



## GeoCivics Lesson: *Beginnings of Expansion*

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<b>Teacher(s):</b> Krizia Columna	<b>Unit Title:</b> Westward Expansion & Manifest Destiny  <b>Lesson Title:</b> Beginnings of Expansion	<b>Grade Level:</b> 6th-8th
<b>Notes:</b> This is lesson one of two.		
<b>Pre-existing Knowledge:</b> Students should have some background knowledge of the Westward Expansion. Students should be aware that before colonialism there were people already living in what is now referred to as the Continent of the Americas. Students should be aware that these lands were taken by force or by subterfuge in order to have other parties agree to the government of the era demands.		
<b>Overview of Content:</b> A significant push toward the west coast of North America began in the 1810s. It was intensified by the belief in manifest destiny, federally issued Indian removal acts, and economic promise. Pioneers traveled to Oregon and California using a network of trails leading west. In 1893 historian Frederick Jackson Turner declared the frontier closed, citing the 1890 census as evidence, and with that, the period of Westward Expansion ended. -- <i>Nat Geo</i>		
<b>Purpose:</b> Students will learn how Manifest Destiny affected indigenous populations and how it impacted the migration patterns of the indigenous populations and their access to basic needs.		
<b>National &amp; State Social Studies Standard(s):</b> <b>National:</b> <u>NSS-USH.5-12.4 ERA 4: Expansion and Reform (1801-1861)</u> Understands United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.		

**Florida Social Studies Standard(s):**

- SS.8. A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8. A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8. A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

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

- NSS-G.K.12.4 Human Systems: Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- NSS-G.K.12.6 Using Geography to Interpret the Past: Understand how to apply geography to interpret the past.

**Florida State: Geography Standard(s):**

- Standard 4: Understand the characteristics, distribution, and migration of human populations  
SS.6. G.4.2 Use maps to trace significant migrations, and analyze their results

**Florida ELA Standards**

- ELA.6. R.2.1: Explain how individual text sections and/or features convey meaning in texts
- ELA.6. R.3.1: Explain how figurative language contributes to tone and meaning in text(s).
- ELA.8. R.2.3: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

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

- Students: 1.3.d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
- 1.3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Language Functions:**

- **Summarizing and Informing:** Students use language to identify, report or describe information.
- **Comparing and Contrasting:** Students use language to describe similarities and differences in objects or ideas.
- **Analyzing:** Students use language to separate whole into parts, identify relationships and patterns.
- **Inferring, Predicting, & Hypothesizing:** Students use language to make inferences, predict implications, hypothesize.

**Culturally Responsive Lesson Strategies:**

**VOICE** - Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences.

**Objective(s):**

- SWBAT compare and contrast different primary source documents on the same topic.
- SWBAT make connections between the removal of Native Americans and the theory of Manifest Destiny.
- SWBAT analyze the change in United States government policy towards Native Americans from Washington to Jackson.

**SIOP**

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

**Evidence of Mastery:****Formative:**

Using their Manifest Destiny maps, students will come up with a theory/ies for how Expansion could have affected Native populations and share out their theory/ies as they participate in a class Popcorn activity.

**Summative:**

Using the Story Pyramid Handout, students will create a Story Pyramid to describe the main character, the setting, important events, and the main idea of the story: *Samuel's Memory Story*, which tells the story of an Indigenous boy's experience of being forced to leave his home as a result of the Indian Removal Act resulting from Manifest Destiny. (See Story Pyramid Rubric in Materials Document)

### Key vocabulary:

- Doctrine - a principle or the principles in a system of belief
- Migration - moving from one place to another
- Providence - divine guidance or care
- Immigrant - a person who comes to a country to take up permanent residence
- Pioneer - one of the first to settle in a territory
- Indigenous - of or relating to the earliest known inhabitants of a place and especially of a place that was colonized by a now-dominant group
- Population - the total of individuals occupying an area or making up a whole

