# Unit 5: Closing the West

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 4**
Length: **4 weeks**
Status: **Published**

## Summary

In United States History I Honors, students will study events beginning with European colonization through the closing of the West. The US History I Honors course is intended to refine students' historical thinking skills and closely mirrors those of the AP US History course. Students further their understanding by examining historical events within the context of different themes such as American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally

This unit is part of the larger aforementioned course sequence and specifically focuses on Western development and settlement following the end of the Civil War where students will determine how settlers' movement west impacted human and natural geography. By the end of this unit, students will be able to contextualize, identify viewpoints, write with evidence, create and support a claim, and analyze causal relationships through the use of both independent and collaborative strategies. Moreover, further examination and connection to AP Themes and definitions will allow students to develop a more comprehensive content focus.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or

civic life. Furthermore, this course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

## Standards

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race, and ethnicity.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness,

and global citizenship.

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| 9.1.5.EG.3 | Explain the impact of the economic system on one's personal financial goals. |
| 9.1.5. EG.5 | Identify sources of consumer protection and assistance. |
| 4 | Responsible Decision-Making |
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| 9.2.8.CAP.13 | Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances. |
| 5 | Relationship Skills |
| LA.RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. |
| LA.RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| LA.RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| LA.RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. |
| LA.RI.9-10.8 | Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| LA.RI.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. |
| LA.RI.9-10.10a | By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. |
| LA.RI.9-10.10b | By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. |
| LA.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 9.1.8.FP.6 | Compare and contrast advertising messages to understand what they are trying to accomplish. |
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

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| LA.W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| LA.W.9-10.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| LA.W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| LA.W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| LA.W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. |
| LA.W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| 6.1.12.CivicsDP.5.a | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. |
| 6.1.12.GeoPP.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. |

## Essential Questions

Essential Questions:

- To what extent did the reservation system violate Native American human and constitutional rights?
- To what extent did the westward migration confirm, challenge, complicate, or violate fundamental American principles and values?

Enduring Understandings:

- In hopes of achieving ideals of self-sufficiency and independence, migrants moved West for opportunities; this created competition for land and resources among white settlers, Indigenous peoples, and Mexican Americans, ultimately leading to an increase in violent conflict.
- The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining many Indigenous nations to reservations and denying tribal sovereignty.

## Objectives

Students will know:

- Terms, concepts, and individuals (including, but not limited to):
    - Transcontinental Railroad
    - Comstock Lode
    - Plains Indians
    - Bison and Buffalo
    - Bonanza Farming
    - Cowboys
    - Homestead Act
    - Immigration waves of the era (Chinese, Mexican)
    - Domestic migrants (Exodusters, Women)
    - Mormon Trail
    - Sitting Bull, Red Cloud, Crazy Horse
    - Sand Creek Massacre
    - Battle of Little Bighorn
    - Buffalo soldiers
    - Dawes Act
    - Assimilation efforts and reservations
    - Carlisle School (and the Indian Boarding School system in the US and Canada)
    - Ghost Dance Movement and Wounded Knee Massacre
    - Populism, William Jennings Bryan, and Currency Debate (Silverites and Goldbugs)
- The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.
- International and internal migration increased urban populations and fostered the growth of a new urban culture.
- Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices
- Many farmers responded to the increased consolidation in agricultural markets and their dependence

on the evolving railroad system by creating local and regional cooperative organizations.

- Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.
- The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.
- Many American Indians preserved their cultures and tribal identities, despite government policies promoting assimilation, and they attempted to develop self-sustaining economic and political practices

Students will be skilled at:

- explaining the both beneficial and detrimental impacts of westward migration for various groups of people
- evaluating the long term impacts of the reservation system
- comparing and contrasting historical and modern populist movements
- examining, analyzing, and interpreting primary and secondary source documents to provide evidence of point of view, purpose, intended audience and experiences during this time period.
- working independently and collaboratively to present their comprehension and understanding.
- contextualization to place events and sources into the broader historical timeline to describe the circumstances surrounding the topic.
- interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- writing with evidence to support an original claim.
- creating a claim to respond to a prompt.
- establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.
- creating applicable connections to AP Themes.

