

Western Expansion

Unit

6



START WITH THE STANDARDS

California History-Social Science Standards

- 5.3** Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.8** Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

The Big Idea





GROWTH AND CHANGE

The United States expanded as its population and economy grew and as new lands were acquired.

WHAT TO KNOW

- ✓ How did immigration impact the early United States?
- ✓ How did geography and transportation affect western settlement?
- ✓ How did western settlement affect American Indian groups?
- ✓ What kind of changes did the United States face in the early 1800s?

Show What You Know

- ★ Unit 6 Test
-  Writing: A Narrative
-  Unit Project: A Scrapbook



Time

Western Expansion

• **1803** The United States makes the Louisiana Purchase, p. 515

• **1811** Work begins on the National Road, p. 503

• **1825** The Erie Canal opens, p. 504

1800

1810

1820

At the Same Time

• **1812** Russian fur traders set up Fort Ross north of San Francisco

• **1821** Mexico wins its independence from Spain

Western Expansion



1846 The Mexican-American War begins, p. 560

1848 Gold is discovered in California, p. 562

1850 California becomes a state, p. 564

1830

1840

1850



1834 Slavery is abolished in Britain

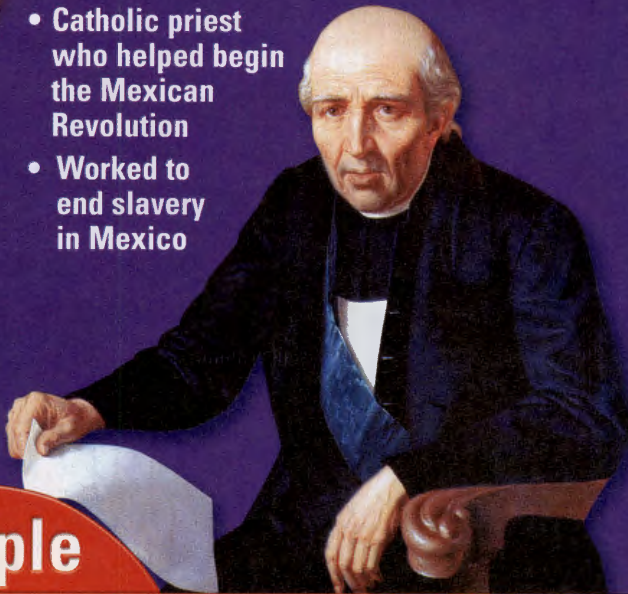


1847 The African nation of Liberia declares its independence

Miguel Hidalgo y Costilla

1753–1811

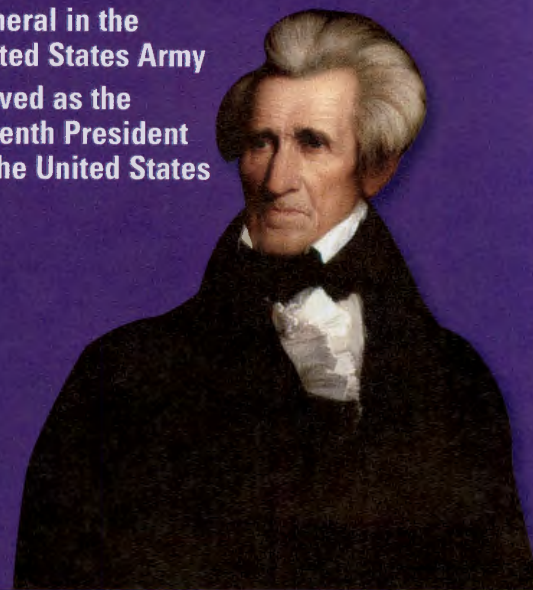
- Catholic priest who helped begin the Mexican Revolution
- Worked to end slavery in Mexico



Andrew Jackson

1767–1845

- General in the United States Army
- Served as the seventh President of the United States


 People

1750

1810

1840

1753 • Miguel Hidalgo y Costilla

1811

1767 • Andrew Jackson

1845

1774 • Meriwether Lewis 1809

1786? • Sacagawea 1812?

1790 • Chief John Ross

1813 • John C. Frémont

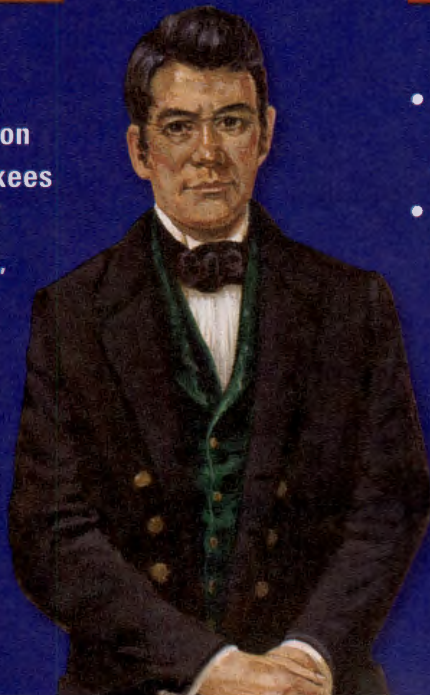
1820? • Harriet Tubman

1828 • Yung Wing

John Ross

1790–1866

- Chief of the Cherokee Nation
- Led the Cherokees on the journey known as the "Trail of Tears"



John C. Frémont

1813–1890

- Western explorer known as the Great Pathfinder
- Elected as one of California's first United States senators



Meriwether Lewis

1774–1809

- Captain in the United States Army
- Explored the Louisiana Purchase with William Clark



1870

Sacagawea

1786?–1812?

- Daughter of a Shoshone Indian chief
- Served as an interpreter and guide for the Lewis and Clark expedition



1900

1930

1866

1890

1913

1912

Harriet Tubman

1820?–1913

- Led hundreds of enslaved people to freedom along the Underground Railroad
- Leader in the abolitionist movement



Yung Wing

1828–1912

- First Asian immigrant to graduate from an American university
- Helped other Chinese students receive American educations





PACIFIC OCEAN

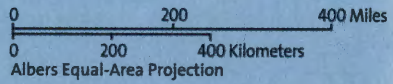
Gulf of California

MEXICO



At the Same Time

California's constitution is written in Monterey, 1849

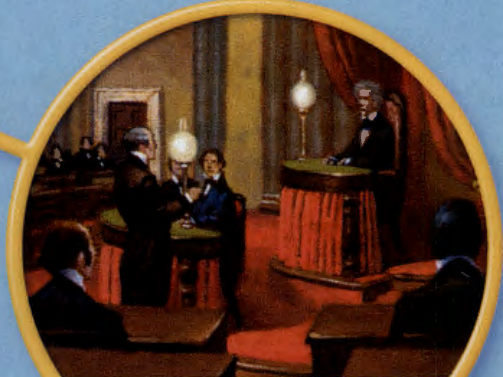




CANADA



Seneca Falls Convention held, in New York, 1848



Compromise of 1850 signed, in Washington, D.C.

- United States
- United States territories
- FOX Name of American Indian Tribe
- Present-day borders

Reading Social Studies

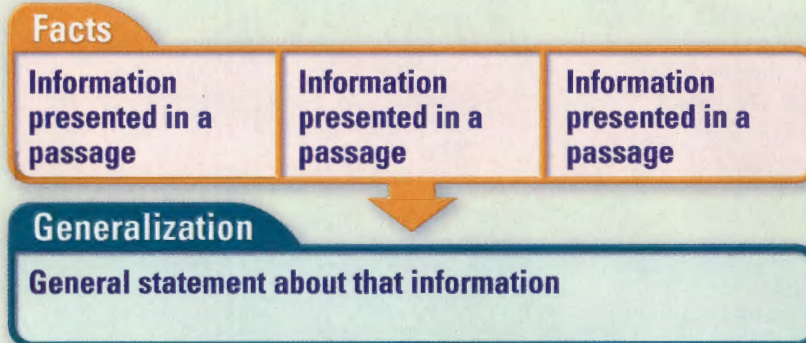


Generalize

When you **generalize**, you make a statement that shows how a group of facts are related.

Why It Matters

Being able to generalize can help you better understand and remember what you read.



- ✓ A generalization is always based on facts.
- ✓ Words such as *most*, *many*, *some*, *generally*, and *usually* are clues to generalizations.

Practice the Skill

Read the paragraphs, and make a generalization based on the information in the second paragraph.

"America the Beautiful" describes a country that stretches "from sea to shining sea." Starting in the 1800s, people from many different states began looking for new lands to settle in the West. Many Americans were moving west.

Congress passed a land ordinance dividing western lands into townships. Each township had 36 sections. One section was for public schools. The rest were sold.

Facts

Generalization

(The ordinance was a system for settlement.)

Apply What You Learned



Generalize Read the paragraphs, and answer the questions.

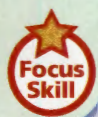
Growing in Many Ways

The new American government counted its citizens for the first time in 1790. From that year on, the United States has taken a census every ten years. The results show how the nation has grown.

In 1790, only about 3 percent of all Americans lived in the biggest cities—Salem, Boston, New York, Philadelphia, Baltimore, and Charleston. Two percent lived in other cities, and 95 percent of Americans lived on farms. The 4 million people in the United States in 1790 included nearly 700,000 African Americans. Most African Americans were enslaved and lived in the South.

The second census was taken in 1800. By that time nearly 1 million settlers lived on the frontier. That was a big change. Tennessee had become a state in 1796, and four years later, it had a population of more than 100,000 people. Kentucky had almost 221,000 people, and it was a state, too.

In 1800, Ohio had more than 45,000 people. It had a larger population than 11 of the original 13 states. Only New York and Pennsylvania had more people than Ohio. Ohio became a state three years after the 1800 census. As the nation grew, people continued to move farther west.



Generalize

1. What generalization can you make about where most Americans lived in 1790?
2. Where did most African Americans live in 1790?
3. What generalization can you make about the changes in frontier areas between 1790 and 1800?



Study Skills

MAKE AN OUTLINE

Making an outline can help you organize the main ideas and details you read about.

- Topics in an outline are shown by Roman numerals.
- Main ideas about each topic are shown by capital letters.
- Details about each main idea are shown by numbers.

The Changing Frontier

I. A Growing Population

A. A New Wave of Immigrants

1. New immigrants arrived from England, Scotland, Ireland, and Germany
2. Immigrants came to escape hardships, for new opportunities, and for freedom

B. Through the Cumberland Gap

- 1.
- 2.

C. Using Waterways

- 1.
- 2.

II. Pioneer Life

Apply As You Read

As you read this chapter, remember to pay attention to the topics, main ideas, and details. Use that information to complete an outline of the chapter.



California History-Social Science
Standards, Grade 5

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.



The Changing Frontier

12



► Reenactors of the Lewis and Clark expedition, near St. Charles, Missouri

Start
with a
Story



MY NAME IS YORK

by Elizabeth Van Steenwyk illustrated by Bill Farnsworth

In 1803, York, an enslaved African American, and his owner, William Clark, joined an expedition to explore lands west of the Mississippi River. In time, more than 300 people joined the group, including an American Indian woman named Sacajawea (sa•kuh•juh•WEE•uh) and her husband, Charbonneau (CHAR•buh•noh).

