



GeoCivics: *The Declaration of Independence and Westward Expansion*

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Teacher(s): Armijo, Juan M.	Unit Title: Founding Documents and Westward Expansion Lesson Title: The Declaration of Independence and Westward Expansion	Grade Level: 11-12
Notes: Lesson #1 of 3. This lesson uses the foundational document of the <i>Declaration of Independence</i> as the central source.		
Pre-existing Knowledge: The <i>Declaration of Independence</i> is the first foundational document for both high school government and AP United States Government and Politics. Students will need prior knowledge about social contract theory, Thomas Hobbes and John Locke, and natural rights.		
Overview of Content: The <i>Declaration of Independence</i> is the original founding document of the United States setting for the process of separation and independence from Great Britain. The foundational principles of life, liberty, and the pursuit of happiness as well as other foundational principles are outlined in the sections (Preamble, Grievances and Declaration). The <i>Declaration of Independence</i> is the original key to the foundational principles of natural rights and the purpose of government.		
Purpose: Students will learn about the foundational principles of the Declaration of Independence and also how Westward Expansion impacted geography, Indigenous Peoples, and government support in ways that oppose the key principles and ideals of the Declaration of Independence. They will also learn how to make a claim to support their views about a topic or issue by providing research-based reasonings and evidence that supports their claim.		
National & State Social Studies Standard(s): National: <ul style="list-style-type: none">Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses (D4.1. 9-12. C3 Framework).		

New Mexico State Social Studies Standard(s):

- Critique the use of claims and evidence in arguments for credibility (9-12. Civ. 10.) (Inquiry 26. Communicate and Critique Conclusions). K-12 Social Studies Standards.
- Use data and evidence from multiple perspectives related toward federal policy towards indigenous groups to develop an understanding of indigenous and United States relations over time (9-12. Civ. 21). K-12 Social Studies Standards.

National & State Geography Standard(s):**National:**

- Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

State: New Mexico Geography Standard(s):

- Describe how particular historical events and developments shape human processes and systems in a given place or region over time (9-12. Geo. 25.) New Mexico K-12 Social Studies Standards Geography Strand.

ELA Standards:

- Evaluate various explanations for actions or events and determine which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain (CCSS-ELA Grades 11-12).
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas (CCSS-ELA Grades 11-12)

ISTE Teacher and/or Student Standard:**Teacher:**

- Students plan and employ effective research strategies to locate information and other resources for their intellectual and creative pursuits (ISTE 1.3 Knowledge Instructor 1.3.a).

Language Functions:

- Inquiry/Seeking Information: Students use language to observe and explore the environment, acquire information, inquire.
- Analyzing: Students use language to separate whole into parts, identify relationships and patterns.
- Justifying and Persuading: Students use language to give reasons for an action, decision, point of view, convince others.

Culturally Responsive Lesson Strategies:

- Voice -Students work together cooperatively or share their learning experiences, strengths, backgrounds, interests and needs with the instructor and each other throughout the lesson, in a way deeply interwoven with the topic of the lesson(s) – fully student-centered.

Objective(s):

- Students will be able to summarize and describe the connection between the principles and natural rights outlined in the *Declaration of Independence* with ideas and justifications for public policies and events during the Westward Movement.
- Students will be able to develop a written claim supported by research evidence and reasoning that supports a particular position about the connection between the principles/ideals found in the Declaration of Independence and how the impact of Westward Expansion on geography, indigenous peoples, or government support opposes these principles/ideals.

SIOP

Preparation	Scaffolding	Grouping Option
Adapting content	Modeling	Whole class
Linking to background	Guided practice	Small groups
Linking to past learning	Independent practice	Partners
Strategies used	Comprehensible input	Independent
Integrating Processes	Application	Assessment
Reading	Hands-On	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Evidence of Mastery (Measurable):

Formative:

Students will write down and orally present their claims backed by research based-evidence and reasoning to answer Inquiry Question #1. The teacher will monitor their claims and evidence development and make note of the students' responses on the Students' Claims Record (in Lesson Materials Document) when students present their claims to the class.

