



Westward Expansion

4th Grade Social Studies Unit Plan

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ESOC 7420
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Westward Expansion between 1801 and 1861	Big Ideas: Migration causes change in the lives of those who migrate, in the lives of the original inhabitants of that land, and in the environment where the movement takes place.
<p style="text-align: center;"><u>Primary Social Studies Standards</u></p> <p>SS4H6 The student will explain westward expansion of America between 1801 and 1861. a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns). b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America. c. Describe the impact of westward expansion on Native Americans.</p> <p>SS4G2 The student will describe how physical systems affect human systems. e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p>	
<p style="text-align: center;"><u>Understandings</u> <i>Students will understand that ...</i></p> <p>SS4H6. a. & c. Migration causes change in the lives of those who migrate, in the lives of the original inhabitants of that land, and in the environment where the movement takes place.</p> <p>SS4H6. b. New inventions have an impact on culture and society. Inventions that increase communication and movement will facilitate growth in populations and geography.</p> <p>SS4G2 e. Geographic features/landforms can aid and hinder migration and population growth.</p>	
<p style="text-align: center;"><u>Knowledge</u> <i>Students will know about...</i></p> <p>SS4H6.a. Territorial Expansion with emphasis on: the Louisiana Purchase the Lewis and Clark expedition the acquisition of Texas (the Alamo and independence) the acquisition of Oregon (Oregon Trail)</p>	<p style="text-align: center;"><u>Skills</u> <i>Students will be able to ...</i></p> <p>SS4H6.a. Develop a timeline based on events during territorial expansion. Use map reading skills to determine how and where the United States expanded. Compare and Contrast the map during territorial expansion and the map we know today.</p>

<p>the acquisition of California (Gold Rush and the development of mining towns)</p> <p>SS4H6.b. Inventions during this time, specifically: the steamboat the steam locomotive the telegraph and how these inventions impacted life in America.</p> <p>SS4H6.c. The impact of westward expansion on Native Americans.</p> <p>SS4G2 e. The geographic features/landforms that hindered and benefited territorial Expansion.</p>	<p>SS4H6.c Identify cause and effect (with regards to western expansion).</p> <p>For all: Identify and use primary and secondary sources. Analyze artifacts. Research a specific topic as well as formulate appropriate research questions.</p> <p>SS4G2 e. Use map reading skills to locate geographic features/landforms that hindered and benefited territorial Expansion.</p>
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Secondary Social Studies Standards

(These standards have been explored earlier in the year. Therefore, the tie-in of these standards is for review as well as for helping students make connections.)

SS4G1 The student will be able to locate important physical and man-made features in the United States.

a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes.

SS4CG1 The student will describe the meaning of

a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).

SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

a. Explain the necessity of respecting the rights of others and promoting the common good.

Integrated Standards

Reading

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

Writing

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA4W2 The student demonstrates competence in a variety of genres.

ELA4W3 The student uses research and technology to support writing. The student

ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing.

Language and Speaking

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

Math

M4N5. Students will further develop their understanding of the meaning of decimals and use them in computations.

M4P1. Students will solve problems (using appropriate technology).

M4P4. Students will make connections among mathematical ideas and to other disciplines.

Science

S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.

- a. Identify the roles of producers, consumers, and decomposers in a community.
- c. Predict how changes in the environment would affect a community (ecosystem) of organisms.
- d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

A Collection of Assessment Evidence

Performance Tasks:

Primary standards restated:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.
a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).
b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.
c. Describe the impact of westward expansion on Native Americans.
SS4G2 The student will describe how physical systems affect human systems.
e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.

SS4H6 a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

Knowledge: *Students will know about...*

Territorial Expansion with emphasis on:

the Louisiana Purchase

the Lewis and Clark expedition

the acquisitions of Texas (the Alamo and independence)

the acquisitions Oregon (Oregon Trail)

the acquisitions California (Gold Rush and the development of mining towns)

Skills: *Students will be able to...*

Develop a timeline based on events during territorial expansion.

Use map reading skills to determine how and where the United States expanded.

Compare and Contrast the map during territorial expansion and the map we know today.

Identify cause and effect (with regards to western expansion).

Identify and use primary and secondary sources.

Analyze artifacts.

Research a specific topic as well as formulate appropriate research questions.

Understandings: *Students will understand that ...*

Migration causes change in the lives of those who migrate, in the lives of the original inhabitants of that land, and in the environment where the movement takes place.

Assessments:**Wall Mural****(Formative Assessment - ongoing)**

A timeline and map representing westward expansion will be placed on the wall. These tools will initially be left blank and as we research and come to new understandings, they will be filled in by students. This will serve as the focal point of our unit and will evolve throughout. Westward expansion events, artifacts, maps, and historical figures will be placed on the timeline throughout the unit. These tools will serve as a context in which to ground new knowledge. This timeline/wall mural will help students understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.

Round Table Game**(Formative Assessment: 1 day)**

This game will be played towards the middle of the unit. Students will be broken up into groups of 3-4. Each child will have a white board in which they must write down their answers. Questions will be asked based on mechanical knowledge of the standard. The group will review all of the answers and choose the best one. The “final answer” will be written on a group paper that will be turned in as an “exit card” to move onto the next thing. This will act as an assessment for understanding and will be a guide to let us know which topics we need to explore deeper.

Journals**(Formative Assessment: ongoing)**

Students will keep a journal of their observations throughout the unit. Some of this will be notes they take on discussion or research. Some of this will be thoughts or understandings they are having or reflections from prompts given. This is a way for students to engage in writing on a regular basis.

Role Play**(Summative Assessment: 5 days)**

Students are broken up into 5 groups. Each group is given one of the following events:

- Louisiana Purchase
- The Oregon Trail
- The Gold Rush and development of the mining towns
- The Alamo and the Texas War for Independence
- Lewis and Clark Expedition
- Mexican American War

They must first make sure they understand their event – this will include extended research and artifact analysis. They will finish a research portfolio where they will answer essential questions relating to their event.

- What happened?
- Where did it happen?
- Who was involved and why?

- Why did it happen and what events led up to it?)
- What happened afterwards and what were the long term effects?

Then they must write a script based on the historical event. The performance of their script might be in the form of a song or a play. They will rehearse and perform the script for the class and parents.

(Assessment Tools) Rubric to grade script and role play.

SS4H6 b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.

Knowledge: *Students will know about...*

Inventions during this time:

Steam Boat: 1787

Steam Locomotive: 1804

Telegraph: 1836

and how these inventions impacted life in America.

Skills: *Students will be able to...*

Develop a timeline based on events during territorial expansion.

Identify cause and effect (with regards to inventions and inventing).

Identify and use primary and secondary sources.

Analyze artifacts.

Research a specific topic as well as formulate appropriate research questions.

Understanding: *Students will understand that ...*

New inventions have an impact on culture and society.

Inventions that increase communication and movement will facilitate growth in populations and geography.

Assessments:

Inventions Research Project and Presentation (Summative Assessment: 4-5 days)

Using the cooperative learning technique of **Jigsaw**, there will initially be three different groups.

Each group will either research:

Steam Boat: 1787

Steam Locomotive: 1804

Telegraph: 1836

During this time students will utilize many resources such as nonfiction texts, newspaper articles from the time period, photographs, online resources, and their text book in order to gain more information about the topic. They will work on research for 4 days working towards creating a poster to present their material. They will have a decision as to how they want to organize their

poster. They might create a timeline with drawings. They might have a large drawing in the middle with information blocks out to the side. They might create a collage of information. They might show maps indicating where the invention was used. They might create a comic strip to present their material in story format. Throughout this process, they will be encouraged to research the subject with their group members. Such research questions may be:

*Who invented this invention? What skills were needed to create this invention?
What problem prompted this invention to be created?
What does this invention look like? How does it work?
How did this invention improve life in America?
What impact did this invention have on American life?
Were there any negative effects? What were they?
How would life have been different if this invention had not been invented?
What difficulties did the inventor(s) face when creating this invention?*

On the 5th day, students will share posters in a jigsaw style. New groups will be created, comprised of three students in which each invention is represented. Then students will teach their other group members about the invention and how it impacted life in America. Additionally, each student will be given a graphic organizer to record what they learned from their classmates. These organizers will be kept in their journals.

After they are finished doing group presentations, the posters will be placed on our timeline mural and the whole class will reconvene to discuss how these inventions impacted life, population growth and movement, and geography in America. Discussion will explore:

What were the main inventions during Westward Expansions? How did these inventions help promote westward expansion? Did Lewis and Clark or other historical figures we have studied so far use any of these inventions? How would our world be different if we did not have these inventions? What inventions do we have today that have further advanced our means of communication, transportation and commerce?

(Assessment Tools) Rubric to grade posters and graphic organizer responses

SS4H6 c. Describe the impact of westward expansion on Native Americans.

Knowledge: *Students will know about...*

The impact of westward expansion on Native Americans.

Skills: *Students will be able to...*

Develop a timeline based on events during territorial expansion.

Use map reading skills to determine how and where the Native American tribes were displaced.

Compare and Contrast the map during territorial expansion and the map we know today.

Identify cause and effect (with regards to the effects of westward expansion on the Native Americans).

Identify and use primary and secondary sources.

Analyze artifacts.

Research a specific topic as well as formulate appropriate research questions.

Understandings: *Students will understand that ...*

Migration causes change in the lives of those who migrate, in the lives of the original inhabitants of that land, and in the environment where the movement takes place.

Assessments:

Wall Mural / Native American Research Project (Summative assessment 4-5 days)

We will be focusing on what life was like for the Native Americans before, during, and after westward expansion. Students will work in groups of 3 to 4. Students will draw a slip of paper from a hat on which there will be a Native American tribe listed. They will research that tribe in regards to before, during, and after western expansion. We will develop research questions as a group to help us guide our work. Students will look at artifacts, images, internet resources, and fiction/non-fiction literature. Students will research reasons for movement and will map out the movement of the tribe, locate significant events in the life of the tribe, determine where they reside presently. Students will create three to five illustrations signifying before, during, and after westward expansion and will add captions for explanation. They will present their illustrations and findings to the class. All illustrations will be placed on our wall mural in the correct time slot. We will look at the final mural and discuss what we see.

What are the patterns? Does this kind of thing happen today? What does it look like?

(Assessment Tools) Rubric to grade illustrations and captions

Journals (Summative Assessment: 5 days)

Students will continue with their journals. Writing prompts will be given throughout the week. This is a way for students to engage in writing daily in tiered learning activities. They will have a choice as to which prompt(s) they wish to explore. They will draft, publish, revise and share at least one piece.

Prompts include:

Dialogue Poem

Students may work in pairs. Each group will write a dialogue poem in which they provide two different perspectives concerning westward expansion. They will put themselves in the shoes of people who lived during that time. These viewpoints might be from a Native Americans' point of view, from a colonist's view, from a politician's view, etc.

Photograph Analysis

2 photographs of Native Americans during westward expansion will be provided. One will be of a woman and her child and the other will be of a man in war paint standing alone. Students will be asked to write their thoughts about these two pictures based on the following questions:

What do you see here? Who are these people? What are they doing? What is happening in these pictures? What makes you say that?

Persuasive Letter Writing

Students will write a letter from the perspective of someone from one of the tribes they are studying in order to try to persuade American leaders to let them stay on their land. The letter might be from the perspective of a famous tribal leader, another adult within the tribe, or from a child their age.

