

Figure 1 Library of Congress

## Oman, Andrew Jackson, and trade: Early United States diplomatic efforts to establish international trade and commerce worldwide.

### Overview/Prior Knowledge

The focus of US history from the Revolution through the Civil War/Reconstruction is on domestic policy and the expansion across the North American landmass. An analysis of elementary and middle school textbooks and state social studies curriculum frameworks shows that, when mentioned, trade is related to the slavery, trade with Native Americans, the Triangular trade, and interstate commerce. Rarely do the texts or frameworks mention international or foreign trade beyond the slave trade. This leads to a misconception that the US prior to Reconstruction was not engaged in efforts to establish and expand international trade. The goal of this lesson is to challenge this misconception and demonstrate how the United States made efforts to establish international trade during the period prior to Reconstruction. Students will need knowledge of President Andrew Jackson as he is the President who sent the trade delegation to sign treaties with Muscat, Siam, and Cochin-China.

### Lesson Big Idea

The Big Idea is that early in U.S. history, one goal was to establish commerce and trade worldwide through diplomatic efforts. The lesson illustrates this through one example, a treaty with the Sultanate of Muscat, and through creating a timeline and mapping representative treaties signed by United States from the founding to Reconstruction.

## Objectives

1. Students will challenge their understanding of early US trade and foreign policy through a detailed study of the efforts by Andrew Jackson's trade agent Edmund Roberts to establish trade and sign a commercial treaty with the Sultanate of Muscat (Oman).
2. Students will read an excerpt of the Treaty of Amity and Commerce Between the United States of America and his Majesty Seyed Syeed Bin, Sultan of Muscat and determine the purpose of the document.
3. Students identify and define vocabulary related to trade and diplomacy in the treaty document.
4. Students will place the document into its larger historical and geographical context by creating a timeline of US trade and commerce treaties that corresponds to well-known US history dates from 1789 until 1870 and labelling the nations on a large map to illustrate the extent of early US efforts to conduct international trade.
5. Students will support the big idea claim of the lesson (The Big Idea is that Early in U.S. history, one goal was to establish commerce and trade worldwide through diplomatic efforts) with evidence learned during the lesson.

## Time Required

2- 3 x 50 minute class periods.

## Recommended Grade Range

4<sup>th</sup>- 8<sup>th</sup> grade (depending on when early US history is taught) but can be modified for high school.

## Subject/Sub-Subject

History

Economics

Geography

## Standards

### *Social Studies*

Mississippi (8<sup>th</sup> grade)

8.4 Analyze the challenges and central ideas involved in creating the new nation. (Strands: Civics, Civil Rights, Geography, History, Economics)

4. Assess the United States' development and impact of foreign policy, including: response to the French Revolution, Neutrality Proclamation, Alien and Sedition Acts, XYZ Affair, Embargo Act, impressment, War of 1812, Era of Good Feelings, etc

Georgia (4<sup>th</sup> grade)

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).

LIBRARY OF CONGRESS

**TEACHING** WITH **PRIMARY SOURCES**

Consortium Member



**MISSISSIPPI STATE**  
UNIVERSITY™

### **English Language Arts**

Mississippi (8<sup>th</sup> grade)

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Georgia (4<sup>th</sup> Grade)

ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ELAGSE4RI4 Determine the meaning of general academic language and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.

### **Library of Congress - Teaching with Primary Sources Skills:**

- Place primary source(s) into a timeline
- Consider issues of cause and effect, context, and/or continuity and change
- Articulate ideas or beliefs formed by observing primary sources
- Connect new knowledge from primary sources to other learning experiences

### **Highlighted Strategies:**

- Close Reading
- Making Thinking Visible Routine: Sentence-Phrase-Word
- Claim supporting

### **Credits**

Emma L. O'Connor, Dunwoody Elementary School, DeKalb County School District, Georgia

Kenneth V. Anthony, Mississippi State University

### **Materials**

- Primary Sources – See Resource Guide at the end of this document.
- [Vocabulary matching activity](#)
- [5Ws Card](#)
- [Claim Card](#)

