# Unit 06: Westward Expansion

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 20**
Length: **5 Weeks**
Status: **Published**

## Unit Overview

Within this unit, students will explore America's expansion to the western frontier. The underlying theme of the entire Westward Expansion unit will focus on the concept of Manifest Destiny and why Americans were moving west. Furthermore, this study will look into the interaction between westward settlers and the indigenous peoples of the western territories.

## Standards

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| LA.RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| LA.RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| LA.RH.6-8.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| LA.RH.6-8.6 | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
| LA.RH.6-8.7 | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| LA.RH.6-8.8 | Distinguish among fact, opinion, and reasoned judgment in a text. |
| LA.RH.6-8.10 | By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. |
| LA.WHST.6-8.1.A | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.WHST.6-8.1.B | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| LA.WHST.6-8.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| LA.WHST.6-8.1.D | Establish and maintain a formal/academic style, approach, and form. |
| LA.WHST.6-8.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |
| LA.WHST.6-8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| LA.WHST.6-8.2.C | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.WHST.6-8.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.WHST.6-8.2.E | Establish and maintain a formal/academic style, approach, and form. |
| LA.WHST.6-8.2.F | Provide a concluding statement or section that follows from and supports the information |

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| | or explanation presented. |
| LA.WHST.6-8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| LA.WHST.6-8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| SOC.6.1.12.A.3.a | Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. |
| SOC.6.1.12.A.3.e | Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. |
| SOC.6.1.12.B.3.a | Assess the impact of Western settlement on the expansion of United States political boundaries. |
| SOC.6.1.12.B.5.a | Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. |
| SOC.6.1.12.C.3.a | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| SOC.6.1.12.C.3.b | Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |

## Essential Questions

- How is Manifest Destiny unique to American history?
- How did Americans change the west?
- How were the lives Native Americans and US citizens changed by American expansion into the west?

## Application of Knowledge and Skills...

## Students will know that...

- 1. Americans considered settling the western territories to be their Manifest Destiny.
- 2. Travelers to the western territories followed established trails.
- 3. On the western trails most people traveled in groups known as wagon trains.
- 4. Gold mining was a major reason for settlers to move west.
- 5. In the process of westward expansion, the Native American culture and lands were almost completely overtaken.
- 6. Common Core Focus: Westward expansion was a difficult process and was the result of a series of events occurring over multiple decades.

## Students will be able to...

- a. Explain why settlers moved to the West.
- b. Identify which states the most prominent western trails traversed.
- c. Analyze the advantages and disadvantages of traveling in a wagon train.
- d. Evaluate the risks and rewards of the gold mining boom of the 1800s.
- e. Describe the changes affecting Native Americans as a result of westward expansion.
- f. Common Core Focus: Create a visual project of a significant aspect of westward expansion.

## Assessments

- Unit Test  Summative: Written Test  Test encompassing the major people, events, causes, and results of America's westward expansion. Written responses emphasize 6.1.12.A.3.a 6.1.12.A.3.e 6.1.12.B.3.a 6.1.12.B.5.a 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.D.2.a 6.1.12.D.3.a RH.6-8.4 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.4 WHST.6-8.9

- "Pioneers O' Pioneers" - New Stanzas  Diagnostic: Other written assessments  Listen to and read along with the poem "Pioneers O' Pioneers." Reflect on the meaning of the poem by writing two new stanzas from a current perceptions of the new frontiers yet to be explored 6.1.12.A.3.a RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.3 WHST.6-8.4

- Cookie Mining  Formative: Dramatization  Choose mining tools (toothpicks or paperclips) and land (chocolate chip or chunky chocolate chip) to mine. Mine for chocolate chips. Equate chocolate chip mining to the gold rush by answering critical thinking questions that explore mining methods and consequences. 6.1.12.C.3.a 6.1.12.C.3.b WHST.6-8.4

- Document Analysis  Formative: Other written assessments  Complete a document analysis worksheet about Lakota family practices, as recounted by Chief Standing Bear. Students are to write one paragraph reflecting on the reading and arguing whether the term "savage" was appropriately given to Native Americans like the Lakota family. 6.1.12.D.2.a 6.1.12.D.3.a RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.4 WHST.6-8.9

- Plan Oregon Trail Trip  Formative: Other written assessments  Look at a list of possible supplies to be on a wagon train. Compile a list of items to bring on a trip westward. Justify those choices by writing a narrative from the perspective of a traveler. 6.1.12.B.5.a RH.6-8.7 WHST.6-8.3 WHST.6-8.4 WHST.6-8.9

