 UNIT FIVE: Pushing National Boundaries (1821-1860) pgs. 364-463
 CHAPTER ELEVEN: THE AGE OF JACKSON (1824-1840) pgs. 368-387
 SECTION 1.1: Expanding Democracy, pgs. 370-371, SECTION 1.2: President of the People, pgs. 372-373 and
 SECTION 1.3: Debating States Rights, pgs. 374-375

 OBJECTIVE(S): For the student to be able to:
   1. identify what made the election of 1824 so controversial.
   2. explain what changes in democracy occurred during Jackson's presidency.
   3. describe a divisive economic issue during Jackson's presidency.

 VOCABULARY TO UNDERSTAND FOR THIS LESSON:
 John Quincy Adams (370)-
 Andrew Jackson (370)- hero from War of 1812 (Battle of New Orleans); commander in incident in Florida; President #7
 Corrupt Bargain (370)- conspiracy deal between Henry Clay and John Quincy Adams to get Adams House or rep. votes...
 slogans (370)-
 voting rights (370)-
 Jacksonian democracy (370-371)-
 spoils system (373)-
 agrarian (374)-

 Tariff of Abominations, 1828 (374)- law that significantly raised tariffs on raw materials and manufactured goods
 doctrine of nullification (374)- belief a state had the right to nullify, or reject, a federal law it considered unconstitutional
 states’ rights (374)-
 John C. Calhoun (374)- Jackson’s Vice President and strong supporter of states’ rights and the doctrine of nullification
 secession (375)-
 treason (375)-

 THE TIGHT ELECTION OF 1824
 1. In what way did John Quincy Adams become president in 1824? [370]

 READY FOR A REMATCH
 2. How had changes in voting rights impacted the “rematch” election of 1828 between Adams and Jackson? [370]

 A CLEAN SWEEP
 3. TRUE / FALSE: Jackson created his own controversy when elected in 1828 by starting the spoils system? [page 373]

 TROUBLE OVER TAXES
 4. Why where Farmers in the South so angry about the Tariff of 1828? [page 374]

 STATE VERSUS FEDERAL POWER
 5. How was the issue of the Tariff mostly resolved so that Southern states did not secede (leave the union)? [page 374-375]
SECTION 2.1: Expanding into Native American Lands, pgs. 376-377
SECTION 2.2: Native American Resistance, pgs. 378-379 and SECTION 2.3: The Trail of Tears, pgs. 380-381

OBJECTIVE(S): For the student to be able to:
1. identify why Jackson wanted the Native Americans to move west.
2. summarize the effects of the Indian Removal Act on Native Americans.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:
assimilate (376)-
Sequoya (376)-
Cherokee Nation (376)-
Indian Removal Act (376)-
Indian Territory(376)-
Osceola(378)-
truce (379)-

TREATIES AND BATTLES
1. List a couple ways the Native Americans attempted to meet Jackson’s requirement of assimilating to American culture. [376]
2. What discovery was made in Georgia in 1828 that increase pressure to remove the Cherokee from Georgia? [page 376]

THE INDIAN REMOVAL ACT
3. TRUE / FALSE: Because Jackson viewed Native Americans as "conquered subjects", he believed that the United States government had the right to take their land for white settlers and determine where the Indians would live. [page 376]

A TRAP IS SET
4. How was Osceola, leader of the Seminoles in Florida, tricked into being captured? [page 379]

THE BLACK HAWK WARS

6. From what source did the American army get help in fighting against Sauk and Fox tribes during the Black Hawk Wars? [page 379]

ONE LAST STAND
7. What did the Supreme Court rule in the case of the Cherokee Indians? [page 381]

A GRUELING MARCH
8. What became the name for the moving of 17,000 Cherokee from Georgia to Indian Territory in what is now Oklahoma in 1838-1839? [page 381]
OBJECTIVE(S): For the student to be able to:
1. identify causes and effects of Jackson's destruction of the national bank.
2. explain the formation of the Whig Party in the United States.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:
- charter (382)-
- inflation (382)-
- veto/vetoed (382)-
- Martin Van Buren (383)-
- Panic of 1837 (383)-
- depression (383)-
- Whig Party (384)-
- William Henry Harrison (385)-
- John Tyler (385)-

THE BANK WAR
1. Why did Jackson elect not to renew the charter of the Second National Bank? [pages 382-383]

2. How did Jackson destroy the bank of the United States? [page 383]

3. TRUE / FALSE: Jackson moved money from the National Bank into smaller state banks which made it easier for people to borrow money. The state banks then issued too much paper money and the value of money went down. [page 383]