LIBRARY OF CONGRESS

**TEACHING** WITH **PRIMARY SOURCES**

Consortium Member



**MISSISSIPPI STATE**  
UNIVERSITY™

- [Treaty excerpt](#)
- Full text of the Treaty of Amity and Commerce is available at <https://www.loc.gov/law/help/us-treaties/bevans/b-muscat-ust000009-1291.pdf>
- Embassy to the Eastern Courts of Cochin-China, Siam, and Muscat website from World Digital Library/ Library of Congress <https://www.wdl.org/en/item/7317/#countries=OM>
- [Treaty Cards for timeline activity](#)
- [Event Cards for Enrichment activity](#)
- [Treaty Cards for map activity](#)
- [Table with list of treaties used in the timeline activity](#)

## Procedures

### Day One Instruction

#### Introduction

- Hook: Andrew Jackson brainstorm activity
  - To begin an inquiry into early U.S. trade and foreign policy, students will brainstorm what comes to mind when shown a photograph of President Andrew Jackson. Expected responses could include Jackson's military victories, suffrage, Indian Removal Act, etc. The teacher will ask students to discuss examples of American trade in the early 1700s-1800s. Expected responses will be slave trade, trade with Native Americans, interstate commerce, etc. The class will discuss the importance of trade to a young United States that only recently won its political independence from Great Britain, and what possible role could Andrew Jackson play in early U.S. trade relations?
- Essential Question:
  - The teacher will pose the essential question of the lesson: How did the United States establish economic independence after breaking free from Great Britain?
  - One example: The teacher will present the students with a copy of the Treaty of Amity and Commerce with Sultanate of Muscat (Oman).

#### During

- Close reading of Treaty. The teacher will hand out a copy of the excerpt of the Treaty of Amity and Commerce between the US and the Sultanate of Muscat (Oman).
  - Step one: Vocabulary. Teacher will conduct a read-a-loud of the Treaty and have students identify unknown vocabulary words that the students must know in order to understand the document. The vocabulary will include both general and domain specific words. Domain (economics) specific words that teachers should be prepared to help students define via context clues include
    - Cargo
    - Barter

- Produce
- Manufacture
- Merchant/ merchandise
- Amity
- Commerce

General vocabulary words include

- Sultan
- Dependencies
- Perpetual
- Negotiated
- Citizens
- Liberty
- Article

Once the read-a-loud is complete and all unknown vocabulary identified and listed on the board, the teacher will model defining Cargo in context. The teacher will then group students into groups of 2-3 students to write their own definitions of an assigned word from the document. The groups will then share their definitions and the teacher will record on the board making changes as necessary to refine the definition. One important task for the teacher will be to help distinguish between vocabulary words that appear very similar to students with subtle but important differences in meaning. Two examples: subjects vs. citizen and produce vs. manufacture.

- Step two: Geographical context. The teacher will post a map of the world and identify the places mentioned in the Treaty excerpt to provide the students with an understanding of where the treaty took place and the distance between the US and Muscat (Oman). Geographic places that should be located and identified include
  - Muscat
  - Zanzibar
  - Persian Gulf
  - United States
  - India
  - Indian Ocean
  - England
  - Central Africa
  - Portsmouth, NH
  - Oman

The teacher will use a series of maps to illustrate the geographical context including a world map, a current map of the Arabian Peninsula, and map of the Arabian Peninsula from 1831 Library of Congress resource found in the resources of this lesson plan). If time permits students can compare the current map of the Arabian Peninsula to the map from 1831. Key differences include the national boundaries on the current map and the existence nations on the current

map that do not exist on the 1831 map. Additionally, in 1831 the Sultanate of Muscat included holdings in Africa (Zanzibar) and Asia (Baluchistan).

