



## Marietta City Schools

### District Unit Planner

#### Grade 4 Social Studies

Theme	Unit 7 The Nation Expands	Unit duration (Days)	12 - 24 Days
-------	---------------------------	----------------------	--------------

#### GA DoE Standards

##### Georgia Standards:

##### **SS4H3 Explain westward expansion in America.**

- Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”
- Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.
- 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).

##### **SS4H4 Examine the main ideas of the abolitionist and suffrage movements.**

- Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

##### **SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

- Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).
- Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).
- Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).

##### **SS4G1 Locate important physical and man-made features in the United States.**

- Locate major physical features of the United States: the Atlantic Coastal Plain, **the Great Plains, the Continental Divide**, the Gulf of Mexico, the Mississippi River, and the Great Lakes.
- Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.

**SS4G2 Describe how physical systems affect human systems.**

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

**Information Processing Skills:**

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
13. translate dates into centuries, eras, or ages
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

**Map and Globe Skills:**

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. use a letter/number grid system to determine location
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**Themes and Enduring Understandings:**

**Individuals, Groups and Institutions:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

**Location:** The student will understand that where people live matters

**Conflict and Change:** The student will understand that conflict causes change.

**Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services

**Beliefs and Ideals:** The student will understand that people's ideas and feelings influence their decisions.

**Movement/Migration:** The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.

### Essential Questions

#### Factual—

What was the Louisiana Purchase?

Who explored the new territory?

What was the effect of westward expansion on the American Indians?

What differences were there in the way the settlers viewed the land and how the American Indians of the plains viewed it that led to conflict?

What was the economic impact of the end of the War of 1812 on the U.S.?

Why did England and France wish to restrict U.S. trade?

#### Inferential—

Why were Americans interested in expanding their territory?

How did American Indians utilize resources in their environment?

Why was the Battle of the Alamo a pivotal point in the Texas Revolution?

How did the Louisiana Purchase lead to further conflict and change?

Why did settlers feel they had a right to the land?

How would Britain's impressment of American sailors affect trade?

How did the physical geography of our country both help and hinder westward expansion?

How has the culture of American Indians changed with Westward Expansion?

#### Critical Thinking-

How can a single individual change a country?

How does location affect our way of life?

How can movement cause conflict and change?

Could conflict with the American Indians have been avoided?

Did the steam locomotive speed the process of Indian removal?

How does the migration of people affect others?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
expansion westward territory mining relocation acquisition productivity development barrier gateway	War of 1812 Trail of Tears Battle of Little Bighorn Indian Reservations Lewis and Clark Expedition Oregon Trail Gold Rush opportunity cost voluntary exchange steamboat, steam locomotive, and telegraph Great Plains Continental Divide
Assessments	
<p><b><u>Summative Assessment(s):</u></b></p> <p>The Nation Expands Assessment</p> <p>Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.</p> <p>Standards: All GSE for the unit.</p> <p>* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.</p> <p><b><u>Theme Based Writing Task and Rubric:</u></b></p> <p><a href="#">Deal of the Century</a> Research the Louisiana Purchase using the resources below, and create a newspaper article on, or an advertisement for the “Deal of the Century”.</p> <p><b>SS4H3 Explain westward expansion in America.</b></p> <p>c. 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 <a href="#">DBQ: Oregon Trail- Would you have continued or quit?</a> Students investigate life on the Oregon Trail to determine reasons why individuals continued or quit the trek to the newly</p>	

acquired Western lands (*Teacher Notes: DBQ are intended to integrate ELA and SS Skills. Training in the DBQ process is highly recommended before utilizing DBQs.* )

**SS4H3 Explain westward expansion in America.**

c. 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).Trail), and California (Gold Rush and the development of mining towns).

**SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).

d. Explain how voluntary exchange helps both buyers and sellers (e.gGold Rush mining towns).

[DBQ: How did westward expansion impact American Indian cultures?](#) Students examine documents related to the cultures of American Indians in the Western Territory to determine how their cultures were impacted by American settlers’ moving to the territory

**SS4H3 Explain westward expansion in America.**

b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.

[Parent Information Letter-](#) edit for school specific information

[K-5 Map Collection:](#) Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Click [here](#) for GADOE Content Video (For Teachers only) Click [here](#) for an additional Content Video

[Teacher Notes](#) for this unit

Additional unit information may be found at [GADOE Inspire](#)

**Museum Box Unit.** This unit has a Museum Box for Westward Expansion of the United States. It includes artifacts and lessons for the Louisiana Purchase/Lewis and Clark. **Complete the [Museum Box Request form](#) to reserve the Museum Box.**

*The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.*

[15-Day Plan: America Expands Westward](#)

Objective or Content	Learning Experiences	Differentiation Considerations
<b>Teacher Resources</b>		
<b>SS4H3 Explain westward expansion in America.</b> a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”	<a href="#">War of 1812</a> Create an illustrated timeline highlighting events of the War of 1812	. The teacher can run blue “painter’s tape” down the hallway or classroom wall to denote the passage of time and students work collaboratively to mount their artifacts in the proper sequence along the tape
<b>SS4H3 Explain westward expansion in America.</b> a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”	<a href="#">It’s a Grand ‘Ol Flag</a> Analyze resources and create a diary entry from Francis Scott Key	This activity can be done in small groups, the whole group, or individually. Preview difficult vocabulary, provide a word bank for product, utilize guided reading/small groups as needed
<b>S4H3 Explain westward expansion in America.</b> a. Describe the impact of expansion on American Indians c. 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>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b>  a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).	<a href="#">QFT for The Nation Expands</a> This lesson includes a recording to serve as a model for the teacher or to use as a “guest speaker” to use the Question Formulation Technique to explore items from the Westward Expansion Museum Box.	Some classes may do better if the QFT is modeled with one item before dividing into groups. Analysis forms are included in the Museum Box Lesson Folder for artifacts, photos, maps, and written documents to guide students in working with other materials in the museum box. The novice forms should only be used for students with learning difficulties or those at Level 1 ESOL.
<b>All for the Unit</b>	<a href="#">Come on Over</a> Project Based Learning (if assigned at the beginning of the unit) OR culminating activity at the end of the unit. . Create a persuasive product to persuade people to settle out West.	Provide a brochure outline for students with sentence frames

