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History-Social Science Standard 8.4.1.

Student Workbook

California Education and the Environment Initiative

Land, Politics, and Expansion in the Early Republic

California Education and the Environment Initiative

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Cede: To give up something, especially title or ownership of land.

Civic virtue: Having behaviors and beliefs that put the public interest ahead of one's own interests.

Conservation easement: A legal agreement between a landowner and government to permanently set aside natural resources on private property.

Deforestation: Clearing an area of trees.

Ecosystem goods: Tangible materials, such as timber and food, produced by natural systems, that are essential to human life, economies, and cultures.

Ecosystem services: The functions and processes that occur in natural systems, such as pollination, that support or produce ecosystem goods and help sustain human life, economies, and cultures.

Expansion: Increasing the size of something.

Habitat: The place where an organism lives and meets its needs.

Incentive: Something that motivates or inspires someone to take a certain action.

Land speculator: Someone who buys land solely for the purpose of making a profit.

Law: A rule of conduct made and enforced through formal legislation by a body of government.

Monoculture: The practice of planting a single crop.

Natural resources: Materials such as soil, water, minerals, and energy that people use from nature and natural systems.

Natural system: The interacting components, processes, and cycles within an environment, as well as the interactions among organisms and their environment.

Ordinance: A law or regulation of a governmental body.

Policy: A broad statement that defines how groups or organizations implement their goals and objectives.

Profit: The amount of money or goods remaining after all costs of a transaction are deducted.

Riparian: Related to or situated on or near the banks of rivers and streams.

Subsistence farming: Farming practices that produce only enough crops and livestock to feed farmers and their families.

Surplus: The quantity of goods or services above the quantity needed to meet one's own needs.

Surveyor: A person who measures and maps the land.

Name: _____

Part 1

Instructions: Read ***California Connections: Habitat for Humans and Wildlife***. Write an original sentence for each vocabulary word, using information or examples from the reading in your sentences.

Vocabulary Word	Definition	Original Sentence (2 points each)
Conservation easement	Legal agreement between a landowner and government to permanently set aside environmental resources on private property.	
Incentive	Something that motivates or inspires someone to take a certain action.	

Part 2

Instructions: Refer to ***California Connections: Habitat for Humans and Wildlife*** and discuss the questions listed below with your group. Take notes and be prepared to share ideas from your discussion with the class. (2 points each)

1. What is the Cosumnes River Preserve?

   _____

   _____

2. How had wildlife used the land in and near the preserve prior to the arrival of European-American settlers?

   _____

   _____

3. How did California Indians historically use the land in and near the preserve before settlers arrived?

   _____

   _____

Name: _____

4. How did settlers in the 1800s use the land in and near the preserve?

_____

_____

5. How do people use the land in and near the preserve today?

_____

_____

Part 3

Instructions: Write answers to the following questions. Use the two vocabulary words from this lesson in each answer. (1 point for each vocabulary word used correctly and 2 points for each correct answer.)

1. How are conservation easements used to manage the Cosumnes River Preserve?

_____

_____

_____

_____

2. How do conservation easements offer an incentive to landowners?

_____

_____

_____

_____

3. In addition to landowners, who benefits from conservation easements?

_____

_____

_____

_____

Name: _____

Civic virtue: The cultivation of behaviors and beliefs that support the common good.

Agriculture… is our wisest pursuit, because it will in the end contribute most to real wealth, good morals, and happiness.

—Thomas Jefferson to George Washington, 1787

Instructions: Answer the following questions.

1. What does the quote mean? Consider what it says and who said it.

_____

_____

_____

_____

_____

2. What do you see in the image? Describe the following:

People and animals:

_____

_____

_____

_____

Landscape:

_____

_____

_____

_____

Etching published in *Columbian Magazine,* 1786

Action:

_____

_____

_____

Name: _____

3. What natural resources are shown here, and how are they being used?

_____

_____

_____

_____

_____

_____

4. According to the quote and image, why might a person in the Early Republic be a farmer?

_____

_____

_____

_____

_____

_____

Name: _____

Part 1

Instructions: Read **Three Views on Land Use** (Student Edition, pages 6–8). As you read the article, take notes about how the Shawnee, land speculators and surveyors, and farmers used the land. (3 points each)

Shawnee:

_____

_____

_____

_____

_____

Land Speculators and Surveyors:

_____

_____

_____

Farmers:

_____

_____

_____

Part 2

Instructions: Identify two ecosystem goods and two ecosystem services that benefited each group. (2 points each)

_____

_____

_____

_____

_____

Name: _____

Part 3

Write an original sentence for each vocabulary word that reflects the content or examples from the lesson. (2 points each)

Part 4

Instructions: Make a Prediction based on the information you have gathered, explain which group(s) in the Early Republic had the most to gain from the westward expansion of the United States in the 1780s and why. (10 points)

Name: _____

Part 1

Instructions: Follow instructions provided by your teacher to label the map below. (10 points)

Name: _____

Part 2

Instructions: On Independence Day in 1785, a man named John Gardiner spoke to a crowd in Boston. He said that if the United States managed natural systems and resources properly, the United States could be "a world within ourselves."