Storytelling

Students will tell a story from the perspective of a Native American child their age – telling students of today about what happened to their tribe during America’s westward expansion.

Poetry

Students will write a poem or song about the experiences of the Native Americans during Westward Expansion.

Comic Strip

Students will create a comic strip of an event they find interesting that took place during Westward Expansion. They will then retell the story in their own words and include how the events have impacted our lives today.

(Assessment Tools) Rubric to grade prompts.

SS4G2 e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.

Knowledge: *Students will know about...*

The geographic features/landforms that hindered and benefited territorial Expansion.

Skills: *Students will be able to...*

Use map reading skills to locate geographic features/landforms that hindered and benefited territorial Expansion.

Understandings: *Students will understand that ...*

Geographic features/landforms can aid and hinder migration and population growth.

Assessments:

Journals

(Formative Assessment: Ongoing)

Students will write responses in their journals after studying the Lewis and Clark expedition, the Gold Rush, and the Oregon Trail and will answer questions concerning how some geographic features/landforms aided or hindered travel to the west.

Map Explorations**(Formative Assessment: Ongoing)**

Students will explore maps in class as well as in centers. During this time, students will be asked to label and point out what geographic features/landforms aided or hindered travel to the west.

Other Assessments:

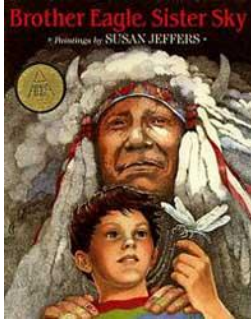
(These Quizzes will test all of the primary standards listed above)

Quizzes**(Summative Assessments: 1 day each)**

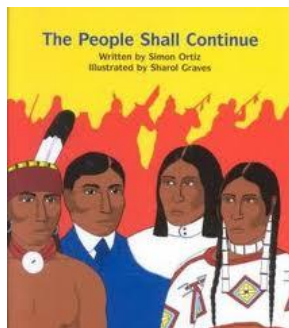
After exploring parts of the standards, students will take short quizzes which will include multiple choice, short answer, and fill in the blank. These quizzes will test mechanical knowledge. The quizzes will be broken up according to:

- Louisiana Purchase and the Lewis and Clark expedition
- Acquisition of Texas, Oregon, and California
- Inventions during the time of westward expansion
- The effect of westward expansion on Native Americans.

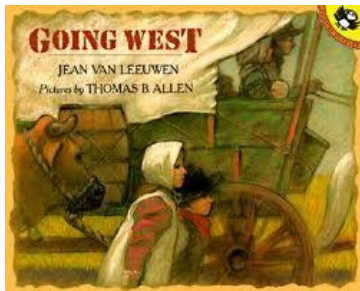
Suggested Children's Books



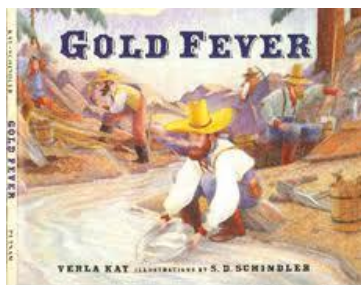
Brother Eagle, Sister Sky by Susan Jeffers
Based on a speech by Chief Seattle for treaty negotiations in the 1850s.



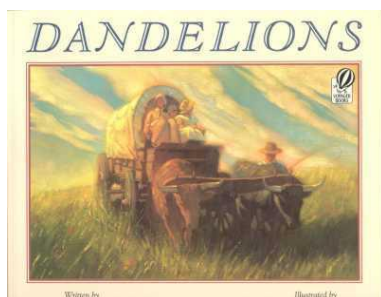
The People Shall Continue by Simon Ortiz
A story depicting Native American history.



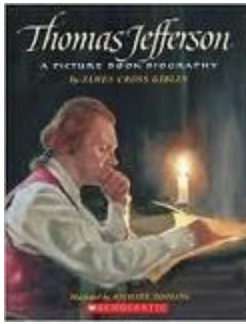
Going West by Jean Van Leeuwen
One family's journey out west in a covered wagon told by a seven year old girl.



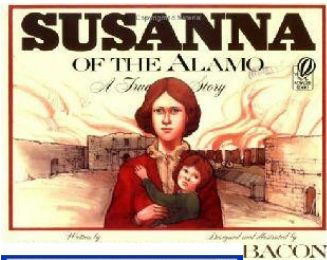
Gold Fever by Verla Kay
A farmer's journey to California during the gold rush in 1849. Told in Rhyming verse. (Very Comedic)



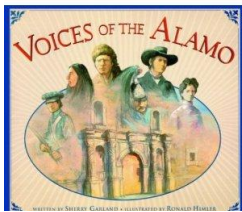
Dandelions by Eve Bunting
One family's move to Nebraska in the 1800's



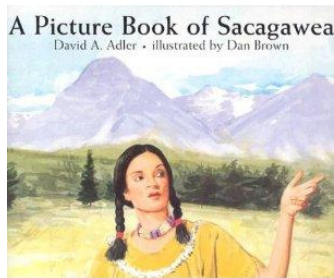
Thomas Jefferson: a picture book biography by Cross Giblin
A very thorough account of Jefferson's life



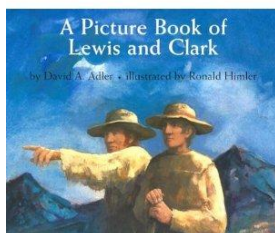
Susanna of the Alamo by John Jakes
An account of Susana Dickson, the only Anglo survivor of the Alamo



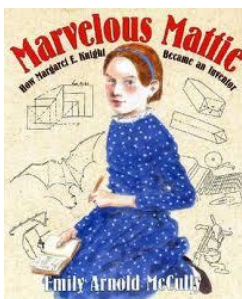
Voices of the Alamo by Sherry Garland
Relive the battle of the Alamo through different historical perspectives.



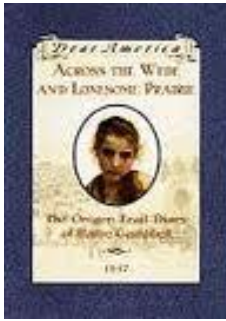
A Picture Book of Sacagawea by David Adler



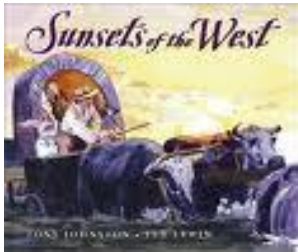
A Picture Book of Lewis and Clark by David Adler



Marvelous Mattie: How Margaret E. Knight Became an Inventor by Emily McCully



Across the Wide and Lonesome Prairie: The Oregon Trail of Hattie Campbell, 1847 (Dear America Series) by Kristina Gregory



Sunsets of the West by Tony Johnston
(Beautiful Illustrations!)

Westward Expansion Websites

Teaching American History (A project of the University of Nebraska, Omaha)

www.tahg.org

a) The Significance of Jefferson's Presidency (1801-1809)

- Jefferson as President - Primary sources
- Louisiana Purchase - Images
- Lewis and Clark - Transcripts of documents

http://www.tahg.org/module_display.php?mod_id=55&review=yes#263

b) Expansion into the Trans-Appalachian West: American Indian Resistance and Slavery (1763- 1855)

- Louisiana Purchase - Primary sources
- Lewis and Clark - Images
- Lewis and Clark - Transcripts of documents

http://www.tahg.org/module_display.php?mod_id=166&review=yes#1803

Libraries of Congress

<http://www.loc.gov/index.html>

a) Rivers, Edens, Empires: Lewis and Clark and the revealing of America

- great perspective comparison of Indian vs Colonists views
- Jefferson's instructions for Lewis
- Jefferson's special code
- artifacts along with explanations: peace medal, pipe tomahawk
- primary source documents along with transcriptions

<http://www.loc.gov/exhibits/lewisandclark/lewisandclark.html>

b) Trail of Tears and Indian Removal Act

- Primary Documents

<http://www.loc.gov/rr/program/bib/ourdocs/Indian.html>

National Geographic

<http://www.nationalgeographic.com>

a) Go West across america with Lewis and Clark

- Game to put you in the shoes of the explorers

<http://www.nationalgeographic.com/features/97/west/index.html>

PBS

<http://www.pbs.org/>

a) Way Back. Gold Rush

- Lots of information about the gold rush presented in a kid friendly manner

<http://pbskids.org/wayback/goldrush/>

b) Mexican-American War

- Provides historical context of before, during, and after the war
- Everything you could ever want to know about this war
- Interactive Timeline and Map
- Biographies of the key historical figures
- Lesson plans and teaching ideas for teachers

http://www.pbs.org/keramexicanwar/index_flash.html

c) Trail of Tears (Video)

http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_3_trailer

d) Remember the Alamo

- Timeline
- Historical Figures and Portraits
- Maps

<http://www.pbs.org/wgbh/amex/alamo/timeline/timeline2.html>

Historic Maps for students and teachers

a) Growth of Nation Maps

- Excellent maps depicting territorial expansion

<http://etc.usf.edu/maps/galleries/us/growthofnation/index.htm>

b) Additional Map Resources

<http://etc.usf.edu/maps/index.htm>

http://www.besthistorysites.net/USHistory_WestwardExpansion.shtml

<http://nationalatlas.gov/printable.html#fedlands>

Idaho State University

a) Oregon Trail

- Historical Videos
- Fun Facts

- Primary Sources of MANY Diaries, Memoirs, and Period Books
- Discover Historic Sites (Provides Maps and Pictures)

<http://www.isu.edu/~trinmich/Oregontrail.html>

b) Gold Rush (Provides Similar info as Oregon Trail)

http://www.isu.edu/~trinmich/gold_home/home.html

c) Lewis and Clark Expedition (Provides Similar info as Oregon Trail)