High plains and deep forests challenge us, and our bodies strain against the work we endure to pass through them. Mountains grow higher, gorges deeper, as we search for the westward waterway. We pause to admire a great fall of water that tumbles into white foam below.

Captain Clark explores a deep ravine with Sacajawea and Charbonneau while I wait above to enjoy the warmth of sky and sun.

Suddenly the sky darkens. Angry clouds release a torrent. I find shelter beneath a chalky overhang and then I remember: Captain Clark and the others have not returned.

ravine a small, narrow steep-sided valley

torrent a rushing, violent stream of liquid

I run to the cliff's edge and see their desperate struggle as water rises in the ravine. Sacajawea hands her small son to me. Then I reach out to her and Charbonneau. But where is Captain Clark?

Now he struggles upward too, before I reach out to pull him to safety. When he can speak, he tells me that his compass is lost. Later, he finds it and I wonder: Will that compass one day point my way to freedom?

We cross the Bitterroot Mountains where snow still drifts. Food grows scarce, but we share what we have with the Nez Perce and they with us. Sacajawea digs for wild artichokes, but there are few. We miss the abundance of plump chokecherries and greens that grew near the great falls.

Men, women, and children gather near me to touch my color and I, in turn, touch theirs. We marvel at our sameness. They begin to call me Great Medicine.

We pass through many canyons before arriving at a sagebrush plain. A river begins and we follow its growth along a tumbling course. Through high country it winds as rocks project into its current. Rapids create mighty hazards as we move ever west in tired boats.

Then we overcome a final thrust of mountains and there is the scent of ocean in the air. Soon we stand where water and land unite and rejoice in our success. We have found a waterway to the western sea.



Response Corner

- 1 How did York prove to be a valuable member of the expedition?
- 2 Imagine that you are a member of this expedition. Write a journal entry describing an experience that you might have had on the trip.

Lesson

1

Time

1800

1825

1850

1811

The Cumberland Road is started

1825

The Erie Canal opens



WHAT TO KNOW

How did the United States grow during the early 1800s?

- ✓ Explain where many of the people came from who immigrated to the United States from Europe.
- ✓ Describe how and why immigrants traveled into the Ohio and Mississippi Valleys through the Cumberland Gap.

VOCABULARY

pathfinder p. 502

flatboat p. 504

canal p. 504

lock p. 505

PEOPLE

Daniel Boone

Robert Fulton

PLACES

Cumberland Gap

Erie Canal



GENERALIZE



California Standards

HSS 5.8, 5.8.1

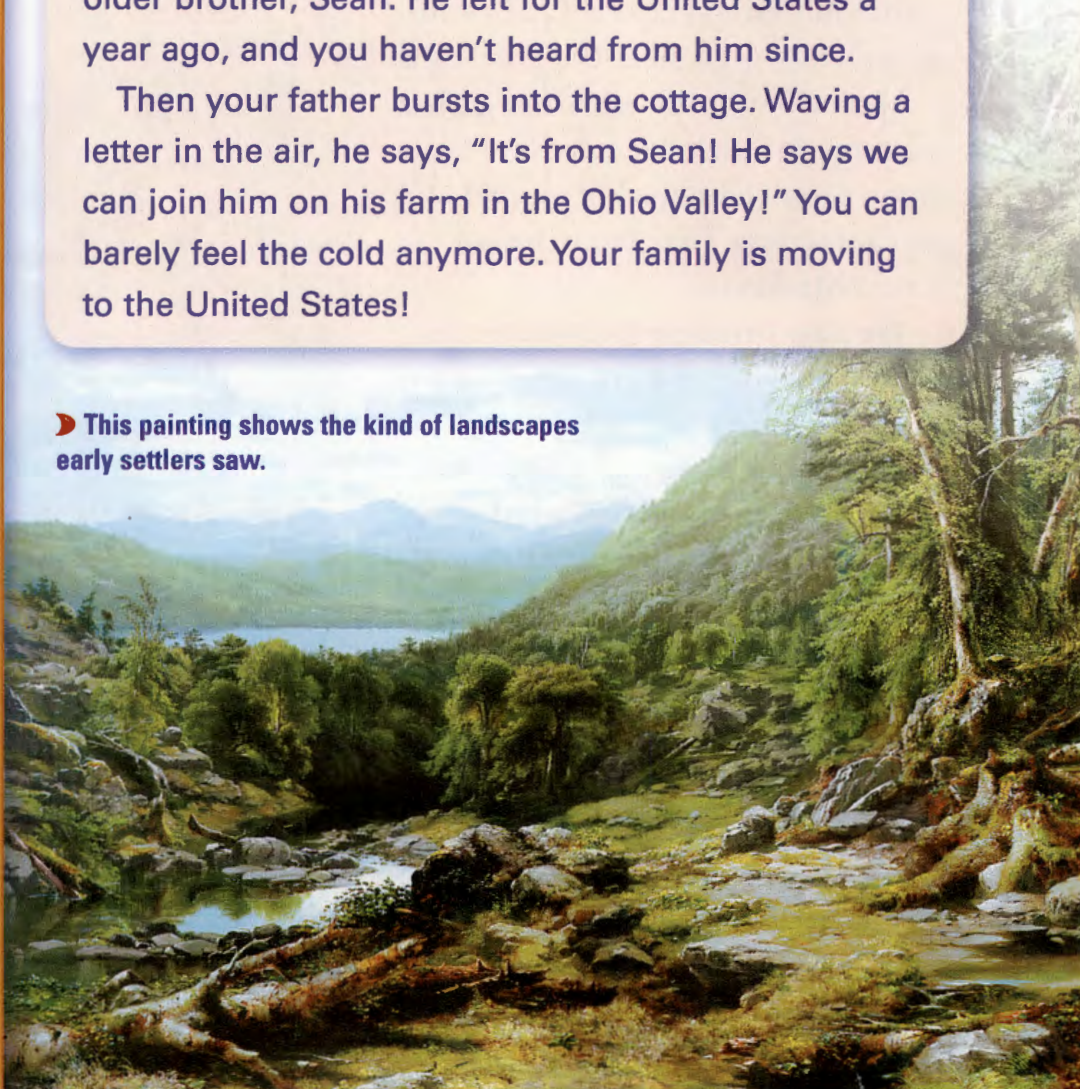
A Growing Population

YOU ARE THERE

The winter of 1800 has been hard in Scotland, and all that your family has left to eat are a few potatoes. Outside, the air is cold and damp, and it's not much warmer inside. You miss your older brother, Sean. He left for the United States a year ago, and you haven't heard from him since.

Then your father bursts into the cottage. Waving a letter in the air, he says, "It's from Sean! He says we can join him on his farm in the Ohio Valley!" You can barely feel the cold anymore. Your family is moving to the United States!

► This painting shows the kind of landscapes early settlers saw.





► Small rowboats were used to take immigrants to the larger ships that traveled to the United States.

New Waves of Immigrants

In the late 1700s and early 1800s, many new immigrants arrived in the United States. They came mostly from England, Scotland, Ireland, and Germany. Many Scots-Irish immigrants arrived between 1789 and 1850. The Scots-Irish were people from Scotland who had settled in Ireland.

Many immigrants came to the United States to escape hardships. Others came because of economic incentives—the chance to make money. Because land was plentiful, people could buy it fairly cheaply and start their own farms and businesses.

Few other countries in the world offered the freedom and opportunities that were available in the United States. Americans did not have to obey the wishes of a king. They could also choose

from many different places to live. Benjamin Franklin once wrote that the United States offered,

“... good climate, fertile soil, wholesome air, free governments, wise laws, liberty, a good people to live among, and a hearty welcome.”*

To reach the United States, immigrants from Europe boarded ships sailing west. They arrived in Atlantic port cities such as Boston, New York City, and Philadelphia. Many immigrants then moved farther inland to start farms in the Ohio and Mississippi Valleys. Traveling to these areas was not easy. The Appalachian Mountains stood as a barrier to traveling west.

READING CHECK **GENERALIZE**

What economic incentives brought immigrants to the United States?

*Benjamin Franklin. *Benjamin Franklin: Writings*. Library of America, 1987.



GEOGRAPHY

The Wilderness Road

As early as 1775, people wanted to settle in what is now Kentucky. However, the unmarked American Indian trails that led over the Appalachian Mountains were too narrow for wagons. Daniel Boone was hired to build a road. He and about 30 workers cut trees to widen and connect several of the American Indian trails. The Wilderness Road that Boone built made it much easier for settlers to reach Kentucky. By 1792, more than 100,000 people had traveled along the Wilderness Road.



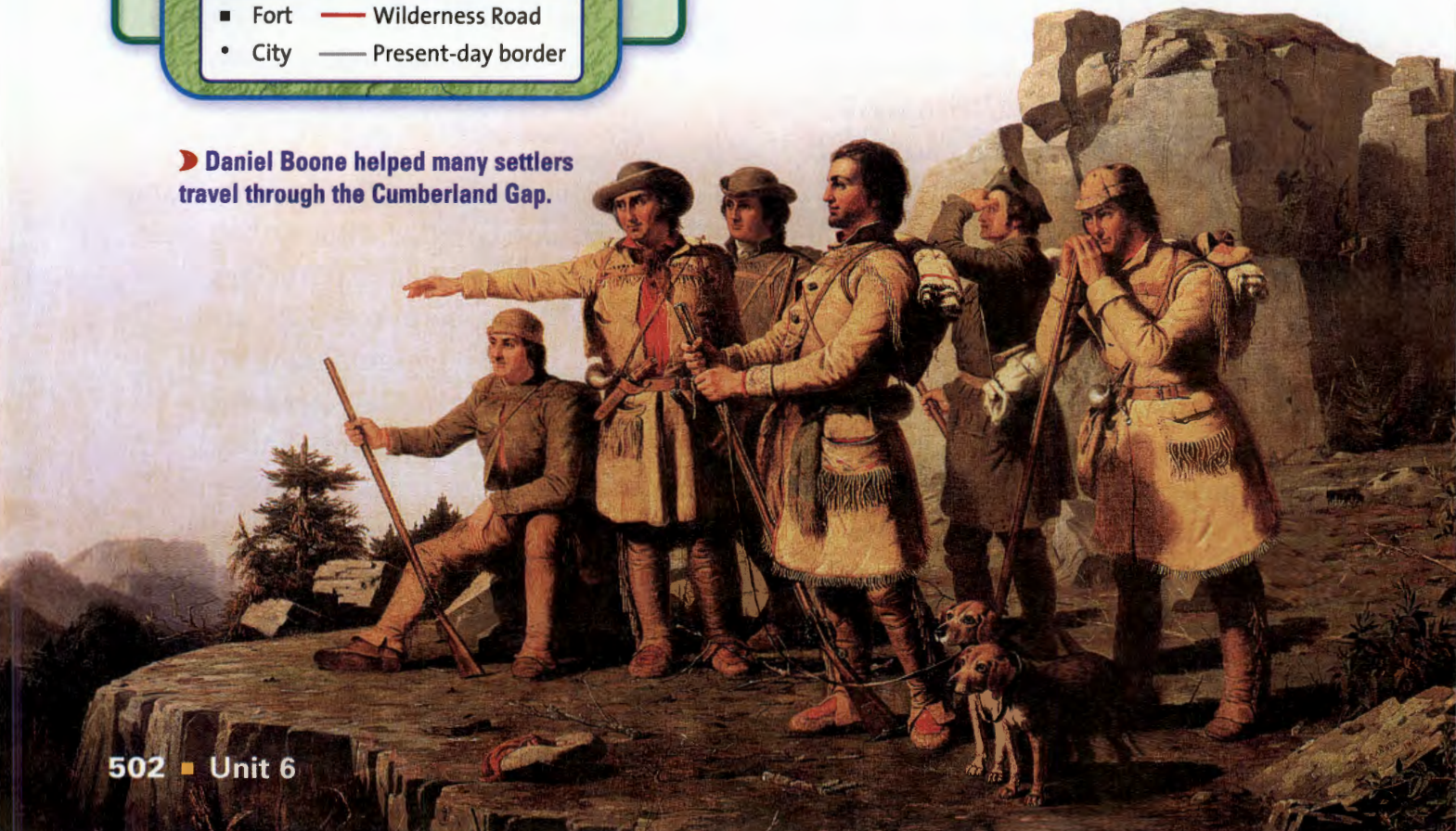
► Daniel Boone helped many settlers travel through the Cumberland Gap.

