

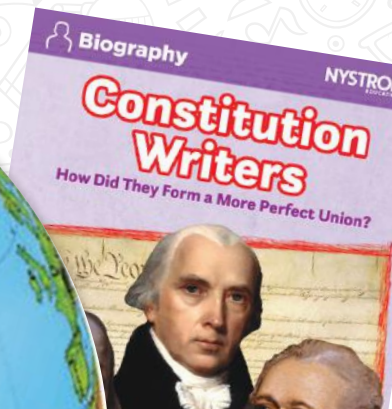
PROGRAM SAMPLER

Grade 5 *Investigate*

5

NYSTROM

Young Citizens





Grade 5 Sampler

Contents

Program Overview	4–5
Digital Platform	6–7
Leveled Student Readers	8–9
Teacher's Guide	10–25
Table of Contents	12–14
Chapter 5 Introduction	15–18
Chapter 5, Lesson 2.....	19–25
Student Handouts	26–31
Student Book.....	32–51
Table of Contents	34–37
Chapter 5 Introduction	38–39
Chapter 5, Lesson 2.....	40–49





At Social Studies School Service, we have long lived by the credo of constant refinement and improvement. And I am so proud of how we've improved the widely adopted Nystrom elementary program, building on the long legacy of Nystrom's leading role in hands-on learning, to create our new Nystrom Young Citizens program.

We listened to elementary teachers from across the country and have spent several years incorporating a rich literacy component of leveled student readers, a student narrative that tackles standards with more rigor, and a highly interactive digital experience. The program (literally) draws on the activity maps and globes that form the core of our hands-on learning.

Nystrom Young Citizens is about cultivating the essential skills of citizenship that form the foundation for engagement in community, country, and the world. Each leveled reader includes an activity focused on taking informed action. The characters in the narrative come from diverse backgrounds and model how to interact in a pluralistic society.

Our company is motivated by the mission of creating teaching and learning tools that make students want to reach for new heights while immersing themselves in the learning process. We feel that engaged students lead to engaged citizens and giving our students essential citizenship skills prepares them for lifelong success.

Thanks for considering Nystrom Young Citizens!

Sincerely,

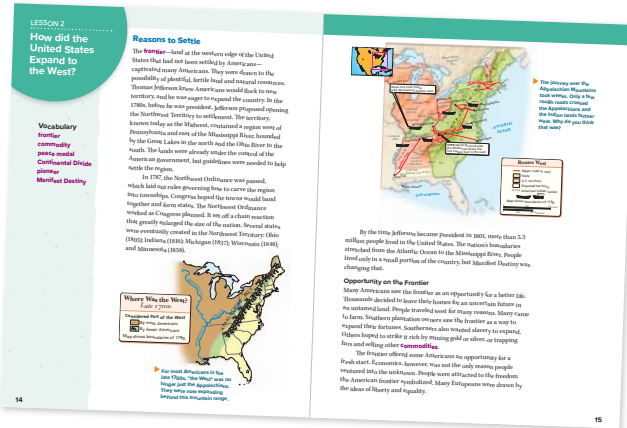
David Weiner
CEO

If you have any questions about the curriculum,
contact your state curriculum specialist or write to

access@socialstudies.com

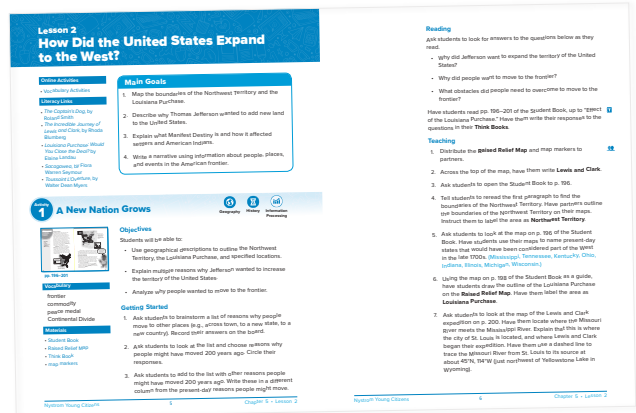
Grade 5 Program Overview

Nystrom Young Citizens is a comprehensive, hands-on elementary curriculum designed to meet the needs of your diverse students. The multi-purpose approach supports student-led inquiry and deepens learning by placing the focus on academic rigor, literacy, hands-on activities, digital integration, and assessments for United States history. Modern students need multiple ways to interact with content while building key skills like reading, writing, critical thinking, discussion, and listening. These resources are easy-to-incorporate into any classroom and meet state standards and teacher needs.



TEACHER'S GUIDE

Make lessons straightforward and easy to prepare with clearly organized, step-by-step instructions



STUDENT BOOK CLASS SET OF 30

Strengthen student understanding of concepts and inquiry skills with readings that incorporate primary sources and historical analysis



3-D RAISED RELIEF MAP CLASS SET OF 15

Show the physical features of the United States in three dimensions with this class set of markable desk maps that display natural regions, including mountains, rivers, forests, and deserts, as well as clearly illustrate elevation and landforms

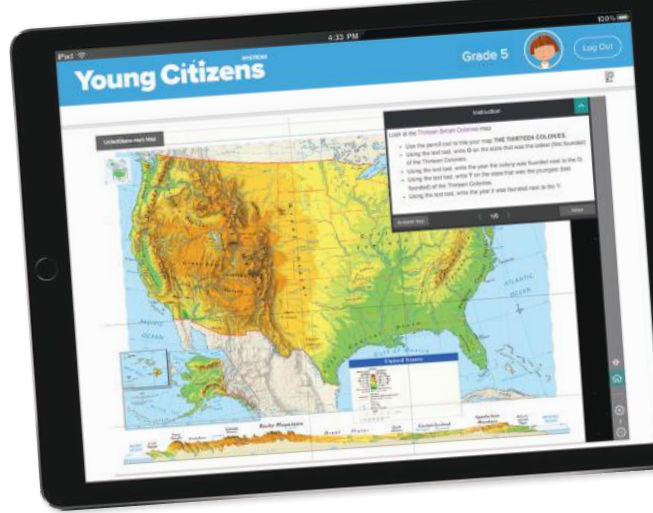
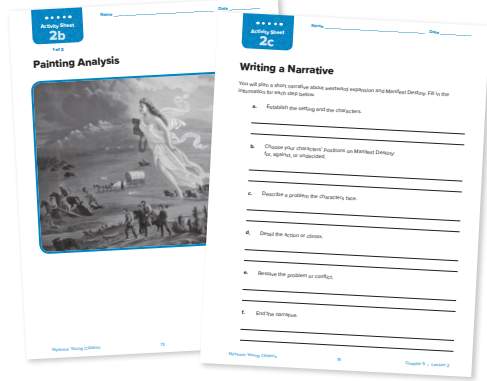
GROUP ACTIVITY CARDS 6 SETS OF 6

Encourage collaborative learning and effective communication with six sets of cards corresponding with each chapter of the student book

- Using Group Activity Cards
- Lost Colony of Roanoke
- Salem Witch Trials
- Choosing Sides in the Revolution
- Klamath Lake Massacre
- Choosing Sides in the Civil War

STUDENT HANDOUTS

Keep reproducibles in one convenient place. This booklet includes master copies of all letters home, worksheets, and chapter reviews

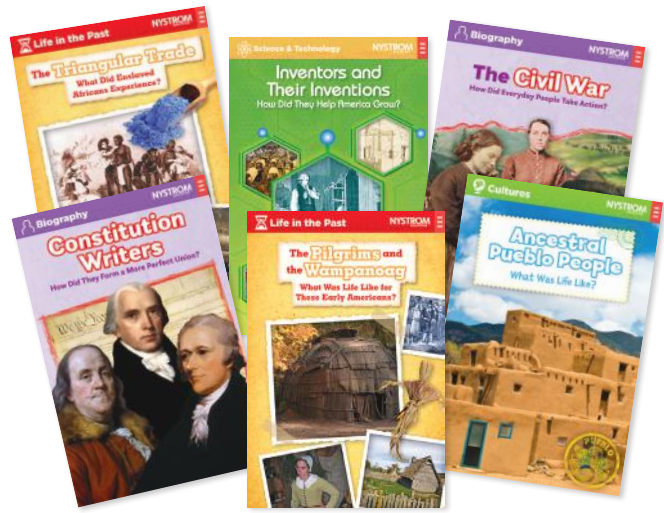


▲ DIGITAL PLATFORM

Give students and teachers access to content anywhere, anytime

LEVELED STUDENT READERS 6 SETS OF 30

Promote literacy with six readers covering the same content at four reading levels, illustrating and expanding on topics from the student book



◀ U.S./WORLD DESK MAP CLASS SET OF 30

Support geography standards with a class set of markable United States and world desk maps that explore earth's physical features and align with activities in the student book

