

Unit 09: Westward Expansion

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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|---|--|
| Amistad Law: N.J.S.A. 18A 52:16A-88 | Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. |
| LGBT and Disabled Mandate | History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards |
| History and Contributions of Asian American and Pacific Islanders | A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies. |

Unit 9: Westward Expansion (~1862-1890)

Essential Skills

- Compare and Contrast: identifying similarities and differences between two or more like things
- Empathy: understanding and sharing the thoughts and feelings with people from the past

- Evaluate: taking a stance and supporting it with evidence
- Explain: breaking down a complex task into understandable terms and concepts
- Geographic Literacy: reading and interpreting maps to analyze and explain concepts
- Historical Reasoning: apply and recognize historical patterns in the modern world

Learning Objectives

- Compare and contrast how modern music portrays westward expansion
- Describe the causes and effects of the Great Migration
- Describe the causes and effects of the Indian Wars
- Describe the development of the transcontinental railroad and explain its impact
- Describe the Homestead Act
- Explain some causes and effects of westward expansion
- Explain why assimilation was damaging to Native American culture
- Explain why many African Americans became buffalo soldiers

Standards

| | |
|--------------------------|---|
| SOC.6.1.12.HistoryCA.2.a | Research multiple perspectives to explain the struggle to create an American identity. |
| SOC.6.1.12.HistoryCC.3.a | Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. |
| SOC.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. |
| SOC.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. |
| SOC.6.1.12.EconNE.8.a | Analyze the push-pull factors that led to the Great Migration. |

Essential Questions

- How should culture be defined?
- What is the best way to share land?

Instructional Tasks/Activities

- Checks for comprehension
- Ducksters
- Guided Notes
- History and Hollywood: Bury My Heart at Wounded Knee (2007)

- Legacy of Westward Expansion Analysis
- Make up previous work
- McGraw Hill textbook readings, Chapter 7
- McGraw Inquiry: Americanizing Native Americans
- Modified DBQ from DBQ Online
- Oral check for previous lesson understanding
- Practice Test
- Video lesson review sheet
- Westward Expansion Lyrical Analysis
- Westward Expansion Map Activity

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Homework
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Participation
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
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- Gimkit
- GoGuardian

- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed

- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

N/A

Resources

- Appropriately stimulating and educative multimedia (e.g., YouTube)
- DBQ Online
- Gimkit
- Internet research
- Primary Source Collection: Voices of Freedom: A Documentary History by Eric Foner, Vol. 1-2, 6th Edition, ISBN: 978039369612 (vol. 1) / 978039369629 (vol. 2)
- Primary Sources, as mentioned in the McGraw Hill textbook
- Reading level appropriate on-line text
- Teacher-made PowerPoints
- Textbook: McGraw Hill United States History ISBN: 978-0-07-902313-1

