

# Westward Expansion

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                      |
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| <p><b>ESTABLISHED GOALS:</b></p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to analyze causal relationships in an economic system by explaining the roles of buyers/sellers, innovation, and entrepreneurship in a market economy.</li> <li>Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.</li> <li>Eco.13.6-8. Explain why standards of living increase as productivity improves.</li> <li>Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.</li> <li>Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.</li> <li>Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.</li> <li>Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.</li> <li>Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</li> <li>Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</li> </ul> | <i>Transfer</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>ENDURING UNDERSTANDINGS</b><br/> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies.</li> <li>in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.</li> <li>principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens.</li> <li>no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences.</li> <li>chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.</li> <li>human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales.</li> </ul> | <p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Do the benefits of expansion outweigh the negative consequences?</li> </ul> |
| <i>Acquisition</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                      |

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| <ul style="list-style-type: none"> <li>• Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</li> <li>• His.1.6-8. Analyze connections among events and developments in broader historical contexts.</li> <li>• His.14.6-8. Explain multiple causes and effects of events and developments in the past.</li> <li>• His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.</li> </ul> | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• that The United States acquired land in differing ways throughout the 1800s, mostly through purchases, the negotiation of treaties, and wars (i.e. Florida, annexation of Texas, and Oregon Territory).</li> <li>• that the purchase of the Louisiana Territory doubled the size of the United States, secured the Mississippi River trade route, increased westward exploration and settlements, and caused some Federalists to want to secede.</li> <li>• that President Jackson supported the demands of western settlers and pushed the Indian Removal Act through Congress, forcing the Native Americans to move west.</li> <li>• that some Native American groups (the Seminole and Cherokee Nation) resisted relocation.</li> <li>• that Westward Expansion resulted in improved means of transportation, innovations in industrialization, and an increase in American population.</li> <li>• that many Americans believed God motivated their will to claim land west.</li> <li>• that the war with Mexico helped shape southern trade routes for the United States.</li> <li>• that each western land claim had its own advantages for settlement.</li> <li>• that gold motivated the rapid development of western land claims.</li> <li>• that the north and the south had very different communication advancements.</li> <li>• that the North and South developed differently during the first half of the 1800's (the North built an industrial economy, while the South pursued an agricultural economy based on slavery).</li> <li>• that the economies of the North and South influenced the labor force and the development of transportation in the regions (immigrants worked in factories, slavery had mostly disappeared by 1830, racial prejudice and discrimination remained,</li> </ul> | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• analyzing the role of innovation in an economy.</li> <li>• explain how standards of living impact productivity</li> <li>• explaining the influences that impact trade.</li> <li>• explaining the benefits and costs of trade policies.</li> <li>• constructing and using maps to explain and analyze spatial patterns.</li> <li>• explaining the relationship between environment and identity.</li> <li>• explaining the impact of decisions on humans and the environment.</li> <li>• explaining how innovation impacts cultural practices.</li> <li>• analyzing connections in history.</li> <li>• explaining and evaluating cause and effect relationships.</li> </ul> |
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| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• RH.6-8.2 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.</li> <li>• RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>• RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>• RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</li> <li>• WHST.6-8.1 Write arguments focused on discipline-specific content.</li> <li>• WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> <li>• WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</li> <li>• WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>• WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• <i>reason effectively</i></li> <li>• <i>solve problems</i></li> <li>• <i>thinking creatively</i></li> <li>• <i>collaborate with others</i></li> <li>• <i>communicate clearly</i></li> </ul> |
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| Stage 2 - Evidence         |                            |
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| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| Stage 3 – Learning Plan                                      |                                                              |
|--------------------------------------------------------------|--------------------------------------------------------------|
| Summary of Key Learning Events and Instruction               |                                                              |
| <i>Language Arts Integration</i>                             | <i>Mathematics Integration</i>                               |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> | <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |
| <i>Technology Integration</i>                                | <i>District Materials</i>                                    |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |                                                              |