

SAVVAS

American History

# myWorld

INTERACTIVE

PROGRAM OVERVIEW

*Inspired by you* .....



American History

# myWorld INTERACTIVE

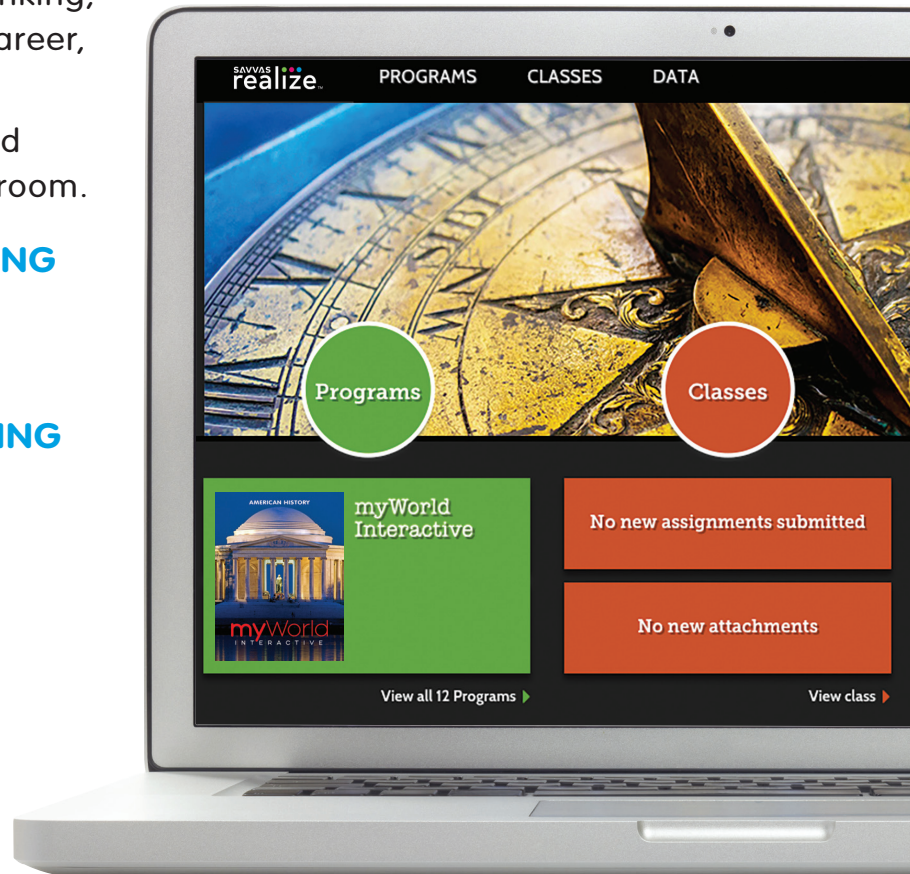
*Inspired by you* .....

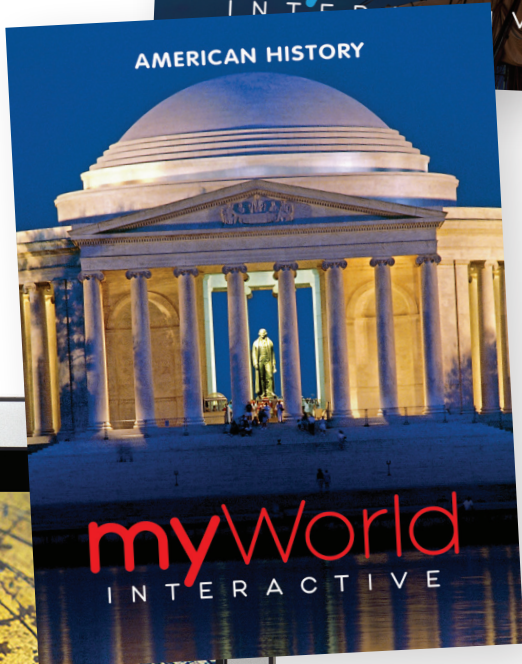
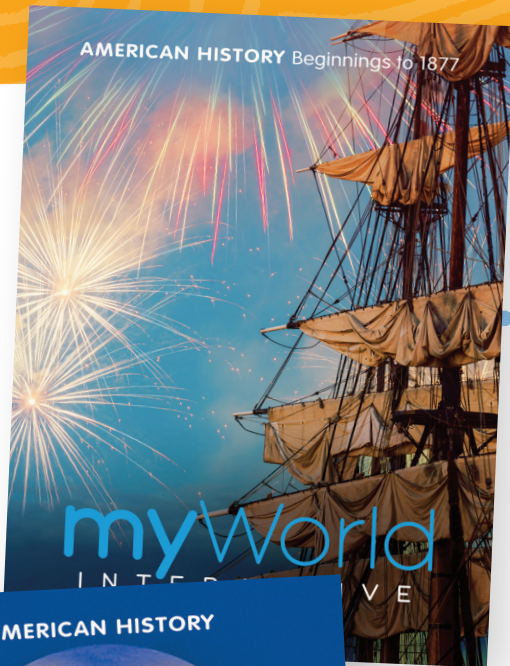
All-new **myWorld Interactive** encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness.

The curriculum is flexible and easily adapts to every classroom.

- **ACTIVITY-BASED LEARNING**
- **STRONG LITERACY CONNECTIONS**
- **WIDE RANGE OF TEACHING OPTIONS**

Create active, responsible citizens who can make a difference now.





Take a  
Tour!  
Lesson  
Walkthrough  
Page 12

## Inspire active learning

**Project-Based Learning** creates rich inquiry experiences that develop skills for active and responsible citizenship.

## Inspire literacy engagement

**Lessons** help students read closely, analyze information, and communicate academic, well-defended ideas.

## Inspire flexible classrooms

**Teaching Options and Resources** provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.

# Interactive! It's in Our Name

*myWorld Interactive* engages students in real-world inquiry, activities, and practices of citizenship. Students investigate and collaborate as they explore Social Studies content.


## A True Inquiry Experience

**TOPIC 8 Industrial and Economic Growth Preview**

**Essential Question** How did America's economy, industries, and population grow after the Civil War?

Before you begin this topic, think about the Essential Question by answering the following question:


1. List five words or ideas that come to mind when you think about the word growth. Based on your list, do you feel that growth is usually **positive** or **negative**? Circle the bold word that matches your opinion.



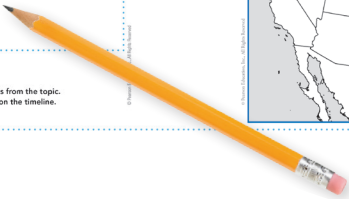

**Map Skills**  
Using the map in your text, label the map with the places listed. Then use different colors to shade states admitted before 1867 and states admitted 1867-1912. Be sure to create a key for your map.

Arizona (1912)	Colorado (1876)	Idaho (1890)
Montana (1889)	Nebraska (1867)	New Mexico (1912)
North Dakota (1889)	Oklahoma (1907)	South Dakota (1889)
Utah (1896)	Washington (1889)	Wyoming (1890)
Canada	Mexico	Pacific Ocean

Gulf of Mexico



**Timeline Skills**  
As you read, write and/or draw at least three events from the topic. Draw a line from each event to its correct position on the timeline.

◀ The **Active Journal** encourages inquiry, writing, and application of concepts. Create self-motivated learners!

Engage students in interpreting and analyzing graphics to support **visual literacy** and increase comprehension. ▼

**Active Classroom** strategies engage students with the content. ▼

### ACTIVE CLASSROOM

Use the Circle Write strategy to help students explore The Growth of the West Interactive Map. Break students into groups and write this prompt on the board: What was the most important reason people migrated west? Have students write as much as they can in response to the question in one minute. Then have them pass their writing to the person on their right. That person tries to improve or elaborate on the response. Students continue to switch until the paper comes back to the first person. The group then chooses the best response and shares it with the class.

Special purpose...

308 Lesson 4.7 • Manifest

### INTEGRATED ENGL

**Collaborative** Introduce reviewing The 31st St. Remind students that speak differently in academic situations.

**Emerging** Support st



### GET READY TO READ

#### START UP

Look at the image of the longhorn cattle. Write a paragraph to describe why it might be difficult to move this herd from trail to market.

#### GUIDING QUESTIONS

While Rec following t occurring The vast lo offered bo

# Quest

Civic Discussion Inquiry

## High-Speed Rail

▼ High-speed rail is common in Europe and Japan.

### Quest KICK OFF

You are a member of the House of Representatives serving on the Subcommittee on Railroads. You are going to meet with other representatives in the subcommittee to decide whether the United States government should authorize high-speed rail programs. You will look at the U.S. government's original investment in rail transportation and its costs and impacts in the 1800s. You need to help answer a question about Americans' current and future needs:



### Should America invest in high-speed rail?

Be ready! Other representatives will challenge your arguments. It's time to prepare!

#### 1 Ask Questions

To find out the best course of action, start with a list of questions about railroads and other forms of transportation in the United States today. Write the questions in your Active Journal.

#### 2 Investigate

As you read the lessons in this Topic, look for **Quest CONNECTIONS** that provide information about industrial and economic growth in the United States in the nineteenth century. Collect examples in your Active Journal.

#### 3 Examine Sources

Next, explore a set of sources. They will support differing viewpoints about whether America should invest in high-speed rail. Capture notes in your Active Journal.

### Quest FINDINGS

#### 4 Discuss!

After you collect your clues and examine the sources, you will prepare to discuss this question: Should America invest in high speed rail? You will use your knowledge of this Topic as well as evidence from sources to make convincing arguments to answer YES or NO. You may also come up with answers of your own.

496 TOPIC 8 • Industrial and Economic Growth

**Quest Connections** throughout the lesson provide moments for students to think deeply about their topic-level inquiry. ▼

## Quest CONNECTIONS

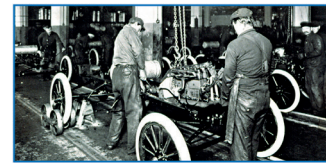
How did networks change railroads? Record your findings in your Active Journal.

▲ Take students on a **Quest!** These long-term project-based learning opportunities, engage students in rich inquiry experiences that develop important analysis and citizenship skills.

▼ **Biography** notes invite students in with compelling and interesting facts, to encourage critical thinking.

### Quick Activity Inventing for Change

With a partner or small group, examine these photos and brainstorm ways that the invention of the automobile forever changed the United States.



How did automobiles affect businesses and the economy? How did automobiles affect the landscape? What forms of transportation did the automobile replace? How did the automobile change everyday life?