<http://america101.us/>

Kentucky National Parks: Trail of Tears

a) Trail of Tears

- Lesson plan ideas
- Rev. Daniel Butrick's journal

<http://www.ket.org/nationalparks/trailoftears/closeup.htm>

Timelines

<http://www.bookrags.com/research/timeline-of-events-in-westward-expa-wer1-01/>

<http://www.laughtergenealogy.com/bin/histprof/misc/timeline7.html>

<http://www.digitalhistory.uh.edu/historyonline/chron19.cfm>

Treaties concerning Native Americans

http://avalon.law.yale.edu/subject_menus/ntreaty.asp

<http://www.firstpeople.us/FP-Html-Treaties/Treaties.html#Treaties>

<p>Day 1 Introduction to Westward Expansion</p> <p>Students will begin to formulate their understanding and knowledge of westward expansion in America.</p> <p>Overview of maps</p> <p>*Journal Entries</p> <hr/> <p>Integration:</p> <p>Math: Map reading story problems</p> <p>Reading: Picture book exploration relating to Westward Expansion</p>	<p>Day 2 Louisiana Purchase and Thomas Jefferson</p> <p>Students will know what the Louisiana Purchase was, why the United States bought this land, as well as what role Thomas Jefferson played in Westward expansion.</p> <p>Begin Timeline/Wall Mural</p> <hr/> <p>Integration:</p> <p>Math: Map/Globe story problems</p> <p>Reading: Read Aloud Thomas Jefferson: a picture book biography by James Cross Giblin</p>	<p>Day 3 Louisiana Purchase: “The Sweetest Real Estate Deal of the Millennium”</p> <p>Students will know why the United States bought the Louisiana Purchase and why it was considered “The Sweetest Real Estate Deal of the Millennium.”</p> <p>*Journal Entries</p> <hr/> <p>Integration:</p> <p>Math: Inflation story problems</p> <p>Reading: Read Aloud Thomas Jefferson: a picture book biography by James Cross Giblin</p> <p>Westward expansion Centers</p>	<p>Day 4 Louisiana Purchase and Lewis and Clark Expedition</p> <p>Students will know what the Louisiana Purchase was, why the United States bought it, how the purchase led to territorial expansion, and what the Lewis and Clark Expedition was.</p> <p>* Oral Review of Previous days’ material</p> <hr/> <p>Integration:</p> <p>Reading: Westward expansion Centers</p> <p>Writing: *Journal writing prompts</p>	<p>Day 5 Lewis and Clark Expedition, Sacajawea and Native Americans</p> <p>Students will know why Lewis and Clark were sent on the expedition, where they went and the results. Students will understand how the Native American’s reacted the Lewis and Clark and how Sacajawea came to help them.</p> <p>* Louisiana Purchase and Lewis and Clarke Quiz</p> <hr/> <p>*Journal Entries</p> <hr/> <p>Integration:</p> <p>Reading: Westward expansion Centers</p> <p>Writing: Primary sources investigation with written response</p>
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<p>Day 6 Manifest Destiny</p> <p>Students will understand the idea of Manifest Destiny and how it affected Americans' thinking about their country</p> <p>*Journal Entries</p> <p>*World Cafe Responses</p> <hr/> <p>Integration:</p> <p>Reading: Read Aloud: Marvelous Mattie: How Margaret E. Knight Became an Inventor by Emily McCully</p> <p>Westward Expansion Centers</p> <p>Writing: Inventions Research Project</p>	<p>Day 7 Texas Independence</p> <p>Students will know how and why Texas gained independence as well as when the Texas War for independence took place.</p> <p>*Journal Entries</p> <hr/> <p>Integration:</p> <p>Reading: Read Aloud: Voices of the Alamo by Sherry Garland</p> <p>Westward Expansion Centers</p> <p>Writing: Inventions Research Project</p>	<p>Day 8 Texas Independence and Acquisition by the US</p> <p>Students will know what role the Alamo played in Texas gaining independence. Additionally, students will know when and why Texas became part of the United States.</p> <p>*Journal Entries</p> <hr/> <p>Integration:</p> <p>Reading: Read Aloud: Susanna of the Alamo by John Jakes</p> <p>Westward Expansion Centers</p> <p>Writing: Inventions Research Project</p>	<p>Day 9 The Mexican American War and the acquisition of Texas, Oregon, and California</p> <p>Students will identify James K. Polk and explore his connection to the Mexican-American war. During Writing workshop Students will come to understand the impact of inventions on life in America.</p> <p>*Journal Entries</p> <hr/> <p>Integration:</p> <p>Reading: Westward Expansion Centers</p> <p>Writing: Inventions Research Project</p>	<p>Day 10 Continue The Mexican American War and the acquisition of Texas, Oregon, and California</p> <p>Students will continue to explore the Mexican American war. They will look at what took place, what was gained and what was lost.</p> <p>*Journal Entries</p> <hr/> <p>Integration:</p> <p>Writing: *Inventions Research Project Presentations</p>
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<p>Day 11 Westward Ho! The Oregon Trail and the Gold Rush</p> <p>Students will know understand why Americans chose to journey westward to Oregon and the dangers they encountered along the way.</p> <p>* Suitcase Exploration Responses</p> <hr/> <p>Integration:</p> <p>Reading: Read Aloud: Gold Fever by Verla Kay</p> <p>Westward Expansion Centers</p> <p>Writing: Role Play Research Project</p>	<p>Day 12 Westward Ho!: Why else did Travelers go west?</p> <p>Students will extend their understanding about why Americans chose to journey westward to California.</p> <p>* Suitcase Exploration Responses</p> <hr/> <p>Integration:</p> <p>Reading: Read Aloud: Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell, 1847</p> <p>Westward Expansion Centers</p> <p>Writing: Role Play Research Project</p>	<p>Day 13 Westward Ho: What would you do?</p> <p>Students will have further understanding why Settlers moved west and will be able to scaffold understanding off of choices they make.</p> <p>*American Pioneer Game</p> <hr/> <p>Integration:</p> <p>Reading: Read Aloud: Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell, 1847</p> <p>Westward Expansion Centers</p> <p>Writing: Role Play Research Project</p>	<p>Day 14 Review of Westward Expansion and key inventions of the time</p> <p>Students will review their knowledge of how and why the U.S. acquired Texas, Oregon, and California. Additionally, they will know what major events took place during this time.</p> <p>* Round Table Game</p> <hr/> <p>Integration:</p> <p>Reading: Read Aloud: Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell, 1847</p> <p>Westward Expansion Centers</p> <p>Writing: Role Play Research Project</p>	<p>Day 15 Louisiana Purchase, Texas & the Alamo, Lewis and Clark Expedition, Oregon & Oregon Trail, California & Gold rush and mining towns</p> <p>Students will extend their understanding about why Americans chose to journey westward to California.</p> <p>*Quiz on Acquisition of Texas, Oregon, and</p> <hr/> <p>Integration:</p> <p>Reading: * Perform role-plays</p> <p>Writing: Native American *Chalk Talk and Guest Speaker question creation.</p>
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<p>Day 16 The Impact of Westward Expansion on Native Americans</p> <p>The students will come to understand how colonization affected the Native American's Lifestyle</p> <p>Wall Mural Project</p> <p><i>*Journal Entries</i></p> <hr/> <p>Integration:</p> <p>Science:Ecology of Place</p> <p>Reading: Read Aloud: Brother Eagle, Sister Sky by Susan Jeffers</p> <p>Westward Expansion Centers</p> <p>Writing: Journal Prompts</p>	<p>Day 17 Indian Removal Act and other Treaties Concerning Native Americans during Westward Expansion</p> <p>The students will come to understand the treaties and promises made between the Native Americans and the U.S. government.</p> <p>Wall Mural Project</p> <p><i>*Journal Entries</i></p> <hr/> <p>Integration:</p> <p>Science:Ecology of Place</p> <p>Reading: Read Aloud: <i>The People Shall Continue</i> by Simon Ortiz</p> <p>Westward Expansion Centers</p> <p>Writing: Journal Prompts</p>	<p>Day 18 Trail of Tears and Rev. Daniel S. Butrick</p> <p>The students will come to understand the effect of the Native American Removal Act and the Trail of Tears on the Native Americans.</p> <p>Wall mural project</p> <p><i>*Journal Entries</i></p> <hr/> <p>Integration:</p> <p>Math: Map Story Problems</p> <p>Reading: Read Aloud: <i>The People Shall Continue</i> by Simon Ortiz</p> <p>Westward Expansion Centers</p> <p>Writing: Journal Prompts</p>	<p>Day 19 The Impact of Westward Expansion on Native Americans</p> <p>The students will come to understand where Native Americans are today and how this relates to Westward Expansion.</p> <p><i>*Class presentations for the wall mural project</i></p> <p><i>*Journal Entries</i></p> <hr/> <p>Integration:</p> <p>Reading: Westward Expansion Centers</p> <p>Writing: Journal Prompts</p>	<p>Day 20 Unit Closure and Review.</p> <p>Student review and assessment. Students will step back and take a look at our month long exploration of Westward Expansion.</p> <p><i>* Effects of Westward Expansion on Native Americans Quiz</i></p> <hr/> <p>Integration:</p> <p>Reading: Westward Expansion Centers</p> <p>Writing: <i>*Sharing of one published pieces from the Journal Prompts</i></p>
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Westward Expansion Centers - Week 1

Differentiation

Centers provide choice which supports multiple learning styles.

Centers

1) Listening Center: Recorded Readings related to unit topic

2) Vocabulary Center: Exploration of vocabulary related to unit

This week's words: expansion, acquisition, territory, millennium, compromise, inflation

Students are given manipulatives (such as magnetic letters) to practice spelling and graphic organizers to help them understand the new vocabulary. Students are also given images to help them remember and understand the word (Literacyhead.com) or in some cases, they may choose to create their own image/drawing of a word's definition.

3) Map Center: Students explore, compare and are able to recreate maps.

This week's maps focus on the Louisiana Purchase and the Lewis and Clark Expedition.

Students will explore land forms around the country and may pretend to be explorers discovering different parts of America. As the unit progresses, students will see how the U.S. map changes and how it compares to that of today. As we move through the unit, maps will be placed on the timeline – showing the progression. Activities engaging students in math problems will be offered.

Map Resource: <http://etc.usf.edu/maps/galleries/us/growthofnation/index.htm>

4) Computer Center: games and websites relating to Westward Expansion

This week's websites/games:

a) Go West across America with Lewis and Clark

<http://www.nationalgeographic.com/features/97/west/index.html>

b) Lewis and Clark Expedition (From Idaho State University)

<http://america101.us/>

c) Lewis and Clark Artifacts Exhibition (From the Library of Congress)

<http://www.loc.gov/exhibits/lewisandclark/lewisandclark.html>

5) Primary Documents and Artifact Center: Primary historical documents and artifacts are available for students to explore.

This week's primary documents:

a) Jefferson's Instructions to Lewis

b) Jefferson's Secret Message to Congress

c) Sargent John Ardway Letter to Family (One of the members of the Corps of Discovery)

d) Excerpts of Clark's Journal

Students can respond through writing or drawing. Responses are put up on the timeline. Examples of primary sources can include Lewis and Clark's letters, responses by the Native Americans, paintings from that time, Original maps, photographs, etc... Students will have the option to read aloud these documents with a partner.

6) Music Center: Students will be given the opportunity to listen to music during the early 1800s. Music will be available to listen to as well as to read (sheet music). Students can respond through writing or drawing.

7) Independent Reading Center: Multiple books centering on Westward Expansion will be provided during this time for students to investigate and continue formulating their ideas of what Westward expansion entailed.

8) Guided Reading Center: Teacher will offer direct reading instruction with leveled books (When centers take place during reading time.)

Day 1 - Introduction to Westward Expansion

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

Time frame: 50 minutes

Objective: Students will begin to formulate their understanding and knowledge of Westward Expansion in America.

Procedure:

1) Think-Write-Pair-Share

10 Minutes

The following questions will be investigated:

What is Westward Expansion? How can you use your knowledge of the words contained in this phrase to define Westward Expansion in America? What do you already know about Westward Expansion?

Each pair of students will share their definition and background knowledge with the class and will write their contributions on the smart board. Discussion will follow.

2) Group Discussion : What is Westward Expansion?

20 Minutes

Students will be divided into groups of 3 or 4. Each group will be provided with 3 different Maps of the United States:

- U.S. prior to the Louisiana Purchase (prior to 1803)
- U.S. after Louisiana Purchase, acquisition of Texas, Oregon, and California, (post 1846)
- Present day U.S. (2011)

Each Map will be discussed as a group. Groups will record their answers to the following questions on a graphic organizer.

What do you notice about the three different maps? What is similar? What is different? How do these maps represent the terms: Westward Expansion and Territorial Expansion? Why would our country want to expand west? How do you think our country expanded in this way?

3) Class Discussion: What is Westward Expansion?

