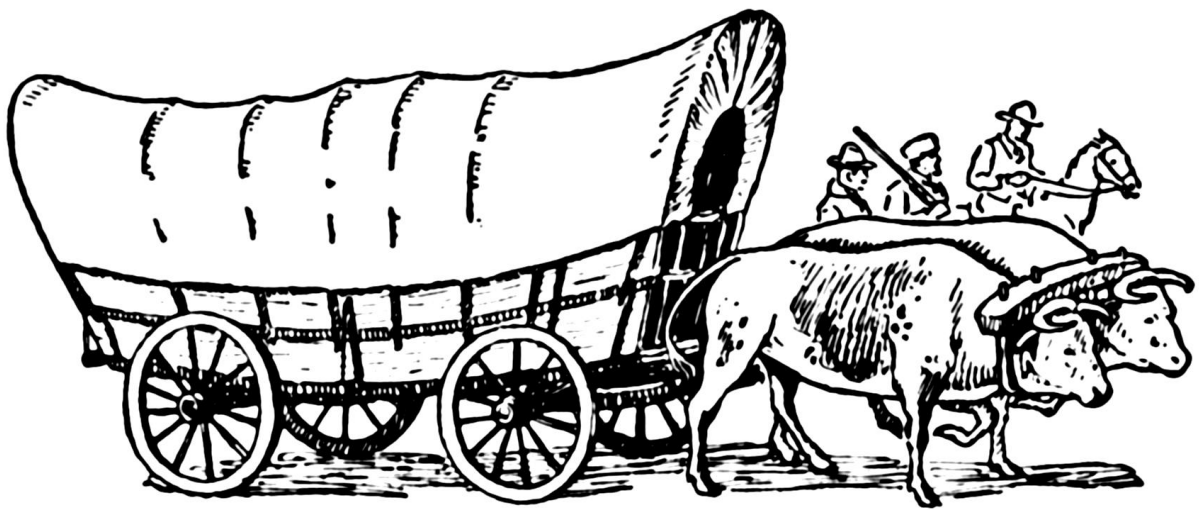


# *Westward Expansion: A Unit Plan*

*By: Collin Barnes  
19 October 2009*



The purpose of this unit is to help students understand the broad concepts and the important details surrounding America's expansion to the West. For fifteen days, students will cover a variety of topics that touch on America's economic, political, and social spheres during the 19<sup>th</sup> century.

### The "Big Ideas"

*The "Big Ideas" are central concepts that will be achieved throughout the course of the unit. They are abstract thoughts that students will use to help them as they work through the various lessons.*

- Rights
- Responsibility
- Perspective

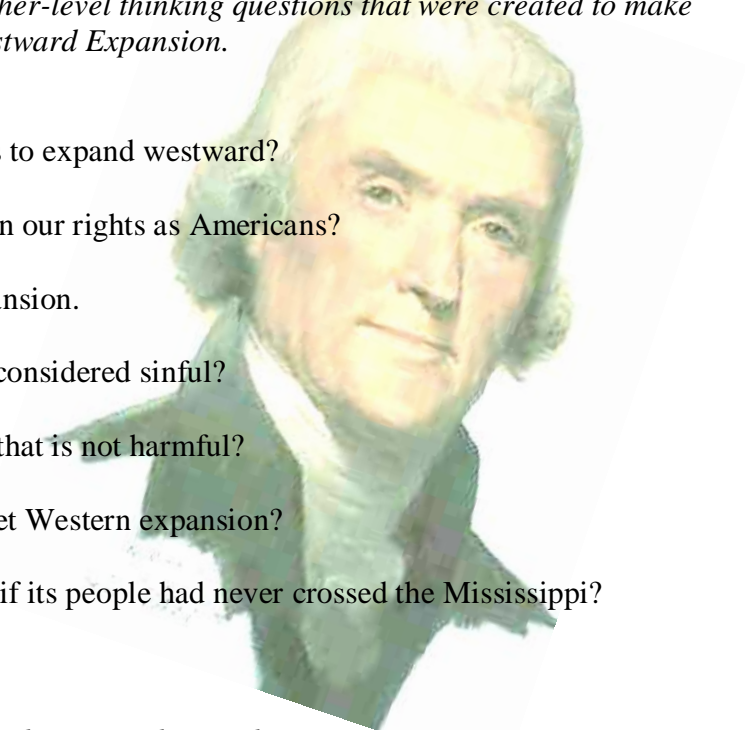
### Essential Questions

*Essential Questions refer to the main questions that students will be able to answer at the end of the unit plan. They are higher-level thinking questions that were created to make students think critically about Westward Expansion.*

- Was it a good idea for Americans to expand westward?
  - Was this expansion within our rights as Americans?
- It is in man's nature to seek expansion.
  - Could this expansion be considered sinful?
  - Is there a way to expand that is not harmful?
- Is there a positive way to interpret Western expansion?
- How would America look today if its people had never crossed the Mississippi?

### Enduring Understanding

*These are the main ideas that will hopefully stick with students after the unit is complete and we move to the next topic. They will be able to translate information from the Westward Expansion unit to other units that may not directly pertain.*



