

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 4th Grade Social Studies Course.

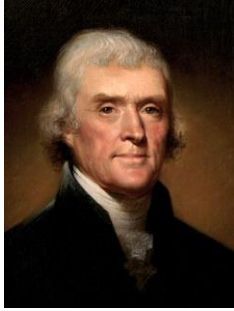
4 th Grade Social Studies - Unit 4 – The Nation Expands	
Elaborated Unit Focus	This unit will focus on how the beliefs and ideals of our young and developing nation (especially those of “Manifest Destiny”-belief that the expansion of the US throughout the American continents was both justified and inevitable), along with the technological innovations that enabled the westward movement and migration of people, led to the settling of the American West, and the inevitable conflict and change with the American Indians already living there. We will also examine how the opportunities inherent in this territorial expansion gave us new and unique avenues of production, distribution, and consumption that, in turn, led to conflict, once again, with Great Britain.
Connection to Connecting Theme/Enduring Understandings	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p> <p>Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.</p> <p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p> <p>Technology Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.</p>
GSE for Social Studies (standards and elements)	<p>SS4H3 Explain westward expansion in America.</p> <p>a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”</p> <p>b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.</p> <p>c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).</p> <p>SS4H4 Examine the main ideas of the abolitionist and suffrage movements.</p> <p>a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.</p> <p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p> <p>d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p>f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).</p>

	<p>SS4G1 Locate important physical and man-made features in the United States. a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes. b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p> <p>SS4G2 Describe how physical systems affect human systems. b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p>
<p>Connection to GSE for ELA/Science/Math</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills: Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; compare and contrast the categories of natural, cultural, and political features found on maps; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills: Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p>



Essential Questions and Related Supporting/Guiding Questions	
Enduring Understanding Beliefs and ideals	<ol style="list-style-type: none"> 1. How can ideas and beliefs change a country? <ol style="list-style-type: none"> a. How did the physical geography of our country both help and hinder westward expansion? b. How did this belief literally change the boundaries of our nation?
Enduring Understanding Conflict and Change	<ol style="list-style-type: none"> 1. How can movement cause conflict and change? <ol style="list-style-type: none"> a. What was the effect of westward expansion on the American Indians? b. Why was the Battle of the Alamo a pivotal point in the Texas Revolution? c. How did the Louisiana Purchase lead to further conflict and change? 2. Could conflict with the American Indians have been avoided? <ol style="list-style-type: none"> a. Why did settlers feel they had a right to the land? b. What differences were there in the way the settlers viewed the land and how the American Indians of the plains viewed it that led to conflict? c. Did the steam locomotive speed the process of Indian removal?
Enduring Understanding Individuals, Groups, and Institutions	<ol style="list-style-type: none"> 1. How can a single individual change a country? <ol style="list-style-type: none"> a. How did the physical geography of our country change as a result of his presidency? b. How did it affect the country’s belief in expanding territory? c. What were some unintended effects of his presidency?
Enduring Understanding Production, Distribution, Consumption	<ol style="list-style-type: none"> 1. How does your location affect your decisions? <ol style="list-style-type: none"> a. Why did England and France wish to restrict U.S. trade? b. How would Britain’s impressment of American sailors affect trade? c. What was the economic impact of the end the War of 1812 on the U.S.?

Westward Expansion



Thomas Jefferson



Battle of Little Bighorn



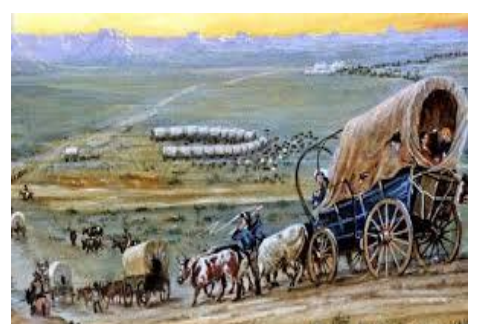
Gold Rush



Buffalo



War of 1812



Oregon Trail



Star Spangled Banner



Trail of Tears



Lewis and Clark with Sacagawea



American Indians



Burning of Washington D.C.



The Alamo



Louisiana Purchase



Elizabeth Cady Stanton



Transcontinental Railroad



Susan B. Anthony



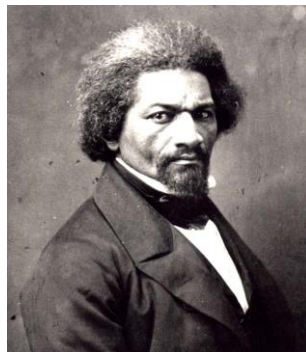
Harriet Tubman



Women's Suffrage



Abolition



Frederick Douglass



Sojourner Truth

Content Board

The document could be used in a variety of ways. Visual images are important for students who are not yet proficient readers. Visual images also provide a great connection to content.

For the document to be purposeful, it is very important for students to be familiar with the images in the document. You may need to change the images to best match the needs of your students.

NOTE: Students are not meant to recognize historic figures by their image. The images are provided for visual support and to prompt thinking.

- Use the content board for intentional reviews.
- Look at the essential questions listed for the unit. Have students use the content board to answer the questions.
- Use the content board to make connections. For example: Which of these figures fought for women's suffrage? Which of these figures fought for the abolition of slavery?
- Choose two images. Can you make a connection? How do they fit together?
- Use the content board as a study guide.
- Use the content board as a resource to answer questions or to organize thinking.
- Choose an image from the board. Write a fact that you learned using the image.
- Cut the content board into piece to use as a game. Flip two cards over. Tell something you have learned. How do the two cards connect.

Sample Instructional Activities/Assessments

The Buffalo – Greatest Strength and Weakness of the Plains American Indians

In this activity students will examine why the buffalo became a casualty of westward expansion and the settlers’ “war” with the American Indians. Students will look at a number of resources to gather the information needed to write a cause and effect paper on how the American Indians of the Plains’ reliance on the buffalo as their strength became their greatest weakness during westward expansion.

Hook / Opening: The teacher will lead a classroom discussion about how a strength can also be a weakness. Ask children what they feel some of their strengths are, and to think about a time when that may have been a problem in some way. Perhaps give an example of someone who is very generous or kind, but others learn to take advantage of that. Perhaps they kindly loan school supplies to others, and people begin to take advantage of that. Note: Be cautious of students naming names or referencing specific students as this can cause hurt feelings and embarrassment.

Activity: Give students access to the literature and map resources below to learn more about how American Indians used the buffalo, and how the buffalo nearly became extinct. Depending on the needs of your class, the following resources can be used as read alouds for the whole group, guided reading in small groups, or independent or paired readings. Circulate among students and ask guiding questions to help them find the relationship between the near extinction of the buffalo as a part of westward expansion and how this impacted the American Indians of the Plains.

Allow students to complete the cause and effect thinking map provided below.

Students then use their completed maps to write a short paper on how the near extinction of the buffalo as a part of westward expansion impacted the American Indians of the Plains.

Closing:
Selected students share their papers. Students can do a gallery walk of the thinking maps either before they write their papers (to get ideas), or after.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activity on their own, it would be best to let them do this independently.*

1. The passages may be too difficult for some of your students. If you think this will be a challenge, consider reading the articles as a read aloud, shared reading, or guided reading.
2. Consider giving students their own copy of the articles. Allow students to highlight causes/results as you are reading.
3. Some students will struggle to complete the organizer independently. These are few suggestions:
 - Allow students to complete the organizer as resources are being shared.
 - Give students the organizer partially completed.
 - Point out the causes of change as you are reading/sharing information. Chart the causes as you are reading/sharing information.
 - Allow students to share their thinking before completing the organizer. Prompt students with guiding questions as needed.
4. Keep the essential content in mind. If writing passages is not a reasonable expectation, have students share their thinking orally. The standard requires that students explain the impact of westward expansion in America.

GSE Standards and Elements

SS4H3 Explain westward expansion in America.

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

<p>Literacy Standards</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<p>Social Studies Matrices</p>	<p>Map and Globe Skills: Use intermediate directions; compare and contrast the categories of natural, cultural, and political features found on maps; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills: Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p>
<p>Enduring Understanding(s)</p>	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p> <p>Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.</p> <p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p> <p>Technology Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.</p>

Resources

They Came from the Bronx: How the Buffalo Were Saved from Extinction. (picture book) Neil Waldman. Boyds Mills Press; First Edition (August 1, 2001.)

News ELA article on the history of the buffalo (NewsELA does require you to register for a free account, but is completely free):

<https://newsela.com/read/bison-history/id/17293/>.

