

Lesson Plan #1

Expansion in America

Introduction:

The following lesson will cover the geographical changes of the United States throughout the nations history. During this lesson, students will learn how the United States went from thirteen colonies to the present day fifty states.

Objectives:

Content/Knowledge (Head):

1. *Students will learn the process of immigrating to the United States of America.*

Process/Skills (Hands):

1. *Students will be able to conduct research to find historical evidence of their family origins.*

Values/Dispositions (Heart):

1. *Students will understand the meaning of living the American Dream*

Standards:

State – Illinois Social Science Learning Standards (2016)

1. **SS.H.2.6-8.MdC:** *Analyze multiple factors that influenced the perspectives of people during different historical eras.*

State – Common Core State Standards: Grades 6-12 Literacy in History/Social Studies

1. [CCSS.ELA-LITERACY.RH.6-8.8](#) *Distinguish among fact, opinion, and reasoned judgment in a text.*

National – Align with National Standards Germane to Lesson Plan Content Focus

1. *Time, Continuity, and Change*

Central Focus:

1. *The central focus of this lesson is for students to find answers to questions they may have interest in. Many students know their families immigrated to the United States at some point, and after this unit, students will understand where they are from and why their family moved here. Additionally, students will have a better understanding of how the landscape of this country has changed since the declaration of independence was signed*

Academic & Conceptual Foundation:

Facts and Concepts

1. *United States has expanded to 50 states*
2. *Immigration has always been up for debate*
3. *Immigrants are not always welcomed warmly today*
4. *People come to America for different reasons*
5. *Manifest Destiny*

Inquiry, Interpretations, or Analyses

1. *Oregon Trail*
2. *Gold Rush*
3. *Old versus New immigration*

Arguments or Conclusions

1. *Did America do anything wrong during their time of expansion?*
2. *What should the United States have done differently?*
3. *If the United States wanted more land, what could they do to go about accomplishing this goal?*

Assessment:

Provide opportunity for students to demonstrate their ability to do the following: understand/use facts and concepts; use inquiry, interpretation, or analysis skills to build and support arguments or conclusions.

Informal

1. *Students will be placed in four groups to read articles about different expansion eras of America.*
2. *Students will share their findings with the other groups. (going over the answers to the questions)*

Formal

1. *Students will be answering questions based on the four articles we discussed during class.*
2. *Elaborate on why the United States chose to expand, and how it has affected other people.*

Syntax – Procedures

J. Lloyd Trumph's Eclectic Framework



1. Whole-Class Instruction:
 - a. Teacher Instructions
 1. *To begin class, we will be going over four important time periods of expansion. Before the video begins, we will also show the students a moving image that shows the states timelines and another image showing the four different big expansion time periods that we will cover in the lesson.*
 - b. Resource
 1. 50 States Song for Kids/50 States and Capitals for Children/USA 50 States - YouTube,” n.d.)
 2. (“The United States’ Territorial Expansion,” n.d.)
 3. (“170 Years of America’s Evolution In One Animated GIF | Smart News | Smithsonian,” n.d.)
 - c. Student Activity
 1. *Students will watch the following video to familiarize themselves with the 50 states.*
2. Small-Group/Cooperative Learning Instruction:
 - a. Teacher Instructions
 1. *Students will be given a packet and will work together with their group to complete questions from their packets.*
 - b. Resource
 1. (“History: California Gold Rush,” n.d.)
 2. (“History: Louisiana Purchase,” n.d.)
 3. (“History: Mexican-American War,” n.d.)
 4. (“History: Oregon Trail,” n.d.)
 - c. Student Activity
 1. *Students will spend the next 10 minutes answering questions together as a group.*
 2. *Students will come together as a class to share their answers.*
3. Individualized Instruction:
 - a. Teacher Instructions
 1. *Evaluate students performance based on their ability to follow instructions and take notes during class discussions.*
 - b. Resource
 1. *Students will be encouraged to use the notes they took during class discussion.*
 - c. Student Activity
 1. *Now that we have completed our questions that we did together as a class, students will list three things they find interesting about each article that we went over as a class.*

Resources (Source Citations & Bookmarks)



50 States Song for Kids/50 States and Capitals for Children/USA 50 States - YouTube. (n.d.).

Retrieved October 5, 2018, from <https://www.youtube.com/watch?v=Gt2mYPwXyAc>

170 Years of America's Evolution In One Animated GIF | Smart News | Smithsonian. (n.d.).

Retrieved October 10, 2018, from <https://www.smithsonianmag.com/smart-news/170-years-of-americas-evolution-in-one-animated-gif-12784190/>

History: California Gold Rush. (n.d.). Retrieved October 10, 2018, from

https://www.ducksters.com/history/westward_expansion/california_gold_rush.php

History: Louisiana Purchase. (n.d.). Retrieved October 10, 2018, from

https://www.ducksters.com/history/westward_expansion/louisiana_purchase.php

History: Mexican-American War. (n.d.). Retrieved October 10, 2018, from

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History: Oregon Trail. (n.d.). Retrieved October 10, 2018, from

https://www.ducksters.com/history/westward_expansion/oregon_trail.php