

Lesson Plan #1

Westward Expansion

Introduction:

Opening Question: Who can tell me how many stars are on the U.S. Flag? Why do we have 50 stars on our flag? Can someone tell me how many stripes? Why do we have thirteen stripes?

Hook: So today during class, we will be learning about westward expansion. The United States decided they were destined to become a nation from coast to coast and believed in a term we know as manifest destiny. Manifest Destiny is the idea that we were always destined to expand all the way from the Atlantic coast to the Pacific coast.

Objectives:

Content/Knowledge (Head):

1. *Students will be able to define different treaties during westward expansion.*

Process/Skills (Hands):

1. *Students will be able to use primary treaty documents to discover how America expanded west.*

Values/Dispositions (Heart):

1. *Students will be able to share highs and lows of the United States actions during westward expansion.*

Standards:

State – Illinois Social Science Learning Standards (2016)

1. **SS.CV.4.6-8.MdC:** Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.
2. **SS.G.3.6-8.LC:** Explain how environmental characteristics impact human migration and settlement.
3. **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. *Standard #2 Time, Continuity, and Change*
2. *Standard #6 Power, Authority, AND Governance*

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

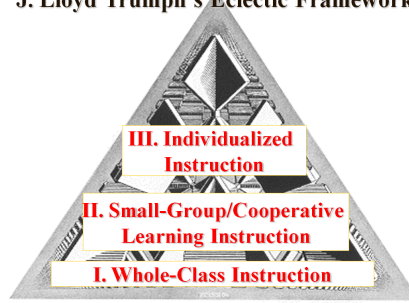
1. *Students will be placed in four groups to read articles about different expansion eras of America.*
2. *Students will share their findings with the other groups. (going over the answers to the questions)*

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. *Give PowerPoint Lecture on the four major time periods of Westward Expansion.*
 - b. Resource
 1. PowerPoint, See document 1-1
 - c. Student Activity
 1. *Students will take notes on the PowerPoint lecture to give them a deeper understanding of the history of the United States and expansion.*
2. Small-Group/Cooperative Learning Instruction:
 - a. Teacher Instructions
 1. *Divide the class into four groups. (they should already be in four tables).*
 2. *Provide each group with one of the documents pertaining to expansion. Group 1 will read document 2-1. Group 2 will read document 2-2. Group 3 will read document 2-3. Group 4 will read document 2-4.*
 - b. Resource
 1. Document 2-1
 2. Document 2-2
 3. Document 2-3
 4. Document 2-4
 - c. Student Activity
 1. *Students will spend the next 15 minutes in their groups reading through the document assigned.*
 2. *Students will prepare for class discussion by following the guided questions on the SmartBoard. See document 1-1 (final slide)*
 3. *Students will come together as a class and share some interesting facts they learned to the rest of the class.*
3. Individualized Instruction:
 - a. Teacher Instructions
 1. *Handout document 3-1 (3 identical pages)*
 2. *Have each group come up and present their findings from the articles assigned.*
 - b. Resource
 1. *Document 3-1*
 - c. Student Activity
 1. *Students will fill out document 3-1 for each group while they listen to their classmates presentations.*