Through the Cumberland Gap

One path to the west led through the **Cumberland Gap**. Located near where present-day Kentucky, Virginia, and Tennessee meet, the path through the Cumberland Gap had long been used by American Indians.

Among the first settlers to use the trail through the Cumberland Gap was a pathfinder named **Daniel Boone**. A **pathfinder** is someone who finds a way through an unfamiliar region. In 1769, Boone explored the land west of the Cumberland Gap, later called Kentucky. Boone was then hired to clear a road into Kentucky. This trail later became known as the Wilderness Road.

As land became more expensive in Virginia and the Carolinas, more people moved west toward the frontier. Traveling along the Wilderness Road was





► The National Road helped to make mail delivery faster and easier.

not easy, however. There were no places to buy supplies on the early frontier. Settlers had to bring their clothing, furniture, and tools with them. To transport these goods over the Cumberland Gap, people used overland wagons. These large wagons could hold thousands of pounds of belongings. Overland wagons were also strong enough to make the trip on the rough Wilderness Road.

With their wagons loaded, settlers set out over the mountains. Until the late 1700s, Kentucky had few American settlers. One traveler there during the early 1800s wrote, "I often went 10 miles by narrow paths without meeting a house, and nearly lost myself."* Settlers were arriving in increasing numbers, however.

In 1790, about 110,000 settlers were already living on the western side of the

Appalachian Mountains. By 1800—just ten years later—that number had grown to more than 385,000. Many of the new settlers built homes along the Ohio River. Some of these new settlements were near American Indian lands.

The need for better transportation grew as the number of settlers grew. In response, the federal government began building roads. Work on the Cumberland Road, also known as the National Road, started in 1811. By 1818, the Cumberland Road connected Maryland to the western side of Virginia. This road was wide enough for wagons. Travelers going farther west often continued their journeys by boat along the Ohio River.

READING CHECK **GENERALIZE**

How were overland wagons important to settlers?

*C. S. Reffinesque. *A Life of Travels and Researches in North America and South Europe*. F. Turner, 1836.

Using Waterways

Moving goods by horse and wagon was hard, slow work. In the early 1800s, waterways provided an easier way to move people and goods. Large boats and rafts could carry more people and goods than wagons could.

Rivers crossed much of the land. Farmers used these waterways to ship

crops to markets on the Atlantic coast. They used **flatboats**, or large floating rafts made of boards that were tied together. Each flatboat was about 40 feet long and could be used in shallow rivers.

Faster methods of traveling along waterways soon took over. In the late 1700s, inventors built boats powered by steam engines. **Robert Fulton** built a steamboat in which a steam engine turned a huge paddle wheel. It could travel upriver at about 5 miles per hour. Steamboats became a common form of transportation for settlers traveling west.

Where no waterways existed, people built canals. A **canal** is a waterway dug across the land to connect bodies of water. The best-known of these, the **Erie Canal**, connected Lake Erie and the Hudson River in New York. When it was finished in 1825, the Erie Canal was 363 miles long.

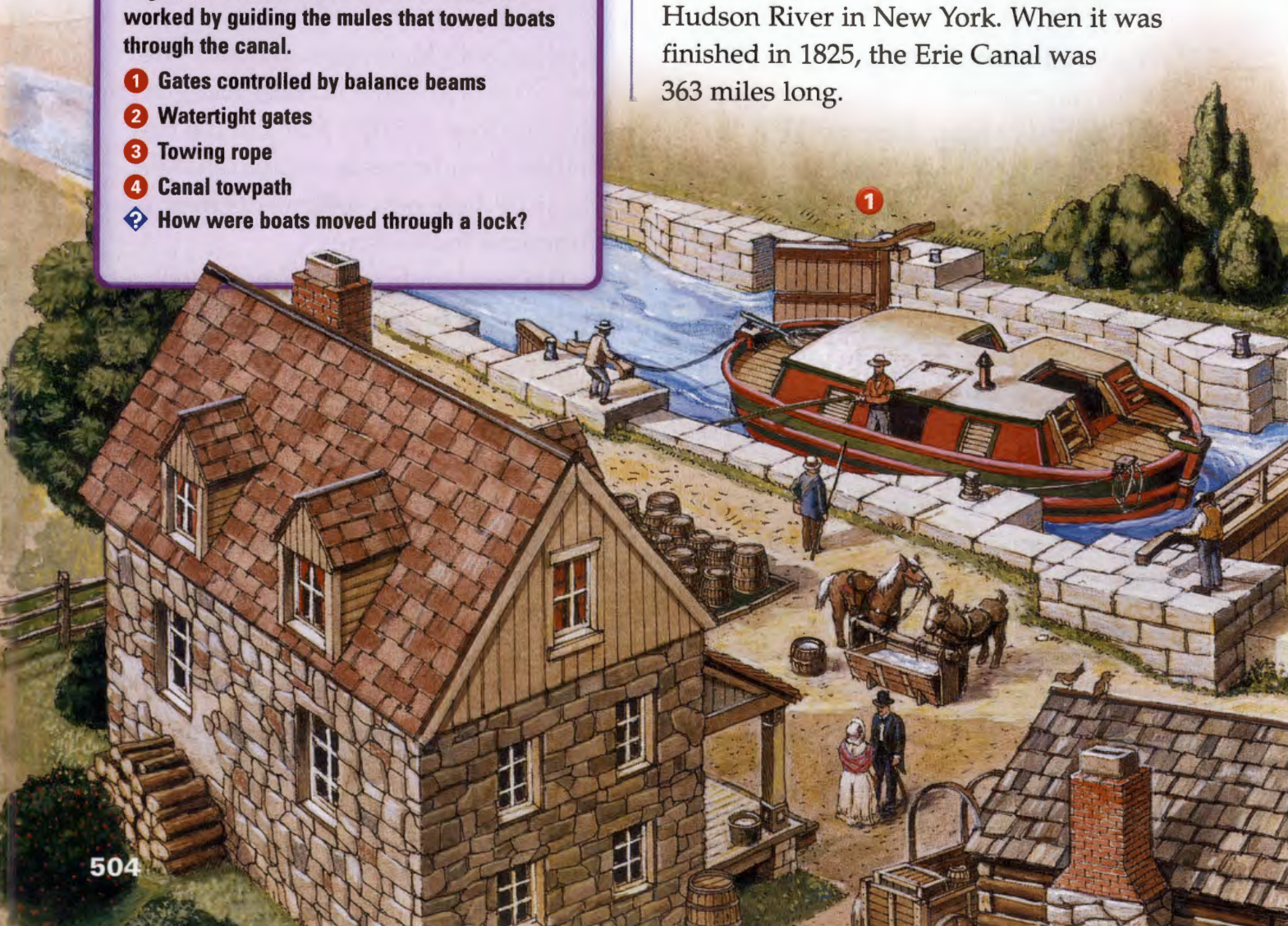


A Closer Look

The Erie Canal

Many families lived and worked on the boats that moved people and goods up and down the Erie Canal. Each person on the boat had a job. A father might captain a ship, while a mother might cook for the crew. Even the children worked by guiding the mules that towed boats through the canal.

- 1 Gates controlled by balance beams
 - 2 Watertight gates
 - 3 Towing rope
 - 4 Canal towpath
- ❓ How were boats moved through a lock?



At the point where water levels differed, the canal had **locks**, or sections of water held between gates. A lock is like an elevator for boats. When one gate is opened, water flows in and raises a boat to the level of the water in the next lock. Then the other gate opens, and the boat moves onward. The process is reversed when a boat needs to be lowered.

Before the Erie Canal was built, it took 20 days to ship a ton of goods from Buffalo to New York City. After the canal opened, it took just 8 days. Soon, canals were being built in many different states.

READING CHECK **GENERALIZE**


How did canals change the way settlers could travel to the west?

Summary


In the early 1800s new waves of immigrants came to the United States. Settlers used overland wagons to travel through the Cumberland Gap. Others used flat-boats or steamboats to travel on the Ohio and Mississippi Rivers.



REVIEW

1.  How did the United States grow during the early 1800s?
2. Write a sentence that includes the terms **lock** and **canal**.
3. How did steamboats change river travel?

CRITICAL THINKING

4. **ANALYSIS SKILL** Why were economic incentives important to new immigrants?
5. **ANALYSIS SKILL** Why do you think many new settlers chose to live near the Ohio River?
6.  **Write an Advertisement** Imagine that you are a writer during the early 1800s. Write an advertisement encouraging people to settle on the frontier.

7. **Focus Skill** **GENERALIZE**
On a separate sheet of paper, copy and complete the graphic organizer.

Facts

The Cumberland Gap was cleared to provide a road to Kentucky.

People were soon able to travel west quickly by canal.

Generalization



Compare Graphs

► WHY IT MATTERS

Suppose you want to give a presentation on immigration to the United States during the early 1800s. You might want to show a lot of information in a brief, clear way. One way to do this is by using graphs. Knowing how to read and put together graphs will allow you to compare a lot of information at once.

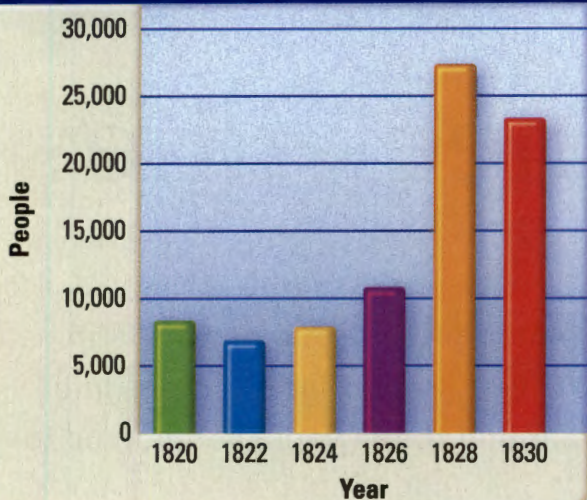
► WHAT YOU NEED TO KNOW

Different kinds of graphs illustrate information in different ways. A bar graph uses bars and is useful for quick comparisons. The bar graph on page 507 shows immigration to the United States between 1820 and 1830. A circle graph can also make comparisons. The circle graph on page 507 shows immigration from Britain, Ireland, and Germany in 1820. A line graph shows change over time. The line graph on page 507 shows the population of the United States from 1820 to 1850.

