

Inquiry Journal

Name: _____ Date: _____ Class: _____

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 1: Expansion to the Mississippi Supporting Questions	
LESSON 1	<i>How did different groups view and experience U.S. territorial expansion?</i>
	K:
	W:
LESSON 2	<i>How did different Indigenous groups respond to U.S. encroachment and what influenced their choices?</i>
	K:
	W:
LESSON 3	<i>What do the experiences of individuals on the frontier demonstrate about opportunity, struggle, and change in the Early Republic?</i>
	K:
	W:



Topic 1: Expansion to the Mississippi
Compelling Question

How did U.S. expansion to the Mississippi River create new opportunities, conflicts and challenges for the people and nations it affected?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Unit 6 Inquiry Journal: Early Republic (1789–1844)

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 2: Market Revolution Supporting Questions	
LESSON 4	<i>How did economic changes and land expansion impact the institution of slavery during the Early Republic?</i>
	K:
	W:
LESSON 5	<i>How did inventions and innovations during the Market Revolution change daily life and shape the U.S. economy?</i>
	K:
	W:
LESSON 6	<i>What does the history of canals reveal about innovation and expansion in the Early Republic?</i>
	K:
	W:



Topic 2: Market Revolution

Compelling Question

How did economic growth bring opportunity to some and hardship to others?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Unit 6 Inquiry Journal: Early Republic (1789–1844)

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 3: Industrialization Supporting Questions	
LESSON 7	<i>What was the most significant cause of the First Industrial Revolution?</i>
	K:
	W:
LESSON 8	<i>Who were the main immigrant groups moving to the United States in the early 1800s and how were their lives affected by Industrialization and Urbanization?</i>
	K:
	W:



Topic 3: Industrialization

Compelling Question

To what extent did industrial growth create both opportunity and inequality for immigrant populations in the early 19th century?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Unit 6 Inquiry Journal: Early Republic (1789–1844)

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 4: The Age of Jackson Supporting Questions

LESSON 9

To what extent did the Jacksonian Era expand democracy to more Americans in the early 19th century?

K:

W:

LESSON 10

What actions did the U.S. government take to remove Native Americans, and how did Native Americans resist?

K:

W:

LESSON 11

How did the U.S. government's removal policies affect Native sovereignty and how did Indigenous peoples respond?

K:

W:



Topic 4: The Age of Jackson

Compelling Question

In what ways did government policies in the Age of Jackson expand rights for some while denying them to others?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Essential Question

How did developments during the Early Republic (1789-1844) impact various groups living in the United States?

Directions: Read the essential question. Explain what you LEARNED throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

The Essential Question will be answered in a Curated Research Paper for this assessment for this unit. Use this area to take notes on information relevant to the prompt throughout the unit.



Paragraph Template

Claim, Evidence, Reasoning

CLAIM (Your argument)	
EVIDENCE #1 (Facts, examples, sources)	
REASONING #1 (Explanation of how the evidence supports the claim)	
EVIDENCE #2 (Facts, examples, sources)	
REASONING #2 (Explanation of how the evidence supports the claim)	



Unit 6: Early Republic (1789–1844)

Inquiry Journal (Exemplar)

Name: _____ Date: _____ Class: _____

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 1: Expansion to the Mississippi Supporting Questions	
LESSON 1	<i>How did different groups view and experience U.S. territorial expansion?</i>
	K: As white Americans have wanted more land, Native Americans have resisted but ultimately, been forced to move.
	W: Did all Americans support westward expansion?
LESSON 2	<i>How did different Indigenous groups respond to U.S. encroachment and what influenced their choices?</i>
	K: The U.S. and European countries had taken Native lands for centuries.
	W: Were any of the approaches to resistance more successful than others?
LESSON 3	<i>What do the experiences of individuals on the frontier demonstrate about opportunity, struggle, and change in the Early Republic?</i>
	K: After the American Revolution, many Americans moved west toward the Mississippi River.
	W: Were people very isolated on the frontier or did they live in communities?



Topic 1: Expansion to the Mississippi

Compelling Question

How did U.S. expansion to the Mississippi River create new opportunities, conflicts and challenges for the people and nations it affected?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

U.S. expansion to the Mississippi River created a mix of opportunity, conflict, and challenge for different groups living in the early 1800s. The Louisiana Purchase in 1803 doubled the size of the country and gave white settlers and politicians new chances to acquire land, expand farming, and pursue westward dreams. However, this expansion also deepened political tensions. New political parties debated whether the land purchase was constitutional or not. At the same time, Indigenous nations saw their land threatened. Leaders like Tecumseh tried to unite tribes and organized resistance movements to reject U.S. authority. Life on the frontier brought new freedoms for some, but isolation, violence, and economic hardship for others. These varied experiences show that while expansion brought growth for the United States, it also caused displacement, division, and resistance for those already living on the land.



Unit 6 Inquiry Journal: Early Republic (1789–1844) (Exemplar)

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 2: Market Revolution Supporting Questions	
LESSON 4	<i>How did economic changes and land expansion impact the institution of slavery during the Early Republic?</i>
	K: The Louisiana Purchase led to a significant expansion to the west.
	W: Were American attitudes toward slavery changing during this period?
LESSON 5	<i>How did inventions and innovations during the Market Revolution change daily life and shape the U.S. economy?</i>
	K: Inventions can make work easier or faster.
	W: What were the most important inventions during this time period?
LESSON 6	<i>What does the history of canals reveal about innovation and expansion in the Early Republic?</i>
	K: Canals were used to move goods and people.
	W: What was the biggest effect of canals?