Also from NewsELA “Where the Buffalo no Longer Roamed”:

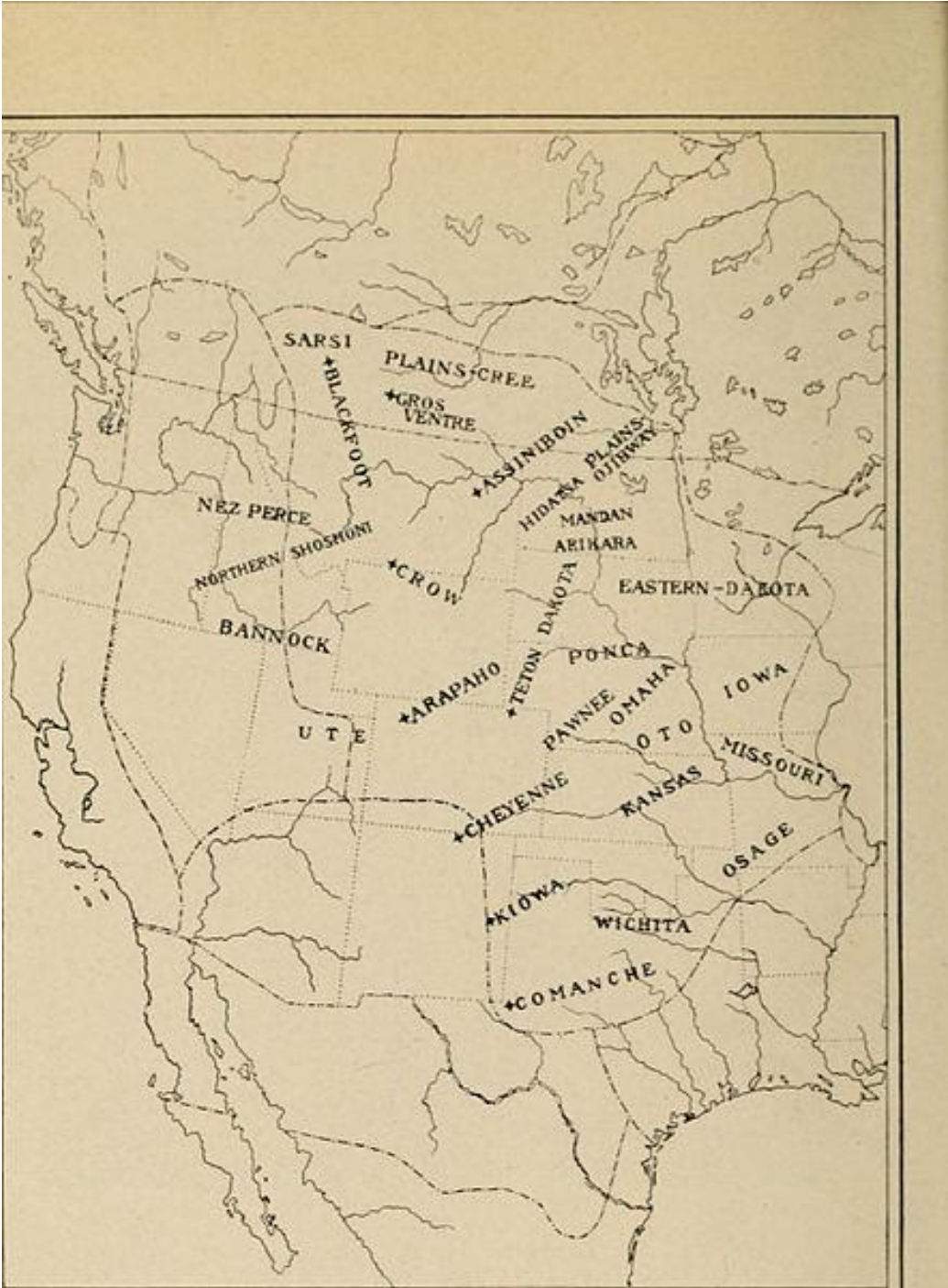
<https://newsela.com/read/smi-transcontinental-railroad-buffalo-native/id/31379/>.

National Geographic video on how the American Indians of the plains used the buffalo:

<http://www.history.com/topics/native-american-history/native-american-cultures/videos/the-buffalo-and-native-americans>.

Map of the North American Plains Indians:

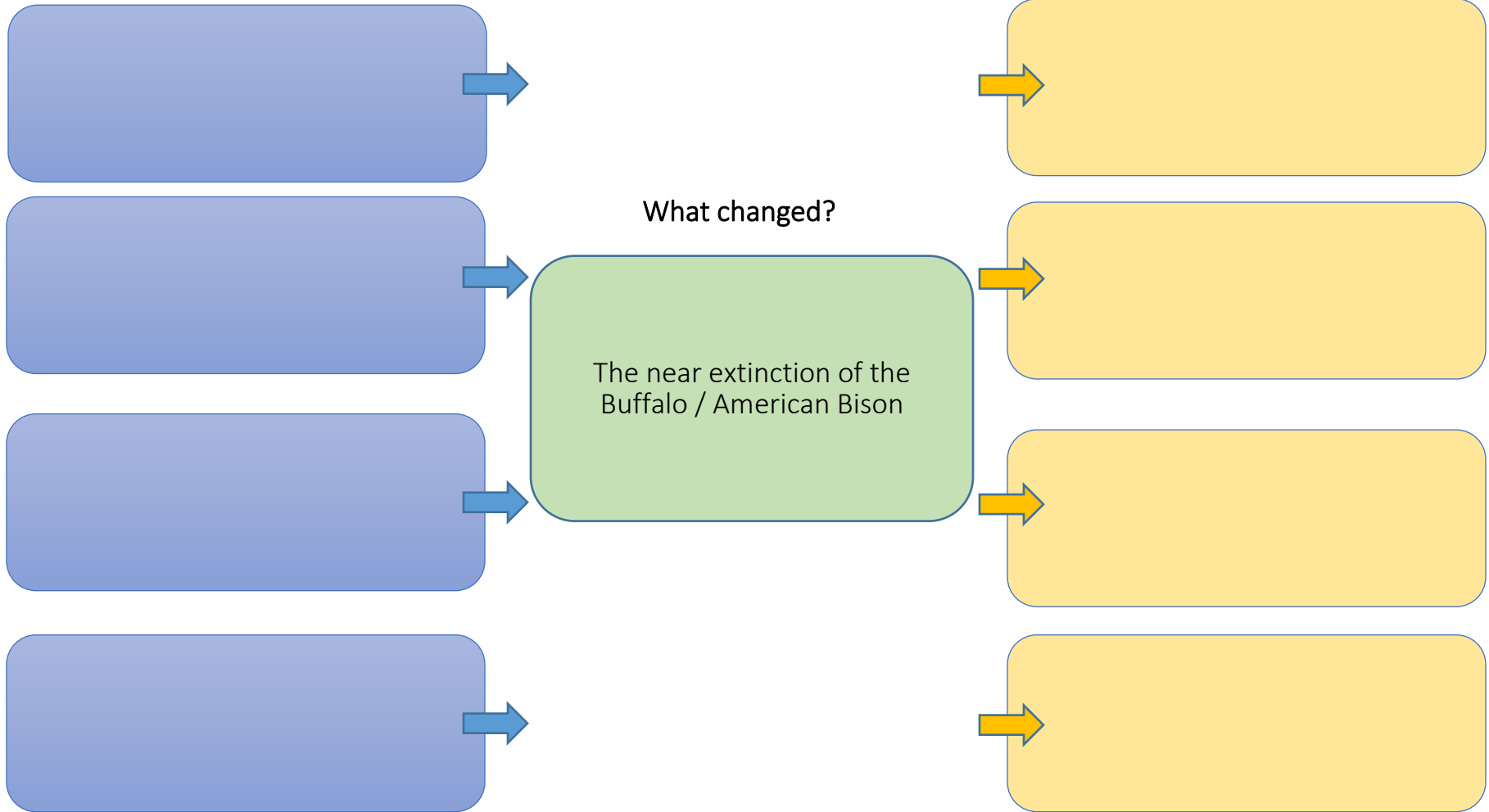
By Wissler, Clark, 1870-1947 [No restrictions], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3ANorth_American_Indians_of_the_Plains_\(1920\)__\(14595622309\).jpg](https://commons.wikimedia.org/wiki/File%3ANorth_American_Indians_of_the_Plains_(1920)__(14595622309).jpg).



Group member names: _____

What may have caused the change:

Results of the change:



On the Trail with Lewis and Clark

Students will write a historically accurate, fictional account of a small section of the Lewis and Clark expedition from the point of view of one of the team accompanying Lewis and Clark. Students will use a map of the expedition along with other resources to choose and accurately portray the geographical hazards and adventures one might have encountered along the trail. While the work will be one of fiction (a series of journal entries, a news report, or a letter home), the narrative should reflect geographic knowledge of the area, through research (some resources attached below), along with the obstacles and dangers the geography would have presented.

Opening: In the large group, show the painting below titled *Lewis and Clark on the Lower Columbia*. When was this painted and by whom? The teacher will lead an analysis of the painting, guiding students toward the idea that Lewis and Clark encountered many dangerous situations on their expedition, and that having an American Indian guide was necessary and vital to their communication and safety. Ask students what they think is happening in the image. Who is the woman with her hands up and out in the boat in the lower right corner? What do you think she is trying to say? Where do you think they are? What do you think is going on? How do you think the people in the boat with the woman feel? How do you think the people in the other boat feel? Why? What other difficulties and dangers do you think they may have encountered?

After students have come up with their own thoughts, the teacher may want to share that the woman is Sacagawea, and she was an American Indian woman who acted as guide and translator for Lewis and Clark.

Activity: Students will look at maps, documents, news accounts, and paintings of the expedition. Using this information, students will write a historically accurate, fictional account of a small section of the Lewis and Clark expedition from the point of view of one of the team members accompanying Lewis and Clark. While the work will be one of fiction (a series of journal entries, a news report, or a letter home), the narrative should reflect geographic knowledge of the area, along with the obstacles and dangers the geography would have presented, through research (some resources attached below).