10 Minutes

As a class, students will discuss what was talked about in their groups using their graphic organizers as an aid. Teacher will be sure to facilitate discussion towards these questions:

Why would our country want to expand west? What benefits or troubles do you think may arise?

Closure:

10 minutes

Each student will take this time to write or draw in his/her journal to reflect on their learning today.

What do I think Westward Expansion is? Why do I think the United States wanted to expand west?

Materials and resources needed:

- Maps from <http://etc.usf.edu/maps/galleries/us/growthofnation/index.htm>
- Images representing Westward Expansion
- Student Journals
- Graphic Organizers

Differentiation:

Groups are created with students of varied skill levels.

Question levels are varied.

Student journals provide choice which supports various learning styles.

Integration with other subjects:

Math

M4P1. Students will solve problems (using appropriate technology)

M4P4. Students will make connections among mathematical ideas and to other disciplines.

Map reading story problems

Children will practice reading and analyzing maps from the Westward Expansion era and will gain understanding about area, perimeter, and multiplying in terms of space through answering story problems.

ELA - Reading Workshop

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Multiple Picture books centering around Westward Expansion will be provided during this time for students to investigate and continue formulating their ideas of what Territorial expansion means to them.

Assessment:

1) Class Discussion (Formative Assessment)

The students' responses during the discussions today will assess students' background knowledge on the subject of Westward expansion. This information will help direct future lessons.

2) Journals (Formative Assessment)

The journal entries will inform the teacher what the student learned today and if further instruction needs to be delivered on today's topic.

Day 2 - Louisiana Purchase and Thomas Jefferson

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on the Louisiana Purchase...

Time frame: 50 minutes

Objective: Students will know what the Louisiana Purchase was, why the United States bought this land, as well as what role Thomas Jefferson played in Westward expansion.

Procedure:

1) Class Activity: Timeline **5 minutes**

We will begin our unit long timeline/wall mural. Through reviewing the maps we saw yesterday, students will discuss where they think the images should be placed on the timeline.

2) Class Activity and Discussion: Thomas Jefferson **5 minutes**

Using Numbered Heads together grouping, teacher will provide each group with a nickel. Each group will discuss whose face is on the nickel and offer their answers to the class. Once the class comes to a consensus about Thomas Jefferson, teacher will ask them who is Thomas Jefferson and why they think we are discussing him. This will be the introduction for a brief lecture.

3) Lecture/Slide show: Thomas Jefferson and his role in Westward Expansion **10 minutes**

Using pictures of Thomas Jefferson on the Smart Board, teacher will provide the students with some background information on him such as being the third president of the United States and his role in Westward expansion. (Specifically how he wanted to expand his country and sent Robert Livingston to Paris to talk with Napoleon about purchasing the French territory in North America.) We will conclude with defining the Louisiana Purchase.

4) Centers **25 minutes**

As a group we will discuss the centers available during the Unit. The teacher will model how each center should be used. Students will be divided into center groups.

Closure: **5 minutes**

Volunteers will be chosen to place Thomas Jefferson's portrait on the timeline as well as a copy of the treaty of the Louisiana Purchase.

Materials and resources needed:

- Maps from <http://etc.usf.edu/maps/galleries/us/growthofnation/index.htm>
- Thomas Jefferson and Louisiana Purchase slide show
- Nickels
- Picture of the Treaty of the Louisiana Purchase and Thomas Jefferson for timeline

Differentiation:

Groups are created with students of varied skill levels.

The slide show will engage both visual and auditory learners.

Varied levels of questions will be asked throughout.

Integration with other subjects:**Math**

M4P1. Students will solve problems (using appropriate technology)

M4P4. Students will make connections among mathematical ideas and to other disciplines.

Geography Group Activity: Globe/Map Story Problems

Students will be divided up into groups of 3-4. Each group will have a globe and will locate France and the United States. Then we will discuss how far away the two countries are, what lies between them, how long it would have taken a person to travel from the U.S. to France by ship in the 1800's. Student's will solve math story problems in groups, discovering how long this trip would have taken. Then they will discuss how long that same trip would take today.

ELA - Reading Workshop

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Read Aloud: *Thomas Jefferson: a picture book biography* by James Cross Giblin
(Read 1st half today)

Day 3 - Louisiana Purchase: “The Sweetest Real Estate Deal of the Millennium”

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

- a. Describe territorial expansion with emphasis on the Louisiana Purchase...

SS4G1 The student will be able to locate important physical and man-made features in the United States.

- a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes.

Time frame: 50 minutes

Objective: Students will know why the United States bought the Louisiana Purchase and why it was considered “The Sweetest Real Estate Deal of the Millennium.”

Procedure

- 1.) Review and Discussion

5 minutes

Students will review the Louisiana Purchase, who Thomas Jefferson was and why he wanted to purchase the Louisiana Territory.

- 2.) Class discussion and Math Integration

15 minutes

Teacher will move into discussing what students thought the land was worth. How much does land cost today? Teacher will ask students how much they think the land cost the U.S. government. She will record these amounts on the smart board. We will discuss the term “inflation” and will compare the average cost of land then versus land now. The teacher will then tell the class that the price Napoleon wanted was 4 cents an acre for about 3.5 million acres. Students will calculate how much the land cost and how much that would be today.

- 3.) Map Analysis

20 minutes

Students will divide into groups of 3-4 and look at a map which shows the stages of westward expansion and a map of today. Together they will color code the pre-Louisiana Purchase era U.S. and the post-Louisiana purchase U.S. Then they will answer questions such as the following:

What present day states were gained with the Louisiana Purchase? Do you know anyone who lives in those states? What geographic features that we have studied do you recognize in these maps?

Closure:

10 minutes

Responses in journals

Who was Thomas Jefferson?

What was the Louisiana Purchase?

What do you think will happen next?

Materials and resources needed:

- Maps from <http://etc.usf.edu/maps/galleries/us/growthofnation/index.htm>
- White Boards for individual calculations
- Blank Map Handouts
- Color Pencils

Differentiation:

Question levels are varied.

Student journals provide choice which supports various learning styles.

Groups are created with students of varied skill levels.

Integration with other subjects:**Math**

M4P1. Students will solve problems (using appropriate technology)

M4P4. Students will make connections among mathematical ideas and to other disciplines.

Inflation story problems

Students will continue to investigate costs in the 1800's and compare it to today's costs through story problems.

ELA - Reading Workshop

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Read Aloud: *Thomas Jefferson: a picture book biography* by James Cross Giblin
(Read 2nd half today)

Westward Expansion centers

Assessment:**1) Journals (Formative Assessment)**

The journal entries will inform the teacher what the student learned today and if further instruction needs to be delivered on today's topic.

Day 4 - Louisiana Purchase and Lewis and Clark Expedition

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition...

SS4G1 The student will be able to locate important physical and man-made features in the United States.

a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes.

SS4G2 The student will describe how physical systems affect human systems.

e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

Time frame: 50 minutes

Objective: Students will know why the United States bought the Louisiana Purchase and how the purchase led to territorial expansion, and what the Lewis and Clark Expedition was.

Procedure:

1) Review of Louisiana Purchase

5 minutes

Through a think pair share, students will answer these questions:

What was the Louisiana Purchase? Why did the United States make this purchase?

Each groups' answers will be written on the smart board. After every one has shared, the answers will be discussed as a class and we will refer back to our timeline as well as the Louisiana Purchase Map.

2) Introduction to the Lewis and Clark expedition

10 minutes

Class discussion

The teacher will share pictures on the Smart Board of US maps, Louis and Clark and a map showing their journey. As a class we will explore:

What is an explorer? Why would the United States need to send explorers out west after the Louisiana Purchase? Who were Lewis and Clark? What was the land like that they had to explore. What were the land forms? What do these look like on a map?

3) PBS Lewis and Clark video excerpt

30 minutes

After an introduction by the teacher, the first 10 minutes of Lewis and Clark: the Journey of the Corps of Discovery will be shown. Afterwards, each student will be instructed to make a concept web of information they learn about the Lewis and Clark expedition.

Next, students will turn to their neighbor and share what they wrote on their concept web.

How are your concept webs similar? How are they different? What interesting facts did you learn? Where did Lewis and Clarke Travel? What geographic features/landforms did they discover and/or cross?

Closure:

5 minute

Volunteers will place today's events on the timeline.

Materials and resources needed:

- Video: PBS- Lewis and Clark: the Journey of the Corps of Discovery
- Pictures of Lewis and Clark for the timeline

Differentiation:

Delivery of information is provided in various manners to support various learning styles. Question levels are varied.

Integration with other subjects:

ELA - Reading Workshop

Westward Expansion Centers

ELA – Writing Workshop

Journal:

Each student will take this time to write or draw in his/her journal to reflect on learning today.

Students can choose between 4 prompts:

- a) What are the most interesting facts I learned about Lewis and Clark today?
- b) Imagine you are embarking on an exploration to a new territory. What will you need to bring with you and what challenges might you face?
- c) How do you think the Native Americans will react to Lewis and Clark exploring the land?
- d) Imagine you are going on the same journey today that Lewis and Clark went on in the 1800's. How would your present day journey be similar and different to the actual Lewis and Clark expedition?

Assessment:

1) Oral Louisiana Purchase Review (Formative Assessment)

If any vital information is missing from their answers, the teacher can re-present the material.

2) Class Discussion/Journals (Formative Assessment)

The students' responses during the discussions and journal writing today will assess students' knowledge on the subject of Lewis and Clark. This information will help direct future lessons.

Day 5 - Lewis and Clark Expedition, Sacagawea and Native Americans

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

- a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition...
- c. Describe the impact of westward expansion on Native Americans.

Time frame: 50 minutes

Objective: Students will know why Lewis and Clark were sent on the expedition, where they went and the results. Students will also know how the Native Americans reacted to Lewis and Clark and how Sacagawea came to help them.

Procedure:

- 1) Shared reading and class discussion **20 minutes**

A Picture book of Sacagawea will be displayed on the smart board so that the class can do a shared reading. Afterwards, the class will discuss Sacajawea and the reaction of the Native Americans to Lewis and Clark.

- 2) Review of the Louisiana Purchase and the Lewis and Clark Expedition **10 minutes**

Through a think pair share, students will answer the following questions:

What was the Louisiana Purchase? Who owned the land prior to the U.S.? Why was it called the Deal of the Century? Who were Lewis and Clark and why were they chosen to make this journey? Where were they headed and why? What role did Sacagawea play? How would their journey be different if Sacagawea was not there?

Students will write their responses on the smart board and share with the class. Answers will be discussed and we will turn back to our timeline – filling in where necessary. This will act as a review for the quiz.

- 4) Quiz **20 minutes**

Students will complete a pencil and paper quiz on the Louisiana Purchase and Lewis and Clarke expedition. When students are finished they will proceed with journal writing/drawing answering the following question: *What else would I like to learn about the Lewis and Clarke expedition?*

Materials and resources needed:

- A Picture book of Sacagawea by David Adler
- Quiz
- Journals

Differentiation:

Question levels are varied.

Delivery of information is provided in different manners to support various learning styles.

Integration with other subjects:**ELA - Reading Workshop**

Westward Expansion Centers

ELA – Writing Workshop

ELA4W2 The student demonstrates competence in a variety of genres.

Students will divide into groups and will be presented with letters (Primary Documents) from the Lewis and Clark Expedition. They will read the letters together and draw pictures with captions to represent what they read. Pictures will be placed on the timeline alongside the letters.