### Materials:

- Titled Print - *American Progress* - (printed large and cut into 6 rectangular sections) (in Lesson Materials Document & Link in Sources)
- Chart paper - one for each table group
- Markers for each table group
- Teacher access to computer and projection tools to show videos
- Video: *Trail of Tears: We Shall Remain* (5:24) (See link in Sources)
- Copies of Placemat Consensus handout (one per table group) (in Lesson Materials Document)
- Copies of Manifest Destiny Map and Handout (one per student) & Answer Key (in Lesson Materials Document)
- Student access to computers to do their research
- Nerf or other soft 'throwable' ball/object for class Popcorn activity
- Online article: *Samuel's Memory Story*- [History of the Cherokee -- Samuel's Memory](#)
- Video: *How did Westward Expansion affect the Native Americans*: [How did Westward Expansion affect the Native Americans](#)
- Copies of Story Pyramid-Handout - one per student and one large version for whole class activity and Sample Answer Key (in Lesson Materials Document)
- Copies of Story Pyramid Rubric - one per student - (in Lesson Materials Document)

### Sources:

- Titled Print: *American Progress*: <https://www.loc.gov/pictures/item/97507547/>
- Video: *Trail of Tears: We Shall Remain* (5.24 min.)  
<https://az.pbslearningmedia.org/resource/akh10.socst.ush.exp.trail/trail-of-tears-we-shall-remain/>
- Samuel's Memory Story- <http://history-sites.com/choke/samuel.html>
- Video: *How did Westward Expansion affect the Native Americans* (8.36 min.)  
<https://www.youtube.com/watch?v=z3knJOD3uNw>
- <https://americanexperience.si.edu/historical-eras/expansion/pair-westward-apotheosis/>

**Engage:**

**Teacher Will:**

**NOTE:** Intentionally group students and use visuals to support ELL/SPED/gifted students as needed.

1. The teacher will use a large copy of the titled print *American Progress* divided into six rectangular sections. The teacher will pass out a print piece to each group and a piece of chart paper and tell students to make careful observations of the image and to prepare to explain what they can see by describing colors, emotions, objects, and people.
2. The teacher will direct the groups to come to a consensus about what they observe and to write down on the chart paper what they observed about their print piece. The teacher will then have the groups work together to put the print pieces of the *American Progress* artwork together and to view it as a whole.
3. Then the teacher will engage the students in a class discussion about: *What story does this image tell?*
4. **The teacher will introduce *Manifest Destiny* to students so they understand the motivation behind the artwork.**
5. The teacher will then introduce the lesson vocabulary words to the class by writing them on the board and asking students to define each word. They will then discuss the meanings of the words and use a dictionary if needed to find and write down accurate definitions of each word.

**Student Will:**

1. Work together in their groups to examine each part of their print and talk about what they can see, describing colors, emotions, objects, and people.
2. Work with their group members to come to a consensus about what they were able to observe and then write out on a chart paper their observations. Then work with their group members to put the pieces of the artwork together into one piece on their chart paper and view it as a whole.
3. Students will then engage in a class discussion of what story the image tells.
4. Students will learn about Manifest Destiny.  
**(Grouping: Small groups)**  
**(Application: Hands-on/Promotes engagement)**  
**(Integrating Processes: Listening/Speaking/Reading/Writing)**
5. Engage in a class discussion of the vocabulary words, sharing their knowledge of the words' definitions and looking up the words that are not familiar to them and writing down the words and definitions in their notes.

**Explore:**

**Teacher Will:**

**IQ #1: *In what ways did Manifest Destiny affect indigenous populations?***

**Student Will:**

1. The teacher will discuss with the class how the forces of conflict among people influences the division and control of the Earth's surface. The teacher will have students then think about what they know/have learned about the Westward Expansion and ask them the question, *how do you think this kind of influence may have been expressed during Westward Expansion?*
2. Teacher will show the [video: \*Trail of Tears: We Shall Remain\*](#); and after the video, have students write a short summary of what they recall from watching the video. The teacher will tell students to include in their summary what emotions and/or personal connections they have to the video. The teacher will offer sentence stems to support ELLs and intentionally group students to provide language and learning support as needed, as well as show them with an example of the placement consensus below and how to complete it. **(Scaffolding: Guided Practice)**
3. The teacher will ask students to think about what connections they can make between the artwork piece and the video and tell them that they are to use what they have learned to answer Inquiry Question #1, *In what ways did Manifest Destiny affect indigenous populations?*
4. The teacher will then Introduce the [Placemat Consensus handout](#) and tell students that they are to work with their groups to do a placement consensus on what theories they have from the indigenous perspective as well as the pioneer perspective to answer the inquiry question, and that they need to include in their responses, emotions, actions, wonderings, behaviors, clothing, food, transportation, etc. for both groups.