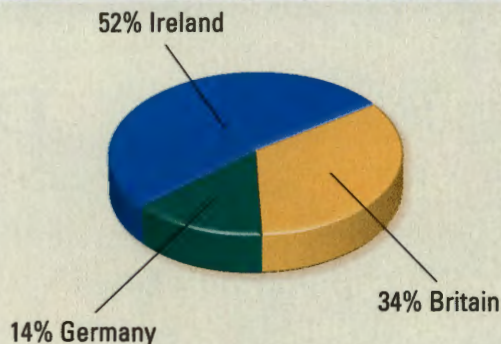
► In the early 1800s, most immigrants came to the United States from Britain, Germany, and Ireland.



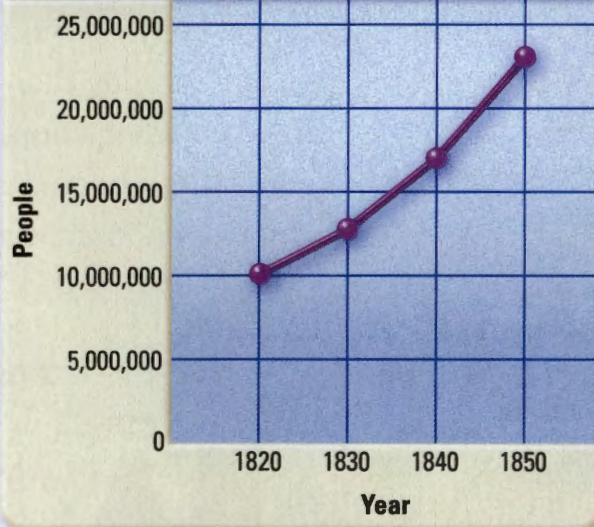
Immigration to the United States, 1820–1830



Immigration from Britain, Ireland, and Germany, 1820



United States Population, 1820–1850



► PRACTICE THE SKILL

Compare the information in the bar, circle, and line graphs by answering the following questions. Think about the advantages and disadvantages of each kind of graph.

- 1 In 1820, did Ireland or Britain have more immigrants arriving in the United States? In which graph did you find the answer?
- 2 About how many people immigrated to the United States in 1826?
- 3 Look at the line graph. What happened to the population of the United States over time?
- 4 Was the number of immigrants in 1828 greater than or less than the number of immigrants in 1830?

► APPLY WHAT YOU LEARNED

Use the information in the circle graph to write a paragraph summarizing information about immigration. Share your paragraph with a partner, and compare your summaries.

Lesson

2

Time

1800

1825

1850

1803

Ohio becomes the seventeenth state

1820

About 145,000 settlers live in Indiana

WHAT TO KNOW

How did pioneers use natural resources to meet their needs?

- ✓ Describe how early pioneers met the many challenges of life on the frontier.
- ✓ Identify the new states formed as the United States grew.

VOCABULARY

pioneer p. 509

tall tale p. 511

PEOPLE

Abraham Lincoln

Daniel Drake

Mike Fink

John Chapman

Paul Bunyan

PLACES

Vermont

Kentucky

Tennessee

Ohio



GENERALIZE



California Standards

HSS 5.8, 5.8.1, 5.8.3

Pioneer Life

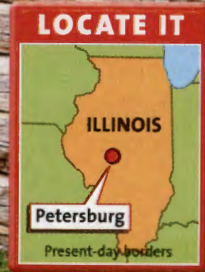
YOU ARE THERE

It's a cold morning on your family's farm near the Ohio River. As your father comes into the cabin with an armful of firewood, you hop up to help him.

"This land is amazing," he says, grinning at you. "And I have some great news for you. There's another family that is building a cabin to the east. I hear they have a son your age." You're about to get neighbors! It's been more than a month since you've seen any children except your older sister.

► The first settlers in Orange, Ohio, had very few neighbors.





► At the New Salem State Historic Site in Petersburg, Illinois, historical reenactors show what life was like for pioneer families in Illinois.

A Frontier Home

Areas to the west of the Appalachian Mountains were growing fast. In 1800, about 5,000 people lived in the area that is now Indiana. By 1820, about 140,000 more settlers had moved there. Life in the western settlements was often hard, but natural resources were plentiful.

One of the most important natural resources for the **pioneers**, or people who were first to settle a place, was trees. Most early pioneers lived in cabins built of logs from large trees. The logs were fitted into place on top of one another, and any gaps between them were filled with moss or mud. Many early log cabins were no more than 20 feet wide

► To iron clothes, women heated irons on wood-burning stoves.

and had only one or two rooms. If a cabin had windows at all, they were small and often covered with greased paper instead of glass. Pioneers burned wood in their fireplaces to heat their homes and to cook their food. The fireplaces also provided light in the evening.

Some pioneers did not even have a cabin. In 1816, Thomas and Nancy Lincoln and their young son, **Abraham Lincoln**, traveled to the Northwest

Territory. Instead of living in a cabin, they spent much of the winter in a three-sided shelter of branches and logs. Young Abraham Lincoln, who would one day become President of the United States, lived a hard life on the frontier.



READING CHECK **GENERALIZE**

Why were trees a valuable resource for pioneers?

Daniel Drake

For Daniel Drake, life on the Kentucky farm where he lived was filled with chores. Up before sunrise, Daniel fed horses, cows, and pigs. On washing day, he brought water from the spring and helped scrub the clothes. He was also responsible for tending the fire, watching the younger children, and plowing the fields. However, Daniel did not spend his entire life on the family farm. As an adult, he became a well known doctor on the frontier.

Make It Relevant How were Daniel's chores similar to and different from the kinds of chores children do today?



Working Together

On frontier farms, everyone worked hard. Most pioneers woke up before dawn to begin their work. Men and boys took care of the animals and the crops. They used tools such as shovels and rakes that they had made out of wood.

Women and girls also cared for farm animals and did many other chores. One pioneer woman wrote,

“... each woman is, at times at least, her own cook, nurse, seamstress and school-ma’am.”*

People on the frontier often taught their own children, since schools were

not built in an area until enough pioneers lived nearby. Even then, most children attended school for only part of the year.

Most pioneer children had little time for school. They began working at a very young age. **Daniel Drake** lived on a frontier farm in Kentucky. By the time he was 8 years old, Daniel was already helping his father plant crops in the fields.

Pioneer families had to work hard to do everyday chores. For example, washing clothes could take all day. Pioneers made their own laundry soap from ashes and animal fat. Families carried buckets of water from a nearby river or stream, and each piece of clothing had to be scrubbed until it was clean.

READING CHECK SUMMARIZE

Why did many pioneer children attend school only part of the year?

*Mary Clevers. *A New Home—Who'll Follow?* C. S. Francis & Co., 1855.

Legendary Pioneers

People who settled the frontier faced great challenges. Some pioneers became so famous that people made up stories about them. One example was **Mike Fink**, who worked as a sailor on the Mississippi River. Some of the stories about him are **tall tales**, or exaggerated adventure stories. One tall tale says that Fink ran away from home when he was just two days old. Another says that he could wrestle alligators and snapping turtles.

Many tall tales were about people who lived on the frontier. **John Chapman** was

► A tall tale says that the large footsteps of **Paul Bunyan** and **Babe the Blue Ox** created Minnesota's 10,000 lakes.



one such person. Chapman spent much of his life traveling through Pennsylvania, Ohio, Indiana, and Illinois, planting trees. Stories said he gave apple seeds to all the settlers he met, so he became known as Johnny Appleseed.

Not all tall tales were about real people. People in the Northwest Territory often told stories about a logger named **Paul Bunyan**. One popular song about Paul Bunyan said

“He was born up in Wisconsin
And was thirty-five feet tall.”*

This story is obviously made up. Nobody is 35 feet tall! But the brave deeds told in Paul Bunyan stories had some truth. Loggers had to be strong because they cut down huge trees.

READING CHECK GENERALIZE

In what area of the country did most tall tale figures live?

*Earl Clifton Beck. *Songs of the Michigan Lumberjacks*. University of Michigan Press, 1941.

United States, 1800



ANALYSIS SKILL Analyze Maps

📍 **Location** What were the two westernmost states in 1800?

New States

In 1791, **Vermont** was added to the original 13 states. As pioneers settled western areas, other new states began to form. The first state west of the Appalachian Mountains was admitted in 1792. Its name, **Kentucky**, was taken from an Iroquois Indian word meaning “land of tomorrow.”

Sometimes people disagreed about the forming of new states. During the 1780s, one group in North Carolina tried to form the “State of Franklin.” John Sevier, a former soldier, was elected as governor

there in 1785. However, North Carolina soon sent soldiers to take the land back.

In 1796, John Sevier became the first governor of another place—**Tennessee**. This time, the area he governed was admitted into the United States. Tennessee was named after Tanasi, a Cherokee village.

The addition of new states did not stop with Kentucky and Tennessee. The Northwest Territory was growing fast, too. People used the Ohio River and the many other rivers in the region for travel, and before long, people began to build towns along many of those rivers.

Those people came from many different backgrounds. Some were free African Americans who had moved there because slavery was not allowed in the Northwest Territory.

In 1788, pioneers founded Marietta, the oldest permanent settlement in what is now **Ohio**. The Ohio River helped make Marietta an important trading center for the Northwest Territory. Soon, other towns were built in Ohio. By 1800, more than 45,000 people lived in Ohio, and in 1803, it became the seventeenth state. Over time, as people moved farther west, this pattern of settlement, growth, and statehood repeated itself across the Northwest Territory.

READING CHECK **GENERALIZE**


Why did some African Americans choose to settle in the Northwest Territory?

Summary




Starting in the early 1800s, more people began to settle in the Northwest Territory area. As more settlers moved west, new states formed.

► This painting shows Marietta, Ohio, in 1835.

REVIEW

1.  How did pioneers use natural resources to meet their needs?
2. Use the term **pioneer** in a sentence that gives its meaning.
3. How did rivers affect where people settled?