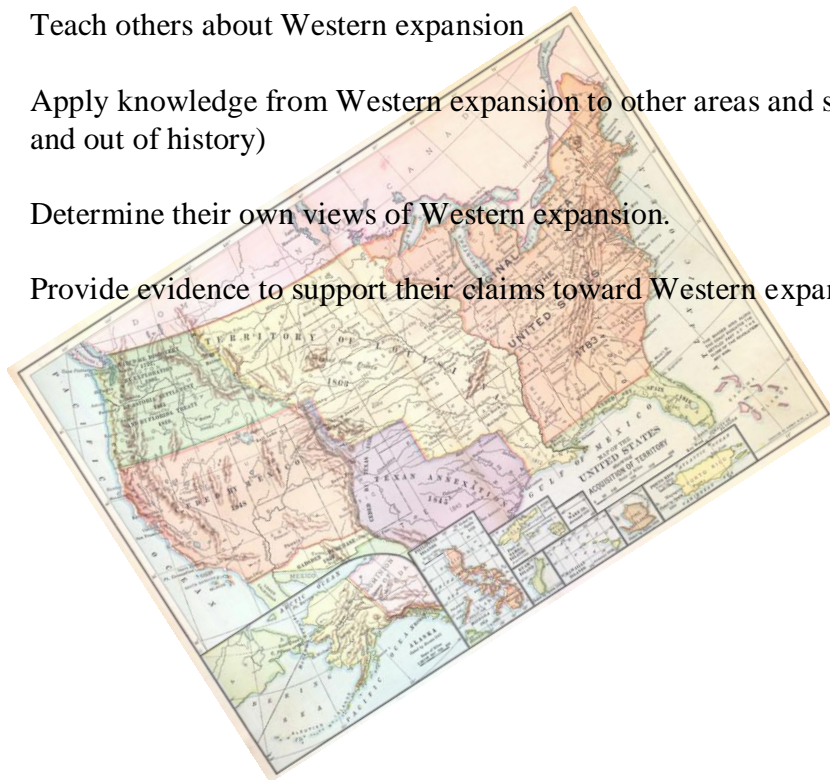
Every action taken by people, large or small, has an enormous impact, not just on ourselves, but also on everyone that we come into contact with. It does not matter who does it or the location in which the action is done, it has the potential to change the course of entire countries. They do not necessarily need to be guided by political actions, but can also be individual decisions (much like a lot of decisions to move westward were).

Students Will Know:

- Vocabulary
- Reasons for the expansion Westward
- Important events during the timeframe
- The action of expanding westward was a misguided idea by Americans.
- It is in the nature of man to want more and to constantly expand.
- Several positive features *did* arise out of American expansion.

Students Will Be Able To:

- Teach others about Western expansion
- Apply knowledge from Western expansion to other areas and subjects (both in and out of history)
- Determine their own views of Western expansion.
- Provide evidence to support their claims toward Western expansion.



## Knowledge and Skills

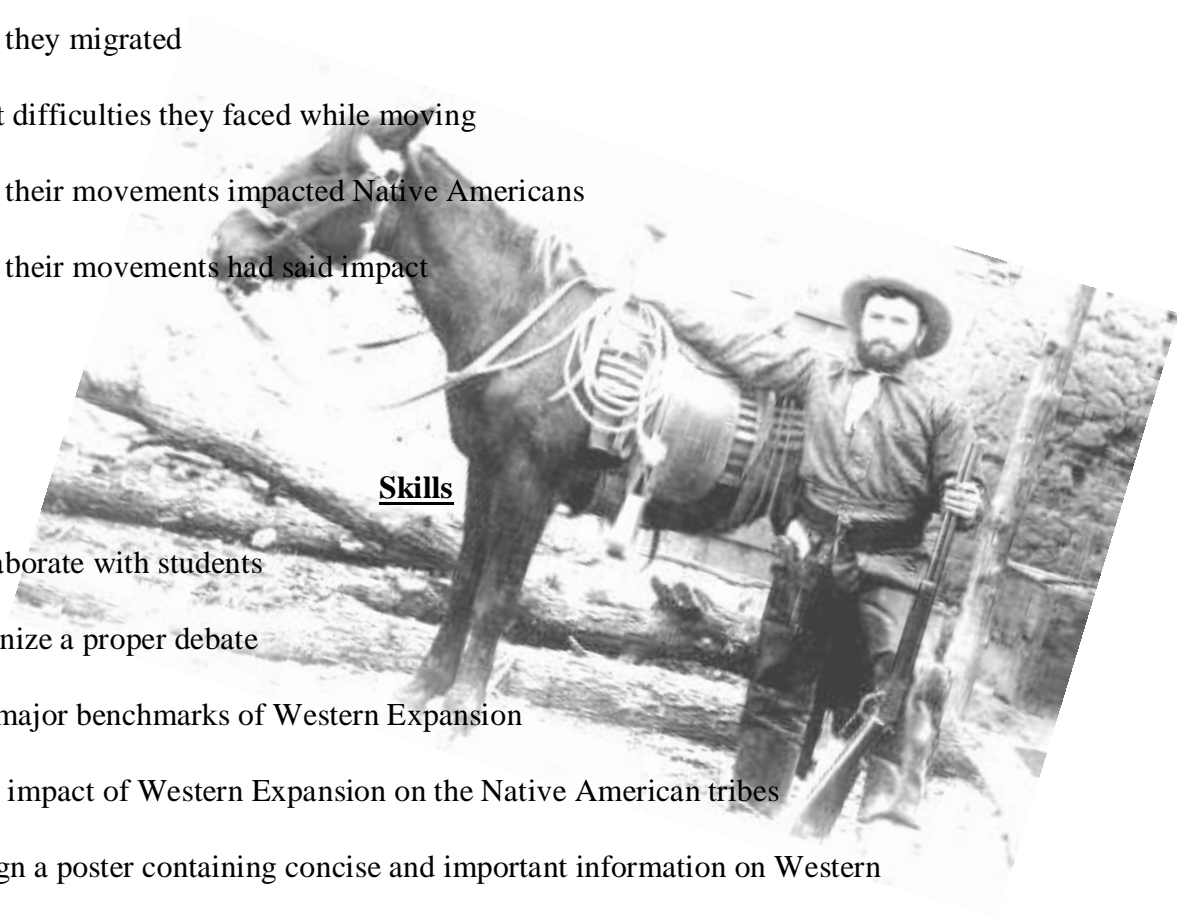
*This is a running list of the basic knowledge that students will have upon completion of this unit, along with the skills that they will be able to perform.*

### Knowledge

- Reasons for Western Expansion
- Who migrated West
- Why they migrated
- What difficulties they faced while moving
- How their movements impacted Native Americans
- Why their movements had said impact

### Skills

- Collaborate with students
- Organize a proper debate
- List major benchmarks of Western Expansion
- State impact of Western Expansion on the Native American tribes
- Design a poster containing concise and important information on Western Expansion
- Critically evaluate America's decision to expand Westward
- Properly use research materials and correctly cite them in papers and presentations



Established Goals

*This outlines the major standards that will be accomplished upon completion of this unit.*

*(Taken from the Illinois Professional Teaching Standards for Social Studies.)*

**18.B.5:** Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.

**17.C.5b:** Describe the impact of human migrations and increased urbanization on ecosystems.

**16.C.4b:** Analyze the impact of westward expansion on the United States economy.

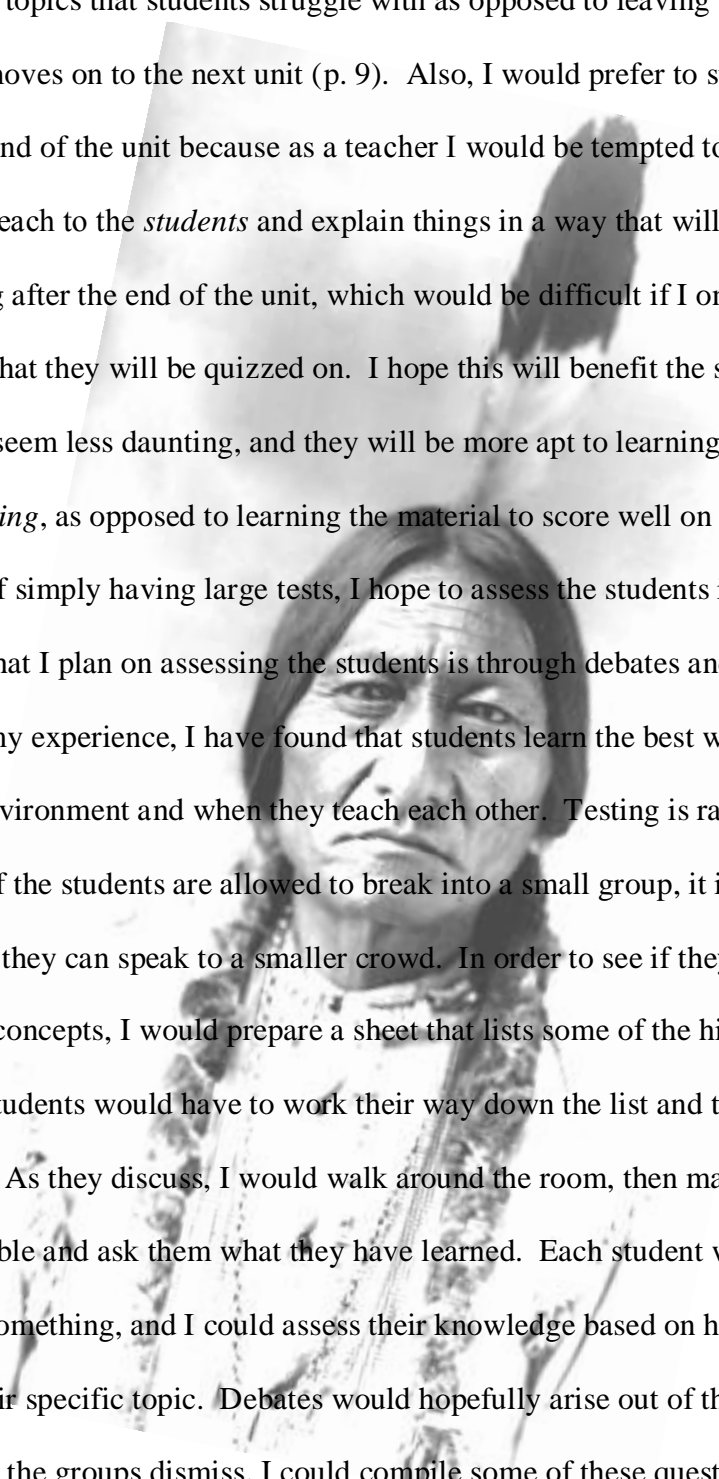


### Assessment Plan

*My Assessment Plan outlines the various types of assessment that will be used throughout this unit, as well as the logic behind them. Examples of rubrics and tests are also given.*

Throughout my unit on Western Expansion, I plan on using several methods of assessment that I believe are specifically geared toward helping the students succeed and retain the knowledge that they will be able to use in the future. This assessment plan includes what types of assessment I plan on using, when they will be implemented, my rationale behind their uses, and how I hope they will benefit the students that are in my classroom.

Throughout my unit, I hope to move away from the traditional assessment where students listen to a lecture, then take a test at the end of the unit to show what they actually picked up on. While tests will be a form of assessment that I will use, I will try to implement them as a tool for learning instead of the overarching goal of the unit. Tests will be smaller in size—roughly ten to fifteen questions total—and they will be used *throughout* the unit instead of at the end. I do not want to have a large test near the end of the unit because I think it gives the wrong impression to the students. They begin to study the material at the end of the unit simply to get a good grade on the test, then they will promptly remove it from their minds. However, if smaller tests are given more frequently, the students will have to remember the information at different intervals, and they will be able to look into each section more closely, which may help them to retain the lessons that were taught. Thomas Guskey, in his article *How Classroom Assessment Improves Student Learning*, touches on this by saying that if smaller tests are administered *throughout* the unit, then “corrective instruction” can be implemented that



will focus on the topics that students struggle with as opposed to leaving them in the dust while the class moves on to the next unit (p. 9). Also, I would prefer to stay away from a large test at the end of the unit because as a teacher I would be tempted to “teach to the test”. I want to teach to the *students* and explain things in a way that will help them remember it long after the end of the unit, which would be difficult if I only give them the information that they will be quizzed on. I hope this will benefit the students by making the unit seem less daunting, and they will be more apt to learning the material for the sake of *learning*, as opposed to learning the material to score well on a test.

Instead of simply having large tests, I hope to assess the students in a different way. One way that I plan on assessing the students is through debates and small group time. Through my experience, I have found that students learn the best when they are in a comfortable environment and when they teach each other. Testing is rarely comfortable for anyone, but if the students are allowed to break into a small group, it is less intimidating and they can speak to a smaller crowd. In order to see if they actually grasped the key concepts, I would prepare a sheet that lists some of the highlights that I taught, and the students would have to work their way down the list and talk about them with each other. As they discuss, I would walk around the room, then make sure to sit down at every table and ask them what they have learned. Each student would be required to say something, and I could assess their knowledge based on how comfortable they are with their specific topic. Debates would hopefully arise out of these small groups, and after the groups dismiss, I could compile some of these questions that were argued over and present them to the class as a whole. This strategy is discussed in the article *Linking Formative Assessment to Scaffolding* by Lorrie Shepard, but with a small

twist. Shepard states that, according to Lev Vygotsky, students show what they know, then the teacher helps them to gain more knowledge and to increase their zone of proximal development (ZPD) (p. 66). However, instead of the teacher simply helping the students as always, I hope to have the *students* help *each other* to move up the scaffold and increase their own ZPD as I look on and simply guide some of the conversations. Many students pick up on information that was lost to them before when they have to mull over something and decide where exactly they stand on the issue, and that is what I hope to achieve through these small group discussions and large group debates.