Topic 2: Market Revolution

Compelling Question

How did economic growth bring opportunity to some and hardship to others?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

Economic growth during the Market Revolution brought opportunity to some Americans while creating hardship for others. For example, new inventions like the cotton gin and mechanical reaper made farming faster and more profitable, especially for Southern plantation owners and Western farmers. In the North, factories and interchangeable parts created jobs and increased production, helping cities grow and allowing many white workers to earn wages and move into the middle class. However, this same growth also led to the expansion of slavery in the South, as plantation owners demanded more enslaved labor to keep up with cotton production. While immigrants and women gained access to factory jobs, they often faced low wages, long hours, and unsafe working conditions. Additionally, many Indigenous peoples were pushed off their land to make way for canals, railroads, and expanding farms. These examples show that while the Market Revolution created new chances for wealth and mobility, it also deepened inequality and caused suffering for enslaved people, Native communities, and the working poor.



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 3: Industrialization Supporting Questions	
LESSON 7	What was the most significant cause of the First Industrial Revolution?
	K: Industry is related to manufacturing and factories.
	W: Did this happen around the world at the same time it happened in the United States?
LESSON 8	Who were the main immigrant groups moving to the United States in the early 1800s and how were their lives affected by Industrialization and Urbanization?
	K: In the early 1800s, there were many jobs in America that led to an increase in immigration.
	W: Did people from other parts of the world, besides Europe, come to America in this period?



Topic 3: Industrialization

Compelling Question

To what extent did industrial growth create both opportunity and inequality for immigrant populations in the early 19th century?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

The First Industrial Revolution in the United States began in the late 1700s and was driven by new technological innovations, improved transportation and infrastructure, and a growing labor force. These changes led to rapid industrial growth, which created both significant opportunity and deep inequality for immigrant populations in the early 19th century. Many immigrants, especially from Ireland and Germany, came to the United States seeking jobs and a better life, and industrialization provided new work in growing cities and factories. For example, immigrant labor helped build canals, railroads, and staffed textile mills—offering steady wages that were often unavailable in their home countries. However, this economic opportunity came with harsh conditions. Immigrants faced long hours, low pay, and dangerous workplaces, and many lived in overcrowded tenements with poor sanitation. They were also targets of discrimination and nativism, as native-born Americans viewed them as competition for jobs and a threat to American culture. Therefore, while industrial growth gave immigrants the chance to earn money and begin new lives, it also exposed them to unfair treatment and limited social mobility, revealing how opportunity and inequality existed side by side.



Unit 6 Inquiry Journal: Early Republic (1789–1844) (Exemplar)

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 4: The Age of Jackson Supporting Questions	
LESSON 9	<i>To what extent did the Jacksonian Era expand democracy to more Americans in the early 19th century?</i>
	K: People participate in democracy through voting. When the country began, this was limited to adult, white men who owned property.
	W: Did western expansion and immigration play a role in more Americans participating in democracy?
LESSON 10	<i>What actions did the U.S. government take to remove Native Americans, and how did Native Americans resist?</i>
	K: Land was a common source of conflict between Native Americans and the U.S. government. Many treaties had been made to try and solve the issues.
	W: What there a type of resistance that was more successful than others?
LESSON 11	<i>How did the U.S. government's removal policies affect Native sovereignty and how did Indigenous peoples respond?</i>
	K: The U.S. government had a continued practice of breaking treaties with American Indians and taking their lands.
	W: Were any resistance efforts successful?



Topic 4: The Age of Jackson

Compelling Question

In what ways did government policies in the Age of Jackson expand rights for some while denying them to others?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

During the Age of Jackson, government policies expanded democratic rights for white men while denying land, freedom, and sovereignty to Native American peoples through Indian Removal and forced relocation. One major way democracy expanded was through the removal of property requirements for voting, which allowed more white men to vote and participate in politics. Between the elections of 1824 and 1828, there was a significant increase in the number of people who voted. But, women, African Americans, and other minorities were still prevented from the polls. At the same time, the Indian Removal Act of 1830 led to the forced relocation of Native tribes, including the Cherokee, who were removed from their land during the Trail of Tears. Even though the Cherokee won a Supreme Court case in *Worcester v. Georgia* that defended their land rights, President Jackson ignored the ruling. Native tribes like the Cherokee resisted through legal action, and the Seminole resisted through armed conflict, but their efforts were largely unsuccessful in stopping removal. This shows that while white men gained greater political power and access to voting during the Age of Jackson, Native Americans lost their land, rights, and lives. The government's policies clearly favored one group's version of freedom and democracy while violating the rights and sovereignty of Indigenous peoples.



Essential Question

How did developments during the Early Republic (1789-1844) impact various groups living in the United States?

Directions: Read the essential question. Explain what you LEARNED throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

The Essential Question will be answered in a Curated Research Paper for this assessment for this unit. Use this area to take notes on information relevant to the prompt throughout the unit.

Westward Expansion

- Louisiana Purchase
- Pan-Indian resistance (Tecumseh)
- Squatters

Market Revolution

- Transportation developments: Canals, Railroads
- Cotton Gin
- Second Middle Passage

Industrialization

- Immigration from Ireland and Germany
- Textile Mills (Lowell)

Age of Jackson

- Expansion of democracy
- Indian Removal Act
- Worcester v. Georgia
- Second Seminole War
- Cherokee Trail of Tears