**Team Challenge!** As a group, select one of the other inventions from the lesson and create an exhibit for a virtual Museum of Invention. Your group's museum exhibit should give information about the inventor, describe the invention, and inform viewers about the significance of the invention. Consider: How did the invention change people's lives in the 1800s? Does it still affect people's lives today? Display your results with the rest of the class, and take a "museum tour" around the classroom!

TOPIC 8

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Industrial and Economic Growth

Minnesota, to Everett, Washington.

Unlike other rail lines, the Great Northern was built without financial aid from Congress. To make his railroad succeed, Hill had to turn a profit from the start. He encouraged farmers and ranchers to move to

## 5 BIOGRAPHY Things to Know About

**LELAND STANFORD**  
president of the Central Pacific Railroad (1824–1893)



- During the California gold rush, he sold supplies and groceries to miners.
- He helped finance and run the Central Pacific Railroad from 1861 to 1893.
- Among the people he contacted in Washington, D.C., while lobbying for the railroad, was Abraham Lincoln.
- He served as governor of California (1861–1863) and as a U.S. senator (1885–1893).
- He and his wife, Jane Stanford, founded Stanford University in Palo Alto, California, in 1891.

**Critical Thinking** How do you think being a railroad president helped Stanford get elected governor and senator?

502 Lesson 8.1 • Mining, Railroads, and the Economy

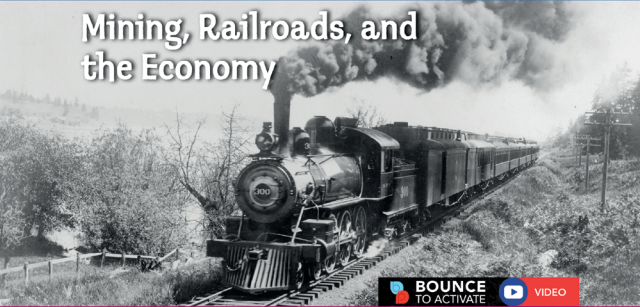
▲ **Quick Activities** engage students in critical thinking through source analysis to build understanding. Students collaborate to practice literacy skills.

# Content Supported Literacy

Scaffolded literacy support helps students apply close-reading strategies and build vocabulary and language skills while developing claims supported with text evidence.

**LESSON 1**

## Mining, Railroads, and the Economy



**BOUNCE TO ACTIVATE** VIDEO

**GET READY TO READ**

**START UP**  
Look at the image of the train speeding along the track. Write three sentences predicting effects that a boom in railroad building might have on the West after 1865.

**GUIDING QUESTIONS**

- What problems arose on the mining frontier?
- How did railroads spur development?
- How did railroads encourage economic growth?
- How did the government help railroads?

**TAKE NOTES**  
**Literacy Skills Identify Cause and Effect**  
Use the graphic organizer in your **Active Journal** to take notes as you read the lesson.

**PRACTICE VOCABULARY**  
Use the vocabulary activity in your **Active Journal** to practice the vocabulary words.

Vocabulary	Academic Vocabulary
lode	lure
gauge	consequently
vigilante	network
transcontinental	consolidate
railroad	rebate
subsidy	pool

**The lure** of silver and gold drew eager prospectors to the West starting well before the Civil War. After the war, the railroads carried hordes of eager settlers to the West, along with the goods they would need to make a life in this region. In the process, the railroads promoted economic expansion and the growth of cities.

**How Did Mining Change the West?**  
The western mining boom had begun with the California gold rush of 1849. When the gold rush ended, miners looked for new opportunities. A mere rumor sent them racing east or north in search of new strikes.

**The Comstock Lode** Two prospectors struck gold in Nevada in 1859. Then another miner, Henry Comstock, appeared. "The land is mine," he cried, demanding to be made a partner. From then on, Comstock boasted about "his" mine. The strike became known as the Comstock Lode. A **lode** is a rich vein of gold or silver.

Lesson 8.1 497

- ▲ **Get Ready to Read** infuses pre-reading strategies, guiding questions, and vocabulary support connected to the Active Journal to support student comprehension.

Mexicans from their claims. Chinese miners were heavily taxed or forced to work claims abandoned by others.

Few miners ever got rich. Much of the gold and silver lay deep underground. It could be reached only with costly machinery. Eventually, most mining in the West was taken over by large companies that could afford to buy this equipment. **Consequently**, independent prospectors like Henry Comstock largely disappeared. They were replaced by paid laborers who worked for the large companies.


**Maintaining Order in Mining Towns** Lawlessness and disorder often accompanied the rapid growth of a town. Stories have exaggerated the number of fights and killings that took place in these towns, but some towns actually were violent places. In response, miners sometimes resorted to organizing groups of **vigilantes**, or self-appointed law enforcers. Vigilantes tracked down outlaws and punished them, usually without trials. Lynching was a common punishment.

Occasionally, vigilante groups formed for other reasons. At least one San Francisco group organized to take political control of the city.

Informal methods of governing gradually gave way to more formal arrangements. In 1861, Colorado, Dakota, and Nevada were organized into territories. Idaho and Arizona followed in 1863 and Montana in 1864. The process of permanent settlement and government had begun.

**Academic Vocabulary**  
consequently • adv, as a result

**Analyze Images** The Chinese prospectors in this image are using a sluice box, which washed gold free of soil. **Infer** Do you think most miners became wealthy? Why or why not?




- ▲ **Academic and Content Vocabulary** are defined in context to help students develop meaning while they read.

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**READING CHECK Identify Cause and Effect** How did informal methods of governance gradually become more formal?



- ▲ The **Reading Check** focuses on student comprehension, including the ability to read and understand visuals.

# Support Literacy Instruction!

Text and image **Primary Sources** are embedded throughout the lesson to give voice to both the famous and ordinary people of history.

### Practice Vocabulary

**Vocabulary Quiz Show** Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

Question	Answer
1. What word is used to describe the width of railroad track?	1. _____
2. What was a discount offered by railroads to big customers?	2. _____
3. _____	3. lode
4. _____	4. vigilante
5. What did the railroad owners form to end competition, which enabled them to fix high prices?	5. _____
6. What is a system of connected railroad lines?	6. _____
7. _____	7. transcontinental railroad
8. _____	8. subsidy
9. _____	9. consolidate

▲ **Practice Vocabulary** is included with every lesson in the Active Journal. A great support for English Learners!

### Writing Workshop Arguments

As you read, build a response to this question: What role should the government play in the development of a nation's infrastructure? The prompts below will help walk you through the process.

**Lesson 1 Writing Task: Introduce Claims** Write two sentences that summarize your position on the government's role in creating a national infrastructure. This will be the position you defend in the argument you will write at the end of the topic.

▲ The **Writing Workshop** extends literary connections. Students practice expository and narrative writing forms related to the content.



**Analyze Images** Even though the pay was low, workers like those on the Union Pacific took on the dangerous task of building the railroad. **Infer** What do you think these workers would have written in a letter to people back home?

For every mile of track completed, the railroad companies received 20 sections of land in the states along the route and 40 sections per mile in the territories. By the time the Central Pacific and Union Pacific railroads were completed, they had received about 45 million acres of land. Often, both business and government ignored the fact that American Indians lived on the land.

**Building the Transcontinental Railroad** Both companies had trouble getting workers. Labor was scarce during the Civil War. Also, the work was backbreaking and dangerous, and the pay was low.

The railroad companies hired immigrant workers, who accepted low wages. The Central Pacific brought in thousands of workers from China. The Union Pacific hired newcomers from Ireland, African Americans and Mexican Americans also worked for each line. The railroad workers faced a daunting task. The route would pass through environments as varied as forests, deserts, and mountains. Building the railroad forced workers to adapt to or modify the landscape. In some places, track was laid around mountains. In other places, however, workers relied on specialized tools, explosives, and other technological innovations to blast tunnels through mountains. The Central Pacific had to carve a path across the rugged Sierra Nevada. The Union Pacific had to cut through the towering Rocky Mountains. Snowstorms and avalanches killed workers and slowed progress. At times, crews cutting tunnels through rock advanced only a few inches a day.

**Railroads Encourage Urban and Rural Growth** The Central Pacific and Union Pacific met at Promontory, Utah, on May 10, 1869. Leland Stanford, president of the Central Pacific, dropped a solid-gold spike into a pre-drilled hole in the rail. In doing so, he joined the two tracks and united the country. The nation's first transcontinental railroad was complete.

With the Civil War fresh in their minds, people cheered this new symbol of unity. The words that were engraved on the golden spike expressed their feelings:

#### Primary Source

"May God continue the unity of our Country as the Railroad unites the two great Oceans of the world."

—Engraved on the Golden Spike

Before long, other major rail lines linked the West and the East. The railroads brought economic growth and new settlement all across the West. They enabled people, supplies, and mail to move quickly and cheaply across the plains and mountains. Wherever rail lines went, settlements—"railroad towns"—sprang up along the tracks.



The **Lesson Check** monitors student mastery of reading skills and Social Studies content. ▼

**READING CHECK** **Identify Main Ideas** How did railroad companies change other large businesses?

### Lesson Check

#### Practice Vocabulary

1. What role did **vigilantes** play on the western mining frontier?
2. Why was solving the **gauge** problem the key to creating an efficient rail **network**?

#### Critical Thinking and Writing

3. **Generate Explanations** Why might a sudden surge of people into an area cause problems other than environmental ones?
4. **Express Problems Clearly** What problems did an excess of competition cause for railroad companies and some customers?

5. **Summarize** Tell how railroads helped the United States grow and prosper.
6. **Writing Workshop: Introduce Claims** Recall how and why the federal government supported the construction of railroads. Write two sentences in your **Active Journal** to introduce your claim concerning what the government's role should be in the creation of a national infrastructure. This will get you started on the argument you will write at the end of the Topic.

## Differentiate for All Students

- EMERGING
- EXPANDING
- BRIDGING
- SPECIAL EDUCATION
- BELOW
- ADVANCED

# Freedom and Flexibility

This is the most flexible social studies curriculum yet. Multiple options and pathways accommodate every teacher, classroom, and schedule.