Another way I plan on assessing my students is through poster presentations. This project will be done individually, and students will create a poster based on a particular section of Western Expansion that I assign to them. They will have time to research the topic, and then compile their information on a piece of poster board in an organized manner. After all the posters are complete, they will lay their posters out in a large room (ie- the cafeteria, library, auditorium, etc...) and every student will be required to take at least one fact from each person's board and write it on a sheet of paper with the person's name that they got the information from next to the fact. While it is important for students to teach each other, many students learn best by teaching themselves. I hope to branch out to a different group of people with this lesson that might otherwise go unnoticed. According to the theory of multiple intelligences, this activity would focus mainly on the intrapersonal learners, but would also include the spatial learners, linguistic learners, and interpersonal learners as well ([www.ldpride.net](http://www.ldpride.net)). It is important to include many types of learners in every activity, and I believe that this particular one reaches out to many of them at the same time.



Assessment is a key factor in teaching, and for many students it can be extremely stressful. By moving away from traditional expansive tests at the end of the unit, I hope to implement other forms of assessment that can give the same amount of information, but in a less stressful and more fulfilling manner.



**Western Expansion KWL**

**What I *Know***

**1)**

**2)**

**3)**

**What I *Want* to Know**

**1)**

**2)**

**3)**

**What I *Learned***

**1)**

**2)**

**3)**

## Research Report : Lewis and Clark Biographies

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Graphic Organizer	Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics.	Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics.	Graphic organizer or outline has been started and includes some topics and subtopics.	Graphic organizer or outline has not been attempted.

## Timeline : The West: What Happened?

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events nor to compare events.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.

## Oral Presentation Rubric : Native Americans

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.

## Persuasive Essay: Gold/Silver Rush

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.

Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).
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## Timeline : Mexican-American War

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Fonts and Colors	The use of font styles and colors is consistent and shows a logical pattern. It helps organize the material.	The use of font styles and colors is consistent and shows a logical pattern for the most part. It helps organize the material somewhat.	The use of font styles and colors is consistent , but is not used effectively to organize.	The use of font styles and colors is not consistent OR detracts from the organization.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.



## Making An Advertisement: Railroads

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Graphics - Originality	Several of the graphics used on the advertisement reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the advertisement reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Attractiveness	The advertisement is exceptionally attractive in terms of design, layout, and neatness.	The advertisement is attractive in terms of design, layout and neatness.	The advertisement is acceptably attractive though it may be a bit messy.	The advertisement is distractingly messy or very poorly designed. It is not attractive.
Content - Accuracy	At least 7 accurate facts are displayed on the advertisement.	5-6 accurate facts are displayed on the advertisement.	3-4 accurate facts are displayed on the advertisement.	Less than 3 accurate facts are displayed on the advertisement.

## Making A Brochure: Let's Head West!

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.

## Making A Map : Map of the West

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Labels - Accuracy	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
Labels & Features - Neatness	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.
Scale	All features on map are drawn to scale and the scale used is clearly indicated on the map.	Most features on map are drawn to scale and the scale used is clearly indicated on the map.	Many features of the map are NOT drawn to scale even though a scale is clearly indicated on the map.	Many features of the map are NOT drawn to scale AND/OR there is no scale marker on the map.
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.
Spelling/Capitalization	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and/or capitalized correctly.
Knowledge Gained	When shown a blank base map, the student can rapidly and accurately label at least 10 features.	When shown a blank base map, the student can rapidly and accurately label 8-9 features.	When shown a blank base map, the student can rapidly and accurately label 6-7 features.	When shown a blank base map, the student can rapidly and accurately label fewer than 6 features.

Name: \_\_\_\_\_

U.S. History

Mr. Barnes

### Westward Expansion Test

Please answer the following questions in complete sentences on a separate piece of lined paper, giving as much detail as necessary to show your knowledge of the content.

- 1) What reasons did the settlers have for moving West? Please be sure to comment on economics, politics, social aspects, and any other areas you feel are necessary to state.
- 2) What were some hardships that settlers faced as they migrated Westward? Please reflect on Native problems, diseases, natural obstacles.
- 3) Please name at least four major milestones settlers came across on the Oregon Trail. Where were they located?
- 4) Please list at least three reasons why Lewis and Clark were sent on their expedition. Under each reason, state in two to three sentences why this was important.
- 5) Explain in detail the meaning of "Manifest Destiny," including who coined the term, what it applies to, what it means, and why it is important in American history.

**\*\*Extra Credit\*\* (Worth up to five extra points)**

- 6) Name up to five Native American groups that Lewis and Clark or the pioneers encountered in the 1800s. No two groups can be from the same state.

### Teaching and Learning Activities

*This is a list of various activities that can be used throughout the course of this unit. It begins with the initial project that is designed to “hook” the students. Next is the list itself with a brief explanation of the project for each item.*

**Introductory Activity-** The first activity I will do with my students to arouse interest (and this will continue throughout the unit) is a mock game of the *Oregon Trail*. They will be given family units, as well as roles to play (father, mother, child, cousin, etc...), and this will be their identity throughout the unit. The first day I will explain it to everyone, and then give them a list of supplies that they can choose the most important resources from according to how much money their “family” has. After they have their own separate lists of supplies, they will come together in their separate family groups to discuss why they want to choose certain things, and make their final list. They will then create a picture of their wagon and their own separate people, which will be placed on a map of the Oregon trail that I prepared. As the unit progresses, random people will be injured or they will die of various things along the trip, and at the end we will go over why so few people actually made it.

### **Developmental Activities-**

1) Oregon Trail- Explained above.

2) Map of Western Migration- Culminating project where students will make a map of Western Expansion at various times and will annotate the various areas and their significance.