Summative: Students write a claim supported by reasoning & evidence in response to Inquiry Question #2

- Student(s) develop a claim establishing a line of reasoning
- Student(s) provide one to two examples of evidence that supports the claim
- Student(s) are able to explain the relationship between the evidence and the claim

Levels of	Criteria	Points
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Accomplishment		
<u>Exceeds Expectations</u>	The claim provides a very full and accurate response to the question asked and includes a full line of reasoning with 3 or more examples of evidence to support the claim, and provides a very strong and clearly expressed explanation for how the evidence supports the claim made.	(Point Value: - varies depending on the number of examples of evidence provided) 6 + pts.
<u>Meets Expectations</u>	The claim provides a clear and appropriate response to the question asked and includes a sound line of reasoning, one or two examples of evidence to support the claim, and provides a clear and valid explanation for how the evidence supports the claim made.	4 to 5 pts.
<u>Approaches Expectations</u>	The claim provides a clear and appropriate response to the question asked but provides unrelated and/or weak evidence to support the claim and the explanation provided lacks clarity and/or strength.	2 to 3 pts.
<u>Fails to Meet Expectations</u>	The claim doesn't respond to the given question; and/or the reasoning and evidence are minimal and does not provide valid support for the claim made. The explanation provides little or no information about how the evidence supports the claim made.	0 to 1 pt.

Key Vocabulary:

- Declaration of Independence: the founding document of the United States in which all 13 American colonies declared independence from British rule.
- John Locke: An English philosopher and political theorist who is noted for the statement that all men have a right to pursue "Life, Liberty, and the Pursuit of Property". His work inspired the Declaration of Independence and the U.S. Constitution.
- Thomas Hobbes: An English political philosopher who introduced a social contract theory based on the relation between the absolute sovereign and the civil society.
- Social Contract: an actual or hypothetical agreement between members of an organized society or between a community and its ruler that defines and limits the rights and duties of each.
- Westward Expansion: the historical expansion of the United States in the 1800s when European Americans began leaving the eastern part of the country to populate western territories, resulting in the United States growing from 17 states to 44 states.
- Natural Rights: basic universal and inalienable rights that every citizen is entitled to, including the right to life, liberty, and the pursuit of happiness.
- Manifest Destiny: the belief that Americans were destined by God to expand its dominion and spread democracy and capitalism across the entire North American continent
- Indigenous Peoples: the earliest known inhabitants of an area and their descendants
- Geography: the study of the earth's landscapes, people, places, and environments

Sources:

- Khan Academy: (Video Reading of:) Declaration of Independence
<https://www.khanacademy.org/humanities/us-history/road-to-revolution/the-american-revolution/v/the-declaration-of-independence>
- Declaration of Independence Document:
<https://uscode.house.gov/download/annualhistoricalarchives/pdf/OrganicLaws2006/decind.pdf>
- Video -*How Westward Expansion Impacted Society*:
<https://video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=how+westward+movement+impacted+society&type=E211US714G0#id=4&vid=a675532abe189d1f7473658f05d6978c&action=view>
- HistoryNet online Article - *Westward Expansion Facts Dates*: [Westward Expansion](#)
- SAAM Smithsonian American Art Museum Images and texts - *Westward Expansion (1801 - 1861)*: [Westward Expansion \(1801-1861\) | The American Experience in the Classroom](#)
- Video: *Claims, Evidence, and Reasoning*:
<https://www.youtube.com/watch?v=JGOxVlGmGWE&t=9s>

List of Links for student research on the Westward Expansion (ELABORATE)

- <https://www.archives.gov/>
- <https://americanexperience.si.edu/historical-eras/expansion/>
- <https://www.loc.gov/classroom-materials/westward-expansion-encounters-at-a-cultural-crossroads/>
- <https://education.nationalgeographic.org/resource/resource-library-westward-expansion/>

Materials:

- Video: Khan Academy: *Declaration of Independence*: (Video Reading of:) [The Declaration of Independence \(video\) | Khan Academy](#)
- Vocabulary Worksheet - one per student (located in Lesson Materials Document)
- Copies of the Declaration of Independence Document - one per student: (see link in Sources)
- Teacher Resource to Support Student Research- provides links for student research on Westward Expansion for use in EXPLORE and ELABORATE (in Lesson Materials Document)
- Student access to online research/media.
- Video: *Claims, Evidence, and Reasoning* ([Claims, Evidence, and Reasoning.](#))
- Students' Claims Record -Teacher Formative Assessment Record (in Lesson Materials Document)
- Copies of the Inquiry Question #2 Claim Response Rubric (Summative Assessment)- one per student (in Lesson Materials Document)
- List of Links for student research about the Westward Expansion (see links in Sources)

Engage

Teacher Will:

NOTE: *Partner students strategically to provide language and/or learning support as needed.*