## *myWorld Interactive* Supports Your World

1

### Comprehensive Path

Teach a comprehensive social studies curriculum that balances engaging content, active classroom strategies, and literacy connections. ▼

Choose Your Path!  
Make the Most of Your Time

2

### Activity-based Path

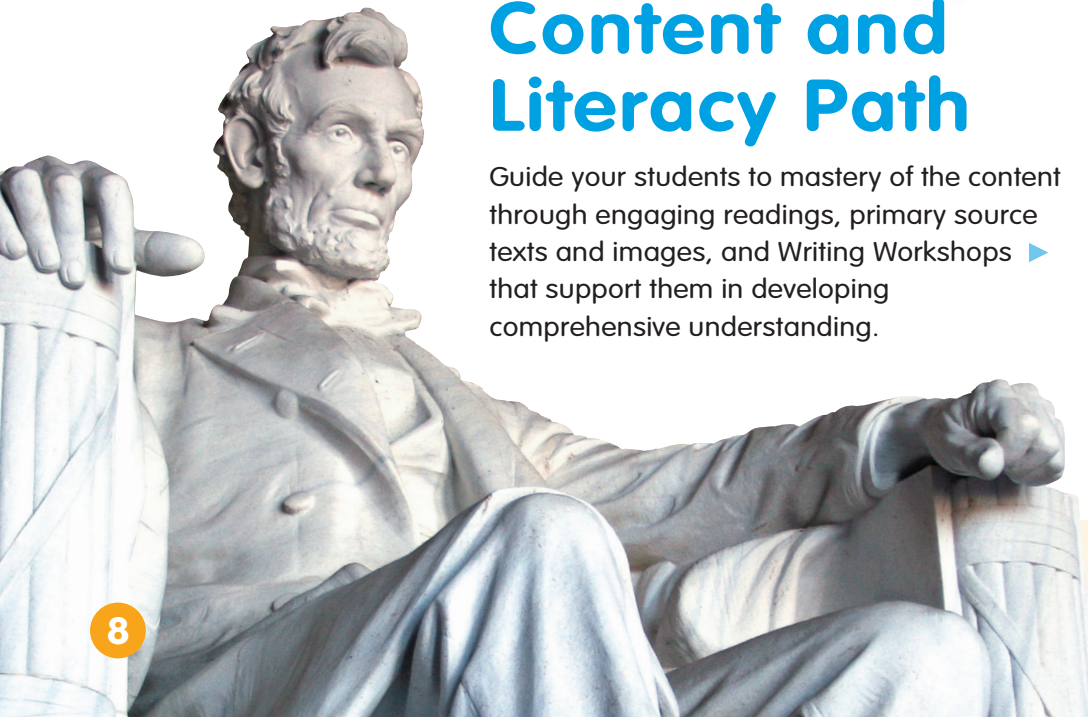
Engage students in hands-on activities and inquiry projects that promote collaborative learning in a source-rich, ◀ real-world, creative classroom.



3

### Content and Literacy Path

Guide your students to mastery of the content through engaging readings, primary source texts and images, and Writing Workshops ▶ that support them in developing comprehensive understanding.





## Teaching Ideas, Strategies, and Inspirations!

- Active Classroom Strategies
- Chapter Assessments
- Chapter at a Glance
- Citizenship Lessons
- Common Misconceptions
- Complete Lesson Plans
- Critical Thinking & Writing Strategies
- Curriculum Connections: Literacy, Geography, Math, and Science
- Differentiated Instruction
- Integrated ELD Strategies
- Literacy Skills Lessons
- Pacing Guides
- Primary Source Lessons
- Review Strategies
- Visual Review Strategies
- Vocabulary Strategies
- Writer's Workshop
- Writing Activities



## Student Components

**Student Edition Hardcover Text:** Includes all core content lessons, analysis skill lessons, numerous primary sources, and an English Language Arts Handbook.

**Student Active Journal:** Student consumable notebook, including support for completing the Quest, close reading and note taking support, vocabulary practice, and writing workshop.

**Student Online Digital Course:** Full Digital Course for each grade with Interactivities and links to the Student eText for narrative content.

## Teacher Components

**Teacher Guide:** Print Teacher Edition with full lesson support and integrated ELD Support.

**Active Journal Answer Key:** Answer key for the student Active Journal.

**Online Teacher Resources:** Digital course with Interactivities and links to the eText for narrative content. Includes Teacher Resources and blackline masters for additional support with EL strategies, close reading, and skills instruction.

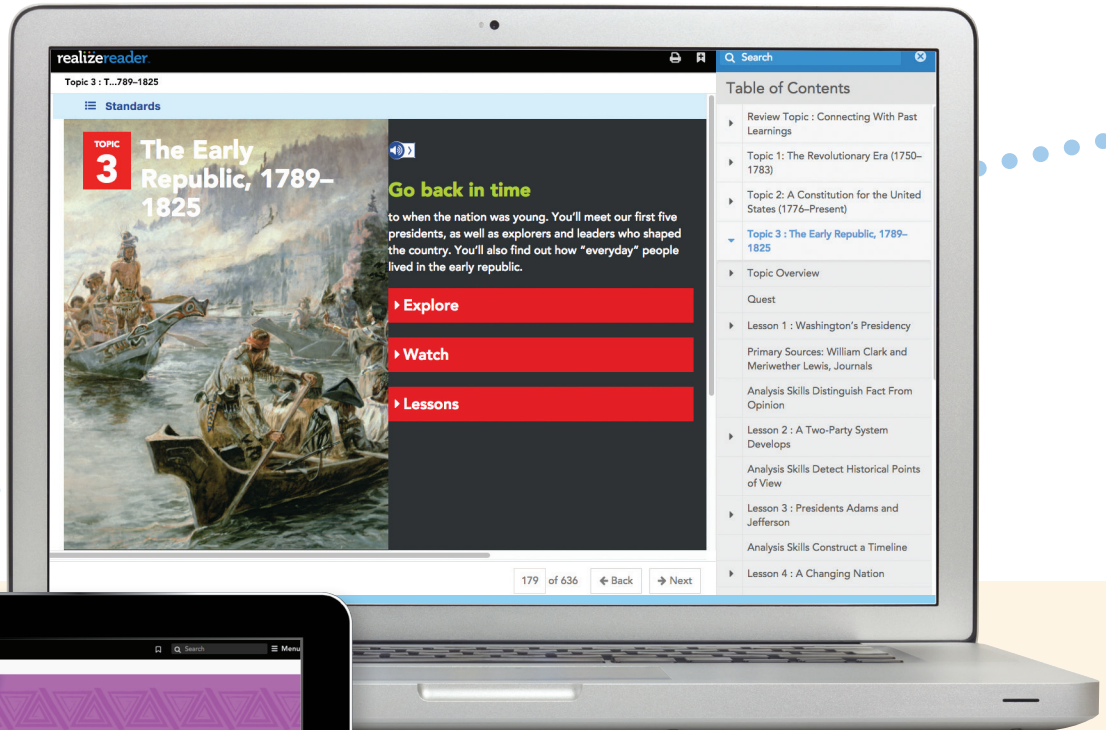
# Realize a Better Way

SavvasRealize.com is your online destination for *myWorld Interactive*. A single sign-on provides access to content, management tools, and student data.

## Try It Now!

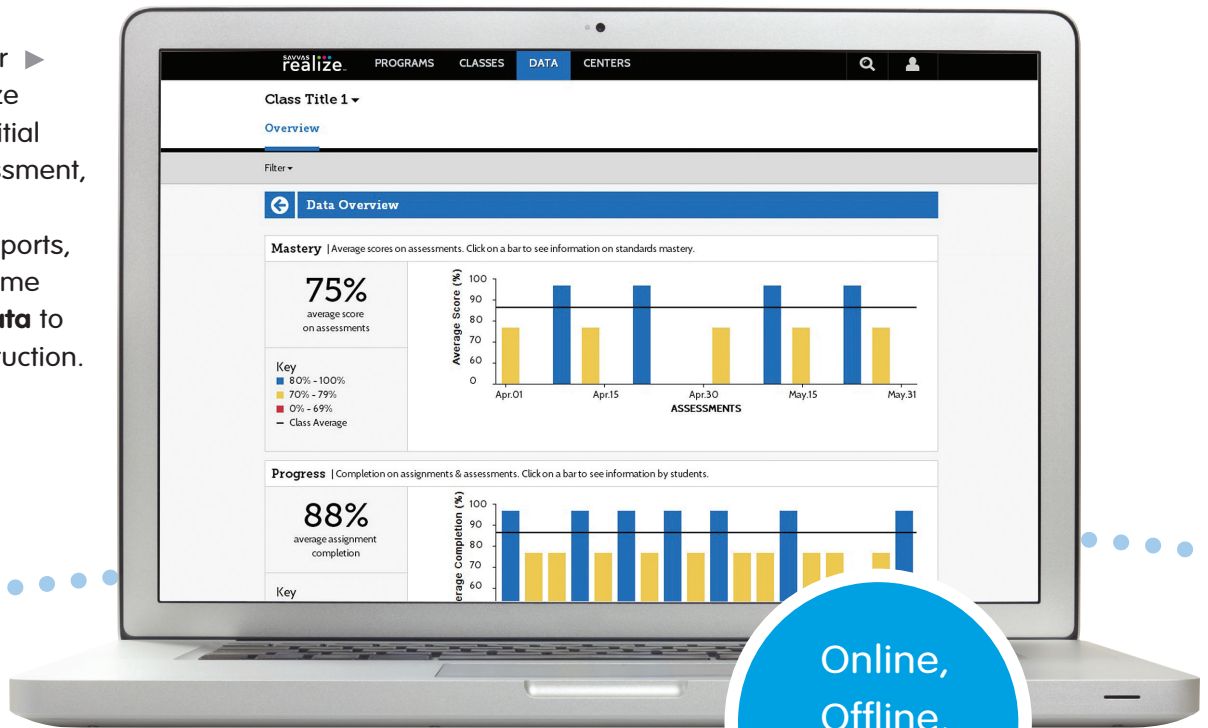
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by Google



**OpenEd**



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With **Google® Expeditions™**, teachers can lead classroom-sized groups of students on virtual reality field trips without leaving the classroom.

Integrated **OpenEd Search™** provides 'best of web' open educational resources that are easily assigned through Savvas Realize.

**myWorld Interactive 360 Explorations™** is a virtual reality learning tool that lets students get up close to and interact with 360° and 3D images.

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# Welcome! Sample a Student Lesson

## Inspire Inquiry

The **Topic Opener** provides stunning images to hook students and connect them to the Essential Question.



Shift to online anytime! **Digital Resources** offer amazing ways for students to delve into the Topic.

**The Essential Question** for the Topic drives inquiry and focuses learning. The **Active Journal** helps students unpack the question throughout the lessons.