- 3) Western Expansion Debate- Debating whether or not Americans should have expanded Westward and if it was our right or not.
- 4) Timeline- Students will create a timeline of events during the Western Expansion.
- 5) Lewis and Clark Biographies- Students will research Lewis and Clark, as well as their expedition, and create a biography of their time traveling West.
- 6) Louisiana Purchase Lecture- The lecture will go into the aspects of the Louisiana Purchase, as well as how it happened and the consequences.
- 7) Native American Involvement- Students will write various stereotypes of Native Americans in the West in a list, they will exchange sheets, and other students will be required to either prove them wrong or right based on research (and they must cite all of their findings to prove that they did not make them up).
- 8) Western Expansion KWL- Students will create a KWL about Western Expansion near the beginning of the unit.
- 9) *Way Way West* Webquest- A webquest researching the various regions of the West and their differences. Located at

<http://www.dedham.k12.ma.us/webquest/spring2002/mh/The%20Way%20Way%20West2.htm#idea>

10) Manifest Destiny Map- Students will be given a blank US map and, after some research on Native Americans and US influence, they will draw lines depicting what *they* think the borders should have been. They will then write a small reflection stating why they drew them like they did.

11) Mexican-American War Interview- Students will get with a partner. One will be a Mexican soldier, the other will be an American soldier. They will research and interview each other asking questions like: “Why are you fighting?”, “Do you agree with your enemies’ reasons for fighting?”, etc....

12) Mexican-American War Graphic Organizer- Students will create a color-coded timeline of the Mexican-American War. (ie- one color for military operations, one for political operations, one for cultural operations, and one for miscellaneous items)

13) Trail of Tears Journal- Students will write two journal entries regarding the Trail of Tears. One will be from the American soldier’s perspective, the other from the Cherokee perspective.

14) Indian Removal Presentation- Students will get into small groups and I will assign them each a Native American group. They will make a poster and present it to the class

explaining how Americans removed them, consequences of the removal, and whether there were any positive highlights that can be discussed.

15) Travel Brochure- Students will create a brochure as if they were a travel agent trying to get people to visit the West. They would include places to see, things to do, what to pack, etc....

16) Mexican-American War Lecture- Students would take notes on a lecture about the Mexican-American War and how it impacted the making of the West.

17) Railroad Advertisement- Students would put together an advertisement (radio, TV, newspaper, etc...) talking about the development of the railroad and its importance to the making of the West. They would get extra-credit if they present this to the class.

18) Gold/Silver Rush Decisions- Students would be required to pick a state where gold or silver was found and decide which one they would want to pursue and why. They would report their findings in a paper.

19) Lewis' Journal- Students would write a journal as if they were Meriwether Lewis. They would report on the first time they saw a grizzly bear, Native American encounters, animal/plant discoveries, etc....



20) Pioneer Collage- Students will create a collage depicting the feelings of the pioneers at the beginning of their journey on one side of a piece of paper, then their feelings at the end of their journey on the other side.

### **Culminating Project-**

The culminating activity will be the map of Western Migration, depicting various routes taken by different travelers (color-coded), and it will be annotated listing important events, as well as how these events influenced the West today. Topics will include the Gold Rush, Lewis and Clark, the Railroad, Indian Removal, the Mexican-American War, the Louisiana Purchase, and the pioneers.



## Lesson Plans

*This is a compilation of three full lesson plans from this unit.*

### **Lesson Plan Outline #1**

Your name:  
Collin Barnes

Date:  
Day X

Subject:  
U.S. History

Grade Level:  
H.S. Junior

Time for lesson:  
50 minutes

### **Preliminary Planning**

#### **Topic/Focus:**

History- Westward Expansion

#### **Objectives: The students will be able to:**

1. Collaborate with fellow students to develop an argument. (Affective)
2. Debate with peers to prove their position. (Psychomotor)

#### **Illinois Learning Standards:**

**STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

**18.B.5:** Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.

**17.C.5b:** Describe the impact of human migrations and increased urbanization on ecosystems.

**16.C.4b:** Analyze the impact of westward expansion on the United States economy.

#### **Materials:**

- Paper/Pencil
- Computers (with internet)
- List of Questions

#### **Preparation:**

- Prepare a list of questions to ask students if the debate begins to slow down
- Set out books for ten minutes of research.

#### **Technology Used:**

- Computers with internet access for ten minutes of research.

### **Classroom Setting:**

Desks will be broken into two groups split down the middle and facing each other.

### **Key Behavioral Reminders:**

- Wait for your turn to speak
- Be respectful of others' opinions
- Make sure your argument is agreed upon by the *whole* group.

### **Anticipated Problems:**

- Disrespecting the opinions of others (Remind them to treat others as they would like to be treated)
- Interrupting other students (Tell them to raise their hand if they want to talk)
- Only having one person make comments and others just watching. (Directly ask other students questions that pertain to the lesson)

## **Instructional Plan**

### **Anticipatory Set:**

“How many of you have a sibling at home that you sometimes fight with? Well, today we are going to bring that into the classroom, but on a much higher level. We are going to have a *formal* debate with each other, and at the end we will determine who has the best argument.”

### **Sequence of Learning Activities:**

1. Break students into two groups
2. Explain one group is arguing in favor of Western expansion, the other against
3. Give the students approximately ten minutes to collaborate and research.  
(Objective 1)
  - Inform them that EVERYONE must speak (Objective 2)
4. Act as mediator to ensure debate proceeds fairly
5. Be final judge at the end of class to determine winner.

### **Typical Discussion Questions:**

- What are some downfalls of Western expansion?
- What were some positive aspects of Western expansion?
- Who was influenced by Western expansion?

### **Closure:**

“Who can tell me something they learned today about Western expansion that they never knew before?”

“As you can see, Western expansion affected *many* people, not just the pioneers. There were a lot of morally gray areas that had to be covered in order to make it work.

Continue to think about this as we continue looking into Western expansion next class.”

- Their knowledge would be assessed by the comments that they make
  - Every student will comment, so no one will be left un-checked.

### **Assignment:**

N/A

### **Modifications:**

- Place struggling students in groups with students that can help them understand the comments.
- Choose struggling students to defend some of the easier questions.

### **Rationale:**

This activity is important because it allows students to indirectly teach other students, which is when some of the best learning takes place. By having to *defend* their argument, they must look deeper into the subject than simply skimming the top.

### **Extension Activity:**

- Have students journal on the following: “Do you think your group’s argument was the strongest one presented? Can you see the viewpoints of the other group? Overall, which side would you take?”