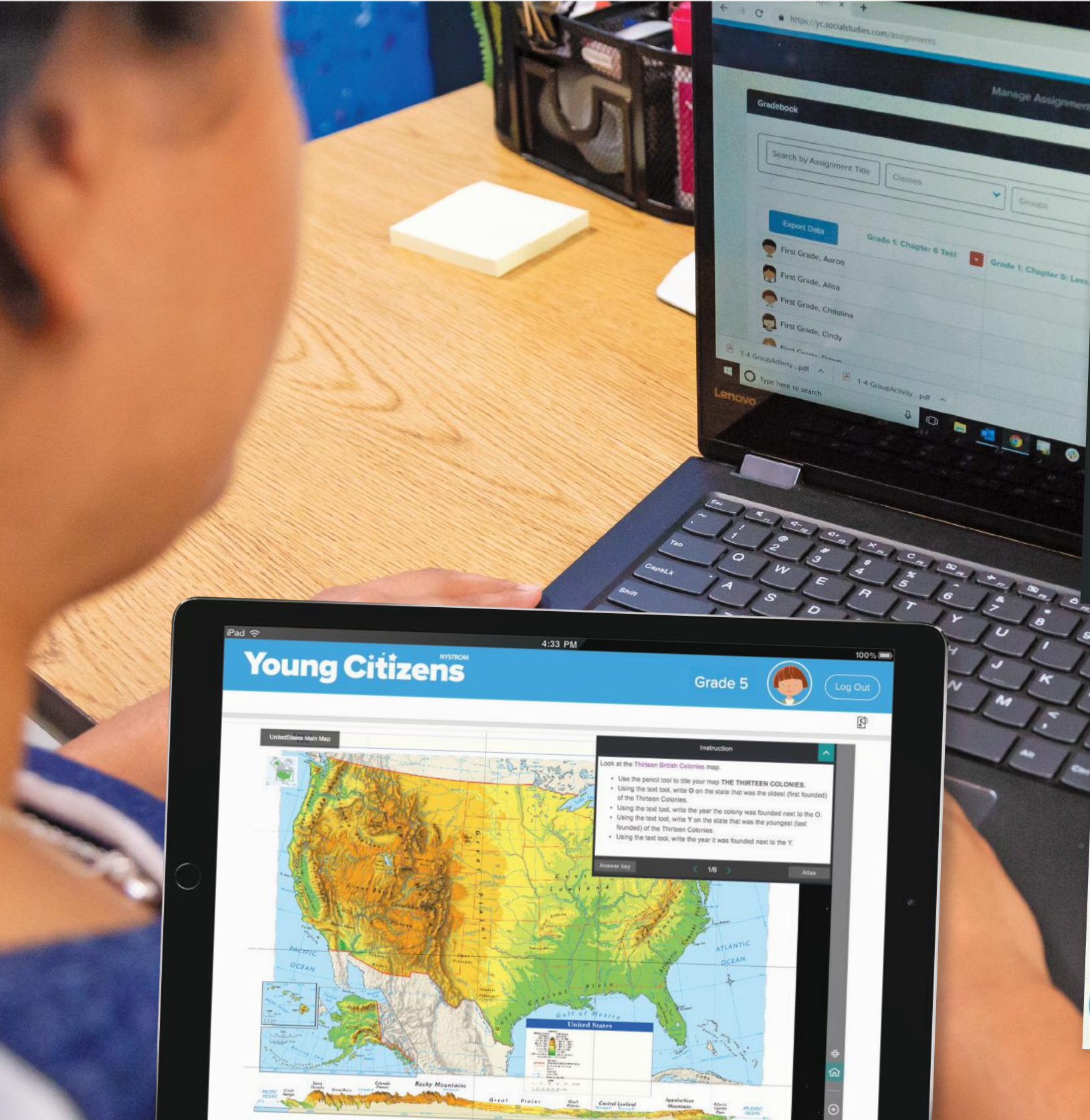
ACTIVITY GLOBE CLASS SET OF 6 ▶

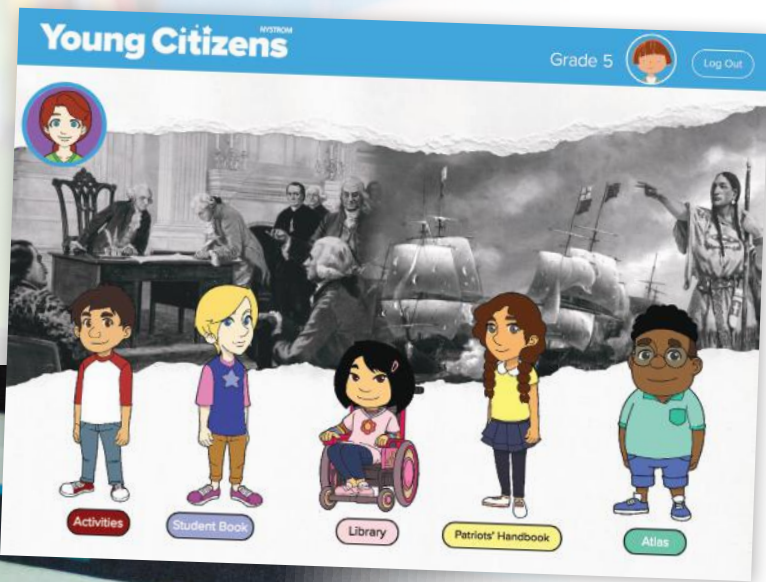
Hands-on globes give students the opportunity to use wet-erase markers to explore world features through activities from the teacher's guide



Digital Platform

Set your classroom up for success with the Nystrom Young Citizens digital platform, which gives students and teachers the ability to utilize the resources at home and in school. Seamlessly integrate the print and digital materials that suit your needs.

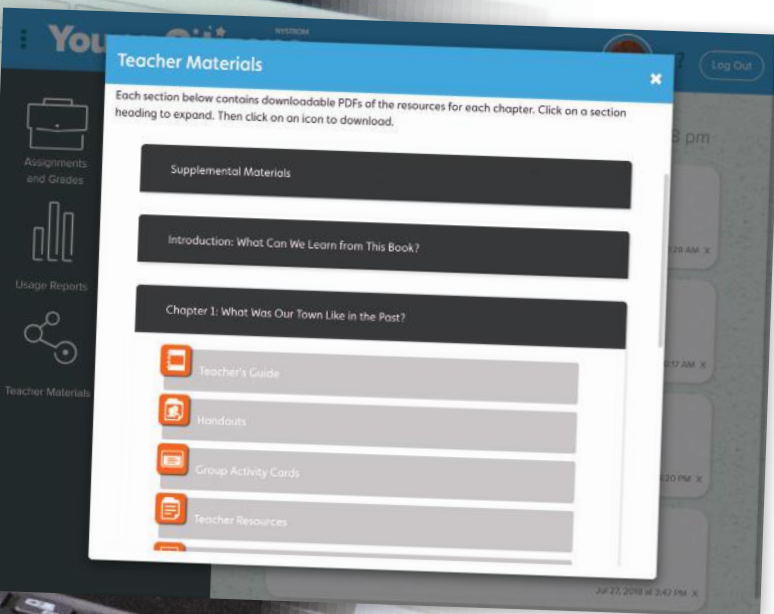




Student Materials

Rigorous and engaging digital activities

Every chapter includes accompanying activities designed to require varying levels of depth of knowledge while developing skills, covering content, and reinforcing vocabulary. Mapping activities provide students with a hands-on approach to geographic literacy. Activities are designed to be simple, yet engaging for each learning task.



Teacher Materials

Ready-to-print resources all in one place

The teacher's guide is available online, which includes printable activity sheets and tests to use in class. Lesson closures, letters home, state maps, group activity cards, supplemental resources, and graphic organizers are also available to download.



Assessments

Available digitally for every chapter

Formative assessments allow students to practice skills and reinforce concepts taught in the student book. The summative assessment, final chapter test, is available both as a downloadable print-out or a digital exam. When completed digitally, teachers can take advantage of the platform's learning management system to grade assessments and generate reports to track student process.

Leveled Student Readers

The library of non-fiction readers provides historical social studies content at four different reading levels.

Content-specific readers are an ideal way to weave reading comprehension strategies into every chapter to maximize time spent on U.S. history.



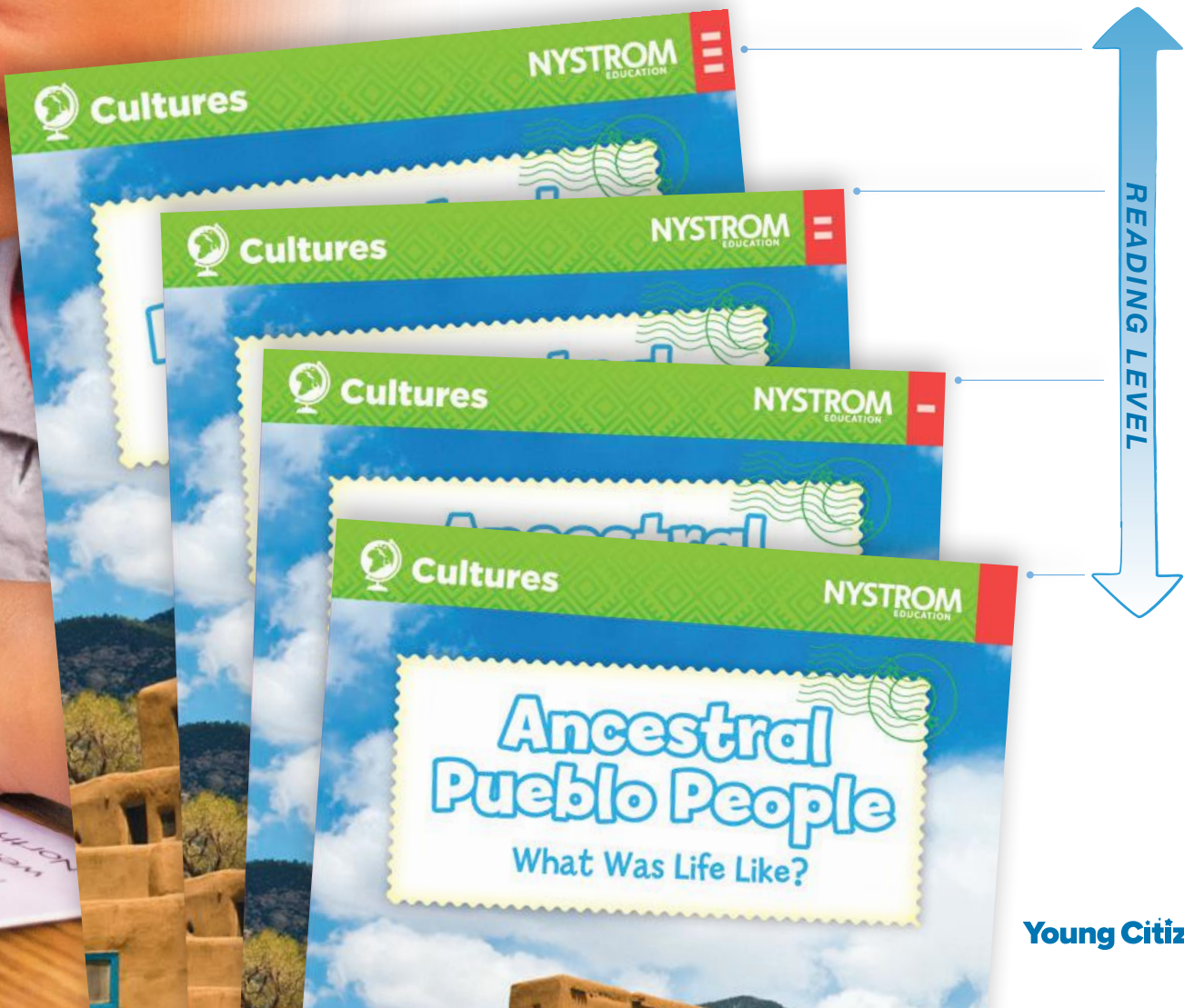
Guide students at any level
to deepen literacy skills

