| **Grade 4 Unit 5 Westward Expansion** | |
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| **Unit Overview** | |
| In a unit students will be introduced and will be able to describe how the new century saw the U. S. being changed from acquiring land in the West, which provided some Americans with a hope for land ownership and a better life. Geography of the west provided more natural resources, but also led to the creation of new technologies to navigate the land and unite the country. Students will create a circle map to show the reasons for expansion and use this to assist them in creating a journal entry from both from the perspective of a Native American and from the perspective of a western pioneer. | |
| **Overarching Inquiry Question** | |
| What are the reasons people move and the challenges they face?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| * Interaction Among People * Physical Geography and Natural Resources * Development Sustainment of a State and Nation   Economic, Settlement, Territorial Expansions | |
| **Skills Emphasis at a Glance** | |
| * Comparison * Causation * Periodization * Contextualization * Change and Continuity | |
| **Standards** | |
| **Standard 3:** Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.   * **4.3.CO** Compare the motivations for and reactions to various expeditions into the Western territories. This indicator was designed to encourage inquiry into the economic, political, and social reasons for Westward Expansion. It was also written to promote inquiry into how various people living in the western territories responded to migration. * **4.3.CE** Analyze the effects of government policies in promoting United States territorial expansion into the west. This indicator was developed to encourage inquiry into how government policy influenced Westward Expansion, including the purchase of the Louisiana Territory, policies towards Native Americans, the Mexican-American War, and support of railroad development. * **4.3.CC** Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U. S. expanded westward. This indicator was developed to encourage inquiry into how land acquisition and the resulting border changes of the U. S. impacted the people of the western territories prior to Westward Expansion. * **4.3.E** Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states. | |
| **I Can Statement(s)** | |
| * I can describe how the United States gained territory. * I can describe the geographical features of the United States. * I can explain why people migrated from the east to the west. * I can explain how Native Americans and other minority groups were affected by westward expansion. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance:**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can describe how the United States gained territory.** | |
| * Ask the students if they have moved and if so why? Was it difficult for you?   + Lead students in this discussion with a classmate using the Think Pair Share strategy.   + After sharing with a classmate, teachers can have a few students share and record responses on a chart. | * Here is some guidance on the [Think Pair Share strategy](http://distrategykit.weebly.com/thinkpairshare.html) |
| * Introduce the terms push and pull and ask students what comes to mind when they hear the terms.   + Explain that people move for a variety of reasons. Some people are forced to leave and find a new home. This is a push. Others choose to leave their home to find a better life with more opportunities like jobs. This is a pull. * A push/pull chart could be created on why people move.   + Students can use the reasons from their earlier discussion to sort them into pushes or pulls. | * Be sure students understand the topic of migration in terms of moving. * Be sure to guide students to make the connection that Americans moved from east to west because of different push-pull factors. |
| * How did the United States have land to expand into?   If possible, watch this BrainPop video: [Westward Expansion from Brainpop](https://www.brainpop.com/socialstudies/ushistory/westwardexpansion/preview.weml) | * Be sure to give students examples of reasons people move. * Be sure to monitor students’ engagement during the BrainPop video. * Optional for students to complete the quiz. |