1. Engage in a class discussion of how forces of conflict among people influences the division and control of the Earth's surface, and share out what they know/have learned about the Westward Expansion and then reflect on and share their thoughts about how they think these types of conflicts of interest among people may have been expressed during the Westward Expansion.  
**(Preparation: Linking to background/Linking to past learning) (Grouping: Whole class)**
2. Watch the [video, \*Trail of Tears: We Shall Remain\*](#), and then write a short summary of what they recall from the video including a description of emotions and/or personal connections they made to the video. Students, when needed, can use group members' help/support as well as sentence stems provided by the teacher to complete their summaries.  
**(Preparation: Linking to background) (Integrating Processes: Listening/Writing) (Grouping: Independent and/or small groups)**
3. Students think about what connections they can make between the artwork piece and the video they have watched. Students will then think about how to respond to Inquiry Question #1.  
**(Preparation: Linking to past learning)**
4. Work with their group members to complete a placement consensus on what theories they have about the effect of Manifest Destiny on indigenous populations from both the indigenous perspective and the pioneer perspective with each person completing their own section of the handout and then discussing with the group to come to a consensus and completing the center section showing the group's response.  
**(Grouping: Small group) (Integrating Processes: Writing/Reading/**

<p>5. When complete, the teacher will direct students to do a gallery walk and have them observe their peer’s work, and then lead the class in a culminating whole group discussion of their responses to Inquiry Question #1.</p>	<p><b>Speaking/Listening) (Application: Linking to Objectives/ Promotes engagement)</b></p> <p>5. Engage in a gallery walk to share out their group’s completed placement consensus response and to view their classmates’ responses.</p> <p>6. The students will then participate in a whole class discussion of the class’s response to the inquiry question.</p> <p><b>(Grouping; Small groups/Whole class) (Application: Linked to Objectives/Promotes Engagement) (Integrating Processes: Listening/Speaking/Reading)</b></p>
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**Explain - Formative Assessment:**

<p><b>Teacher Will:</b> <b>NOTE:</b> Intentionally group students with a partner to provide language and/or learning support as needed. The teacher will also use visuals to support student understanding/learning.</p> <ol style="list-style-type: none"> <li>1. The teacher will provide students with a copy of the <u>Manifest Destiny Map and Handout</u> and guide students through the handout’s instructions on how they are to shade the maps to show how the United States grew across the years and provide time for students to complete their <u>Manifest Destiny Map and Handout</u>, independently or with a partner. <b>(Scaffolding: Guided Practice/Independent practice)</b></li> <li>2. The teacher will engage the students in sharing their handouts and thoughts about how the Westward Expansion impacted the growth of the United States across the years and then have students reflect on and come up with theories on how Expansion would have affected the Native populations.</li> <li>3. Students will then share their theories via Popcorn by tossing a nerf ball from student to student and each student sharing out</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Working independently or with partners, students will read through the instructions on the <u>Manifest Destiny and Handout</u>, guided by the teacher, and will shade in the maps on the handout to show the growth of the United States over the years. <b>(Grouping: Independent and/or Partners)</b></li> <li>2. Reflect on the growth of the United States as shown on their maps and reflect on and come up with theories for how Expansion could have affected Native populations. <b>(Preparation: Linking to past learning) (Grouping/Independent and/or Partners)</b></li> <li>3. Participate in a class Popcorn activity by sharing out their theory of how Expansion could have affected Native populations when the nerf ball is tossed to them, and then tossing the ball to a fellow student for them to share out their theory.</li> </ol>
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<p>their theory when the ball is tossed to them.</p>	<p><b>(Assessment: Individual/Oral)</b></p>
<p><b>Elaborate:</b></p>	
<p><b>Teacher Will:</b></p> <p><b>IQ #2: <i>What did Manifest Destiny do to the migration patterns of the indigenous populations and their access to basic needs?</i></b></p> <p><b>NOTE:</b> The teacher will intentionally group students and use visuals to provide language and/or learning support as needed.</p> <ol style="list-style-type: none"> <li>1. The teacher will share Inquiry Question #2 with the class and have the students work with partners to research how the Manifest Destiny philosophy impacted Indigenous populations. After conducting their research and taking notes on what they have learned, the teacher will have the students share out what they have learned and then as a class they will come up with an answer to Inquiry Question #2.</li> <li>2. The teacher will then project to the class the online <a href="#">article: Samuel's Memory Story- History of the Cherokee -- Samuel's Memory</a> and introduce it as a way for us to hear from an Indigenous boy who lived through this experience what it was like for him, and then the teacher will engage the class in reading the story aloud together. While reading/listening to the story, the teacher will have students take notes on the verbs, adjectives and any imagery that Samuel has provided in his memory.</li> <li>3. After reading the article, the teacher will ask students to think/pair/share their response to the question: <i>How was Samuel affected by migration away from his land and what was the state of mind he was in while moving?</i> The teacher will engage students in sharing out their responses to the whole class and having a class discussion of the ways migration</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Reflect on Inquiry Question #2 and work with their partners to do research using their computers to learn and write down notes about how Manifest Destiny impacted Indigenous populations, and then share out their learning with the class and use what they have learned to help the class articulate an answer to Inquiry Question #2. <b>(Grouping: Partners)</b> <b>(Integrating Processes: Reading/Writing/Listening/Speaking)</b></li> <li>2. Read aloud with the class, Samuel's Memory Story, and take notes on the verbs, adjectives, and any imagery that they find in the story. After reading the story, students will think/pair/share with partners their answer to the teacher's question about how Samuel was affected by migration away from his land and what was his state of mind while having to move. Students will then share out their response with the whole class and engage in a class discussion of their responses. <b>(Grouping: Partners/Whole class)</b> <b>(Integrating Processes: Reading/Listening/Speaking)</b></li> <li>3. Watch the video of how Westward Expansion affected Native Americans and reflect on any connections they made between the video and Samuel's story regarding indigenous migration patterns</li> </ol>