Each reader provides skill-building activities:


- ✓ Reading comprehension
- ✓ Primary and secondary source analysis
- ✓ Discussing and communicating results

Titles:

- The Civil War: How Did Everyday People Take Action?
- Constitution Writers: How Did They Form a More Perfect Union?
- Inventors and Their Inventions: How Did They Help America Grow?
- The Triangular Trade: What Did Enslaved Africans Experience?
- The Pilgrims and the Wampanoag: What Was Life Like for These Early Americans?
- Ancestral Pueblo People: What Was Life Like?







Teacher's Guide

The following pages contain a lesson excerpted from the Nystrom Young Citizens **Grade 5** Teacher's Guide.

Table of Contents

Chapter 5 Introduction

Chapter 5, Lesson 2

Contents

Welcome to Nystrom Young Citizens viii

Program Components ix

Educational Integrity x

How to Use the Program xviii

Additional Teaching Tips xxxv

Scope and Sequence xxxix

Introduction 1

What Can We Learn in This Book?

Chapter 1 25

What Was Life Like for the First People in the Americas?

People in the Early Civilizations 27

Chapter 1 Introduction 29

Lesson 1 30

How Did Early American Indians Live?

Activity 1 The First Americans 30

Activity 2 Farming the Three Sisters 33

Lesson Closure 35

Lesson 2 36

What Were Important American Indian Societies?

Activity 1 Mexico and Peru 36

Activity 2 Longhouses, Pueblos, and Mounds 38

Lesson Closure 40

Chapter 1 Review 41

Chapter 1 Project 43

Chapter 1 Teacher Resources 45

Chapter 2 47

Why Did Europeans Come to the Americas?

People in the 1500s and 1600s 47

Chapter 2 Introduction 48

Lesson 1 49

Why Did the Europeans Try to Cross the Atlantic Ocean?

Activity 1 To the Indies 49

Activity 2 Worlds Collide 52

Lesson Closure 54

Lesson 2 55

How Did the Spanish Conquer and Colonize the Americas?

Activity 1 Conquistadors 55

Activity 2 Spanish America 57

Lesson Closure 59

Lesson 3 60

How Did the English Create a Colony in Virginia?

Activity 1 Struggle to Survive 60

Activity 2 Enslaved Africans in Virginia 62

Lesson Closure 64

Lesson 4 65

Why Did the Pilgrims Found Their Own Colony?

Activity 1 Two Peoples, One Land 65

Activity 2 Creating a Government 67

Lesson Closure 69

NYSTROM

Young Citizens

Investigate

Chapter 2 Review 70

Chapter 2 Project 72

Chapter 2 Teacher Resources 74

Chapter 3 77

How Did the English Colonies Grow?

People of the Colonial Period 77

Chapter 3 Introduction 78

Lesson 1 79

What New Colonies Were Created by England?

Activity 1 Location, Location, Location! 79

Activity 2 Cultures Collide: Cause and Effect 81

Lesson Closure 83

Lesson 2 84

What Were the New England Colonies Like?

Activity 1 Democracy in New England 84

Activity 2 Triangles of Trade 86

Lesson Closure 88

Lesson 3 89

What Were the Middle Colonies Like?

Activity 1 Rise and Fall of New Netherlands 89

Activity 2 People of the Middle Colonies 91

Lesson Closure 93

Lesson 4 94

What Were the Southern Colonies Like?

Activity 1 Plantation Life 94

Activity 2 Indentured and Enslaved People 96

Lesson Closure 98

Chapter 3 Review 99

Chapter 3 Project 101

Chapter 3 Teacher Resources 103

Chapter 4 105

How Did the 13 Colonies Become the United States?

People of the Revolutionary War 105

Chapter 4 Introduction 107

Lesson 1 109

How Did Britain and the Colonies Come into Conflict?

Activity 1 Britain Takes Charge 109

Activity 2 Revolutionary Protests 111

Lesson Closure 113

Lesson 2 114

How Did the Revolutionary War Begin?

Activity 1 War Begins 114

Activity 2 Why We Fight 116

Lesson Closure 118

Lesson 3 119

What Is the Declaration of Independence?

Activity 1 Declaration of Independence 119

Activity 2 Impact of the Declaration 121

Lesson Closure 123

Lesson 4 124

How Did the Revolutionary War End?

Activity 1 Contributing to the Cause 124

Activity 2 Battles of the Revolution 126

Lesson Closure 128

Lesson 5 129

What Was the United States Like under the Articles of Confederation?

Activity 1 The New Nation 129

Activity 2 Problems with the Articles of Confederation 131

Lesson Closure 133

Lesson 6 134

What Happened During the Constitutional Convention?

Activity 1 Calling a Convention 135

Activity 2 Compromises in the Convention 137

Lesson Closure 139

Lesson 7 141

What Does the United States Constitution Say?

Activity 1 The Preamble 141

Activity 2 Three Branches of Government 143

Lesson Closure 145

Lesson 8 146

How Was the Constitution Ratified?

Activity 1 Federalists and Anti-Federalists 146

Activity 2 The Bill of Rights 148

Lesson Closure 150

Chapter 4 Review 151

Chapter 4 Project 153

Chapter 4 Teacher Resources 155

Chapter 5 156

How Did the United States Expand?

People on the Frontier 156

Chapter 5 Introduction 158

Lesson 1 160

What Challenges Did the United States Face?

Activity 1 George Washington's Quarreling Cabinet 160

Activity 2 What Were the Founders Thinking? 162

Lesson Closure 164

Lesson 2 165

How Did the United States Expand to the West?

Activity 1 A New Nation Grows 167

Activity 2 Settling the American West 169

Lesson Closure 171

Lesson 3 172

What Was Life Like During Westward Expansion?

Activity 1 Transportation and Inventions That Changed the Nation 172

Activity 2 Troubles for a Growing Nation 174

Lesson Closure 176

Lesson 4 177

How Did the United States Reach the Pacific Ocean?

Activity 1 Opportunities in the West (for Some) 177

Activity 2 Remember the Women 179

Lesson Closure 181

Chapter 5 Review 182

Chapter 5 Project 184

Chapter 5 Teacher Resources 186

Chapter 6188

How Did the United States Struggle to Stay Together?

People of the Civil War188

Chapter 6 Introduction190

Lesson 1192

What Was Slavery Like in the United States?

 Activity 1 Life as an Enslaved Person192

 Activity 2 Struggle to End Slavery194

 Lesson Closure196

Lesson 2197

What Happened When Slavery Moved to New Areas?

 Activity 1 Settling with Enslaved People197

 Activity 2 Compromises199

 Lesson Closure201

Lesson 3202

Why Did the Sections Grow Apart?

 Activity 1 The Cotton Kingdom and Northern Industry202

 Activity 2 Lurching Toward War204

 Lesson Closure206

Lesson 4207

How Did the Civil War Begin?

 Activity 1 Choosing Sides207

 Activity 2 Fighting the War209

 Lesson Closure211

Lesson 5212

The Union Turns the Tide

 Activity 1 Freeing the Enslaved People212

 Activity 2 Destroying the Confederacy214

 Lesson Closure216

Lesson 6217

How Did Southern States Rejoin the Union?

 Activity 1 Devastation217

 Activity 2 Fight for the New South219

 Lesson Closure221

Lesson 7222

How Did African Americans Become American Citizens?

 Activity 1 Hope of Reconstruction222

 Activity 2 The Struggle for Equality224

 Lesson Closure226

Chapter 6 Review227

Chapter 6 Project229

Chapter 6 Teacher Resources231

Answer Keys237

Introduction238

Chapter 1240

Chapter 2243

Chapter 3246

Chapter 4249

Chapter 5256

Chapter 6260

Compelling Question

How Did the United States Expand?

In this chapter, students will learn about the formation and development of the United States.

Time Frame: 5 Weeks

- 1 Students will examine the challenges the United States faced in its early years.
- 2 Students will learn about the frontier and how the United States gained the Louisiana Territory.
- 3 Students will study how new technologies spurred western settlement and the conflicts that arose from new settlement.
- 4 Students will learn how people disagreed about expansion, both of territory and of the rights of its people.
- 5 Students will complete the chapter review, project, and assessment.

Chapter 5

Custom Components and Activities

Every chapter comes with Leveled Student Readers, Group Activity Cards, and a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

Inventors and Their Inventions

This Leveled Student Reader works well with lesson 2. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

Klamath Lake Massacre

This Group Activity Card will work well with lesson 4. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People on the Frontier

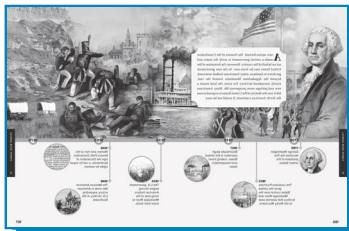
The following activity works well with all the lessons in chapter 5.