Narratives should contain many of the following considerations:

- how would the geography of this area affect the expedition both positively and negatively?
- what are some precautions the expedition would have taken?
- what are some dangers they would encounter?
- what people might they encounter?
- what animals might they encounter?
- what about all of the stuff they would need for a trip like this?
- what sort of things would they have to do without that they might miss on the journey?
- what could go wrong?
- what new and exciting things might they see?
- what tools would they use?
- what would they eat /sleep on / wear?

Closing: Either selected students can share their narrations with the entire class, or students can gather and share within small groups.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to write an account on their own, it would be best to let them do this independently.*

1. Be intentional with the above listed considerations. Discuss the considerations as you are sharing about the expedition. Ask questions to prompt discussion. How do you think the land could affect the expedition? What are some precautions that would need to be taken?, etc.
2. Give students additional support by making sure the considerations are clear. Consider listing them on chart paper or giving students a copy of the considerations to use as they work.

<p>3. Give students time to rehearse their thoughts before writing. Ask guiding or prompting questions as needed.</p> <p>4. Keep the essential content in mind. If writing passages is not a reasonable expectation, have students share their thinking in a different way. They could share orally as a news report or even as a comic strip. The standard requires that students explain the impact of westward expansion in America.</p>	
<p>GSE Standards and Elements</p>	<p>SS4H3 Explain westward expansion in America. c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).</p> <p>SS4G1 Locate important physical and man-made features in the United States. a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes. b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p> <p>SS4G2 Describe how physical systems affect human systems. b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Map and Globe Skills: Use a compass rose to identify cardinal directions; use intermediate directions; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills: Organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p> <p>Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.</p>

Resources:

Animated Map of the Lewis and Clark expedition:

<https://www.youtube.com/watch?v=vkeOkEkmbE8>

Journal pages from the Lewis and Clark Expedition:

<https://lewisandclarkjournals.unl.edu/journals/contents>.

Excerpt from Clark’s journal (From Journals of the Lewis and Clark Expedition).

<https://lewisandclarkjournals.unl.edu/item/lc.jrn.1806-04-11#lc.jrn.1806-04-11.04>)

[Clark]

Friday April 11th 1806

rained the greater part of the last night and continued to rain this morning, as the Skins and the Covering of both the mend and loading were wet we determined to take the Canoes over first in hopes that by the evening the rain would cease and afford us a fair afternoon to Carry our baggage over the portage which is 2 miles by land and a Slipery road. I therefore took all the men except three who had Sore feet and two to cook, and who were with the baggage; and with great dificuelty and much fatigue we drew up 4 of our canoes above the Rapids 3 miles in extent. the men became So fatigued that we deturmined to puspone takeing the 5th Canoe untill tomorrow. Those rapids are much worse than they were at the time we passed last fall at that time there was only three bad places in the distance of 7 miles. at this time the whole distance is a rapid and dificuelt of assent; and would be very dangerous at this Stage of the water (which is [blank] feet higher than when we passed down) to decent in any kind of Craft. Great numbers of the nativs visited us and viewed us from the banks as we passed on with the Canoes, maney of those people were also about our baggage and on the portage road. two of those fellows insulted John Shields who had delayed in purchaseing a dog at the upper part of the rapids and was Some distance behind myself and the party on our return to camp. they attempted to take his dog and push him out of the road. he had nothing to defend himself except a large knife which he drew with a full deturmination to put one of them to death before he had an oppertunity of dischargeing his arrow. the nativs obseveing his motion ran off.

Lewis and Clark on the Lower Columbia. Charles Marion Russell [Public domain], via Wikimedia Commons. From https://commons.wikimedia.org/wiki/File%3ALewis_and_clark-expedition.jpg.



Photograph of the Missouri River along which the Lewis and Clark expedition traveled (From Bureau of Land Management. Public domain, cc 2.0, [#conservationlands15](#) Social Media Takeover, May 15, Lewis and Clark Expedition. From <https://www.flickr.com/photos/mypubliclands/17501606809>)



Women’s Suffrage Connect Four

Students will play a game “Who am I? Connect Four” that will help them review facts about each of the main figures in the early suffrage movement. This activity is designed to be more of a review after students have learned about these people, but it can easily be adapted so that the students create the game by finding the facts themselves (see Extended Activity below).

Preparation: Print and cut out a set of cards (see Resources below), for each group. Print out 1 playing board for each group. Give colored pawns, discs or other marker (or cut small construction paper squares to use as markers). There should be enough for each student to get 10 of a different color from the others in their group. For example, Susie has 10 green squares, Darhi has 10 blue, Luis has 10 green, etc. You may consider printing out the “Game Play” directions provided below for each group to refer to, or post them on the board for reference during game play.

Set Up: Group students in small groups (no more than 4 or 5 to a group). Give each group a set of the playing cards, and have them place them face down in the center of the group without looking at them. Give each group a playing board that they should set down in the center of the group. Give each student a set of pawns/markers as described above.

Game Play: Youngest student goes first. That student draws a card and reads the “Who am I?” question on the card – the student does NOT read the answer. (For this round, the student who drew the card does not get to “play”) the other students try to answer the question. The first student who answers correctly gets to put a pawn/marker anywhere on the board they desire. The card is discarded and the player to the right of the student who first drew the card draws the next card. Play continues around the circle until someone is able to place four of their pawns in a row (vertically, horizontally, or diagonally) or there are no more open spaces or it becomes clear no one can win. If students play strategically to block others, some rounds may have no winner.

Extended Activity: The only alteration you make for this to be a formative game – they learn the facts as they work – would be to print out blank game cards and students must research the facts and create the questions themselves. Groups could then swap the game they made with another group so they could play a game they did not make up the questions for.

For example, Groups A and B each make a game using their own research. Group A gives the game they made to Group B for them to play and vice versa. Alternatively, you could allow students to create some additional cards of their own to add to the printed ones to make play longer.

Ideas for Differentiation:

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1. Consider playing or rehearsing the questions with struggling students before they play with their peers.
2. Consider allowing students to quickly check their notes to find the answers.
3. Consider giving students a “word box” with answers to choose from.

GSE Standards and Elements

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

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

<p>Literacy Standards</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
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Resources below – 1 per group:

Women’s Suffrage “Who am I?” Connect Four Game Board

Women’s Suffrage Game Cards

Blank Women’s Suffrage Game Cards (for extended activity)

Additional resources for research (for extended activity)

Research Resources:

Elizabeth Cady Stanton for Kids – Ducksters:

http://www.ducksters.com/history/civil_rights/elizabeth_cady_stanton.php.

Susan B. Anthony for Kids – Ducksters:

http://www.ducksters.com/biography/susan_b_anthony.php.

Frederick Douglass for Kids – Ducksters:

http://www.ducksters.com/history/civil_rights/frederick_douglass.php.

Sojourner Truth for Kids – Ducksters:

http://www.ducksters.com/history/civil_rights/sojourner_truth.php.

Women’s Rights: Sojourner Truth – National Park Service:

<https://www.nps.gov/wori/learn/historyculture/sojourner-truth.htm>.

Women’s rights – Harriett Tubman: <http://www.harriet-tubman.org/women-rights-suffrage/>.

Women's Suffrage "Who am I?" Connect Four Game Board

Women’s Suffrage Game Cards

<p>I learned about the law from my father, who was a lawyer. I learned that the laws were not fair to women. Who am I? Answer: Elizabeth Cady Stanton</p>	<p>I am the term we give to the struggle to get women the right to vote. What am I? Answer: Suffrage Movement</p>	<p>I am known for giving the famous “Ain’t I a Woman?” speech. Who am I? Answer: Sojourner Truth</p>
<p>I was a former slave, abolitionist, and suffragist who worked as a conductor on the Underground Railroad. Who am I? Answer: Harriet Tubman</p>	<p>I am what we call any person who believe that women should have the right to vote Who am I? Answer: a suffragist</p>	<p>I, along with Elizabeth Cady Stanton, formed the National Woman Suffrage Association. Who am I? Answer: Susan B. Anthony</p>
<p>I spoke at the Ohio Women’s Convention. I spoke of how tough women are and we should have the same rights as men. Who am I? Answer: Sojourner Truth</p>	<p>I married a fellow abolitionist (Henry) who supported me in my work. Who am I? Answer: Elizabeth Cady Stanton</p>	<p>I became such a famous speaker against slavery and for women’s rights that I had to move to England to avoid being recaptured. Who am I? Answer: Frederick Douglass</p>
<p>I worked as a teacher where I learned that I got paid a lot less than men doing my same job. Who am I? Answer: Susan B. Anthony</p>	<p>I am the term given to any person who helped guide slaves on the trip north to escape slavery. Who am I? Answer: conductor</p>	<p>I, along with Elizabeth Cady Stanton, founded the American Equal Rights Association. Who am I? Answer: Frederick Douglass</p>
<p>A person who believes slavery should be immediately ended, that no one should be a slave, ever. What am I? Answer: abolitionist</p>	<p>Through my work on the Underground Railroad, I met many of the people involved in the Women’s Suffrage Movement. Who am I? Answer: Harriet Tubman</p>	<p>I am the name of an abolitionist newspaper for which Frederick Douglass worked. I am named after the light slaves followed to escape. Who am I?</p>