**TOPIC 6** The Age of Jackson and Westward Expansion (1824–1860)

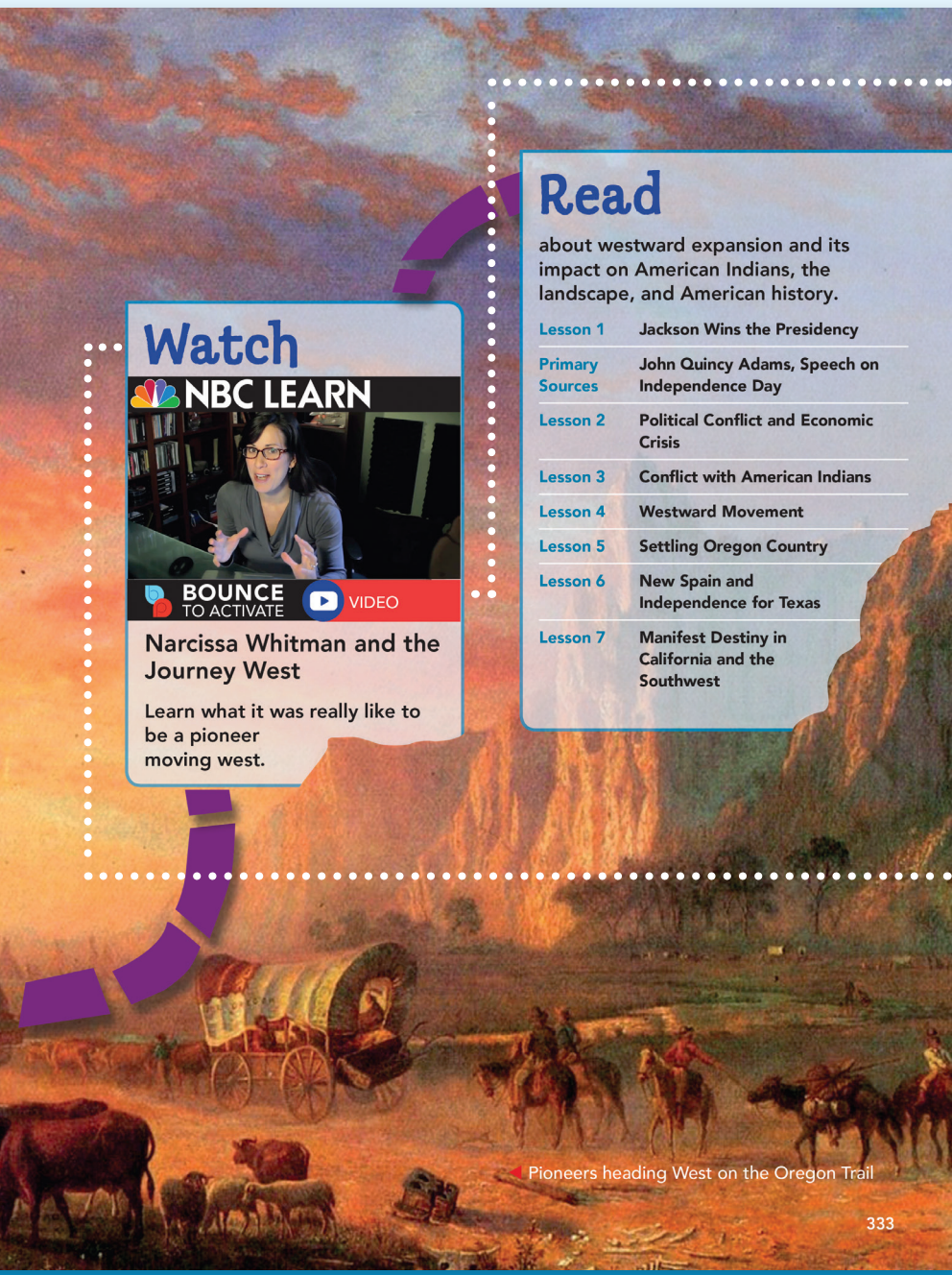
GO ONLINE to access your digital course

- VIDEO
- AUDIO
- ETEXT
- INTERACTIVE
- WRITING
- GAMES
- WORKSHEET
- ASSESSMENT

**Go back to the early 1800s**  
and the **AGE OF JACKSON AND WESTWARD EXPANSION**. Why? Because it was during this time that Americans moved west, expanding the nation's borders—and forcing American Indians to leave their lands.

**Explore The Essential Question**  
Why do people move?  
In the early 1800s, nearly all Americans lived east of the Appalachian Mountains. What led people to leave their homes and risk moving to the untamed West?  
Unlock the Essential Question in your **Active Journal**.

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## Read

about westward expansion and its impact on American Indians, the landscape, and American history.

**Lesson 1** Jackson Wins the Presidency

**Primary Sources** John Quincy Adams, Speech on Independence Day

**Lesson 2** Political Conflict and Economic Crisis

**Lesson 3** Conflict with American Indians

**Lesson 4** Westward Movement

**Lesson 5** Settling Oregon Country

**Lesson 6** New Spain and Independence for Texas

**Lesson 7** Manifest Destiny in California and the Southwest

## Watch

**NBC LEARN**

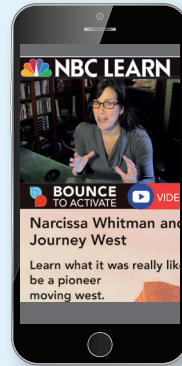


**BOUNCE TO ACTIVATE** **VIDEO**

### Narcissa Whitman and the Journey West

Learn what it was really like to be a pioneer moving west.

The Savvas **BouncePages App** lets students launch topic and lesson videos on their smartphones directly from the page. Look for the icon!



Watch the **NBC Learn Video** to engage students in personal stories of people or events related to the lesson content.

Pioneers heading West on the Oregon Trail

# Look at the Big Picture

Who? What? Where? When? The **Topic Overview** frames key events, people, and places and fosters curiosity.

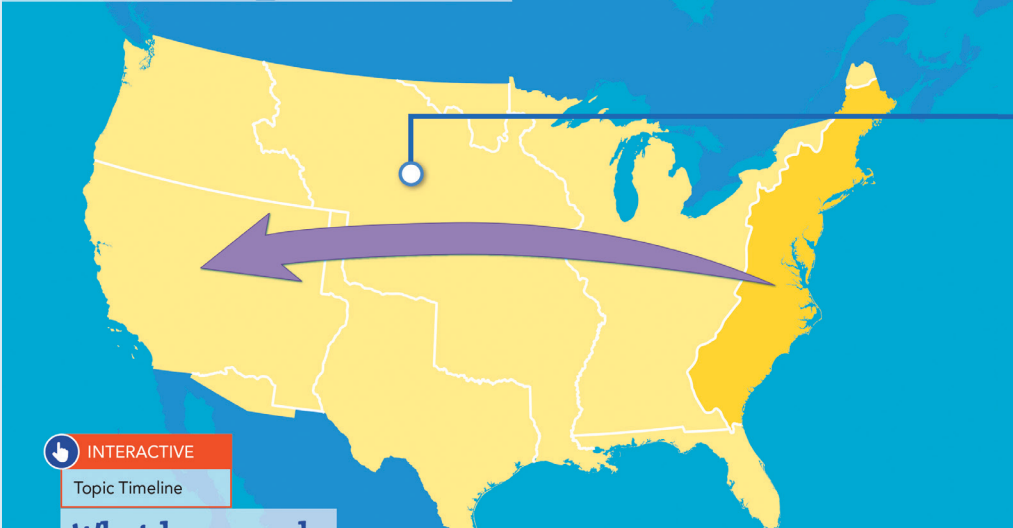
The **Active Journal** ..... lets students write, practice, and extend learning. It's an interactive inquiry notebook!

**"What and When"** Questions help students place historical events into context. ....

The **Topic Timeline** presents a chronology to help students think about how major events are related. ....

**TOPIC 6** **The Age of Jackson and Westward Expansion (1824–1860)**

Learn more about The Age of Jackson and Westward Expansion by making your own map and timeline in your Active Journal.



**INTERACTIVE**  
Topic Timeline

**What happened and when?**

Growing democracy in America...settlers moving west...Explore the timeline to see some of what was happening during the Age of Jackson and westward expansion.

TOPIC EVENTS	
1820	1830
1828 Andrew Jackson elected president	1830 Indian Removal Act leads to forced migration of American Indians
1832 South Carolina passes Nullification Act	1837 Economic panic leads to depression

WORLD EVENTS	
1826 Friction match invented	1831 France invades and colonizes Algeria

334 TOPIC 6 • The Age of Jackson and Westward Expansion



**INTERACTIVE**

Topic Map

### How did the United States expand westward?

By the middle of the 1800s, the United States extended far to the west from the original 13 colonies on the East Coast, reaching from the Atlantic to the Pacific. As new lands were acquired, explorers paved the way for settlers from the East.

1848  
Mexican-American War ends, United States takes control of California and New Mexico

1849  
Gold discovered in California

1840

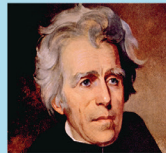
1850

1860

1848  
Marx and Engels publish *The Communist Manifesto*

1850  
Taiping Rebellion begins in China

### Who will you meet?



Andrew Jackson, champion of the common people



James Beckwourth, mountain man freed from slavery



John Ross, leader of the Cherokee people

Students use **Overview Maps** to analyze geographic, political, and cultural features related to the topic.

Introduce **Key People** to prompt questions, motivate interest, and inspire learning.

# Take Students on a Quest

The **Quest** provides students with inquiry projects to explore questions or problems related to the topic.

## Quest Inquiry Experiences

- Project-Based Learning
- Document-Based
- Civic Discussion

## The Quest Kick-Off

launches the topic inquiry project with a question to explore. Students can find Quest support in the Active Journal.

## Quest Connections

throughout the topic provide information to support student investigation.

## Preview Steps

support the process of developing the inquiry project. Students ask questions, explore sources, and cite their claims with evidence.

# Quest

Civic Discussion Inquiry

## The Mexican-American War

### Quest KICK OFF

You are the leading historian on the topic of U.S. westward expansion. You're beginning the research for your next book on the Mexican-American War. One of the chapters in your book will focus on this question:

### Was the Mexican-American War justified?

Be ready! Other historians will challenge your arguments. It's time to prepare!

▼ American soldiers raise the flag during the Battle of Chapultepec.



### 1 Ask Questions

You are determined to know the best answer to the Guiding Question. Get started by making a list of questions about the Mexican-American War. Write the questions in your Active Journal.

### 2 Investigate

As you read the lessons in this Topic, look for **Quest CONNECTIONS** that provide information about the Mexican-American War. Collect examples in your Active Journal.

### 3 Examine Sources

Next, research primary sources about the Mexican-American War. Look for information that supports differing viewpoints about whether the war was justified. Capture notes in your Active Journal.