## Learning Plan

The unit learning plan includes, but is not limited to the following strategies:

**The Transcontinental Railroad - Multiple Perspectives:** Students will review interactive slideshows of primary and secondary sources to introduce one of the multiple perspectives of western development in the

late 1800s. This includes women, Indigenous peoples, the national economy, and Homesteaders. Students will be responsible for identifying and defining the concepts as they relate to the social, economic, and political changes that impacted the industrialization and settlement of the West.

**Populism and Politics Through the Wizard of Oz:** Students will make connections between their content knowledge and definitions and the symbols from the Wizard of Oz to apply their knowledge and understanding of Populism and the impact on the United States.

**Discussing the Impact of the Dawes Act:** Students will participate in a group panel discussion to defend or argue against the Dawes Act. For the panel discussion, groups will represent the following: The Bureau of Indian Affairs, a group of white settlers, and 3-5 groups representing various Indigenous nations (Cheyenne, Nez Perce, Lakota, Comanche, Apache), and the United States Government. Each group will research the situation, context and point of view of their group. Then, each group will present their arguments and the other groups must question/challenge the views of the presenting group.

**Closing of the West Dinner Party:** Students will be asked to host a dinner party for prominent figures associated with the closing of the west. Using PowerPoint or Google Slides, students will construct a seating chart and create the discussion in which these historical figures would engage in after primary source analysis for point of view and perspective.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

## Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

**Formative Assessments:**

Do Now/Exit Tickets, Class Activities, Chapter Reading Quizzes (Short Answer Format), Homework, Fabric of A Nation Sourcing Activities (pages 451, 453, 456, 458, 464, 466, 471,540, 543, 546)

**Summative Assessments:**

AP Style Tests including Document Stimulus Question and Short Answer Questions, Closing of the West Dinner Party

**Benchmark Assessments:**

HIPP analysis skills and complexity regarding political cartoons, Plains Indians Document Based Question Essay

**Alternative Assessment:**

Western Frontier "Yearbook" project highlighting individuals, groups, events etc.

## Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List .

The following are approved resources that teachers can include to further unit related objectives:

Bury My Heart at Wounded Knee Film

Helen Hunt Jackson - Excerpts from A Century of Dishonor

Frederick Jackson Turner - Excerpts from "Frontier Thesis"

William Jennings Bryan - Excerpt from Democratic National Convention Speech, 1896

Senator Henry Dawes - Excerpt from The Dawes Act, February 8, 1887

Sitting Bull - Speech at the Powder River Council, 1877

George Armstrong Custer - Excerpt from Report on The Battle of Washita, November 27, 1868

Homesteader - Excerpt from a letter Horace Greeley wrote to R. L. Sanderson, 1871

Buffalo Soldiers - Excerpt from “Who are the Buffalo Soldiers?” from the Buffalo Soldiers National Museum

Vox Video Clip: How the US stole thousands of Native American children (youtube.com)

Introduction to the Transcontinental Railroad (PBS)

The Lost Pardner (poem for exploring sexuality in the West) (historymatters.gmu.edu)

Homesteaders through photographs (primary source activity) (Digital Inquiry Group)

The Battle of Bighorn lesson plan (Digital Inquiry Group)

Carlisle Indian School primary source lesson plan (Digital Inquiry Group)

Aaron Huey:  America's Prisoners of War (TED talk)

After Wounded Knee lesson plan (Facing History)

Women's suffrage and the West (edsitement)

Native Americans and Two-Spirit peoples (gender and sexuality lesson plan) (lgbtqhistory.org)

Homestead Act role play (pdf doc.)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

## Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.