1. Begin by having students think/pair/share with their partners what they already know about the Declaration of Independence, telling them to respond to the 5 W's Questions: *Who wrote it? What is the Declaration of Independence and what does it say? When was it written? Where was it written? And, why was it written?*
2. Summarize the class's points shared out about the Declaration of Independence, and engage the students in a class discussion about what they feel are the most important principles of the Declaration of Independence and why these are important to them.
3. Pass out copies of the [Declaration of Independence Document](#), (link in Sources) and tell students that they are to refer to it and read along as they watch the Khan Academy Video: [The Declaration of Independence \(video\) | Khan Academy](#). Before viewing the video, pass out copies of the [Vocabulary Worksheet](#) (in Lesson Materials Document) and tell students to listen for the use of some of these words in the video and the video, they will complete the worksheet by writing down definitions for each of the words using what they have heard in the video and also using their computers/tablets to find definitions for the words they didn't hear in the video.
4. After watching the video, give students time to complete their [Vocabulary Worksheets](#), and then engage the students in a discussion of what they learned from the video, connecting what they have shared out before about the 5 W's of the Declaration of Independence to what they learned about these from the video. Then lead the students into a discussion of what they learned about the key principles/ ideals of the Declaration of Independence and also discuss the connections that were made between these and some historical events discussed in the video such as slavery in the U.S.

Student Will:

1. Work with partners to think/pair/share what they know about the Declaration of Independence by responding to the 5 W's questions and then sharing out their responses with the whole class.
(Preparation: Linking to past learning)
(Grouping: partners/whole class)
2. Engage in a class discussion and share their thoughts about what they feel are the most important principles of the Declaration of Independence and tell why these are important to them.
(Preparation: Linking to Background)
(Grouping; Whole class)
3. Watch the video shown by the teacher about the Declaration of Independence and follow along with the reading of the Declaration of Independence in the video by reading through their own copies of it. Also, students listen for the use of any of the vocabulary words on the worksheet and jot down notes as they view/listen to the video to prepare for completing the worksheet after the video is done.
(Application: Meaningful) (Integrating Processes: Listening/Reading/Writing)
4. Use their computers/tablets as needed to write down the definitions for each of the vocabulary words on their worksheets, and then engage in the class discussion about how their responses to the 5 W's of the Declaration of Independence compares to what they learned from the video. Then discuss with the class what they learned from the video about key principles/ideals of the Declaration of Independence and how these connect

<p>5. Have students now work again with their partners to reflect on and talk about any other historical events that they know of that show a specific connection -positive or negative- to the key principles/ideals of the Declaration of Independence. Then have them share these events with the whole class and discuss the connections they made between them and the principles/ideals of the Declaration of Independence.</p>	<p>to some historical events such as slavery.</p> <p>(Integrated Processes: Listening/Reading/ /Speaking) (Grouping: Whole class) (Application: Meaningful)</p> <p>5. Work with their partners to reflect on and talk about other historical events that show a connection to the key principles/ideals of the Declaration of Independence.</p> <p>(Grouping: partners) (Preparation: Linking to past learning)</p>
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Explore

<p>Teacher Will:</p> <p><i>IQ #1: In what ways did the Westward Expansion have an impact on geography, indigenous peoples or government support, or oppose the key principles and ideals found in the Declaration of Independence?</i></p> <ol style="list-style-type: none"> 1. Begin by having students share out and discuss the vocabulary word definitions from their Vocabulary Worksheets, and engage in a class discussion of what they understand about the term, “natural rights.” Have students reflect on and think about how natural rights relate to themselves personally. 2. Then lead the class in a discussion to review the key principles/ideals of the Declaration of Independence and talk about how these connect with what they know about the Westward Expansion. 3. Partner students strategically to provide language or learning support as needed and Introduce Inquiry Question #1 to the class. Pass out copies of the <u>Westward Expansion Research Graphic Organizer</u> and let them know that they will work with their partners to research the Westward Expansion to gain information to help them answer the Inquiry Question. Provide the students with some links to help guide their research of the 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Share out and discuss with classmates the definitions they put on their Vocabulary Worksheets and then engage in a class discussion about the meaning of “natural rights” They will then think about how “natural rights” apply to themselves and share out their thinking. <p>(Grouping: Whole class) (Application: Meaningful)</p> <ol style="list-style-type: none"> 2. Engage with fellow classmates in reviewing the key principles/ideals of the Declaration of Independence and talk about how they believe these principles connect to the historical event of the Westward Expansion. <p>(Preparation: Linking to past learning)</p> <ol style="list-style-type: none"> 3. Work with their partners to research Westward Expansion and record information learned on their <u>Westward Expansion Research Graphic Organizer</u>.
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Westward Expansion (*these are listed in Lesson Materials Document*) and provide them with time to conduct their research and write down notes on their graphic organizer. *Be sure to emphasize and discuss how particular historical events and developments shape human processes and systems in a given place or region over time.*

(Scaffolding: Guided Practice)

Reflect on and think about how they can answer Inquiry Question #1 based on their research findings.