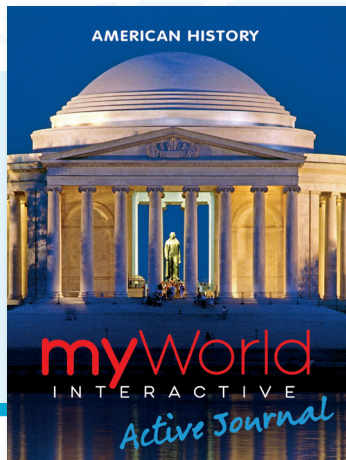
### Quest FINDINGS

### 4 Discuss!

After you collect your clues and examine the sources, you will prepare to discuss this question: Was the Mexican-American War justified? You will use your knowledge as well as evidence from sources to make convincing arguments to answer YES or NO to the question. You may also come up with answers of your own.



More Quest Activities On the Savvas Realize™ Platform.



## Create a Culture of Student-Driven Inquiry

The **Active Journal** promotes self-directed student inquiry. Students use this interactive worktext throughout the Topic.

Students begin their own inquiries. The Active Journal frames the inquiry process, beginning with **Ask Questions**.

Every lesson includes **Quest Connections** to help students explore the Topic's problem-led inquiry.

**Quest Findings** allow students to "pull it all together" and demonstrate their understanding.

Examine **Primary Sources** to engage students in critical analysis.

**Quest**  
Civic Discussion Inquiry

### The Mexican-American War

On this Quest, you will explore sources and gather information about the Mexican-American War in the role of a modern historian. Then, you will participate in a civic discussion with other historians about the Guiding Question.


**1 Ask Questions**

As you begin your Quest, keep in mind the Guiding Question: *Was the Mexican-American War justified?* and the Essential Question: *Why do people move?*

What other questions do you need to ask in order to answer these questions? Consider that the dispute between the United States and Mexico over the boundary of the southern border of Texas remained hostile. Two questions are filled in for you. Add at least two questions for each category.

**Theme Troubles with Mexico**  
Sample questions:  
What were the hostilities about?  
What was President Polk's view?

**Theme Manifest Destiny and Westward Expansion**




TOPIC 4 94 The Age of Jackson and Westward Expansion

**Connect to Causes of the Mexican-American War**

**Lesson 7 The Mexican-American War**  
Here's another connection! Read this section in your text. What events led to the start of the war with Mexico?


How did most Americans feel about the war?



**Connect to Effects of the Mexican-American War**

**Lesson 7 Mormons Settle the Mexican Cession**  
What does this connection tell you about the immediate effect of the war's end?

What were the long-term effects of the war for the United States?



**Quest FINDINGS**

**4 Discuss!**

Now that you have collected evidence and explored primary and secondary sources about the Mexican-American War, you are ready to discuss with your fellow historians the Guiding Question: *Was the Mexican-American War justified?* You will work with a partner in a small group of historians. Try to reach a consensus, or a situation in which everyone is in agreement, on the question. Can you do it?

**1. Prepare Your Arguments.** You will be assigned a position on the question, either YES or NO.

My position: \_\_\_\_\_

Work with your partner to review your Quest notes from the Quest Connections and Quest Sources:

- If you were assigned YES, agree with your partner on what you think were the strongest arguments from Weber and Polk.
- If you were assigned NO, agree on what you think were the strongest arguments from Lincoln and Corcoran.

**2. Present Your Position.** Those assigned YES will present their arguments and evidence first. As you listen to the opposing side, ask clarifying questions to gain information and understanding.

**What is a Clarifying Question?**

These types of questions do not judge the person talking. They are only for the listener to be clear on what he or she is hearing.

Examples:  
Can you tell me more about that?  
You said (x). Am I getting that right?

**INTERACTIVE**  
For extra help with Step 4, review the 21st Century Tutorial: *Participate in a Discussion or Debate.*

TOPIC 4 100 The Age of Jackson and Westward Expansion

**3 Examine Primary Sources**

Examine the primary and secondary sources provided online or from your teacher. Fill in the chart to show how these sources provide further information about whether the Mexican-American War was justified. The first one is completed for you.

Was the Mexican-American War Justified?	
Source	Yes or No? Why?
"The Borderlands on the Eve of War"	YES. Events in Mexico had weakened the government, revolts were breaking out, there was political chaos and a poor economy. In addition, Mexicans no longer felt a sense of loyalty to the government.
Message on War with Mexico	
The War with Mexico	
The History of Mexico	

**INTERACTIVE**  
For extra help with Step 3, review the 21st Century Tutorial: *Compare Viewpoints and Read Charts, Graphs, and Tables.*

TOPIC 4 137 The Age of Jackson and Westward Expansion

# Get Students Ready to Read

The right amount of pre-reading support helps students with complex text and inspires critical thinking.

### Guiding Questions

bolster comprehension and critical thinking, while supporting the Essential Question.

### Graphic Organizers

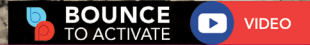
in the Active Journal help students organize ideas and content, aiding comprehension.

Vocabulary Highlighted and Defined in Context

Students often stumble because of vocabulary. Have students **Practice Vocabulary** in the Active Journal.

## LESSON 7

# Manifest Destiny in California and the Southwest



### GET READY TO READ

#### START UP

Write three questions you might like to ask these miners at work during the California gold rush.

#### GUIDING QUESTIONS

- How did Manifest Destiny contribute to American expansion?
- What were the causes and consequences of the Mexican-American War?
- How did Utah and California grow?
- How did the gold rush and migration affect life in California?

#### TAKE NOTES

##### Literacy Skills: Identify Cause and Effect

Use the Graphic Organizer in your Active Journal to take notes as you read the lesson.

#### PRACTICE VOCABULARY

Use the Vocabulary Builder in your Active Journal to practice the vocabulary words.

#### Vocabulary

Manifest Destiny      Mexican Cession  
 Bear Flag Republic      forty-niner  
 Treaty of Guadalupe-Hidalgo

#### Academic Vocabulary

allocation  
 consequently

In the mid-1840s, only about 700 people from the United States lived in California. Every year, however, more Americans were moving west.

### Manifest Destiny

There were many economic, social, and political causes for this westward expansion. On several occasions, the United States government offered to buy California from Mexico. Some officials were eager to gain control of the ports at San Francisco and San Diego. Soon westward expansion became a major priority for the nation.

### The Roots of Manifest Destiny

In the 1840s, an editor named John L. O'Sullivan created the term **Manifest Destiny**. The term meant that the United States had the right to spread across the continent. *Manifest* means clear or obvious. *Destiny* means something that is fated to happen. The social roots of Manifest Destiny lay in the belief that Americans had the right and the duty to spread their culture across the continent all the way to the Pacific Ocean.

Americans who believed in Manifest Destiny thought that westward expansion would also open new opportunities. To many Americans, the fertile farmland and natural resources in the West were prime opportunities for economic growth.

Manifest Destiny and westward expansion had some negative effects, however. Many white Americans believed that they were superior to American Indians and Mexicans. They used this belief to justify taking lands belonging to people whom they considered inferior.

• **Polk and Westward Expansion** The political roots of Manifest Destiny and westward expansion took hold during the election of 1844. The Whigs nominated the well-known national leader Henry Clay for President. Clay had opposed the annexation of Texas. The Democrats chose James Polk, a little-known candidate from Tennessee who wanted to add Texas and Oregon Country to the Union.

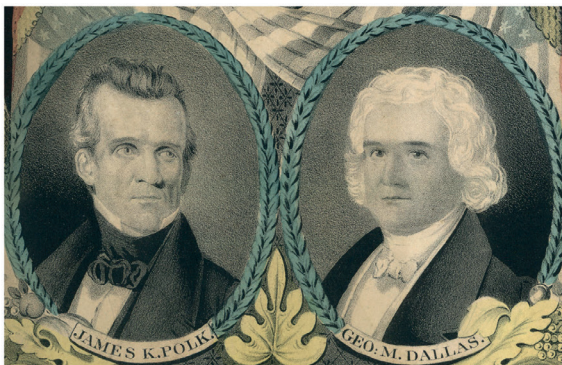
On Election Day, Americans showed their support for westward expansion by electing Polk president. Acting on his campaign promise, Polk reached an agreement with the United Kingdom in 1846 over Oregon Country. The two countries divided the territory at latitude 49°N. Britain got the lands north of the line, and the United States got the lands south of the line.

Texas proved a more difficult problem. The United States at first had refused to annex Texas. Senators feared that annexing Texas would cause a war with Mexico.

### Roots of Manifest Destiny

Social	<ul style="list-style-type: none"> <li>• Belief in America as an exceptional nation</li> <li>• Desire to spread American democracy and ideals</li> <li>• Belief that it was God's will for America to expand</li> <li>• View that white Americans were superior to American Indians</li> </ul>
Political	<ul style="list-style-type: none"> <li>• Monroe Doctrine warning against European colonization in the Western Hemisphere</li> <li>• Desire to acquire Oregon from Britain</li> <li>• Desire to acquire Texas from Mexico</li> <li>• Success of Democrats, who supported expansion, over Whigs, who did not</li> </ul>
Economic	<ul style="list-style-type: none"> <li>• Farmland for settlers</li> <li>• Access to rich resources</li> <li>• Land for southern crops such as cotton</li> </ul>

**Analyze Images** People had different reasons for supporting Manifest Destiny. **Analyze Charts** How might people's values lead them to support Manifest Destiny?



◀ This election banner shows James Polk and his running mate George Dallas.

**Chunking Text** breaks down complex content into more manageable parts. This strategy helps students identify key ideas and synthesize information.

# Engage Students with Text


Actively engage students with **Reading Checks**, **Visual Analysis** questions, and **Quest Connections**.

Integrated **Reading Checks** provide formative touch points to assess comprehension. Analysis skills, like Identify Main Ideas, are highlighted before each question.

**Quest Connections** allow students to revisit the Topic-level inquiry in the Active Journal. Pause, reflect, rethink ideas!


**Analyze Images** questions help students make observations and inferences while connecting their reading to Social Studies concepts.

### Quest CONNECTIONS

What were the causes of the war? Note your ideas in your  Active Journal.

**Analyze Images** The roots of the Mexican-American War lay in events that happened long before the war started. **Analyze Charts** How did land disputes lead to the war?

Meanwhile, Mexico feared the United States would go ahead with annexation. Out of desperation, Mexico offered a deal: It would accept the independence of Texas if Texas rejected annexation. Texans, however, would not give up on joining the union. They spread rumors that Texas might ally itself with the United Kingdom. This scared Congress into passing a joint resolution, in 1845, admitting Texas to the Union. The annexation of Texas set the stage for conflict with Mexico.