## **Post-Instructional Reflection**

### **Evaluation of Student Learning:**

I would determine if students achieved the goals by informal observation of their debates and the various arguments that they use. I could grasp how much they really know about the subject based on quick thinking on their part, as well as how structured their arguments are.

### **Evaluation of Student Teaching:**

I am pretty excited to see where this debate will lead. Students may use the ten minutes that I give them goofing around and not really focusing, but I think that if I tell them why they need that time and that there may be a prize at the end for the group that wins, they may be more inclined to cooperate.

## **Lesson Plan Outline #2**

<u>Your name:</u>	<u>Date:</u>	<u>Subject:</u>	<u>Grade Level:</u>	<u>Time for lesson:</u>
Collin Barnes	Day X	U.S. History	H.S. Junior	50 minutes

### **Preliminary Planning**

#### **Topic/Focus:**

US History- Western Expansion

#### **Objectives: The students will be able to:**

1. Critically evaluate the current boundary lines of the United States. (Cognitive)
2. Express reasons for the views of Manifest Destiny. (Affective)
3. Create maps based on their own understandings of Manifest Destiny. (Psychomotor)

#### **Illinois Learning Standards:**

**STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

- **16.A.4a** Analyze and report historical events to determine cause-and-effect relationships.
- **17.A.4b** Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.
- **17.C.5c** Describe geographic factors that affect cooperation and conflict among societies.

#### **Materials:**

- Pencils
- Large map of the United States (current)
- Large map of the United States (19<sup>th</sup> Century—Powerpoint image)
- Copies of blank United States maps.
- Powerpoint of Manifest Destiny

#### **Preparation:**

- Find an empty US map
  - Make copies for the class
- Create powerpoint



4. Discuss with students why US looks the way it does
  - (a) Should it have been slowed?
  - (b) Was it our right to expand?
  - (c) Why did we feel the need to expand?
5. Pass out blank US maps
6. Have students draw a map of what the US *should* look like according to their thoughts (Objective 1 and 3)
  - (a) Involve French who were here first
  - (b) Involve British
  - (c) Involve Native Americans
  - (d) Involve Spaniards
7. Have students write a 1/2-1 page reflection on why they made the boundaries they did (Objective 2)
8. Have some students show their maps to the class and explain
  - (a) More discussion if time allows
9. Turn in maps and reflections at the end of class.

**Typical Discussion Questions:**

- Was it our right to expand Westward?
- How might America have looked if we made different choices?
- Why do we constantly feel a need to expand?
  - Is there any alternative?
  - Is it necessarily a bad thing?

**Closure:**

“I’m not sure if what we did as Americans was right or wrong, but we have to live with the choices we made a hundred years ago. Keep this in mind as we continue to study Western Expansion in class.”

**Assignment:**

N/A

**Modifications:**

- Label parts of the map for students so they have a better understanding of boundaries
- Ask guiding questions to help them make boundaries

**Rationale:**

By doing this lesson, I hope to show students the enormous impact that decisions in history can make, and what they do to the country in the future. It will also help them to



realize that not all decisions were good ones, and that if a country is in the wrong hands, poor decisions can last a long time.

### **Extension Activity:**

Students will share their reflections with a small group of two-three students and expand on their decisions. They will look at each other's maps and decide if something should be changed, or if the map is accurate.

## **Post-Instructional Reflection**

### **Evaluation of Student Learning:**

Students will be assessed based on the completeness of their maps as well as the rationale that they give as they write their reflections. If they wish to present their maps to the class and give a short presentation on why they created it in the way that they did, they may receive extra credit.

### **Evaluation of Student Teaching:**

It is possible that students will use this project to simply fool around and label a large area with their name saying that it is their land and put absolutely no thought into it at all. However, if I walk around the room and stop somebody from doing this right away, it may help the situation. Also, I can point it out right at the beginning of the project, which will make it seem less “cool” for them.





## **Lesson Plan Outline #3**

Your name:  
Collin Barnes

Date:  
Day X

Subject:  
US History

Grade Level:  
Juniors

Time for lesson:  
50 minutes

### **Preliminary Planning**

#### **Topic/Focus:**

US History- Westward Expansion

#### **Objectives: The students will be able to:**

**STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

**STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

1. Create a map highlighting important events during the 19<sup>th</sup> century (Psychomotor)
2. Annotate various stages of Westward Expansion (Cognitive)
3. Discern important events in Westward Expansion from secondary events (Affective)

#### **Illinois Learning Standards:**

- **16.A.4a** Analyze and report historical events to determine cause-and-effect relationships.
- **17.A.4a** Use mental maps of physical features to answer complex geographic questions.
- **17.C.5c** Describe geographic factors that affect cooperation and conflict among societies.
- **17.D.4** Explain how processes of spatial change have affected human history.

#### **Materials:**

1. Butcher Paper
2. Markers/Pens/Pencils
3. Textbooks
4. Class Notes
5. Computers/Internet
6. Miscellaneous Art Supplies Based on Students' Needs (scissors, glue, etc...)

### **Preparation:**

- Gather butcher paper and other materials
- Reserve the library for research
- Ensure an adequate number of computers are available

### **Technology Used:**

- Computers
- Internet

### **Classroom Setting:**

- Classroom will be set up normally to begin, but can change depending on the needs of the students.

### **Key Behavioral Reminders:**

- Continue working on your project
- Focus
- Use supplies responsibly

### **Anticipated Problems:**

- Students will get out of hand with the materials (if they continue to disrespect it, the materials will be taken away.)
- Students will have troubles finding information (refer them back to the notes that they should have taken during previous classes).

## **Instructional Plan**

### **Anticipatory Set:**

“We have come very far with this unit, and we are just about to wrap it up! Today we are going to start our final project that will tie everything together.”

### **Sequence of Learning Activities:**

- Explain what exactly needs to be done
  - Students will create a map of the West during the time of Westward Expansion (Objective 1)
  - Maps will be color-coded according to various groups of travelers (Objective 2)

- Maps will include pertinent information on the Gold/Silver Rush, Lewis and Clark, the Railroad, Indian Removal, Mexican-American War, Louisiana Purchase, and the Pioneers. (Objective 3)
- Tell students they *must* draw on information from previous classes
  - To prove that they were in class and took notes
- Supplies will be available, but they are encouraged to use their imaginations
- I will walk around the classroom and answer questions or provide necessary insight.

