

05_Unit 5: An Expanding Nation

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 8

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.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that

- The justification of U.S. expansion and Manifest Destiny during the 1800's was debated.
- The groups that moved west in the 1800's had various motivations for migrating, faced multiple hardships, and left many legacies.

CONTENT AREA STANDARDS

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.EconET.4.b	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Manifest Destiny was the driving force for the expansion of our nation
- There were numerous motives, hardships, and legacies of the groups that moved west in the early 1800's.
- Understand how the concept of Manifest Destiny influenced the gaining of new territory through war, treaties, and payments.
- the explorers and settlers out west impacted the growth and make up of our country.
- the Mountain Men impacted the westward growth and make up of our country.
- Analyze and understand how the Missionaries and Pioneer women impacted the growth and make up of our country.
- the Mormons and the 49's influenced the growth and make up of our country.
- the impact of the Louisiana Purchase and Western exploration on the expansion and economic development of the United States.

Procedural Knowledge

Students will be able to:

- Define and justify the role of Manifest Destiny in our country.
- Describe the purpose, challenges, and rewards associated with the westward expansion for the average person.

Manifest Destiny and the Growing Nation: The justification of U.S. expansion and Manifest Destiny during the 1800's was debated.

- Describe the changing boundaries of the United States throughout the 1800s.

- Analyze the causes, events, and effects of the acquisition of the Louisiana Territory, Florida, Texas, Oregon, and the lands from the Mexican American War.
- Determine the effects of manifest destiny on westward expansion in the 1800s.
- Evaluate the incentives for territorial expansion and the methods used to acquire these lands in the 1800s.

Life in the West: The groups that moved west in the 1800's had various motivations for migrating, faced multiple hardships, and left many legacies.

- Analyze how the explorers and settlers out west impacted the growth and make up of our country.
- Analyze how the Mountain Men impacted the westward growth and make up of our country.
- Analyze how the Missionaries and Pioneer women impacted the growth and make up of our country.
- Analyze how the Mormons and the 49's influenced the growth and make up of our country.

EVIDENCE OF LEARNING

Test/Quiz

Open-Ended Response Questions

Essay/Letter

Journal/Do-Now/Daily Question Log

Informative Presentation on Territories acquired in the 1800s.

Debate (Which group had the biggest impact on the development/ character of the US)

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

- observation
- one-on-one
- questioning
- graphic organizers

Alternative:

- anecdotal notes
- exit tickets

Summative Assessments

- Graphic organizers
- Homework
- Authentic Assessment
- Objective assessment
- Subjective assessments
- Mix Objective and Subjective Assessment
- Digital Projects

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

History Alive; The United States Through Industrialism

www.teachinci.com

Supplemental:

www.history.com

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English

Technology/Multi-Media - Audio/visual media analysis

Math - computations

Visual and Performing Arts - debate

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.