<p>I was one of very few men who spoke at the Seneca Falls Women’s Rights Convention. Who am I?</p> <p>Answer: Frederick Douglass</p>	<p>My good friend, Susan B. Anthony, was also a “suffragist”. Who am I?</p> <p>Answer: Elizabeth Cady</p>	<p>I was a famous women’s and civil rights activist whose image was put on a U.S. coin. Who am I?</p> <p>Answer: Susan B. Anthony</p>
<p>I am the name given to the series of routes and safe hiding places used by slaves to escape slavery. Who am I?</p> <p>Answer: Underground</p>	<p>I never lost a “passenger” or got captured while I was a conductor on the Underground Railroad. Who am I?</p> <p>Answer: Harriet Tubman</p>	<p>I lived in Seneca Falls, site of the famous First Women’s Rights Convention. Who am I?</p> <p>Answer: Elizabeth Cady Stanton</p>
<p>I am the town in New York where the first women’s rights convention was held. What am I?</p> <p>Answer: Seneca Falls</p>	<p>I, along with Susan B. Anthony, formed the National Woman Suffrage Association. Who am I?</p> <p>Answer: Elizabeth Cady Stanton</p>	<p>I and my good friend, Elizabeth Cady Stanton, were “suffragists”. Who am I?</p> <p>Answer: Susan B. Anthony</p>
<p>I was an abolitionist and women’s rights activist known for my simple, from the heart speeches against slavery and for women’s rights. Who am I?</p>	<p>Because I did not have a written, prepared speech, there is some controversy over exactly what I said in my famous women’s rights speech. Who am I?</p>	<p>I was a very good writer and wrote many stories about slavery. Who am I?</p> <p>Answer: Frederick Douglass</p>
<p>I, along with Elizabeth Cady Stanton, helped run a women’s rights newspaper called “The Revolution”. Who am I?</p> <p>Answer: Susan B. Anthony</p>	<p>I toured the country giving speeches to small groups about the unfair experience of being a woman and slave. Who am I?</p> <p>Answer: Harriet Tubman</p>	

The Wonders of the U.S. are Just a Click Away - Interactive Map

Students will work in groups to create an interactive map that shows the location of the following major physical and man-made features of the United States:

Physical:

The Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.

Man-made

New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.

This activity is designed to help expose children to using technology in meaningful ways, however students can still accomplish the task using hardcopy if technology is not a viable consideration for your specific situation. The idea is that their guide would start with some instructions for how a reader/visitor would use the guide and then go to a map of the United States with the various physical and man-made features marked with a clickable/linked symbol, small photo, icon, or some similar marker. When the visitor to the guide clicks on each marker, they would be taken to a different page that gives facts and maybe a photo or two about the location. Students could even add links to outside web pages, such as a link to the National Parks Service page on the Grand Canyon.

Opening: Ask students if they have ever been on a Virtual Tour. Discuss what that means, what it is like, and how they felt about it. Is it the same as going there? Is it better than just reading about it? What about it is fun? If students are unclear on what a Virtual Tour is, here are some good examples:

- the Regions of Georgia – interactive map by GPB (scroll down to the clickable map):

<http://www.gpb.org/blogs/education-matters/2016/12/29/the-regions-of-georgia-virtual-field-trip-here>.

Owl and Mouse Interactive Map of the U.S.:

http://www.yourchildlearns.com/us_map.htm.

- Google “streetview” tour of the White House:

<https://www.google.com/culturalinstitute/beta/partner/the-white-house>. (click the little “streetview person” at the lower right.

- The Spruce – photo tours of the White House:

<https://www.thespruce.com/virtual-tour-of-the-white-house-1259257>.

- The Pyramids of Egypt – Nova – click a pyramid in the picture:

<http://www.pbs.org/wgbh/nova/pyramid/explore/>.

Demonstrate a “clickable map”. To do this simply pull up Google Maps (www.google.com/maps) and search for something in your area that there are a few of (Home Depot, Target, Kroger, or Walmart). Point out how you can click on the markers on the map, and the information in the side panel (photo, address, phone number, etc.) changes.

Activity: Explain to students that they will be working in small groups to create their own interactive map of the United States on which a “visitor” can click a marker for a place on their map, and they will get more information and/ or photos of that place. The teacher should demonstrate how to create clickable links in whatever application or online tool they want the children to use. The teacher should also demonstrate how to copy and paste images into the application. PowerPoint or Word both work pretty well for this.

Tech Free option: Students create a map with markers as listed above to place at the beginning of their book. The markers should include a page number that the visitor would turn to in the book to find more information about that place (similar to a Table of Contents).

Document Analysis of the “Star-Spangled Banner”

This activity can be done in small groups, the whole group, or individually. Students will analyze multiple resources provided below to create a fictional diary or journal entry that Francis Scott Key may have written to explain what he was thinking as he wrote the famous poem that became our National Anthem - the “Star-Spangled Banner”. The journal entry should explain the overall meaning of the poem, explain the context of the poem – what was happening, when, and where, and specifically explain what he is referring to in some of the lines.

Hook / Opening: The teacher plays some version of the National Anthem (a few links are provided below). The teacher asks students if they know what it was they just heard. The teacher should lead a discussion or complete a KWL chart with the students to determine what they already know about this song.

Activity: The teacher will provide groups or individual students with:

- a copy of the text of the first verse of the Star-Spangle Banner:

O say can you see, by the dawn's early light, What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight O'er the ramparts we watch'd were so gallantly streaming?
And the rocket's red glare, the bomb bursting in air, Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave O'er the land of the free and the home of the brave?

(a photo of the original is attached below, A transcript of the complete poem can be found at:

https://amhistory.si.edu/starspangledbanner/pdf/ssb_lyrics.pdf.),

- a photocopy (or projection) of the painting, “By Dawn’s Early Light” <http://www.mdhs.org/digitalimage/dawns-early-light>. (attached below)
- a link to the Smithsonian video if students have access to technology that allows them to view and listen to the video on their own as often as they need, allowing them to pause it and take notes. Alternatively, the teacher can show the video to the large group at the beginning of the activity.

Link: <https://www.smithsonianmag.com/videos/category/history/the-battle-of-fort-mchenry-through-francis/>.

Students analyze these sources and then write a fictional diary or journal entry that Francis Scott Key may have written to explain what he was thinking as he wrote the famous poem that became our National Anthem - the “Star-Spangled Banner”. The journal entry should explain the overall meaning of the poem, explain the context of the poem – what was happening, when, and where, and specifically explain what he is referring to in some of the lines.

Closing: Consider having students illustrate their entries and hang them as a gallery walk where students can read each group’s entries.

Rubric attached below

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to write an account on their own, it would be best to let them do this independently.*

	<ol style="list-style-type: none"> 1. Be intentional with the above listed context of the poem. Discuss what was happening. Help students name what was happening, when, and where. Model defending your thinking with evidence and allow students to do the same with support as needed. 2. Give students time to rehearse their thoughts before writing. Ask guiding or prompting questions as needed. 3. Keep the essential content in mind. If writing passages is not a reasonable expectation, have students share their thinking in a different way. They could share orally as a news report./interview or even illustrate “The Star Spangled Banner” as a comic strip or through images. The standard requires that students describe the causes and events that led to the writing of the “The Star Spangled Banner.”
<p>GSE Standards and Elements</p>	<p>SS4H3 Explain westward expansion in America. a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Information Processing Skills: Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify and use primary and secondary sources; analyze artifacts</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>

Resources:

Smithsonian video describing Francis Scott Key’s impressions of the night of his famous poem “In defense of Fort McHenry”

<https://www.smithsonianmag.com/videos/category/history/the-battle-of-fort-mchenry-through-francis/>.

The Library of Congress original version of the Star-Spangled Banner:

<http://www.loc.gov/pictures/resource/hec.04309/?co=hec>. Image below for convenience:

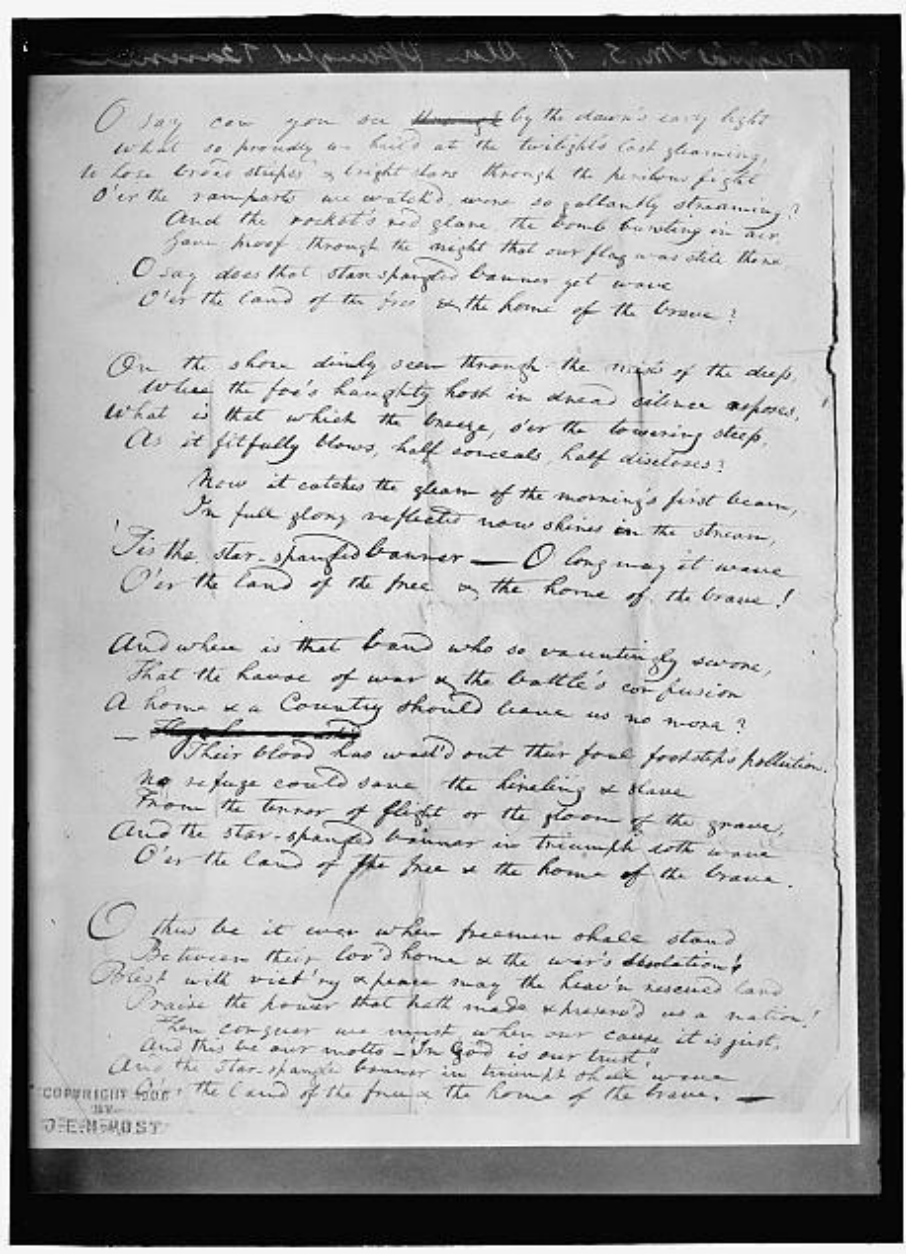
Rubric for Star-Spangled Banner journal entry:

_____ pts. My journal entry accurately explains the context of the poem (when it was written, what was going on at the time, what was his point of view/where was he when he wrote it). **Possible points: 25**

_____ pts. My journal entry clearly explains the overall meaning of the poem. **Possible points: 25**

_____ pts. My journal entry explains what some of the lines are referring to in terms of what was happening – what he was seeing or feeling. **Possible points: 25**

_____ pts. My journal entry has very few errors in capitalization, punctuation, spelling, and sentence structure. **Possible points: 25**



The Painting (from Wikipedia, By Dawn's Early Light 1912.png, By Edward Percy Moran (1862–1935) (picture I took of painting 2008) [Public domain], via Wikimedia Commons. Public Domain.
https://commons.wikimedia.org/wiki/File%3ABy_Dawn's_Early_Light_1912.png



Time Line for the War of 1812

Students complete an illustrated timeline or electronic presentation (PowerPoint, Prezi, Sway, etc.) of the War of 1812.

In this activity, the students will work in small groups in a “jigsaw” fashion to create a hallway or classroom mega-timeline for the events leading up to and through the War of 1812. The teacher will split the class into several small groups that will each take a portion of the timeline and elaborate on it by creating an illustrated poster or other artifact about their event. The students will then gather to place each of their artifacts in the proper order along the timeline. The teacher can run blue “painter’s tape” down the hallway or classroom wall to denote the passage of time and students work collaboratively to mount their artifacts in the proper sequence along the tape.

Possible group artifact assignments are as follows:

- Newspaper article on the burning of the Capitol Building or the White House
- A never before seen speech one of James Madison’s aides (the student) wrote detailing the reasons he would ask Congress to go to war
- Magazine illustration of any of the major events
- Diary or journal entry of soldier on either side of the Battle of Fort McHenry
- Eyewitness account of the Battle of Fort McHenry from the perspective of the U.S. flag hanging at dawn’s early light
- Letters to the editor before the war expressing opinions about trade restrictions with France or England
- A complaint letter from a merchant to a representative of Congress about the impressment of his sailors
- A purloined (stolen) map of the other sides’ battle strategy

Another resource providing perspective on the flag that Key saw is the children’s book, *The Flag Maker* by Susan Campbell Bartoletti, the story of the group of women who made that particular flag.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the timeline on their own, it would be best to let them do this independently.*

1. Be careful with the placement of students in groups. Some students will need more direction and may need to be placed with students who are able to lead to the group. If it is possible, an additional teacher or para-pro could work into groups as needed or could be used to lead a group of learners that may need additional support.
2. This organizer will be a great resource for students to frequently revisit to remember what they have been learning. It is very important to make the document useful and not merely “complete.” Many students will need to reread it often.
3. Consider taking a picture of the completed timeline for students to refer to throughout the unit or to review what they have learned.

GSE Standards and Elements	<p>SS4H3 Explain westward expansion in America.</p> <p>a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Map and Globe Skills: Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p>

<p>Enduring Understanding(s)</p>	<p>Information Processing Skills: Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p> <p>Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.</p> <p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>
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Resources:

Primary Source Documents for the War of 1812 from the Avalon Project:

http://avalon.law.yale.edu/subject_menus/br1814m.asp.

Video and Article: War of 1812 Facts and Summary from the History Channel: (be advised there is a very brief depiction of a somewhat violent protest near the very end): <http://www.history.com/topics/war-of-1812>.

US History: The War of 1812 for Kids, from Ducksters:

http://www.ducksters.com/history/us_1800s/war_of_1812.php.

War of 1812 Facts and Worksheets: <https://kidskonnnect.com/history/war-1812/>.

War of 1812 Social Studies for Kids: <http://www.socialstudiesforkids.com/www/us/warof1812def.htm>.

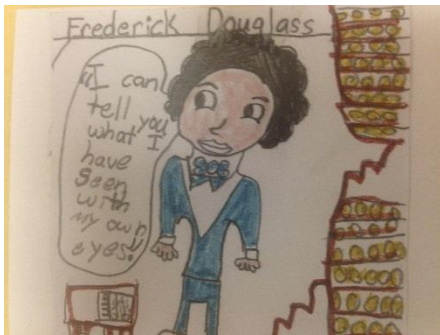
Westward Expansion Bingo Board

This can be done as a stand-alone activity or swapped for a culminating activity. Students can work independently or in pairs or very small teams. Students create an illustrated bingo board with the vocabulary and concepts covered in this unit.

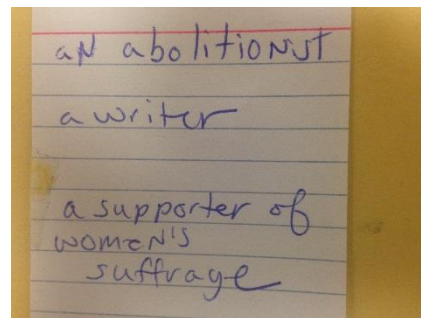
Preparation: Each student or team will receive a large piece of construction paper (11 x 17 or so – size depends on how big you cut the cards – big enough for a 5 x 5 array of the cards, though they can hang off to bottom of the short side if need be), or plain white or tan heavier stock paper, to use as the base. Each student or team will also receive 25 plain white cards (cutting a white 3 x 5 index card in half works well) or white paper squares cut to size.

Activity: Students or teams will choose 24 vocabulary words (1 card of the 25 is “free space”) from the list provided below. On the front (plain) side of the index card, they will write the vocabulary word and illustrate it. On the back / ruled side, they will write important facts or the definition of the word.

Front:



Back:



Students create their Bingo board by laying their cards out in a 5 by 5 array in whatever order they want (it is good to have the boards all be a little different) on the base paper, with the illustration side up – fact / definition side down. The center card in the array should be the “free space” card. Students tape down their cards on **one edge only** using transparent tape so that the card can be flipped up to see the facts underneath.

Use the rubric attached in “Resources” below to grade the boards if desired.

Game Play: Students play “Westward Expansion Bingo” either in the large group or small groups. Give students cut pieces of construction paper or something similar to use as “markers”. Tell students they **may NOT flip up the cards on their boards** throughout the game. The caller gives facts about, or the definition of any of the words on the list (i.e. the face-down side of the card) in random order. Students must determine whether they have that card by the facts the caller said, and mark it if they do. For example, the caller says, “this person was an abolitionist who also supported women’s right to vote.” Because the fact/definition side is the one that is face-down and cannot be seen during game play, the student must know that these facts describe Frederick Douglass. The student marks Frederick Douglass on his or her card. The first student to get 5 in a row calls Bingo. The “winner” then flips up the cards that are in a row and calls back the fact / definition for the caller to verify they put markers on the correct cards.

Note: Save the Bingo cards for review time right later in the year. You can even have students swap cards for a new layout / set of cards.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to create the board and play on their own, it would be best to let them do this independently.*

1. Consider playing or rehearsing the game/vocabulary terms with struggling students before they play with their peers.
2. Consider allowing students to quickly check their notes to find the answers.

3. Creating 25 boxes may be overwhelming for some students. Consider reducing the quantity or allowing students to pair up to create their boards. You could also lessen the amount of work by giving students typed facts/definition to use. It will be important to review the vocabulary with them to ensure their understanding of the content.

GSE Standards and Elements

SS4H3 Explain westward expansion in America.

- a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”
- b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.
- c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

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

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

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

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

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

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

Literacy Standards

The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.

