



Growth and Expansion

*All of the activities in the notebook are designed for whole class lecture, discussion, and interaction or individual self-discovery learning.

Teacher's Guide

CHAPTER CHECK-UP

For the INSPECT chart, have students think about these questions in order to complete it.

I – Ideas – What ideas had the biggest impact during this time? What factors led to the emergence of these new ideas?

N – Natural/Geographic – How did the environment and surroundings play a role in shaping the time period or event?

S – Social – How did societies arrange themselves? What are the roles of men, women, enslaved people, ethnic groups, and so on?

P – Political – How did the economy and society influence politics? What is the role of government? What groups are the most powerful? Is there effective leadership?

E – Economic – How did money drive decisions? What is valued? Who has economic power?

C – Cultural – How do the elements of culture influence a group?

T – Technological – Why do people create new products? Does technology lead to social progress? What motivates people to pursue science?

When students have finished their INSPECT charts, you may want to assign them to write a short essay or paragraph answering each of the chapter's essential questions.

I Ideas	<ul style="list-style-type: none"> – patent laws – factory system
N Natural/Geographic	<ul style="list-style-type: none"> – Wilderness Road – Florida acquired by United States – westward expansion continued
S Social	<ul style="list-style-type: none"> – development of cities – cities grew as centers of commerce and trade – quilting and sewing parties, multi-family cornhuskings
P Political	<ul style="list-style-type: none"> – low taxes, minimal government regulation of business – eight western states added to the Union – Era of Good Feelings – tariffs of 1816, 1818, and 1824 – sectionalism increased – three Supreme Court cases backed power of national government: Fletcher v. Peck, McCulloch v. Maryland, Gibbons v. Ogden – Missouri Compromise, Adams-Onís Treaty, Monroe Doctrine
E Economic	<ul style="list-style-type: none"> – capitalism spurred industrial growth – farmers in West raised pork and cash crops such as corn and wheat – growth of corporations – American system – Second Bank of the United States restored order to the money supply – tariffs of 1816, 1818, and 1824
C Cultural	<ul style="list-style-type: none"> – young women in the workforce – trade in enslaved Americans expanded, number of enslaved people grew to about 1.2 million – libraries and museums built in cities – Spain continued to hold Florida until 1819 – Creeks retreated to Florida as well, joined with escaped enslaved people, took name Seminole
T Technological	<ul style="list-style-type: none"> – Industrial Revolution – water frame, spinning jenny, cotton gin, interchangeable parts – turnpikes – steamboats – Erie Canal built with locks – canal system grew quickly

SPOTLIGHT ON VOCABULARY

Answers will vary.

LESSON 1: LESSON KICKOFF ACTIVITY

Lesson Idea:

Before assigning this activity, discuss the problems early cities had with their growing populations and lack of public services such as fire, waste disposal, clean water, and so on. Remind students that many things they take for granted today did not exist in these quickly growing cities. Rural life was different, too. Families were isolated and had little access to transportation. Shopping for supplies or new goods was limited. You might also want to discuss ways in which life has changed for Americans as more and more of the population has moved to urban areas. With the class, you may want to list the advantages and disadvantages of country and city life.

When students have finished their work, you may want to take a vote on who presented the most convincing argument for city life and for country life.

LESSON 2: ACTIVE NOTE-TAKING ACTIVITY

Lesson Idea:

The Library of Congress American Memory Web site has several collections containing information about the Erie Canal that you might want to share with students. The Web site includes the lyrics to the song “Low Bridge, Everybody Down.” If students are not familiar with the tune and its lyrics, you might want to download it for them.

Headed West	
Guiding Question: <i>What helped increase the movement of people and goods?</i>	
1. What was the route of Warriors’ Path? (p. 308)	<i>1. Warriors’ Path was a route that followed the Cumberland Gap through the Appalachian Mountains.</i>
2. Sequence the events that led from Warriors’ Path to the Wilderness Road. (pp. 308–309)	<i>2. In 1769 Daniel Boone explored a Native American trail called Warriors’ Path; in 1775 Boone worked with a crew of 30 foresters to widen the path, clear rocks, cut down trees, and mark the trail. The widened trail became known as the Wilderness Road.</i>
3. In the late 1700s and early 1800s, why were roads used instead of rivers to reach the western states? (p. 310)	<i>3. Rivers flowed north-south, not east-west. Additionally, while boats could travel downstream easily, going upstream was difficult and slow. Therefore, people moving from the east to the west used roads.</i>
4. Why were locks needed on the Erie Canal? (p. 311)	<i>4. The mouth of the Hudson River is at sea level; it empties into the Atlantic Ocean. Students should recognize that the elevation along the route of the Erie Canal changes. Therefore, locks were needed.</i>
5. What were some of the advantages of the canal system to western development and economic growth? (pp. 311–312)	<i>5. Canals made it easier for people to move to the west and ship needed goods to their new homes. Because shipping was easier, crops and other goods could be shipped from western regions to eastern ports. Cities along the canals benefited from the business brought by people and cargo that traveled along canal routes.</i>