Use what you learned about the Ohio River Valley's location and natural resources to answer the questions below. (3 points each)

1. What do you think he meant by "a world within ourselves"?

_____

_____

_____

_____

2. Gardiner wanted Americans to be "a world within ourselves." How might Americans settling in the Ohio River Valley help bring that about?

_____

_____

_____

_____

3. What is civic virtue?

_____

_____

_____

_____

4. How might settling in the Ohio Valley be seen as a civic virtue?

_____

_____

_____

_____

Name: _____

Instructions: Follow the steps below to in order to answer the question "What attracted people of the Early Republic to the Ohio River Valley?"

1. Have one person in your group read each quote aloud. Together identify which category the quote matches. Sort the quote cards into piles by category. Some categories may have only one card.

2. Once you have finished sorting the quote cards, have each person take two piles. Use the information to write a summary for each pile, telling why that category of resource would have attracted settlers. Record your summaries on the chart below.

Category	Summary Statement (1 point each)
Wildlife	
Soil and Agricultural Products	
Natural Vegetation	
Climate	
Waterways	
Minerals	

Name: _____

3. Share your summaries with your group members. Make sure each group member understands the summary and has a complete chart.

4. On your chart, underline examples of natural resources mentioned in the primary source excerpts you just read. Natural resources are materials, such as forests, water, and energy reserves, supplied by nature and used by humans.

5. Discuss the answer to the following question with your group. Then write your answer. Be prepared to share it with the class.

What attracted people of the Early Republic to the Ohio River Valley? (4 points)

Name: _____

Instructions: The left-hand column of the table below lists five land distribution problems that the U.S. government faced. In the "Problem Summary" column, restate the problem in your own words. To fill in the third column, read **Policies to Address Distribution of Western Lands**, and match the appropriate policy to the problem it addresses. In the next lesson, you will fill in the right-hand column with information about the laws Congress passed to solve the land distribution problems.

Land Distribution Problem	Problem Summary	Policy that Addresses the Problem	Land Ordinance # (Laws that Implement Policies)
1. Decisions about how the territory gained from winning the Revolutionary War could help enrich and strengthen the new country.	_____ _____ _____ _____ _____		
2. Decisions about how to distribute land and avoid conflicts from boundary disputes and lawsuits.	_____ _____ _____ _____		
3. Concerns about maintaining both republican ideals and law and order in a rapidly expanding country.	_____ _____ _____ _____		
4. Concerns about preventing more conflict with the American Indians already living in western lands.	_____ _____ _____ _____		

Name: _____

Land Distribution Problem	Problem Summary	Policy that Addresses the Problem	Land Ordinance # (Laws that Implement Policies)
5. Concerns about maintaining national unity and avoiding East-West division.	_____ _____ _____ _____		

Homework

When Congress considered what to do with western lands, it thought about several groups of people who would be directly affected by its decisions. These groups included land speculators, farmers, American Indians, and Congress itself. Think about what you have learned in previous lessons. Make a list ranking the groups in order from who benefited the most to who benefited the least. Write an explanation for each group's ranking. You may use **Land Use in the Early Republic** and **Three Views on Land Use** to help you complete your answer. (12 points)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Name: _____

Part 1

Instructions: With your partner, review **The Problem of Distributing Western Lands** and list possible effects the land ordinances may have had on the natural resources and natural systems in the Ohio River Valley.

Part 2

Instructions: Using your ideas from above, write an essay to the following prompt. Be sure to include at least three possible effects. (10 points)

Predict the effect that the enactments of land ordinances had on natural resources and natural systems in the Ohio River Valley.

Name: _____

Name: _____

Part 1

Instructions: Read the information cards to complete the outline below describing the way settlement under the Land Ordinance of 1785 and the Northwest Ordinance of 1787 influenced the natural systems of the Ohio River Valley.

1. Land was measured and distributed to settlers and land speculators.
   a. Public Land Survey System (PLSS)

   _____

   _____

   _____

   _____

   b. Putting up Fences

   _____

   _____

   _____

   _____

2. Land was converted to farms.
   a. Clearing Land

   _____

   _____

   _____

   _____

   b. Growing Crops

   _____

   _____

   _____

   _____

Name: _____

3. The human population grew.
   a. Building Towns

_____

_____

_____

_____

   b. Building Roads

_____

_____

_____

_____

4. The human population used the river systems for work and transportation.
   a. Traveling by Boat

_____

_____

_____

_____

   b. Constructing Mills

_____

_____

_____

   c. Constructing Canals

_____

_____

_____

Name: _____

Part 2

Instructions: Answer the following question, including one example from each of the four main sections of your notes on pages 1 and 2. (12 points)

How did expansion under the land ordinances influence the natural systems of the Ohio River Valley?

Name: _____

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