CRITICAL THINKING

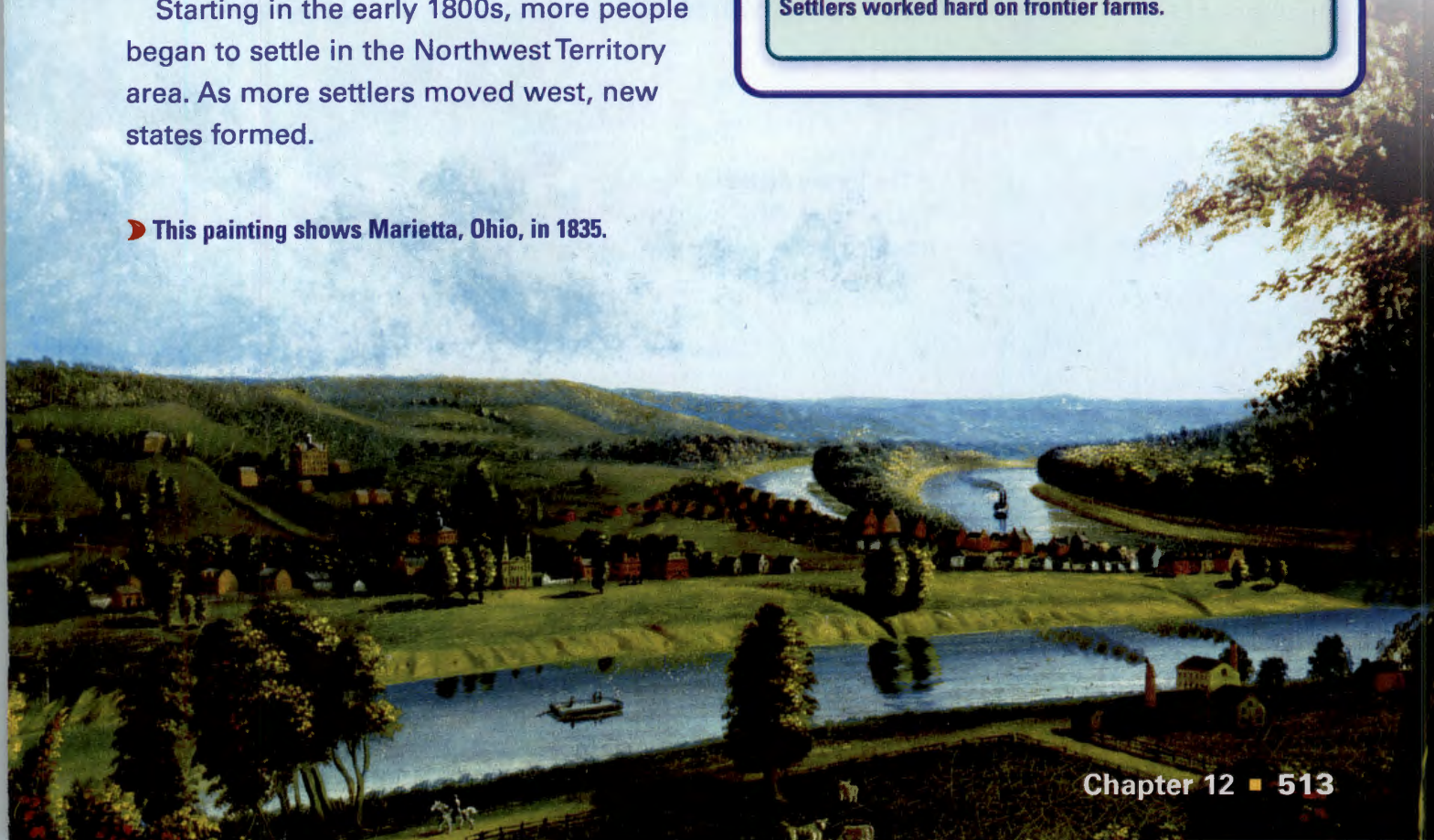
4.  **ANALYSIS SKILL** Why did pioneers choose to go to places where they would face challenges and hardships?
5.  **Write a Tall Tale** Choose a real life pioneer. Then write an exciting adventure story about that person.
6.  **GENERALIZE**
On a separate sheet of paper, copy and complete the graphic organizer.

Facts

--	--	--

Generalization

Settlers worked hard on frontier farms.



Lesson

3

Time

1800

1825

1850

1803

The United States purchases Louisiana from France

1805

Lewis and Clark reach the Pacific Ocean

1806

Zebulon Pike explores the Southwest



WHAT TO KNOW

What lands did the United States gain from the Louisiana Purchase?

- ✓ Explain why President Jefferson agreed to buy Louisiana from France.
- ✓ Describe the expedition to explore the lands of the Louisiana Purchase.

VOCABULARY

trespass p. 518

PEOPLE

Thomas Jefferson
Napoleon Bonaparte
Meriwether Lewis
William Clark
York
Sacagawea
Zebulon Pike

PLACES

Fort Mandan
Pikes Peak



GENERALIZE



California Standards

HSS 5.3, 5.8, 5.8.3

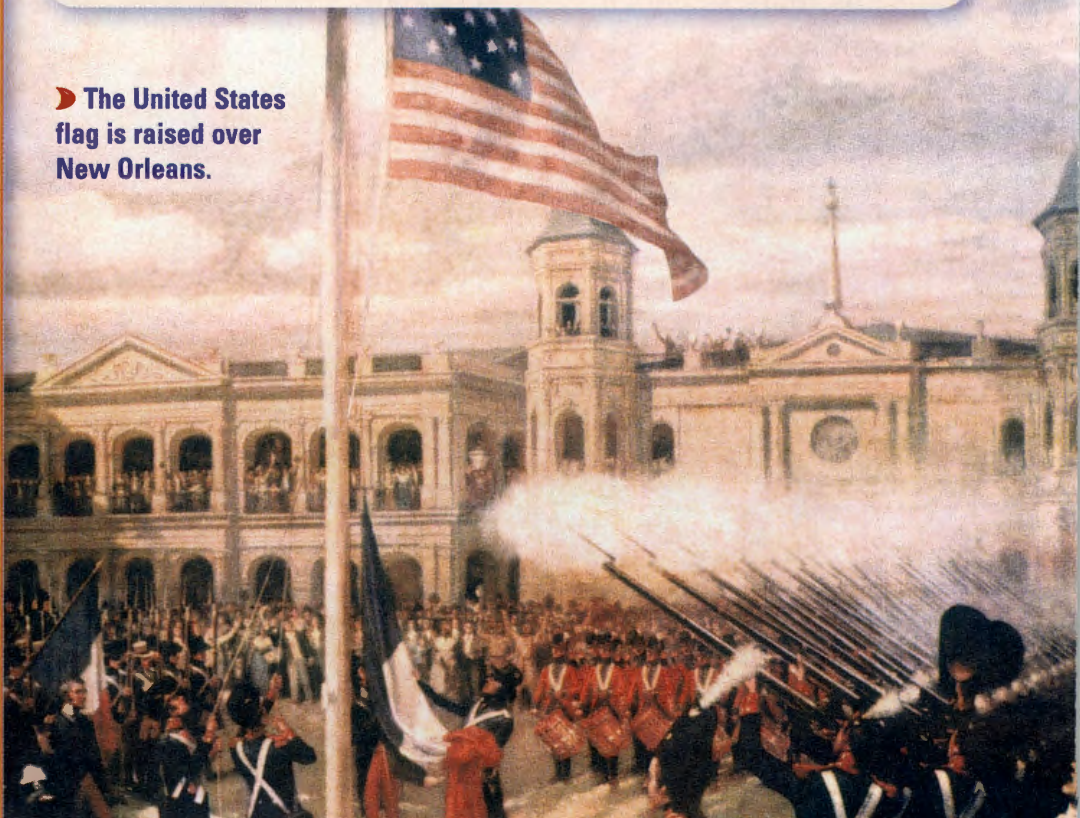
Exploring the West



Sunlight warms the crowd in the New Orleans city square. Like everybody else, you are watching the men in the center of the square. They are raising a red-and-white striped flag.

“Look, that’s the American flag,” people whisper to each other as the flag unfurls in the wind. As of today, December 20, 1803, New Orleans no longer belongs to France. Your home is now on land owned by the United States!

► The United States flag is raised over New Orleans.





ANALYSIS SKILL Analyze Maps

Place What river marked the western border of the United States before the Louisiana Purchase?

The Louisiana Purchase

On March 4, 1801, **Thomas Jefferson** became the third President of the United States. At his inauguration, Jefferson spoke of his hopes, calling the United States “a rising nation, spread over a wide and fruitful land.”* He knew, however, that the nation faced some serious problems.

One problem was that the United States had no ports of its own on the Gulf of Mexico. Farmers who lived in western areas had to ship their goods down the Mississippi River to New Orleans, which at the time was under Spain’s control. There, they could sell the goods to ships sailing for Europe and other areas.

Soon after Jefferson became President, Spain gave New Orleans and the rest of

Louisiana back to France. Jefferson feared that if the French controlled Louisiana, they could stop settlers from moving farther west.

Jefferson sent representatives to France to ask **Napoleon Bonaparte** (nuh•POH•lee•yuhn BOH•nuh•part), the leader of France, to sell New Orleans and nearby lands. At the time, France was preparing for war with Britain. Napoleon needed money to fight the British, so he offered to sell all of Louisiana—more than 800,000 square miles—for just \$15 million. On April 30, 1803, the agreement became official, doubling the size of the United States. The sale of this huge territory became known as the Louisiana Purchase.

READING CHECK **GENERALIZE**

Why did France agree to sell Louisiana?

*Thomas Jefferson. *Jefferson's Call for Nationhood: The First Inaugural Address*. Texas A&M University Press, 2003.

Exploring Louisiana

Few people in the United States knew much about the nation's new lands that stretched from the Mississippi River to the Rocky Mountains and from New Orleans north to Canada. To identify what resources the area had, President Jefferson asked Congress for money for an expedition to explore the land.

Jefferson chose **Meriwether Lewis** to lead the expedition. A former Army officer, Lewis had served in the Northwest Territory. He chose a friend named **William Clark** to help lead the expedition. Clark was responsible for keeping records and making maps.

Lewis and Clark put together a group of about 30 people, most of whom were soldiers, and called the group the Corps

of Discovery. One member of the group was **York**, an enslaved African American owned by William Clark. York was highly skilled in hunting and fishing.

In May 1804, the group left its camp near present-day St. Louis and traveled up the Missouri River by boat. By October, the expedition reached present-day North Dakota, where it had to stop for the winter. The group built a small camp near a Mandan Indian village and named it **Fort Mandan**.

At Fort Mandan, Lewis and Clark hired a French fur trader to translate Indian languages for them. The fur trader was married to a Shoshone (shuh•SHOH•nee) woman named **Sacagawea** (sa•kuh•juh•WEE•uh). Lewis and Clark asked her to help guide the expedition through the Shoshone lands.



► Meriwether Lewis

MAY 1804

► The Lewis and Clark expedition departs from Missouri



► Meriwether Lewis begins keeping an expedition journal (above)



► William Clark

NOVEMBER 1804

► Sacagawea joins the expedition



In the spring of 1805, the Lewis and Clark expedition set out again, moving farther up the Missouri River toward the Rocky Mountains. With Sacagawea's help, the expedition bought horses from the Shoshone to continue the journey through the mountain passes of the Rockies. After crossing the mountains, the explorers built boats and rowed down the Clearwater, Snake, and Columbia Rivers toward the Pacific coast.

In November 1805, after traveling for more than a year and covering more than 3,000 miles, the Lewis and Clark expedition reached the Pacific Ocean. On that day, Clark wrote in his journal:

“Ocian [Ocean] in view! O! the joy!”*

*William Clark. *The Journals of Lewis and Clark*. Mariner Books, 1997.

In March 1806, the Corps of Discovery began the long journey back to St. Louis. It reached St. Louis in September. Despite the dangers the group had faced, all but one member returned safely. The Corps of Discovery had done everything that President Jefferson had asked of it.

Lewis and Clark had drawn maps to show the relative locations of mountain passes and major rivers. They had spoken to many different American Indian groups along the way. They also brought back seeds, plants, and even live animals. In later years, the work of Lewis and Clark helped American settlers find their way to the Pacific coast.

READING CHECK **GENERALIZE**

How did American Indian groups help Lewis and Clark during their expedition?

