|  |
| --- |
| Westward Expansion |
| US History I  The unit should take two to three weeks to complete. Westward Expansion is a topic rich with opportunities for students to explore questions of critical importance to their understanding of United States history, as well as the nation’s evolving role in world affairs. In this unit, students will be introduced to the concept of Manifest Destiny and will consider its impact upon the history of our nation and its diverse peoples. Additionally, students will consider the evolution of Americans’ perceptions of themselves and their nation and recognize essential shifts in American foreign policy. The topics presented also offer myriad opportunities for students to connect the nation’s history to events and issues that challenge the nation and the world today. The unit incorporates a variety of sources including images, primary documents, film, and materials from the web to engage students of varied learning styles and to challenge and develop a broad range of literacy skills. The lessons include high expectations for all students while providing appropriate scaffolds to support the needs of all learners.  *The Massachusetts History & Social Science Frameworks includes multiple pathways for the following courses in grade 8-12*   * *US History I* * *US History II* * *World History I* * *World History II*   *Please adjust the literacy standards and rubrics to meet the grade level at which this course is taught.*  *These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards, as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.* |



Introduction

**Unit Overview: Standards:** The unit should take two to three weeks to complete. Westward Expansion is a topic rich with opportunities for students to explore questions of critical importance to their understanding of United States history, as well as the nation’s evolving role in world affairs. In this unit, students will be introduced to the concept of Manifest Destiny and will consider its impact upon the history of our nation and its diverse peoples. Additionally, students will consider the evolution of Americans’ perceptions of themselves and their nation and recognize essential shifts in American foreign policy. The topics presented also offer myriad opportunities for students to connect the nation’s history to events and issues that challenge the nation and the world today. The unit incorporates a variety of sources including images, primary documents, film, and materials from the web to engage students of varied learning styles and to challenge and develop a broad range of literacy skills. The lessons include high expectations for all students while providing appropriate scaffolds to support the needs of all learners.

**Standards addressed in this unit:** USI.26, RH 11-12.1, RH.11-12-2, RH.11-12-1, RH.9-10-6, 6 RH.11-12-7, WHST.9-10-1, WHST.9-10.3b, WHST.11-12-4, WHST.9-10-9, SL. 9-10 – 1

**Timeline:**This unit contains six lessons the CEPA. There are several other Model Curriculum Units that address topics in US History I:

* Economies of the North and South 1800 – 1870
* MA Remembers Civil War Veteran’s
* Industrial Revolution – Lowell Massachusetts
* African American Civil Rights

**Estimated number of minutes for this unit:** 500 minutes with additional time for the CEPA and home assignments. Each lesson may take on or two class periods.

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| Table of Contents  Unit Plan……………………………………………………………………………………………..………………………………………….………4  Lessons 1 ...…………………………………………………………………………………………………………………..………………………..11  Lessons 2……………………………………………………………………………………………………………………………..……………….16  Lessons 3…………………………………………………………………………………………………………………………..…………………..20  Lesson 4…………………………………………………………………………………………………..…………………………………………….27  Lesson 5…………………………………….……………………………………………………………..…………………………………………..35  Lesson 6 ………………………………………………………………………………………………………………………………………………..45  CEPA………………………………………………………………………………………………………………………………………………………60 |

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| --- | --- | --- |
| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS G**  **USI.26** Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon Trails (H, E, G).  A. the War of 1812  B. the purchase of Florida in 1819  C. the 1823 Monroe Doctrine  D. the Cherokees’ Trail of Tears E. the annexation of Texas in 1845  E. the annexation of Texas in 1845  F. the concept of Manifest Destiny and its relationship to westward expansion  G. the acquisition of the Oregon Territory in 1846  H. the territorial acquisitions resulting from the Mexican War  I. the search for gold in California  J. the Gadsden Purchase of 1854  **RH.11-12-1 Cite** specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  **RH11-12-2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  **RH.9-10-6 6**. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.  **RH.11-12-7 Integrate** and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  **RH.9-10-1**. Write arguments focused on *discipline-specific content*.  Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  **WHST.9-10.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  **WHST11-12-4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **WHST.9-10-9** Draw evidence from informational texts to support analysis, reflection, and research.  **SL. 9-10 – 1**. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | ***Transfer*** | |
| ***Students will be able to independently use their learning to…***  **T1.** Analyze conflicts to critically appraise historical claims and decisions.  **T2.** integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question, form an opinion, or to solve a problem  **T3.** Write to inform and explain a topic, concept, or process to a variety of audiences. | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that…***  U1. People move for a variety of reasons – for new economic opportunities, greater freedoms, or to escape hardships.  U2. Many Americans had naïve ideas about the opportunities and difficulties of moving west.  U3. Geography and topography shaped the paths and impacted the journeys of Americans who moved to the West.  U4. While the US has added land and territories throughout its history, it has often come with great costs.  **U5**. The expansion of the US has often created and/or resulted in both diplomatic and armed conflict with other peoples and nations.  **U6**. Specific individuals, even outside of elected officials, can have a profound impact on history. | **ESSENTIAL QUESTIONS Q**  **E1.** Why do people move?  **E2.** How do geography and topography affect travel and settlement?  **E3.** Why did some survive and prosper in the West while others did not?  **E4.** Who were the winners and who were the losers in the settlement of the West?  **E5.** What happens when cultures collide?  **E6.** How have Americans’ perceptions of themselves and their role in world affairs changed over time? (note to teachers – overarching question, introduce now and students will build to this by the end) |
| ***Acquisition*** | |
| ***Students will know…* K**  **K1.** The political, economic, and social factors that motivated people to move to the West.  **K2.** The key geographical features of the American landscape that shaped the routes to and the settlements of the West.  **K3.** Several major topics / events connected to American westward expansion including (but not limited to): the acquisition of Florida, the Monroe Doctrine, Manifest Destiny, the annexation of Texas, the acquisition of the Oregon territory, the Mexican War, and the California Gold Rush  **K4.** The major conflicts that were caused by / resulted from American expansion into new territories in the West.  **K5.** The government policies and actions that encouraged Western settlement and brought the US into conflict with other nations. | ***Students will be skilled at…* S**  **S1.** Recognize, define, and use content specific vocabulary related to western expansion in context.  **S2**. Identify, examine, and interpret primary and secondary source documents to increase understanding of events and life in US history.  **S3**. Make connections between the past and the present.  **S4.** Review information for accuracy, separating fact from opinion.  **S5**. Identify a problem and recommend solutions.  **S6**. Select and defend positions in writing, discussion, and debate.  **S7.** Read and interpret maps.  S8: Skill of reflection and internalizing information, metagocnition (need to rephrase) |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| **See Rubrics** | **CURRICULUM EMBEDED PERFOMANCE ASSESSMENT (PERFORMANCE TASKS) PT**  Plans to launch a “Westward Expansion Museum” are in the works – you are a member of the committee tasked with creating the museum. While there will be many individual exhibits throughout the museum, one of the committee’s most important tasks is to produce one, primary exhibit that will give casual visitors an overview of the important people, events, and accomplishments of the time period.  The committee has not yet decided on a format for this exhibit – members have suggested modes ranging from pamphlets to video presentations. The central committee has asked small groups of its member to produce “pitch presentations” for their consideration. You will work with the members of your small group to design your “pitch presentation” and to present your “pitch” to a subcommittee (another group) to receive feedback upon your proposed exhibit. Each group will then work to revise their pitch presentations, incorporating feedback received from the subcommittee, for a final exhibit walk – at the conclusion of this exhibit walk, one presentation will be chosen for inclusion in the museum.  **Summative assessments:**   * At the conclusion of the lesson / unit, students can **revise** their Frayer model worksheets and/or collectively add to their class glogster to **illustrate** their new understanding of westward expansion and “Manifest Destiny”.   **Lesson 2**  **Summative Assessment: (Skill – content and own learning style)**   * Save the last Word discussion and homework mark up. Accountable talk, cite the evidence from their homework. (Knowledge/understanding and skills) * Literacy Reflection: Students should answer the following questions in a paragraph for homework. * What did you miss when just looking at the map that you learned from the reading? * What was easier to understand from the map than from the reading? * Reflect on your own learning. Which did you prefer to learn from: the Map or the Reading? Why? Explain what works for you.   **Lesson 3 Writing Prompt (Understanding and skills)**  Imagine you are Alexander Van Valen, and write one last journal entry explaining why you decided to stay in California or why you decided to pack up and return home to New York.  You can go back and review any of Van Valen’s writings or other evidence as needed. Try to match the type and amount of detail Van Valen includes in most of his writing. Use your notes. | |
|  | **OTHER EVIDENCE: OE**  **Lesson 1**  **Formative assessments:**   * Students will **identify** the topics related to Westward Expansion with which they are already familiar in an opening class brainstorm (assessing prior knowledge). * Students will **construct** a Frayer Model Worksheet to **summarize** their understanding of Manifest Destiny and to **give examples** of its implications. * Students will read and **assess** an current events article that explores a recent controversy connected to Manifest Destiny. Students will then **express their opinion** and **support their argument** with relevant details during a c lassroom discussion.   **Lesson 4 (understanding and skills)**  **Formative Assessments**   * Students will **summarize** an excerpt from Washington’s “Farewell Address” and will **explain** the author’s intent while placing it in historical context as an entrance ticket. * The class will **recall** and **identify** instances of US involvement in world affairs prior to the issuance of the Monroe Doctrine during a class brainstorm activity. * Students will **summarize, analyze, and interpret** two primary source documents during a close reading activity and subsequent pair share discussion.   **Lesson 5 (knowledge, content, skills)**  Mark up of the text will be assessed (earlier ones were practice). APPARTS chart notes on primary documents, write an informative persuasive proposal using evidence on their opinion over the annexation of Texas controversy.  **Lesson 6 (knowledge and skill)**  Explain the balance of American values and interests around an assigned theme of the Mexican War in a small group discussion. Students will use their graphic organizer to explain. Analyze whether the war with Mexico was justified in a persuasive written summary. Also include traditional quizzes and tests. | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction***  **Lesson 1: Introduction – “Why do people move?” and Manifest Destiny –** In this lesson, students will learn and discuss the factors that encouraged Americans to move to the West. Students will also be introduced to the concept of Manifest Destiny and will investigate a related primary document (T2, U1, U5, U6, E1, E6, K1, K3, K5, S1, S2, S3)   * ABC Link Sheet - preview * Gallery Walk on Manifest Destiny pictures – examine why people move, building content * Frayer Model on Manifest Destiny – conceptual knowledge * -Video on Manifest Destiny: Frame, Focus, and Follow Up * Introduction of homework article on the Manifest Destiny t-shirts from the Gap – (need to decide what to call this)   **Lesson 2: The Trails West** – Students will examine how geography and topography helped to shape the paths and impacted the journeys of Americans who moved to the West. (T2, T3, U1, U2, U3, U5, U6, E1, E2, E3, E4, E5, K1, K2, K3, K4, K5, S1, S2, S3, S5, S7)   * Questioning techniques on the Gap homework article generate questions then determine which questions are valuable. They will generate research in an attempt to answer their own questions   Save the Last Word discussion, where every student gets to speak.   * Video trailer on the Oregon Trail movie – analysis using frame, focus, and follow up * Think Aloud on a map of the trails west and on a secondary source about the trails west * Revision – add to the Frayer Model from lesson 1 * Literacy reflection on the trails west activity (summative assessment)   **Lesson 3: California Gold Rush –** Students will examine the opportunities and difficulties individuals faced while moving to the West in search of gold. Specifically, students will examine a variety of primary source documents related to the California Gold Rush. (T2, T3, U1, U2, U5, U6, E1, E3, E4, K1, K3, S1, S2, S3, S4, S7)   * Hook: drawing a Gold Digger/hunter * Visual discovery of a primary source gold digger – examine * Making meaning of important vocabulary for the online activity, defining and illustrating * Online activity of a gold rusher traveling west, experiential – note taking. Can go back later and revisit any part of the activity if they need it. * Revisit drawing of the gold digger, add more content and knowledge learned from the online activity. Or students with a journal entry from the perspective of the gold rush character they just played in the game.   **Lesson 4: The Monroe Doctrine -** In this lesson, students will explore how world events and an evolving vision of the United States and its role in world affairs contributed to the creation of the Monroe Doctrine. Additionally, students will examine the Monroe Doctrine and discuss its impact upon American foreign policy. (T1, T2, U4, U5, U6, E5, E6, K1, K3, K4, K5, S1, S2, S3)   * Class discussion and brainstorm of Washington’s Farewell Address, connecting this policy to Manifest Destiny. * In pairs, students will either analyze Monroe’s Message to the Senate or the Monroe Doctrine. They will discuss in pairs, preparing to share with a whole class discussion   **Lesson 5: Texas Independence and Annexation –** Students will examine and interpret several documents related to Texas annexation and will decide if the United States was justified in annexing the territory. (T1, T2, T3, U1, U3, U4, E1, E2, E4, E5, K1, K2, K3, K5, S1, S2, S6, S7)   * Vocabulary definitions on Texas annexation * Video on Texas annexation: frame, focus, follow up * Close reading individually on a secondary source reading of the history of Texas * Annotation of a timeline of Texas history * Guided inquiry where students will read 4 primary source documents of different points of view of whether to annex Texas or not * Persuasive paragraph writing as a political advisor to the president with the student’s own decision on whether the US should annex Texas or not.   **Lesson 6: War With Mexico** – Students will briefly explore both the causes and effects of the Mexican American War. Students will then decide if the war with Mexico was justified based on those American values and interests. (T1, T2, T3, U3, U4, U5, E2, E4, E5, E6, K1, K3, K4, K5, S1, S2, S4, S6, S7)   * Video clip on the war with Mexico war: frame, focus, follow up * Secondary reading on the war with Mexico, focusing on the causes and effects * Venn diagram identifying and labeling American values and interests * Inquiry in small groups. Students will be assigned a general theme (economic, military, political, etc). They will be given a series of documents based around their theme. They must read and mark those up, and then decide how they fit in with American values and interests * Persuasive paragraph individually where students decide if the war with Mexico was justified or not.   **CEPA – Westward Expansion Museum –** Students will collaboratively research and discuss the major ideas, events, and figures of Westward Expansion in order to create a proposed exhibit for a Westward Expansion Museum. | | |
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Lesson 1: Why do People Move?