<p><b>S4H3 Explain westward expansion in America.</b>  c. 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).</p> <p><b>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b>  a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p> <p><b>SS4G4: describe how physical systems affect human systems.</b>  b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861</p>	<p><a href="#">Western Days Activities</a> This lesson includes activities that allow students to explore life on the frontier for American Indians and Migrants. The activities integrate art, music, crafts, and even cooking and panning for gold. Thank you MCAA 4th grade for contributing to this lesson.</p>	<p>Choose activities that best meet the need of your students and time available for Western Days.</p>
<p><b>SS4H3 Explain westward expansion in America.</b>  b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.</p>	<p><a href="#">Strength or Weakness</a> Examine why the buffalo became a casualty of westward expansion and the settlers' "war" with the American Indians.</p>	<p>Depending on the needs of your class, the resources can be used as a read aloud for the whole group, guided reading in small groups, or independent or paired readings</p>
<p><b>SS4H3 Explain westward expansion in America.</b>  b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.</p>	<p><a href="#">Manifest Destiny and American Indians</a> Students study the change in tribal lands over time. Students read about the Manifest Destiny of the 1800s and write a short opinion essay about the effects of Westward Expansion.</p>	<p>Read the article with small groups, preview vocabulary,</p>
<p><b>S4H3 Explain westward expansion in America.</b>  c. 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).</p>	<p><a href="#">On the Trail</a> Write a historical fiction account of a section of the Lewis and Clark Expedition from the point of view of a team member</p>	<p>Utilize the art work analysis forms to analyze documents, maps, and artwork (it is suggested teachers do not give each student a form unless to challenge students needing it. Better to copy and cut the tasks and use them as cards/ discussion starters. Allow students to complete the Webquest in small groups, or utilize guided reading, create narratives in small groups. Provide model journal entries (samples provided)</p>

<p><b>SS4G1 Locate important physical and man-made features in the United States.</b></p> <p>a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.</p> <p>b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p> <p><b>SS4G4: describe how physical systems affect human systems.</b></p> <p>b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p>		
<p><b>S4H3 Explain westward expansion in America.</b></p> <p>c. 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).</p> <p><b>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b></p> <p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p>	<p><a href="#">Life on Another Trail</a> Understand the opportunity cost associated with Westward migration on the Oregon Trail</p>	<p>Preview the activity with small groups as needed. Define difficult vocabulary in advance and provide pictures of items students may not be familiar with.</p>
<p><b>SS4H4 Examine the main ideas of the abolitionist and suffrage movements.</b></p> <p>a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman</p>	<p><a href="#">Connect-4</a> Use for review or to investigate key women associated with the Suffrage Movement</p>	<p>Print the game play directions for students who may need to reference them throughout the lesson. Rehearse the questions with struggling students before they play with their peers. Allow students to quickly check their notes to find the answers. Provide a “word box” with answers to choose from.</p>



<p><b>SS4H3 Explain westward expansion in America.</b></p> <p>a. Describe the impact of expansion on American Indians</p> <p>c. 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).</p> <p><b>SS4H4 Examine the main ideas of the abolitionist and suffrage movements.</b></p> <p>a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.</p> <p><b>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b></p> <p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p>	<p><a href="#">Vocabulary Bingo</a> This lesson reviews key concepts and individuals for the unit</p>	<p>Play or rehearse the game/vocabulary terms with struggling students before they play with their peers. Allow students to quickly check their notes to find the answers. Reduce the number of boxes to create by pairing students to create their boards. Provide typed information or preprinted pictures.</p>
<b>Recommended High Quality Complex Texts</b>		
<p><i>Seaman’s Journal: On the Trail With Lewis and Clark</i> Eubank by Patricia Reeder</p> <p><i>Long May She Wave: The True Story of Caroline Pickersgill and Her Star-Spangled Creation</i> by Kristen Fulton</p> <p><i>The Town That Fooled the British: A War of 1812 Story</i> by Lisa Papp</p> <p><i>Heart on Fire: Susan B. Anthony Votes for President</i> by Ann Malaspina</p> <p><i>Marching With Aunt Susan: Susan B. Anthony and the Fight for Women’s Suffrage</i> by Claire Rdolf Murphy</p> <p><i>A Picture Book of Sojourner Truth</i> by David Alder</p> <p><i>You Want to Vote, Lizzie Stanton?</i> by Jean Fritz</p> <p><i>On the Oregon Trail</i> by Elaine Landau</p> <p><i>If You Traveled West on a Covered Wagon</i> by Ellen Levin</p> <p><i>They Came from the Bronx: How the Buffalo Were Saved from Extinction</i> by Neil Waldman</p> <p><i>Steamboat School</i> by Deborah hopkins</p> <p>Discovery Education Videos</p> <p><a href="#">Growth of the Nation: Securing the Republic</a> (clips for this and previous unit)</p> <p><a href="#">History Kids: The Louisiana Purchase</a></p> <p><a href="#">Lewis and Clark</a></p>		

[America's Early Years and the War of 1812](#)

[Winners and Losers War of 1812](#)

[The Lewis and Clark Expedition](#)