Step three: Identify Key People. Students will read the document in their small groups (2-3 students) and identify people listed in the document. The two people in the treaty excerpt are Edmund Roberts and Sultan Seyed Syeed Bin Sultan. The teacher will explain that Edmund Roberts was President Jackson’s envoy to Muscat and Siam with a mission to establish trade. Another key person in the establishment of trade between the US and Muscat (Oman) was Ahmad bin Na’aman Al Kaabi who was the Sultan’s trade emissary to the United States in 1840. Show Omani stamp celebrating the 1840 trade trip to the United States (it shows the Sultan and Ahmad bin Na’aman Al Kaabi) and photograph of museum display showing the Sultana in New York Harbor. The teacher will explain to the students that the treaty with Muscat was the first treaty the United States signed with an Arab country and the Sultana’s trip to the United States was their first trade emissary to a Western nation. (See references for more background information).

Step four: Determine the purpose of the document using the Making Thinking Visible Routine Sentence-Phrase- Word. Students will read the document again with a knowledge of all key vocabulary, an understanding of the geographic context, and an understanding of the key people involved. The students individually identify one “sentence that was meaningful to you, that you felt captures the core idea of text. Next, the students will identify a “phrase that moved, engaged, or provoked you.” Finally, the students will choose a “word that captured your attention or struck you as powerful.” Ritchart, Church & Morrison, 2011, p. 207. Then as a group the students will select one sentence, phrase, and word to share with the class. Then the teacher will conduct a classroom discussion to identify common themes that emerged. The goal of this thinking routine is to help students identify the purpose of the document.

- So what did the United States and Muscat trade? Palmer (1992) reported that the United States exported cotton textiles, furniture, and rum to Muscat and imported ivory, dates, pearls, and spices from Oman. Cotton is specifically mentioned in the preamble of the treaty excerpt provided in the lesson. As a result of the trade deal, the United States represented 2/3 of Muscat’s trade (Palmer, 1992).

- To help the teacher prepare for the discussion of the purpose of the document we recommend reading the introduction to the Embassy to the Eastern Courts of Cochin-China, Siam, and Muscat found on the World Digital Library/ Library of Congress <https://www.wdl.org/en/item/7317/#countries=OM>. There is this brief explanation of the Treaty and the larger trade mission on the page:

“In 1832 U.S. president Andrew Jackson, acting on the advice of Secretary of the Navy Levi Woodbury, dispatched Edmund Roberts as a “special agent of the government,”

empowered to negotiate treaties of amity and commerce with countries in Asia. The objective was to expand trade between these countries and the United States. Between early 1832 and May 1834, Roberts circumnavigated the globe in the U.S. Navy sloop Peacock. In the course of his journey, he negotiated agreements with the sultan of Muscat (Oman) and the king of Siam (Thailand). He failed to conclude an agreement with Cochinchina (present-day Vietnam). Embassy to the Eastern Courts of Cochinchina, Siam, and Muscat is Roberts's account of his voyage." (World Digital Library, n.d.).

<https://www.wdl.org/en/item/7317/>

- Vocabulary assessment: Matching activity. Students can complete this assessment in class after day one instruction is complete or as homework.

### **End of Day One instruction.**

### **Day Two Instruction**

#### **After**

- The teacher will review the main ideas from the close reading of the Treaty excerpt. The teacher will assess student knowledge by asking 5W questions about the Treaty. The teacher will preview the second day of instruction by introducing the Big Idea of the lesson. The Big Idea is that Early in U.S. history, one goal was to establish commerce and trade worldwide through diplomatic efforts. The teacher will explain that the treaty with Muscat was just one of many treaties the United States negotiated with nations around the world. Today, the goal is to demonstrate the number of treaties the United States signed as well as the geographic and historic distribution of a sample of those treaties. The treaties used in the activity are drawn from <https://avalon.law.yale.edu/>. There is a comprehensive list of trade treaties in the resources of this lesson. The treaties used in the lesson are representative of the variety of nations and cover the period from the founding to about the end of Reconstruction. The teacher will explain that to illustrate the lesson big idea, the students will use two types of evidence- historical and geographical.
  - Historical evidence will be illustrated as the students create a timeline using the treaty cards provided in the resources of this lesson. The teacher will pass out the 26 treaty cards to the students and they will build the timeline across a white board by affixing the cards with painters tape (or the cards can be affixed to a string using clothing pins). Once the timeline is built, the teacher will ask the students to identify any themes that emerge based on the name of the treaties. The major themes that will emerge for the interest of the lesson is that they are mostly focused on trade, commerce, and navigation. The teacher will remind the students that the United States also signed other treaties, but these illustrate how the United States was trying to establish trade throughout the world. The big idea is supported by historians too. Mead (2002) claims that foreign policy has always been important to the United States and was guided by economic interests including trade. The timeline of treaties illustrates Mead's point.
    - Enrichment/advanced content activity. If time permits all students or those identified as gifted or accelerated can conduct enrichment activity described below under differentiation.
    - Geographical evidence will be illustrated as the students label a world map with small treaty cards to show the geographic distribution of the treaties. Mead (2002) makes the claim that the United States early sought a worldwide trade presence as evidenced by the fact that

the United States Navy operated in every ocean of the world in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries. The students will see that the United States established trade with nations on every known continent at the time (excluding Australia which was a part of the British Empire).

\*Note: Many of the countries used during the timeline and map activity no longer exist, so the teacher must be prepared to help the students identify the successor states.

### **End of Day Two instruction**

### **Begin Day Three Instruction**

- Supporting claims activity. The students will now have an opportunity to write a statement that supports the claim made in the big idea. The Big Idea is that Early in U.S. history, one goal was to establish commerce and trade worldwide through diplomatic efforts. The teacher will guide students as they individually fill out their claim card. The teacher may choose to review the information learned from the previous two days of instruction.
  - Claim:
  - Evidence:
  - Explanation:
  - So what?
  - Conclusion:
- Students will share their claims and the teacher will make corrections and additions as needed.

### **Conclusion:**

- Review. The teacher will ask students what the Big Idea for the lesson is and then have them present information that they learned in the lesson that supports the Big Idea.
- Assess. The teacher will ask questions about the vocabulary, geographic places, and key people the students have been exposed to during the lesson. The teacher can use the 3-2-1 assessment strategy if appropriate, but must ensure that all key vocabulary, geographic places, and people are accounted for as the students share their 3-2-1. The teacher will ask the students to name some of the countries the United States signed treaties with from the founding until the end of Reconstruction. The teacher will ask the students the nature of the treaties signed based on the activity conducted in class. The teacher will check the claim cards for accuracy and correct any misconceptions as required.
- Preview. The teacher will preview the next lesson and make connection between the Big Idea in this lesson with future topics in early U.S. history.

### **Assessment**

#### **Formative:**

- Vocabulary activity
- Sentence-Phrase-Word
- Questioning



**Summative:**

- Claim Card
- 5Ws Card

## Differentiation

- Accommodation: Sentence stems to support Sentence-Phrase-Word Routine.
- Accommodation: Dictionary to help students define words in context.
- Enrichment or advanced content: Gifted or high ability students can research events from United States history for the years represented on the timeline to illustrate key domestic events from American history occurring during efforts to expand international trade. There are 27 blank event cards in the resources.

## Supplementary Materials

- State Department website with background information on American-Omani relations <https://history.state.gov/countries/oman>
- Avalon at Yale is where the treaty information was obtained. The text of all of the treaties in the lesson plan are available here <https://avalon.law.yale.edu/default.asp>.
- Indian Ocean in History website. Provides background information on the role of Oman in the history of the Indian Ocean including the Treaty of Amity and Commerce. <http://indianoceanhistory.org/default.aspx>
- Comprehensive high school level lesson plan from the Indian Ocean in History website with more detailed information about the Voyage of the Peacock and the Mr. Robert's trade mission to Muscat, Siam, and Cochin-China. [http://indianoceanhistory.org/assets/Site\\_18/files/VoyageofPeacock%20LESSON%20PLAN.pdf](http://indianoceanhistory.org/assets/Site_18/files/VoyageofPeacock%20LESSON%20PLAN.pdf)
- For more information on the history of Oman-American relations visit this page <https://www.sqcc.org/About/U002ES002E-002D-Oman-Relations.aspx>

## References

Mead, W. R. (2002). *Special Providence: American foreign policy and how it changed the world*. New York: Routledge.