THE PANIC OF 1837
4. Who followed Jackson as President? [page 383]

5. What was the “Panic of 1837”? [page 383]

A CHANGE OF PARTIES
6. TRUE / FALSE: The Whig party supported Van Buren; they favored his Jackson-like policies. [page 384]

THE ELECTION OF 1840
7. Who won the election of 1840? (select one) [page 385]  
   Martin Van Buren   William Henry Harrison

8. What happened to William Henry Harrison shortly after taking the office of President? [page 384]

9. Who was Harrison's vice-president that took over the office of President after the president died? [page 384]
UNIT FIVE: Pushing National Boundaries (1821-1860) pgs. 364-463  
CHAPTER TWELVE: MANIFEST DESTINY (1821-1853) pgs. 388-429  
SECTION 1.1: The Pull of the West, pgs. 398-399 and  
SECTION 1.2: DOCUMENT-BASED QUESTION: Manifest Destiny, pgs. 400-401  
OBJECTIVE(S): For the student to be able to:  
1. identify the reasons why the early pioneers moved west  

VOCABULARY TO UNDERSTAND FOR THIS LESSON:  
individualism (398)-  
mountain men (398)-  
rendezvous (398)-  
Jedediah Smith (398-399)-  
Jim Beckwourth (399)-  
annex (399)-  
manifest destiny (399)-  
pioneers (400)-  
Marcus and Narcissa Whitman (401)-  

OPENING THE WEST  
1. The “MAIN IDEA” of this lessons suggest two reasons why Americans were heading west in the early to middle 1800s? [pages 399] List them:  
2. List people or groups that went west? [page 398-399]  

MANIFEST DESTINY  
3. What does the term manifest destiny and its idea as expressed by John O’Sullivan imply was always the purpose/goal for America? [page 399]  

4. What problem did O’Sullivan over-look or ignor with this idea (from question #4)? [page 399]  

DOCUMENT-BASED QUESTION: MANIFEST DESTINY (pages 400-401)  
5. List examples of positive and negative images used in the painting American Progress by John Gast (1872). [page 400]  
   positive:  
   negative:  

DOCUMENT ONE:  
7. Do you agree with O’Sullivan that as Americans moved west they did so with a “clear conscience and unsullied past”? [page 401]  

DOCUMENT THREE:  
8. Narcissa Whitman’s letters home were published in papers - creating a great interest in travel to the west.  
   What attitude(s) did Whitman express in the writing at this point in their journey? [page 401]  

Unit 5 (ch. 11-13), page 4
CHAPTER TWELVE: MANIFEST DESTINY (1821-1853) pgs. 388-429
SECTION 1.3: Trails to the West, pgs. 402-403 and SECTION 1.4: Pioneers and Native Americans, pgs. 404-405

OBJECTIVE(S): For the student to be able to:
1. identify reasons why the early pioneers moved west.
2. list examples of challenges pioneers faced as they traveled west.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:
Santa Fe Trail (402)-
Oregon Trail (403)-
Oregon Territory (403)-
Mormon Trail (403)-
Brigham Young (403)-
exodus (403)-
Continental Divide (403)-
wagon trains (404)-
frontier (404)-

TRAVELING THE TRAIL
1. From what country has Mexico recently received its independence in 1821? [pages 402]

2. After Mexico became independent of Spain the area was welcoming of American settlers. In what ways did William Becknell and other make money off of this policy change? [pages 402]

THE MORMAN TRAIL
3. While most Americans were moving west in an attempt to gain wealth, why had the Mormons, led by Brigham Young, moved west? [page 403]

A DIFFICULT JOURNEY
4. List examples of struggles pioneers faced as they traveled on the trails westward? [pages 404]

5. TRUE / FALSE: Traveling the westward trails was much easier for the women than the men. [page 404]

CULTURAL ENCOUNTERS
6. Attacks by Native American tribes were fairly rare. What type of interactions did the settlers and Native Americans more often have? [pages 405]
CHAPTER TWELVE: MANIFEST DESTINY (1821-1853) pgs. 388-429
SECTION 2.1: The Tejanos, pgs. 406-407, SECTION 2.2: Settlement and Rebellion, pgs. 408-409 and SECTION 2.3: Independence and Annexation, pgs. 410-411
OBJECTIVE(S): For the student to be able to:
1. identify the changes in Mexican (Tejas) Texas that led up to the Texas Revolution.
2. describe the sequence of events in the Texan's Revolt that resulted in the creation of the Lone Star Republic.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:
Tejas (406)-
Presidios (406)-
The Tejanos (406)-
Stephen F. Austin (407)-
Antonio Lopez de Santa Anna (409)-
Sam Houston (409)-
Battle of the Alamo (409)-
annex (411)-
Lone Star Republic (411)-
margin (411)-
SPANISH TERRITORY
1. What policy did the Spanish government have regarding trade that caused disputes in their territory? [page 406]