 **READING CHECK Identify Main Ideas** How did President Polk help fulfill America's Manifest Destiny?

### The Mexican-American War

The annexation of Texas outraged Mexicans. They had not accepted Texan independence, much less annexation. They also worried that Americans might encourage rebellions in California and New Mexico as they had in Texas.

At the same time, Americans resented Mexico. They were annoyed when Mexico rejected President Polk's offer of \$30 million to buy California and New Mexico. Many Americans felt that Mexico stood in the way of their country's Manifest Destiny.

**The Clash Begins** A border dispute finally caused war. Both the United States and Mexico claimed the land between the Rio Grande and the Nueces (noo AY says) River. In January 1846, Polk ordered General Zachary Taylor to set up posts in the disputed area. Polk knew the move might lead to war. In April 1846, Mexican troops crossed the Rio Grande and clashed with the Americans. At Polk's urging, Congress declared war on Mexico.

Americans were divided over the conflict. Many in the South and West were eager to fight, hoping to win new lands. Some northerners opposed the war. They saw it as a southern plot to add slave states to the Union. Still, the war was generally popular. When the army called for volunteers, thousands of recruits flocked to the cause.

### Causes of the Mexican-American War

Texas wins independence from Mexico.
Supporters of Manifest Destiny seek more U.S. territory in the West.
The United States annexes Texas, outraging Mexicans.
Mexico and Texas both claim an area of land.
Supporters of Manifest Destiny push to gain control of Mexican lands.
President Polk sends U.S. troops into the area claimed by both Mexico and Texas.
Mexican troops enter that area and clash with U.S. troops.

Display the Interactive Map: The Growth of the West to 1860, and click on the red circles. Ask: What were the most important causes of westward expansion. (Sample response: to get farmland, to search for gold and other minerals, and for religious freedom.)

#### ACTIVE CLASSROOM

Use the Circle Write strategy to help students explore The Growth of the West Interactive Map. Break students into groups and write this prompt on the board: What was the most important reason people migrated west? Have students write as much as they can in response to the question in one minute. Then have them pass their writing to the person on their right. That person tries to improve or elaborate on the response. Students continue to switch until the paper comes back to the first person. The group then chooses the best response and shares it with the class.

#### ANSWERS

**Use Visual Information** Sample response: They had to work very hard in remote places and be persistent.

308 Lesson 4.7 • Manifest Destiny in California and the Southwest

**INTERACTIVE**  
Growth of the West to 1860

**Academic Vocabulary**  
*allocation* = the dividing up of something for a special purpose

**Historical Note**  
The name "California" was first used by Europeans in 1492. They became known as "Californians" in 1849. They became known as "Californians" in 1849. They became known as "Californians" in 1849.

**Conflict Over Water**  
While California has a variety of climates and landscapes, many areas of California are naturally dry, especially in the south. Not surprisingly, as the population grew, people quarreled over water **allocation**.

**Two Systems of Water Rights**  
Two systems of water rights developed. One system, based in common law, gave water rights to the people who first placed water in a pipe. This system commonly gave first water rights to missions and pueblos, which were normally built near rivers or lakes.

308 Lesson 4.7 • Manifest Destiny in California and the Southwest

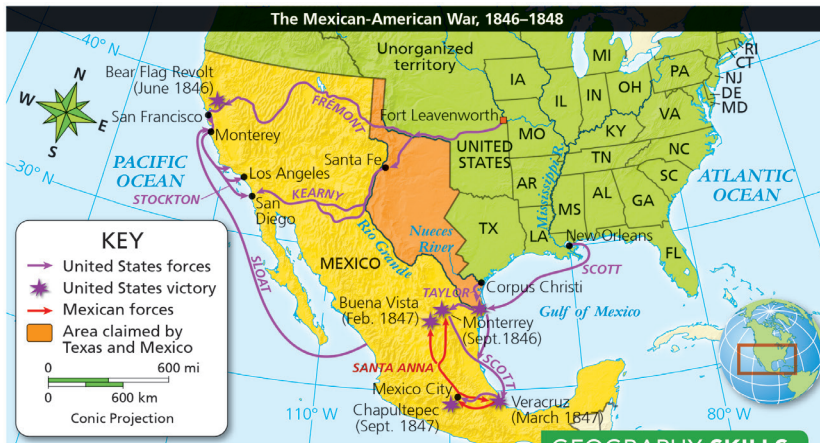
#### INTEGRATED ENGLISH LANGUAGE DEVELOPMENT

**Collaborative** Introduce the topic by reviewing the 31st State with students. Remind students that they should speak differently in different social and academic situations.

**Emerging** Support students as they draw clear comparisons between the academic language of the text and the more casual language of the James Marshall quote.

Have students identify examples of casual language in the quotation, like "it made my heart thump."

**Expanding** Working in pairs, have students share descriptive, entertaining sentences about what it may have felt like to participate in the gold rush.



**Fighting on Multiple Fronts** During the Mexican-American War, the United States attacked on several fronts at once.

General Taylor crossed the Rio Grande into northern Mexico. In February 1847, he met Mexican General Santa Anna at the Battle of Buena Vista. The Americans were outnumbered more than two to one, but they were better armed and better led. After fierce fighting and intense artillery fire, they forced Santa Anna to retreat.

A second army under General Winfield Scott landed at the Mexican port of Veracruz. After a long battle, Scott took the city. He then headed toward Mexico City, the capital.

A third army, led by General Stephen Kearny, captured Santa Fe without firing a shot. Kearny then hurried on to San Diego. After several battles, he won control of southern California early in 1847.

Even before hearing of the war, Americans in northern California had begun a revolt against Mexican rule. The rebels declared California an independent republic on June 14, 1846. They nicknamed their new nation the **Bear Flag Republic**. Within a month, U.S. forces claimed California for the United States. Led by John C. Frémont, rebel forces drove the Mexican troops out of northern California.

By 1847, the United States controlled all of New Mexico and California, and Scott was headed for Mexico City. Blocking his way was the Mexican army in a well-protected position. But in the ensuing Battle of Cerro Gordo, American troops outmaneuvered the Mexicans, who suffered heavy losses and were forced to retreat.

#### GEOGRAPHY SKILLS

The Mexican-American War was fought over a vast amount of territory.

- Movement** What were the similarities between American land and sea strategies?
- Infer** Why do you think the Americans attacked Mexico by sea instead of sending the armies overland through Texas?

**Active Classroom** strategies appear in every lesson in the Teacher Edition.



**Geography Skills** develop students' ability to "read" and analyze map features, and draw relevant conclusions based on evidence.

# Scaffold Complex Text

Scaffolding the lesson helps students read the text independently and focus on meaning.

More concept maps! Notice the **Comprehension Questions** that trigger higher-order thinking.



### GEOGRAPHY SKILLS

By 1848, the United States extended from the Atlantic Ocean to the Pacific Ocean.

- Interaction** How would expansion of the United States across the continent change the character of the land?
- Identify Main Ideas** What was the impact of the Mexican-American War on the growth of the United States?

The Reading Checks throughout the lesson support **Close Reading** with complex text.

Then, at the edge of Mexico City, Scott's forces faced one last obstacle. Teenage Mexican cadets, or soldiers in training, made a heroic stand at Fort Chapultepec (chah POOL tuh pehk). Today, Mexicans honor those young cadets as heroes. At the battle's end, however, American forces captured Mexico City, and the war was essentially over. Scott's Mexico City campaign remains one of the most successful in U.S. military history.

**The War Ends** The Mexican-American War officially ended in 1848 when Mexico and the United States signed the **Treaty of Guadalupe-Hidalgo** (gwah duh LOOP ay hih DAHL goh). The treaty required Mexico to cede, or give up, all of California and New Mexico to the United States. These lands were called the **Mexican Cession**. In return, the United States paid Mexico \$15 million.

In 1853, the United States paid Mexico an additional \$10 million for a strip of land in present-day Arizona and New Mexico. Americans needed the land to complete a railroad. The land was called the Gadsden Purchase. With the Gadsden Purchase, many Americans felt that their dream of Manifest Destiny had been fulfilled.

**READING CHECK** **Identify Cause and Effect** Why were Mexicans worried about the annexation of Texas by the United States?

### Mormons Settle the Mexican Cession

Winning the Mexican-American War ushered in a new era of growth. New Mexico Territory, now the southwestern part of the United States, came to be known as the Southwest. After 1848, English-speaking settlers flocked to the Southwest. The largest group was the Mormons.

**The Mormons Move West** Mormons belonged to the Church of Jesus Christ of Latter-Day Saints. The church was founded in 1830 by Joseph Smith, a farmer in upstate New York.

Some of Smith's teachings differed from those of other Christian churches. These new teachings angered many non-Mormons, who forced the Mormons to leave New York.

The Mormons moved west and, in the 1840s, built a community they called Nauvoo on the banks of the Mississippi River in Illinois. Once again, the Mormons and their neighbors clashed. In 1844, an angry mob killed Joseph Smith, and Brigham Young was chosen as their new leader.

**A New Home in Utah** Young sought a place where Mormons would be safe from persecution. In 1847, he led an advance party into the valley of the Great Salt Lake. Soon, waves of Mormon families followed. For several years, Mormon wagon trains struggled across the plains and over the Rockies to Utah.

Young drew up plans for a large city, called Salt Lake City, to be built in the desert. The Mormon settlements in Utah grew, and eventually, in 1896, Utah became a state.

**READING CHECK Identify Cause and Effect** Why did the Mormons go to Utah?

### The 31st State

While the Mormons were moving to what would become Utah, thousands of other Americans were racing even farther west. The great California gold rush had begun.

### Quest CONNECTIONS

What was the effect of the war? Note your ideas in your **Active Journal**.

The Quest Connections improve comprehension with **Writing Analysis** and interpretation.

### Did you know?

Five companies of Mormon settlers walked all the way to Salt Lake City pushing their belongings in handcarts like the one shown here.

One of the best parts of reading is discovering. **Did you know?** adds interest and background knowledge.



Hundreds of authentic **Visual Aids** show and tell so students can better grasp concepts.

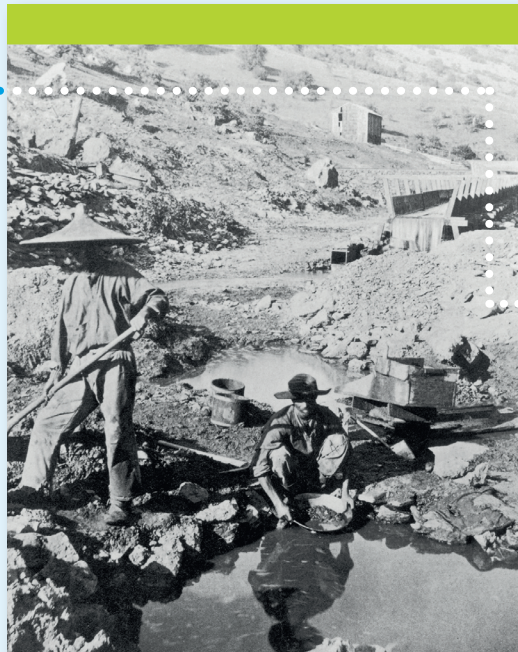
# Build Content Knowledge

The text supports comprehension while developing all social studies skills for American History.

