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| **Lesson Title** | **Westward Expansion and Native Americans** | **Teacher** | **J. Bessinger** |
| **Grade Level** | **11th- USHC** | **Duration of Lesson** | **2 90 minute Periods** |

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| **Lesson Topic** | **Westward Expansion/Manifest Destiny/Effects on Native Americans** |
| **SC Standards and Indicators** | **USHC-2: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.**  **USHC-2.1 Summarize the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states’ rights and federal power during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty and the Mexican Cession.** |
| **Common Core Strategy(ies) addressed** | * **Represent and interpret Earth’s physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.** * **Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.** |
| **Academic Vocabulary** | **Manifest Destiny, nationalism, Buffalo Soldiers, “Trail of Tears”, Sand Creek Massacre, Little Big Horn, “Custer’s Last Stand”, Wounded Knee, Morrill Land Grant Act, transcontinental railroad, Tecumseh, Cherokee, buffalo, Chief Joseph, Nez Perce’, “cowtowns”, Oklahoma Land Rush, Andrew Jackson, Indian Removal Act, Dawes Act, reservations, barbed wire, Homestead Act, cattle ranching** |
| **Lesson Materials Needed (attached at end of lesson)** | **See attached** |
| **Content Narrative**  **(**What is the background information that needs to be taught to understand the context of the lesson? Be sure to include necessary citations) | **“Westward expansion both intensified nationalism and exacerbated sectionalism as competing regional interests agreed on expansion but differed on policies of the federal government such as cheap land, internal improvements, the support for industry through tariff policy and the expansion of slavery. Students must know the major land acquisition, including Louisiana Purchase, Oregon, Texas and the Mexican Cession, from whom, why and how these lands were acquired, their location on a map, as well as their impact on individualism, sectionalism and democracy.” (SC State Department of Education US History and Constitution Support Documents)**  **“Westward expansion impacted the growth of nationalism by promoting the ideal of the hardy pioneer as the iconic American and the common man as the embodiment of democracy. Expansion fueled the nationalist idea of Manifest destiny and vice versa. Jefferson pursued the purchase of Louisiana, despite his misgivings over the constitutionality of such a purchase. Jefferson’s loose interpretation of the elastic clause of the Constitution set the precedent for future land acquisitions and secured control of the Mississippi River as a highway for American agricultural products from the old Northwest through the port of New Orleans to world markets. The Louisiana Territory also provided additional government owned land available for purchase. The addition of these lands insured the spread of democracy as new territories became states of the Union on equal terms as the original thirteen. The right to vote, originally reserved to property owners, was enjoyed by most American males as the government sold land at increasingly cheaper prices. In the 1820s and 1830s, states dropped the property qualification and expanded the franchise to all white males and specifically disenfranchised African American property owners. Political campaigns became a popular pastime and voting a festive occasion. The first president elected from the West was Andrew Jackson, a Democrat and self described champion of the common man. Westward expansion strengthened the Democratic Party”. (SC State Department of Education US History and Constitution Support Documents)**  **“As Americans moved west, they continued the displacement of the Native American population, just as they had in the original colonies. President Andrew Jackson announced a formal policy of removal of natives to the west to make room for opportunity for the common white man. Native Americans of the southeast responded to this encroachment through both resistance (Seminoles in Florida) and assimilation (Cherokee in Georgia). Neither of these methods was successful. The Seminoles were defeated and the Cherokee eventually lost their legal fight to retain their lands. Native Americans of the southeast were forced to move to the Indian Territory in Oklahoma on the Trail of Tears in the late 1830s. The westward movement also had an adverse impact on enslaved African Americans as slave owners took only part of their human property with them on the trek west and left the rest of a slave family behind”. (SC State Department of Education US History and Constitution Support Documents)** |