LAND GRANTS AND SETTLERS
2. What European country had Mexico gained it's independence from following an 11-year war? [page 407]
3. TRUE / FALSE: Unlike Spain, Mexico welcomed America trade and settlement in Texas with some conditions. [407]
4. What four conditions did the Mexican government require of Stephen F. Austin's settlers in Texas: [not in text]
   1) 
   2)
   3)
   4)

GROWING NUMBER OF SETTLERS
5. TRUE / FALSE: As Americans started outnumbering Mexicans 6 (or more) to 1 in the area that would later become Texas, tensions grew for both the Mexican government and the American settlers. [page 409]

TEXAS WAR FOR INDEPENDENCE
6. Three major battles happened between Texas and Mexican armies, all in 1836. Match the battles with their outcomes.
Siege and of the Alamo a. 200 fighters were killed when 1000s of Mexican troops attacked their mission/fort
Battle at Goliad [page 413] b. retreating Texan troops are captured by Mexican army; 350 are executed
Battle of San Jacinto c. Santa Anna trapped by Sam Houston; forced to sign treaty giving Texas freedom

THE LONE STAR REPUBLIC and ANNEXATION OF TEXAS
7. After defeating the Mexican army and becoming an independent country, why was Texas not allowed to join the United States when it initially requested to be annexed into the Union? [page 410]

8. What president ran on a platform (goal) of annexing Texas as our 28th state (1845) and taking control of the Oregon Territory at the 54th parallel (slogan: fifty-four forty or fight!)? [411]
CHAPTER TWELVE: MANIFEST DESTINY (1821-1853) pgs. 388-429
SECTION 3.1: Tensions with Mexico, pgs. 416-417, SECTION 3.2: The United States at War, pgs. 418-419 and SECTION 3.3: Consequences of the War, pgs. 420-421
OBJECTIVE(S): For the student to be able to:
1. describe America’s war with Mexico.
2. explain the impact of victory over Mexico.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:
James K. Polk (416, previously 411)-
manifest destiny(416, previously 399)-
Zachary Taylor (417)-
diplomat (417)-
Mexican-American War, 1946-1848 (417)-
insurrection (418)-
Bear Flag Revolt, 1846 (419)-
Treaty of Guadalupe Hidalgo (420)-
Mexican cession (not used in this text)- Mexican territory surrendered to the United States at the end of the war with Mexico
Wilmot Proviso* - “*condition” (421)-
parallel (421)-
Gadsden Purchase (421)-
contiguous (421)-

POLK’S MISSION
1. What was a main goal of James Polk when he ran against Henry Clay for president in 1844? [416]

CROSSING THE NUECES RIVER
2. TRUE / FALSE: After trying unsuccessfully to purchase the areas American wanted in Mexico, Mexican troops traveled deep into American land and started an unprovoked battle killing hundreds of American soldiers. [417]

TERRITORIAL SETTLEMENTS
3. TRUE / FALSE: American General Stephen Kearny with help from angry settlers (Bear Flag Revolt), captured the areas of New Mexico and Northern California relatively easily. [418]

INVADING MEXICO and OCEAN TO OCEAN
4. Though fighting in Mexico was more difficult, seven months later the U.S. army lead by Winfield Scott fought all the way to Mexico City to win the war. What treaty was later signed giving the United States large portion of what was previously Mexico - known as the Mexican cession (term not in text)?

OCEAN TO OCEAN
5. What law was written but didn’t pass in an attempt to end the spread of slavery into the areas taken from Mexico? [page 421]

NEW BORDERS NORTH AND SOUTH
6. America would later (1853) purchase an additional area of Mexico, the Gadsden Purchase. For what reason did America want this land? [421]
CHAPTER TWELVE: MANIFEST DESTINY (1821-1853) pgs. 388-429

SECTION 4.2: The Gold Rush, pgs. 424-425 and SECTION 4.3: The Mining Frontier, pgs. 426-427, also
AMERICAN STORIES: The Golden City, pgs. 390-397

OBJECTIVE(S): For the student to be able to:
1. describe how the discovery of gold changed California.
2. explain the final impact of the California Gold Rush.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:
John Sutter (424, previously 423)-
prospectors (424)-
forty-niner (425)-
Californios (425)-
boomtowns (425)-

EUREKA! - Greek for “I have found it.”
1. What was discovered by James Marshall in 1849 that brought so many settlers "rushing" to California? [424]