**Brief Overview:** In this lesson, students will consider the essential question “Why do people move?” and begin to explore the many factors that have historically led (and continue to) Americans (and others) to relocate. Students will also be introduced to the concept of “Manifest Destiny” and will construct a Frayer Model worksheet to build their own understanding of this concept. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students will have a working definition for the term Manifest Destiny.

**Estimated Time:** 60 minutes

**Resources for Lesson:** Article: “Gap's 'manifest destiny' T-shirt was a historic mistake” from *The Guardian* available at: <http://www.guardian.co.uk/commentisfree/2012/oct/16/gap-manifest-destiny-t-shirt>

# Frayer Model worksheet – can be created at: <http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html>

# John O’ Sullivan’s “On Manifest Destiny” available at: <http://www.pbs.org/kera/usmexicanwar/resources/manifest_destiny_sullivan.html>

**Content Area/Course:** US History I

**Unit:** Western Expansion

**Time (minutes):** 60 minutes

**Lesson #1:** Why do people move?

*By the end of this lesson students will know and be able to:*

* Identify several factors that have historically led Americans (and others) to relocate.
* Explain the concept of “Manifest Destiny” and discuss its implications.

**Essential Question addressed in this lesson:**

* Why do people move?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

* **G1. USI.26** Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness.
  + F. The concept of Manifest Destiny and its relationship to westward expansion
* **.ELA-Reading.11-12-2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
* **.ELA-Reading.11-12-7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
* **.ELA-Writing.11-12-4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Instructional Resources/Tools (list all materials needed for this lesson)**

# Article: “Gap's 'manifest destiny' T-shirt was a historic mistake” from *The Guardian* available at: <http://www.guardian.co.uk/commentisfree/2012/oct/16/gap-manifest-destiny-t-shirt>

# Frayer Model worksheet – can be created at: <http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html>

# John O’ Sullivan’s “On Manifest Destiny” available at: http://www.pbs.org/kera/usmexicanwar/resources/manifest\_destiny\_sullivan.html

Anticipated Student Preconceptions/Misconceptions

* Students may believe that the factors that led Americans to move westward during the 19th century were unique to that particular time and place when, in reality, many of the same factors lead people around the world to move today.
* Students may believe that “Manifest Destiny” was universally accepted by all and that America’s growth came without serious consequences for Americans and other peoples.

Instructional Model

* Pre-Assessment: LINKS “ABC sheet” completed by student pairs
* Introduction of essential question: Why do people move?
* Class brainstorm
* Gallery Walk: Causes of Western Expansion
* Direct Instruction – Introduction of concept of “Manifest Destiny”
* Student creation of “Frayer Model” definition sheet
* Extension Homework: “Why did Manifest Destiny t-shirts create such controversy?”

What students need to know and are able to do coming into this lesson (including language needs):

* Students will have studied early US History beginning with the American Revolution and progressing through the period of the Early Republic. Students should be familiar with some previous instances of US involvement in foreign affairs including (but not limited to): Jay’s Treaty, Citizen Genet Affair, Quasi-War with France, XYZ Affair, War with the Barbary States, Embargo of 1807, War of 1812, Adams-Onis Treaty (acquisition of Florida). Students should have also previously studied George Washington’s “Farewell Address”.

**Lesson Sequence:**

**Pre-Assessment**

* LINKS “ABC sheet”: Students will work in pairs to complete an “ABC sheet” for half of the alphabet (A to L / M to Z) aiming to provide one (or more) term related to Westward Expansion beginning with each of the letters in their assigned section of the alphabet. After student pairs have completed their work, there will be a class “reporting out”. To capture student responses, the teacher may want to create a class “Wordle” (<http://www.wordle.net/>) with the heading “Before Lesson” – once completed, the teacher can print out the Wordle for their students to add to their notebooks. At the conclusion of the unit, the teacher may want to have students add their new knowledge to the Wordle and/or create a new class Wordle to demonstrate their learning. Finally, as a culminating assignment, the teacher may ask their students to use their “after learning” wordle to write a paragraph / short essay summarizing their understanding of westward expansion.

**Introduction of Essential Question and Class Brainstorm**

* After the completion of the pre-assessment activity, the teacher will introduce the first essential question for the unit – “Why do people move?” The class will then take a few moments to brainstorm and to create a list of factors that have led, and continue to lead, people to relocate.

**Gallery Walk – Causes of Westward Expansion**

* The students will visit 6 to 10 stations around the room. Each station will feature a primary source document that will illustrate one of the factors that led Americans to move westward during the 19th century. At each station, students will be asked to identify the type of source and the cause of American westward expansion that is illustrated in the source. Possible sources include:
  + Advertisements for available land / land sales
  + An excerpt from The Homestead Act
  + Images of gold prospectors
  + Advertisements for steamships departing for California
  + Articles about the Mormons / religious struggle
  + Excerpts from the diaries of Lewis and Clark
* At the conclusion of the gallery walk, the teacher will lead the class in a discussion of the documents that the students viewed. For each document, the class will work together to determine the what type of source it is (newspaper article, photograph, etc.) and the cause of American westward expansion that each source illustrates. The teacher (or a selected student) will record these causes on the board.
* The class will then compare their initial brainstorm list created in response to the essential question “why do people move?” to the list created by the class after their gallery walk – this should reveal that people move for many of the same reasons today as they did during the nineteenth century.

**Student Creation of Frayer Model Worksheet and Direct Instruction**

# The teacher will introduce the students to the concept of “Manifest Destiny”. To build their understanding of Manifest Destiny, the students will create a Frayer Model worksheet. In the center of the worksheet, the students will write the term “Manifest Destiny”. Additionally, in order to better meet the needs of diverse learners such as ELL students, the teacher may want to leave additional space in the center of the worksheet for students to write a definition in their native language or to create a visual representation of their understanding of Manifest destiny. In the four boxes surrounding the term, students are asked to provide a definition for Manifest Destiny (they can look this up in their textbooks, on the internet, etc) , list characteristics of Manifest Destiny, provide examples of Manifest Destiny, and to list “non-examples” of Manifest Destiny. A Frayer model worksheet can be created at: <http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html>. The teacher may want to have students add to this worksheet throughout the course of the unit to demonstrate their increased understanding of Manifest Destiny and its implications.

* The teacher will add to the students’ understand of this concept by placing it in historical context and explaining that the term was first used by a newspaper editor in reference to the US’ proposed annexation of Texas.

**Video Excerpt: “Frame Focus, and Follow-Up” Model**

* The teacher will show the class a brief (4 minute) video created by the Kansas Historical Society about Manifest Destiny. The video is available at: <http://www.youtube.com/watch?v=YLmUhT9QOlE> The teacher will use [“Frame, Focus, and Follow Up”](http://www.teachersdomain.org/resource/vtlpd.pd.hints.frfofo/) model to help students build their understanding of the concept of Manifest Destiny.
  + **Frame:** The teacher will explain to students that the term “Manifest Destiny” was first used by journalist John L. O’Sullivan in regard to the proposed US annexation of Texas.
  + **Focus:** While students watch the brief clip, students should aim to answer the following questions:
    - Why did Americans feel that they had the right to possess lands in the West?
    - How did Americans feel that they could improve the lands and peoples of the West?
    - How did Americans view the native peoples of the West? How did they fit into Americans’ understanding of “Manifest Destiny?”
  + **Follow-Up:** After viewing the clip, the teacher will give students a few moments to reflect upon the clip, write their answers to the “focus” questions, and then ask students to share their answers to the “focus” questions with the class. After this brief discussion, the teacher will ask students to return to their Frayer model and add new information that they have learned.

**Extension / Homework Assignment**

* Students will be given a copy of the article “GAP’s Manifest Destiny t-shirts were a mistake” to read for homework. Students identify one point they agree with or disagree with from the article and one argument that surprised them. The teacher may want to frame this response by asking the students “Why did this t-shirt create such controversy more than 150 years after the time of Manifest Destiny?” Students will discuss this in class with the next lesson
* At the conclusion of the lesson / unit, students can individual add to their Frayer model worksheets and/or collectively add to their class glogster to demonstrate their new understanding of westward expansion and “Manifest Destiny”.

**Formative assessments:**

* Pre-assessment: LINKS “ABC sheets”
* Class “before lesson” wordle
* Frayer Model worksheets
* Student reactions to homework/ extension assignment

**Preview outcomes for the next lesson**:

The next lesson will open with students sharing their reactions to the homework assignment. In the next lesson, students will examine the modes and routes by which Americans followed their “Manifest Destiny” to move to the West.

Lesson 2: The Trails West

**Brief Overview:** In this lesson, students will hold a discussion, using the Save the Last Word protocol, on the article from the previous day’s lesson. The article is an activator for understanding the concept of Manifest Destiny and how it played a role in Westward Expansion. After debriefing the article, students will watch a You Tube trailer for the Oregon Trail and complete a Think Aloud on a map of the Trails West. Students will mark up the map and determine how geography influences decisions. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students will have a working definition for the term Manifest Destiny.

**Estimated Time:** Approximately 90 minutes (2 class periods)

**Resources for Lesson:** Map of the Trails West, You Tube video and projection, Secondary Source on the Trails West, Eno Board, Chart Paper, Article

**Content Area/Course:** United States History I

**Unit:** Westward Expansion

**Time (minutes):** Approximately 90 minutes

**Lesson:** The Trails West

***By the end of this lesson students will know and be able to:***

Analyze maps for purpose and information

Explain why Americans moved West and how geography influenced their decisions

Explain the concept of “Manifest Destiny” and discuss its implications.