**Lesson Set**

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| **Content Objective(s)** | **Students will be able to identify the major land acquisitions made by the United States during the early 19th century. The students will be able to explain what these acquisitions were, how they were made and what the major impacts these acquisitions had on US economy, society and politics were. Students will also be able to analyze the effect of these acquisitions on the Native American tribes that previously inhabited these lands.** |
| **Literacy Objective(s)** | * **Represent and interpret Earth’s physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.** * **Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.** |
| **Lesson Importance** | **Manifest Destiny and Westward Expansion are extremely important in understanding how the natural inclination of humans to expand their territories helped lead to the political, economic and social development of the US. It is also important to realize that this desire to expand would lead to a furthering divided rift between the North and South which would eventually lead the United States into the Civil War.** |
| **Connections to prior and future learning** | **“Students should have prior knowledge of the major expeditions that explored the West, the motivations and methods of migrants, major land acquisitions and the impact of territorial expansion on Native Americans”.**  **(SC State Department of Education US History and Constitution Support Documents)** |
| **Anticipatory Set/ Hook (Engage)** | **Students will begin Day 1 with viewing School House Rock’s: “Elbow Room”. Following this, the teacher will lead a brief discussion into what images stood out the most to the students which will then lead into our discussion of westward expansion.**  **Students will begin viewing the clip “Savages” from the motion picture *“Pocahontas”.* Students will have a written copy of the lyrics to follow as they view this clip. Following the clip, students will be asked to explain how the lyrics express how white settlers viewed native Americans and how Native Americans viewed white settlers. This will lead us into our discussion of how Westward Expansion affected the native Americans.** |

**Skill Development**

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

**The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.**

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| **Introduce content components** | **Teacher will utilize Westward Expansion Map and power point/guided notes on Day 1. Teacher will use Effects of Expansion on Native Americans power point/guided notes for day 2.** |
| **“I do”**  **Skill from objective**  introduce/explain/model | **Students will analyze the lyrics of the song “Savages” from the Disney film *“Pocahontas”.* The purpose of this is to distinguish the differing views settlers and Native Americans had of one another as expansion took place.** |

**Guided Practice**

**This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.**

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| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | * **Students will complete Westward Expansion Map by color coordinating the major land acquisitions that are labeled. (Day 1)** * **Students will complete guided notes on power point discussion of Westward Expansion (Day 1)** * **Students will complete guided notes on power point discussion of Effects of Westward Expansion on Native Americans (Day 2)** |
| **Checking for Understanding-“Informal” Assessment** | * **Students will view and complete a Brain Pop Quiz on Westward Expansion. (Day 1)** * **Students will view and complete a Brain Pop Quiz on “Trail of Tears”. (Day 2)** |

**Closure**

**Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.**

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| **Content Solidified** | * **Students will discuss the effects Westward Expansion had on US society, economy and politics** * **Students will discuss the sacrifices made by Native Americans as a result of American expansion to the west coast** * **Students will take notes on their guided notes handout as it relates to the power point presentation** |

**Independent Practice**

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| **“You Do”** | **Day1- Students will create a poster that advertises why Americans should move west. Included in the poster should be pictures/symbols which highlight why Americans moved west during the early 18th century**  **Day 2- Students will write a letter to Andrew Jackson/US Government in which the student either praises or criticizes the treatment of Native Americans during westward Expansion. The students must give specific and accurate reasons for whichever side they choose.** |

**Summative/ “Formal” Assessment**

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| **Assessment** | **Using the guided notes and maps, the students will analyze the significant economic, social and political impacts that Westward Expansion had on the United States. The students will also analyze the impact Westward Expansion had on the lives of Native Americans.** |

**Differentiation**

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| **During Lesson** | **Students will be heterogeneously mixed to support various reading levels: Day 1- During poster assignment**  **Day2- During “Savages” lyrics analysis and interpretation** |
| **Assessment** | **Teacher will assign a map quiz on day 2 to measure student understanding of the course of Westward Expansion on the changing borders of the United States.** |

**Reflection**

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| **Lesson Reflection**  (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) | **I had quite a bit of success with this two-day lesson. The students really enjoyed viewing both the Schoolhouse Rock clip as well as the clip from “Pocahontas”. We had a lot of fun and good discussion when analyzing the song lyrics. The students seemed more engaged in creating the expansion posters and coloring the expansion maps as opposed to the letter writing assignment. I attribute this to the fact that most of my students are more kinesthetic learners. They are extremely creative and like to draw and create posters. I believe next time I will have the students create a propaganda poster in regards to Native American treatment during expansion. The students will take a “pro” Native American or “anti” Native American stance with their posters.** |

**Materials Needed for Lesson**

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| **Lesson Materials and Handouts** | 1. **Blank Westward Expansion Maps** 2. **Westward Expansion Guided Notes** 3. **Westward Expansion Power Point** 4. **Poster board or blank paper** 5. **Colored pencils, crayons, markers, glue** 6. ***Schoolhouse Rock Clip -* “Elbow Room” (available on Youtube.com)** 7. **Westward Expansion Effects on Native Americans Guided Notes** 8. **Westward Expansion Effects on Native Americans Power Point** 9. **Video clip: “Savages” from the film *Pocahontas (Walt Disney Pictures/Buena Vista Distribution, 1995)*** 10. **‘Savages” lyrics** |