THE FORTY NINERS
2. TRUE / FALSE: Only American settlers were allowed to travel to California since this area was part of the America. [392, 424-426]

LIFE IN A MINING CAMP
3. List three ways/routes people could get to California to take part in the "rush." [392, 424]
   1.
   2.
   3. [not in text] sail to the Isthmus of Panama, cross overland, get on a boat on the Pacific side, then sail to CA

4. List at least three problems that miners faced in the mining camps in California. [392, 426]
   1.
   2.
   3.

5. List three ways the "gold rush" changed California. [426]
   1.
   2.
   3.
OBJECTIVE(S): For the student to be able to:
1. identify various immigrant groups in the early and middle 1800's and why these people chose to come to America.
2. explain the challenges immigrants faced.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:
immigrate (438)-
emigrate (438)-
push-pull factors (438)-
steerage (438)-
famine (440)-
blight (440)-
domestic service (441)-
assimilate (441, previously 376)-
prejudice (444)-
nativist (444)-
Know-Nothing Party (444)-

PUSH AND PULL
1. List examples of "push" factors that caused immigrants to leave their country. [page 438]
   a. 
   b. 
   c. 
2. List examples of "pull" factors that attracted and brought immigrants to the United States. [page 438]
   a. 
   b. 
   c. 
3. How many people are estimated to have immigrated to the United States between 1840-1870? [page 438]

LOOKING FOR OPPORTUNITIES
4. What were conditions like for some immigrants on ships coming to America. [page 438]

5. What region needed/welcomed immigrant labor in America? [page 439]

ESCAPING DISEASE AND POVERTY and MOVING TO THE MIDWEST
6. List examples of groups that came to the U.S. in the middle 1800s; why they came and what they did. [pages 440-441]

GROUP
   PUSH (reason for leaving)
   PULL (what drew them/what they did)

FEAR AND JUDGEMENT and EXCLUDING IMMIGRANTS
7. TRUE / FALSE: All Americans were grateful for the immigrants and the cultural ideas they brought. [page 444]
CHAPTER THIRTEEN: THE CHANGING AMERICAN IDENTITY (1830-1860) pgs. 430-463

OBJECTIVE(S): For the student to be able to:
1. identify reform movements that attempted to improve society in America.
2. describe areas that some reformers and labor unions focused on improving.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:
Second Great Awakening (457)- renewal of religious faith in the 1790s and early 1800s; presented belief that each person can experience a new spiritual relationship with God regardless of church affiliation

revival meetings (448)-
evangelized (448)-
temperance movement (458)-
Prudence Crandall, Canterbury School, 1831 (449)-
common school movement (449)-
Horace Mann (449)-
Louis Dwight and Dorthea Dix (449)-
labor union (450)-
craft unions (451)-

A RETURN TO THE CHURCH
1. Select one of the following statements that best describes the Second Great Awakening. [page 446]
   a. a movement driven by the idea that immigrants were arriving in too large of numbers; numbers should be limited
   b. a movement that inspired people with the idea that through Christianity, a spiritual relationship was available to everyone.

REFORMING SOCIAL PROBLEMS
2. TRUE / FALSE: Though not everyone followed the ideas of the Second Great Awakening, it did create an interest to reform society in other ways - ending slavery, educational improvement, women’s rights. [page 446]
3. What did the temperance movement try to eliminate? [page 446]

EDUCATION FOR ALL
4. African-Americans faced great obstacles in gaining an education in the early and middle 1800s. What did the example of Prudence Crandall, and the Canterbury School demonstrate? [page 449]
5. Who is credited with promoting educational reform including emphasis on public education - the common school movement? [page 448]

REFORMING INSTITUTIONS
6. List two other areas that reformers worked to improve/change during the 1800s. [page 449]

LONG DAYS, HARD WORK and A WIN FOR WORKERS
7. What did factory workers do to try and improve the poor conditions and unfair treatment in manufacturing jobs? [page 450]
8. TRUE / FALSE: The economic depression in 1836 (Panic of 1837) made jobs more scarce and decreased the power of the labor movement. [page 451]
CHAPTER THIRTEEN: THE CHANGING AMERICAN IDENTITY (1830-1860) pgs. 430-463

SECTION 2.4: Creative Expression, pgs. 452-453

OBJECTIVE(S): For the student to be able to:
1. describe what inspired American artists and authors who worked during this period of America's History.
2. how did the work of American artists and authors reflect American ideals.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:

transcendentalism (452)- philosophy that suggests people should rise above expectations; connect to natural world - also the idea of civil disobedience, peacefully refusing to obey laws one considers unjust