**Essential Question addressed in this lesson:**

E1. Why do people move?

E2. How do geography and topography affect travel and settlement?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

G1. USI.26 Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon Trails (H, E, G).

A. the War of 1812

B. the purchase of Florida in 1819

C. the 1823 Monroe Doctrine

D. the Cherokees’ Trail of Tears E. the annexation of Texas in 1845

E. the annexation of Texas in 1845

F. the concept of Manifest Destiny and its relationship to westward expansion

G. the acquisition of the Oregon Territory in 1846

H. the territorial acquisitions resulting from the Mexican War

I. the search for gold in California

J. the Gadsden Purchase of 1854

.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Instructional Resources/Tools (list all materials needed for this lesson)**

* Eno/Smart Board with Projection and Video Capabilities (YouTube Trailer)
* Handouts of Map
* Protocol: Save the Last Word
* [http://www.nsrfharmony.org/protocol/doc/final\_word.pdf](http://www.nsrfharmony.org/protocol/doc/final_word.pdf" \t "_blank) Save the Last word protocol and directions

Anticipated Student Preconceptions/Misconceptions

Students may still have confusions about the term Manifest Destiny. They may also have a hard time making the connection between the Current Events article and the push for Westward Expansion in the 1800’s.

Instructional Model: Gradual Release, Think/Write/Pair/Share, Small Group Work, Collaboration, Discussion Protocol

Instructional Tips/Strategies/Suggestions:

* Think/Write/Pair/Share
* Save the Last Word
* Mark Up the Text
* Think Aloud

What students need to know and are able to do coming into this lesson (including language needs):

Students should be familiar with Marking up a Text. They should also have a working definition of the term Manifest Destiny. It will be useful to have the Frayer Model out and on their desk for this lesson.

**Lesson Sequence:**

Opener: What questions does this article (from last night’s homework) raise about manifest destiny? Write at least two “research questions” that you need answered to understand more about the article and the argument. Teacher: Make a “Parking Lot” for these questions and any others that come up during the class (white board, chart paper, etc.)

1. Whole Class: Debrief as whole class and generate a class list of questions. This can be done on the Interactive white board, chart paper, etc. Discuss what makes a good/valuable question. Have students think about what questions do not have easy answers and need to be discovered. (Parking Lot)

2. Pair/Confer: Students should have their Frayer Model from the previous lesson on the desk before beginning the Pair/Confer portion of the lesson. After the list of questions (4 or 5) have been generated, have students work on answers to these questions in pairs/small groups. While they may not have access to vast amounts of information at their fingertips, they should be able to make some educated guests, inferences. Debrief quickly as a whole class and talk about how these questions are important in understanding the different viewpoints Americans had on the idea of manifest destiny. Question generating protocols: [http://hepg.org/hel/article/507#home](http://hepg.org/hel/article/507" \l "home). These questions will be revisited in the CEPA.

3. Save the Last Word: Students will complete a Save the Last Word Protocol on the Article from last night’s homework in groups of 4 (See Protocol). Teacher should review the protocol before beginning. Students were asked the night before to identify one point they agreed with or disagreed with from the article and one argument that surprised them. Instruct students that the purpose of this strategy is to hold a structured discussion on the article and listen to other students’ thoughts about what they read.

4. Whole Class: As a whole class, watch the YouTube trailer for the fake Oregon Trail Movie. Use the Frame/Focus/Follow Up Model (see explanation at the end of lesson).

**Frame**: Make sure students understand that the video itself is made for humor but many of the ideas are realistic.

**Focus**: Have students answer the question: What factors would you need to consider if you were planning a trip West like these families? What obstacles might you face?

**Follow Up:** What does this video have to do with Manifest Destiny? Add/revise to the Frayer model. Go back to the essential question: Why do people move?

http://www.youtube.com/watch?v=CHps2SecuDk

5. Whole Class Instruction: Think Aloud on a map of the Trails West. Teacher should model “marking up” the map with their observations, questions, etc. on the Smarthboard/Eno board. A good place to start may be the Title and Key of the map (things the students may otherwise ignore).

6. Independent Work: Gradually release students to continue marking up the map with their questions, connections, inferences, etc based on ability level. At the bottom of the map, students should answer the question: How does geography influence decisions? Pair/Share/Confer answers. Teacher can “clipboard” or use this as another formative assessment. After, share questions as a whole class and add to the “Parking Lot”.

7. After marking up the map and answering the question at the bottom, students will be given a short secondary source on the Trails West. Students should do a quick mark up of the text and answer the same question at the bottom: How does geography influence decisions?

**Formative assessment:**

Revisit the Frayer Model on Manifest Destiny and add to each section based on any new understandings. .

**Summative Assessment:**

Literacy Reflection: Students should answer the following questions in a paragraph for homework.

* What did you miss when just looking at the map that you learned from the reading?
* What was easier to understand from the map than from the reading?
* Reflect on your own learning. Which did you prefer to learn from: the Map or the Reading? Why? Explain what works for you.

Lesson 3- The Gold Rush

**Brief Overview:** In this lesson, students will look at what it was like to be a Gold Digger during the California Gold Rush. They will have an opportunity to illustrate their ideas of a gold digger and will take an interactive journey on the Smithsonian site, “On the Water’. When completed, students will write a journal entry from the perspective of someone who made the trek. Throughout the interactive journey, students will look at Primary Sources dealing with the California Gold Rush. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students will have a working definition of the term Manifest Destiny and will have traced the Trails West by marking up a map.

**Estimated Time:** 90 minutes

**Resources for Lesson:** Technology: Laptops/Computer Lab/etc., Word Cards, Drawing Paper and Materials, Student Worksheet from Online Interactive

**Content Area/Course:** United States History I

**Unit:** Westward Expansion

**Time (minutes):** 90

**Lesson:** The Gold Rush

*By the end of this lesson students will know and be able to:*

Analyze maps for purpose and information

Explain why Americans moved West and how geography influenced their decisions

**Essential Question addressed in this lesson:**

E1. Why do people move?

E2. How do geography and topography affect travel and settlement?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

G1. USI.26 Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon Trails (H, E, G).

A. the War of 1812

B. the purchase of Florida in 1819

C. the 1823 Monroe Doctrine

D. the Cherokees’ Trail of Tears E. the annexation of Texas in 1845

E. the annexation of Texas in 1845

F. the concept of Manifest Destiny and its relationship to westward expansion

G. the acquisition of the Oregon Territory in 1846

H. the territorial acquisitions resulting from the Mexican War

I. the search for gold in California

J. the Gadsden Purchase of 1854

.ELA-Literacy.W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**Instructional Resources/Tools (list all materials needed for this lesson)**

Technology: Laptops/Computer Lab/etc.

Word Cards

Drawing Paper and Materials

Student Worksheet from Online Interactive

<http://amhistory.si.edu/onthewater/goldrush/>

Anticipated Student Preconceptions/Misconceptions

Students may not know what a Gold Digger is and may have no background knowledge on the California Gold Rush. They may also have the idea that it was a positive experience for people seeking gold.

Instructional Model: Gradual Release/Technology Exploration

Instructional Tips/Strategies/Suggestions:

Online Interactive Journey, Word Cards, Preview Drawing, Primary Sources

What students need to know and are able to do coming into this lesson (including language needs):

Students should have an understanding of looking at primary sources and a toolbox of strategies to use when looking at primary sources.

**Information for Teacher**

Teachers will want to have the “drawing” supplies somewhere where students can access them for the Do Now.

**Lesson Sequence**

Do Now: We will be looking at the lives of Gold Diggers/Hunters in the mid 1800's. Sketch a quick picture of what you think a Gold digger/hunter might look like. What might they have with them? Be as detailed as possible in the time allotted. We will come back to your drawings later in the lesson.

1. Now look at "The independent Gold Hunter on his way to California" and compare it to your own drawing. Picture link:

<http://amhistory.si.edu/onthewater/goldrush/>

What are some similarities? What are some differences? Which character (the one you drew or the one in the painting) has a better chance of striking it rich in California? Why? What makes him the best prepared? After answering the questions on your own, turn and talk to a partner. Discuss the differences between all the visuals and add some of your partner's thoughts to your own notes in a different color. You will have a chance to go back to these answers at the end.

2. Now preview the following vocabulary specific to the Gold Rush. Students should complete Word Cards for each term. Words Cards can be done on Index Cards, on slips of papers, on PowerPoint slides, or using other technology. This is a great tool for ELL students. Each Word Card should include the term in the middle, a definition in one corner, a visual representation, and connections to other words/experiences. These cards can be used throughout the lesson to check in or in a review activity at the end.

* \*pioneer
* \*Forty-Niners
* \*Miner Pan\*
* \*Clipper Card
* \*argonaut
* \*claim
* \*Boom Town
* \*Gold Fever
* \*Nugget
* \*Pan Out

1. Students should explore the Smithsonian's "On the Water", an interactive journey through Alexander Van Halen's Gold Rush experiences. Students should download the Student Worksheet to record their answers as they trace his journey. They should also complete the journal writing activity at the end (if time allows). As students navigate the site, they should be instructed to click on the additional primary sources at the bottom of the page. All of the information is on this link:

<http://amhistory.si.edu/onthewater/goldrush/>

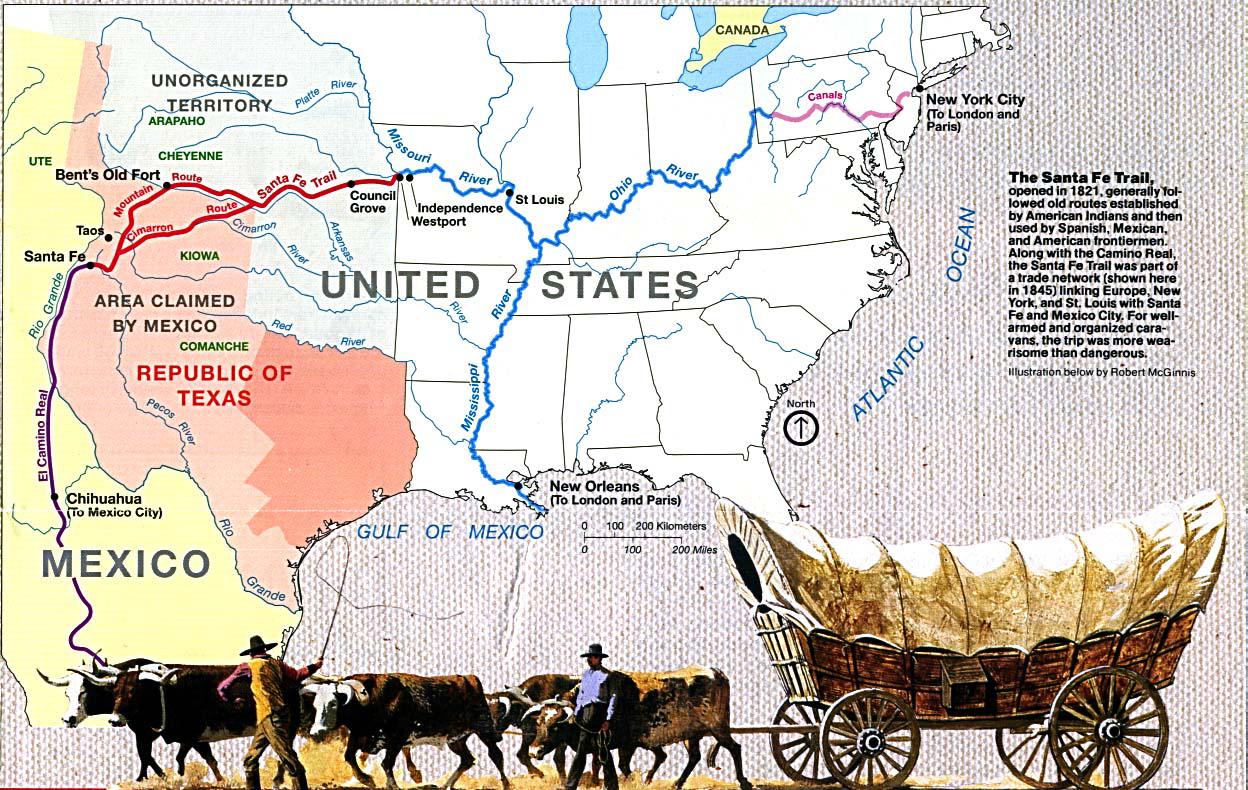
**Formative assessment:**

Revisit the illustration from the Do Now. Ask students: Has your concept/idea of a gold digger changed? Students can choose to re-draw their illustration or write a reflection based on their new understandings.

