

Unit 4: Manifest Destiny ("Westward Expansion")

Grade 8

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

Unit Overview

Students will be able to learn about Westward expansion by the United States, the political, social, and economic impact of "Manifest Destiny," settlements west, the Republic of Texas, and the Mexican War.

Transfer

Students will be able to independently use their learning of "Westward Expansion" and Manifest Destiny to enrich their understanding of how the United States grew into the Continental-wide country that it is today.

Meaning

Understandings

Students will understand that...

- in the early 1800s, fur trappers hunted the rich forests of Oregon Country. By the 1840s, missionaries and pioneers arrived to settle the region.
- the presence of a growing number of Americans in Texas led to growing tension with Mexico.
- Spain built missions along the West coast of North America. later, Mexico controlled the New Mexico

Territory and California. Many Americans moved into this area, driven there by the idea of Manifest Destiny.

- A compromise with Britain gave the United States the Oregon Territory. The U.S. annexed Texas, and it took control of California and most of the Southwest after its victory in the Mexican War.

- In the late 1840s, the Mormons moved to Utah to escape religious persecution. Thousands of Americans were lured to California by the gold rush.

Essential Questions

Students will keep considering...

- 1.) Was the idea of Manifest Destiny morally correct?
- 2.) You are a supporter of one of the major candidates for President in the election of 1844. Write a paragraph stating whether you support James K. Polk or Governor Henry Clay. Give reasons to support your claim.

Application of Knowledge and Skill

Students will know...

Students will know...

- 1.) the appeal of Oregon and the far west.
- 2.) how mountain men helped explore the far west.
- 3.) the role missionaries played in Oregon.
- 4.) the hardships faced on the wagon trains to the west.
- 5.) why Americans in Texas conflicted with Mexico.
- 6.) how Texas gained independence.

- 7.) how the Alamo affected Texans.
- 8.) the challenges the Lone Star Republic faced.
- 9.) why Americans took an interest in the New Mexico Territory
- 10.) what life was like for Native Americans on California's missions and ranches.
- 11.) why many Americans supported the idea of westward expansion.
- 12.) how the United States gained Oregon and Texas.
- 13.) the causes and results of the Mexican War.
- 14.) the new lands the U.S. acquired as a result of the Mexican War.
- 15.) how a mix of cultures shaped California and the Southwest.
- 16.) why the Mormons moved to Utah.
- 17.) how the gold rush affected life in California.
- 18.) why California developed such a diverse population.

Students will be skilled at...

Students will be skilled at...

recalling simple names, dates, and facts

sequencing events and creating time lines

recognizing main ideas

using symbols and symbolizing in maps and documents

integrating math and language arts into Social Studies lessons

specifying and predicting the reasoning and outcomes of decisions

investigating primary sources

experimenting with hypothetical situations and what-ifs

Problem solving using contextual experiences related to the unit

decision-making and choosing the best course of action for contemporaries of the time period and relating such to the present

Academic Vocabulary

mountain men, rendezvous, dictator, siege, annex, cede, forty-niner, vigilante

Learning Goal 1

Students will be able to analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

(LGBT curriculum- [Native Americans, Gender Roles, and, Two-Spirit People](#))

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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.6-8.3 | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| LA.6-8.CCSS.ELA-Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.6-8.CCSS.ELA-Literacy.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| LA.6-8.CCSS.ELA-Literacy.CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| SOC.6.1.8.A | Civics, Government, and Human Rights |
| SOC.6.1.8.A.4.a | Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. |
| SOC.6.1.8.A.4.b | Analyze how the concept of Manifest Destiny influenced the acquisition of land through |

annexation, diplomacy, and war.

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| SOC.6.1.8.B.4.a | Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. |
| SOC.6.1.8.B.4.b | Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans. |
| SOC.6.1.8.C | Economics, Innovation, and Technology |
| SOC.6.1.8.D.4.a | Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. |
| SOC.6.1.8.CS4 | Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. |

Target 1

Students will be able to understand that Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

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| SOC.6.1.8.CS4 | Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. |
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Target 2

Students will be able to assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

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| SOC.6.1.8.B.4.a | Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. |
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Target 3

Students will be able to explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

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| SOC.6.1.8.A.4.a | Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. |
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Target 4

Students will be able to analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

SOC.6.1.8.D.4.a

Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

Advanced Learning Goal

Students will be able to apply their learning of “Westward Expansion” and Manifest Destiny and explain how the United States grew into the continental-wide country that it is today through annexation, diplomacy, and war.

