

Westward Expansion

Subjects: United States History

Grade Level: 7th Grade

Overarching Concept: Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and the result in innovation and the development of new ideas, values and ways of life.

Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.

During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. They study the communications and transportation networks that link different population centers, the reasons for these networks, and their impact. They identify the key social, economic and cultural characteristics of populations in different locations as they expand their knowledge of diverse peoples and places. Learners develop an understanding of the growth of national and global regions, as well as the technological advances that connect students to the world beyond their personal locations.

The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

Students identify those institutions that they encounter and analyze how the institutions operate. Students find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives and determine how they can contribute to the shared goals and desires of society.



The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Learning the basic ideals and values of a constitutional democracy is crucial to understanding our system of government. By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security.

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.

Overview: With the unit on Westward Expansion students should be able to understand the social, political, and economic issue faced during the early 1800 to early 1840s. The unit starts with Thomas Jefferson's presidency and the Louisiana Purchase. Issues such as slavery in the new territories, the War of 1812, the Native American Removal Act and the founding of the National Treasury will be discussed. The unit will end with Andrew Jackson's platform, presidency and popularity among the people being examined. This unit will show students the evolution of politics and the political structure of the United States. The idea of Manifest Destiny after the War of 1812 will be discussed and the founding of new territories and states as well. Jackson's view on the National Bank and the proceeding economic consequences will be discussed, trying to give students a perspective on how popular opinion, is not always the best policy wise. Finally the founding of institutions such as the National Treasury will be identified and its role in economic stability even to this day will be learned by students.

Written By: Joshua Olive

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Pre-instructional Assessment/Introduction: Students will complete a KWL chart before and after each section of the unit. In the chart, students will write what they know about the topic, what they want to know about a topic, and afterward what they learned. By doing this, the teacher will be able to identify any key points or areas that may need focus, as well as areas to focus on to keep students engaged and interested throughout the unit. By writing what they have learned down on the section, the teacher is able to see if and what concepts the students have learned and understand, as well as any adjustments that need to be made before the test.

Lesson/Activity #1: Thomas Jefferson

Created By: Joshua Olive

Overview of Lesson: This lesson will focus on the Louisiana Purchase from the French and the extension of slavery into the territories. The teacher will focus on this for half of the class then introduce Thomas Jefferson's personal life to light for students. The teacher will use a book back drop that was created outlining the novel *Thomas Jefferson Dreams of Sally Hemings* by Stephen O'Connor. Although the book is fiction, the teacher will ask students if they believe the affair between Thomas Jefferson and Sally Hemings really happened. As a class we will then analyze a newspaper article written in 1873 from the Pike County Republican that first brought to light the affair. To end class, students will complete the rest of their KWL chart by identifying two aspects of the Louisiana Purchase and two aspects of Jefferson's scandal.

PA Standards:

History

- 8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.
 - 8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.
 - 8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
 - 8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.
 - 8.3.7.C. Compare how continuity and change have impacted U.S. history.
- Politics and government • Physical and human geography • Social organizations

Writing

CC.8.6-8.A. Write arguments focused on discipline-specific content. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CC.8.5.6-8.F. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Investigative Question for this activity:

Does the extension of slavery into the newly acquired territories in the Louisiana Purchase reflect Jefferson's personal experience with slavery? Give examples supporting your argument why or why not.

Objective(s): Students will be able to identify the importance of the territory gained during the acquisition of the Louisiana Purchase. Students will be able to understand irony and how it relates to Thomas Jefferson, his stance on slavery, and his affair with Sally Hemings. Students will be able to form and back up their opinions on the investigative question with evidence from the primary source and the lesson.