Imagine you are Alexander Van Valen, and write one last journal entry explaining why you decided to stay in California or why you decided to pack up and return home to New York. Remember that you are writing **persuasively.**

You can go back and review any of Van Valen’s writings or other evidence as needed. Try to match the type and amount of detail Van Valen includes in most of his writing. Use your notes.

Think Aloud: Marking Up a Map



How does geography influence decisions?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Frame, Focus, and Follow-up**

The frame, focus and follow-up approach supports students' negotiation of a rich understanding of digital video.   
  
**Frame:** Provide a context that helps students make connections to the main content of the video. To activate prior knowledge ask students questions about the topic to be explored.   
  
**Focus:** Help students to notice the important moments in the video by providing them with something specific to look for while they watch.   
  
**Follow-up:** Give students an opportunity to discuss what they saw. By answering questions and describing elements of the video, students consolidate their understanding and have a chance to reflect on their viewing.   
  
Learn more about effective video-based lessons in the VITAL Teacher's Guide special collection.

**Purpose:**

To clarify and deepen our thinking about articles we read.

**Before the activity:**

Participants are asked to read the article and to underline key passages as they are reading.

**Then**

On the right side of their two column notes, participants should write any quote or phrase they selected to raise to the group. On the left side, they should write any questions, points of agreement or disagreement they want to make about the quote or segment.

**Save the Last Word**

In groups of 4 or 5

(1) Identify Person #1 in each group, e.g., the person whose first name is closest to the beginning of the alphabet.

(2) Person #1 will begin by reading one of his/her selected passages. S/he will make no comment on the passage at that time.

(3) In clockwise order, starting with the person to the left of the **reader,** each other person at the table will share briefly, in one or two sentences, his/her own reflections on the passage which Person #1 just read.

(4) When everyone except Person #1 has made a comment on the passage, it is the turn of Person #1 (the person who selected and read the passage) to have ‘the last word,’ that is, to share why s/he chose that passage. There is not ‘discussion’ or response to others’ comments at this time.

(5) Person #2 reads the next passage. Again, others comment briefly and ‘the last word’ on the passage is saved for the reader, Person #2.

(6) The rounds continue until everyone has shared a passage. Commentary on each selected passage should last no more than 1-2 minutes. If time, you can start a second round.

(7) ***You*** have on each table a stack of green, yellow, and red cups. When this activity begins, the green cup is showing. When the last person begins reading his/her passage, display the yellow cup to indicate that your group is almost done. When the last person finishes commenting on why s/he chose that passage, display the red cup to signal completion.

(8) It is important to monitor the time carefully so someone at each table needs to be the **timekeeper.** Before you start, would you please restate the directions to one another at your tables and then give me your attention again.

Lesson 4: James Monroe & Expanding Foreign Policy

**Brief Overview:** In this lesson, students will explore how world events and an evolving vision of the United States and its role in world affairs contributed to the creation of the Monroe Doctrine. Additionally, students will examine the Monroe Doctrine and discuss its impact upon American foreign policy. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students will have studied early US History beginning with the American Revolution and progressing through the period of the Early Republic. Students should be familiar with some previous instances of US involvement in foreign affairs including (but not limited to): Jay’s Treaty, Citizen Genet Affair, Quasi-War with France, XYZ Affair, War with the Barbary States, Embargo of 1807, War of 1812, Adams-Onis Treaty (acquisition of Florida). Students should have also previously studied George Washington’s “Farewell Address”.

**Estimated Time:** 60 minutes

**Resources for Lesson:** Excerpts from George Washington’s “Farewell Address”- transcript available at: <http://www.ourdocuments.gov/doc.php?flash=true&doc=15&page=transcript>

James Monroe’s Message to the Senate About Latin American Independence available at:

[http://memory.loc.gov/cgi- in/query/r?ammem/hlaw:@field(DOCID+@lit(sj01170))](http://memory.loc.gov/cgi-%20in/query/r?ammem/hlaw:@field(DOCID+@lit(sj01170)))

The Monroe Doctrine transcript available at: <http://www.ourdocuments.gov/doc.php?flash=true&doc=23&page=transcript>

**Content Area/Course:** US History I

**Unit:** Western Expansion

**Time (minutes):** 60 minutes

**Lesson #4:** James Monroe & Expanding Foreign Policy

*By the end of this lesson students will know and be able to:*

* Explain how world events influenced the creation of the Monroe Doctrine.
* Summarize US involvement in world affairs prior to the creation of the Monroe Doctrine and identify shifts in American policy from 1789 to 1824.
* Analyze primary source documents (through use of a close reading protocol) to identify key concepts and ideas.
* Develop a visual model to illustrate how America’s role in world affairs shifted from the time of George Washing to the time of James Monroe.

**Essential Question addressed in this lesson:**

How have Americans’ perceptions of themselves and their role in world affairs changed over time?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

* **G1. USI.26** Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness.
  + C. the 1823 Monroe Doctrine
* **.ELA-Reading.11-12-1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
* **.ELA-Reading.11-12-2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Instructional Resources/Tools**

Excerpts from George Washington’s “Farewell Address”- transcript available at: <http://www.ourdocuments.gov/doc.php?flash=true&doc=15&page=transcript>

James Monroe’s Message to the Senate About Latin American Independence available at:

[http://memory.loc.gov/cgi- in/query/r?ammem/hlaw:@field(DOCID+@lit(sj01170))](http://memory.loc.gov/cgi-%20in/query/r?ammem/hlaw:@field(DOCID+@lit(sj01170)))

The Monroe Doctrine transcript available at: <http://www.ourdocuments.gov/doc.php?flash=true&doc=23&page=transcript>

Anticipated Student Preconceptions/Misconceptions

* Students may believe that the United States has been a major world power since its inception and that it has always played an active role in international affairs.

Instructional Model

* Entrance Ticket / Opening Prompt
* Introduction of essential question: How have Americans’ perceptions of themselves and their role in world affairs changed over time?
* Class brainstorm
* Primary document work – small groups using “close reading” and “pair share” protocols
* Exit Ticket / Extension Assignment to check for understanding

What students need to know and are able to do coming into this lesson (including language needs):

* Students will have studied early US History beginning with the American Revolution and progressing through the period of the Early Republic. Students should be familiar with some previous instances of US involvement in foreign affairs including (but not limited to): Jay’s Treaty, Citizen Genet Affair, Quasi-War with France, XYZ Affair, War with the Barbary States, Embargo of 1807, War of 1812, Adams-Onis Treaty (acquisition of Florida). Students should have also previously studied George Washington’s “Farewell Address”.

**Lesson Sequence:**

**Entrance Ticket / Opening Prompt**

* The following excerpt from George Washington’s “Farewell Address” will be displayed on the board as students enter the classroom:
* *Observe good faith and justice towards all Nations…In the execution of such a plan nothing is more essential than that permanent, inveterate antipathies against particular Nations and passionate attachments for others should be excluded; and that in place of them just and amicable feelings towards all should be cultivated. The Nation, which indulges towards another an habitual hatred, or an habitual fondness, is in some degree a slave…The Great rule of conduct for us, in regard to foreign Nations is in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled, with perfect good faith. Here let us stop…*
  + - Available at: **<http://www.ourdocuments.gov/doc.php?flash=true&doc=15&page=transcript>**
* Students will be asked to respond in writing to the following questions: “What advice did Washington offer in this excerpt? Why do you think he offered this advice?” The teacher will collect student responses.

**Whole Class Discussion and Brainstorm**

* The teacher will lead a brief class discussion during which students will first share their reflections about the excerpt from Washington’s “Farewell Address”. Then, the class will spend a few moments building a list of instances before 1820 in which US policy brought the country into contact (and perhaps conflict) with other nations (possible student responses are listed in the “what students will need to know” section above). Finally, the teacher will introduce the day’s essential question: How have Americans’ perceptions of themselves and their role in world affairs changed over time?

**Primary Document Work – Small Groups “Close Reading” and Pair Share**

* Students will be given one of two documents – either James Monroe’s Message to the Senate About Latin American Independence or the Monroe Doctrine. Students will then work in pairs to analyze their document using the following” close reading” protocol.
* **Reading Tasks***: Students will silently read the passage, first independently, and then following along with the text as they re-read it aloud with their partner. The students will then work to answer a set of concise, text-dependent questions that compel students to reread specific passages and discover the structure and meaning of their document.*
* **Vocabulary Tasks**: *Most of the meanings of words in this selection can be discovered from careful reading of the context in which they appear. This practice is both called for by the standards and is vital. Teachers must be prepared to reinforce it constantly by modeling and holding students accountable for looking in the context for meaning as well.*
* **Discussion Tasks***: Students will discuss the passage in depth with their partners, performing activities that result in a close reading of these texts. The goal is to foster student confidence when encountering complex text and to reinforce the skills they have acquired regarding how to build and extend their understanding of a text.*
* **Writing Tasks***: Students will paraphrase different sentences and paragraphs of each document. . Students will be afforded the opportunity to rewrite their explanation or revise their in-class paraphrases after participating in a whole class discussion at the end of the lesson, allowing them to refashion both their understanding of the text and their expression of that understanding.*
* Once they have completed their “close reading”, each student will meet with a student who worked on the document that they did not work on themselves. These partner pairs will use a “pair share” model to teach one another about their documents. To be sure that students are accountable for both their own learning and their partner’s learning during the pair share, each pair will be expected to follow the following norms:
  + Each member of the pair must keep their own paper in front of them at all times.
  + Each member of the pair must explain their document to their partner orally – they may not simply pass their paper to their partner.
  + Each member of the partner pair must support all of the information that they share by pointing out specific evidence from the document that they read.
  + While listening to their partner, each student must take notes in a different color of ink or pencil (or they may highlight after the fact) to demonstrate what they have learned from their partner. The teacher will review these notes throughout the activity.

**Whole Class Discussion**

* The teacher will lead the class in a large group discussion to review and expand upon students’ primary document work. In addition to the questions that students were asked to answer during their close reading of the documents, the teacher will have a series of prompts prepared to guide this discussion. Students should be encouraged to support their responses with evidence from the text of the documents. Prompts may include:
  + Why did recent events in Latin America interest Monroe?What impact may these events may have had upon the U.S.?
  + Why did Monroe take the position that he did in regard to the independence of Latin American Countries? Do you agree?
  + What is the central idea of the Monroe Doctrine? Why did Monroe make this statement? Did the US have the power to enforce it at the time?
  + What had US relations with the European nations named in the documents been like prior to 1823? How might these statements have altered these relations?

**Exit Ticket / Extension Assignment**

* Students will be asked produce a visual model to answer the following question: How did Americans’ views of their country’s role in world affairs shift from the time of Washington’s Farewell Address to the creation of the Monroe Doctrine? Students may choose one of the following three formats for their visual model:
  + - Create a political cartoon
    - Design a computer slide(s) (resource: [www.sliderocket.com](http://www.sliderocket.com))
    - Create a graphic organizer

**Formative assessments:**

* Student entrance tickets
* Teacher observations and completed student “close reading” of their primary source document
* Students’ notes from “pair sharing” protocol
* Student exit tickets / extension assignment

**Preview outcomes for the next lesson**:

Students will understand the evolving views of Americans’ of their nation and its role in world affairs – particularly the Western Hemisphere. In the following lessons, students will explore how Americans’ changing views of themselves and their nation’s role in world affairs brought them into conflict with Mexico.