- Western Trails Map  Formative: Other visual assessments  Label five western trails. What states did they pass through? 6.1.12.B.3.a RH.6-8.7

- Westward Expansion Project  Summative: Visual Arts Project  Create a project based on one of the following westward expansion topics: covered wagon, wagon train, boomtown, railroad station, sod house, tipi, frontier schoolhouse, country store, or frontier newspaper. Projects are in the form of a diorama with a three paragraph description of certain aspects of their topic and diorama. 6.1.12.A.3.a 6.1.12.A.3.e 6.1.12.B.3.a 6.1.12.B.5.a 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.D.2.a 6.1.12.D.3.a 9.1.12.A.1 9.1.12.E.1 RH.6-8.4 RH.6-8.7 RH.6-8.10 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10

## Activities

- Listen to a dramatic reading of Walt Whitman's poem, "Pioneers O' Pioneers"
- Write two new stanzas for the poem, "Pioneers O' Pioneers"; the new verses ought to reflect the new frontiers that are being explored in contemporary society
- Label five western trails on a map of the US; answer critical thinking questions and discuss student

responses
- Students will use a list of common wagon train supplies to stock a fictional covered wagon
- Place students in groups to compare their covered wagon supplies
- Together the group will create a supply list, then justify their selections in a whole-class discussion and a post-activity assessment worksheet
- Cookie mining activity
    - Students will start the activity with nineteen dollars in "social studies" money
    - First, students will choose two tools out of three possible choices, the better the tool, the more expensive it will cost
    - Next, students will choose a cookie to mine for chocolate chips, the better the cookie, the more it will cost
    - Then, students will mine their cookies for chocolate chips
    - After they finish mining, the students will complete a worksheet to assess if they were successful miners and justify the results of that assessment
    - Finally, students will equate cookie mining to the gold rush of 1849, i.e. a few miners became wildly successful, most just barely got by, and some failed miserably
- Read a short biography of the legendary Native American, Sitting Bull, and complete comprehension questions about his life, accomplishments, and legacy
- Complete a document analysis of a Native American primary source
- Students will use project description and rubric to complete the westward expansion project
- Use Maps101 to compare the different settlements of Texas from the colonial era, as a part of Mexico, early American settlements, and independence (see specified link)

  http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3295%3Amexico-texas-and-the-united-states-grades-6-8&cid=164%3A6-8&Itemid=11

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## Activities to Differentiate Instruction

**Differentiation for students with diverse needs (including special education, ELL, and gifted):**

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies

- Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

**Content specific modifications for students with special needs may include:**

- Modifications & accommodations as listed in the student's IEP
- The teacher will assign students to work together on the Westward Expansion project, these groups will place students to work together for their optimal performance
- The teacher will assign the students to work together on the Westward Expansion project, however, the students may choose a topic for themselves other than the teacher-suggested topics (intermediate activity)
- Pair mixed ability students together to work on creating two new stanzas for "Pioneers O' Pioneers"
- Provide a completed map of five western trails
- Model for students the correct procedure for completing a document analysis
- As necessary give students completed study guides
- Modify tests and quizzes as required or in certain situations as appropriate

**Content specific modifications for ELL's may include:**

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: Manifest Destiny,

teritory, settler, boom, expansion

**Content specific modifications to extend learning for gifted students may include:**

- At the conclusion of the westward expansion project each member of every group will write two paragraphs summarizing the project; some students may write a third paragraph, the third paragraph should make connections between the project idea and its modern legacy, e.g. San Francisco started as a boomtown (challenge activity)

## Integrated/Cross-Disciplinary Instruction

Students could build on the information they have learned in this unit about the 1849 California Gold Rush and complete a gold rush research project in their math classes. Math teachers may have students research on the Internet gold prices from 1849, the amount of gold discovered during the gold rush, the 1849 gold price adjusted for inflation in 2010 dollars, and the current price of gold. This data can be used to create a bar graph to complete the assignment.

## Resources

- America: History of our Nation textbook - Prentice Hall, (c)2007
- America: History of our Nation teacher's edition - Prentice Hall, (c)2007
- "Pioneers O' Pioneers" - by Walt Whitman http://www.youtube.com/watch?v=7hWeTaL4ovI
- Cry of the Thunderbird: The American Indian's Own Story - edited by Charles Hamilton, University of Oklahoma Press, (c)1977
- http://www.maps101.com/

## 21st Century Skills

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| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready |

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| | individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |