# May Ch. 13 Manifest Destiny and Growing Nation

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

## Unit Overview

**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

American expansion into the west brought about many changes.

## Essential Questions

What changes in America occurred during the West expansion?

## Instructional Strategies & Learning Activities

***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 Career Readiness, Life Literacies and Key Skills

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| 9.2.8.CAP | Career Awareness and Planning |
| 9.4.8.CI | Creativity and Innovation |
| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |
| 9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| 9.4.8.CT | Critical Thinking and Problem-solving |
| 9.4.8.DC | Digital Citizenship |
| | Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. |

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| 9.4.8.DC.1 | Analyze the resource citations in online materials for proper use. |
| 9.4.8.DC.2 | Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). |
| 9.4.8.DC.5 | Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. |
| 9.4.8.GCA | Global and Cultural Awareness |
| | Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. |
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |
| 9.4.8.IML | Information and Media Literacy |
| | Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. |
| 9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| 9.4.8.TL | Technology Literacy |
| | Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. |

## Technology and Design Integration

Google Classroom/Google forms

ICivics

TCI.com

cspan-classroom.org

CNN.com

NPS.gov

History.com/civil-war 150

bettlefields.org

gilderlehrman.org

## Interdisciplinary Connections

See Standards below

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Learners with Special Needs

**Cornell Notes template**

**Study guide provided**

**Modified test/quizzes, as needed**

**Read aloud tests**

**Check agenda**

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
**Modifications and Accommodations used in this unit:**

IEP and 504 Accommodations will be utilized.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
**Schoolwide Benchmark assessments:**
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
**Additional Benchmarks used in this unit:**

ve assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
**Summative assessments for this unit:**

quizzes

tests

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
**Formative Assessments used in this unit:**

See assessments listed above.

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

See assessments listed above.

## Instructional Materials

**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.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. |
| 6.1.8.CivicsDP.3.a | Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. |
| 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. |
| | Social and political systems have protected and denied human rights (to varying degrees) throughout time. |
| 6.1.8.CivicsHR.3.b | Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. |
| 6.1.8.CivicsHR.3.c | Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. |
| 6.1.8.EconET.3.a | Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time. |
| 6.1.8.HistoryCC.3.c | Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. |

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| | Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. |
| 6.1.8.CivicsHR.4.a | Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. |
| 6.1.8.GeoSV.4.a | Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. |
| 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. |
| LA.WHST.6-8.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| 6.1.8.HistoryCC.4.b | Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. |
| 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.6-8.10 | 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. |
| 6.1.8.HistoryCC.5.a | Prioritize the causes and events that led to the Civil War from different perspectives. |
| 6.1.8.HistoryCC.5.b | Analyze critical events and battles of the Civil War from different perspectives. |
| 6.1.8.HistoryCC.5.c | Assess the human and material costs of the Civil War in the North and South. |
| 6.1.8.HistoryUP.5.a | Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. |
| 6.1.8.HistoryUP.5.b | Examine the roles of women, African Americans, and Native Americans in the Civil War. |
| 6.1.8.HistoryCC.5.g | Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives. |
| 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. |
| SOC.6.1.8.4 | Expansion and Reform (1801-1861) |
| 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.D.4.a | Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. |