› The expedition reaches the Pacific Ocean



SEPTEMBER 1805

› The expedition reaches Montana

NOVEMBER 1805 SEPTEMBER 1806

› Many American Indian leaders travel to Washington, D.C., to meet with President Jefferson (shown on the peace medal below)



› The expedition returns to St. Louis



Pike's Journey

In 1806, another expedition set off, to explore the southwestern section of the Louisiana Purchase. Captain **Zebulon Pike** led a small group that made discoveries about the geography of the region. In present-day Colorado, Pike saw a “blue mountain” in the distance. Today, that mountain is known as **Pikes Peak**, after Zebulon Pike.



► Zebulon Pike

released. When he returned to the United States, he described the route he had taken to the Spanish lands and explained that the people living there needed manufactured goods. Traders from the United States soon headed into the Southwest to begin trading with Spanish settlers.

READING CHECK GENERALIZE

How did Zebulon Pike's expedition affect trade with Spain?

The expedition followed the Rocky Mountains south. Along the way, the explorers crossed into Spanish land without realizing it. The Spanish quickly arrested Pike and the others for **trespassing**, or entering their land without permission. Pike spent several months with the Spanish before being

Summary

In 1803, the United States bought Louisiana from France. The Louisiana Purchase added a huge area of land to the United States. Meriwether Lewis, William Clark, and Zebulon Pike explored this new area.

REVIEW

1. What lands did the United States gain from the Louisiana Purchase?
2. Use the term **trespassing** in a sentence about Zebulon Pike.
3. What was Sacagawea's part in the Lewis and Clark expedition?

CRITICAL THINKING

4. Why was New Orleans' relative location important to the United States?
5. What were some of the costs and benefits of the Lewis and Clark expedition?

6. **Write an Editorial** Imagine that the Louisiana Purchase has just taken place. Write an editorial agreeing or disagreeing with Jefferson's decision to send explorers into the new lands.

7. **GENERALIZE**

On a separate sheet of paper, copy and complete the graphic organizer.

Facts

Lewis and Clark explored the northwestern part of the Louisiana Purchase.

Zebulon Pike explored the southwestern part of the Louisiana Purchase.

Generalization

Sacagawea

Biography

Trustworthiness

Respect
Responsibility
Fairness
Caring
Patriotism

Sacagawea, a Shoshone Indian, was born in what is now the state of Idaho. In 1800, she was kidnapped by another Indian group and taken away from her people. As a young woman, she married a French trader named Toussaint Charbonneau. When Lewis and Clark hired Charbonneau for their expedition, they asked Sacagawea to come along to work as a translator.

Sacagawea helped find routes for the explorers to follow. She also carried her baby, Jean Baptiste, along with her for the entire journey. Lewis and Clark both praised Sacagawea's bravery. One day, the boat she was riding in tipped over. Charbonneau panicked, but Sacagawea calmly saved the journals and supplies.

In time, the Corps of Discovery reached the lands of the Shoshone Indians. To Sacagawea's surprise, she discovered that her brother, Cameahwait (KAM•ah•wait), had become a Shoshone leader. However,

Sacagawea chose to remain with the Corps of Discovery.

After the Lewis and Clark expedition ended, Sacagawea and Charbonneau moved to Fort Manuel, in what is now South Dakota. They remained there until her death in about 1812.



In 1994 Sacagawea was honored with this stamp.

Why Character Counts

❓ How did Sacagawea's actions with the Corps of Discovery show her trustworthiness?

Bio Brief

1786

Born 1786?

1800 Sacagawea is kidnapped and taken to North Dakota

1812

Died 1812?

1804 Sacagawea joins the Lewis and Clark expedition



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Make a Thoughtful Decision

► WHY IT MATTERS

While leading their famous expedition through the Louisiana Purchase, Lewis and Clark had to make many thoughtful decisions. These decisions had important consequences for the expedition. A **consequence** is what happens because of an action. The decisions you make can have good or bad consequences. To make a thoughtful decision, you must think about the possible consequences before you act.

► WHAT YOU NEED TO KNOW

Here are some steps you can use to help you make a thoughtful decision.

Step 1 Make a list of choices to help you reach your goal.

Step 2 Gather information you will need to make a good decision.

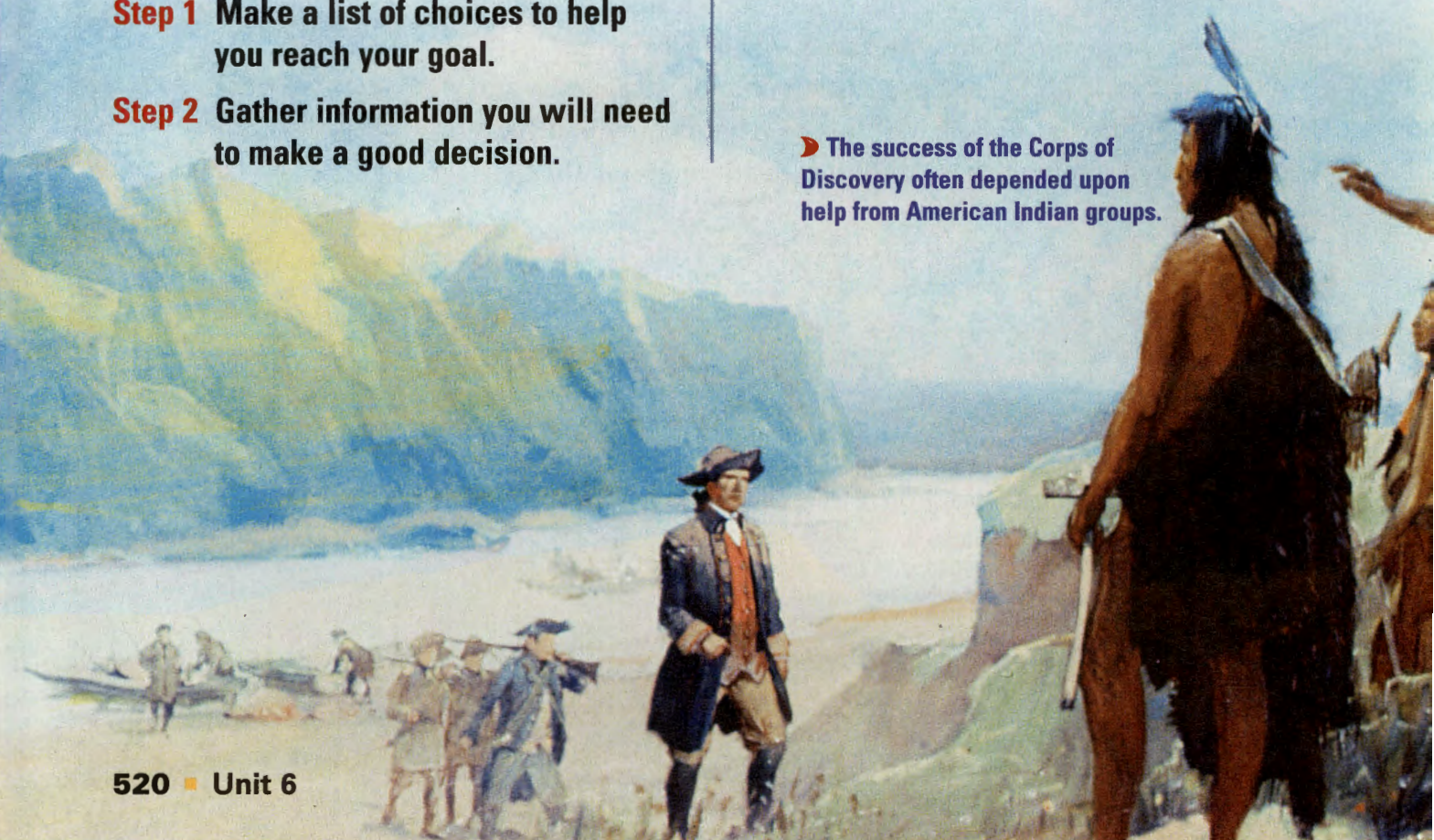
Step 3 Predict consequences, and compare them.

Step 4 Make a choice, and take action.

► PRACTICE THE SKILL

Imagine that you are looking for a route to the Pacific coast. As the leader of your expedition, you will have to make many important choices. Your ability to make thoughtful decisions may determine the survival of your group. Page 521 lists two of the important decisions that you will face. Think about the possible consequences of each choice, and make thoughtful decisions. Explain the steps you followed in making each decision.

► The success of the Corps of Discovery often depended upon help from American Indian groups.



- 1 You are gathering supplies for your upcoming expedition. Should you buy enough food to last the entire trip, or should you bring less than you will need and add to your supplies by hunting and gathering food along the way? Remember that during the journey you must carry all the supplies you bring.
- 2 After you begin your journey, you stop at a trading post. There, you meet two French traders and a Plains Indian who can each speak more than one language. Should you hire them to help you communicate with the different groups living in

the area, or should you save your money and limit the number of people in your group?

► APPLY WHAT YOU LEARNED

Make It Relevant Think about a decision you made at school this week. What steps did you follow? What choices did you have? What were the consequences of the choices that you made? Do you think your decision was a thoughtful one? Explain your answer to a family member.



Lesson

4

Time

1800

1825

1850

1808

Tecumseh and his brother establish Prophetstown

1812

The United States declares war on Britain

1814

British soldiers capture Washington, D.C.



WHAT TO KNOW

What events led Britain and the United States to go to war again?

- ✓ Explain how Tecumseh tried to unite American Indian groups.
- ✓ Describe the events of the War of 1812.

VOCABULARY

encroach p. 523

PEOPLE

Tecumseh
James Madison
Dolley Madison
Francis Scott Key
Andrew Jackson

PLACES

Prophetstown
Fort McHenry



GENERALIZE



California Standards

HSS 5.3, 5.3.6

The War of 1812

YOU ARE THERE

Hundreds of Shawnee people have gathered to hear Chief **Tecumseh** (tuh•KUHM•suh) speak today. The cold wind slaps against your back as you listen to his words.

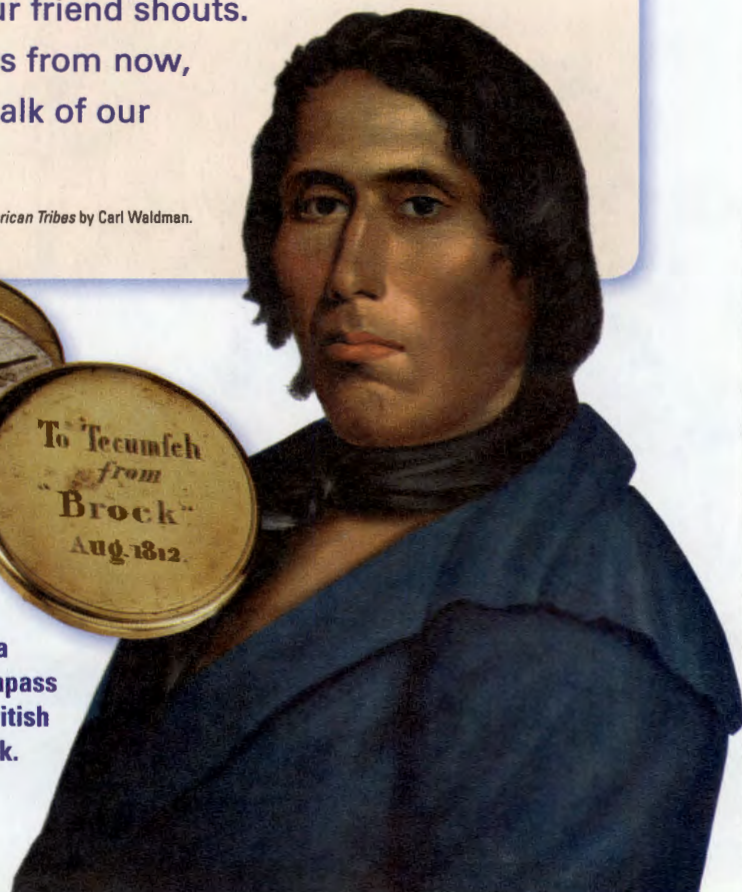
Lifting up his hands, Tecumseh raises his voice: "Will we let ourselves be destroyed in our turn without making an effort worthy of our race?"*

Cheers as loud as thunder burst from the crowd. "He's right!" your friend shouts. "A hundred years from now, people will still talk of our bravery!"

*Tecumseh. *Encyclopedia of Native American Tribes* by Carl Waldman. Checkmark Books, 1999.



► The Shawnee considered Tecumseh a great warrior. This compass was given to him by British General Sir Isaac Brock.





► Tecumseh visited most of the tribes west of the Appalachian Mountains and east of the Mississippi River, seeking members for his confederation.

Tecumseh's Plan

As settlers moved west, they settled on lands that belonged to American Indians. Many times, the United States Army tried to drive the Indians away. In Canada, the British chose to help the Indians and to encourage them to fight the Americans.

Some Indian leaders began calling on their people to join together to fight the settlers. Chief Tecumseh of the Shawnee tribe was one such leader. Tecumseh tried to persuade the Indian nations to join together against the United States. He said they should work together to stop settlers, who had encroached on their lands. To **encroach** is to move beyond established borders.

In 1808, Tecumseh and his brother, Tenskwatawa (ten•SKWAHT•uh•wah), known by settlers as the Prophet, established in what is now Indiana a village

called **Prophetstown**. Tecumseh hoped that Indians from different groups would come together at Prophetstown to defend their lands. Some tribes agreed to unite. Others, though, did not want an alliance with former enemies.

Still, Tecumseh continued his efforts. He used strong words in his speeches. Tecumseh believed that Indian groups needed to set aside their differences. He said, "Brothers, we must be united . . . we must fight each other's battles."*

Tecumseh urged Indians to join with the British. The British offered help because they hoped to stop the United States from growing larger. Tensions grew between the United States and Britain. Soon the two nations would be at war again.

READING CHECK **GENERALIZE**

Why did Chief Tecumseh ask other Indian nations to join together against the settlers?

*Tecumseh. *Tecumseh: A Life* by John Sugden. Owl Books, 1999.

A Second War with Britain

Americans grew angry with the British for many reasons. In the early 1800s Britain was often at war with France. To stop Americans from trading with France and other nations, the British navy captured American trading ships at sea. In June 1812, President **James Madison** asked Congress to declare war on Britain, and its members quickly agreed.

At that time, Britain had the strongest navy in the world, and Britain's navy soon set up a blockade along the Atlantic coast. Although the tiny United States Navy had only 16 ships, it won several important battles, including the Battle of Lake Erie in 1813.

American soldiers then crossed into British Canada. On October 5, 1813, they fought in the Battle of the Thames (TEMZ), defeating the British and their Indian allies. Chief Tecumseh was among those killed in the fighting. After his death, the partnerships he had built among Indian groups ended.

British forces also won battles. In August 1814, British soldiers closed in on Washington, D.C. As fighting came closer, First Lady **Dolley Madison** began packing at the White House. As she escaped, she was able to save important government papers and a portrait of George Washington. That evening, the British set fire to the White House, the Capitol, and the Library of Congress.

With the city of Washington in flames, the British sailed to Baltimore, which

► During the War of 1812, many naval battles were fought.



was protected by **Fort McHenry**. Although British ships bombed the fort for many hours, the Americans did not give up. The sight of the American flag waving over the fort after the battle made **Francis Scott Key** so proud that he wrote a poem that later became a song—"The Star-Spangled Banner."



► Dolley Madison

When they could not beat the Americans at Baltimore, the British sailed south to New Orleans. American troops were waiting for them there. After fierce fighting, General **Andrew Jackson** forced the British out. At that time, however, the United States had already won the war. On December 24, 1814—two

weeks before the battle—the British and the Americans had signed a peace treaty in Europe. Because news traveled slowly at that time, word of the peace treaty did not reach New Orleans in time to prevent the battle.

READING CHECK CAUSE AND EFFECT

What event caused Francis Scott Key to write "The Star-Spangled Banner"?

Summary

Chief Tecumseh tried to persuade Indians to unite against American settlers. Britain offered to help the Indians. Tensions between Britain and the United States led to the War of 1812.

REVIEW

- What events led Britain and the United States to go to war again?
- Use the term **encroach** in a sentence about Tecumseh.
- Who led American troops to victory in the Battle of New Orleans?

CRITICAL THINKING

- ANALYSIS SKILL** Why do you think the partnerships Tecumseh built among Indian groups ended after his death?
- ANALYSIS SKILL** Why was the relative location of Washington, D.C. important to the British during the War of 1812?

- Write an Interview** Imagine that you are a newspaper reporter during the War of 1812. Write a list of questions to ask Francis Scott Key about his poem "The Star-Spangled Banner."

- GENERALIZE**
On a separate sheet of paper, copy and complete the graphic organizer.

Facts

The British encouraged American Indian groups to fight settlers from the United States.

Tecumseh argued that American Indians should ally with the British.

Generalization

1800

1825

1850

1827

The Cherokee constitution is written

1835

The Second Seminole War begins

1838

The Cherokee are forced to leave their homelands

American Indian Life Changes

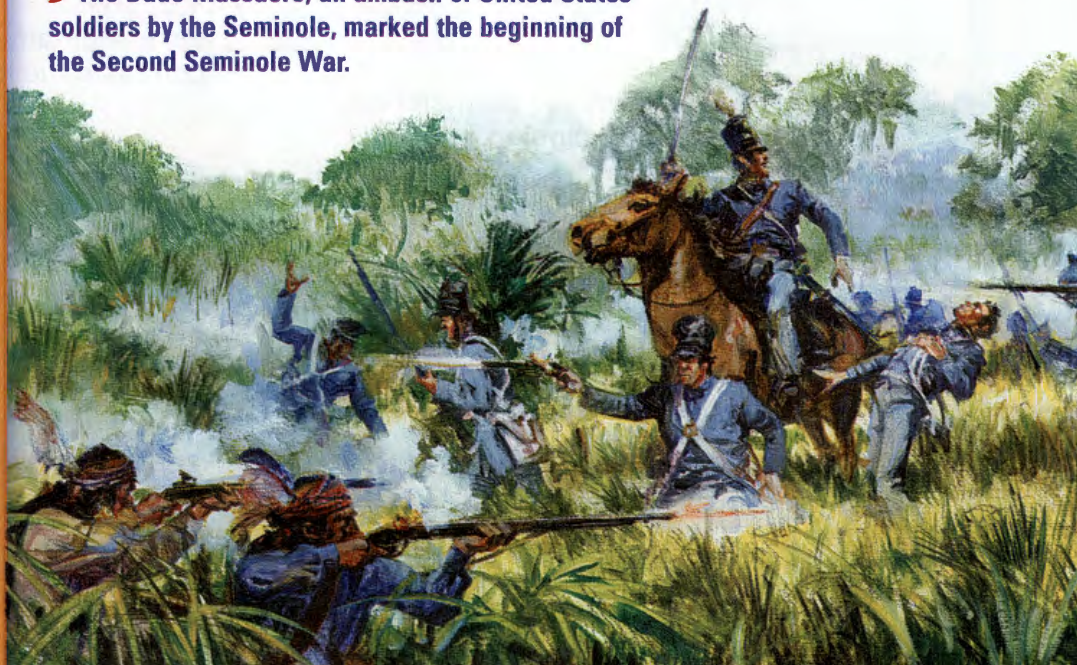
YOU ARE THERE

Chief **Osceola** (ah•see•OH•luh) holds his head high as he looks out over you and your fellow Seminole Indians. “The United States Army is attacking our people to the north,” he says. “They want to drive us away.”

The thought of leaving your village makes you sad. Just then, you hear a splash in the nearby marsh. Is it just an alligator, or are soldiers already coming? You grab your sister’s hand and hold it tightly.

“We won’t give up,” Osceola says. He looks right at you. “We will fight to keep our lands.”

► The Dade Massacre, an ambush of United States soldiers by the Seminole, marked the beginning of the Second Seminole War.



WHAT TO KNOW
How did life change for American Indians in the early 1800s?

- ✓ Describe the actions taken by Seminole Indians to avoid being forced off their lands.
- ✓ Explain how Chief John Ross worked to protect the Cherokee.
- ✓ Describe the hardships the Cherokee suffered on the Trail of Tears.

VOCABULARY

reservation p. 527

assimilate p. 528

PEOPLE

Chief Osceola
Andrew Jackson
Sequoyah
Chief John Ross
John Marshall

PLACES

Florida
Georgia
North Carolina



GENERALIZE



California Standards

HSS 5.3, 5.3.4, 5.3.6, 5.8

The Seminole Wars

For many years, American settlers and Seminole Indians had battled each other. Settlers grew angry when the Seminole, who lived in Spanish Florida, gave shelter to escaped slaves. In 1818, General **Andrew Jackson** led soldiers into Florida. The fighting that resulted became known as the First Seminole War.

The next year, in 1819, Spain agreed to give Florida to the United States. The United States government soon forced all the Seminole onto a reservation in Florida. A **reservation** is an area of land set aside by the government for use only by American Indians. In 1829, when Andrew Jackson became President, he ordered the Seminole to move to lands to the west. Many Seminole did not want to abandon their homes. They decided to stay and fight.



► Chief Osceola

In 1835, the Second Seminole War began. This time, **Chief Osceola** was the Seminole leader. Under Osceola's command, Seminole families hid in southern Florida. They began attacking American soldiers and then hiding out in the swamps. The soldiers were not used to Florida's heat and it was hard for them to fight in swamps and marshes. For a short time, it seemed as if the Seminole

might win.

Then an American general promised Osceola peace talks. When Osceola appeared at the meeting, he was captured and put into prison instead. Osceola died in prison. After his death, many Seminole decided to move west. Others followed in 1858, after the Seminole lost a third war.

READING CHECK 🔥 GENERALIZE

Why did the Second Seminole War begin?

FAST FACT

The term *Seminole* comes from the Spanish word *cimarron*, which means "wild runaway." The Seminole Indians were given this name because there were many escaped slaves who became Seminole.



Indian Removal

The Seminoles were not the only Indian group to be forced west. During the early 1800s, Cherokee lands stretched through **Georgia**, Alabama, Tennessee, and **North Carolina**. As more settlers moved in, problems began.

At first, the Cherokee hoped to live peacefully with settlers. They had **assimilated** to, or adopted, American ways of life. Some sent their children to American schools to learn to read and write English.