Advanced Target 1

Students will be able to explain how the idea of Manifest Destiny influenced the gaining of land through annexation.

SOC.6.1.8.A.4.a

Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

SOC.6.1.8.A.4.b

Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

SOC.6.1.8.B.4.a

Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

SOC.6.1.8.B.4.b

Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

SOC.6.1.8.C.4.b

Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

SOC.6.1.8.CS4

Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Advanced Target 2

Students will be able to explain how the idea of Manifest Destiny influenced the gaining of land through diplomacy.

SOC.6.1.8.A.4.a

Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

SOC.6.1.8.A.4.b

Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

SOC.6.1.8.B.4.a

Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

SOC.6.1.8.B.4.b

Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

SOC.6.1.8.C.4.b

Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

SOC.6.1.8.CS4

Expansion and Reform: Westward movement, industrial growth, increased immigration,

the expansion of slavery, and the development of transportation systems increased regional tensions.

Advanced Target 3

Students will be able to explain how the idea of Manifest Destiny influenced the gaining of land through war.

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|-----------------|---|
| SOC.6.1.8.A.4.a | Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. |
| SOC.6.1.8.A.4.b | Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. |
| SOC.6.1.8.B.4.a | Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. |
| SOC.6.1.8.B.4.b | Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans. |
| SOC.6.1.8.C.4.b | Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. |
| SOC.6.1.8.CS4 | Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. |

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternative assessments may include but are not limited to any combination of the following:

Common Assessment #2: Analysis of diary entries on the Oregon Trail: "How do the entries teach us about the hardships on the trail?"

Reading Like A Historian: "Manifest Destiny" <https://sheg.stanford.edu/manifest-destiny>

Docs Teach: "Reasons for Westward Expansion"

http://docsteach.org/activities/104/detail?mode=browse&menu=closed&thinking_skill%5B%5D=chronological-thinking&sortBy=title

Reading Like A Historian: "Texas Independence" <https://sheg.stanford.edu/texas-independence>

Primary Sources:

- Diary entries of the "Oregon Trail"
- Polk's speech to Congress
- Wilmont Proviso

problem-based learning, projects or presentations, common paper/pencil assessments, primary source writing with essential questions

Common summative assessments will be devised by the 8th grade social studies teachers during common

planning time.

21st Century Life & Careers

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| PFL.9.1.8.A.4 | Relate earning power to quality of life across cultures. |
| PFL.9.1.8.A.5 | Relate how the demand for certain skills determines an individual's earning power. |
| PFL.9.1.8.B.5 | Explain the effect of the economy on personal income, individual and family security, and consumer decisions. |
| PFL.9.1.8.B.6 | Evaluate the relationship of cultural traditions and historical influences on financial practice. |
| PFL.9.1.8.F.1 | Explain how the economic system of production and consumption may be a means to achieve significant societal goals. |
| TECH.8.1.8 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.2.8 | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

Formative Assessment and Performance Opportunities

Lecture

Group work

Think-Pair-Share

Technology implementation

"Do-Nows"

Directed Reading

Graphic Organizers

Primary and secondary sources

Picture Prompts

Projects

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

atlas/geography activities

essential question writing

Accommodations/Modifications

Oregon Simulation (R/Adv)

Pro/Con analysis of Manifest Destiny

Primary source analysis of Trail of Tears/Mexican War

Google Expedition: Gold Rush (Tier questioning)

Enrichment opportunities: Advanced classes will incorporate more Level 4 Knowledge Utilization processes. Advanced classes will have broader and more specific essential writing activities. These classes will also have to incorporate more decision-making, problem-solving, relating experiences, and investigation activities.