**Resources for Lesson 4**

The Monroe Doctrine

Available at: <http://www.ourdocuments.gov/doc.php?flash=true&doc=23&page=transcript>

(P1)…as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers. . .

(P2) …Of events in that quarter of the globe, with which we have so much intercourse and from which we derive our origin, we have always been anxious and interested spectators. The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense.

(P3) With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers…We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States…

*= from now on*

= *contact*

= *fit; align*

= *honesty*

= *interference; involvement*

(P4) It is impossible that the allied powers [of Europe] should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interposition in any form with indifference. If we look to the comparative strength and resources of Spain and those new Governments, and their distance from each other, it must be obvious that she can never subdue them. It is still the true policy of the United States to leave the parties to themselves, in hope that other powers will pursue the same course. . . .

= *brothers, fellow men*

*= choice*

Questions

1. Rewrite P1 in your own words. What is the main idea?

2. Look at P2. Which “quarter of the globe” does Monroe speak of? How does he describe the US’ relationship with this region?

3. In P2, what role does Monroe say the US has had in European affairs? When will the US act in these matters?

4. In P3, how does Monroe describe the US’ relationship with “this hemisphere”? How and why is this relationship different from the US’ relationship with Europe?

5. In P4, what word (or phrase) does Monroe use to describe the nations of Latin America? Why did he choose this word? How does it connect with the central theme/idea of the Monroe Doctrine?

**James Monroe’s Message to the Senate about Latin American Independence**

Available at: http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field%28DOCID+@lit%28sj01170%29%29

The following written message was received from the President of the United States…

To the Senate of the United States:

(P1)…I consider it my duty to invite the attention of Congress to a very important subject, and to communicate the sentiments of the Executive on it, that, should Congress entertain similar sentiments, there may be such co-operation between the two departments of the government as their respective rights and duties may require.

(P2) The revolutionary movement in the Spanish provinces in this hemisphere attracted the attention and excited the sympathy of our fellow citizens from its commencement. This feeling was natural and honorable to them, from causes which need not be communicated to you…

(P3)As soon as the movement assumed such a steady and consistent form as to make the success of the provinces probable, the rights to which they were entitled by the law of nations, as equal parties to a civil war, were extended to them, Each party was permitted to enter our ports with its public and private ships, and to take from them every article which was the subject of commerce with other nations…Through the whole of this contest the United States have remained neutral, and have fulfilled with the utmost impartiality all the obligations incident to that character.

(P4) This contest has now reached such a stage, and been attended with such decisive success on the part of the provinces, that it merits the most profound consideration

= *particular; individual*

= *beginning*

= *trade*

= *fairness; neutrality*

= c*lear; definitive*

= *serious*

whether their right to the rank of independent nations, with all the advantages incident to it, in their intercourse with the United States, is not complete… it is manifest, that all those provinces are not only in the full enjoyment of their independence, but, considering the state of the war and other circumstances, that there is not the most remote prospect of their being deprived of it.

(P5) When the result of such a contest is manifestly settled, the new governments have a claim to recognition by other powers, which ought not to be resisted…The provinces belonging to this hemisphere are our neighbors…

JAMES MONROE.

Washington, March 8, 1822.

= *contact*

*= obvious*

*= denied*

Questions

1. In P1, what is Monroe’s stated purpose for sending this message to Congress?

2. Rewrite P2 in your own words. What is the main idea of this paragraph?

3. Look at P3. What relationship has the U.S. had with the Latin American “provinces” throughout this period? Why does Monroe feel this relationship is proper?

4. In P4, Monroe chooses to include the words “decisive” and “manifest” in his description of the state of the Latin American revolutions. Why did he choose these particular words for his message?

5. What feeling does Monroe aim to create about the provinces of Latin America in P5? Why?

Lesson 5: Texas Annexation

**Brief Overview:** In this lesson, students will be given a brief history of Texas independence and then decide if there are more reasons for or against annexing Texas to the United States. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students will have studied early US History beginning with the American Revolution and progressing through the period of the Early Republic. Students should be familiar with some previous instances of US involvement in foreign affairs including (but not limited to): Jay’s Treaty, Citizen Genet Affair, Quasi-War with France, XYZ Affair, War with the Barbary States, Embargo of 1807, War of 1812, Adams-Onis Treaty (acquisition of Florida). Students should have also previously studied George Washington’s “Farewell Address”.

**Estimated Time:** 50 minutes

**Resources for Lesson:** Petition from Citizens of Pennsylvania in Favor of the Annexation of Texas

<http://www.flickr.com/photos/usnationalarchives/6482097611/>

Petition from Citizens of Vermont Against Annexation of Texas

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595416&jScript=true>

<https://www.tsl.state.tx.us/exhibits/annexation/part4/senate_debate_excerpts_1844.html>

<https://www.tsl.state.tx.us/exhibits/annexation/part4/senate_debate_excerpts_1844.html>

**Content Area/Course:** Westward Expansion, USI

**Unit:** Westward Expansion

**Time (minutes):** 50 minutes

**Lesson #5:** Texas Annexation

*By the end of this lesson students will know and be able to:*

* Define and illustrate key terms and people
* Mark up primary and secondary readings on the annexation of Texas debate
* Interpret historical maps to look for geographic benefits and controversies for the US to annex Texas
* Evaluate pros and cons of annexing Texas and determine what would be in the best interest of the United States
* Write an informative persuasive proposal using evidence on their opinion over the annexation of Texas controversy

**Essential Question addressed in this lesson**

**E3.** Why did some survive and prosper in the West while others did not?

**E4.** Who were the winners and who were the losers in the settlement of the West?

**E5.** What happens when cultures collide?

**E6.** How have Americans’ perceptions of themselves and their role in world affairs changed over time?

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

**G1. USI.26** Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon Trails (H, E, G).

E. the annexation of Texas in 1845

F. the concept of Manifest Destiny and its relationship to westward expansion

ELA-Writing.RH.9-10. - 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

ELA-Writng.WHST.9-10-1. Write arguments focused on *discipline-specific content*.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

9. Draw evidence from informational texts to support analysis, reflection, and research.

ELA. Speaking and Listening.SL Grade 9-10 – 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Instructional Resources/Tools**

*Petition from Citizens of Pennsylvania in Favor of the Annexation of Texas*

[*http://www.flickr.com/photos/usnationalarchives/6482097611/*](http://www.flickr.com/photos/usnationalarchives/6482097611/)

*Petition from Citizens of Vermont Against Annexation of Texas*

[*http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595416&jScript=true*](http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595416&jScript=true)

<https://www.tsl.state.tx.us/exhibits/annexation/part4/senate_debate_excerpts_1844.html>

<https://www.tsl.state.tx.us/exhibits/annexation/part4/senate_debate_excerpts_1844.html>

Anticipated Student Preconceptions/Misconceptions

Texas was always part of the United States

The decision to annex Texas was overwhelmingly supported by the United States

Instructional Model

Modeling, Close reading, inquiry, text markup, focus, frame and follow up

Instructional Tips/Strategies/Suggestions:

Graphic organizers, timeline, primary source documents

What students need to know and are able to do coming into this lesson

Key terms: annexation, republic, controversy, role of manifest destiny on westward expansion, the value of land and the consequences of claiming land. Some basic background on the history of Texas, as originally part of Mexico, fighting for independence, then eventually being annexed by the United States

**Lesson Sequence**

Preview/Opener/Do Now:” In the southwestern states of the US, some areas along the border with Mexico have more Mexican immigrants living in them than American citizens. Should the US give that land to Mexico? Why or why not?

Activity 1 – Students will define the following three key terms in their own words: annexation, republic, controversy

Activity 2 - As an introduction, students will view a brief video clip on the Alamo, to act as an introduction to American involvement in this part of Mexico use Frame, Focus, Follow-up strategy (full strategy directions attached at the end of the lesson)

<http://www.history.com/topics/texas/videos#the-alamo>

**Frame:** Explain this story fits in with what students already know about Manifest Destiny and reasons for why people move west

**Focus:** How do the vocabulary words connect in the video? Students will list the ways they hear/see the three main key terms being used in the video

**Follow Up** – students will apply the three key terms – what is the issue with Texas in the 1840s/ how does the US get involved with Mexican territory?

Activity 3 - Annotate a timeline of major events from settling in Texas through the push for annexation – answer the question, what happens when cultures collide?

Activity 5 - Guided Inquiry using an APPARTS chart. Students will analyze several primary source documents on reasons for and against annexing Texas, using a primary source document strategy called APPARTS (Author, Prior Knowledge, Place, Audience, Reason, The Main Idea, Significance). The full directions for their strategy are attached at the end of the lesson. Students will be given six-seven primary source documents on reasons for and against annexing Texas. In groups, they will be assigned one document and will read, mark up, and complete an APPARTS chart on their assigned document

* Teacher will model marking up and analyzing one of the documents to guide students on the process and model determining the point of view – pro/con for Texas annexation
* Each group will determine if their document is for or against Texas annexation, and write a summary explaining their reasoning
* Each group will share out with the class their assigned document and decision, then overall the class will determine if there are more compelling pro or con reasons for the US to annex Texas, using the attached graphic organizer (map of Texas)

Activity 6 - Closure

Actingas White House consultants, students will write a persuasive paragraph proposal to President James K. Polk and the United States government with their recommendation of whether the US should annex Texas or not, citing evidence from the documents analyzed in class. They will connect the idea to Manifest Destiny: do they personally agree with this idea? Use evidence from this lesson and earlier lessons on westward expansion, especially their Frayer Models on Manifest Destiny.

**Formative assessment:**

* Secondary and primary source text mark ups, timeline annotation, key terms, inquiry on Texas annexation documents APPARTS chart, written recommendation to President Polk whether the US should annex Texas or not

**Preview outcomes for the next lesson**:

The role of Manifest Destiny in westward expansion, tensions with Mexico

**Summative Assessment:**

Actingas White House consultants, students will write a persuasive paragraph proposal to President James K. Polk and the United States government with their recommendation of whether the US should annex Texas or not, citing evidence from the documents analyzed in class. They will connect the idea to Manifest Destiny: do they personally agree with this idea? Use evidence from this lesson and earlier lessons on westward expansion. Use the attached persuasive writing rubric.

**Resources for Lesson 5**

**Effective Video-based Lessons Strategy – from Teachers’ Domain**

You can use video segments in a variety of ways: to introduce a concept or skill, to reinforce a previously taught concept or skill, to assess student mastery, or to analyze and better understand the ways we use media. Many of the resources and lesson plans on PBS LearningMedia provide you with examples of the three essential parts of an effective video-based lesson: Frame, Focus, and Follow-up. They also show you how video clips can best fit into a larger lesson. However, you are the experts on what works best with your students. If you would like to use video in your own lessons, here are some hints for how to make the most of them.

Uses

There are at least three main reasons for integrating video segments into your lessons:

A) to introduce a new topic,

B) to provide an additional learning experience to reinforce your current lessons,

C) and to assess the extent to which your students have mastered the material.

Guidelines

Follow these guidelines for using video in the classroom, regardless of the purpose for which you use it:

1. **Frame**: Provide a context that helps students pay attention to the main content of the video. Ask students questions about the topic explored in the video to activate prior knowledge. When necessary, tell your students enough about the part of the story preceding the segment, so they can follow along.

2. **Focus**: Help students notice the important moments in the video by providing them with a specific focus, something to look for while they watch. Without a focus for viewing, students see all sorts of interesting details - but not necessarily the idea or information you want them to focus on.

3**. Follow-up**: Provide an opportunity for students to summarize what they saw - because they will see different things, and not always what you expected them to see! Re-telling what they saw helps students consolidate their understanding and remember it.