affected Samuel and how it affected his state of mind.

4. The teacher will then show the video: [How did Westward Expansion affect the Native Americans](#), to build on the class's learning about how Manifest Destiny's impact on Indigenous People, and will ask students to make connections between Samuel's Story and the video of indigenous migration patterns during Westward Expansion. Students will then think/pair/share their connections with partners and then share out with the whole class.

during Westward Expansion. They will then think/pair/share their connections with their partners and share them out with the whole class.

**(Grouping: Independent/Partners/Whole class) (Application: Meaningful/Linking to Objectives) (Integrating Processes: Listening/Speaking)**

### Evaluate - Summative Assessment:

#### Teacher Will:

1. Provide each student with their own copy of the [Story Pyramid Handout](#) and the [Story Pyramid Rubric](#) and then explain to students that they will create a story pyramid for [Samuel's Memory Story](#) and that their story pyramid must include the name of the main character, two appropriate words that describe the main character, three words that describe the setting of the story, and it must use academic language, words such as bad, good, pretty are not acceptable. They must also include four appropriate words that describe the important events of the story, and five appropriate words that describe the main idea. The main idea will always be the topic and the point of the story.
2. The teacher will then provide time for the students to complete their story pyramids.
3. The teacher will then have students conduct a gallery walk to share their story pyramids, and then students will turn in their story pyramids for grading.
4. The teacher will then bring the students back as a whole group and have a larger version of the story pyramid on the board, and will engage the students in a class discussion to come up with a class consensus on what words

#### Student Will:

1. Listen to how they are to complete a story pyramid of Samuel's Memory Story that will meet the criteria outlined on the Story Pyramid Rubric.
2. Work independently to complete their Story Pyramid and then when done, they will be partnered with a fellow student to compare and contrast and come to an agreement of what words best fit on each line.  
**(Grouping: Independent)**  
**(Assessment: Individual/Written)**
3. Engage in a gallery walk to share their story pyramids with the class and then turn in their story pyramids to be graded.

would best describe The Trail of Tears based on Samuel's observation and experiences.

4. Engage in a class discussion to come up with a consensus on what words would best describe the Trail of Tears based on what they read in Samuel's Memory Story about his observations and experiences.  
**(Grouping: Partners/Whole class)**  
**(Application: Meaningful/Promotes engagement).**  
**(Integrating Processes: Writing/Reading/Listening/Speaking)**

**Extensions:** Students can extend their learning by doing further research to learn about other Indigenous Peoples' experiences as a result of the Westward Expansion, and compare and contrast these with what they have learned through Samuel's Memory Story.