Assessment:**1) Louisiana Purchase and Lewis and Clark Quiz (Summative Assessment)**

This pencil and paper quiz will test mechanical knowledge on the Louisiana Purchase and the Lewis and Clark expedition.

2) Journals (Formative Assessment)

Journals will provide insight into what students are interested in learning and will inform the teachers plans in the future.

Westward Expansion Centers - Week 2

Differentiation

Centers provide choice which supports multiple learning styles.

Centers

1) Listening Center: Recorded Readings related to unit topic

2) Vocabulary Center: Exploration of vocabulary related to unit

This week's words: Manifest Destiny, Invention, Futurity, Progress, Providence inflation, Compromise, Annexation, Justice

Students are given manipulatives (such as magnetic letters) to practice spelling and graphic organizers to help them understand the new vocabulary. Students are also given images to help them remember and understand the word (Literacyhead.com) or in some cases, they may choose to create their own image/drawing of a word's definition.

3) Map Center: explore, compare and are able to recreate maps.

This week's maps focus on the acquisitions of Texas, Oregon, and California

As the unit progresses, students will see how the U.S. map changes and how it compares to that of today. As we move through the unit, maps will be placed on the timeline – showing the progression. Activities engaging students in math problems will be offered.

Map Resource: <http://etc.usf.edu/maps/galleries/us/growthofnation/index.htm>

4) Computer Center: games and resources relating to Westward Expansion

This week's websites/games:

a) Mexican American War

http://www.pbs.org/keramexicanwar/index_flash.html

b) Remember the Alamo

<http://www.pbs.org/wgbh/amex/alamo/timeline/timeline2.html>

5) Primary Documents and Artifact Center: Primary historical documents and artifacts are available for students to explore.

This week's primary documents:

a) The Power of an Idea by Miguel Angel Gonzalez Quiroga

b) William B. Travis Letter asking for reinforcement

c) Santa Anna letter discussing the battle of the Alamo

Students can respond through writing or drawing. Responses are put up on the timeline.

Examples of primary sources can include Lewis and Clark's letters, responses by the Native Americans, paintings from that time, Original maps, photographs, etc... Students will have the option to read aloud these documents with a partner.

6) Invention Center: Students will be given the opportunity go deeper into solving the invention problem they came up with on day 6. They will be given tools to brainstorm, record, design and draft a solution to their problem.

7) Independent Reading Center: Multiple books centering on Westward Expansion will be provided during this time for students to investigate and continue formulating their ideas of what Westward expansion entailed.

8) Guided Reading Center: Teacher will offer direct reading instruction with leveled books (When centers take place during reading time.)

Day 6 - Manifest Destiny

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

Time frame: 50 minutes

Objective: Students will understand the idea of Manifest Destiny and how it affected Americans' thinking about their country

Procedure:

1) Painting Exploration

10 minutes

Students will explore the painting "American Progress" (1872) by John Gast. They will have a few moments to jot down their answers to these questions in their journals and then we will have a class discussion.

What do you see in this painting? What makes you say that?

What story is the artist telling? Imagine you are one of the people in the painting and write a short narrative. Where are you going? Why are you going there?

What do you imagine your life will be like when you get there?

2) Exploration of Persuasive Text

15 minutes

Excerpt from "The Great Nation of Futurity," *The United States Democratic Review* Accessed from: <http://www.mtholyoke.edu/acad/intrel/osulliva.htm>

Before beginning, the teacher will explain who John O'Sullivan was to give context to this writing. We will go over difficult vocabulary in the passage. Students will stand in a circle and read the text aloud.

John L. O'Sullivan on *Manifest Destiny*, 1839

"We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us... The far-reaching, the boundless future will be the era of American greatness."

3) Discussion through World Café

20 minutes

Students sit in groups of 4-5 and discuss question prompts. One student acts as a recorder and stays at the same table for all discussions. The rest of the students rotate to different tables of their choice. Before starting the new discussion the recorder shares with the new group what the last group discussed. Each discussion prompt lasts for 5 minutes before switching. Once the first questions are answered children can move on to higher level questions. Questions include:

What is Manifest Destiny? What is O'Sullivan's message? What tools are used to persuade the audience?

What do you think Americans liked about the idea of Manifest Destiny then? How do you imagine this message affected Americans?

Why would someone oppose Manifest Destiny? What do you imagine might happen to the Native Americans living in the Southwest if Americans continued to expand westward?

What kinds of powerful messages do you hear today? Where do we hear them and what are the messages? What is your sense of modern-day perspectives on Manifest Destiny? Is it still important to us?

Closure

5 minutes

Teacher and students will come together and will discuss the result of the idea of Manifest Destiny. Students will add primary documents to the wall mural/timeline.

Materials and resources needed:

- Electronic copy of the painting and all question prompts
- Journals
- Copies of O'Sullivan's excerpt
- Flowers for the tables
- White paper and markers for recording ideas

Differentiation:

Question levels are varied.

Delivery of information is provided in different manners to support various learning styles.

Integration with other subjects:

ELA – Reading Workshop

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Read Aloud: Marvelous Mattie: How Margaret E. Knight Became an Inventor by Emily McCully

Westward Expansion Centers

ELA – Writing Workshop

ELA4W3 The student uses research and technology to support writing.

Inventions Research Project:

-Introduction to Inventions and inventors:

Journals: Students will reflect on these questions in their journals.

What is an invention? Why do we invent? In your opinion, what is the most important invention in today's world? Why do you think so?

With a partner brainstorm problems in life that irritate you. Choose one problem for the both of you to focus on. Brainstorm possible solutions to this problem.

Assessment:

1) Journals (Formative Assessment)

Journals will provide insight into what students are interested in learning and will inform the teachers plans in the future.

2)World Cafe record responses (Formative Assessment)

Responses from the World Cafe will provide insight into the discussion that took place and the student's understanding of the topic.

Day 7 - Texas Independence and Acquisition by the US

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on ...the acquisitions of Texas (the Alamo and independence)

Time frame: 50 minutes

Objective: Students will know how and why Texas gained independence as well as when the Texas War for independence took place.

Procedure:

1) Map Analysis and Investigation (Think-Pair-Share)

20 minutes

a) Students will be shown two different maps: a map of North America right after the Louisiana Purchase (1803) and a map of North America in 1836 (When Texas gained Independence).

Students will do a think-pair-share comparing and contrasting these maps.

What do they have in common? What is different? What country does Texas belong to in the map from 1803?

b) Students will then compare another map of North America in 1846 (After the U.S. acquisition of Texas) to the previous 2 maps.

What countries own land in North America in 1846? What country does Texas belong to now? Why do you think Texas eventually became part of the U.S?

c) Class discussion of answers. Teacher will write down students' answers under each of the maps. Additionally students will be asked to recall what they learned about the American Revolution earlier in the year. This knowledge will be a foundation for the introduction of the Texas War for Independence.

2) Introduction to the Texas War for independence

25 minutes

a) Students will be broken up into numbered heads together. Each group will be given a different picture of one of the key players in the Texas War for independence. (Santa Anna, Travis, Houston, Neill, Crockett) The back of each picture will contain a paragraph describing the individual's role in the war, what side they fought on, and additional information about the war. Each group will do a shared reading of the information and answer the following questions.

*Who is this person? What role did he/she play in the Texas War for independence?
Why did Texas want independence from Mexico? When was the war for independence?*

b) Each group will share their information with the rest of the class and we will add their pictures to the wall mural.

Closure:**5 minutes**

Journals: *What questions do you have about what you learned today? What would you like to learn more about?*

We will add maps and events to our timeline

Materials and resources needed:

-Maps: North America in 1803, 1836, 1846

-Portrait Cards with information on the back

-journals

Differentiation:

Delivery of information is provided in various manners to support various learning styles.

Question levels are varied.

Groups are created with students of varied skill levels.

Integration with other subjects:**ELA – Reading Workshop**

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Read Aloud: Voices of the Alamo by Sherry Garland
(Only portions will be read)

Westward Expansion Centers

ELA – Writing Workshop

ELA4W3 The student uses research and technology to support writing.

Inventions Research Project:

-Students will be broken up into invention groups. As a class we will brainstorm some good research questions and create a graphic organizer together. Such research questions may include:

Who invented this invention? What skills were needed to create this invention?

What problem prompted this invention to be created?

What does this invention look like? How does it work?

How did this invention improve life in America?

What impact did this invention have on American life?

Were there any negative effects? What were they?

How would life have been different if this invention had not been invented?

What difficulties did the inventor(s) face when creating this invention?

Students will begin researching their topics in groups. Inventions included will be:

Steam Engine: 1775

Steam Boat: 1787

Rail Locomotive: 1804

Telegraph: 1836

Camera: 1839

Transatlantic Cable: 1866

Emphasis will be placed on the problem the invention solved and how the invention changed the culture in which it was used.

Assessment:

1) Journals (Formative Assessment)

The journal entries today can help lead future class periods. Teacher can adapt teaching to help discover the answers to these questions.

Day 8 - Texas Independence and the Acquisition of Texas by the US

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on ...the acquisitions of Texas (the Alamo and independence)

Time frame: 50 minutes

Objective: Students will know what role the Alamo played in Texas gaining independence. Additionally, students will know when and why Texas became part of the United States.

Procedure:

1) Alamo Introduction **5 minutes**

A picture of the Alamo will be shown to the class along with the date 1936 and a map of Texas with San Antonio starred. Students will be asked to predict what they think we will discuss today based on what they learned yesterday and the picture they see in front of them now. Students will also be asked if they ever lived in Texas or know someone who does.

2) Shared Reading and Listening to Marty Robbins "Ballad of the Alamo" **25 minutes**

a) Each student will have a copy of the lyrics to read along with the song.

b) Students will be given time to draw a picture or write about what images came to mind when they heard this song. Thinking prompts may include:

Where did this event take place? How many people are there? What are the 2 different sides? What is the reason for the battle? What historical figures are present? What does the Alamo look like today versus back then?

c) Class discussion

Is this song a reliable historical source?(fact versus fiction) What information can we take from this song? What other sources could we gain information from that would be more reliable?

3) Class Discussion & Picture Slide Show **15 minutes**

Teacher will deliver a brief lecture which will be supported by a visually stunning slide show including photographs, maps, and paintings focusing on the Alamo and the Annexation of Texas by the US. Student participation will be encouraged through discussion questions.

Closure: **5 minutes**

Students will turn to their neighbor and will orally summarize what they learned today.

We will add maps and events to our timeline

Materials and resources needed:

Picture of the Alamo and map of present day Texas

Song: Ballad of the Alamo by Marty Robbins along with handouts of the lyrics

Slide Show

Differentiation:

Delivery of information is provided in various manners to support various learning styles.

Question levels are varied.

The writing/drawing activity provides choice which supports various learning styles.

Integration with other subjects:**ELA - Reading Workshop**

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Read Aloud: Susanna of the Alamo by John Jakes

(Only portions will be read)

Westward Expansion Centers

ELA – Writing Workshop

ELA4W3 The student uses research and technology to support writing.

Inventions Research Project:

-Continuation of Inventions and inventors:

Journals: Students will continue researching their project and will begin creating their informational poster. They will include images, problems solved by the invention, people involved, maps necessary, and effects of the invention on American commerce, transportation and communication.

Assessment:**1) Journals (Formative Assessment)**

The journal entries today include drawings and writing. The teacher will use these to assess student understanding.