<http://www.eduplace.com/ss/socsci/books/content/ilessons/5/ils_gr5a_u5_c11_l3.pdf>

Secondary reading of the summary of Texas annexation

<http://www.pbs.org/kera/usmexicanwar/timeline_flash.html>

Interactive timeline from PBS

Timeline: Texas History, from Missionary System to Independence

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

U.S. History I Texas Independence

***Directions***: You will create a timeline for the major events from Chapter 9, Section 2 on a separate piece of paper. For each item on your timeline, list a title for the event/entry and the main idea and details with key terms. The basic information is provided for you below. You must fill in the missing parts for each entry on your timeline. The first entry is done for you.

1500s: the Spanish settle Texas. Spanish claim Texas, but don’t settle many people there and leave the Native Americans alone. The Spanish don’t think the land is worth much

1689 - Mission System

1762 - French and Indian War

1820 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: American banker Moses Austin, started the Texas Venture, where he settled Texas in return for some land. Son Stephen F. Austin took over when Moses died

1821 – Mexican Independence from Spain

1827 - General Manuel de Mier y Teran was sent to assess the situation in Texas

1827 - Joel Poinsett, U.S. Minister to Mexico, sent to try to buy part of Texas

1830 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: More than a dozen colonies were started in Texas by this time, with over 30,000 settlers living there, attracted by cheap, farmable land. Most of the population was American, including thousands of slaves and Tejanos.

1832 – American Protests in Texas

1835 -\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: This battle started the Texas Revolution, after years of tension between Mexicans and Texans and the election of the new Mexican President Antonio Lopez de Santa Anna

1836 - Remember the Alamo

1836 – Battle of San Jacinto and the creation of the Republic of Texas

**APPARTS ANALYSIS CHART**

|  |  |
| --- | --- |
| Analytical Questions | Answer and Evidence |
| Author: Who created the source? |  |
| Place: Where and when was it created? |  |
| Prior Knowledge: What do you already know about it? |  |
| Audience: For whom was this source created? |  |
| Reason: Why was this source produced? |  |
| The Main Idea: What point is it conveying? |  |
| Significance: Why is this source important? |  |

**Primary Source Documents**

**Document 1** – Opinions of Andrew Jackson on the Texas Annexation

. . . If in a military point of view alone, the question be examined, it will be found to be most important to the United States to be in possession of that territory.

Great Britain has already made treaties with Texas; and we know that far-seeing nation never omits a circumstance in her extensive intercourse with the world, which can be turned to account in increasing her military resources. May she not enter into an alliance with Texas? And reserving (as she doubtless will) the north-western boundary question as a cause of was with us, whenever she chooses to declare it, let us suppose that, as an ally with Texas, we are to fight her? Preparatory to such a movement, she sends her 20,000 or 30,000 men to Texas; organizes them on the Sabine, where her supplies and arms can be concentrated before we have even notice of her intentions; makes a lodgment on the Mississippi; excites the negroes to insurrection; the lower country falls, and with it New Orleans, and a servile war rages through the whole South and West.

In the mean while she is also moving an army along the upper western frontier from Canada, which, in co-operation with the army from Texas, spreads ruin and havoc from the Lakes to the Gulf of Mexico.

Who can estimate the national loss we may sustain, before such a movement could be repelled with such force as we could organize on short notice?

Remember that Texas borders upon us, on our west, to 24 degrees of north latitude, and is our southern boundary to the Pacific. Remember, also, that if annexed to the United States, our western boundary would be the Rio Grande, which is of itself a fortification, on account of its extensive, barren, and uninhabitable plains. With such a barrier on our west we are invincible. The whole European world could not, in combination against us, make impression on our Union. Our population to the Pacific would rapidly increase, and soon be strong enough for the protection of our eastern whalers, and in the worst event always be sustained by timely aids from the intermediate country.

. . . though I must say that, in all its aspects, the annexation of Texas to the United States promises to enlarge the circle of free institutions, and is essential to the united States, particularly as lessening the probabilities of a future collision with a foreign power, and giving them great efficiency in spreading the blessing of peace.

**Document 2** – Petition from Citizens in Pennsylvania in Favor of Annexation

That they believe in right and justice that Texas is ours, having purchased it from France, it being a part and parcel of the Louisiana purchase made by Mr. Jefferson in 1803, and being actually and absolutely in our possession for 16 years until 1819, when we ceded it without consent of her citizens to Spain, hence it has virtually been ours since. Mr. Jefferson, Mr. Madison, Mr. Monroe, and Mr. Adams contended that Texas was a clearly included in the Louisiana Purchase as New Orleans, and the French Commissioner, Mr. Lausatt when delivering Louisiana to us announced the Rio Del Norte as the true boundary on the west. The Spanish authorities ordered the delivery of all the posts west of the Mississippi and east of the Rio Del Norte to the United States.

In the 3rd Article of the Treaty we made a solemn pledge to France and the people of Texas to protect them, (the people of Texas) in the free enjoyment of their liberty, property, and religion.

And now after Texas having made a patriotic struggle successfully for Independence, and being acknowledge as such by the great powers of the world, and her people being citizens of this great republic, flesh of our flesh, and bone of our bone, and the great unanimity of her people in wishing to become a member of this Union, we are bound as patriots, as lovers of our free institution, to throw the mantle of our Constitution over and around and embrace her as a member of our great and glorious Confederacy . . .

**Document 3** - George McDuffie, Democrat, South Carolina

I never, till now, fully realized the truth and justice of Mr. Monroe’s declaration, that no European power must ever be permitted to establish a colony on this continent. The more I reflect on the subject the more I am convinced that the interests, both of Europe and of this country, require that that declaration shall be maintained. Can there be a rational belief entertained by any thinking man, that, should Great Britain permanently secure the control of Texas, it will be utterly inconsistent with the interest of every portion of the United States? And do not senators see unequivocal indications, that England is seeking that control, and making all the exertions in her power to obtain it? I bring no charge against England, as cherishing a spirit of universal domination. I make no such imputation. She is doubtless doing all in her power to advance and secure her own commercial prosperity, by means of her diplomacy. I do not mean to say she is making any hostile demonstrations against the United States; but I do say that she is making efforts by her diplomacy that we are called on to counteract, by every consideration of wisdom, prudence, and patriotism, by all the peaceful and precautionary means in our power. She is trying to obtain control of a region large enough to make five States as large as Virginia. If she shall succeed in this, will she not be able, at any moment, to throw her whole military force into the read of the United States, and thus attack us on our weakest point? General Jackson has not exaggerated the important of the annexation in this view of the subject.

**Document 4** – VT petition

<http://docsteach.org/documents/595416/detail?menu=closed&page=21&sortBy=era>

**Document 5** - Jacob W. Miller, Whig, New Jersey

Whatever might be the opinion of the people of this country upon the question of the annexation of Texas, when presented to their consideration in a proper manner and in a legal form, they never *can,* they never *will,* sanction this hasty, this clandestine, this dishonorable, this *almost* treasonable project.

I will now, Mr. President, proceed to state more particularly my objections to this treaty. They are as follows:

1st. That this is an unconstitutional treaty: neither the President of the United States nor the President of Texas had authority to make this compact.

2nd. That it is void by the law of nations.

3rd. That it is a fraudulent and dishonorable compact.

4th. That it is detrimental to the United States, and will retard their prosperity and endanger the Union.

**Documents 6** – Joshua R. Giddings, Whig, Ohio

After the line has been drawn, it must be interesting to hear gentlemen demonstrate to the people, how in all good conscience, they are bound to pay their money to arrest and hang all who carry on the business of slave trading east of this line, and to shoot and kill all who oppose the slave trade west of it. Sit, I desire the advocates of this nefarious commerce in slaves, be they who they may, to stand forth boldly before this House, before the people, and before the world, and, like the Secretary of State, maintain its propriety, and advocate its morality with frankness. I hope we may see no evasions, but, in western phrase, “let every man toe the mark.”

But Texas is engaged in a war with Mexico, and wants us to fight her battles; and our Executive, and a portion of this House, say, we will do it if, by that means, we can keep slavery in Texas, and thereby furnish a market for our slave breeding States to sell their surplus population. This war, to say the least, will very likely bring us into conflict with Great Britain, as well as with Mexico, and perhaps with France also. It is, therefore, not unlikely that our constituents may be called on to go forth in arms to maintain this slave trade upon the field of battle. Our people are brace and generous, even gallant in a good cause. Would this war be such as one as would justify us in looking for, or in expecting, the blessing of heaven to rest upon our arms? In the expressive language of Mr. Jefferson, “the Almighty has no attribute which would enable him to take sides with us in such a contest.” Yet, sit, the battles would have to be fought by northern men principally, for our southern friends must remain at home to watch their slaves.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Westward Expansion Texas Annexation

Texas AnnexationPro-Con of Texas Annexation



Document #\_\_\_

Document #\_\_

Document #\_\_

Document #\_\_\_

**Lesson 6: War with Mexico Lesson**

**Brief Overview:** In this lesson students analyze the Mexican American War. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior knowlegde:** Key terms: values, interests, justification, controversy, the role of Manifest Destiny in westward expansion, foreign policy issues

**Estimated time:** 50 minutes

**Resources:**

<http://www.pbs.org/kera/usmexicanwar/resources/video_library.html>

<http://www.uen.org/themepark/liberty/mexicanamericanwar.shtml>

<http://memory.loc.gov/ammem/today/feb23.html>

<http://www.loc.gov/rr/program/bib/mexicanwar/>

<http://www.archives.gov/education/lessons/lincoln-resolutions/index.html>

<http://www.dmwv.org/mexwar/resources.htm>

<http://www.lib.utexas.edu/maps/historical/history_texas.html>

<http://www.latinamericanstudies.org/mexican-war-maps.htm>

[http://www.pbs.org/kera/usmexicanwar/resources/primary\_sources.html#](http://www.pbs.org/kera/usmexicanwar/resources/primary_sources.html)

<http://www.loc.gov/rr/print/list/picamer/paMexican.html>

<http://www.loc.gov/pictures/search/?q=Mexican+War%2C+1846-1848&sp=3>

**Content Area/Course:** USI

**Unit:** Westward Expansion

**Time (minutes):** 50 minutes

**Lesson #6:** War with Mexico Lesson

*By the end of this lesson students will know and be able to:*

* Mark up primary and secondary readings on the war with Mexico to evaluate the justification for the US going to war
* Explain the balance of American values and interests around an assigned theme of the Mexican War in a small group discussion
* Analyze whether the war with Mexican was justified in a written summary

**Essential Question addressed in this lesson:**

E4**.** Who were the winners and who were the losers in the settlement of the West?

E5. What happens when cultures collide?

E6.How have Americans’ perceptions of themselves and their role in world affairs changed over time?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

**G1. USI.26** Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon Trails (H, E, G).

E. the annexation of Texas in 1845

F. the concept of Manifest Destiny and its relationship to westward expansion

H. the territorial acquisitions resulting from the Mexican War

J. the Gadsden Purchase of 1854

ELA-Writing.RH.9-10. - 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

ELA-Writng.WHST.9-10-1. Write arguments focused on *discipline-specific content*.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

9. Draw evidence from informational texts to support analysis, reflection, and research.

ELA. Speaking and Listening.SL Grade 9-10 – 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Instructional Resources/Tools**

<http://www.pbs.org/kera/usmexicanwar/resources/video_library.html>

<http://www.uen.org/themepark/liberty/mexicanamericanwar.shtml>

<http://memory.loc.gov/ammem/today/feb23.html>

<http://www.loc.gov/rr/program/bib/mexicanwar/>

<http://www.archives.gov/education/lessons/lincoln-resolutions/index.html>

<http://www.dmwv.org/mexwar/resources.htm>

<http://www.lib.utexas.edu/maps/historical/history_texas.html>

<http://www.latinamericanstudies.org/mexican-war-maps.htm>

[http://www.pbs.org/kera/usmexicanwar/resources/primary\_sources.html#](http://www.pbs.org/kera/usmexicanwar/resources/primary_sources.html)

<http://www.loc.gov/rr/print/list/picamer/paMexican.html>

<http://www.loc.gov/pictures/search/?q=Mexican+War%2C+1846-1848&sp=3>

Anticipated Student Preconceptions/Misconceptions

* Mexico provoked the US into starting a war
* The US is always justified to fight for what they want
* There is always a justified reason to go to war
* Politicians are always supportive when their country goes to war
* Manifest Destiny was the only reason for westward expansion

Instructional Model

Modeling, graphic organizers, Frayer model, analyzing primary source readings and visuals

Instructional Tips/Strategies/Suggestions:

Graphic organizers, primary and secondary sources, data interpretation, political cartoons

What students need to know and are able to do coming into this lesson:

Key terms: values, interests, justification, controversy, the role of Manifest Destiny in westward expansion, foreign policy issues

**Information for Teacher**

The theme of justification for war works for many different topics and can be used for the units after this on the Civil War. The discussion protocol directions are listed on the DESE Model curriculum website in PDF form.