**Primary Source** excerpts offer students analysis opportunities of first-person eyewitness accounts, making history come to life!

Access  
More  
Online!

**Interactive Maps** engage students and let them explore how events unfolded over time.



**Analyze Images** Two Chinese American forty-niners. **Use Visual Information** What difficulties did forty-niners face?

**INTERACTIVE**  
Growth of the West to 1860

**Academic Vocabulary**  
**allocation** • n., the dividing up of something for a special purpose

**The Rush to California** In 1848, John Sutter was having a sawmill built on the American River, north of Sacramento, California. Sutter had hired James Marshall to supervise the job. Early on January 24, Marshall was out making inspections. He later recalled the events of that day:

**Primary Source**

"As I was taking my usual walk, . . . my eye was caught with the glimpse of something shining in the bottom of the ditch. . . . I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold."

—James Marshall, quoted in *Hutchings' Illustrated California Magazine*, 1857–1858

Sutter tried to keep the news a secret, but word spread quickly. Soon, thousands of Americans caught "gold fever," along with people from Europe, China, Australia, and South America. More than 80,000 people made the journey to California in 1849. They became known as **forty-niners**, a nickname created in reference to the year they arrived.

Very few miners actually struck it rich, and many went broke. In some cases, wives made more money at home than their husbands did in the mines. "I have made about \$18,000 worth of pies," one woman boasted.

Many miners left the gold fields, but they stayed in California. In time, they found jobs or took up farming.

**Conflicts Over Water** While California has a variety of climates and landscapes, many areas of California are naturally dry, especially in the south. Not surprisingly, as the population grew, people quarreled over water **allocation**.

Two systems of water rights developed. One system, based in common law, gives water rights to the people who live in a place where water is. This system commonly gave first water rights to missions and pueblos, which were normally built near rivers or lakes.





- Digital resources like **Interactive Maps** provide students with extended opportunities to explore content.

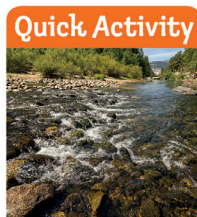
The other system of water rights developed in the gold rush mining areas. To the miners, water was like gold: whoever found it owned it. If your neighbor upstream took water from a river, there might not be any left for you. Conflicts over water rights led to legal and political battles between missions, ranchers, miners, and farmers.

Many conflicts involved farmers who needed water for their crops or missions that needed water for their residents. Farmers complained that the mining process polluted the water, making it unfit for agriculture. The conflicts over water were never completely resolved and continue to the present time.

**Statehood for California** The gold rush brought big changes to California. Almost overnight, San Francisco grew into a bustling city. In the gold fields, towns sprang up just as quickly. Greed led some forty-niners into crime. Murders and robberies plagued many mining camps.

Californians realized that they needed a strong government to stop such lawlessness. **Consequently**, in November of 1849, they drafted a state constitution and then asked to be admitted to the Union. Their request caused an uproar because of the slavery issue. After a heated debate, California was admitted to the Union as a free state as part of the Compromise of 1850. But the question of whether new states could allow slavery would continue to cause bitter disagreements that further divided the nation.

**READING CHECK** **Sequence** How did California grow to statehood?

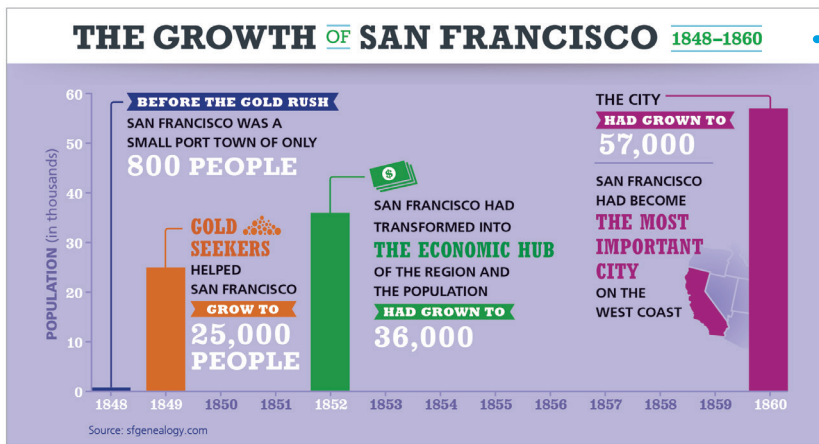


**Quick Activity**  
Investigate ways in which rivers and streams helped determine where people settled in California.

- The Active Journal provides a **Quick Activity** with opportunities for student interaction in partner or team collaborations.

**Academic Vocabulary**  
**consequently** • *adv.*, as a result

- **Academic Vocabulary** support at point-of-use helps striving readers and ELs access the content of the text.



**Analyze Images** The gold rush transformed San Francisco from a small port town into a major city. **Analyze Charts** How did immigration and migration impact the settlement of San Francisco?

- Developing **visual literacy** skills is key to accessing content. Integrated questions encourage students to analyze charts, maps, graphs, and other visuals.

# Improve Achievement

**Formative Assessments** and **Digital Resources** ensure understanding and continuous improvement.

Drive student engagement and excitement with digital learning tools. The **Interactive** icon indicates extended learning online:

- Interactive 3-D Models
- Interactive Maps
- Interactive Charts & Graphs
- Interactive Image Galleries
- Interactive Political Cartoons
- Interactive Timelines
- Interactive Primary Sources

Students engage in analysis of **Primary Source Images** that bring the content to life.

**INTERACTIVE**  
The People of California

## The Effects of Migration to California

Westward expansion had many effects on the cultures and peoples of California. The gold rush brought diverse groups of people into contact with each other in the West.

**A Mix of Cultures** Most newcomers were white Americans from the East. Far more white men than women had joined the quest for gold. As a result, white men far outnumbered white women, making single women very sought after. This increased women's bargaining position and their stature, enabling them to achieve some rights that women elsewhere were denied.

The shortage of women also helped break down barriers between groups. In some areas, intermarriage between white men and Mexican women became more common.

California's mining camps included African Americans who had escaped from slavery in the South, free African Americans, and American Indians. There were also people from Hawaii, China, Peru, Chile, France, Germany, Italy, Ireland, and Australia.

Before the gold rush, California's population had included large numbers of Mexicans. Mexican Americans faced serious hardships. In the years following California statehood, many Mexican Americans lost land that their families had owned for generations.

**Analyze Images** People of all races came to California from across the country and around the world. **Identify Supporting Details** How did the gold rush change California's population?



### Writing Workshop Arguments

As you read, build a response to this question: What role should the government play in the development of a nation's infrastructure? The prompts below will help walk you through the process.

**Lesson 1 Writing Task: Introduce Claims** Write two sentences that summarize your position on the government's role in creating a national infrastructure. This will be the position you defend in the argument you will write at the end of the topic.

American Indians fared even worse. Many were driven off the lands where they lived. Without any means to earn a living, large numbers died of starvation or disease brought by the newcomers. Others were murdered. In 1850, about 100,000 American Indians lived in California. By the 1870s, their population had dwindled to 17,000.

Lured by tales of a "mountain of gold," thousands of Chinese immigrants crossed the Pacific Ocean to California. At first, they were welcomed because California needed workers. When Chinese people staked claims in the gold fields, however, white miners often drove them off. Despite such injustice, many Chinese Americans stayed in California. Their contributions helped the state to grow. They shaped the environment by draining swamplands and digging irrigation systems to turn dry land into fertile farmland.

Free blacks also joined the gold rush. Some became well-off by starting and running businesses. By the 1850s, California had the wealthiest African American population of any state. Yet, African Americans faced discrimination and were denied certain rights.

**Changes to the Region** In spite of its problems, California continued to grow and prosper. Settlers from other states and immigrants from all over the world kept arriving. With their diverse backgrounds, the newcomers helped create California's identity. The economy grew as commerce and mining expanded. Agricultural production and the growth of the oil industry accounted for much of California's early economic growth. Cities and roads grew to accommodate the increase in people and goods.

**READING CHECK** Identify Cause and Effect Why did so many American Indians die of disease as newcomers moved westward?

## Lesson Check

### Practice Vocabulary

1. What happened to the Bear Flag Republic?
2. What did Mexico cede in the Treaty of Guadalupe-Hidalgo?
3. Who were the forty-niners?

### Critical Thinking and Writing

4. **Identify Main Ideas** How were Americans influenced by the idea of Manifest Destiny?



**Analyze Images** This 1868 photo shows environmental damage near Dutch Flat, California, caused by hydraulic gold mining.

**Sequence** Based on details in the photograph, describe how hydraulic mining damaged the environment.

..... The **Writing Workshop** in the Active Journal supports evidence-based writing.

- Narrative
- Research
- Argumentative

Every image is intentional and purposeful to support students' understanding of the content. Higher-level questions encourage students to use **evidence** from the image to support their claims.

..... The **Lesson Check** monitors students' mastery of social studies skills at regular intervals.

- Practice Vocabulary
- Improve Critical Thinking and Writing

# Promote Deeper Thinking

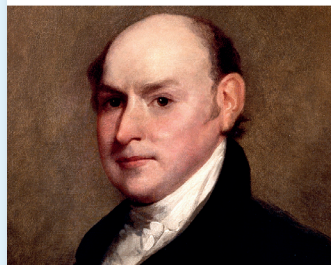
Develop critical and analytical thinkers through **Source Analysis**. Primary Source, Analysis Skills, and Biographies are found in each Topic.

**Primary Sources** engage students in the critical analysis of extended documents like speeches, journal entries, legal documents, and more.

**Reading and Vocabulary Support** provides students with close reading strategies to access complex primary source text.

**Analyzing Primary Sources** requires students to cite text evidence to support their ideas.

## Primary Sources



### John Quincy Adams, Speech on Independence Day

On July 4, 1821, U.S. Secretary of State John Quincy Adams gave a speech stating his view of the United States' role in the world. His ideas influenced American foreign policy for decades to come.

◀ John Quincy Adams, Secretary of State 1817–1825

#### Reading and Vocabulary Support

- ① What do you think Adams means by “modifications of internal government”?
- ② *Vicissitudes* means “unexpected changes.”
- ③ *Consecrated* means made sacred or very special.
- ④ What does “abstained from interference” mean?
- ⑤ What do you think the word *dominion* means?

