw, Chickasaw, Cherokee, Creek, and Seminole—so named by people of the time because they had to some degree assimilated into white European culture and society. In September 1830, Choctaws became the first tribe to sign a treaty and voluntarily relocate to the territory that would become the state of Arkansas. Seminoles refused to leave their ancestral lands in Florida, sparking the Second Seminole War in 1835. Seminole chief Osceola led the resistance, which proved costly to the United States in terms of both money and casualties. The US Army ultimately emerged victorious, however, and forced remaining Seminoles out of Florida and into the area west of the Mississippi River that became Indian Territory.

Chickasaws agreed to leave their lands in exchange for a monetary settlement of \$3 million, which the United States refused to pay until almost 30 years later. The Creek had been forced to cede over 20,000 acres of their ancestral lands in the Treaty of Fort Jackson following the **Battle of Horseshoe Bend** in the War of 1812; the remaining Creek signed over the rest of their lands after the enactment of the Indian Removal Act and relocated to Indian Territory in the Trail of Tears



Map showing American Indian territories in the Eastern United States—particularly Florida, Georgia, Alabama, and Mississippi—and the areas in present-day Oklahoma where Native Americans were forcibly relocated.

As for Cherokees, a small faction had signed a treaty with the US government in 1835, but that faction did not represent Cherokee leadership, who refused to leave their lands voluntarily. As a result, Cherokees were forcibly relocated to the

Indian Territory west of the Mississippi River. Of the 17,000 Cherokee that were rounded up, at least 4,000—and possibly as many as 8,000—perished.

Excerpt from <https://www.khanacademy.org/humanities/us-history/the-early-republic/age-of-jackson/a/indian-removal>