Day 9 - The Mexican American War and the acquisition of Texas, Oregon, and California

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on ...the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

a. Explain the necessity of respecting the rights of others and promoting the common good.

Time frame: 50 minutes

Objective: Students will be able to identify James K. Polk and explore his connection to the Mexican-American war as well as reflect on Manifest Destiny in relation to the Annexation of Texas.

Procedure:

1) Review

5 minutes

Through a think-pair-share students will review their knowledge of the Annexation of Texas and the effect of Manifest Destiny on Americans.

2) Lecture and slide show

10 minutes

The teacher will introduce President James K. Polk and answer the following questions through a slide show.

Who was he? When was he president? What did he promise during his campaign for election?

Student participation will be encouraged through discussion questions.

3) Video Activity and Questions

30 minutes

Students will watch the following videos and in groups of three to four, divided by ability, they will answer comprehension questions after each video. They will have a graphic organizer to help them record their answers to the comprehension questions.

http://www.pbs.org/kera/usmexicanwar/resources/video_library.html

a) "The United States Declares War on Mexico"

Q: Why did the United states declare war on Mexico? Why did Mexico fight back?

b) "Kearney's army marches west to conquer New Mexico and California"

Q: Why were Americans so eager to win the war? What did they want?

c) "The war and slavery: Some American voices of dissent"

- Q: Who was against the war? What were some arguments against the war?
d) “Looking Back: A Just War?”
Q: What was gained in the war? What was lost? Was it a “just” war?

Closure:

5 minutes

Students will write 2-4 reasons for each perspective – half of the reasons for the war and half against the war.

Additionally volunteers will add James Polk and the Mexican American War to the timeline.

Materials and resources needed:

Video clips and questions written out

James K Polk Slide show

Journals

Differentiation:

Question levels are varied and are discussed in groups divided by ability so as to offer support to each other.

Delivery of information is provided in different manners to support various learning styles.

Integration with other subjects:

ELA - Reading Workshop

Westward Expansion Centers

ELA – Writing Workshop

ELA4W3 The student uses research and technology to support writing.

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

Inventions Research Project:

-Continuation of Inventions and inventors:

Students will continue researching their project and will continue creating their informational poster. They will include images, problems solved by the invention, people involved, maps necessary, and effects of the invention on American commerce, transportation and communication.

Assessment:

1) Journals (Formative Assessment)

The journal entries will be reviewed for understanding.

Day 10 - **Continue The Mexican American War and the acquisition of Texas, Oregon, and California**

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

SS4CG1 The student will describe the meaning of

a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).

SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

a. Explain the necessity of respecting the rights of others and promoting the common good.

Time frame: 50 minutes

Objective: Students will continue to explore the Mexican American war. They will look at what took place, what was gained, and what was lost.

Procedure:

1)Introduction

5 minutes

As a class we will review what we learned the previous day about the Mexican American War. The teacher will re-introduce the idea of being a historian. (*This is what we have been doing during our research*).

2) One historian's perspective: Shared Reading
minutes

30

We will do a shared reading of the following passage stopping to discuss main ideas as we go.

The Power of an Idea by Miguel Ángel González Quiroga

“It is dangerous to underestimate the power of an idea. Especially one which captures the imagination of a people. Manifest Destiny was such an idea...

...Manifest Destiny was a graceful way to justify something unjustifiable. It has not escaped our attention that Ulysses S. Grant, one of the most prominent of American military men, and himself a participant in the war, wrote in his memoirs, ‘I do not think there ever was a more wicked war than that waged by the United States in Mexico. I thought so at the time, when I was a youngster, only I had not moral courage enough to resign.’”

We will summarize this passage as a class and then we will do a shared reading of the following section of the Declaration of independence (which we studied in the previous unit).

The Declaration of Independence - July 4th, 1776

Paragraph 2 - “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”

Using Think/Write/Pair/Share we will explore the following questions to connect these two ideas. We will discuss these as a class afterwards.

What does this passage in the Declaration of Independence promise Americans?

Was Manifest Destiny a realization of the American ideal or a betrayal of it as stated in the Declaration of Independence?

3)Class discussion: The Power of an Idea

10 minutes

We will talk about Powerful Ideas that influence our thinking today such as:

“No child left behind”

“Yes We Can”

“Think Globally Act Locally”

“Wisdom, justice, and moderation”

“Go Green”

The students will facilitate this discussion by shouting out slogans they have heard or noticed in their own lives.

Where do we see these ideas/slogans presented? What does it mean to think critically about these ideas?

Closure

5 minutes

Students will respond in their journals by illustrating their favorite slogan or creating one of their own . Share our Slogans and pictures with each other by walking about the room.

We will add documents and events to our timeline

Materials and resources needed:

Passages to share

Journals

Differentiation:

Question levels are varied through paired discussion.

Journal responses promote choice.

Integration with other subjects:

ELA – Writing Workshop

ELA4W2 The student demonstrates competence in a variety of genres.

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

Inventions Research Project

Invention Convention

We will share posters in a round robin style. Each group will spend 5 minutes with each poster, answering research questions on a graphic organizer. Students will write questions on sticky notes and place them on the posters. We will come together at the end to share “WOWs!” and any questions we have for each other. Discussion will explore:

What were the main inventions during Westward Expansion? How did these inventions help promote westward expansion? Did Lewis and Clark or other historical figures we have studied so far use any of these inventions? How would our world be different if we did not have these inventions? What inventions do we have today that have further advanced our means of communication, transportation and commerce?

Assessments:

1) Journals (Formative Assessment)

Illustration responses will act as an assessment for their understanding of the “big idea.”

2) Research Poster Presentations (Summative Assessment)

Their posters will serve as a reflection of their learning about the inventions during the time.

Westward Expansion Centers - Week 3

Differentiation

Centers provide choice which supports multiple learning styles.

Centers

1) Listening Center: Recorded Readings related to unit topic

2) Vocabulary Center: Exploration of vocabulary related to unit

This week's words: Immigrant, Pioneer, Settler, trapper, trader

Students are given manipulatives (such as magnetic letters) to practice spelling and graphic organizers to help them understand the new vocabulary. Students are also given images to help them remember and understand the word (Literacyhead.com) or in some cases, they may choose to create their own image/drawing of a word's definition.

3) Map Center: Students explore, compare and are able to recreate maps.

This week's maps focus on the acquisition of Oregon and California, the Gold rush, and the Oregon Trail.

Students will explore land forms around the country and may pretend to be explorers discovering different parts of America. As the unit progresses, students will see how the U.S. map changes and how it compares to that of today. As we move through the unit, maps will be placed on the timeline – showing the progression. Activities engaging students in math problems will be offered.

Map Resource: <http://etc.usf.edu/maps/galleries/us/growthofnation/index.htm>

4) Computer Center: games and resources relating to Westward Expansion

This week's websites/games:

a) The Oregon Trail

<http://www.isu.edu/~trinmich/Oregontrail.html>

b) Way Back. Gold Rush

<http://pbskids.org/wayback/goldrush/>

5) Persuasive Art: Students will have the opportunity to expand upon last weeks "Powerful Idea" with an illustration persuading others of the idea. Ideas that might be used are:

"Yes We Can"

"Think Globally Act Locally"

"Wisdom, justice, and moderation"

"Go Green"

6) Pretend Play/Simulation: Students are given various scenarios to reenact, imagine themselves in different scenarios and explore choices they might make. (i.e. Imagine you are about to head west on the Oregon Trail. Given a list of possible supplies and a certain amount of money, what would you buy? What route would you take?)

8) Independent Reading Center: Multiple books centering on Westward Expansion will be provided during this time for students to investigate and continue formulating their ideas of what Westward expansion entailed.

9) Guided Reading Center: Teacher will offer direct reading instruction with leveled books (When centers take place during reading time.)

Day 11- Westward Ho! The Oregon Trail and the Gold Rush

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

SS4G1 The student will be able to locate important physical and man-made features in the United States.

a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes.

SS4G2 The student will describe how physical systems affect human systems.

e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

Time frame: 50 minutes

Objective: Students will know why Americans chose to journey westward to Oregon and the dangers they encountered along the way.

Procedure:

1) Map Exploration

10 minutes

We will review the maps of America as they were after the Mexican American War and compare them to those of before and present day. Students will be asked why people might move so far into unknown territory.

Why do people move today? What do you think people expected to find in the new land? What dangers and geographic landforms lay in their way? What would you do if your family decided to walk 2000 miles into the wilderness to settle in an unknown territory without a map?

2) Suitcase Exploration

30 minutes

Students will divide into groups of 4 or 5 and will explore suitcases containing information on the Oregon Trail and the California Gold Rush (Including those that immigrated from outside the US). Students will each have about 15 minutes to explore each suitcase. During these investigations, students will record new information on graphic organizers.

Closure

10 minutes

Students will have a few minutes to write in their journal about what they learned today. Then we will discuss the reasons why people travelled west. Additionally, volunteers will place main events such as the Gold rush of 1849 on the timeline.

Materials and resources needed:

- Maps of present day America and America just after the Mexican American War.
- Suitcases of materials (primary documents including pictures, ads, newspaper articles and a brief description of this aspect of westward expansion.)
- Graphic Organizers for students to document their findings
- Journals

Differentiation:

Groups are created with students of varied skill levels.

Delivery of information is provided in various manners to support various learning styles. For example the suitcases will have materials that support visual, and auditory learners. Artifacts will include images, passages to read, diagrams and maps as well as short activities.

Question levels are varied.

Integration with other subjects:**ELA - Reading Workshop**

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Shared Reading: Gold Fever by Verla Kay
Westward Expansion Centers

ELA – Writing Workshop

ELA4W3 The student uses research and technology to support writing.

Role Play Research Project

Students will be broken up into 6 groups. Each group is given one of the following events:

- Louisiana Purchase
- The Oregon Trail
- Gold rush and development of the mining towns
- The Alamo and the Texas war for Independence
- Lewis and Clark Expedition
- Mexican American War

They will research their event – this will include extended research and artifact analysis. They will begin a research portfolio where they will answer essential questions relating to their event.

- *What happened?*
- *Where did it happen?*
- *Who was involved? and why?*
- *Why did it happen? (what lead up to it?)*
- *What happened afterwards? (What were the effects?)*

Assessments:**1) Suitcase Exploration Graphic Organizers and Journals (Formative Assessment)**

The information they write on their graphic organizers and in their journals will help teacher assess which topics need to be re-visited.

Day 12 - Westward Ho!: Why else did Travelers go west?

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

SS4G2 The student will describe how physical systems affect human systems.

e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861

Timeframe: 50 minutes

Objective: Students will extend their understanding about why Americans chose to journey westward to California.

Procedure

1) Review of Yesterday: Class discussion

5 minutes

We will review what we discovered yesterday and will continue to think about why settlers might have traveled westward. We will discuss in a think/write/pair/share format.

2) Suitcase Exploration II

35 minutes

Students will be divided into groups of 4 or 5 based on ability and will explore suitcases containing information on:

- Trappers and Traders
- Cowboys
- Farmers
- Mormon settlement in Utah.

Students will have about 8 minutes to explore each suitcase. During these investigations, students will record new information on graphic organizers based on questions asked in the center. Question levels are varied.