Hudson River school (453)-

AMERICAN AUTHORS ON THE RISE
1. List three important American story and novel authors with examples of their work from this time period. [page 452]
   a. 
   b. 
   c.
2. The ideas of transcendentalism, to “transend” or rise above current society to make the world better, more equal and just placed inspired many famous civil rights reformers like Gandhi, Martin Luther King, Jr., and Nelson Mandela. List some of the writers of these ideas from the middle 1800s? [page 452]
3. List two famous American poets from this time period. [page 452]

PAINTING AMERICAN BEAUTY
4. What types of work were artists from the Hudson River School known for creating? [page 453]
5. List examples of American locations that were painted by these artists. [page 453]

Legend of Sleepy Hollow (1819) by Washington Irving

1. What is the backstory of “ghostly rider” of the Hallow?
2. Who is the new schoolmaster in the story?
3. Is the school master really in love with Katrina VanCastle or does he want something else?
4. Who does appear to want to marry Katrina VanCastle - though he has not asked her?
5. What happens to the schoolmaster as returns home after the celebration at the VanCastle estate?
6. Although never directly stated, what suggests Brom Bones may have something to do with the schoolmaster’s disappearance?
7. What does the end of the presentation suggest actually happened to the schoolmaster?
CHAPTER THIRTEEN: THE CHANGING AMERICAN IDENTITY (1830-1860) pgs. 430-463
SECTION 3.1: The Abolition Movement, pgs. 454-455, SECTION 3.2: Voices Against Slavery, pgs. 456-457 and
AMERICAN VOICES: Underground Railroad, pgs. 432-437

OBJECTIVE(S): For the student to be able to:
1. describe the efforts of abolitionists in the 1800s to end slavery.
2. explain how the abolition movement led to the fight for women's rights.
3. identify key people and events in the abolition and women's rights movement.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:
abolitionists (454)-
William Lloyd Garrison (454)-
emancipation (454)-
Underground Railroad (454, see also 432-437)-
Harriet Tubman (467)-
Sojourner Truth (4455)-

SPEAKING OUT AGAINST SLAVERY
1. List well-known abolitionists. [page 454-455]

3. TRUE / FALSE: Former President John Quincy Adams wrote an amendment that freed all African-Americans born in the United States after 1842. He also suggested legislation that no new states could be added to the Union if they allowed slavery. Both proposals became national laws. [page 454]

DOCUMENT BASED QUESTION: Voices Against Slavery
4. Using the picture [page 458], what types of people are gathered to speak at the American Anti-Slavery Society?

5. DOCUMENT ONE: Why would have a plantation owner not have like William Lloyd Garrison or his message? [page 457]

6. DOCUMENT TWO: What heart-breaking part of slave life does Sojourner Truth speak about in this writing? [page 457]

5. DOCUMENT THREE: The abolitionist movement wants freedom and opportunity/elevation for slaves; what does Frederick Douglas say is all he wants for enslaved people? [page 457]

A DIFFERENT KIND OF RAILROAD
6. How many people are estimated to have escaped slavery by way of the Underground Railroad? [page 435]

CONDUCTOR AND HERO
7. How many trips did Harriet Tubman make guiding slaves to freedom? [page 436]

6. In what other way did Harriet Tubman risk her life for a cause? [page 436]

QUILTED CODES?
6. According to the quilted codes system, what types of information might these quilts have passed on to travelers on their way to the north? [437]
CHAPTER THIRTEEN: THE CHANGING AMERICAN IDENTITY (1830-1860) pgs. 430-463
SECTION 3.3: Women’s Rights and Seneca Falls, pgs. 458-459
OBJECTIVE(S): For the student to be able to:
1. identify key people and goals in the women's rights movement.

VOCABULARY TO UNDERSTAND FOR THIS LESSON:
Elizabeth Cady Stanton (458)-
Seneca Falls Convention (458)-
suffrage (458)-

LEADERS FOR WOMEN’S RIGHTS
1. According to the text, where did the women’s rights movement get its start? [page 458]
2. Name two women who led the push for women's rights in the mid-1800s.
   a.   b.
3. TRUE / FALSE: In the 1800s women’s property and earnings legally belonged to their husband. Educational opportunities as well as potential job choices/careers were very limited for females. [page 458]
4. Leaders of the women’s rights movement felt that what one right was among the most important for women? [page 458-459]

CONTINUING THEIR WORK
5. What event made the women’s rights movement pause for a while in the middle 1800s? [page 459]
6. How did Susan B. Anthony try to bring attention to women’s suffrage in 1872? [page 459]