Differentiation: 504 and IEP modifications will be closely followed and modified to for the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students'
Background Knowledge to Content in the ELL Classroom"

- guided notes
- modified assessments
- modified assignments
- student-generated research projects
- task-based assessments
- test corrections

Advanced Class Modifications

Unit Resources

guest speakers

interactive white board activities

Internet activities

supplemental textbooks/ teacher resources

social studies notes and hand-outs

videos and online videos for audio and visual learners

activity cards

American history websites

youtube

safari montage

helpful bulletin boards and posters

exit tickets

on-line project builder

Digital Resources

1.) Digital Public Library of America - <https://dp.la/> - link to DPLA home search engine for various lessons and sources on Manifest Destiny and "Westward Expansion" including:

- a.) https://dp.la/item/f54fa63f6c80a1362ea6344d9fc37d47?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Doregon%2Btrail - The Oregon Trail (text)
- b.) https://dp.la/item/cf735709a6ab09233cb6ee1da84b821f?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Doregon%2Btrail - The Oregon Trail (image)
- c.) https://dp.la/item/a546adf339b8c3a28d08f2b1fc1d8f10?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dthe%2BAlamo - The Alamo (image)
- d.) https://dp.la/item/9cfa5b14e29cf6817123ea4fd935d6a9?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BMexican%2Bwar - Mexican War primary source (text)

2.) Digital History website - <http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=1> - link to various lessons and sources on Manifest Destiny and "Westward Expansion" including

- a.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3843 - Manifest Destiny (lessons)
- b.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3836 - Land Reform (lessons/handouts)
- c.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3838 - Growth of Western Cities (lessons/handouts)
- d.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=6> - Music of the era (music)
- e.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=545 - The Battle of the Alamo primary sources (documents)
- f.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=362 - Manifest Destiny (documents)

3.) CK-12 Social Studies (Basic and Advanced Online Texts) - <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.0/> link to various lessons and sources on Manifest Destiny and "Westward Expansion" including:

- a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/4.3/> - Texas Independence (basic)
- b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/4.3/> - Texas Independence (advanced)
- c.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/4.4/> - Manifest Destiny (basic)
- d.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/4.4/> - Manifest Destiny (advanced)

4.) ABC-clio.com - <http://americanhistory.abc-clio.com/> link to various "topics" of the curriculum including on Manifest Destiny and "Westward Expansion" including:

- a.) <http://americanhistory.abc-clio.com/Topics/Display/1183902> - Manifest Destiny (lesson overview)
- b.) <http://americanhistory.abc-clio.com/Topics/Display/1183919> - Settlement of the West (lesson overview)
- c.) <http://americanhistory.abc-clio.com/Topics/Display/1183922> - War With Mexico (lesson overview)
- d.) <http://americanhistory.abc-clio.com/Search/Display/263229?terms=industrial+revolution> - The Industrial Revolution (reference articles)
- e.) <http://americanhistory.abc-clio.com/Search/Display/1349645?terms=industrial+revolution> - Labor in the Industrial Revolution (reference article)
- f.) <http://americanhistory.abc-clio.com/Search/Display/263288?terms=westward+expansion> - Westward Expansion (reference article)

5.) Reading Like A Historian - <http://sheg.stanford.edu/expansion-slavery> - link to various lessons and sources on Manifest Destiny and "Westward Expansion" including:

- a.) <http://sheg.stanford.edu/manifest-destiny> - Manifest Destiny as a primary source (with essential questions)
- b.) <http://sheg.stanford.edu/texas-independence> - Texas Independence as a primary source (with essential questions)

6.) Docsteach - <https://www.docsteach.org/> - link to various lessons and sources on Manifest Destiny and "Westward Expansion" including:

- a.) <https://www.docsteach.org/activities/teacher/reasons-for-westward-expansion> - Reasons For Westward Expansion
- b.) <https://www.docsteach.org/activities/teacher/the-settlement-of-the-american-west> - The Settlement of the American West
- c.) <https://www.docsteach.org/activities/teacher/the-impact-of-westward-expansion-on-native-american-communities> - The Impact of Westward Expansion on Native American Communities

7.) NJ Amistad Commission Curriculum (free resource which requires login) - <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>

Interdisciplinary Connections

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| LA.W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LA.W.8.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| LA.W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| LA.W.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. |
| LA.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| LA.W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.8.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| PFL.9.1.8.E.1 | Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. |
| PFL.9.1.8.E.4 | Prioritize personal wants and needs when making purchases. |