Materials: KWL Chart for the lesson, Book Back Drop on *Thomas Jefferson Dreams of Sally Hemings*, Interactive Whiteboard to display to the newspaper article, newspaper article from the *Pike County Republican*
<http://www.loc.gov/exhibits/jefferson/jefflife.html#011>

Printed Sources: Article from the *Pike County Republican*
<http://www.loc.gov/exhibits/jefferson/jefflife.html#011>

Online Resources/Collections/Exhibits/Websites: Article from the *Pike County Republican*
<http://www.loc.gov/exhibits/jefferson/jefflife.html#011>

Student Learning Process:

1. Introduction to lesson/overview of Thomas Jefferson (3-5 Minutes)
2. Louisiana Purchase/ Louis and Clarke expedition (10-20 Minutes)
3. Overview of novel and introduction to book back drop (10 minutes)
4. Analyze the *Pike Country Republican* newspaper article (15 minutes)
5. Closure and assignment of assessment (10 minutes)

Closure: The teacher will end the lesson by drawing connections to the policy on slavery at the time, and the spread of the institution to the new territories. The teacher will remind students what the definition of irony is before assigning the writing assignment to the class. Students will be assigned a writing assignment in which they are to respond to the investigative question, using the primary source and materials from the lesson.

Modifications/Accommodation Techniques for Students with Special Needs:

Advanced classes and students will have the opportunity to present their arguments in front of the class and have a small debate activity. Students in other classes will discuss their opinions in a guided discussion as a class with the teacher.

Assessment: Students will write a brief three paragraph essay explaining their reaction and response to the investigative question. Students will be tasked with using evidence from the newspaper article as well as evidence from the lesson to support their argument.

Lesson/Activity #2: The War of 1812

Created By: Joshua Olive

Overview of Lesson: Students will read related pages in their textbooks in class with the teacher. After each section, the teacher will hold a brief discussion with students asking them what they believe will happen next and asking them to explain their reasoning. After reading and discussing the section, students and teacher will look at the battle of New Orleans specifically. While studying the battle the teacher will draw a battle map on the board and introduce Andrew Jackson, to foreshadow the next lesson in the unit.

PA Standards:

History

8.1.7. A. Demonstrate continuity and change over time using sequential order and context of events.

8.3.7. A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

8.3.7. C. Compare how continuity and change have impacted U.S. history.

Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.3.7. D. Examine conflict and cooperation among groups and organizations in U.S. history.

• Military conflict • Economic stability

Reading

CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text.

CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Investigative Question for this activity: Was the United States really prepared for a war with Great Britain, and had it not been for the Napoleonic War, would the Americans have won the war?

Objective(s): Students will be able to conceptualize the rising conflict that led to the start of the War of 1812. Students will also be able to identify how the United States was not doing so well throughout the war. Students should then be able to identify the international factors that led to Britain's defeat, as well as key battles like Plattsburgh, Fort McHenry, and New Orleans. Finally students will be able to identify the effect that the victory had on the nationalistic attitude of Americans and the effect that it had on the expansion of the country.

Materials:

Textbooks

Interactive Whiteboard

KWL Unit / lesson charts

Map of New Orleans displayed on Interactive Whiteboard

Online Resources/Collections/Exhibits/Websites: Battle Map of New Orleans

http://www.nola.com/festivals/index.ssf/2015/01/at_battle_of_new_orleans_bicen.html

Student Learning Process:

1. Introduction to lesson, KWL chart, pre-assessment (3-5 minutes)
2. Read section in textbook *War of 1812*, pages 294-298 (10-15 minutes)
3. Discussion questions after each section. (15 minutes)
 - a. Do you think that the success of the navy will carry over to the land battles for the Americans?
 - b. How do you think the burning of Washington D.C. will affect the American's motivation?
 - c. How was the Battle of Fort McHenry inspiring for Americans? Do you think it will help them throughout the war?
 - d. How did Plattsburgh influence the outcome of the war? How did the fighting with Napoleon in France affect the outcome?
 - e. What did the Battle of New Orleans do for Americans? Who was the hero and what do you think the victory will do for him? (Look at Battle Map of New Orleans)
 - f. How did the British's defeat affect America's national attitude, and do you think it will have an effect on moving out West?
4. Students will fill out the "Learned" section on their KWL chart. (3-5 minutes)

Closure: (The teacher will end the lesson by asking students to fill out the "learned" section of their KWL chart. In it the teacher will ask them to identify two important individuals. While doing so, the teacher will mention Andrew Jackson and how his victory at New Orleans made him a hero. This will be done as foreshadowing for the coming lesson to get students to start thinking about the Jacksonian Era of America.