Social Studies Matrices

Information Processing Skills: Draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society’s economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Technology Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Enduring Understanding(s)

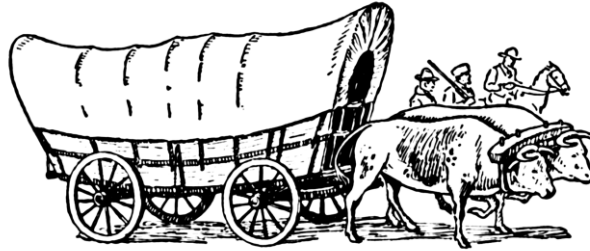
Vocabulary / Word List:

territory		Lewis and Clark
Sacagawea	Transcontinental Railroad	The Oregon Trail
	buffalo	settler
opportunity cost	Star-Spangled Banner	Fort McHenry
The Alamo	Susan B. Anthony	Frederick Douglass
Elizabeth Cady Stanton	Sojourner Truth	Harriet Tubman
Gold Rush	Louisiana Purchase	Atlantic Coastal Plain
Great Plains	Continental Divide	Mississippi River
Gulf of Mexico	Great Lakes	Great Plains
War of 1812	Battle of Little Bighorn	Trail of Tears
reservations	voluntary exchange	steamboat
steam locomotive	cotton gin	telegraph
New York, NY	Boston, MA	The Erie Canal
Philadelphia, PA	Washington, DC	Gettysburg, PA

Name _____

Date _____

Westward Expansion Vocabulary Bingo Board Project



[Public domain], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3ACovered_Wagon_\(PSF\).png](https://commons.wikimedia.org/wiki/File%3ACovered_Wagon_(PSF).png)

	Possible Pts.	Your grade	Description
Completeness	25		You must have 25 squares completed with different vocabulary words. Each square must have a vocabulary term and an illustration, and 3 facts on the back or a definition.
Artwork	25		Each picture should be big enough to fill the whole box. Different colors should be used. The background should not be white. Color the background of each box.
Relevance	25		Each picture should either be a picture of the word or a symbol that helps you to remember it. The picture should somehow relate to the vocabulary word.
Neatness	15		Your project should be written neatly. Your drawings should look like you put time, care, and effort into them.
Spelling	10		Each vocabulary word should be spelled correctly.
Total	100		

The Oregon Trail – Not the Famous Computer Game

This activity is like a mini, paper and pencil version of the old computer game – The Oregon Trail. Students work in teams to make choices and weigh opportunity costs to assemble a covered wagon with supplies and to go west on the Oregon Trail. Students must make decisions as they travel that either result in their safe arrival in Oregon City, or their eventual return back home, being unable to continue on because they run out of money.

Game preparation: Each group gets an Event List, Map, Price List/Order Form (attached below), as well as a set of Decision Cards. Decision cards should be printed one sided and folded along dashed line, and placed in the center of the group so that the star/number side is facing up. The teacher may want to place the decision cards face down for each group to avoid the temptation by the students to look at them first. It is important that the students do not get to read the folded under side before game play. The sets are slightly different so each group will get a different outcome to keep them from hearing what happens to other groups that are ahead of them. If desired, the teacher can provide markers or game pawns for groups to use to mark their progress along the map, however this is not necessary.

Opening: To follow are a few suggestions for opening activities to familiarize your students with the Oregon Trail:

1. Tour the Oregon Trail with this interactive map: <http://www.historyglobe.com/ot/otmap1.htm>.
2. Watch a Brain Pop video: <https://www.brainpop.com/socialstudies/ushistory/westwardexpansion/>.
3. Watch the History Channel’s Oregon Trail Video (as with all YouTube videos, please skip ads and preview for appropriateness for your students’ sensitivity): https://www.youtube.com/watch?v=w3HxADg7G_I.
4. Read the following trail facts from the National Parks Service (<https://www.blm.gov/or/oregontrail/files/packwagon.pdf>).

Basics of Life on the Trail

- ☐ Thousands of people traveled each year from May to October going west about 15 miles per day.
- ☐ There were no hotels; they were camping the entire way.
- ☐ There were no grocery stores or supply stores – the Trail passed by a few trading posts, and there were a few opportunities to trade with {American Indians}, but mostly you had to pack all your food and supplies for the family in a wagon. You might be able to do a little trading, hunting, or gathering along the way.
- ☐ The pioneers had to be outdoors in all kinds of weather.
- ☐ They were leaving old homes behind, and they would have to build new homes when they arrived in Oregon in the fall. Many knew they would never see friends and family ever again.
- ☐ Pioneers had to take care of health and safety themselves, although others in a wagon train might help.
- ☐ Pioneers did not know for certain if they would be able to buy tools and supplies for their new life when they arrived in Oregon.
- ☐ There was not much for entertainment – maybe reading, music, visiting with friends, games.
- ☐ Pioneers had to be creative and adaptable in finding solutions to their problems.

You are going to fill out a list of what to take, and what to leave. The list has several items to consider, but you are limited by how much you can take total.

Activity: Students work in small groups to try to successfully travel the Oregon Trail. Each group receives \$600 for the whole trip (including expenses that may come up along the way) and a “price list/order form” which the group uses to outfit their wagon for the trip. Students will complete the “Event List” worksheet attached below as they travel, tracking the money they have to spend and the opportunity costs they weighed as they made their decisions. The students will take turns reading the events on the “Event List” below, taking any action the event requires, and logging the money they had to spend (or not). Some events allow the group to make a decision, while others simply cost money depending on decisions the group made while outfitting their wagon at the beginning. Teams that run out of money must turn back home and will have to wait until next year to try the trip again, hopefully better prepared!

Closing: Each group shares whether they made it or not, and what decisions they felt influenced their success or caused them to have to turn back. Groups should share what some of their opportunity costs were. Ideas for Differentiation:

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to create the board and play on their own, it would be best to let them do this independently.*

1. Consider playing or rehearsing a few scenarios from the game with struggling students before they play with their peers.
2. Consider allowing students to use a calculator if their math skills are going to take away from their success or enjoyment of the game.
3. Be careful with the placement of students in groups. Some students will need more direction and may need to be placed with students who are able to lead the group. If it is possible, an additional teacher or para-pro could work into groups as needed or could be used to lead a group of learners that may need additional support.

<p>GSE Standards and Elements</p>	<p>SS4H3 Explain westward expansion in America. c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).</p> <p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west). d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p>SS4G1 Locate important physical and man-made features in the United States. a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes. b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p> <p>SS4G2 Describe how physical systems affect human systems. b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Map and Globe Skills: Use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills: Identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; draw conclusions and make generalizations</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p>

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Resources to follow:

Map

Event List

Price List / Order Form

Decision Cards (4 unique sets, but you can duplicate sets if you have more than 4 groups. It is just fun for at least some sets to have different outcomes).

The Oregon Trail Game Map (Map courtesy of the Nation Park Service. <https://www.nps.gov/oreg/planyourvisit/maps.htm>. Edited by Nancy Balaun to add stars and event numbers.)



Event List

Event #1: The Missouri River Crossing – It will cost \$5 to take you, your family, and supplies across the Missouri River on the ferry. You can choose to pay the \$5. Or you can take your chances fording the river (driving the wagon through the water). It doesn't look very deep – does it? The water is brown enough that you cannot see the bottom to tell for sure. What are the opportunity costs of each decision?

Opportunity cost of taking the ferry? _____

Opportunity cost of fording the river? _____

Pull the event #1 decision card for the choice your team made. Money loss if any: _____

Event #2: You have set up camp for the night and a big thunderstorm moves in with driving wind and rain. You need to cover your food supplies. Do you have a waterproof cloth to cover your supplies? _____ (yes or no). If yes, you lose nothing. Congratulations. If you do not have a waterproof cloth, it will cost you \$100. to replace all of your dry goods (food like rice, flour, etc.), including the time and food to get to a town.

Money loss if any: _____

Event #3: Your wagon hits a large rock in the path and breaks a wheel. Did you buy a wagon wheel repair kit? _____ (yes or no). If yes, you lose nothing. Congratulations. If you do not have a wagon wheel, you must turn back and find the nearest town. It will cost you \$50 to replace a wagon wheel, including the time and food it took to backtrack on the trail.

Money loss if any: _____

Event #4: One of your group slips down a rocky bank while getting water from the river and has a couple of pretty serious cuts. Did you bring first aid supplies? _____ If yes, you lose nothing. Congratulations! If not, you must go off the trail and find a doctor. It will cost you \$30 to replace the clothing that you tear into bandages to give first aid, and to back track to find a doctor that can help you.

Money loss if any: _____

Event #5: Your fresh meat got too hot and has spoiled. If you paid for a guide, you locate and negotiate with local American Indians or trappers to trade for more – no cost, go to the next event. If you do not have a guide, do you wish to try to find such a group to trade with, or do you wish to go back to the last town and buy more supplies?

Opportunity cost of trying to trade? _____

Opportunity cost of going back to buy supplies? _____

Pull the event #5 decision card for the choice your team made. Money loss if any: _____

Event #6: The weather has taken a turn for the worse up here in the Rocky Mountains and it looks like a snow storm might be coming in. You are at the mouth of the mountain pass that will get you through to a lush green valley where there is a settlement. You are low on food supplies. You think you have enough to last a week or two if you are careful. Do you choose to push on through the pass in spite of the weather in hopes you will get to the valley to resupply before you run out, or do you camp here and hope the storm passes quickly and you can go on to the valley in clearer weather?