### **Typical Discussion Questions:**

- How can I tell if information is important?
- Who should I focus on?
- Are some events required to be on the map?

### **Closure:**

“Good work today! We will continue working on these tomorrow, but I encourage you to bring them home and continue working on them so they are ready to turn in on the due date.”

### **Assignment:**

Continue to work on maps.

### **Modifications:**

Students with disabilities can work together in a group to create their maps, or they will be given a couple of topics to focus on instead of all of them.

### **Rationale:**

This project is designed to show what students have learned throughout the course of the entire unit. They must pull information both from class notes and from further research to prove that they paid attention in class and participated in the required projects.

### **Extension Activity:**

Students can present their maps to the class and explain them if there is extra time.

## **Post-Instructional Reflection**

### **Evaluation of Student Learning:**

This project is an assessment tool to see if students grasped the main concepts surrounding the unit on Westward Expansion. Students will be evaluated based on their integration of class notes, as well as their new research that they found specifically for this project. Points will also be given for effort, organization, creativity, and overall effectiveness of the map.

### **Evaluation of Student Teaching:**

This will also be a good tool for me as a teacher, because I will be able to see what students picked up on, and what I need to explain further in my future classes.



## *Differentiating Instruction*

*This is a list of three major levels of intelligences that many students will fall under. Underneath each heading is a list of projects from my unit that fall under each classification.*

*For a description of each activity, please refer to the Teaching and Learning Activities section.*

### **Intelligences**

#### *Verbal-Linguistic*

Western Expansion Debate, Louisiana Purchase Lecture, Mexican-American War Interview, Indian Removal Presentation, Mexican-American War Lecture

#### *Logical-Mathematical-*

Gold/Silver Rush Decisions, Manifest Destiny Map

#### *Visual-Spatial-*

Map of Western Migration, Timeline, Western Expansion KWL, Manifest Destiny Map, Mexican-American War Graphic Organizer, Indian Removal Presentation, Travel Brochure, Railroad Advertisement, Pioneer Collage

#### *Body-Kinesthetic-*

Mexican-American War Interview

#### *Musical-Rhythmic-*

Native American Involvement

#### *Interpersonal-*

Western Expansion Debate, Oregon Trail, Mexican-American War Interview

#### *Intrapersonal-*

Lewis and Clark Biographies, Western Expansion KWL, Trail of Tears Journal, Lewis' Journal

#### *Naturalist-*

Lewis' Journal, Gold/Silver Rush Decisions, Oregon Trail

#### *Existentialist-*

Oregon Trail, Trail of Tears Journal, Lewis' Journal

### **Cognitive Levels**

#### *Remembering-*

Map of Western Migration, Timeline, Western Expansion Debate

*Understanding-*

Native American Involvement, Mexican-American War Interview, Trail of Tears Journal, Lewis' Journal

*Applying-*

Lewis' Journal, Railroad Advertisement, Travel Brochure, Mexican-American War Graphic Organizer, Timeline

*Analyzing-*

Native American Involvement, Manifest Destiny Map, Indian Removal Presentation, Gold/Silver Rush

*Evaluating-*

Map of Western Migration, Western Expansion Debate, *Way Way West* Webquest, Manifest Destiny Map

*Creating-*

Map of Western Migration, Timeline, Lewis and Clark Biographies, Western Expansion KWL, *Way Way West* Webquest, Manifest Destiny Map, Mexican-American War Graphic Organizer, Indian Removal Presentation, Travel Brochure, Railroad Advertisement, Lewis' Journal, Pioneer Collage

**Creativity Levels**

*Fluency-*

Map of Western Migration, Western Expansion Debate, Western Expansion KWL, Manifest Destiny Map, Mexican-American War Interview, Gold/Silver Rush Decisions

*Flexibility-*

Western Expansion Debate, Native American Involvement, *Way Way West* Webquest, Mexican-American War Interview

*Originality-*

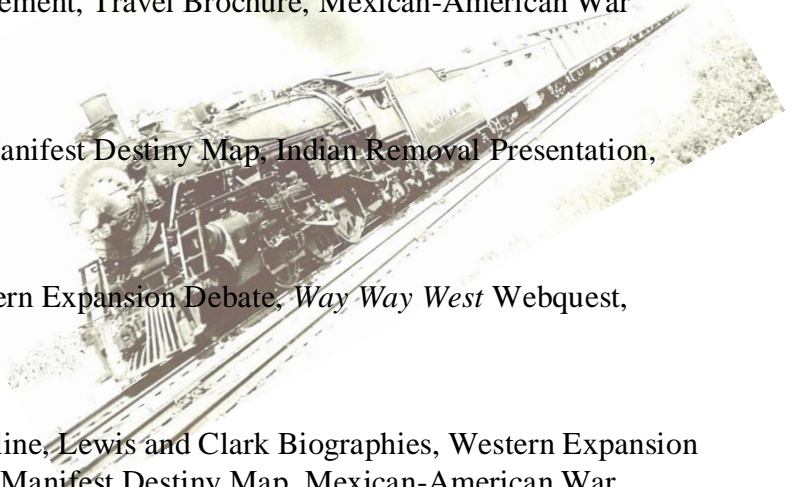
Oregon Trail, Western Expansion KWL, Trail of Tears Journal, Travel Brochure, Railroad Advertisement, Pioneer Collage

*Elaboration-*

Lewis and Clark Biographies, *Way Way West* Webquest, Trail of Tears Journal, Gold/Silver Rush Decisions

*Risk Taking-*

Western Expansion Debate, Mexican-American War Interview, Indian Removal Presentation





*Complexity-*

Oregon Trail, Pioneer Collage, Railroad Collage, Travel Brochure, Mexican-American War Graphic Organizer, Timeline

*Curiosity-*

Louisiana Purchase Lecture, Western Expansion KWL, Mexican-American War Lecture

*Imagination-*

Oregon Trail, Pioneer Collage, Lewis' Journal, Railroad Advertisement, Travel Brochure, Trail of Tears Journal, Mexican-American War Interview



### Sequencing the Learning

*Based on the teaching and learning activities listed above, several activities were evaluated and put into a calendar format.*

*For a description of each activity, please refer to the Teaching and Learning Activities section.*

Day 1- Oregon Trail introductory Activity *and* Western Expansion KWL

Day 2- Louisiana Purchase Lecture

Day 3- Lewis and Clark Biographies

Day 4- Timeline

Day 5- Indian Removal Presentation (research time)

Day 6- Class-time to work on Presentation. Due and the end of class.