1. Divide students into small groups. Give each group a copy of **Activity Sheet 2a**. Ask students to work in their groups to fill in the activity sheet.
2. Review the answers to the activity sheet, calling on students from different groups for answers.
3. Tell students that they will make inferences about how the people shown on pp. 204–205 felt about westward expansion.
 - a. Explain that they will write a short dialogue about westward expansion in their Think Books.
 - b. The dialogue must involve at least three historical people.
 - c. Students should express how the people involved felt about personal and historical events from the time period.
 - d. Have students share their written dialogues with a partner.



Chapter 5

Introduction



pp. 184–187

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers



Geography



History



Reading

Getting Started

1. Explain to students that countries are sometimes interested in expanding their territory. Challenge them to think about why countries might want to expand.
2. Ask students to brainstorm some of the advantages and disadvantages of having more territory. Have them write some ideas in their **Think Books**. T
3. On the board, create a T-chart and add **Positives** and **Negatives** as the headings. Elicit ideas from the class to fill in each column of the T-chart.

Reading

Have students read pp. 184–187 of the Student Book.

Teaching

1. Remind students of the chapter 5 title, “How Did the United States Expand?” As a class, look at the chapter time line. Ask student pairs or small groups to identify as many answers to the chapter title question as possible from the time line. (Louisiana Purchase, steamboat/faster travel, forcing American Indians off their lands, gaining territory from the Mexican-American War, possibly increasing rights for women but students should be able to explain why they think the Declaration of Sentiments helped the United States expand.) T
2. Have students reread the introduction and the information on the time line on pp. 186–187. Instruct them to find as many specific geographical references (rivers, mountains, regions, etc.) as they can and to list them in their **Think Books**. (Appalachian Mountains, Mississippi River, and Rocky Mountains; students may also identify the Southwest.) T



3. Distribute the **U.S. Desk Map** and map markers.
 - a. Have students put mountain symbols (^^^) on the Appalachian and Rocky Mountain ranges. Ask them to trace the Mississippi River. If students mention the Southwest, have them circle the general area from the Colorado Plateau to the Mojave Desert.
 - b. Ask students where the original 13 Colonies were established. (Along the coastline of the Atlantic Ocean.) Have students outline that area on their maps.
 - c. Have students use the map scale to measure the approximate distance between the Appalachian Mountains and the Mississippi River along the 40°N latitude line. (Approximately 700 miles.) Then, have students measure the distance between the Mississippi River and the Rocky Mountains along 40°N latitude. (Approximately 700 miles.) Ask students how people might have traveled those distances before cars and airplanes existed. (Walking, horse and carriage.) Ask students to think about how the size of the United States might have made westward expansion challenging.
 - d. Have students clean, collect, and put away maps.
4. Return to the T-chart that the class created in Getting Started. Ask students if there are any more ideas that they would like to add to the chart. Explain that this chapter explores the causes, effects, positives, and negatives of American westward expansion.

Lesson 2

How Did the United States Expand to the West?

Online Activities

- Vocabulary Activities

Literacy Links

- *The Captain's Dog*, by Roland Smith
- *The Incredible Journey of Lewis and Clark*, by Rhoda Blumberg
- *Louisiana Purchase: Would You Close the Deal?* by Elaine Landau
- *Sacagawea*, by Flora Warren Seymour
- *Toussaint L'Overture*, by Walter Dean Myers

Main Goals

1. Map the boundaries of the Northwest Territory and the Louisiana Purchase.
2. Describe why Thomas Jefferson wanted to add new land to the United States.
3. Explain what Manifest Destiny is and how it affected settlers and American Indians.
4. Write a narrative using information about people, places, and events in the American frontier.

Activity

1

A New Nation Grows



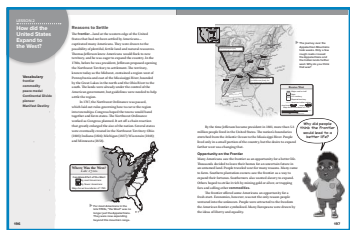
Geography



History



Information Processing



pp. 196–201

Vocabulary

frontier
commodity
peace medal
Continental Divide

Materials

- Student Book
- Raised Relief Map
- Think Book
- map markers

Objectives

Students will be able to:

- Use geographical descriptions to outline the Northwest Territory, the Louisiana Purchase, and specified locations.
- Explain multiple reasons why Jefferson wanted to increase the territory of the United States.
- Analyze why people wanted to move to the frontier.


Getting Started

1. Ask students to brainstorm a list of reasons why people move to other places (e.g., across town, to a new state, to a new country). Record their answers on the board.
2. Ask students to look at the list and choose reasons why people might have moved 200 years ago. Circle their responses.
3. Ask students to add to the list with other reasons people might have moved 200 years ago. Write these in a different column from the present-day reasons people might move.


Reading



Ask students to look for answers to the questions below as they read.

- Why did Jefferson want to expand the territory of the United States?
- Why did people want to move to the frontier?
- What obstacles did people need to overcome to move to the frontier?

Have students read pp. 196–201 of the Student Book, up to “Effect of the Louisiana Purchase.” Have them write their responses to the questions in their **Think Books**. 

Teaching

1. Distribute the **Raised Relief Map** and map markers to partners. 
2. Across the top of the map, have them write **Lewis and Clark**.
3. Ask students to open the Student Book to p. 196.
4. Tell students to reread the first paragraph to find the boundaries of the Northwest Territory. Have partners outline the boundaries of the Northwest Territory on their maps. Instruct them to label the area as **Northwest Territory**.
5. Ask students to look at the map on p. 196 of the Student Book. Have students use their maps to name present-day states that would have been considered part of the West in the late 1700s. ([Mississippi](#), [Tennessee](#), [Kentucky](#), [Ohio](#), [Indiana](#), [Illinois](#), [Michigan](#), [Wisconsin](#).)
6. Using the map on p. 198 of the Student Book as a guide, have students draw the outline of the Louisiana Purchase on the **Raised Relief Map**. Have them label the area as **Louisiana Purchase**.
7. Ask students to look at the map of the Lewis and Clark expedition on p. 200. Have them locate where the Missouri River meets the Mississippi River. Explain that this is where the city of St. Louis is located, and where Lewis and Clark began their expedition. Have them use a dashed line to trace the Missouri River from St. Louis to its source at about 45°N, 114°W (just northwest of Yellowstone Lake in Wyoming).

8. Tell students to find the Bitterroot Range on the map. Have students touch the relief around this location. Have students write a word in their **Think Books** describing the land features at this location. 
9. Ask students what challenges the landscape would have presented to Lewis and Clark. Call on students to share their ideas.
10. Using the map on p. 200, have students draw the rest of Lewis and Clark's route to the Pacific Ocean using dashed lines.
11. **Summarizing and Assessing:** Ask students to share their responses to the Think Book prompts in small groups. Then, have the small groups report to the class. 
 - a. Have students return to the list from the Getting Started activity. Ask them what the Student Book listed as reasons people moved to the frontier. Ask students to name what reasons were mentioned in the book that they did not mention in the Getting Started activity.
 - b. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Ask students to trace the actual route of Lewis and Clark to and from the Pacific Ocean on the Raised Relief Map, including their separate paths on their return trip. Have them name the states that Lewis and Clark traveled through.

Below Ask the partner to do the reading, writing, and marking on the map while the student who needs modifications dictates where to mark and what to write.

ELL If students are unfamiliar with geographical terms, show students a map with areas and locations already labeled. When other students are drawing on their maps, ask the ELL students to trace the marked areas with their fingers. Reinforce the vocabulary with individuals or small groups while other students are working.

Extending

Geography How did Lewis and Clark get home? Lewis and Clark created two teams of explorers to return home. Have students research what routes they took and what they discovered.

History Multiple American Indian tribes, including the Mandan, Nez Perce, and Shoshone, helped Lewis and Clark’s team. Have students find out more about each of these people and write a journal entry as a member of one of the American Indian nations that encountered Lewis and Clark. Have them describe their reaction to the explorers and explain why they would or would not help them.

Activity
2

Settling the American West



Geography



History



Writing

Vocabulary

pioneer
Manifest Destiny

Materials

- Student Book
- Activity Sheet 2a
- Think Book

Objectives

Students will be able to:

- Explain what Manifest Destiny is and how it changed the American West.
- Analyze a painting describing a historical era.
- Use information about the key people and ideas of the American West to plan a written narrative.

Getting Started

1. Tell students that some people would like to visit and colonize other parts of our solar system, such as Mars. Ask them to imagine that NASA was organizing a five-year expedition to Mars. By a show of hands, ask which students would volunteer for this trip. Call on students, both volunteers and non-volunteers, to explain their reasoning.
2. Explain that today Mars represents an unknown frontier. Tell students that 200 years ago, the American West was an unknown frontier to many Americans. Stress that a big difference is that 200 years ago, people—American Indians—already lived on the frontier. Different perspectives about the West caused a lot of conflict.