Palmer, M.A. (1992). *Guardians of the gulf: A history of America's expanding role in the Persian Gulf*. New York: Free Press.

Ritchart, R., Church, M. & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco: Jossey-Bass.

## Teaching with Primary Sources Resource Guide

**Title:** Oman, Andrew Jackson, and trade: Early United States diplomatic efforts to establish international trade and commerce worldwide.

**Historical Background:**

In 1831, President Andrew Jackson sent Mr. Edmund Roberts on a trade mission to Muscat, Siam, and Cochin-China to conclude trade agreements. Roberts signed a Treaty of Amity and Commerce in 1833 with the Sultan of Muscat. This was the first major treaty signed with an Arab nation. It is an example of the efforts the United States made during its early history to establish diplomatic and trade agreements worldwide.

**Source 1:**

*Muscat*

AMITY AND COMMERCE

*Treaty signed at Muscat September 21, 1833  
Senate advice and consent to ratification June 30, 1834  
Entered into force June 30, 1834  
Ratified by the President of the United States January 3, 1835  
Ratified by Muscat September 30, 1835  
Ratifications exchanged at Muscat September 30, 1835  
Proclaimed by the President of the United States June 24, 1837  
Replaced June 11, 1960, by agreement of December 20, 1958\**

8 Stat. 458; Treaty Series 247\*

A TREATY OF AMITY AND COMMERCE, BETWEEN THE UNITED STATES OF AMERICA AND HIS MAJESTY SEYED SYED BIN SULTAN OF MUSCAT AND HIS DEPENDENCIES

ARTICLE 1. There shall be a perpetual Peace between the United States of America and Seyed Syed bin Sultan and his dependences.

2. The Citizens of the United States shall have free liberty to enter all the Ports of His Majesty Seyed Syed bin Sultan, with their Cargoes of whatever kind the said cargoes may consist, & they shall have the liberty to sell the same, to any of the subjects of the Sultan, or others who may wish to buy the same, or to barter the same for any produce or manufactures of the Kingdom, or other articles that may be found there—no price shall be fixed by the Sultan or his Officers on the articles to be sold by the Merchants of the United States, or the merchandise they may wish to purchase—but the trade shall be free on both sides, to sell, or buy, or exchange on the terms, & for the price the owners may think fit—and whenever the said Citizens of the United States may think fit to depart they shall be at liberty so to do—and if any Officer of the Sultan shall contravene this Article, he shall be

\* 11 UNTS 1855; TIAS 4350.  
\* For a detailed study of this treaty, see 3 Miller 789.

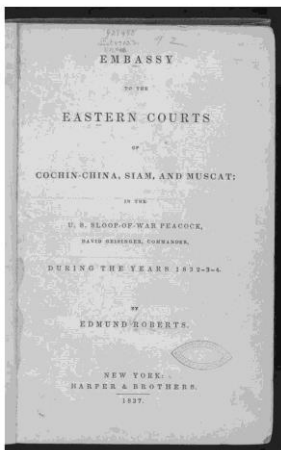
1291

Title: Treaty

Link: <http://www.loc.gov/law/help/us-treaties/bevans/b-muscat-ust000009-1291.pdf>

Purpose: This is full text of the treaty that can be used by teachers for a complete understanding of the treaty. It can also be used to plan further activities including enrichment for those students who need a longer text or for teachers to use in high school who wish to modify the lesson. The document also provides information on the process of the treaty becoming law and this can be used to illustrate the role of the executive and legislative branch in the enacting of treaties.