| * The teacher will separate students into groups. Students will research US land acquisitions to include [Mexican-American War](https://www.ducksters.com/history/westward_expansion/mexican-american_war.php) and [Louisiana Purchase](https://www.ducksters.com/history/westward_expansion/louisiana_purchase.php). * Using the linked websites above, students will create a [multi flow](https://www.thinkingmaps.com/multiflow-2/) map to show the causes and effects of the assigned land acquisitions.   + Students should include at least 3 causes for the event and 3 effects.   + Effects must involve the people who were already living on the land such as Spanish-speaking people affected by moving borders after the Mexican-American War and Native Americans impacted by exploration and settlement of the Louisiana Purchase. * After completing the multi flow map, give each student a copy of a map that shows the land acquisitions of the United States and complete the chart with the research above. * Have students cut along the lines of each major acquisition to create index cards for each land acquisition by pasting on the front and writing information on the back.   + Label the name and date of acquisition and record an inference on the effect the land acquisition will have on the people living there. | * Be sure that students understand that the United States continued to expand westward through land purchased from other countries or through conflict. * It is critical to have students begin to infer how these various acquisitions affect the people already living there. Students will return to this idea in the culminating sequence. * Here is [guidance](https://sites.google.com/site/highschoolreadingstrategies/home/after-reading/multi-flow-map) on how the multi flow map can be used. |
| **I can describe the geographical features of the United States.** | |
| * Ask students *“Why would we need to become familiar with the land of the United States if we’re studying westward expansion?”* * Teachers will create a **Map Bag.** A map bag is a bag or other container that has copies of the maps or rivers, regions, outlined US states, and a US Climate Map. * Students will work collaboratively to use the resources in the Map Bag to determine geographical features that  Americans faced as they traveled west. * After studying the maps, students will create a trifold foldable that describes geographical features and obstacles of moving west such as rivers, mountains, and climates. | * Be sure students understand that natural resources were a pull factor for moving west. * Be sure students also understand how the physical geography of the land such as mountains and rivers made the journey difficult. * Be sure students make the connections to the inquiry question as they discover the difficulties of moving west. Some geographical differences were challenges. |
| * After reading the CommonLit article [Lewis and Clark](https://drive.google.com/file/d/1KKm_rJzmxiZJTgaURmFDPBwjr2XBMbZo/view?usp=sharing), watching video clip: [Lewis and Clark Expedition](https://www.pbs.org/video/first-american-expedition-onrro9/), and researching the Lewis and Clark expedition using the following websites:   + [Lewis and Clark by Scholastic](http://teacher.scholastic.com/activities/lewis_clark/)   + [Lewis and Clark by PBS](http://www.pbs.org/lewisandclark/into/index.html) * Students will create and complete a graphic organizer showing areas explored, people met along the way, and features of the land. | * Be sure to model close reading strategies such as annotating to help students glean information from the text. * Students need to understand that the first explorers provided information that resulted in the creation of geographic and climatic maps that assisted in the identification of access routes and the natural resources of the area. |
| **I can explain why people migrated from the east to the west.** | |
| * Students will analyze the political, social, and economic motivations for people moving to the West. Major motivations for moving West included fur, gold, towns and cities, forests for logging, and farmland. * [Farming from Khan Academy](https://www.khanacademy.org/humanities/us-history/the-gilded-age/american-west/a/westward-expansion-economic-development) * [Mining from National Geographic](https://blog.education.nationalgeographic.org/2018/09/16/what-is-westward-expansion/) * Students will complete the chart about [reasons people moved West after reading the article](https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/10426/Why%20Move%20West%20Notes.pdf). The chart is linked here in a document [Reasons for Westward Expansion Chart](https://docs.google.com/document/d/15cqJ2QILZTipNMJ8gboZXz2eoXhUvZeN5ZTdYp_HxG0/edit?usp=sharing) | * Be sure students understand the various perspectives of those who moved west, including those people already living there. Students will return to this in the culminating activity. * Teachers will need to use the chart provided in Appendix A as the one linked to is completed as a sample. Teachers should modify the chart based on the needs of their students. (For example, some may need the 6 reasons identified and then be asked to complete the additional information side.) |
| **I can explain how Native Americans and other minority groups were affected by westward expansion.** | |