Reading

Have students read the bottom of p. 201 and p. 202 of the Student Book. Ask them to write a definition of Manifest Destiny in their Think Books. **T**

Teaching

1. Have students look at the painting on p. 202. This painting is about America's westward movement in the 1800s. Explain that while its details are realistic, it is not meant to be a real scene. Ask students to explain what features show that this scene is not a real one.
2. Tell students that the painting is titled *American Progress*. In it, a female figure is shown floating westward. She is a symbol of American progress. Review with students what a symbol is.
3. Ask students to describe the female figure. Point out that she holds a schoolbook in one hand and strings a telegraph wire with the other. Ask students how these features add to the idea that this figure is a symbol of American progress.
4. Hand out **Activity Sheet 2b**. Have students complete the questions.
5. **Summarizing and Assessing:**
 - a. Tell students that in this lesson they have learned about people who lived in or explored the West.
 - b. Have students look at the bottom of p. 203 (Writing a Narrative). Explain or review what a narrative structure includes.
 - c. Tell students to plan their narrative using the structure provided at the bottom of p. 203 and **Activity Sheet 2c**.
 - d. Explain that the people that they use in the narrative can be imaginary or real, but that it should be clear how the main character(s) feel about Manifest Destiny. Model for students, if necessary. For example, the characters could be on the Lewis and Clark expedition or they could be a character based on a figure in *American Progress*. Tell students to choose what positions their characters will have on Manifest Destiny—either for, against, or undecided. Tell them that it is certainly possible for one character to have one belief about Manifest Destiny and another character to have a different view. This could set up the problem or conflict of the narrative.

Modifications for Differentiation

Above Ask students what they can infer about painter John Gast and his audience based on *American Progress*.

Below Meet with students who need support with the reading or writing portions of the assignment. Assign a partner to read with them or write for them. If vocabulary is challenging, use the ELL accommodations.

ELL Students may not understand the vocabulary used to ask questions about the John Gast painting. Display a large image of the painting. Before asking the questions that are included in this lesson, spend time naming things in the painting or asking students to name what they see. Be sure to name things that are used in the question prompts, such as the telegraph wire.

Extending

History Tell students that they read about pioneers who settled on the frontier. Pioneers traveled to their new homes in wagons. Explain to students that in this activity, they will need to find out what supplies they could take. Divide students into groups. Provide students with a supply list and ask them to determine what supplies they would take and why.

History Have students look up the history of the Quapaw tribe and create a time line of the tribe's movements.

Art Ask students what objects and symbols someone would put in a present-day painting called *American Progress*. Challenge students to draw their own present-day painting that shows their ideas of American progress.



Lesson Closure

Review Activity: Symbols

Instruct students to find appropriate symbols for the lesson, i.e., representative people, places, etc., that show what the lesson was about. Have students write their choices in their **Think Books**.

1. Have students use the Student Book and write one symbol for each of the following:
 - a. Date (one date from the lesson in which something important happened)
 - b. Person (one person who did something important)

- c. Place (one place where something important happened)
 - d. Event (one important event)
2. Call on students to explain one of their choices.

Writing Prompt

Assign students to write a multi-paragraph essay, using the Writing a Narrative steps from **Activity Sheet 2c**.



READERS
WORLD

A city symbol tells
London
Big let

A Inventions

Why are inventions important?

What was the first gadget to be controlled by
handwritten instructions? The first electronic calculator
was invented in 1946. It was called the ENIAC and
was the size of a room. It was used to calculate
the numbers for the atomic bomb. It was the first
computer. It was the first machine that could
do calculations. It was the first machine that
could be programmed. It was the first machine
that could be used to solve problems. It was
the first machine that could be used to
calculate the numbers for the atomic bomb.



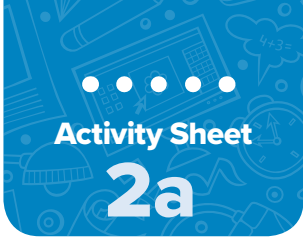
London
Big let



Student Handouts

The following pages contain activities excerpted from the Nystrom Young Citizens **Grade 5 Student Handouts** book.

Chapter 5, Lesson 2

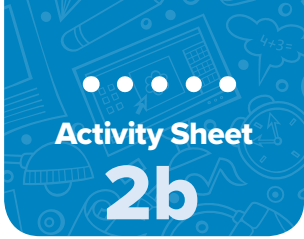


Use pages 204–205 to complete the activity sheet. Some questions may have more than one answer.

1. Who traveled the farthest distance? _____
2. Who did not cross the Mississippi River? _____
3. Who lived in Missouri? _____
4. Who was forced to move west? _____
5. Who lived west of the Rocky Mountains? _____
6. Who was involved in a famous trial? _____
7. Who helped develop a writing system? _____
8. Who died because of a conflict in the American West? _____
9. Who helped others settle in Texas? _____
10. Who helped raise a future president? _____
11. Who served as a governor? _____

Painting Analysis





Painting Analysis

Answer these questions about the painting.

1. Describe the various people shown in the painting. Who do you think they are supposed to be?

2. What do you see that gives you clues about them?

3. Artists often use light and darkness to make a paint. One side of the painting is darker than the other. What point do you think the artist was trying to make?

4. This painting represents one perspective of American westward expansion, but there are other perspectives. What do you think a painting showing the American Indian perspective of Manifest Destiny would look like? Why?



Writing a Narrative

You will plan a short narrative about westward expansion and Manifest Destiny. Fill in the information for each step below.

- a. Establish the setting and the characters.

- b. Choose your characters' positions on Manifest Destiny: for, against, or undecided.

- c. Describe a problem the characters face.

- d. Detail the action or climax.

- e. Resolve the problem or conflict.

- f. End the narrative.



Chapter 1
What Was Our Town
Like in the Past?





Student Book




The following pages contain an excerpt from the Nystrom Young Citizens **Grade 5** student book, Investigate.

Table of Contents

Chapter 5 Introduction

Chapter 5, Lesson 2

Contents

-  PERSPECTIVE ON HISTORY
-  PERSPECTIVE ON GEOGRAPHY
-  PERSPECTIVE ON CIVICS
-  PERSPECTIVE ON ECONOMICS

INTRODUCTION

What Can We Learn in This Book?	1
Geography, Economics, Government, and History	2
Reading and Researching Skills	18
Communicating Conclusions	30

1 What Was Life Like for the First People in the Americas?	35
Lesson 1: How Did Early American Indians Live?	38
 Finding Main Idea and Supporting Details	43
People in Early Civilizations	44
Lesson 2: What Were Important American Indian Societies?	46
 Summarizing	53

2 Why Did Europeans Come to the Americas? 55

Lesson 1: Why Did the Europeans Try to Cross the Atlantic Ocean?.....	58
🗺 Reading a Map.....	67
Lesson 2: How Did the Spanish Conquer and Colonize the Americas?...	68
💰 Finding Similarities.....	77
People in the 1500s and 1600s.....	78
Lesson 3: How Did the English Create a Colony in Virginia?.....	80
🕒 Gathering Relevant Information.....	89
Lesson 4: Why Did the Pilgrims Found Their Own Colony?.....	90
🏛 Drawing Conclusions.....	95

3 How Did the English Colonies Grow? 97

Lesson 1: What New Colonies Were Created by England?.....	100
🗺 Cause and Effect.....	107
Lesson 2: What Were the New England Colonies Like?.....	108
🏛 Define Vocabulary from Context.....	113
People of the Colonial Period.....	114
Lesson 3: What Were the Middle Colonies Like?.....	116
💰 Making Connections.....	121
Lesson 4: What Were the Southern Colonies Like?.....	122
🕒 Using Primary Sources.....	127








4 How Did the 13 Colonies Become the United States? 129

Lesson 1: How Did Britain and the Colonies Come into Conflict?	132
\$ Multiple Perspectives	137
Lesson 2: How Did the Revolutionary War Begin?	138
⌚ Identifying Points of Views	143
Lesson 3: What Is the Declaration of Independence?	144
🏛️ Comparing Texts	149
Lesson 4: How Did the Revolutionary War End?	150
🌐 Using Different Media	155
People of the Revolutionary War	156
Lesson 5: What Was the United States Like under the Articles of Confederation?	158
\$ Writing an Informational Piece	163
Lesson 6: What Happened During the Constitutional Convention?	164
⌚ Making a Graph	169
Lesson 7: What Does the United States Constitution Say?	170
🏛️ Distinguishing Fact, Opinion, and Inference	175
Lesson 8: How Was the Constitution Ratified?	176
⌚ Understanding an Author's Argument	182