Closure

10 minutes

Students will reflect upon what was learned in their journal through drawing or writing. We will add events to our timeline

Materials and resources needed:

- Suitcases of materials (primary documents including pictures, ads, newspaper articles and a brief description of this aspect of westward expansion.)
- Graphic Organizers for students to document their findings

Differentiation:

Students are divided into groups based on ability so they can support each others learning. Delivery of information is provided in various manners to support various learning styles. Question levels are varied.

Integration with other subjects:**ELA - Reading Workshop**

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Read Aloud: Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell, 1847 (Dear America Series) by Kristina Gregory
(Only portions will be read)

Westward Expansion Centers

ELA – Writing Workshop

ELA4W3 The student uses research and technology to support writing.

Role Play Research Project

Students will continue their research from the previous day, continuing their research portfolio. They will begin to write a script based upon how their event occurred. Their performance of their script may be in the form of a song or a play.

Assessments:**1) Suitcase Exploration Graphic Organizers and Journals (Formative Assessment)**

The information they write on their graphic organizers and in their journals will help teacher assess which topics need to be re-visited.

Day 13- Westward Ho: What would you do?

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

SS4G1 The student will be able to locate important physical and man-made features in the United States.

a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes.

SS4G2 The student will describe how physical systems affect human systems.

e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

Timeframe: 50 minutes

Objective: Students will develop a further understanding of why Settlers moved west.

Procedure:

1) American Pioneer Game Introduction

10 minutes

The teacher will introduce the game and divide students up into groups of 2-4. Students will choose where they are headed as American pioneers. The game will be executed like the "Oregon Trail." Students will be able to choose their own adventure. Adventure choices will include travel across the U.S. to Oregon for farmland with a family, alone as mountain men, or to California for gold either by land or by sea. They will be given a scenario relating to where they are headed and will have the opportunity to pack their wagons and go. We will begin play as a class to model, and then students will play in groups. We will share the results at the end.

2) Execution of the game

40 minutes

Questions and themes in the game will be related to the standards listed above.

Materials and resources needed:

Game cards and materials

Differentiation:

Groups are created with students of varied skill levels.

Game provides choices which support multiple learning styles.

Delivery of information is provided in various manners to support various learning styles.

Question levels in the game are varied.

Integration with other subjects:

ELA - Reading Workshop

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Read Aloud (continued): Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell, 1847 (Dear America Series) by Kristina Gregory
(Only portions will be read)

Westward Expansion Centers

ELA – Writing Workshop

ELA4W3 The student uses research and technology to support writing.

ELA4W2 The student demonstrates competence in a variety of genres.

Role Play Research Project

Students continue to work on scripts and will begin casting roles and rehearsing their plays.

Assessments:

1) American Pioneer Game (Formative Assessment)

This will act as an assessment that will inform us which topics we need to explore deeper.

Day 14 - Review of Westward Expansion and key inventions of the time

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

- a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).
- b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.

Timeframe: 50 minutes

Objective: Students will review their knowledge of how and why the U.S. acquired Texas, Oregon, and California. Additionally, they will know what major events took place during this time: Texas War for Independence and the Alamo, the Mexican American war, the Oregon Trail, and the Gold Rush.

Procedure:

1) Introduction to Round Table Game **5 minutes**

Teacher will remind students of the rules for this game. They will be broken up into groups of 3-4 based on various skill levels and learning styles.

2) Round Table Game **35 minutes**

Questions will be read aloud as well as viewed on the smart board. To make this game more engaging, some of the questions will contain photographs, paintings, maps, music, or artifacts. The questions will test mechanical knowledge to prepare them for the quiz tomorrow.

Each child will have a white board in which they must write down their answers. Then the group reviews all of the answers and chooses the best one. The “final answer” will be written on a group paper and each group will share their answer with the rest of the class. The class will briefly discuss each question and answer before moving on.

Closure: Class Discussion **10 minutes**

This will be a time in which students can pose questions if they did not understand a particular topic during the game. Also, if there were any questions during the game that multiple groups got wrong, the teacher will re-present the material for clarification.

Materials and resources needed:

- Individual White Boards and Markers
- Round Table Questions

Differentiation:

Groups are created with students of varied skill levels.

Question levels are varied.

The various formats of the questions supports multiple learning styles.

Integration with other subjects:

ELA - Reading Workshop

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Read Aloud (continued): Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell, 1847 (Dear America Series) by Kristina Gregory
(Only portions will be read)

Westward Expansion Centers

ELA – Writing Workshop

ELA4W3 The student uses research and technology to support writing.

ELA4W2 The student demonstrates competence in a variety of genres.

Role Play Research Project

Students continue to work on scripts, rehearse their play, collect props they might need, and will think about staging their play.

Assessments:

1) Round Table Game (Formative Assessment)

This will act as an assessment that will inform us which topics we need to explore deeper.

Day 15 - **Louisiana Purchase, Texas & the Alamo, Lewis and Clark Expedition, Oregon & Oregon Trail, California & Gold rush and mining towns**

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

ELA4R4 The student reads aloud, accurately, familiar material in a variety of genres, in a way that makes meaning clear to listeners.

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

Timeframe: 1 hour 40 minutes (Social Studies and Reading are merged today)

Objective: Students will review their knowledge of how and why the U.S. acquired Texas, Oregon, and California. Additionally, they will understand what major events took place during this time: Texas war for independence and the Alamo, the Mexican American War, the Oregon Trail, and the Gold Rush.

Procedure:

1) Introduction to Role Play Presentations

10 minutes

Class will discuss the rules for being a respectful audience as well as how to provide helpful feedback. Students will be provided with graphic organizers in which they will provide feedback to the other groups. Also, the graphic organizer will ask students questions that they will fill out for each group immediately after the performance. This will serve as their notes on the topic.

- *What happened?*
- *Where did it happen?*
- *Who was involved and why?*
- *Why did it happen? (What lead up to it?)*
- *What happened afterwards? (What were the effects?)*

2) Role Play Presentations

50 minutes

Groups will present their role plays. After each presentation, there will be time to discuss, ask questions and fill out the graphic organizers.

(5 minute break to stretch and go to the bathroom)

3) Quiz (Pencil and Paper)

30 minutes

Students will complete a quiz on the acquisition of Texas & the Alamo (The Texas War for Independence and the Mexican American War), the Mexican American War and the acquisition

of Oregon, California, ad Texas, the California Gold Rush and the Oregon Trail as well as the major inventions of this time period. This will test their mechanical knowledge.

4) Center time

10 minutes

When students are finished with their quiz, they may spend the rest of their time at centers.

Materials and resources needed:

Graphic Organizers

Quiz

Rubric to grade role plays

Differentiation:

The various presentation formats of the role plays supports multiple learning styles.

Quiz items will be formatted in varying styles so students with different learning styles will be able to output their knowledge successfully.

Integration with other subjects:

ELA – Writing Workshop

ELA4W2 The student demonstrates competence in a variety of genres.

Chalk Talk

Through a short chalk-talk students will reveal what they already know or think about Native Americans. This is a silent conversation through writing and drawing. This will act as an assessment of what the students already know.

Guest Speaker Questions

Class will discuss what types of questions make good interview questions. They will then spend time creating questions for our Native American History Guest Speaker on Monday.

Assessments:

1) Role Play presentations (Summative Assessment)

Their presentations will serve as a reflection of their learning about the topics listed above.

2) Traditional paper and pencil quiz (Summative Assessment)

This pencil and paper quiz will test mechanical knowledge on the acquisition of Texas & the Alamo (The Texas War for Independence and the Mexican American War), the Mexican American War and the acquisition of Oregon, California, ad Texas, the California Gold Rush and the Oregon Trail as well as the major inventions of this time period. This will test their mechanical knowledge.

3)Chalk-Talk (formative pre-assessment)

This will inform teacher of the students' background knowledge.

Westward Expansion Centers - Week 4

Differentiation

Centers provide choice which supports multiple learning styles.

Centers

1) Listening Center: Recorded Readings related to unit topic

2) Vocabulary center: Exploration of vocabulary related to unit

This week's words: **colonization, treaty, producers, consumers, Nations, Tribe, missionary**

Students are given manipulatives to practice spelling and graphic organizers to help them understand the word. Students are given images to help them remember and understand the word (Literacyhead.com) or in some cases, they may choose to create their own image/drawing of a word's definition.

3) Map Center: Students explore, compare and are able to recreate maps.

This week's maps focus on the Trail of Tears, the movement of the Native Americans as well as Indian Territory then and now.

Students explore, compare and are able to recreate maps. As we move through the unit, maps will be placed on the timeline – showing the progression. Activities engaging students in math problems will be offered.

4) Primary Documents and Artifact Center: Primary historical documents and artifacts are available for students to explore.

This week's primary documents:

- a) Rev. Daniel Butrick's Journal
- b) Various Treaties such as the New Echota Treaty
- c) Story of Private John G. Burnett
- d) Ralph Waldo Emerson Letter
- e) President Jackson's letters

Primary historical documents and artifacts are available for children to explore. Students can respond through writing or drawing. Responses are put up on the timeline. Examples of primary sources can include Lewis and Clark's letters, responses by the Native Americans, paintings from that time, Original maps, photographs, etc... Students will have the option to read aloud these documents with a partner.

5) Music Center: children are given the opportunity to listen to music played by Native Americans and music that was popular in the mid 1800s.

6) Culture Center: Students have the opportunity to explore the Cherokee way of life for the Native Americans during the 1800s. They will explore the Cherokee Alphabet, religious customs, artifacts and way of life.

7) Independent Reading Center: Multiple books centering on Westward Expansion will be provided during this time for students to investigate and continue formulating their ideas of what Westward expansion entailed.

8) Guided Reading Center: Teacher will offer direct reading instruction with leveled books (When centers take place during reading time.)

Day 16 - The Effect of Westward Expansion on Native Americans

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

c. Describe the impact of westward expansion on Native Americans.

ELA4W3 The student uses research and technology to support writing.

Time frame: 50 minutes

Objective: The students will come to understand how colonization affected the Native Americans' Lifestyle.

Procedure:

1) Guest Speaker

30 minutes

We will have a guest speaker who is an expert on Native American History. (Questions will be created the previous Friday in writing workshop)

2) Native American Wall Mural

20 minutes

We will be focusing on what life was like for the Native Americans before, during, and after westward expansion. Students will be divided into groups of 2 or 3 based on skill variety. For example, a student who is strong linguistically might be grouped with those who are strong visually and visa-a-versa. Each group will draw a slip of paper from a hat on which there will be a Native American region listed (Northeast Woodland, Southeast Woodland, Plains, Southwest, Northwest Coastal). As a class we will develop research questions to guide our work over the next few days. We will also discuss various places we can search for this information.

Closure

5 minutes

Students will return to their journals and write one thing that surprised them about what they learned today and one thing they want to explore further tomorrow.

Materials and resources needed:

Slips of paper with Native American regions listed

Multiple nonfiction books and magazines on the subject

Journals and writing materials

Differentiation:

Groups are created with students of varied skill levels.

Research projects offer room for student choice and direction.

Students have choices in their journal writing.

Integration with other subjects:

Science

S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.

- a. Identify the roles of producers, consumers, and decomposers in a community.
- c. Predict how changes in the environment would affect a community (ecosystem) of organisms.
- d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

This week we will bring in the ecology of place. We will compare effects on a human population and effects of plant/animal populations.

What happens when the population increases? What happens when the resources cannot sustain the population?

ELA – Reading Workshop

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Read Aloud: Brother Eagle, Sister Sky by Susan Jeffers

Teacher will read aloud and class will discuss the effects of Westward Expansion on Native Americans.

