



GeoCivics Lesson: *The United States Constitution and Westward Expansion*

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Teacher(s): Armijo, Juan M.	Unit Title: Founding Documents and Westward Expansion Lesson Title: <i>The United States Constitution</i> and Westward Expansion	Grade Level: 11 & 12
Notes: Lesson 2 of 3. Lesson uses the foundational document of the <i>United States Constitution</i> as the central source.		
Pre-existing Knowledge: The <i>United States Constitution</i> is the central foundational document for both high school government and AP United States Government and Politics. Prior knowledge includes the principles of the United States Constitution, federalism and the powers of the three branches of the federal government.		
Overview of Content: The <i>United States Constitution</i> is the central founding document of the United States setting for the process of separation and independence from Great Britain. The foundational principles of separation of powers, limited government, checks and balances, popular sovereignty and republicanism are included. The <i>Declaration of Independence</i> is the central key to how government is organized and functions.		
Purpose: Students will learn to identify key principles, ideals, and powers outlined in the U.S. Constitution and will learn how these can be connected to real life events both past and present, and in particular, they will learn about the impacts that the Westward Expansion had on Indigenous Peoples, the geography of the land, and of government support, and will build an understanding of how these events connected to the principles, ideals, and powers outlined in the Constitution.		

National & State Social Studies Standard(s):**National Social Studies Standard(s):**

- Distinguish the powers and responsibilities of local, state, tribal, national and international civic and political institutions (D2. Civ.1. 9-12 .C3 Framework).
- Analyze the role of citizens in the U.S. political system, with attention to the various theories of democracy, changes in Americans' participation over time, and alternative models past and present (D2. Civ.2. 9-12. C3 Framework).
- Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order (Civ.3. 9-12. C3 Framework).
- Explain the implications of separation of powers and "checks and balances" for the U.S. political system. (1.6 CED College Board, AP United States Government and Politics).

New Mexico State 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). New Mexico K-12 Social Studies Standards Civic Strand.

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

- Essential Element II: Places and Regions - Standard 6: How culture and experience influence people's perceptions of places and regions.

New Mexico State Geography Standard(s):**New Mexico K-12 Social Studies Standards, Geography Strand:**

- 9-12. Geo. 18: Interpret the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.
- 9-12. Geo. 23: Describe how human systems, perceptions and identities shape places and regions over time.
- 9-12. Geo. 25: Describe how particular historical events and developments shape human processes and systems in a given place or region over time.

ELA Standards:

- 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.

ISTE Teacher Standards:

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

Language Functions:

- **Summarizing and Informing:** Students use language to identify, report or describe information.
- **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:** -Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, etc.
- **ACCESS:** - Lesson/Activity communicates ideas in several different ways.
- **HIGHER ORDER THINKING:** - Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning.

Objective(s):

- SWBAT summarize the connection between the principles and powers of government outlined in the *United States Constitution* with ideas and justifications for public policies and events during the Westward Movement utilizing the format of a free response question.
- SWBAT develop an argument that supports a particular position on the impact of the Westward Movement on geography, indigenous peoples, or government supported by the principles and powers found in the *United States Constitution* connecting the central document to an event or condition during this period.

SIOP

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

Evidence of Mastery:

Formative

After doing research, students will create a written response for Inquiry Question #1 explaining what they understand about the ways that the Westward Expansion impacted geography, indigenous peoples, or government support, and then will share their written response aloud to a small group and to the teacher who will record the students' responses as a formative assessment of the students' learning.

Summative

In response to Inquiry Question #2, Students will develop a written argument supported by claims that explain their particular position about how the principles and powers outlined in the U.S. Constitution connect to ideas and justifications for a particular public policy or event that occurred during the Westward Expansion. (Rubric in Lesson Materials Document.)

