

Grade 5, Unit 3

Growth of the Republic

Who does it benefit, and who does it harm, when a nation expands its territory?

Was the Early Republic shaped more by its declared values or its economic interests?

How have people shown resilience, fought for their rights, and resisted oppression when confronted by injustice?

UNIT THROUGHLINES	LEARNING PROGRESSION
Enduring Understandings EU 1. The period of the Early Republic was a time when the United States was growing — both in terms of its land and its economy. As the nation expanded, it took advantage of the benefits of agriculture, industry, new technology, and global trade. However, although the power and wealth of the United States increased during this time, not everyone benefited from this growth, and some people were directly harmed by it. EU 2. Two groups who were particularly exploited during this time were Indigenous peoples, many of whom were forced off their lands, and enslaved African Americans. However, in the face of this oppression, these groups consistently demonstrated agency, resilience, and resistance through diverse strategies and expressions. EU 3. Throughout the Early Republic, those in power often chose not to apply the nation's declared values to everyone. There has always been a tension in the United States between making choices that live up to these declared values for	Foreign Policy in the Early Republic 14 Lessons Were the foreign policy decisions made by the leaders of the Early Republic shaped more by the nation's declared values or other interests? - L 1. Illustrate the values and interests that would decide the borders of the United States if students were in charge by creating a map of the nation with new borders and location names. - L 2. Reach conclusions about the priorities of U.S. foreign policy by analyzing several decisions concerning the Northwest Territory. - L 3. Recommend a foreign policy decision for a president in the Early Republic by reading a briefing document and evaluating the options it presents. - L 4. Make and test claims about the United States' foreign policy position towards Haiti in the Early Republic by analyzing a map and a primary source and using evidence from a guided note sheet. - L 5. Analyze the purpose of artifacts from the Lewis and Clark expedition in order to determine foreign policy priorities of the United States and Indigenous nations in the Louisiana Territory. - L 6. Analyze the purpose of artifacts and a speech from the Lewis and Clark expedition in order to determine foreign policy priorities of the United States and Indigenous nations in the Louisiana Territory. How did Indigenous Nations take action to protect their sovereignty and what motivated their choices? - L 7. Identify evidence of action taken by the Mashpee Wampanoag to protect their sovereignty by reading and annotating a secondary source in a small group setting. - L 8. Gather evidence and draw conclusions about the actions and motivations of the Cherokee and Shawnee Nations during the Early Republic by participating in a gallery walk. - L 9. Explain conclusions about the diverse strategies Indigenous nations used to protect their sovereignty using valid reasoning and evidence gathered from primary and secondary sources. <i>Optional Literacy Block: Tecumseh and the War of 1812</i>

all and making choices that unjustly benefit some groups over others — and this tension continues even today.

Practice Standards

PS 3. Organize information from multiple primary and secondary sources.

PS 4. Analyze the purpose and point of view of sources, explaining factors that influence people's perspectives.

PS 6. Argue or explain conclusions using valid reasoning and evidence.

Literacy Standards *

R6. Analyze multiple accounts of the same event or topic.

R9. Integrate information from several texts on the same topic.

W1. Draw evidence from literary or informational text to support written analysis, reflection, and research.

SL1. Engage effectively in a range of collaborative discussions.

*See unit overview for full text of grade-specific standard descriptors.

How did the people and government of the United States respond to Indigenous resistance? What were the consequences?

- L 10. Organize information from primary and secondary sources in order to draw conclusions about the fight to protect Mashpee sovereignty from 1834 to the present.
- L 11. Analyze the purpose and point of view of sources that argued for and against the Indian Removal Act and explain factors that influenced the author's perspective.
- L 12. Organize evidence about the Trail of Tears from an informational text and video in order to discuss the U.S. response to Cherokee resistance and its consequences.
- L 13. Organize evidence from multiple primary and secondary sources in order to support a claim, evidence and reasoning response to an essential question of the unit.

Optional Literacy Block: Indian Removal Stories of Other Indigenous Nations

Slavery in the Early Republic | 6 Lessons

How was slavery connected to the nation's economic and territorial growth?

- L 14. Analyze a series of maps to explain the connection between the U.S. policy of forced removal of Indigenous Nations and the expansion of slavery and the cotton economy.
- L 15. Explain the role of the cotton gin in expanding slavery and connecting the economies of the North and the South.
- L 16. Draw conclusions about how slavery was connected to the economic and territorial expansion of the United States by analyzing a pair of maps.

How did free and enslaved Black people resist oppression and show resilience?

- L 17. Identify different perspectives of how enslaved people were perceived in the Early Republic by drawing conclusions from a secondary source
- L 18. Analyze documents from the perspectives of people who experienced enslavement to identify examples of how they showed resilience and resisted oppression.
- L 19. Explain how coded spirituals and learning to read were used by enslaved persons to resist oppression using evidence from a video and a primary source.

Optional Literacy Block: Music as Resistance

Optional Literacy Block: Slave Rebellions

The Economy of the Early Republic | 5 Lessons

Who did the economy of the Early Republic benefit, and who did it harm?

- L 20. Analyze perspectives about public education in order to identify its purposes in the Early Republic.
- L 21. Make predictions about a specific industry and its workers during the Early Republic using a set of guiding questions.

- L 22. Research the work and workers of an industry in the Early Republic and use targeted questions to identify key characteristics of their work / determine how their work fit into the economic system of the Early Republic.
- L 23. Determine connections between the work and workers of the Early Republic by participating in small group discussions and mapping them on a graphic organizer.
- L 24. Identify connections between the work and workers of the Early Republic in order to analyze how different types of work benefited some and harmed others.
- L 25.

Summative Assessment | 2 Days

Students will perform an assessment focused on identifying the purpose, point of view, and factors that influence the perspective of primary sources, and on organizing evidence from multiple sources to support arguments about the Early Republic.

In Task One, students analyze two primary sources in order to identify their purpose, point of view, and the factors influencing the author's perspective.

In Task Two, students choose one of the sources from Task 1 and explain how it could be used as evidence to answer the essential question: Was the Early Republic shaped more by its declared values or its economic interests?

In Task Three, students analyze a set of three sources for evidence of who benefited and who was harmed when the nation expanded its territory.

In Task Four, students write a claim-evidence-reasoning paragraph using evidence from at least two of the sources in response to the essential question: Who does it benefit and who does it harm when a nation expands its territory?