Opportunity cost of pushing on? _____

Opportunity cost of camping and waiting? _____

Pull the event #6 decision card for the choice your team made. Money loss if any: _____

Event #7: The water in the mountain spring along the trail you were planning to use is frozen and the wood nearby is too wet to burn. If you paid for a guide, they know where there is clean water to drink. Congratulations, you lose nothing. If you did not pay for a guide, you must back track and pay to resupply with clean water, because you know drinking from an unclean source could make you VERY sick! This costs you \$30.

Money loss if any: _____

Event #8: While crossing a small creek, one of your party gets bitten by a snake. Did you buy a snake bite kit? If yes, congratulations, this costs you nothing. If not, you need to find a doctor (this will cost you \$40) or convince another group in your class to sell you a snake bite kit (they must have a kit and you must negotiate a price with them).

Money loss if any: _____

Event #9: You are standing on the trail looking down into the Willamette Valley. Congratulations! You've made it! Do you stay here and farm or do you go looking for gold in California? Discuss this among yourselves and come to a decision. What are the possible opportunity costs of each?

Oregon Trail Purchase List





Group Members: _____



Your group is getting ready to set out for a new life in the west. Your final destination is Oregon City. This journey will be long and hard and take you across rough and wild terrain. You will need to plan carefully for this trip or you may have to turn around and come back. The journey usually takes about 4 – 5 months, but experts say you should plan for 6 months in case something delays you.

You have \$600 total to spend, including expenses on the trip (\$330 after you pay for the food, wagon, and oxen). Mark the items you wish to purchase for your trip below. If you choose to buy an item, fill in the price in the “Money Spent” column. If you don’t want to purchase it, leave it blank. Be careful with your money. There may be added expenses along the way. What will you choose?





Item	Price	Quantity	Money Spent
Food for 6 months	\$100	1	\$100
6 oxen	\$40 per ox	6	\$100.
1 wagon	\$70	1	\$ 70.
Wagon wheel repair kit	\$20		
Hire a trail guide who speaks many languages	\$100		
Table and chairs	\$20 set of 4		
Cook stove	\$20		
Seat Pads	\$5 set of 4		
Pots and Pans (a set)	\$10		
Clothes for 6 months	\$20		
Wash basin and pitcher	\$4 set		
Soap	\$1 (8 lbs)		
Sleeping pads	\$1. each		
Blankets	\$1. each		
First Aid Kit	\$3.		
Sweet Treats	\$2 (5 pounds)		
Dishes (silverware included – set of 8)	\$10 (set)		
Firewood	\$20 (6 months)		
Axe	\$2 each		
Sharp knife	\$1 each		
Hunting Rifle	\$15 each		
Waterproof canvas or tarp	\$10e		
Tools (hammer, nails, saw...)	\$10 full set		
Snake Bite Kit	\$10		
Picks, and Shovels	\$5 set		
Brushes and combs	\$2 set of 4		
Books (enough to read on a week)	\$20		
Rope	\$2 (75 feet)		
Water Barrel	\$5		
Lanterns	\$2		
Mirror	\$1		
A clock	\$4		
Milk Cow	\$70		





Decision Cards – Print one sided, cut along solid lines, and fold along dashed lines Glue or tape closed if desired. (1 set (a pair of cards each for decisions 1, 5, and 6) per group – they have different outcomes – place number side up so students can't see the outcomes)

<p>Event</p>  <p>We pay \$5 and take the ferry.</p>	<p>Event</p>  <p>We keep our money and ford the river.</p>
<p>Outcome: You safely reach the far shore with all of your goods.</p>	<p>Outcome: Your wagon overturns and you lose some of your supplies. It costs you \$50 to restock.</p>
<p>Event</p>  <p>We try to find a group to trade with or buy from.</p>	<p>Event</p>  <p>We go back to the last town and buy more.</p>
<p>Outcome: You search for a week and find no one. You must go back to the last town. This costs you \$100 total.</p>	<p>Outcome: Getting back to town and buying more food costs you \$75.</p>

<p>Event</p>  <p>We push on through in hopes of getting to the valley.</p>	<p>Event</p>  <p>We camp until the weather clears.</p>
<p>Outcome: The weather becomes really bad and you must turn back, but you eat all of your food. Fortunately, you meet another family that will sell you some food for \$50 – Hey, this is precious stuff now!</p>	<p>Outcome: The weather clears in 2 days, and if you eat small meals, you will make it through. No cost.</p>

<p>Event</p>  <p>We pay \$5 and take the ferry.</p>	<p>Event</p>  <p>We keep our money and ford the river.</p>
<p>Outcome: You safely reach the far shore with all of your goods.</p>	<p>Outcome: You safely reach the far shore with all of your goods.</p>

<p>Event</p>  <p>We try to find a group to trade with or buy from.</p>	<p>Event</p>  <p>We go back to the last town and buy more.</p>
<p>Outcome: You find a group after a few days. The days lost and price of food costs you \$75.</p>	<p>Outcome: Getting back to town and buying more food costs you \$50.</p>
<p>Event</p>  <p>We push on through in hopes of getting to the valley.</p>	<p>Event</p>  <p>We camp until the weather clears.</p>
<p>Outcome: The weather becomes really bad. Some trappers rescue you, but they charge you \$40 for food and shelter. You are just happy to be alive.</p>	<p>Outcome: The weather clears and you make it to the valley – no cost! Whew!</p>

<p>Event</p>  <p>We pay \$5 and take the ferry.</p>	<p>Event</p>  <p>We keep our money and ford the river.</p>
<p>Outcome: You safely reach the far shore with all of your goods.</p>	<p>Outcome: One of your oxen gets washed downstream. He gets out of the water fine, but runs away. You must buy another ox for \$30.</p>
<p>Event</p>  <p>We try to find a group to trade with or buy from.</p>	<p>Event</p>  <p>We go back to the last town and buy more.</p>
<p>Outcome: You search for 3 days and find no one. You must go back to the last town. This costs you \$50 total.</p>	<p>Outcome: Getting back to town and buying more food costs you \$25.</p>

Event



We push on through in hopes of getting to the valley.





Outcome: The weather clears quickly, but the snow damaged some goods. It costs you \$20 to replace them.

Event



We camp until the weather clears.

Outcome: The weather does not clear for days and you run out of food. Fortunately, some local trappers find you and sell you some food. This costs you \$30. You feel you were taken advantage of, but what choice did you have?

<p>Event</p>  <p>We pay \$5 and take the ferry.</p>	<p>Event</p>  <p>We keep our money and ford the river.</p>
<p>Outcome: You safely reach the far shore with all of your goods.</p>	<p>Outcome: You lose everything and cannot go on. This happened early in the trip, so maybe you have time to restock and try again.</p>
<p>Event</p>  <p>We try to find a group to trade with, or buy from.</p>	<p>Event</p>  <p>We go back to the last town and buy more.</p>
<p>Outcome: You find a group quickly and they give you food for free – how nice!</p>	<p>Outcome: Getting back to town and buying more food costs you \$50.</p>

Event



We push on through in hopes of getting to the valley.

Outcome: You make it through, just barely. Whew! No cost.

Event



We camp until the weather clears.

Outcome: You wait for a week before you decide you must go back to the nearest town. This costs you \$40.

Westward Expansion Biography

Biography Project: Students will work in small groups or individually to choose a major figure from the period this unit covers. Choice may include:

- Elizabeth Cady Stanton,
- Sojourner Truth,
- Harriet Tubman
- Frederick Douglass
- James Madison
- Francis Scott Key
- General George Custer
- Crazy Horse
- Sitting Bull
- Davy Crockett

Students will read a least one biography and one Internet article or encyclopedia entry about their person. Students will compile research notes in the Biography Notes form provided in the “Resources” section below. Once research is completed, students will be placed in small groups in which each member has chosen a different person from the others (though some duplication may be necessary if certain people are more popular.) Students will share information about their person with the others in the group. Students will then create a short biography (illustration optional) about their person.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the biography on their own, it would be best to let them do this independently.*

1. Assist students with locating resources at their independent reading level or preselect resources from which they can choose. For example, the teacher might bookmark particular web pages for students.
2. Check the library for audio books that struggling readers can use. Scaffold resources for students while they attempt to locate the required information from the biography outline. For example, if the student is seeking information from a book, give the student page numbers where the information can be found.
3. It will be important to prepare struggling learners before they participate in the “jigsaw.” Make sure that their notes are accurate and that they are able to read their notes. Give students time to rehearse what they are going to say to their peers.

GSE Standards and Elements

SS4H3 Explain westward expansion in America.

- a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”
- b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.
- c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

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

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

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

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

4th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p>f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).</p> <p>SS4G1 Locate important physical and man-made features in the United States.</p> <p>a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.</p> <p>b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p> <p>SS4G2 Describe how physical systems affect human systems.</p> <p>b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Information Processing Skills: Organize items chronologically; identify issues and/or problems and alternative solutions; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>

Resources:

Biography Notes Graphic Organizer

Biography Notes Graphic Organizer:

Student Name: _____

Date: _____

Person you have chosen to write about: _____

Source #1: (Article Title or Url): _____

What did this person do that was important? _____

What did this person believe? (in relation to what they did that was important): _____

Source #2: (Article Title or Url): _____

What did this person do that was important? _____

What did this person believe? (in relation to what they did that was important): _____

Louisiana Purchase: Deal of the Century – Read All About it!

Students will research the Louisiana Purchase using the resources below, and create a newspaper article on, or an advertisement for the “Deal of the Century”.