**Lesson Sequence**

**Preview/Opener/”Do Now:”**

What is a just war? Can war ever be justified? Examples?

Students will think, write, pair and share this question. Then the class will debrief as a whole and try to reach a consensus.

Activity 1 - Introduction to the War with Mexico:

-Introduce a video using the Frame, Focus, Follow up strategy explained in Lesson 5.

video clip:

<http://www.pbs.org/kera/usmexicanwar/resources/video_library.html>

The United States declares war on Mexico

**Frame:** The video provides a brief summary of how the war with Mexica started and the overall outcome

**Focus**: Students should list the causes and effects they see of the Mexican-American war

**Follow Up**: Students will discuss what they saw and add causes and effects to their notes, connecting it to what they know about the history with Texas annexation from the previous lesson.

Activity 2 - Discussion – students define and compare and contrast American values and interests, with teacher guidance, then connect back to Manifest Destiny and the war. How does this war fit in with the entire unit so far? Was the war justified under the principles of Manifest Destiny? Refer back to the Frayer Model on Manifest Destiny, add to that.

Activity 3 - Inquiry – in small groups, students will be given a variety of several primary source documents based on a general theme: economics, political, land acquisition, social/society, the media, military, and the president’s point of view, Polk.

* They will evaluate these documents determining the interests and values in each category. They will record their notes in a graphic organizer.
* They will decide if the war with Mexico balanced American’s values and interests from their theme

Activity 4 - Independently, students will write a persuasive paragraph on whether they think the war with Mexico was justified. Use evidence from the documents they marked up and discussed in class. They can add their own opinions as well, for instance if they can identify the values in going to war with Mexico but do not personally agree with the act.

Activity 5 – Group work

Students will be placed in to a small group of 6, with one student from each theme represented. They will hold a small group discussion using accountable talk on their opinion over whether the war with Mexico was justified or not, focusing on American values and interests. Students may use the “Talking Stick”

<http://olc.spsd.sk.ca/DE/PD/instr/strats/discussion/> or a jigsaw method of small group discussion

Activity 6 – Revision/Closure

After the discussion, students will revise their persuasive paragraph on whether the war with Mexico was justified and followed American ideals and values

* Optional assignment: Students will create a Mind Map within their group of their documents and their identification of the values and interests listed, and then their determination if they are balanced in going to war with Mexico or not

**Formative assessment:**

-Note taking and graphic organizers

**Preview outcomes for the next lesson**:

This will help students prepare for the CEPA by providing a wide array of primary sources and providing practice for preparing information and then sharing and presenting it to the class, similar to a museum exhibit.

**Summative Assessment:**

Was the war with Mexico justified? Explain how it either did or did not balance American values and interests. Use at least four examples: at least two sources from your own group and then two additional sources from the rest of the class.

**Resources for Lesson 6**

**Possible background secondary reading, from PBS:**

[**http://www.pbs.org/kera/usmexicanwar/index\_flash.html**](http://www.pbs.org/kera/usmexicanwar/index_flash.html)

**Prelude to War:**

# Overview



In the years preceding the U.S.-Mexican War, the United States and Mexico were two nations headed in opposite directions.

The United States, fueled by new technological breakthroughs and inspired by the concept of "Manifest Destiny," confidently expanded its territories westward. The young country was regarded as a "go-ahead" nation, looking forward to a future of seemingly endless possibilities for itself and its people. Meanwhile, Mexico struggled to maintain control over the vast expanses of land it had inherited from Spain following its long war for independence. Lacking the resources to settle much of its territory and suffering from deep internal political divisions, Mexico looked to the past for its sense of meaning, back to a time when "New Spain" had once promised to be the continental power of the New World.

**War Overview (1846-1848**) 

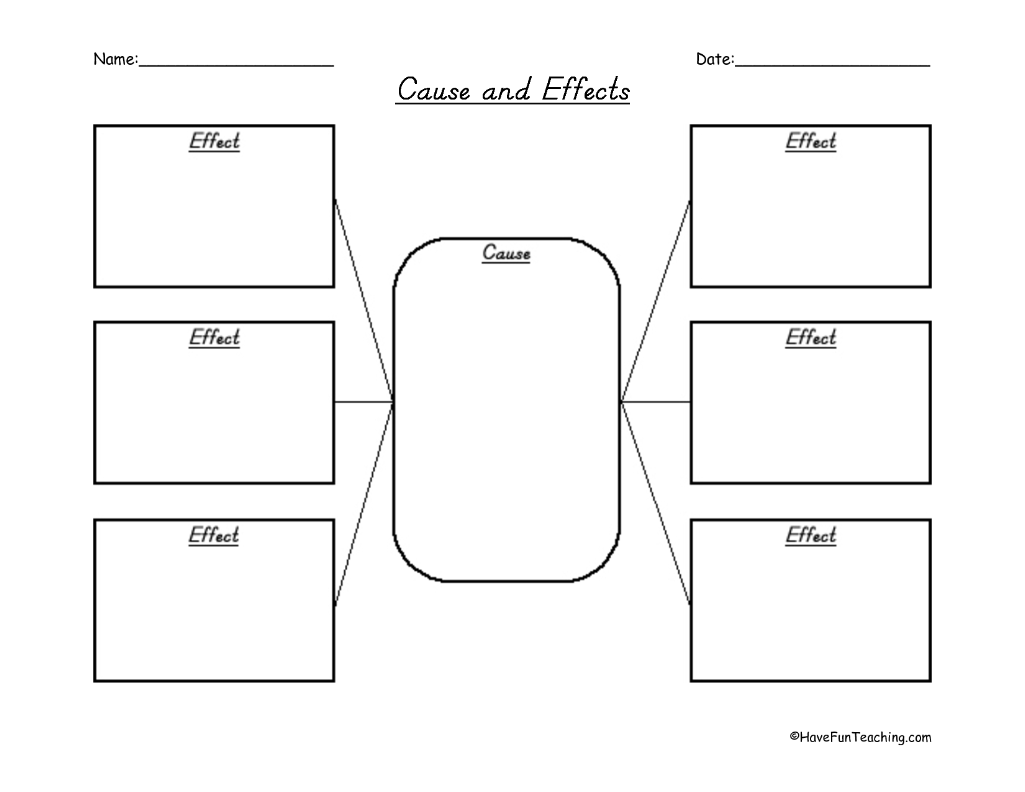
Between 1846 and 1848, two neighbors, the United States and Mexico, went to war. It was a defining event for both nations, transforming a continent and forging a new identity for its peoples. By the war's end, Mexico lost nearly half of its territory, the present American Southwest from Texas to California, and the United States became a continental power.

# The Aftermath of War Photograph of Mexican Family daguerreotype

Graham Pilecki Collection

The legacy of any important historical event must be measured from many viewpoints. The discussion of the legacy is an on-going process because history, after all, is never final, as succeeding generations confront for themselves the forces and ideas that shape our lives.

The issues raised during the U.S.-Mexican War are ones that are still valid today: the contradiction between stated ideals and actual practice; the distinction between a "just" and an "unjust" war; the ways citizenship is defined and identified in a multicultural society; and the challenges in building progressive and democratic nations.



Inquiry Graphic Organizer

Group Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are American values and interests are at stake in your topic?

1. Values:
2. Interests:

How might these values and interests be threatened by going to war with Mexico?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SOURCE TITLE | SOURCE AUTHOR AND DATE | SUMMARY OF MAIN INFORMATION/POINT OF VIEW | VALUES/INTERESTS | CCQS |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Conclusion: Based on the documents your group analyzed, was going to war with Mexico justified? Did it balance American values and interests for your topic?

Economic Documents

1). Comparing the US and Mexico at the start of the war periodical article from the New Englander

<http://digital.library.cornell.edu/cgi/t/text/pageviewer-idx?c=nwng;cc=nwng;rgn=full%20text;idno=nwng0004-3;didno=nwng0004-3;view=image;seq=00440;node=nwng0004-3%3A1>

2) Casualties and wounded from the war, both sides:

<http://militaryhistory.about.com/od/mexicanamericanwar/a/MexicanEnd.htm>

3). Financial costs of the war, secondary summary

<http://www.pbs.org/kera/usmexicanwar/aftermath/war.html>

4). Principles of a “just war” from St. Augustine, rules for military combat:

<http://www.mtholyoke.edu/~jasingle/justwar.html>

5). Range of statistics for the war

<http://www.dmwv.org/mexwar/mwstats.htm>

Political Documents

1). Lincoln’s Spot Resolutions

<http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal1/000/0007000/malpage.db&recNum=0>

"The war with Mexico was unnecessarily and unconstitutionally commenced by the President"  
-Abraham Lincoln

  "The principle of waging war against a neighboring people to compel them to sell their country, is not only dishonorable, but disgraceful and infamous"  
-Congressman Alexander Stephens (GA)

2) Polk’s war announcement speech

<http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+19800400))>

3). Statue summary of how Congress voted to approve the war

<http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=009/llsl009.db&recNum=36>

4) Treaty of Hidalgo exert, in English and Spanish.

<http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=009/llsl009.db&recNum=975>

5). Daniel Webster’s speech against the war with Mexico

<http://digital.library.umsystem.edu/cgi/t/text/pageviewer-idx?c=webster;idno=web000051>

*“I believe it to be a war of pretexts, a war in which the true motive is not distinctly avowed, but in which pretenses, afterthoughts, evasions and other methods are employed to put a case before the community which is not the true case.”*

—Daniel Webster, September 1847

Social/Society Documents

1). Maid of Monterary song, from a Mexican woman’s point of view

<http://www.pbs.org/kera/usmexicanwar/resources/primary_source_window/posters4.html>

2). Zachary Taylor for president political cartoon, 1848

<http://upload.wikimedia.org/wikipedia/commons/thumb/9/90/Whig_primary_1848d.jpg/250px-Whig_primary_1848d.jpg>

3) The Mexican Eagle plucked cartoon

<http://www.loc.gov/pictures/item/2002695264/>

4). The Issue joined political cartoon

<http://www.loc.gov/pictures/item/2008661466/>

5). Speeches of Clay – bran bread is riz cartoon

<http://www.loc.gov/pictures/item/2008661476/>

Military Documents

1. Army recruitment poster 1848

<http://www.pbs.org/kera/usmexicanwar/resources/primary_source_window/posters7.html>

1. A sketch of the war hero Zachary Taylor

<http://www.pbs.org/kera/usmexicanwar/resources/primary_source_window/posters8.html>

1. The Battle of Palto Alto cartoon

<http://lcweb2.loc.gov/service/pnp/cph/3b00000/3b04000/3b04300/3b04364r.jpg>

1. Battles of Mexico

<http://www.dmwv.org/mexwar/images/maps/mexcity.gif>

Media Documents

1. Mobile newspaper article about the start of the war

<http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER%2B@band(rbpe%2B00101000))>

1. Death of Ringold song

<http://memory.loc.gov/cgi-bin/ampage?collId=mussm&fileName=sm2/sm1857/611000/611580/mussm611580.db&recNum=0&itemLink=D?mussm:3:./temp/~ammem_ordj::&linkText=0>

Land Documents

1. 12 maps of the war with Mexico

<http://www.latinamericanstudies.org/mexican-war-maps.htm>

2). Map of the United States and Mexico used in the Treaty of Guadalupe

<http://www.americaslibrary.gov/jb/reform/jb_reform_guadalup_1_e.html>

**What is Mind Mapping?** <http://olc.spsd.sk.ca/de/pd/instr/strats/mindmap/index.html>

Mind mapping is a strategy for helping students order and structure their thinking through mentally mapping words or/and concepts. Mind maps were developed by [Tony Buzan](http://www.mind-map.com/)as a way of helping students make notes that used only key words and images. They are much quicker to make, and because of their visual quality much easier to remember and review. The difference between concept maps and mind maps is that a mind map has only one main concept, while a concept map may have several.