| * Students could closely examine and analyze John Gast’s [“American Progress”](https://www.loc.gov/resource/ppmsca.09855/) primary source document and also generate questions of their own.   + Teachers may ask the following questions as students analyze the painting:     - What do you notice first?     - What do you notice that you didn’t expect?     - What does the woman represent?     - Why do you think one side of the painting is dark and the other side is bright?     - How do you think the Native Americans felt?     - How were Native Americans affected by Western Migration? * Students will use the [Library of Congress Analysis Tool.](https://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf) | * Be sure the student understands after analyzing the picture that it is set on an American landscape showing the Eastern landscape on the right and Western America on the left. * Here is teacher guidance for using the [LOC primary analysis tool](https://loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf). It has great guiding questions to ask students. * As students discuss their analysis of the picture, the teacher needs to keep in mind the meaning of the painting.   + The East is warm and welcoming, while the West is dark and gloomy.   + The figure in the middle is an angelic looking woman with the light moving from east to west is coming from her. She appears to be moving westwards, illuminating the way as she goes.   + The book in her right hand represents education. Her left hand holds a telegraph wire, which is meant to symbolize spreading intelligence throughout the land.   + The Native Americans flee from progress and have a hard time adjusting to the advancements of settlers. |
| * After students analyze this image, pose the following question:   + Although Africans are not depicted in this painting, how do you think Westward Expansion impacted free and enslaved Africans? * Have students turn and talk with a partner to infer on what they know about Africans during this time period.   + If needed, remind students that most Africans were enslaved during this time period. * After their discussion, have students work in collaborative groups to complete a pros and cons [chart](https://docs.google.com/document/d/1NGJhhnkZ5rJijkv6N4ixpdYJKq-j9lNHCDq2lzovmd0/edit?usp=sharing) for each group during Westward Expansion | * Be sure that students understand that most Africans were enslaved during this time period and opening the west meant more farmland and opportunities for more plantations and cash crops. This will lead to an increase in the use of slave labor. |
| * Students can watch this video [Trail of Tears Reenactment](https://scetv.pbslearningmedia.org/resource/akh10.socst.ush.exp.trail/trail-of-tears/) and have a big paper silent conversation. | * Teachers can use the background reading with the video for an additional resource. * Here is guidance for the [silent conversation activity](https://www.facinghistory.org/resource-library/teaching-strategies/big-paper-silent-conversation). |
| * Students will engage in the text [“Crossing the Plains, 1865”](http://www.eyewitnesstohistory.com/plains.htm) from eyewitnesshistory.com and * **Documents H, I and J** [Indian Removal Act Documents](http://www.teachushistory.org/files/indianremoval/Indian-Removal-Documents.pdf) to compare the political, social, economic reasons and how it changed the landscape. | * Be sure students understand that people moved to the West for political, social, and economic reasons and the subsequent migration changed the physical landscape of the West while having a negative impact on the culture of Native Americans. |
| **Culminating Activity**   * Students will create a circle map to show the reasons for expansion and use this to assist them in creating a dialogue between a Native American and a settler arguing their ideas about Westward Expansion. | * Here is guidance for using a [circle map for brainstorming](http://distrategykit.weebly.com/circle-maps.html). |
| **Move to Unit 6 Technology and Sectionalism** | |

**References**

[Manifest Destiny | History, Examples, & Significance](https://www.britannica.com/event/Manifest-Destiny)

[Lewis & Clark | The First American Expedition](https://www.pbs.org/video/first-american-expedition-onrro9/)

**Additional Resources**

Readworks.org-[Readworks: Westward Expansion](https://www.readworks.org/find-content" \l "!q:Westward%20Expansion/g:/t:/f:0/pt:/features:/)

Website: [Reasons for Westward Expansion](https://www.docsteach.org/activities/student/reasons-for-westward-expansion)

United States maps for fun (example here: [Fun Dessert Map](http://www.slate.com/features/2014/08/illustrated_map/data/dessert/background.jpg),

[USA Physical Map](https://www.eduplace.com/ss/maps/pdf/usphys.pdf) that shows the physical features of the United States.

Library of Congress resource [Teacher Guide: Westward Expansion: Encounters at a Cultural Crossroads](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/pdf/teacher_guide.pdf)