The teacher will explain that the students are to put themselves in the role of a newspaper reporter writing a column on the breaking news that President Jefferson just purchased a huge tract of land out west from Napoléon Bonaparte. Alternatively, students can put themselves in the role of Napoléon Bonaparte’s “marketing department” trying to sell the U.S. the land.

Alternatively, students can create and act out a play as if they are the key players sitting down to negotiate the deal.

Their article (or play) must be written as if the events are currently happening, and contain the following information:

- Who the major figures of the deal are
- Some background information on what led up to the deal
- What each side wanted (and got) from the deal
- A map explaining what piece of land was being sold/bought
- (Using hindsight) what could be the repercussions of this deal for the U.S. and France?

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the article/advertisement on their own, it would be best to let them do this independently.*

1. Assist students with locating resources at their independent reading level or preselect resources from which they can choose. For example, the teacher might bookmark particular web pages for students.
2. Consider helping students mark pages in their notes that would be helpful.
3. It will be important to prepare struggling learners before they begin working on their article/advertisement. Make sure that they have addressed the above information. Give students time to rehearse their article/advertisement.

<p>GSE Standards and Elements</p>	<p>SS4H3 Explain westward expansion in America. c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).</p> <p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west). d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns). f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Map and Globe Skills: Use a compass rose to identify cardinal directions; use intermediate directions; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills: Organize items chronologically; identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; analyze artifacts; draw conclusions and make generalizations; determine adequacy and/or relevancy of information</p>

4th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Enduring Understanding(s)</p>	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p>
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Resources:

Rubric:

_____ pts. My project is unique, and engaging (shows elements of “style”, “voice”, or “tone”). **Possible Points: 10**

_____ pts. My project includes who the major figures were. **Possible Points: 10**

_____ pts. My project gives a little background information and explains what led up to the deal (who wanted what and why).
Possible Points: 20

_____ pts. My project tells who got what out of the deal. **Possible Points: 20**

_____ pts. My project includes a map or drawing showing what land the Louisiana Purchase included. **Possible Points: 10**

_____ pts. My project tells what some of the repercussions (consequences), both positive and negative, for each country might be.
Possible Points: 20

_____ pts. My project shows proper use of grammar, spelling, capitalization, and punctuation. **Possible Points: 10**

Video: The Louisiana Purchase from the History Channel: <http://www.history.com/topics/louisiana-purchase/videos/louisiana-purchase-doubles-u-s?m=528e394da93ae&s=undefined&f=1&free=false>.

Articles: Westward Expansion: Louisiana Purchase from Ducksters:
http://www.ducksters.com/history/westward_expansion/louisiana_purchase.php.

Louisiana Purchase for Kids from Mr. Nussbaum: <http://mrnussbaum.com/history-2-2/lapurchase/>.

Primary Source Documents:

From the Library of Congress: <https://www.loc.gov/rr/program/bib/ourdocs/Louisiana.html>.

From Yale University’s Avalon Project: Louisiana Purchase; 1803 and Associated Documents:
http://avalon.law.yale.edu/subject_menus/fr1803m.asp.

Maps:

From Wikipedia, by Frank Bond 1912, Louisiana and the Louisiana Purchase. Public Domain. From https://commons.wikimedia.org/wiki/File:Frank_bond_1912_louisiana_and_the_louisiana_purchase.jpg#file.



By William Morris [CC BY-SA 4.0 (<https://creativecommons.org/licenses/by-sa/4.0>)], via Wikimedia Commons. From https://commons.wikimedia.org/wiki/File%3ALouisiana_Purchase.png.



Culminating Unit Performance Task

Come on out to the West

In this culminating activity, students will create a persuasive brochure trying to convince settlers to move west. If time and technology permit, teachers may wish to have students create a website instead. Alternatively, the teacher may wish to allow students to do a “Four Corners” debate instead (see below).

Persuasive Brochure:

The teacher may wish to do a short review of the concepts taught in this unit, and then introduce this performance task.

Applying all of the things they have learned about westward expansion, students will work in pairs or individually to create a “brochure” trying to convince people to head out west to settle.

Note: Students should be given access to their work on the previous activities and the resources in this unit to draw upon while justifying their reasons why settlers should move west.

The teacher may wish to show students some modern promotional brochures since many students may not be familiar with the concept. The teacher may wish to point out the engaging text features (bold headers, borders, pictures, maps, tables, etc.) that make a brochure different from other print media.

Students should begin by brainstorming all of the reasons why someone might wish to go out west and then supplementing their list by looking back through the lessons and resources they have from the unit. They should then group those ideas into broad categories. Students should then write the paragraphs for each of their broad categories using supporting details and facts from their resources. Students should then lay their paragraphs out in a pleasing manner combined with headers, pictures or drawings, graphs, charts, maps, and / or any other features that will help them “sell” their idea.

Students should be given an opportunity to present or display their brochure.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the brochure, it would be best to let them do this independently.*

1. Consider meeting with students before getting started to plan their brochures. It may be helpful to talk through what is going to go on each section. It might be beneficial to have students label the brochure as you plan with them.
2. Consider helping students mark pages in their notes that would be helpful.

Four Corners Debate Alternative:

A Four Corners Debate:

This activity is written as a whole group, four-corners debate activity, however it could be modified for small group debate, though it may become repetitious as each group is debating the same topic and would most likely repeat the same arguments.

Note: Before this activity, the teacher will need to establish the four areas students will gather during the activity and label them with a sign as follows:

Strongly agree

Agree

Disagree

Strongly disagree

Opening:

The teacher will inform the students that they will be looking at whether their family should try their luck out west, and to form an opinion about this. The students should be informed that they should try to consider both sides of the issue objectively regardless of their personal opinion, as they will need facts to justify their choice. The teacher should take care to present the evidence in as balanced a way as possible so that the opinions of the students will hopefully be distributed over the four categories. The teacher should make available the resource documents provided throughout this unit to the students, and depending on differentiation strategies needed, assist students in interpreting and analyzing the documents.

The teacher will write the following topic statement on the board "It's the early 1800's. Would you go west?"

Activity:

After the opening activity, students must decide how they feel about the topic statement. The teacher may want to distribute one index card to each student on which they will write their choice, and a brief justification statement.

They may choose either:

"I strongly agree that I would go west."

"I agree that I would go west."

"I disagree that I would go west."

"I strongly disagree that I would go west."

After students have made their choice, the teacher instructs them to move to the area labeled the same as their choice. For example, all students who say they strongly agree that they would go west would go to the place in the room labeled "strongly agree" and so forth. The students are then given enough time to choose a "writer" and a "reporter", and to discuss among themselves the reasons they chose as they did. With the help of the writer, the group will compose a persuasive paragraph that the reporter will read to try to persuade the three other groups of their point of view. The paragraph must give specific reasons based on evidence from the resources. The two middle ground groups, "agree" and "disagree", will need to give reasons why they are not wholly convinced one way or the other.

When the teacher feels that enough time has been given, the reporter from each group, in turn, will present their group's paragraph. After all groups have spoken, students may change groups, but in order to be allowed to change groups, they must state what group they are moving to, and what specifically that group said that convinced them to change their opinion. Once all movement has been addressed, the groups repeat the steps above, but with a new "writer" and "reporter" presenting **different** evidence. The process continues until either everyone has moved to a single group, or no new arguments can be found.

Closing:

The teacher will lead a classroom debriefing of the debate asking questions such as, "Did the debate change how you feel about the topic?", "What were some of the best arguments you heard?", "What was the hardest part of this activity?". "What was the easiest?", "Did debating help you see the other side of the argument better?"

It will be important to prepare struggling learners before they begin working on their article/advertisement. Make sure that they have addressed the above information. Give them time to rehearse their article/advertisement.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to participate on their own, it would be best to let them do this independently.*

1. Consider playing or rehearsing a few scenarios from the game with struggling students before they play with their peers. Some students may need extra time to practice defending their thinking.
2. Consider allowing students to use their notes if appropriate.

Resources:

<http://www.westernexpansion.mrdonn.org/louisianapurchase.html>.

GSE Standards and Elements**SS4H3 Explain westward expansion in America.**

a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of "The Star Spangled Banner."

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

	<p>c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).</p> <p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p> <p>d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p>f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).</p> <p>SS4G1 Locate important physical and man-made features in the United States.</p> <p>a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.</p> <p>b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p> <p>SS4G2 Describe how physical systems affect human systems.</p> <p>b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Map and Globe Skills: Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; compare and contrast the categories of natural, cultural, and political features found on maps; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills: Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p> <p>Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.</p> <p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p> <p>Technology Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.</p>

Rubric for Persuasive Brochure:

_____ pts. My brochure clearly gives at least 3 **main** reasons, based on evidence from our resources, why people should move west. **(10 points per reason / 30 total points possible)**

_____ pts. My brochure clearly gives at least 3 **supporting details per main reason**, based on evidence from our resources, why people should move west. **(10 points per set of 3 details / 30 total points possible)**

_____ pts. My brochure uses text features, such as maps, pictures, charts, tables, bold headings, etc. to create interest and support my reasons. **(20 points possible)**

_____ pts. My brochure clearly expresses the topic and opinion. In other words, I have clearly let people know what I am trying to persuade them to do. **(10 points possible)**

_____ pts. My brochure has no major spelling, grammar, capitalization, or punctuation errors. **(10 points possible)**