(Grouping: Partners)

(Integrated Processes:

Reading/Writing/ Listening/Speaking)

Explain

Teacher Will:

1. When students have completed their research on Westward Expansion, let them know that they are now going to prepare to answer Inquiry Question #1 by using their research as evidence and reasoning to support the claims they will make in response to the question, *In what ways did Westward Expansion have an impact on geography, indigenous peoples, or government support, or oppose the key principles and ideals found in the Declaration of Independence?*
2. The teacher will then show the class the [video: Claims, Evidence, and Reasoning](#) to support them in writing their claims with evidence and reasoning to support their answers to the question. Then provide time and support as needed for students to write down their claims in response to Inquiry Question #1.

(Scaffolding: Guided Practice)

NOTE: *Students needing language or learning support will work with a partner and/or be given sentence frames to support them in writing their claims.*

3. When done, have students present their claims to the whole class, and have them also give feedback to their fellow classmates' responses.

Student Will:

1. Reflect with their partners about how what they have researched about the Westward Expansion could be used as evidence and/or reasonings to support how they will answer Inquiry Question #1.

(Grouping: Partners)

(Application: Meaningful/Linked to Objectives)

2. Watch the [video *Claims, Evidence, and Reasoning*](#) and reflect on how they will use this process to make their own claims that are supported by evidence and reasonings based on their research. Then write down their claims in response to Inquiry Question #1 and use their research notes to provide evidence and sound reasonings for each claim they make.

(Grouping: Individual or partners)

(Application: Meaningful/Linked to objectives)

3. Share their claims with the class and listen to and provide feedback to classmates about their claims.

(Grouping: Whole class) (Integrated processes: Listening/Speaking)

Elaborate

Teacher Will:

IQ #2: *What connections can be made between the principles and natural rights outlined in the Declaration of Independence with ideas and justifications for public policies and events during the Westward Expansion?*

1. The teacher will present Inquiry Question #2 to the class and work with the students to verbalize and write down on the class board a list of the principles and natural rights outlined in the Declaration of Independence.
 2. Provide students with the research links below to conduct further research on the Westward Expansion to gather information to answer Inquiry Question #2
 - <https://www.archives.gov/>
 - <https://americanexperience.si.edu/historical-eras/expansion/>
- <https://www.loc.gov/classroom-materials/westward-expansion-encounters-at-a-cultural-crossroads/>
<https://education.nationalgeographic.org/resource/resource-library-westward-expansion/>

Student Will:

1. Recall what they have learned about the Declaration of Independence, and participate with classmates in creating a list of principles and natural rights outlined in the Declaration of Independence.
(Grouping: Whole class)
(Preparation: Linking to past learning)
2. Use the links provided to conduct further research about Westward Expansion with Inquiry Question #2 in mind. Use what they learn from their research and the Inquiry Question #2 Claim Response Rubric to write down claims in response to Inquiry Question #2 that are supported by evidence and reasonings based on their research.
(Integrating Processes: Reading/Writing)
(Application: Promotes Engagement)

Evaluate

Teacher Will:

1. Give students the Inquiry Question #2 Claim Response Rubric to help guide them in writing their claims.
2. Using their research, students write a claim supported by reasoning & evidence in response to Inquiry Question #2 - *What connections can be made between the principles and natural rights outlined in the Declaration of Independence with ideas and justifications for public policies and events during the Westward Expansion?*
 - Student(s) develop a claim establishing a line of reasoning

Student Will:

2. Students will use their research to write a claim supported by reasoning & evidence in response to Inquiry Question #2- *What connections can be made between the principles and natural rights outlined in the Declaration of Independence with ideas and justifications for public policies and events during the Westward Expansion?*

- Student(s) provide one to two examples of evidence that supports the claim
- Student(s) are able to explain the relationship between the evidence and the claim

- Student(s) develop a claim establishing a line of reasoning (1 Point)
- Student(s) provide one to two examples of evidence that supports the claim (1-2 Points)
- Student(s) are able to explain the relationship between the evidence and the claim (2 Points).

(Assessment: Individual/Written)

Extensions(s):

Students can use what they have learned about the connections between the Westward Expansion and the principles and ideals laid out in the Declaration of Independence to explore other more current social/political events that have happened in our country and make connections between these and the natural rights outlined in the Declaration of Independence and can then write out claims to express their viewpoint about these events based on the concept of citizens' natural rights.