Key Vocabulary:

- Popular Sovereignty: The power of government comes from the people
- Republicanism: A system of government in which people elect representatives in government
- Limited Government: The power of government is restricted; No one is above the law
- Separation of Power: Power of government in the U.S. is divided between 3 branches of government
- Checks and Balances: The ability of each branch of government to prevent the other branches from being too powerful
- Federalism: Power is shared between the national government and the state government
- Individual Rights: Freedoms that people have that must be protected by the government
- Bill of Rights: Freedom of speech, Freedom of Religion, Trial by Jury, no unreasonable search and seizure, Right to speedy trial, Right to bear arms, Right to assemble, + much more

Materials:

- Copies of 5 W's of the U.S Constitution worksheet - one per student (in Lesson Materials Document)
- Copies of *United States Constitution* (Document)- one per student - (Link: [The Constitution \(PDF\)](#))
- Copies of Key Principles of the Constitution worksheet - one per student (in Lesson Materials Document)
- Video: *Principles of the United States Constitution*: (5:58) (see link in Sources)
- Copies of Historical/Contemporary Events and Public Policies Handout - one per student (in Lesson Materials Document)
- Student access to computers or tablets to conduct their research/access media
- Projection tools to show a video to the class
- Copies of The Westward Expansion Research handout- one per student (in Lesson Materials Document)
- Response to Inquiry Question #2 Rubric (in Lesson Materials Document)

Sources:**Resources/Links:**

- *The Constitution of the United States* - Document:
<https://constitutioncenter.org/media/files/constitution.pdf>

- Video: *Principles of the United States Constitution*: (5:58)
<https://video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=youtube+video+u.s.+constitution+pdf&type=E211US714G0#id=3&vid=becbc95a983cb6430c39d0f9d4ac9bf1&action=click>

Connect with Westward Expansion Links:

- <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/>

Teacher Resource links:

- [U.S. Constitution: Articles, Ratifying & Summary](#)
- [Constitution: What It Says, What It Means Archives – Annenberg Classroom](#)
- [The US Constitution \(video\) | Khan Academy](#)
- [Westward Expansion](#)
- [Westward Expansion \(1801-1861\) | The American Experience in the Classroom](#)
- [Manifest Destiny | Timeline | Britannica](#)

Engage:

Teacher Will: (Hook).

NOTE: *Strategically partners students to provide language and/or learning support as needed for ELL, SPED, and Gifted students.*

1. In pairs, ask students to discuss how they know how to function at school, i.e., time to be in class, take lunch, where to park, etc. Lead a whole group discussion. Then ask students how they know what to do in society and provide specific examples. Discuss.
2. Ask students to think about what they know about the U.S. Constitution. Then pass out copies of the [5 W's of the U.S. Constitution worksheet](#) and have students work with their partners to discuss and write down their answers to the following 5W questions:
 - Who wrote it & who does it relate to?
 - What it is about & What does it say?

Student Will:

1. In pairs, students discuss how they know how to function at school, i.e., time to be in class, take lunch, where to park, etc. Then, students will participate in whole group discussions. Students also discuss how they know what to do in society and provide specific examples.
2. Work with their partners to discuss what they already know about the U.S. Constitution and work together to fill in all that they can on the [5 W's of the U.S. Constitution worksheet](#) using what they know.
(Preparation: Linking to past learning)
(Grouping: partners)

- When was it written & when used?
 - Where was it written and where used?
 - Why was it written & why is it important to us?
3. When finished, the teacher will pass out copies of the U.S. Constitution Document to the students and tell them they will now have time to use the document to compare their 5W's responses to what they see written within the Constitution and they can make any changes or additions they need to on their 5 W's worksheets based on what they read. When done, the teacher will then engage the class in a discussion to share out their responses to the 5 W's questions about the Constitution, and will summarize and clarify information about the Constitution.
 4. The teacher will then ask the students to think about what they believe are the key principles behind the U.S. Constitution and will have them share out their thinking with the whole class. Then tell the class they are going to watch a video that will discuss these key principles, and as they watch the video and are introduced to each key principle, they are to write down the meanings of each one along with any notes they want to make about them on the Key Principles of the Constitution worksheet which will be passed out to them. The teacher will pass out copies of the Key Principles of the Constitution worksheet and show the class the video: Principles of the United States Constitution and have students take notes and write down the meaning of each key principle discussed.
 5. After students have watched the video and filled in the worksheet, the teacher will engage the class in a discussion to summarize what the principles are and what they mean and also discuss how these principles and the ideals and powers outlined in the Constitution impact all of us as U.S. citizens.