Although they had assimilated to American ways of life, the Cherokee wanted to preserve their own language and culture. A Cherokee named **Sequoyah** (sih•KWOY•uh) created a written alphabet for his people's language. Soon thousands of Cherokee people

learned to read and write in their own language.

In 1827, the Cherokee used Sequoyah's alphabet to write their own constitution. It stated that the new Cherokee Nation would elect chiefs and representatives. In this way, the Cherokee government was similar to the government of the United States.

Many Americans still did not respect the Cherokee government. They wanted all the Cherokee to leave. When gold was discovered on Cherokee lands, matters grew worse. President Andrew Jackson took the side of the settlers.

In 1830, Jackson signed the Indian Removal Act, which broke many treaties between American Indians and the United States. It said that the Indians east of the Mississippi River had to give up their lands. In exchange, they would be

Points of View

The issue of Indian removal placed the President against the Supreme Court.

John Marshall, Chief Justice of the United States Supreme Court

"The Cherokee nation, then, is a distinct [separate] community, occupying its own territory . . . in which the laws of Georgia have no force, and which the citizens of Georgia have no right to enter. . . ."

—from *Cherokee Cases: Two Landmark Federal Decisions in the Fight for Sovereignty* by Jill Norgren. University of Oklahoma Press, 2004.

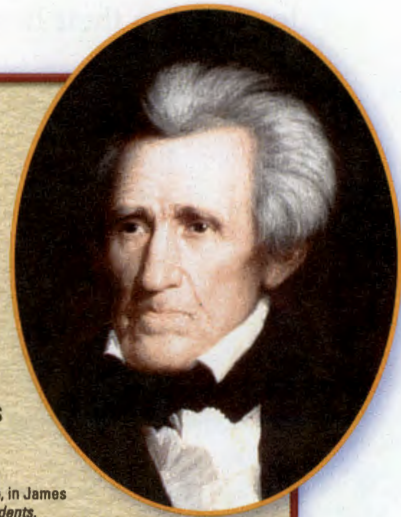
Andrew Jackson, President of the United States

"[The Indian removal] puts an end to all possible danger of collision between the authorities of the general [national] and state governments on account of the Indians."

—from Second Annual Message, December 6, 1830, in James Richardson, ed., *Messages and Papers of the Presidents*.

It's Your Turn

ANALYZE SKILL Analyze Points of View Work with a classmate to summarize the two viewpoints. What problems do you think arise when two branches of government disagree?





ANALYSIS SKILL Analyze Maps This cabin remains in the Cherokee capital of New Echota in Georgia.

Movement What direction did the Trail of Tears follow?

given lands west of the Mississippi River, in the Indian Territory. This area spread across most of what is now Oklahoma.

The Cherokee would not agree to give up their lands. To push them out, the Georgia government gave away their land to American settlers. To protest these wrongs, Cherokee Chief **John Ross** took the case to court. Ross argued for his people's rights before the Supreme Court in Washington, D.C.

In 1832, the Supreme Court ruled in favor of the Cherokee Nation. Chief Justice **John Marshall** said that the state of Georgia could not take their lands. When the Cherokee heard about the Supreme Court ruling, they held celebration feasts.

However, their celebrations soon ended. According to the Constitution, it is the job of the President to enforce Supreme Court rulings, but President Jackson chose not to obey the Court. Instead, Jackson said, "John Marshall



has made his decision, now let him enforce it.”*

In 1835, the United States government persuaded several Cherokee to sign a treaty giving their people's lands in the Southeast to the United States. More than 16,000 Cherokee protested the treaty, but their protests did no good.

Martin Van Buren was elected as the next United States President. At first, the Cherokee hoped Van Buren would act justly, but he agreed with Andrew Jackson. On March 27, 1838, Van Buren sent the United States Army to force the remaining Cherokee to move west.

READING CHECK **GENERALIZE**

How did Andrew Jackson view the rights of American Indians?

*Andrew Jackson. "Expansion and Exodus." *The Native Americans: An Illustrated History*, edited by David Hurst Thomas. Turner Publishing, 1993.



► This painting shows a group of Cherokee on the Trail of Tears. Many were forced to walk to the Indian Territory.

The Trail of Tears

In 1838, about 7,000 United States soldiers, led by General Winfield Scott, arrived on Cherokee lands. The soldiers built small forts in which to gather Indians for the journey west. They then began forcing all Cherokee families out of their homes and into the forts.

General Scott asked the Cherokee to leave their homes willingly. Scott wrote that in the forts “you will find food for all, and clothing for the destitute [poor] . . . and in comfort, be transported to your new homes.”* Scott’s words proved to be untrue.

*Winfield Scott. *The Trail of Tears: The Cherokee Journey from Home*, by Marlene Targ Brill. The Millbrook Press, 1995.

► A Cherokee child carried this doll on the journey.

The Cherokee families who stayed in the forts were given moldy food to eat. Hundreds died from disease.

Only a small number of Cherokee were lucky enough to escape from the soldiers. They hid in the forests and survived by gathering wild foods. They eventually managed to buy land in North Carolina.

There, they began a new settlement.

By the time Chief John Ross returned from Washington, D.C., the Cherokee were being forced west. They had to walk about 800 miles to the Indian Territory. Along the way, they were given little food and water. Bad weather made the journey even more difficult. In places, the Cherokee had to struggle through knee-deep mud. On the



plains, they walked through freezing blizzards.

Ross and his family left with the last group of Cherokee. One night, his wife, Quatie Ross, gave her only blanket to a child. She then became sick and died.

One of every four Cherokee did not survive the journey to the new lands. So many people died along the way that the survivors called the path “the place where they cried.” Later, the journey became known as the Trail of Tears. Other Indian groups—including the Chickasaw, the Choctaw, and the Creek—were also forced to leave their lands. They, too, died by the thousands on the Trail of Tears.

READING CHECK SUMMARIZE

Why did the journey west by the Cherokee and other Indian groups become known as the Trail of Tears?


► This plaque in Georgia marks the beginning of the Trail of Tears.

Summary



In the early 1800s, American Indians struggled to keep their lands. President Jackson signed the Indian Removal Act, which broke many treaties. The Cherokee were forced to move west on the Trail of Tears.





REVIEW

-  How did life change for American Indians during the early 1800s?
- Use the word **reservation** in a sentence about the Seminole.
- In what way was the government of the Cherokee Nation similar to that of the United States?

CRITICAL THINKING

-  Why might the Cherokee have wanted to learn Sequoyah’s writing system?
-  In what way did Chief John Ross try to achieve a peaceful solution for the Cherokee?

-  **Draw a Scene** Draw a scene showing the hardships the Cherokee faced on the Trail of Tears.

-  **GENERALIZE**
On a separate sheet of paper, copy and complete the graphic organizer.

Facts

After Osceola’s death, many Seminole were forced to move west.

The United States Army forced the Cherokee to travel along the Trail of Tears.

Generalization

PRESERVING CULTURE

"Our pride in our ancestral heritage is our great incentive for handing something worth while to our posterity."*

—Chief Redbird Smith

Today, writing is a common way for people to preserve their culture. However, before cultures developed writing, storytelling was the way most people shared the past with others.

Before Sequoyah created the Cherokee written language, his people's main method of preserving their culture was through storytelling.

When Sequoyah met English speakers who had a written language, he realized that more information could be passed on through writing. In 1821, the Cherokee nation adopted Sequoyah's writing system.

Soon after, the Cherokee people were printing stories about their culture in their own language.

Today, in addition to the written word, many Americans celebrate their

*Chief Redbird Smith. *Starr's History of the Cherokee Indians*, edited by Jack Gregory and Rennard Strickland. Indian Heritage Association, 1967.

FAST FACT

It took Sequoyah (left) 12 years to create the 86 symbols that make up the Cherokee writing system.



customs as a way of preserving their heritage. Customs such as storytelling, songwriting, art, and cooking allow people to participate in culture. These activities often form a special part of cultural celebrations or rituals of worship. Museums and organizations are also important in preserving cultural history, helping people bridge the gap between the past and the present.

People from all over the world still share their culture through stories. Writing is an important skill that helps preserve culture.

Think About It!

Make It Relevant Americans preserve their cultures in many ways. How do different groups in your community preserve their cultures?

Families prepare special dishes and participate in special ceremonies to celebrate and preserve their heritages.



1800

1810



1803
The Louisiana Purchase is made



1805
Lewis and Clark reach the Pacific

Reading Social Studies

When you make a **generalization**, you summarize a group of facts and show how they are related.



Generalize

Complete this graphic organizer to make generalizations about life on the frontier during the early 1800s. A copy of this graphic organizer appears on page 132 of the Homework and Practice Book.

Living on the Frontier

Facts

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Generalization

Most frontier families lived on farms.



California Writing Prompts

Write a Narrative Imagine that you live on the frontier with your family in the early 1800s. Write a story describing what a typical day for you is like. Include descriptions of your family's home and your chores.

Write a Persuasive Speech Think about why people decided to journey west. Imagine that you are living in the 1840s and want your family to move west. Write a speech to try to persuade your family to move.

1820



1825
The Erie Canal opens

1830



1830
The Indian Removal Act is signed

Use Vocabulary

Write a sentence or two to explain how each pair of terms is related.

1. **canal** (p. 504), **lock** (p. 505)
2. **pathfinder** (p. 502), **pioneer** (p. 509)
3. **encroach** (p. 523), **trespassing** (p. 518)
4. **assimilate** (p. 528), **reservation** (p. 527)

Use the Time Line

ANALYSIS SKILL Use the chapter summary time line above to answer these questions.

5. When was the Indian Removal Act signed?
6. When did Lewis and Clark reach the Pacific Ocean?

Apply Skills

Compare Graphs

7. Choose two of the graphs on page 507. Then write a paragraph describing how the two graphs are alike and how they are different.

Make a Thoughtful Decision

8. Imagine that the year is 1790 and a friend has asked you to immigrate with her to the United States. What steps would you follow to come to a decision?

Recall Facts

Answer these questions.

9. From where did most immigrants to the United States come in the late 1700s and early 1800s?
10. What was the Indian Removal Act?

Write the letter of the best choice.

11. What was the purpose of the Erie Canal?
 - A to provide a way for wagons to cross the Appalachian Mountains
 - B to provide a waterway connecting the Great Lakes and the Atlantic Ocean
 - C to provide jobs for immigrants
 - D to provide a port along the Gulf of Mexico
12. What was the first state west of the Appalachian Mountains to join the United States?
 - A Illinois
 - B Indiana
 - C Kentucky
 - D Ohio

Think Critically

13. **ANALYSIS SKILL** What were some of the costs and benefits of the Louisiana Purchase?
14. **ANALYSIS SKILL** How do you think Sequoyah's writing system affected the Cherokee people?

Study Skills

WRITE TO LEARN

Writing about what you read can help you better understand and remember information.

- Write down the information that you learn from each lesson.
- Write your own response to the new information you learned.

Moving West	
What I Learned	Personal Response
John C. Frémont explored and mapped the Oregon Country.	It must have been difficult to travel in a new area without a map to use as a guide.
Settlers to the Oregon Country had to carry all the supplies they would need.	

Apply As You Read

As you read the chapter, stop after each lesson to write what you learned and your reaction to it.



California History-Social Science
Standards, Grade 5

- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.