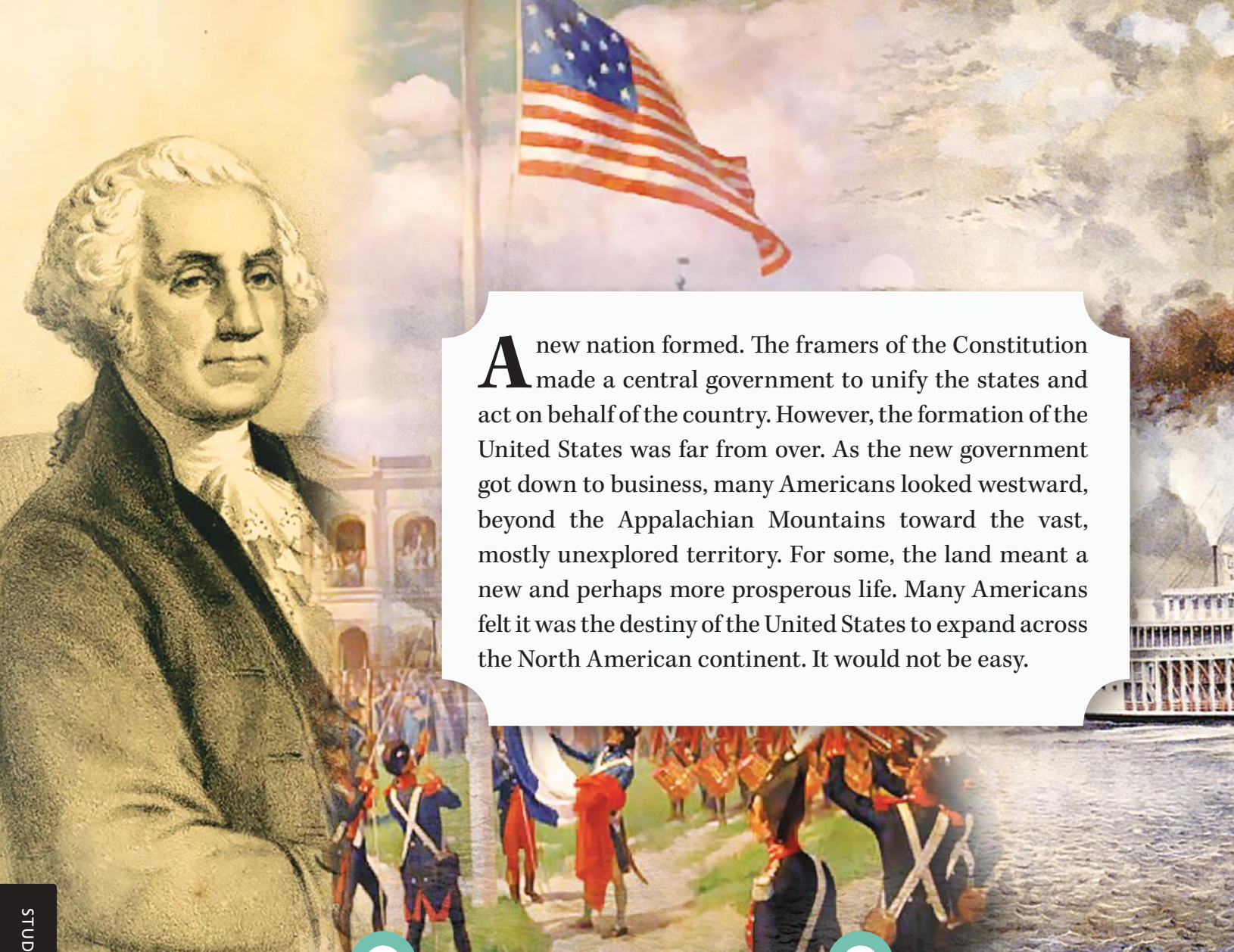
5 How Did the United States Expand? 185

Lesson 1: What Challenges Did the United States Face?	188
⌚ Making Inferences	195
Lesson 2: How Did the United States Expand to the West?	196
🌐 Writing a Narrative	203
People on the Frontier	204
Lesson 3: What Was Life Like During Westward Expansion?	206
\$ Sequencing	213
Lesson 4: How Did the United States Reach the Pacific Ocean?	214
🏛️ Compare and Contrast	222

6 How Did the United States Struggle to Stay Together? **225**

Lesson 1: What Was Slavery Like in the United States?	228
 Using Multiple Sources.....	237
Lesson 2: What Happened When Slavery Moved to New Areas?	238
 Different Types of Maps.....	243
Lesson 3: Why Did the Sections Grow Apart?	244
 Classifying and Categorizing.....	255
People of the Civil War	256
Lesson 4: How Did the Civil War Begin?	258
 Paraphrasing Relevant Information.....	269
Lesson 5: The Union Turns the Tide	270
 Reading a Graph	281
Lesson 6: How Did Southern States Rejoin the Union?	282
 Citing Evidence.....	289
Lesson 7: How Did African Americans Become American Citizens? ...	290
 Writing an Opinion Piece.....	299

Atlas	301
Patriots' Handbook	313
Glossary	332
Index	342



A new nation formed. The framers of the Constitution made a central government to unify the states and act on behalf of the country. However, the formation of the United States was far from over. As the new government got down to business, many Americans looked westward, beyond the Appalachian Mountains toward the vast, mostly unexplored territory. For some, the land meant a new and perhaps more prosperous life. Many Americans felt it was the destiny of the United States to expand across the North American continent. It would not be easy.

1790



1789
George Washington becomes the first president of the United States.

1810

1807
Steamboats begin operation in the United States, making travel and transportation faster.



1803

The Louisiana Purchase gives the United States control over the Mississippi River and territory that extends west to the Rocky Mountains.





1830



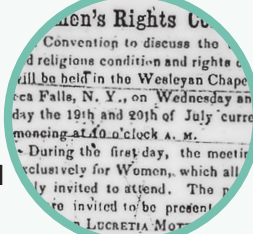
1830

The U.S. government begins forcing American Indians living east of the Mississippi River to leave their lands.

1850

1848

Women and men at the Seneca Falls Convention sign the Declaration of Sentiments, a call for equal rights for women.



1848

The Mexican-American War ends in American victory, expanding U.S. territory in the Southwest.



1870

How did the United States Expand to the West?

Vocabulary

frontier

commodity

peace medal

Continental Divide

pioneer

Manifest Destiny

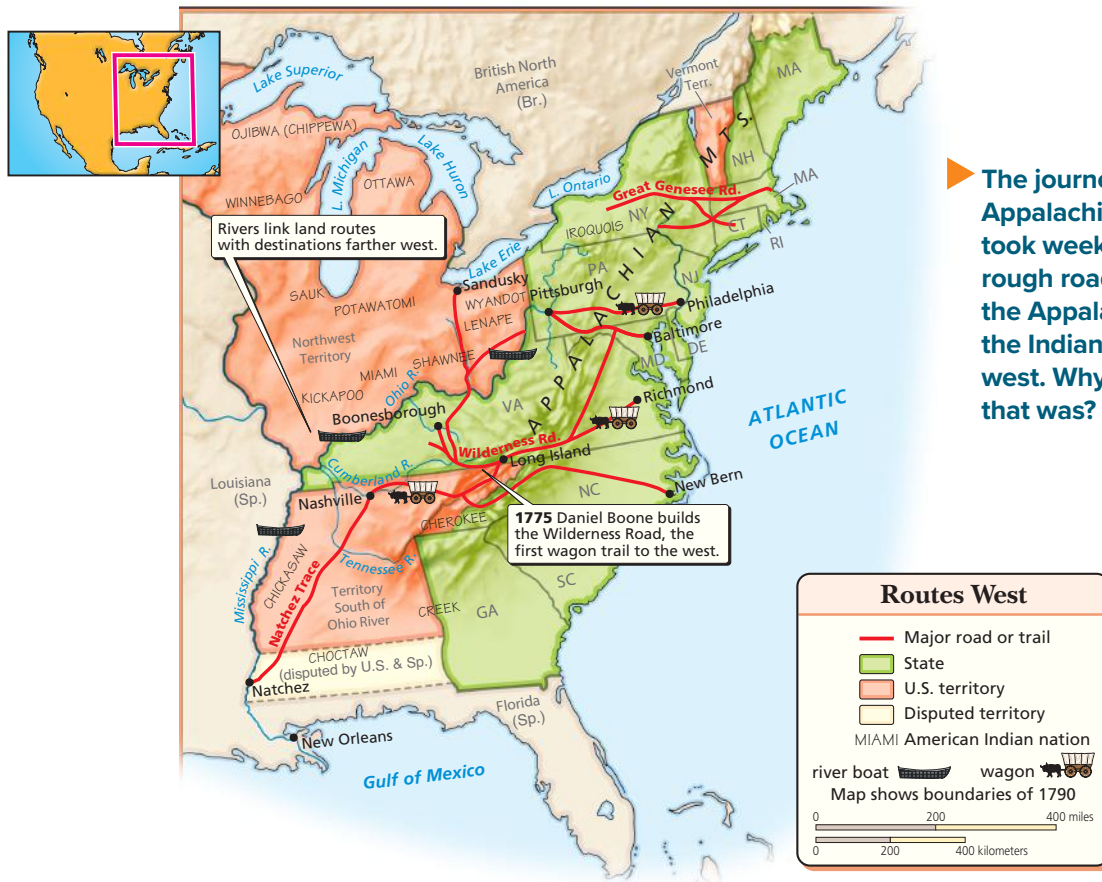
Reasons to Settle

The **frontier**—land at the western edge of the United States that had not been settled by Americans—captivated many Americans. They were drawn to the possibility of plentiful, fertile land and natural resources. Thomas Jefferson knew Americans would flock to new territory, and he was eager to expand the country. In the 1780s, before he was president, Jefferson proposed opening the Northwest Territory to settlement. The territory, known today as the Midwest, contained a region west of Pennsylvania and east of the Mississippi River, bounded by the Great Lakes in the north and the Ohio River to the south. The lands were already under the control of the American government, but guidelines were needed to help settle the region.

In 1787, the Northwest Ordinance was passed, which laid out rules governing how to carve the region into townships. Congress hoped the towns would band together and form states. The Northwest Ordinance worked as Congress planned. It set off a chain reaction that greatly enlarged the size of the nation. Several states were eventually created in the Northwest Territory: Ohio (1803); Indiana (1816); Michigan (1837); Wisconsin (1848); and Minnesota (1858).



► For most Americans in the late 1700s, "the West" was no longer just the Appalachians. They were now expanding beyond this mountain range.



▶ The journey over the Appalachian Mountains took weeks. Only a few rough roads crossed the Appalachians and the Indian lands farther west. Why do you think that was?

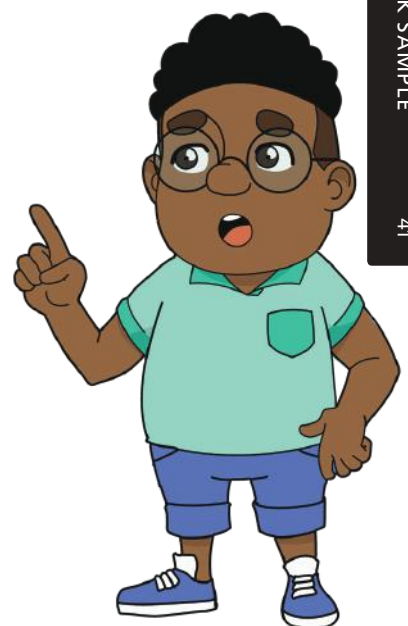
By the time Jefferson became president in 1801, more than 5.3 million people lived in the United States. The nation's boundaries stretched from the Atlantic Ocean to the Mississippi River. People lived only in a small portion of the country, but the desire to expand farther west was changing that.