3. Work with their partners to read through the U.S. Constitution document and compare their responses on their 5 W's worksheet to what they find written in the Constitution and make whatever changes or additions they need to answer the 5 W's questions with greater accuracy. When done students will share out their responses and discuss what they know/have learned about the 5 W's related to the Constitution of the United States.
(Application: Meaningful)
(Grouping: Partners/Whole class)
(Integrating Processes: Reading/Writing/ Speaking/Listening)
4. Think about what the key principles behind the U.S. Constitution could be and share out their thoughts with the class. Then watch the video about the Principles of the U.S. Constitution and as they watch, write down notes about what they learn about them and also use the Key Principles of the Constitution worksheet to write down the meanings of each of the 8 principles discussed in the video.
(Grouping: Independent)
(Preparation: Linking to prior learning)
(Integrated Processes: Listening/Speaking/ Reading/Writing)
5. Share out what they learned about the principles from the video they watched and reflect on and discuss with the class how these principles and also the ideals and powers outlined in the Constitution impact all of their lives as citizens of the U.S.
(Grouping whole class)
(Integrated Processes: Listening/Speaking)

6. Introduce to the students the Historical/Contemporary Events and Public Policies handout, and explain that the class will be doing research on these events or policies with the purpose of identifying how each event or policy connects to the principles, ideals and powers outlined in the U.S. Constitution.
7. Then group the class into five groups and have each group select one of the events or policies listed on the Historical/Contemporary Events and Public Policies handout to do research on. Provide time for student groups to engage in their research and take down notes about what occurred in the event or policy that they chose to research, and to determine how that event or policy is in conflict (or not) with the principles, ideals, and powers outlined in the U.S. Constitution.
8. When done researching, have each group share out their learning with the class, describing what happened in the event or policy and how it connected to the U.S. Constitution.

(Application: Meaningful)

6. Students will be conducting research on these events or policies with the purpose of identifying how each event or policy connects to the principles, ideals and powers outlined in the U.S. Constitution.
7. Get together with their group members and select one of the events or policies listed on the Historical/Contemporary Events and Public Policies handout to do research on. Work with their group using computers or tablets to do research on the historical/ contemporary event or public policy that they have chosen and take notes about what occurred in this event or policy and then use their completed Key Principles of the Constitution worksheets to reflect on and talk together to determine how it connects to the U.S. Constitution - either by being in conflict with the principles, ideals, and powers outlined in the *Constitution* or by how it demonstrates these principles, ideals and powers.
8. Share out their learning with the whole class telling them what the event or policy was about and talking about how it connected to the U.S. Constitution.

(Grouping: Small groups)

(Preparation: Linking to past learning)

(Application: Hands-on/Meaningful/Promotes engagement) (Integrating Processes: Reading/Writing/ Listening/Speaking)

(Grouping: Whole class)

Explore:

Teacher Will:

NOTE: *Discuss vocabulary words and connect to content throughout the lesson.*

IQ #1: *In what ways did the Westward Expansion impact geography, indigenous peoples, or*

Student Will:

government support?

1. Engage the class in a discussion of another historical event - the Westward Expansion, and have them share out what they know and have learned about this historical event in the past.
2. Then present to the class Inquiry Question #1, *In what ways did the Westward Expansion impact geography, indigenous peoples, or government support?* by writing it on the board and having students reflect on what they already know about the Westward Expansion and what more they need to research in order to answer the question.
3. Then pass out copies of The Westward Expansion Research handout (in Lesson Materials Document) and give students an assignment to conduct their own research on the Westward Expansion using the links on the handout and taking notes to help them answer Inquiry Question #1. Let students know that after conducting their research, they will use the notes they have written down to provide them with the information needed to do a final write up answering the Inquiry question.

1. Engage in a class discussion of the Westward Expansion, sharing out what they have learned and know about this from past learning.
2. Think about Inquiry question #1 presented by the teacher and reflect on what they already know about the Westward Expansion that could help answer the question and consider what more they need to research to be able to fully answer the question.
3. Use the links provided to conduct research on the Westward Expansion in order to answer Inquiry Question #1. Record notes from their research onto their copy of The Westward Expansion Research handout.
(Grouping; Independent)
(Integrating Processes: Reading/Writing)
(Application: Promotes engagement)

Explain - Formative Assessment

Teacher Will:

1. Tell students that they will now write a one-page response to Inquiry Question #1 using information gathered from their research of the Westward Expansion.
2. Provide time for students to write their Inquiry Question response, and *provide writing and/or language support for students when needed by having allowing students to work with a partner if needed or providing sentence starters for students if needed.*

Student Will:

2. Students will use their research notes to write a one-page response to Inquiry Question #1. Students can work independently or with a partner if needed in order to complete their written response.
(Grouping; Independent or partners)

<p>3. When done, the teacher will organize students into small groups and have them present and discuss their responses with classmates and with the teacher. The teacher will record information about each students' response as a formative assessment and will provide feedback to student responses.</p>	<p>3. Engage in a group presentation of their responses to Inquiry question #1 by reading aloud their response and listening and providing feedback to fellow students as they present their responses. They will also receive feedback from the teacher to help them assess their accuracy and learning. (Assessment: Group/Written) (Grouping: Small group) (Integrating Processes: Reading /Listening/Speaking) (Application: Hands-on/Promotes engagement)</p>
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Elaborate:

<p>Teacher Will: <i>IQ#2: What connections can be made between the principles and powers outlined in the United States Constitution with ideas and justifications for public policies and events during the Westward Expansion?</i></p> <ol style="list-style-type: none"> 1. The teacher will present Inquiry Question #2 to the class by writing it on the board and talking to the class about how they will use the question to build on what they have already learned about the principles and powers outlined in the Constitution and how these connect to public policies and events that took place during the Westward Expansion. 2. Have students take out their completed <u>Key Principles of the Constitution worksheets</u> (from ENGAGE) and their written response to Inquiry Question #1 (from EXPLAIN) and talk to them about how they can make use of both papers as well as do some additional research to write a response to answer Inquiry Question #2. Explain to the students that their response will be written in the form of an argument supported by claims that explain their particular position about how the principles and powers outlined in the U.S. Constitution connect to ideas and 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Read the Inquiry Question #2 written on the board and reflect on how they could use what they have already done/learned to help them respond to the question. (Preparation: Linking to past learning) 2. Take out their already completed worksheets on principles of the constitution and their answer to Inquiry question #1. They will reflect on what they have already learned about the principles of the Constitution and about any public policies and events that occurred during the Westward Expansion that could be a potential topic for creating an argument response for Question #2
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justifications for a particular public policy or event that occurred during the Westward Expansion.

3. The teacher will pass out copies of the [Response to Inquiry Question #2 Rubric](#) and go over the criteria that will be used to assess their written response to Inquiry Question #2 and will then provide time for the students to use their computers to conduct further research using the [Connect to Westward Expansion links](#) below in order to determine the connections between the U.S. Constitution and the public policies and events during the Westward Expansion in order to write their response to Inquiry Question #2. When done, students will turn in their written response to be graded.

Connect with Westward Expansion Links:

- [National Archives |](#)
- [Westward Expansion \(1801-1861\) | The American Experience in the Classroom](#)
- [Westward Expansion: Encounters at a Cultural Crossroads | Classroom Materials at the Library of Congress](#)
- [Westward Expansion](#)

3. Go over the [Response to Inquiry Question #2 Rubric](#) with the teacher and classmates to identify the criteria needed to complete their written response. Then students will use the links provided to engage in further research about The Westward Expansion and then use this and what they have learned before to choose a specific topic for developing their argument to support a particular position in response to Inquiry Question #2. They will then write out their response using the criteria on the rubric as a guide and will then turn it in to be graded.

Evaluate - Summative Assessment:

Teacher Will:

1. Based on all their research, students will develop a written argument supported by claims ***that explain their particular position about how the principles and powers outlined in the U.S. Constitution connect*** to ideas and justifications for a particular public policy or event that occurred during the Westward Expansion.

Student Will:

1. Based on all their research, students will develop a written argument supported by claims that explain their particular position about how the principles and powers outlined in the U.S. Constitution connect to ideas and justifications for a particular public policy or event that occurred during the Westward Expansion.
(Assessment: Individual/Written)

Extensions: Students can use what they have learned in the lesson about connecting principles, ideals, and powers outlined in the Constitution to historical events and policies to research contemporary, modern policies and events that have happened during their own life times and then make connections between these and the United States Constitution with the purpose of developing a deeper understanding of how these events/policies may impact their own and other peoples' lives as American citizens today.