

# P.Cert. Ch. 13 Manifest Destiny and Growing Nation

Content Area: **Social Studies**  
Course(s):  
Time Period: **May**  
Length: **3-4Weeks**  
Status: **Published**

## **Unit Overview**

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**Grade 8 Social Studies Chapter 13 (Chapter 15, 16, 18, 19, & 20 in TCI)**

**Manifest Destiny and the Growing Nation & Life in the West & The Era of Reform, The Civil War**

## **Enduring Understandings**

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American expansion into the west brought about many changes.

## **Essential Questions**

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What changes in America occurred during the West expansion?

## **Instructional Strategies & Learning Activities**

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### ***Day 1***

#### **Procedure:**

1. Complete Traveling West Choices Google Form in Google Classroom.
2. Read chapter 15.1 introduction, displaying Manifest Destiny “American Progress” painting
3. Complete Texas, Oregon, and Mexican-American Act-It-Outs.

### ***Day 2 - 3 (C16):***

#### **Aim:**

Analyze the motives, hardships, and economic incentives associated with westward expansion.

Describe the role of pioneer women and the new status western women achieved.

Assessment: Life in West presentations/chart

Standards: 6.1.8.A.4., 6.1.8.A.4.b

#### **Day 4 (C18)**

Aim:

Describe the conditions in prisons, in schools, for slaves, and for women in the mid-1800s, and identify reform movements that resulted

-Evaluate how well reform movements improved life for Americans

-Explain the contributions of such reformers as Horace Mann, William Lloyd Garrison, Frederick Douglass, Elizabeth Cady Stanton, Charles G. Finney, Henry David Thoreau, and Ralph Waldo Emerson

Assessment: presentations; prep WS; activity; evaluation WS

Standards: 6.1.8.D.4.b; SL.8.1a-d

#### **Day 5 (optional)**

**Procedure:**

1. Distribute Student Handouts A & B. Review directions and explain the word “redress”. Orally read Student Handout B: Fact Sheet on Women in the U.S. Today. Students work in pairs to complete the analysis of the Declaration of Sentiments Student Handout A.

2. Review answers and discuss.

#### **Day 6 (optional)**

**Procedure:**

1. Project Visual 18: Let Us All Speak Our Minds

#### **Day 7 (C19)**

Aim:

-Analyze images to hypothesize how the geographies, economies, types of transportation, and societies

differed in the North and South.

-Compare the economies and societies of the North and South

-Explain the effects of new inventions and manufacturing methods on the North and South.

Assessment: evaluation WS; notes; C19 Processing

Standards: 6.1.8.B.5.a

### **Day 8 (C20)**

Aim:

Prepare for Washington, D.C. field trip.

Assessment: reformer evaluation chart, C19 Processing, presentations

### **Day 9 & 10**

Aim:

Research and present locations in Washington, D.C. to be visited on field trip.

Assessment: presentations

Standards: WHST 8.10; SL 8.4, SL 8.5, SL 8.6

### **Day 11 & 12**

NO CLASS-WASHINGTON, D.C. TRIP

### **Day 13 (C20)**

**Aim:**

- Describe aspects of slave life and forms of resistance to slavery.
- Describe how slaves faced slavery and discrimination.
- Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

Assessment: C20 Debriefing WS; Reading Further WS

Standards: 6.1.8.D.4.c

**Day 14**

Aim:

- Describe aspects of slave life and forms of resistance to slavery.
- Describe how slaves faced slavery and discrimination.

Assessment: C19 Processing; C20 WS

Standards: 6.1.8.D.5.a ; 6.1.8.D.5.c

**Day 15**

Aim:

- Prioritize the causes and events that led to the Civil War from different perspectives.
- Analyze the critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
- Assess the human and material costs of the Civil War in the North and South.
- Assess the role of various factors (i.e. geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.

Assessment: station activity

Standards: 6.1.8.B.5.a; 6.1.8.C.5.a, 6.1.8.D.5.a, 6.1.8.D.5.b

Aim:

- Prioritize the causes and events that led to the Civil War from different perspectives.
- Analyze the critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
- Assess the human and material costs of the Civil War in the North and South.
- Assess the role of various factors (i.e. geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
- Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the U.S. Constitution from multiple perspectives.

Assessment: station activity

Standards: 6.1.8.B.5.a; 6.1.8.C.5.a, 6.1.8.D.5.a, 6.1.8.D.5.b, 6.1.8.D.5.d

## **Integration of 21st Century Themes and Career Exploration**

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| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

## **Technology Integration**

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Google Classroom/Google forms

ICivics

TCI.com

cspan-classroom.org

CNN.com

NPS.gov

History.com/civil-war 150

battlefields.org

gilderlehrman.org

|                  |  |
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| TECH.8.1.8.D.CS2 | Demonstrate personal responsibility for lifelong learning.   |
| 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.8.1.8.C     | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.                  |
| TECH.8.1.8.F     | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |
| TECH.8.1.8.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.  |
| TECH.8.1.8.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology.  |
| TECH.8.1.8.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  |
| TECH.8.1.8.D.1   | Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.   |
| TECH.8.1.8.E.CS1 | Plan strategies to guide inquiry.  |

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## **Interdisciplinary Connections**

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### **Differentiation**

Learners with Special Needs

**Cornell Notes template**

**Study guide provided**

**Modified test/quizzes, as needed**

**Read aloud tests**

**Check agenda**

### **Modifications & Accommodations**

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IEP and 504 Accommodations will be utilized.

### **Benchmark Assessments**

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quizzes

tests

### **Formative Assessments**

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See assessments listed above.

### **Summative Assessments**

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See assessments listed above.

### **Instructional Materials**

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**Materials:** *History Alive* Text; C15 Texas/Oregon/Mexican-American War Act-It-Out directions/narration; Chapter 15 Assessment, C16 Life in the West Chart; C18 Student Handout A “Reflecting on the Declaration of Sentiments”; C18 Student Handout B “Fact Sheet on Women in the United States Today” class set Google Classroom, Surface Pro 2

## Standards

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|-------------------------|---|
| 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.6.1.8.D.4.b         | Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.   |
| LA.WHST.6-8.9           | Draw evidence from informational texts to support analysis, reflection, and research.   |
| LA.WHST.6-8.10          | 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.  |
| 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.6-8.7             | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.   |
| 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.A.4.a         | Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.   |
| 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.  |
| SOC.6.1.8.GeoSV.4.a     | Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.  |
| 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.HistoryCC.4.c | Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.  |
| 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.   |
| SOC.6.1.8.4             | Expansion and Reform (1801-1861)  |
| SOC.6.1.8               | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |



