

- The American frontier was settled by pioneers who traveled there by wagon and across rivers and lakes. Have students investigate the pioneer way of life during the great westward expansion. Students can learn about going to school on a wagon train, games pioneer children played, foods and more.
- The legend of John Henry is based on the life of an actual man, who worked for the C&O Railroad after the Civil War. (More information on the facts and fiction of John Henry can be found at www.ibiblio.org/john_henry/analysis.html.) Share some information about John Henry with your students and discuss with them how the song about him working on the railroad represents the strength of the growing country. Ask them to think of other qualities they associate with America (e.g., courage, bravery, beauty, etc.). What real people do students know of who share these qualities? Students can then write their own songs or poems about those people.
- Although the Supreme Court ruled that the Cherokee people did not need to move from their homes in Georgia to a reservation west of the Mississippi River, President Andrew Jackson insisted that they must move, saying, “[Chief Justice] John Marshall has made his decision; let him enforce it now if he can.” Have students write letters to President Jackson supporting or challenging his decision that the Cherokee should be forced to relocate.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com.

- www.state.nd.us/hist/LewisClark/eraIntro.html
Students can explore the expedition of Lewis and Clark through a series of questions and answers hosted by the State Historical Society of North Dakota.
- library.thinkquest.org/J001587/
This ThinkQuest Junior site contains a variety of information about pioneer life in America.
- pikes-peak.com/attractions/pikespeakcolorado.htm
This site provides pictures of Pike’s Peak, including its wildlife.
- www.rosecity.net/tears/
This portal contains many informative links for information on the Trail of Tears, including the experiences of young people.

Suggested Print Resources

- Fischer, Laura. *Life on the Trail of Tears*. Heinemann Library, Chicago, IL; 2003.
- Pringle, Laurence. *Dog of Discovery: A Newfoundland’s Adventures with Lewis and Clark*. Boyds Mills Press, Honesdale, PA; 2002.
- Roop, Peter. *Girl of the Shining Mountains: Sacagawea’s Story*. Hyperion Books for Children, New York, NY; 1999.

TEACHER’S GUIDE

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United States Expansion

Grades K–4

Studying history is an essential part of understanding the world we live in today. The history of the United States includes the experiences and accomplishments of diverse peoples, from Native Americans and immigrants to the descendants of European settlers and of Africans brought here by force. Key events such as the Revolutionary War, the writing of the Constitution and the Emancipation Proclamation influenced how the nation developed. The study of history also involves facing painful aspects of the country’s past, such as slavery and the treatment of Native Americans. Over time, songs, holidays and other observances have shaped and reflected how Americans see themselves and their country. History provides a framework for interpreting and living in the ever-changing present.



Program Overview

In 1803, President Thomas Jefferson bought from France the land of the Louisiana Purchase, a large wilderness area that doubled the size of the new country. Jefferson sent Lewis and Clark to explore this land, and with the help of Sacajawea and other Native Americans, the two explorers journeyed all the way to the Pacific Ocean. As the country grew, many people moved out West as pioneers, and people took great pride in the country's beauty. With more and more land needed for settlers, the U.S. government began to force the Native Americans who had lived here first to leave their homes and move to other areas of the country. The story of the United States' westward expansion is a story both of the adventuresome spirit and strength of pioneers and of the pain and misunderstanding between Native Americans and European settlers.

Vocabulary

Louisiana Purchase — A large area of land between the Mississippi River and Rocky Mountains that Thomas Jefferson helped America purchase from France in 1803. The purchase nearly doubled the size of the United States.

Meriwether Lewis and William Clark — The two men chosen by President Jefferson to lead the expedition to explore the land of the Louisiana Purchase.

Northwest Passage — A water route linking the Atlantic and Pacific Oceans that explorers long dreamed of and worked hard to find.

Native Americans — The first people in America, who arrived thousands of years ago.

Mandan — A Native American tribe that helped Lewis and Clark.

Sacagawea — A Native American woman who helped Lewis and Clark. Her name means "bird woman."

Shoshone — A Native American tribe that gave supplies to Lewis and Clark. Sacagawea belonged to the Shoshone tribe.

pioneers — People who move into an area that has previously not been settled.