**Source 2:**



Title: Embassy to the Eastern Courts of Cochin-China, Siam, and Muscat

Link: <https://www.wdl.org/en/item/7317/>

Purpose: This is the account of the trade mission sent by President Jackson to Siam, Muscat, and Cochin-China. Teachers can use it as a background resource. Additionally, students can determine the larger context of the trade mission to Muscat using the title page. It also provides details about the leader of the trade mission and the name of the ship.

**Source 3:**

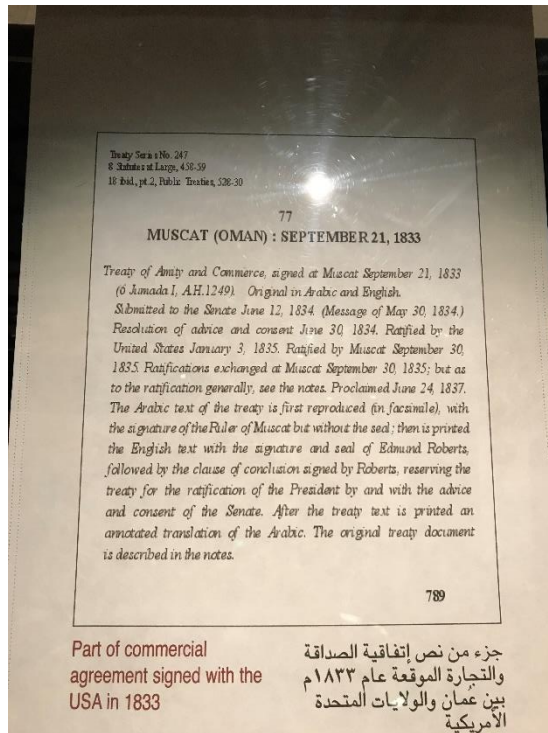


Title: Map of the Arabian Peninsula 1831

Link: <https://www.wdl.org/en/item/18897/>

Purpose: This map shows the geographical context in the Arabian Peninsula in the 1830s when the treaty was signed. It can be compared to a modern map of the Arabian Peninsula to show how the Arabian Peninsula has been divided into modern nation states.

**Source 4:**



Title: Treaty display from Museum of the Frankincense Land in Salalah, Oman. Photo by Kenneth V. Anthony

Link: None.

Purpose: Provides background information on the treaty for both students and teachers.

**Source 5:**



2. A friendship agreement signed with the United States of America in 1833 A.D.; then, in 1256 H/ 1840 A.D., as an expression of good relationship between the two countries and for the strengthening of the commercial bonds, the Omani ambassador at that time - Ahmad bin No'oman Al Qaabi - arrived to New York aboard the Al Sultanah ship.

Title: Museum display of the Sultana trade mission from Muscat to the United States from the Museum of the Frankincense Land in Salalah, Oman. Photo by Kenneth V. Anthony

Link: None.

Purpose: Provides background information on the treaty for both students and teachers.

Source 6:



Title: Treaty of Amity and Commerce in Arabic

Link: <http://indianoceanhistory.org/LessonPlan/IndustrialandImperialEra.aspx>

Purpose: To illustrate the differences between Arabic and English writing. The Sultan signed the Arabic version of the treaty.

Source 7:



Title: Stamp commemorating the voyage of the Sultana from Muscat to New York in 1840.

Link: <https://shipstamps.co.uk/forum/viewtopic.php?t=5811>

Purpose: Demonstrates the importance of the treaty and voyage to the people of modern Oman. Provides images of the Sultan who signed the treaty and his trade emissary who made the journey to New York. Provides image of the Sultana the ship that made the journey from Muscat to New York.



**Source 8:**



Title: Map of Oman, 1996

Link: <https://www.loc.gov/item/96681131/>

Purpose: To compare to map from 1831 to illustrate that the Sultanate of Oman evolved into the modern nation state of Oman on the Arabian Peninsula. The Sultanate of Oman included holdings in Africa (Zanzibar) and Asia (Baluchistan). The modern state is confined to the Arabian Peninsula.

*Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.*