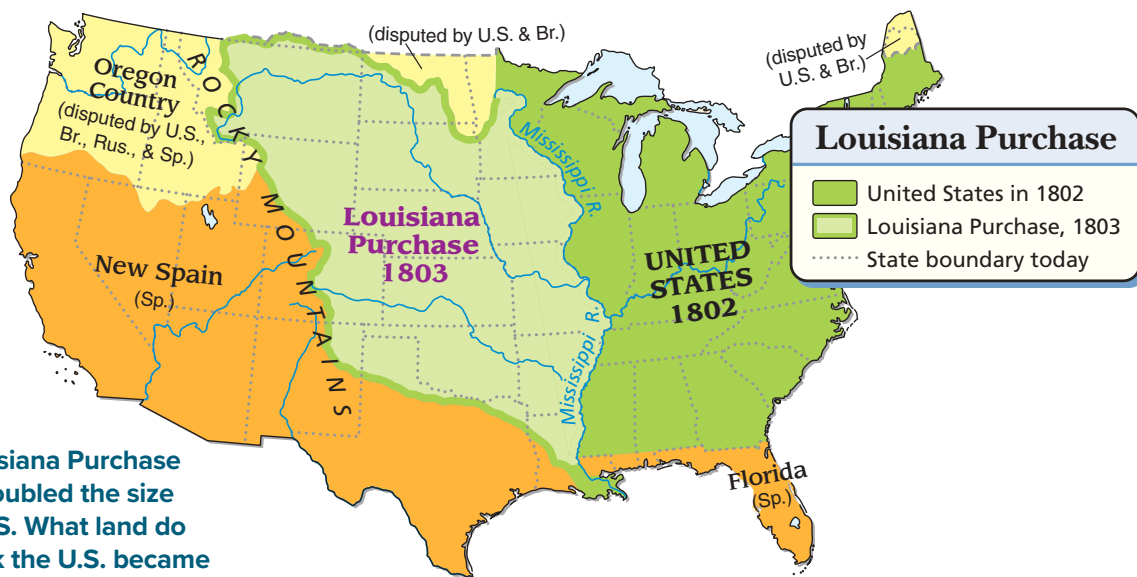
Opportunity on the Frontier

Many Americans saw the frontier as an opportunity for a better life. Thousands decided to leave their homes for an uncertain future in an untamed land. People traveled west for many reasons. Many came to farm. Southern plantation owners saw the frontier as a way to expand their fortunes. Southerners also wanted slavery to expand. Others hoped to strike it rich by mining gold or silver, or trapping furs and selling other **commodities**.

The frontier offered some Americans an opportunity for a fresh start. Economics, however, was not the only reason people ventured into the unknown. People were attracted to the freedom the American frontier symbolized. Many Europeans were drawn by the ideas of liberty and equality.

Why did people think the frontier would lead to a better life?





► The Louisiana Purchase nearly doubled the size of the U.S. What land do you think the U.S. became interested in controlling next? Why?

Louisiana Purchase

A decade before Jefferson became president, a slave revolt broke out in the Caribbean. The uprising would lead to one of the largest land purchases in American history.

In 1791, enslaved people revolted in the French Caribbean colony that is now Haiti. They were inspired by the American and French revolutions. Their leader, Toussaint L'Ouverture, a former enslaved person, promised freedom and equality.

After years of fighting, France agreed to end slavery. However, in 1802, a new government led by Napoléon Bonaparte chose to reestablish French control and slavery. Despite continuing threats of war in Europe, the French sent an army to Haiti.

Bonaparte needed money to support his wars in Europe and Haiti. President Jefferson saw an opportunity.

\$15 Million Deal

At first, Jefferson wanted to purchase only New Orleans. Jefferson knew whichever nation controlled New Orleans controlled trade on the Mississippi River. This was important—the river was where most of the trade between the middle of North America and the world took place. Also,



► From 1791 to 1804, enslaved Haitians revolted against French colonists. They won, and Haiti became the first country founded by formerly enslaved people.

if another country controlled the Mississippi, it could stop the United States from expanding its boundaries westward. So in 1803, when Bonaparte offered the United States all of Louisiana in exchange for \$15 million, Jefferson agreed.

Despite the additional money from the Louisiana Purchase, France was defeated by the Haitians. The story of the successful slave revolt was an inspiration for enslaved people all over the world. Meanwhile the purchase of the Louisiana territory, which added 828,000 square miles to the country, nearly doubled the size of the United States. Jefferson was eager to explore the land

Lewis and Clark Expedition

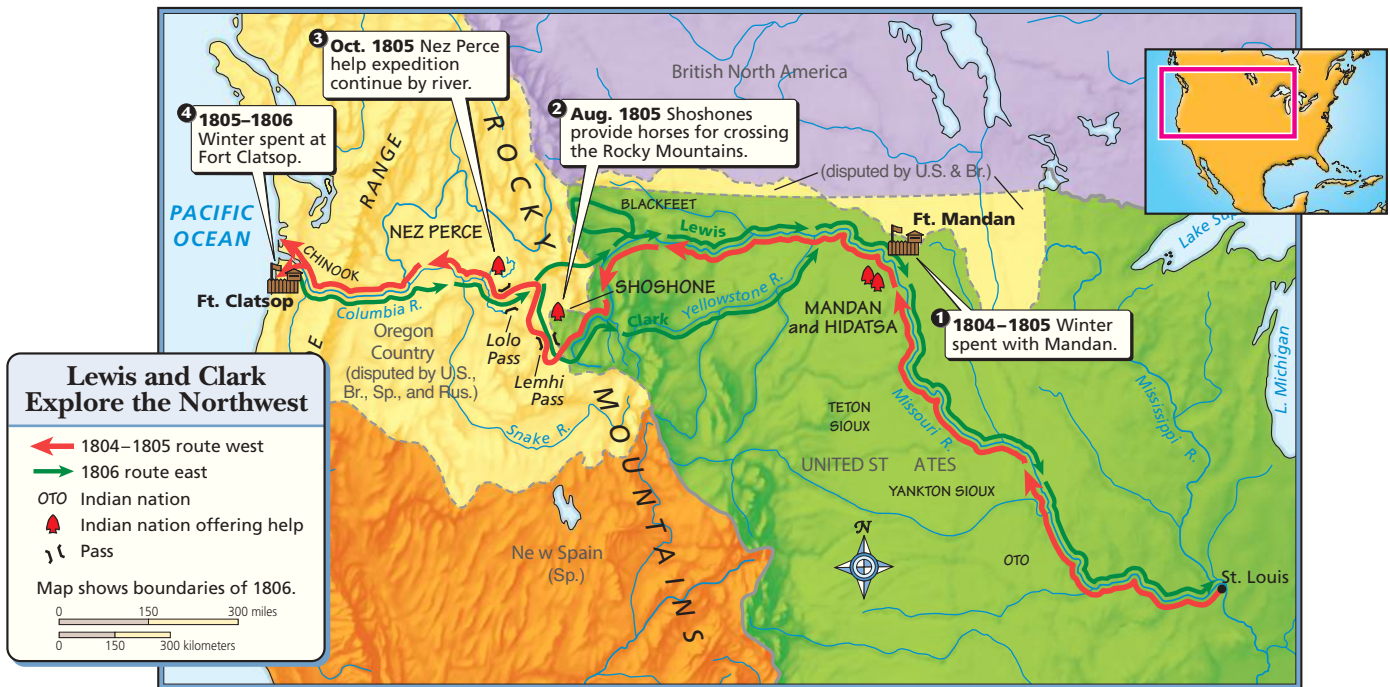
Jefferson wanted to know what lay beyond the Mississippi River. With the purchase of Louisiana in the works, Jefferson asked his family's friend, Meriwether Lewis, to command an expedition, or long journey, into the frontier. Lewis was a captain in the U.S. army and had some knowledge of the West from when he was stationed there as a soldier. Lewis accepted the job.

Jefferson wanted Lewis to keep a detailed journal of all that he saw. He also wanted Lewis to investigate whether there was an all-water route from the eastern United States to the Pacific Ocean. There were rumors that a Northwest Passage ran through this region. If it did, American settlers could use the waterway to shorten their journey between the Atlantic and Pacific Oceans. Such a route would also make it easier for merchants to trade with Asia.

Lewis asked the president to appoint William Clark, a soldier and frontiersman, as second captain. In October 1803, Lewis met Clark on the Ohio River in Pennsylvania. They traveled southwest along the river until they reached the Mississippi and Missouri Rivers near St. Louis, Missouri. By the time they arrived, word had spread that they were looking for more people to join their group. At the beginning, 38 men (and one dog) signed up. Over the course of the expedition, 59 people, including an enslaved person, an American Indian woman, and a French trader, were part of the team. Lewis and Clark named the group the Corps of Discovery.



► This painting shows the first raising of the American flag in Louisiana following the Louisiana Purchase. How do you think the people watching felt at the time?



► Lewis and Clark took this route as they explored western territory. What are two interesting things you notice about their journey?

Exploring the Territory

The journey across Louisiana was long and difficult. The group traveled in small sailboats up the Missouri River from St. Louis. They did not have accurate maps and had no idea what awaited them on the frontier. They also expected to meet dozens of American Indian nations along the way.

By the spring of 1804, the Corps of Discovery traveled through a vast stretch of what is today Missouri, Kansas, Nebraska, and Iowa. They hunted deer, elk, and other animals for food. Both Lewis and Clark kept detailed journals of everything they saw. As predicted,

they met many American Indian nations, such as the Sioux, Mandan, Hidatsa, and Chinook. These native groups were often suspicious of the strangers. To make friends, Lewis and Clark gave them fishhooks, knives, blankets, and **peace medals** featuring an image of Jefferson.