**What is its purpose?**

This strategy helps students quickly relate a central word or concept. The mind forms associations almost instantaneously and 'mapping' allows you to write your ideas quicker, using only words or phrases.

**How do I do it?**

To make a mind map, start in the centre of the page with the main idea, and work outward in all directions, producing a growing and organized structure composed of key words and key images. Key features are:

* Organization
* Key Words
* Association
* Clustering
* Visual Memory - Print the key words, use color, symbols, icons, 3D-effects,arrows and outlining groups of words
* Outstandingness - every Mind Map needs a unique centre
* Conscious involvement

Mind Maps help organize information. This can allow students to develop a strategy for note-taking, creative writing, report writing, studying the easy way, studying as a group, meetings, think tanks and can alleviate writer's block.

The Process

* Teacher models the process with prompted contributions e.g. a mindmap for 'Myself'
* Children extend their ability to make contributions
* Children begin to work through the process with increasing independence perhaps with the support of the main/smaller branches
  + [Mind Mapping - Basic Rules](http://www.teamwork.demon.co.uk/mind_maps/mind_basic.html)
  + [How to Mind Map](http://www.peterussell.com/MindMaps/HowTo.html)

**Improving Your Mind Maps**

* Use single words or simple phrases for information
* Print words
* Use color to separate different ideas
* Use of symbols and images
* Use shapes, circles and boundaries to connect information
* Use arrows to show cause and effect

How

1. Start in the Center

2. Add Branches

3. Add Details

4. Personalize it – Draw Pictures, color, size, shapes

**Rubric for Persuasive Writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4 Advanced** | **3 Proficient** | **2 Developing** | **1 Limited** |
| **Argument and Claim** | The writer –   * Clearly states an argument or claim * Demonstrates strong knowledge of topic * Shows awareness of audience and/or purpose   *(Grades 7,8)*   * *Acknowledges alternative or opposing claims/ points of view* | The writer-   * Adequately states an argument or claim * Demonstrates knowledge of topic * Shows awareness of audience and purpose   *(Grades 7,8)*   * *Demonstrates some knowledge of opposing points of view or claim; does not elaborate on differences* | The writer-   * Suggests, but does not state an argument or claim * Demonstrates very general knowledge of topic * Shows little or no awareness of audience and purpose.   *(Grades 7,8)*   * *Does not demonstrate knowledge of opposing points of view or claims* | The writer -   * Does not state an argument or claim * Demonstrates limited knowledge or understanding of topic. * Shows no awareness of audience or purpose.   *(Grades 7,8)*   * *Does not present any opposing point of view/claim* |
| **Organization** | The writer –   * Presents a cohesive and logical   progression of ideas   * Uses words, phrases and clauses to signal transitions and clarify the relationship among claim(s), reasons, and evidence * Effectively paraphrases and integrates information * Presents a concluding paragraph that shows how the evidence supports the argument or claim. | The writer -   * Presents ideas in 2 to 3 organized paragraphs with some organized progression of ideas. * Uses words, phrases and clauses to signal transition and clarify relationship among claims, reasons, evidence. * Attempts to paraphrase information; awkward wording * Presents a concluding paragraph that summarizes the argument or claim. | The writer **-**   * Presents ideas in 2 or less paragraphs with some organization * Uses words, phrases, or clauses to signal transition or clarify relationship * Mostly information is copied directly from sources; little or no paraphrasing * Presents a concluding sentence that signals the end of the essay. | The writer does not -   * Use any relevant wording to show transition or relationship among ideas * Does not demonstrate understanding of the elements of an essay structure; no conclusion |
| **Evidence** | The writer –   * Supports claim/argument with logical reasoning and relevant, accurate data and credible evidence that demonstrates a deep understanding of topic. | The writer-   * Supports claim/argument with *some* relevant, accurate data and evidence that demonstrates an adequate understanding of the topic. | The writer-   * Attempts to support a claim/argument with accurate evidence. | The writer -   * Attempts to support a claim/argument with no evidence. |
| **Word Choice** | The writer effectively uses-   * Content specific and appropriate academic vocabulary * Precise language to create a powerfully convincing tone | The writer attempts to use -   * Content specific and appropriate academic vocabulary | The writer inconsistently and at time inaccurately uses-   * Content specific and appropriate academic vocabulary. | The writer does not use-   * Academic or content specific vocabulary |
| **Conventions** | The writing-   * Has few errors in spelling, punctuation, sentence structure, and paragraphing that do not interfere with understanding. | The writing-   * Has noticeable errors in spelling, punctuation, sentence structure, and paragraphing. | The writing-   * Has errors that do distract the reader, but do not interfere in understanding of the response. | The writing-   * Has errors that interfere in the understanding of the response |

**CEPA: Westward Expansion**

Goal:

At the end of the unit students will be able to explainhow Westward Expansion changed America’s perceptions of themselves and their role in the World.

Roles:

Students are members of a Committee tasked with the project of creating high quality exhibits for a new museum on Westward Expansion. In addition to being curators of the exhibits, students will be informed critiques of their classmates’/other curators work.

When creating the exhibit, students will be given specific roles: Team Leader, Researcher, Secretary, Editor, and Presenter.

Audience:

Visitors to the Museum will be average tourists and school aged children in addition to content experts and researchers.

Situation:

With plans to create a Westward Expansion museum, a committee has been formed to identify five quality exhibits on Westward Expansion.

Product:

Students will be able to create and present an exhibit for a new Museum on Westward Expansion. In this exhibit students will demonstrate their content knowledge and ability to answer one of the five essential questions in the unit.

**CEPA – FINAL DIRECTIONS AND STUDENT HANDOUTS**

**Student Handouts:**

**Task:**

Plans to launch a “Westward Expansion Museum” are in the works. You are a member of the committee tasked with creating the exhibits for the museum. Your goal is to create an exhibit for visitors giving them an overview of the important people, events, and accomplishments of the time period. The ultimate goal is for visitors (historians and otherwise) to understand how Westward Expansion impacted America’s perception of themselves and the nation’s role in the World.

You will have incredible freedom as you design your exhibits as the committee has not yet decided on formats for these exhibits – members have suggested modes ranging from pamphlets to video presentations. One thing that we do know is that each small group will be responsible for answering one essential question about Expansion in their exhibit.

In order to ensure that the final exhibit proposals will be exemplary, the committee has each small group to produce drafts of their exhibit to present their ideas to another group. Using a peer review form, each group will receive feedback about their proposed exhibit. You will be paired with other groups who have answered the same essential question as you and ultimately advance the best idea for revisions and completion. In total, five exhibits will be featured in the museum.

**Process:**

1. Form small groups as directed by your teacher.

1. Select your essential question (randomly) from the following list. This is the “big” question your group will be addressing in your final Museum exhibit.

* Why do people move?
* How do geography and topography affect travel and settlement?
* Why did some survive and prosper in the West while others did not?
* Who were the winners and who were the losers in the settlement of the West?
* What happens when cultures collide?
* How did Westward Expansion change

1. Use the attached template to outline what your exhibit will look like and include. Be sure to complete each part of the template, as it will assist you in reporting out to the other groups. (Be sure to refer back to any materials you have on Westward Expansion)
2. Present your proposal to the other groups. Use the Peer Review form to assess the other groups’ outlines. Each group should get between 3 and 5 minutes to pitch their ideas. Remember that you are looking for historical content, aesthetic appeal, and whether the exhibit addressed the Essential Question. At the end of the process, there will be one exhibit that has the greatest potential to attract and inform visitors. Since there are five groups in the class, there will be five exhibits total that are taken to completion. The exhibit that your group chooses during this process will become the shared product of the newly formed group.
3. Using revisions suggested from the Peer Review forms, implement your group’s exhibit idea to be presented to the whole committee (class). Specific roles for creating your exhibit appear below.
4. At the conclusion of this project, each group will submit their completed exhibit outline, the peer review form(s) that they received from another group or groups and all materials included in their final exhibit presentation.

**Group Roles and Responsibilities**

Team Leader

* Monitors work of other group members. Facilitates discussion and fills in other roles on an “as needed” basis.
* Expected product(s) to be submitted: written “group report” summarizing group members’ efforts throughout process of exhibit creation, final exhibit

Researcher (2)

* Locates information to be included in the group’s presentation – both from class notes and beyond.
* Expected product(s) to be submitted: research notes and works cited list

Writer

* Uses researchers’ notes to create script / presentation. Collaborates with team leader to produce exhibit.
* Expected product(s) to be submitted: draft script / exhibit

Editor

* Reviews the work of the writer and team leader. Makes necessary edits and revisions. Receives final approval for all changes from team leader.
* Expected product(s) to be submitted: writer’s draft of exhibit and presenter’s draft “artist’s statement” with evidence of changes / revisions made

Presenter

* Prepares “artist’s statement” explaining the choices that the group made while constructing their exhibit to the class.
* Expected product(s) to be submitted: written “artist’s statement”, class presentation

**Westward Expansion Museum – Exhibit Proposal Template**

What is the essential question you’ve been assigned to answer?

Which people and events will you include in your exhibit? Why? List your selections and briefly explain why you have chosen each in the space below.

|  |  |
| --- | --- |
| **People** | **Events** |
|  |  |

Which artifacts and primary sources will you include in your exhibit? How does each of your selections connect to your essential question?

What format (ex: museum panel, video, computer presentation, etc) have you chosen for your exhibit? Why have you chosen this format?

**Expansion Museum Exhibit and Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4** | **3** | **2** | **1** |
| **Content** | Content was consistently appropriate, accurate, and carefully chosen. Information was drawn from multiple, credible sources. | Content was generally appropriate, accurate, and carefully chosen. Information was drawn from more than one credible source. | Content was partially appropriate, accurate, and carefully chosen. Information was drawn from one credible source. | Content was inaccurate or inappropriate. No credible sources were used for information. |
| **Perspective** | Answer to the Essential Question was insightful, clear and effective. Shows a sophisticated understanding of the question. | Answer to the Essential Question was somewhat clear and effective. It shows a general understanding of the question being asked. | Students did not have a clear answer to the Essential Question. | Students did not attempt to answer the essential question. |
| **Aesthetics** | Exhibit format was appropriate and carefully chosen. Exhibit was aesthetically pleasing, organized, and free of errors. | Exhibit format was appropriate. Exhibit was mostly aesthetically pleasing and organized with few errors. | Exhibit format was not carefully chosen. Exhibit was lacking in organization and included some errors. | The exhibit was not organized and was not aesthetically pleasing. |
| **Creativity** | Exhibit was creative and original. Showed imaginative design and use of materials. | Exhibit was mostly creative and original. Showed a degree of imaginative design. | Exhibit was lacking in creativity and originality. Did not show imaginative design. | Exhibit was not creative or original. |
| **Pitch/Presentation** | Pitch was extremely persuasive and gave the audience a clear overview of the exhibit. Presentation of final exhibit was engaging, detailed, and organized. It was, clear and easy to follow. | Pitch was fairly persuasive and gave the audience a somewhat clear overview of the exhibit. Presentation was mostly engaging and organized. It was mostly clear and easy to follow. | Pitch was lacking in persuasive techniques and did not give the audience a clear overview of the exhibit. Presentation was engaging and organized to a limited extent. It was difficult to follow. | Pitch was not persuasive and did not explain the museum exhibit. Presentation was disorganized and difficult to follow. |