In the progress of forty years since the acknowledgement of our Independence, we have gone through many modifications of internal government ①, and through all the vicissitudes ② of peace and war, with other powerful nations. But never, never for a moment have the great principles consecrated ③ by the Declaration of this day been renounced or abandoned.

And . . . what has America done for the benefit of mankind? . . . America [has] proclaimed to mankind the inextinguishable rights of human nature and the only lawful foundations of government. America, in the assembly of nations, . . . has uniformly spoken among them, though often to heedless and often to disdainful ears, the language of equal liberty, of equal justice, and of equal rights. She has . . . respected the independence of other nations while asserting and maintaining her own. She has abstained from interference ④ in the concerns of others. . . . Wherever the standard of freedom and Independence has been or shall be unfurled, there will her heart . . . and her prayers be. But she goes not abroad in search of monsters to destroy. . . . She well knows that by once enlisting under other banners than her own, were they even the banners of foreign Independence, . . . [s]he might become the dictatress of the world, [but s]he would be no longer the ruler of her own spirit. . . . [America’s] glory is not dominion ⑤, but liberty. Her march is the march of mind. She has a spear and a shield, but the motto upon her shield is, Freedom, Independence, Peace.

#### Analyzing Primary Sources

Cite specific evidence from the document to support your answers.

1. **Determine Author’s Point of View** According to Adams, what should the United States do if other countries go to war?
2. **Analyze Information** What does Adams mean in saying that by “enlisting under other banners than her own . . . [s]he would be no longer the ruler of her own spirit”?

## Analysis Skills

### Interpret Economic Performance

Follow these steps to help you interpret economic performance.



INTERACTIVE

Analyze Data and Models

**1 Identify the type of statistics being presented** Economists use statistics called economic indicators. These statistics help them to determine if the economy is improving or declining. They include

- **Money supply:** total amount of money that a country has in circulation
- **GDP:** total market value of all goods and services produced by a country
- **Current Employment Statistics, or CES:** information on rates of employment, unemployment, and wages and earnings
- **Housing Starts:** number of new private homes and housing units being built
- **Consumer Price Index, or CPI:** measures changes in retail prices
- **Producer Price Index, or PPI:** measures the average selling price of goods and services that are produced in a country

- **Consumer Confidence Index, or CCI:** tracks how consumers feel about the state of the economy
- **Retail Numbers:** statistics measuring sales in retail and food service industries
- **Manufacturing Trade Inventories and Sales:** tracks production, trade sales, and shipments by manufacturers
- **Standard & Poor's 500 Stock Index, or S&P 500:** a list of 500 stocks that help economists and the financial industry measure how companies are performing

**2 Determine how the information is being presented** Is the information displayed in a line graph, a bar graph, a circle graph, or in some other type of figure?

**3 Evaluate what the graph or figure is displaying** Does the information show the relationship between two different economic factors? Is it showing an increase or a decrease?

Each topic incorporates the **Analysis Skill Standards**. Students develop important critical thinking skills directly applied to Social Studies content.

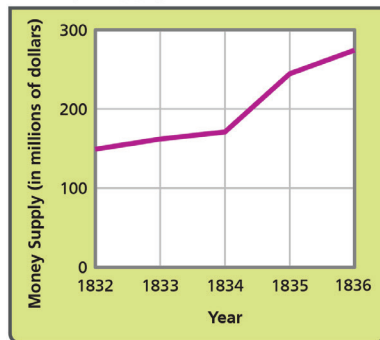
#### Examples Include:

- Compare Different Points of View
- Distinguish Cause and Effect
- Relate Events in Time
- Identify Central Issues and Problems
- Interpret Economic Performance
- Assess Credibility of a Source
- Conduct a Cost-Benefit Analysis

#### Step-by-Step Approach

guides students through the analysis process to develop and reinforce important skills.

Money Supply, 1832–1836



Price Levels, 1832–1836

Year	Index of Prices (year-to-year percentage change)	Total Value of Gold and Silver Coins (in millions of dollars)
1832	–	31
1833	4	41
1834	5	51
1835	20	65
1836	13	73

# Review and Assess

The **Topic Assessment** provides thoughtful review and practice to meet State Standards.

The **Visual Review** displays the topics main events and relationships *before* assessment.

Inquiry learning culminates with **Quest Findings**. Students use their Active Journal for observations, analysis, and performance-based writing.

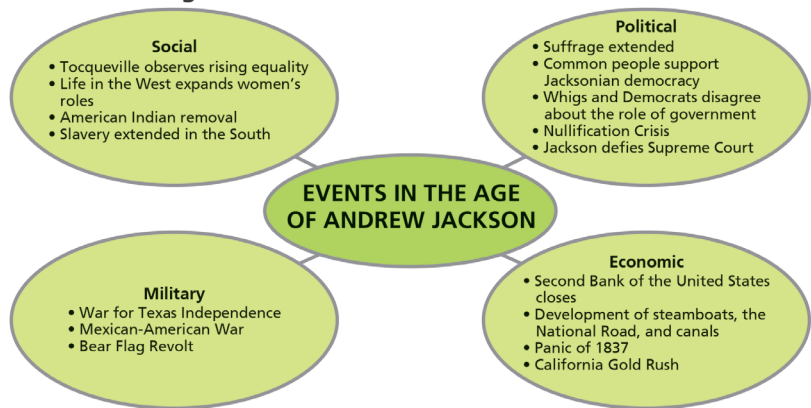
The **Reading Review** in the Active Journal provides activities to review key vocabulary. Graphic organizers support application of literacy skills with the content.

TOPIC  
**6**

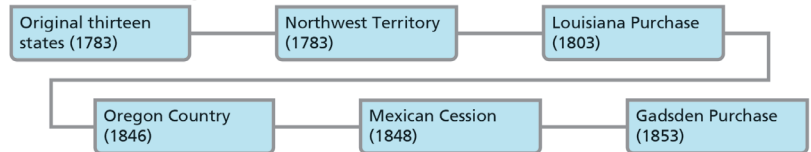
## Review and Assessment

### VISUAL REVIEW

#### Events in the Age of Andrew Jackson



#### Manifest Destiny



### READING REVIEW

Use the Take Notes and Practice Vocabulary activities in your Active Journal to review the topic.



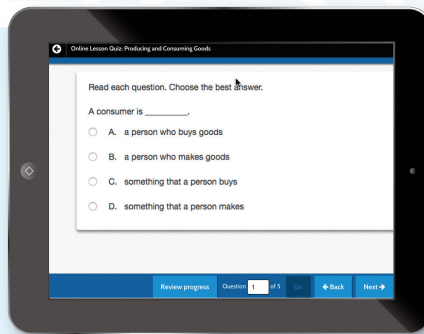
#### INTERACTIVE

Practice vocabulary using the Topic Mini-Games

### Quest FINDINGS

#### Conduct Your Civic Discussion

Get help for conducting your discussion in your Active Journal.



The digital course also includes these assessment options:

- **Pre-Test** - One per Grade Level
- **Lesson Quizzes** - Formative Assessments
- **Chapter Tests** - Summative Assessments

## ASSESSMENT

### Vocabulary and Key Ideas

1. **Describe** How did **suffrage** change during the early years of the Age of Jackson?
2. **Check Understanding** Why did many people disapprove of the **spoils system**?
3. **Define** What was the **frontier**?
4. **Recall** What happens during a **depression**?
5. **Describe** How is a **caucus** different from a **nominating convention**?
6. **Use** What was the significance of the **National Road**?
7. **Check Understanding** What happened when Mexico signed the **Treaty of Guadalupe-Hidalgo**?

### Critical Thinking and Writing

8. **Identify Point of View** Write a paragraph identifying the points of view the Whig Party and the Democratic Party held on major issues. What can you conclude about each party's point of view on the government's role in the economy?
9. **Explain an Argument** Explain how the issues of states' rights and nullification affected the nation during the Age of Jackson.
10. **Summarize** What is Manifest Destiny and how did this idea affect Americans and the people they encountered in the West?
11. **Revisit the Essential Question** Why did people move into the West? Think about the varied groups of people who settled in the West and their reasons for leaving their homes.
12. **Writing Workshop: Write a Narrative** Using the passages and notes you have written in your Active Journal, write a narrative from the perspective of a person moving westward during this time period. Tell about important or memorable events during your journey. Include description and sensory details to bring the narrative alive for readers. Create a strong opening and a memorable ending.

### Analyze Primary Sources

13. The quotation presents one view of the conflict about
  - A. the Second Bank of the United States.
  - B. the Indian Removal Act.
  - C. the "corrupt bargain."
  - D. states' rights.

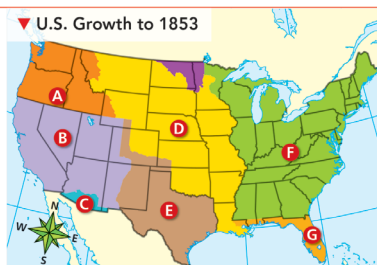
"When the laws undertake . . . to make the rich richer and the potent more powerful, the humble members of the society—the farmers, mechanics, and laborers—who have neither the time nor the means of [getting] favors for themselves . . . have a right to complain of the injustices of their government."

—President Andrew Jackson

### Analyze Maps

Use the map to answer the following questions.

14. The Trail of Tears ended in which territory? Where did these American Indians live before they were relocated?
15. How did the Oregon Trail get its name? In which territory did the Oregon Trail begin?
16. Which territory did the United States acquire following the Mexican-American War? Which states were formed from this territory?



The Topic **Assessment** brings it all together, helping students make connections, analyze, and synthesize information.

- Vocabulary and Key Ideas
- Critical Thinking and Writing
- Analyze Primary Sources
- Analyze Maps

American History

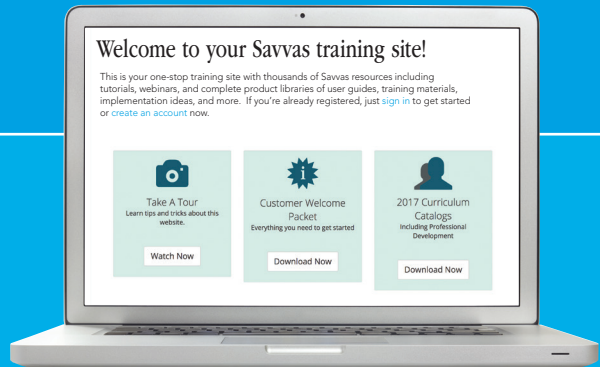
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