Modifications/Accommodation Techniques for Students with Special Needs:

For normal and lower level classes, the teacher will read the section with them, as well as question them as they read to keep them on track. In the advanced and honors classes, the teacher will pair students into reading teams and will ask them discussion questions after having time to read with their partner.

Assessment: The assessment will be the "learned" section of the KWL chart. The teacher will use this as a formative assessment to see whom the students identify, and to see how in depth the teacher's introduction of Andrew Jackson will have to be.

Lesson/Activity #3: Jackson and the Bank

Created By: Joshua Olive

Overview of Lesson: This lesson will focus on the banking reform Jackson imposed during his presidency by getting rid of the National Bank. The consequential effects of the policy and subsequent depression of the 1840s will also be focused on, ending in the founding of the National Treasury by Martin Van Buren, as a result of the crisis. Students will complete two T-charts identifying the pros and cons of a National Bank, and identifying the similarities and differences of the National Treasury and a National Bank.

PA Standards:

History

Standard - 8.3.7.A

Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

Standard - 8.3.7.C

Compare how continuity and change have impacted U.S. history.

Politics and government

Reading

CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)

Investigative Question for this activity: How did Andrew Jackson's economic policy and attitude toward the National Bank lead to the economic crisis of late 1830s and the eventual founding of a National Treasury?

Objective(s): During instruction students will be able to identify key points in Jackson's policy in getting rid of the National Bank. Students will be able to identify the pros and cons of the National Bank, and explain why Jackson's vetoing of the bank was so popular with the people. Students will also be able to identify in a "T-Chart" the differences and similarities to the National Bank and National Treasury.

Materials:

Interactive whiteboard

Discovery Education Video

Textbook

Whiteboard for "T-Chart"

Notebooks

Printed Sources: 1. KWL Chart 2. T-Chart handouts.

Online Resources/Collections/Exhibits/Websites: Discovery Education Video on the Panic of 1837.

<https://app.discoveryeducation.com/learn/videos/F8C33626-F39B-4CD5-82E3-7D6ECB6F00CB?hasLocalHost=false>

Student Learning Process:

1. Quick review with the class, going over what they learned previous day. (2-3 minutes)
2. Introduce Jackson and the National Bank and read appropriate section in textbook. (10 minutes)
3. Students will identify the pros and cons of a national bank in the form of a T-Chart (8 minutes)
4. Students will continue to read with the teacher about Martin Van Buren's establishment of the National Treasury. (5-7 Minutes)
5. Class will watch a video on Jackson and the National Bank. (2-3 minutes)
6. Students will complete a second T-Chart on the differences regarding the National Bank and the National Treasury. (10 minutes)

Closure: Students will most likely work to the bell on the second T-chart and by completing the T-Chart will show their understanding of the lesson. In both charts, students must identify key figures and characteristics from the lesson, in turn demonstrating their understanding and knowledge acquired from the lesson.

Modifications/Accommodation Techniques for Students with Special Needs:

In the honors classes, students will be paired up or placed in groups of three to complete the T-Charts. In the regular classes, the entire class will work together with me to fill out and complete the T-Charts.

Assessment: The assessment used for this section will be the last T-Chart comparing and contrasting the National Bank and the National Treasury. Before leaving the classroom, each student or group of students needs to state a comparison or a difference. This will demonstrate that the class has understood the details of the lesson and allows students to demonstrate this knowledge.

Post-instruction Assessment:

Students will be given the choice of completing one of three projects proposed to them.

1. The first project will be in the form of a foldable poster. Student will choose one of the presidents that were discussed: Thomas Jefferson, James Madison, James Monroe, Andrew Jackson, John Tyler, or Martin Van Buren. They must provide information on the President (DOB, DOD, birth place, childhood info, first lady and family info, as well as the president's contribution to the United States).
2. The second choice is to create an original newspaper that will include three stories on events that were discussed.
3. The last choice is creating a diorama of the Mississippi River Valley, and writing in a three paragraph essay explaining the diorama and how the new land helped the United States grow as a nation.