The Move West Continues

Guiding Question: *Why did Americans tend to settle near rivers?*

<p>6. Between 1791 and 1821, eight new western states joined the Union. How might this have changed the balance of power in Congress? (pp. 312–313)</p>	<p>6. Students should note that the House of Representatives was no longer dominated by Northern or Southern interests, and that the balance of power in the Senate between North and South was changing as well.</p>
<p>7. How do you think the rapid expansion in the West affected Native American populations? (pp. 312–313)</p>	<p>7. Students should recognize that new settlers probably gave little thought to the Native Americans whose land they were encroaching upon or to the idea that Native Americans viewed these lands as their homes.</p>
<p>8. Western families gathered together for social events. What does this reveal about the social structure of Western life? (pp. 312–313)</p>	<p>8. Western families mainly lived on farms that were fairly isolated and were far from developing towns; settlers had to depend upon their neighbors. Social gatherings provided opportunities to meet, to enjoy the company of other families, and to have some fun completing work tasks.</p>

HANDS-ON ACTIVITY

LESSON 3: ACTIVE NOTE-TAKING ACTIVITY

James Monroe

Who? *president of the United States*

What? *Monroe Doctrine*

Where? *Monroe was from Virginia.*

When? *elected in 1816; began first term in 1817*

How?

Henry Clay

Who? *Republican speaker of the House of Representatives; U.S. senator; also known as “The Great Compromiser”*

What? *proposed American system to help regional economies and increase power of federal government; represented Western interests in Congress*

Where? *Clay was from Kentucky.*

When? *early 1800s*

How? *spoke out about issues that affected the West*

Second Bank of the United States

Who? *Republican majority in Congress; Madison signed bill authorizing the bank*

What? *restored order to money supply; helped businesses grow*

Where?

When? *1816*

How? *by act of Congress; approved by president*

Tariffs

Who? *U.S. manufacturers called for taxes on imports to protect their industries; Congress*

What? *taxes on imported goods; designed to protect growing U.S. industries from foreign competition; highlighted regional differences between South and North*

Where? *protected industries that were primarily in New England; Southerners had to pay higher prices for goods*

When? *1816, 1818, 1824*

How? *enacted by Congress*

John C. Calhoun

Who? *U.S. senator from South Carolina; was secretary of war in 1818*

What? *represented Southern interests in Congress; as secretary of war, ordered U.S. troops to stop Seminole raids*

Where? *Calhoun was from South Carolina.*

When? *early 1800s*

How? *spoke out about issues that affected the South*

Daniel Webster

Who? *U.S. senator*

What? *represented New England's interests in Congress*

Where? *Webster was from Massachusetts.*

When? *early 1800s*

How? *spoke out about issues that affected the North*

John Marshall

Who? *U.S. Supreme Court chief justice*

What? *backed power of national government over states; Fletcher v. Peck, 1810: courts could declare acts of state governments unconstitutional; McCulloch v. Maryland, 1819: states could not tax local offices of the Bank of United States; Gibbons v. Ogden, 1824: only Congress has the power to make laws governing interstate commerce*

Where?

When? *early 1800s*

How? *As Chief Justice, Marshall had significant influence over the Court, which handed down decisions in these cases. Students may recognize Marshall's long service on the Court—34 years.*

Missouri Compromise

Who? *Representative James Tallmadge and the U.S. Congress; Henry Clay proposed compromise*

What? *admit Missouri as a state and maintain balance of power in Senate between North and South; admission of Missouri as free state could put South in minority in both houses of Congress; initial condition for statehood was that Missouri abolish slavery gradually*

Where? *Missouri, Maine, and Washington, D.C.*

When? *1819*

How? *Maine would enter Union as a free state; Missouri would enter Union as a slave state*

Adams-Onís Treaty

Who? *John Calhoun, General Andrew Jackson, Seminoles, and Spanish*

What? *Spain gave up control of Florida.*

Where? *Florida*

When? *1819*

HYPOTHESIZE:

Students should understand the information in the text about the Monroe Doctrine: 1) the United States would not involve itself in the internal affairs or wars in Europe; 2) the United States would not interfere with existing European colonies in the Americas; 3) North and South America would no longer be subject to colonization by European powers. Students may recognize that people in other countries may not have been pleased that the president of the United States was speaking for people and for governments of both continents.