Westward Expansion Centers

ELA - Writers Workshop:

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA4W2 The student demonstrates competence in a variety of genres.

ELA4W3 The student uses research and technology to support writing. The student

ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing.

Journals

Students will continue writing in their journals. Writing prompts (Explained Below) will be given throughout the week during writing time. They will have a choice as to which prompt(s) they wish to explore. They will be expected to draft, edit and publish at least one of their pieces. Children are encouraged to include art with their publication.

Prompt Options include:

Dialogue Poem

Students may work in pairs. Each group will write a dialogue poem in which they provide two different perspectives concerning westward expansion. They will put themselves in the shoes of people who lived during that time. These viewpoints might be from a Native Americans' point of view, from a colonist's view, from a politician's view, etc.

Photograph Analysis

2 photographs of Native Americans during westward expansion will be provided. One will be of a woman and her child and the other will be of a man in war paint standing alone. Students will be asked to write their thoughts about these two pictures based on the following questions:

What do you see here? Who are these people? What are they doing? What is happening in these pictures? What makes you say that?

Persuasive Letter Writing

Students will write a letter from the perspective of someone from one of the tribes they are studying in order to try to persuade American leaders to let them stay on their land. The letter might be from the perspective of a famous tribal leader, another adult within the tribe, or from a child their age.

Storytelling

Students will tell a story from the perspective of a Native American child their age – telling students of today about what happened to their tribe during America's westward expansion.

Poetry

Students will write a poem or song about the experiences of the Native Americans during Westward Expansion.

Comic

Students will create a comic strip of an event they find interesting that took place during Westward Expansion. They will then retell the story in their own words and include how the events have impacted our lives today.

Assessment:

1) Journals (Formative Assessment)

The journal entries will inform the teacher what the student learned today and if further instruction needs to be delivered on today's topic

Day 17 - **Indian Removal Act and other Treaties Concerning Native Americans during Westward Expansion**

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

c. Describe the impact of westward expansion on Native Americans.

SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

a. Explain the necessity of respecting the rights of others and promoting the common good.

ELA4W3 The student uses research and technology to support writing.

Time frame: 50 minutes

Objective: The students will come to understand the treaties and promises made between the Native Americans and the United States government.

Procedure:

1) Primary Sources: Treaties

15 minutes

Teacher will read portions of most influential treaties between the Native Americans and the US government during this time (Indian Removal Act, The Hopewell Treaty and The Treaty of the New Echota). The texts will be on the smart board so the students can read along silently. The students will also have copies to read to each other and then paste in their journals.

Teacher and Students will discuss what a treaty is, what promises were made and the implications of subsequent treaties. The teacher will connect this discussion to the children's own lives. Students will answer the following questions through a turn to your neighbor share.

What happens when someone makes you a promise? What happens when someone does not keep their promise? Are there times when this is ok? What did the U.S. government promise to the Native Americans? What was the result? Did the U.S. keep their promise? Did the U.S. government have the right to displace the Native Americans?

2) Continuation of our Native American Wall Mural

30 minutes

Students will return to their groups and will research the tribes within their region and explore the effects of westward expansion on that particular region. Students will look at artifacts, images, Internet resources, fiction and non-fiction literature. Students will refer to prior knowledge of the Native American way of life from earlier in the year. Additionally, they will research reasons for movement and will map out the movement of the tribe.

When did their region first come in contact with European explorers? When did Europeans first move into that particular region? What happened to the

Native Americans when Europeans migrated to the location where Native American's lived?

Closure

5 minutes

Students will return to their journals and write one thing that surprised them about what they learned today and one thing they want to explore further tomorrow.

We will add treaties and events to our timeline

Materials and resources needed:

Portions of Treaties(primary documents)

Multiple nonfiction books and magazines on the subject

Journals and writing materials

Differentiation:

Question levels are varied.

Delivery of information is provided in different manners to support various learning styles.

Groups are created with students of varied skill levels.

Research projects offer room for student choice and direction.

Students have choices in writing in their journals.

Integration with other subjects:

Science

S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.

a. Identify the roles of producers, consumers, and decomposers in a community.

c. Predict how changes in the environment would affect a community (ecosystem) of organisms.

d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

We will continue working on the ecology of place by comparing effects on a human population and effects of plant/animal populations.

ELA – Reading Workshop

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Read Aloud: *The People Shall Continue(one half is read)* by Simon Ortiz

Westward Expansion Centers

ELA - Writers Workshop:

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA4W2 The student demonstrates competence in a variety of genres.

ELA4W3 The student uses research and technology to support writing. The student

ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing.

Journals

Students will continue with journal entry prompts leading to publishing.

Assessment:

1) Journals (Formative Assessment)

The journal entries will inform the teacher what the student learned today and if further instruction needs to be delivered on today's topic.

Day 18 - **Trail of Tears and Rev. Daniel S. Butrick**

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

c. Describe the impact of westward expansion on Native Americans.

ELA4W3 The student uses research and technology to support writing.

Time frame: 50 minutes

Objective: The students will come to understand the affect of the Trail of Tears on the Native Americans.

Procedure:

1) Trail of Tears lecture/slideshow **10 minutes**

Using pictures art, teacher will provde students with some background information on the Trail of Tears. Student participation will be encouraged through discussion questions.

2) Primary Source: Journal of Rev. Daniel S. Butrick **10 minutes**

The Teacher will introduce this primary source by first discussing why many missionaries supported the Cherokee's rights during this time period. This will help students understand why the Reverend was travelling with the Cherokee on the Trail of Tears.

Next there will be a shared reading of age appropriate sections of his journal. The text will be displayed on the smart board. Teacher and Students will discuss what images surfaced in their minds while reading.

What does the setting look like? Where are they? (Find it on a map) What is the weather like? What type of people are there? What events happen? What intrigued you most of all from this reading?

3) Continue our Native American project **25 minutes**

Students will return to their groups and will research the tribes within their region and explore the effects of westward expansion on that particular region. Students will choose a one tribe to focus on and will continue researching reasons for movement. Students will map out the movement of these tribes. Students will locate significant events in the lives of the tribes with regards to Westward Expansion and will find out where they are now. Students will begin creating three to five illustrations signifying before/during/now and will add captions for explanation.

Closure**5 minutes**

Students will share their work thus far one other group. The group will provide the sharer with a “glow” and a “grow.”

We will add document and events to our timeline.

Materials and resources needed:

Journal of Rev. Daniel S. Butrick

Multiple nonfiction books and magazines on the subject

Maps of the US to fill in as needed

Drawing, painting and writing materials

Differentiation:

Question levels are varied.

Delivery of information is provided in different manners to support various learning styles.

Groups are created with students of varied skill levels.

Research projects offer room for student choice and direction.

Integration with other subjects:**Math:**

M4N5 Students will further develop their understanding of the meaning of decimals and use them in computations.

Students will solve story problems using percentages and fractions with regards to maps we analyze.

ELA – Reading Workshop

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Westward Expansion Centers

ELA - Writing Workshop:

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA4W2 The student demonstrates competence in a variety of genres.

ELA4W3 The student uses research and technology to support writing. The student

ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing.

Journals

Students will continue with journal entry prompts leading to publishing.

Assessment:**1) Journals (Formative Assessment)**

The journal entries will inform the teacher what the student learned today and if further instruction needs to be delivered on today's topic.

Day 19 - The Impact of Westward Expansion on Native Americans

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.
c. Describe the impact of westward expansion on Native Americans.

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

Time frame: 50 minutes

Objective: The students will come to understand where Native Americans are today and how this relates to Westward Expansion.

Procedure:

1) Completion and Preparation for our group presentations **15 minutes**
Students will be given the opportunity to complete their drawings and captions, and prepare their 5 minute presentation of before/during/after for their chosen tribe.

2) Sharing of our Native American project **25 minutes**
Students will present their illustrations and findings to the class. All illustrations will be placed on the wall mural in the appropriate place - before/during/after Westward Expansion. *(May want to share their findings with another 4th grade class who is studying the same thing. Additionally, invite guest speaker back to see the presentations)*

Closure **10 minutes**
We will look at the final mural and discuss what we see.
We will add maps and events to our timeline

What are the patterns? Does this kind of thing happen today? What does it look like?

Materials and resources needed:

Tape
Drawing and writing materials
Students presentations

Differentiation:

Question levels are varied.
Delivery of information is provided in different manners to support various learning styles.
Groups are created with students of varied skill levels.
Research projects offer room for student choice and direction.

Integration with other subjects:

ELA – Reading Workshop

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Westward Expansion Centers

ELA - Writing Workshop:

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA4W2 The student demonstrates competence in a variety of genres.

ELA4W3 The student uses research and technology to support writing. The student

ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing.

Journals

Students will continue writing in their journals and will continue with the prompts from the previous day.

Assessment:

1) Journals (Formative Assessment)

The journal entries will inform the teacher what the student learned today and if further instruction needs to be delivered on today's topic.

2) Wall Mural (Summative Assessment)

The wall murals will act as an assessment of students' understanding about the effect of Western Expansion on many Native American tribes.

Day 20 - Westward Expansion Closure

Standards:

SS4H6 The student will explain westward expansion of America between 1801 and 1861.
c. Describe the impact of westward expansion on Native Americans.

Time frame: 50 minutes

Objective: Student review and assessment. Students will step back and take a look at our month long exploration of Westward Expansion.

Procedure:

1) Class review and discussion: Round Table Game **25 minutes**
Students will be broken up into groups of 3-4 in which students with varied skill levels are contained.

Questions will be read aloud as well as viewed on the smart board. To make this game more engaging, some of the questions will contain photographs, paintings, maps, music, or artifacts. The questions will test mechanical knowledge to review them for the quiz today.

Each child will have a white board in which they must write down their answers. Then the group reviews all of the answers and chooses the best one. The “final answer” will be written on a group paper and each group will share their answer with the rest of the class. The class will briefly discuss each question and answer before moving on.

Questions will focus around the following ideas and themes: What were the major events that led Americans to head west? What effect did this have on the American Lifestyle? What effect did this have on the Native American lifestyle?

2) **Quiz** **20 minutes**
Students will complete a pencil and paper quiz on the effects of westward expansion on Native Americans.

3) **Closure** **5 minutes**
Students will reflect upon something they learned that surprised them and something they learned that they would like to explore further. They can either write or draw their conclusion in their journals.

Materials and resources needed:

Quiz

Round Table Questions

Individual White Boards and Markers

Differentiation:

Groups are created with students of varied skill levels.

Question levels are varied.

The various formats of the questions supports multiple learning styles.

Students have choices in writing in their journals.

Integration with other subjects:**ELA – Reading Workshop**

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Westward Expansion Centers

ELA - Writing Workshop:

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA4W2 The student demonstrates competence in a variety of genres.

ELA4W3 The student uses research and technology to support writing. The student

ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing.

Journals

During Writing Workshop students will share their published pieces for the class. Students will take time to reflect on each other's work that will be presented on the wall. They will also write a *glow* and a *grow* on index cards and share them.

Assessment:**1) The effects of Westward Expansion on Native Americans Quiz (Summative Assessment)**

This pencil and paper quiz will test mechanical knowledge of the effects of westward expansion on Native Americans.

2) Published written piece (Summative Assessment)

Students will pick one of their published pieces from the writing prompts issued for the effects of westward expansion on Native Americans to be graded.