A Difficult Journey

In October 1804, the Corps reached what is today North Dakota, home to the Mandan and Hidatsa tribes. Winter was fast approaching, and the Missouri River was freezing over. The men built a fort near a Mandan village and stayed there for the winter. It was at Fort Mandan that Lewis and Clark met a woman



► Lewis and Clark were fascinated by prairie dogs like these. They even gave one to President Jefferson as a gift!

from the Shoshone tribe named Sacagawea. The Hidatsa had kidnapped her several years earlier. She was married to a French fur trader, Toussaint Charbonneau. Lewis and Clark hired Charbonneau as an interpreter and asked Sacagawea to join the expedition. She helped Lewis and his men trade with other American Indians. Without her, the expedition may not have succeeded.

Winter finally turned into spring and the group continued west on the Missouri River. By the time they reached Montana, it was clear that the Northwest Passage they had hoped to find did not exist in this territory. The explorers faced the great challenge of crossing the Rocky Mountains. Luckily, Sacagawea knew the area because it was the homeland of her people, the Shoshone. She convinced the Shoshone chief, who happened to be her brother, to help lead the expedition through the dangerous mountains.

The Corps of Discovery continued their westward trek across the **Continental Divide** (the mountainous divide through America where waters on each side flow to different oceans), down the Columbia River, and then to the Pacific Ocean. Once they reached the ocean, their journey was only half over. The group needed to return to St. Louis. Lewis and Clark split the members into two teams, so each could explore more territory. Lewis and Clark's two-year journey covered more than 8,000 miles.

Effect of the Louisiana Purchase

The Louisiana Purchase opened the door for the United States to claim a wide area of land from west of the Mississippi River to the Pacific coast. For some, this was an opportunity for a fresh start. Others did not benefit from this massive land deal.

After Lewis and Clark's trip, other explorers blazed their own trails through the frontier. A former soldier named John C. Frémont led five expeditions into the American West. James Beckwourth, a fur trader born into slavery, found a way through the Sierra Nevada Mountains. **Pioneers** traveled the routes these explorers, and others, cut through the frontier. They loaded their families and belongings



► The Mandan people, illustrated here, helped Lewis and Clark during their journey.

Do you think Lewis and Clark could have succeeded without Sacagawea's help?



into wagons and set off in search of adventure or a better life. Along the way, they built homes, farms, cities, and towns.

As more settlers moved west, the government made deals and signed treaties with the American Indians who already lived on the land. It did not typically end well for the tribes. The Quapaw tribe of Arkansas, for example, agreed to a deal with the American government in 1818. They gave up some land in exchange for 8,000 square miles that would be off-limits to settlers. After just six years, though, the government broke that promise. It took all of the Quapaw land and in exchange offered the tribe just \$15,000 and six months' worth of living supplies. The Quapaw were forced to leave Arkansas and most of them ended up in what is now Oklahoma.

Eventually, the government divided the Louisiana Territory into 15 states. Over the next five decades, the United States claimed and settled even more land to the west. Many Americans at this time believed it was their destiny to move across the continent and spread their democratic and religious traditions and beliefs. More than 40 years after Lewis and Clark returned from their trip, a newspaper editor gave a name to the idea. He called it **Manifest Destiny**.

▶ This painting was made in 1872 by John Gast. What clues do you see that suggest the image is about Manifest Destiny?





Challenges of the Lewis and Clark Expedition

As they made their way across the Louisiana Territory, both Lewis and Clark kept detailed journals about what they saw. On June 3, 1805, the explorers came to a fork in the Missouri River. They had to decide “which of these rivers was the Missouri,” Lewis wrote. Picking the right river was important. If the explorers chose incorrectly, they would not meet up with the Shoshone tribe, which was supplying them with horses to cross the Rocky Mountains. Lewis decided which way to go. He chose correctly and was happy to hear “the agreeable sound of a fall of water”—the Great Falls. Lewis said these waterfalls were “the grandest sight” he had ever seen. However, things did not always go smoothly. As he explored the area, Lewis came face-to-face with a bear, a mountain cat, and three bison. For Lewis, it seemed as if “all the best of the neighbourhood had made a league to destroy me.”



Lewis, Clark, and Sacagawea stand at a fork in the Missouri River.

Skill • Writing a Narrative

Narrative writing tells a story, brings history to life, and highlights the human experience. You can use history to write stories that are about real or imagined experiences. Either way, it is important to include descriptive details and tell the story in a clear order of events. A narrative structure can help you organize your writing. One effective structure starts by establishing the setting and people of the story.

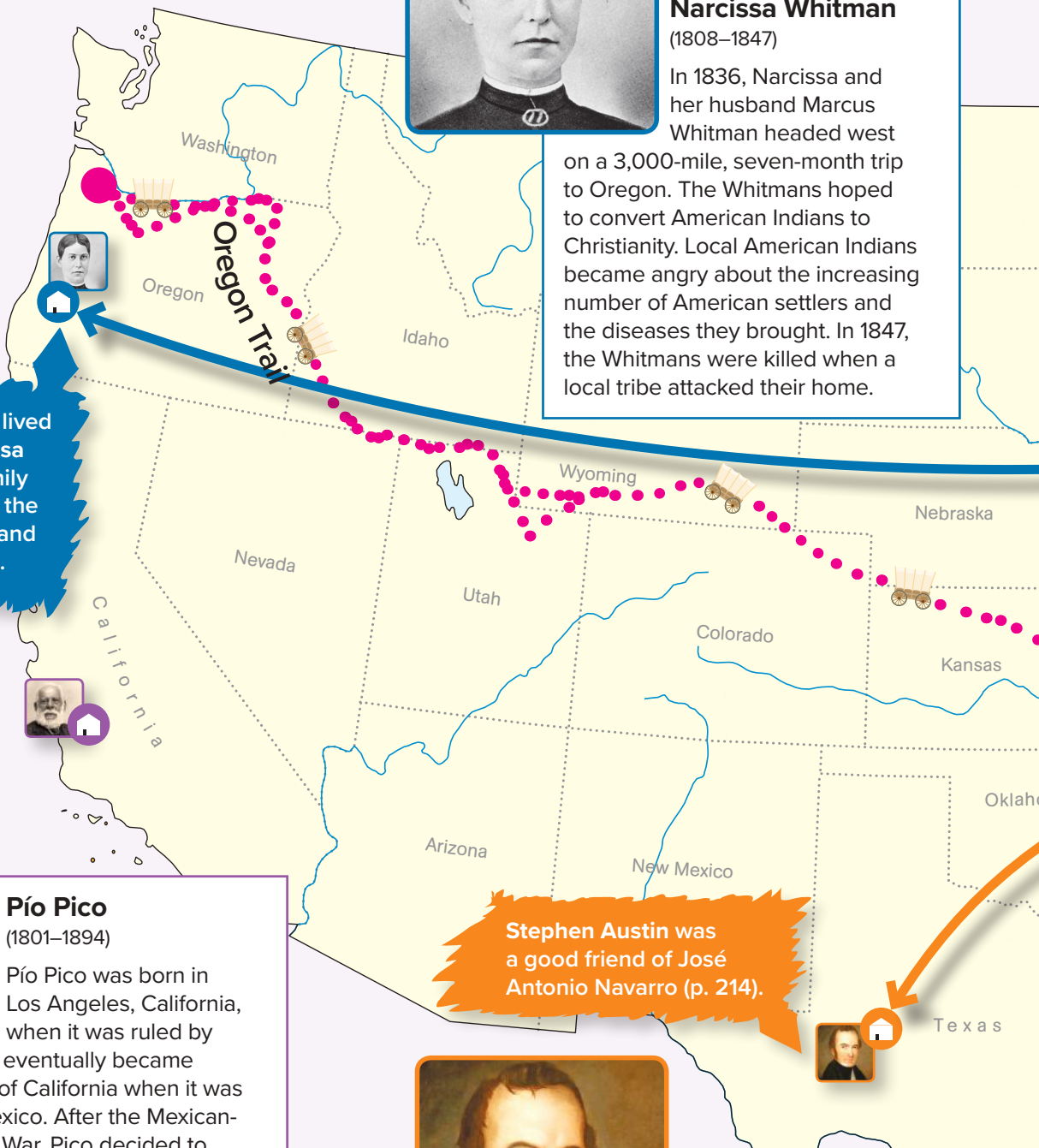
- A Establish the setting and characters.**
- B Describe a problem the characters face.**
- C Detail the action or climax.**
- D Resolve the problem or conflict.**
- E End the narrative.**

What details would you include in a narrative about Lewis and Clark?



Narcissa Whitman
(1808–1847)

In 1836, Narcissa and her husband Marcus Whitman headed west on a 3,000-mile, seven-month trip to Oregon. The Whitmans hoped to convert American Indians to Christianity. Local American Indians became angry about the increasing number of American settlers and the diseases they brought. In 1847, the Whitmans were killed when a local tribe attacked their home.



Hallahsoot (p. 217) lived for a time with Narcissa Whitman and her family in Oregon. He taught the Whitmans the Salish and Nez Perce languages.



Pío Pico
(1801–1894)

Pío Pico was born in Los Angeles, California, when it was ruled by Spain. He eventually became governor of California when it was part of Mexico. After the Mexican-American War, Pico decided to stay in California and become an American citizen. He owned large amounts of land and his ranch is a historic park today.

Stephen Austin was a good friend of José Antonio Navarro (p. 214).



Stephen Austin
(1793–1836)

Stephen Austin's father, Moses, had a plan to start a colony in Texas. When Moses died in 1821, Stephen took over. The Mexican government granted Austin land in eastern Texas, and he helped hundreds of families move there. Austin helped lead Texans to declare independence in 1836. He became known as the "Father of Texas."

People on the Frontier



Social Studies
SCHOOL SERVICE

NYSTRON
**Young
Citizens**

Social Studies School Service
10200 Jefferson Blvd.
P.O. Box 802
Culver City, CA 90232-0802

If you have any questions about the curriculum,
contact your state curriculum specialist or write to

access@socialstudies.com