Pilgrims — A group of English settlers who sought religious freedom in America.

treaties — Formal agreements between nations or peoples.

Indian Removal Act — The U.S. law passed by President Andrew Jackson in 1830 to remove all Indians to land west of the Mississippi River.

forced relocation — The U.S. policy whereby Native Americans who refused to leave their lands in the East were moved by force to lands west of the Mississippi River.

reservations — Public lands set aside for the use of Native Americans.

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Seminole — A Native American tribe that went to war with the United States government in an attempt to resist being relocated.

Cherokee — The Native American nation that resisted relocation by writing its own constitution and declaring itself independent of the United States.

Sequoia — The man who developed a way of writing down the Cherokee language.

Trail of Tears — The forced removal and tragic journey of the Cherokees from Georgia to Oklahoma.

Mount Rushmore National Memorial — A huge monument to the United States carved into the Black Hills of South Dakota, which represents the faces of George Washington, Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt.

Sioux — A Native American tribe from the North American Plains.

Pre-viewing Discussion

- Ask students to define the word "explorer." What does it mean when someone is an explorer? Ask students to describe some personal characteristics of explorers, such as courage or curiosity. What famous explorers from history can students name?
- Who were the pioneers? Why were they an important part of U.S. history? Discuss with students what they know about this group of people.
- Over the history of the United States, the country has grown from the original 13 states, all in the East, to 50 states stretching all the way to the Pacific Ocean and beyond. Discuss with students what they know about how this expansion took place. How did the United States acquire new land? What might it have been like to live in a country that was growing in size? Who lived on this land before it became part of the United States? What happened to these people?
- Encourage students to think of natural sights they have seen in their country that they thought were especially beautiful, and to describe them to the class.

Focus Questions

1. What was the Louisiana Purchase?
2. What were Lewis and Clark hoping to find?
3. Who was Sacagawea?
4. What were some important chores done by the children of pioneer settlers?
5. What inspired Katherine Bates to write the poem "America the Beautiful"?
6. Describe how Native Americans were forced from their homes.
7. Who did John Henry race? Who won?
8. For Native Americans, why is the story of Mount Rushmore a sad story?

Follow-up Discussion

- Sacagawea was an essential part of Lewis and Clark's team, and her skills as an interpreter and guide ensured the success of their mission. Discuss with students Sacagawea's possible motivations for helping Lewis and Clark.
- Have students compare their lives in America today with the lives of pioneer children some hundred and fifty years ago.
- Ask students which president(s) they think should be added to the Mount Rushmore National Memorial and why.

Follow-up Activities

- Create a class map of the continental United States, showing its first western boundary, the Mississippi River, and then its second western boundary, the western extent of the Louisiana Purchase. Students can then map out the path of Lewis and Clark's expedition, labeling the states the explorers passed through on their journey. Students may extend their research to learn more about the individual states that were formed from the Louisiana Purchase, such as state flowers, birds and mottoes.
- Have the class imagine they are traveling with Lewis and Clark to explore the land of the Louisiana Purchase. What do they think will be the most and least challenging aspects of this trip? Ask students to prepare a list of the equipment and supplies they will need.
- Students can conduct a class research project on the different Native American groups that Lewis and Clark met on their journey to the Pacific Ocean, including the Shoshone, Mandan, Nez Percé and Clatsop. Students should see information about the traditions, languages, economies, myths, governments and religions of these native peoples. Students can then create a class chart that compares the different groups in these areas.
- At the same time that Gutzon Borglum was carving Mount Rushmore, members of the Lakota tribe invited another sculptor, Korczak Ziolkowski, to design a memorial sculpture of Chief Crazy Horse also to be carved into the Black Hills of South Dakota. (For more information about the Crazy Horse sculpture, see www.crazyhorse.org.) Share some information about Crazy Horse with the class, then divide students into small groups and ask each group to learn several facts about the life of another great Native American leader. (A list of such leaders can be found at www.ewebtribe.com/NAculture/famous.htm.) Ask each group to decide whether it would recommend adding this person to the sculpture of Crazy Horse, which is still in progress, and why. As a follow-up, students can design their own memorials that celebrate both the United States and the Native Americans who suffered as the country grew.

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