Day 7- Gold/Silver Rush Decisions

Day 8- End of Oregon Trail Activity- Journal experiences on the trail, thoughts, and feelings.

Day 9- Mexican-American War Graphic Organizer

Day 10- Mexican-American War Organizer Continued

Day 11- Railroad Advertisement

Day 12- Travel Brochure

Day 13- Start on Map of Western Migration (Culminating Project)

Day 14- Map of Western Migration continued

Day 15- Finish Map of Western Migration

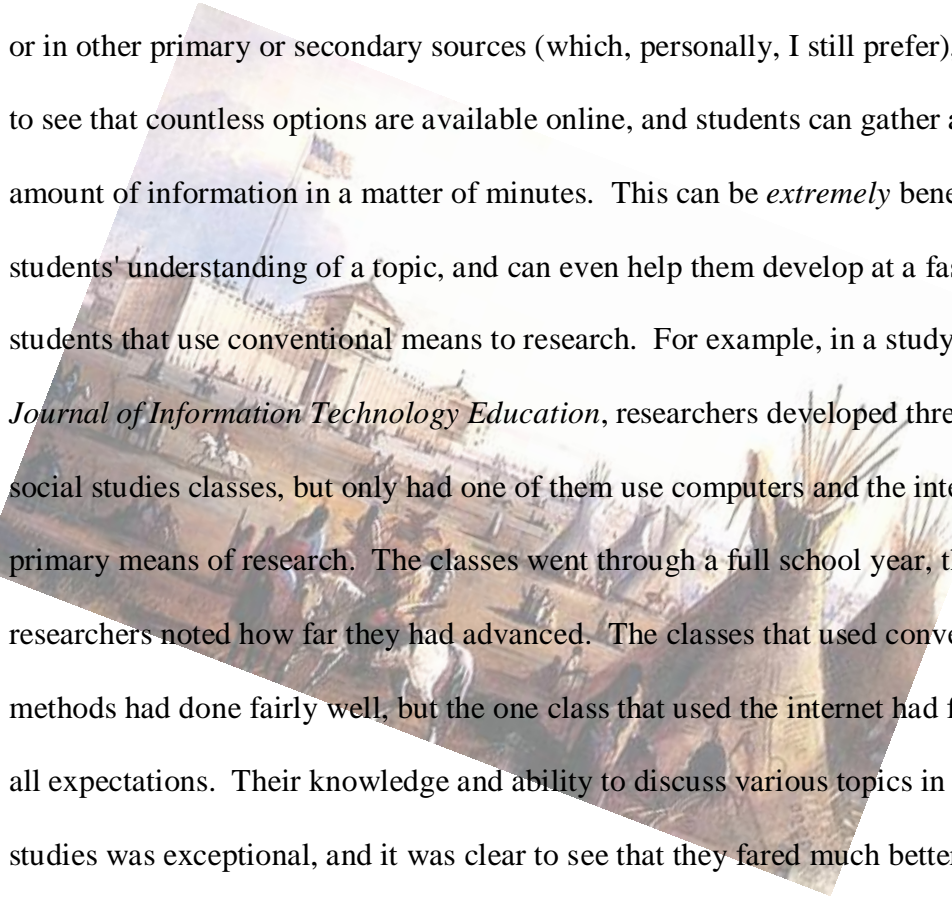


### Technology in the Classroom

*This is a reflection that is centered around technology and how it should be implemented in the classroom along with how I personally will use it in my own classes.*

The world is changing at an increasingly rapid pace, and information that was once considered solid fact can be disproved and spread across the world in a very small amount of time. It is for this reason that, for a lot of my unit plan on Western Expansion, I have decided to allow students to gather information on the internet and report their findings to the class.

While many teachers prefer that history students do their research in the textbook or in other primary or secondary sources (which, personally, I still prefer), it is plain to see that countless options are available online, and students can gather an immense amount of information in a matter of minutes. This can be *extremely* beneficial to the students' understanding of a topic, and can even help them develop at a faster rate than students that use conventional means to research. For example, in a study done by the *Journal of Information Technology Education*, researchers developed three separate social studies classes, but only had one of them use computers and the internet as their primary means of research. The classes went through a full school year, then the researchers noted how far they had advanced. The classes that used conventional methods had done fairly well, but the one class that used the internet had far surpassed all expectations. Their knowledge and ability to discuss various topics in social studies was exceptional, and it was clear to see that they fared much better than their counterparts (Grant, p. 157).



While I feel that using the internet and computers would be a valuable use of technology in the classroom, I plan on integrating this technique with the conventional methods of textbooks and printed materials. While it may not always be the most efficient source of information, it is important for students to learn how to use printed materials and how to distinguish one source from another.

The internet can be an exceptionally useful tool for high school social studies students, and would probably be the primary source of information when my students do research in the classroom.



### Diversity in the Classroom

*Diversity is everywhere—especially in the classroom. It is important for teachers to know how to deal with diversity and how to embrace it instead of ignoring it. Below is a reflection on diversity based on research and my own personal experiences.*

“Diversity”. This is a term that comes up more and more both in and out of the classroom. For the most part, people use it to explain different ethnicities, their cultures, and how to accommodate them in the class instruction. However, this is not necessarily the case. Diversity can be many different things, and it is important that it is defined, the importance of it shown, as well as how I as a teacher will incorporate it into my personal classroom.

Diversity is, in basic terms, the unique qualities that make a person different or special. They can include ethnicity, hobbies, language, body type, etc..., but they are not limited to these things. According to educator Anne Dyson, diversity consists of differences between people, but this should not necessarily be the case (according to her). She argues that nobody really knows the “norm”, so how can we tell what is “different” (p.7)? According to Dyson, *everybody* is diverse because no two people are the same. It is unfair to label one class as “mainstream” (p.7), and compare every other student to these supposedly “normal” students. Diversity can be anything that sets a person apart from another, whether it is a sport, mannerism, preference, or anything else that makes them a unique character.

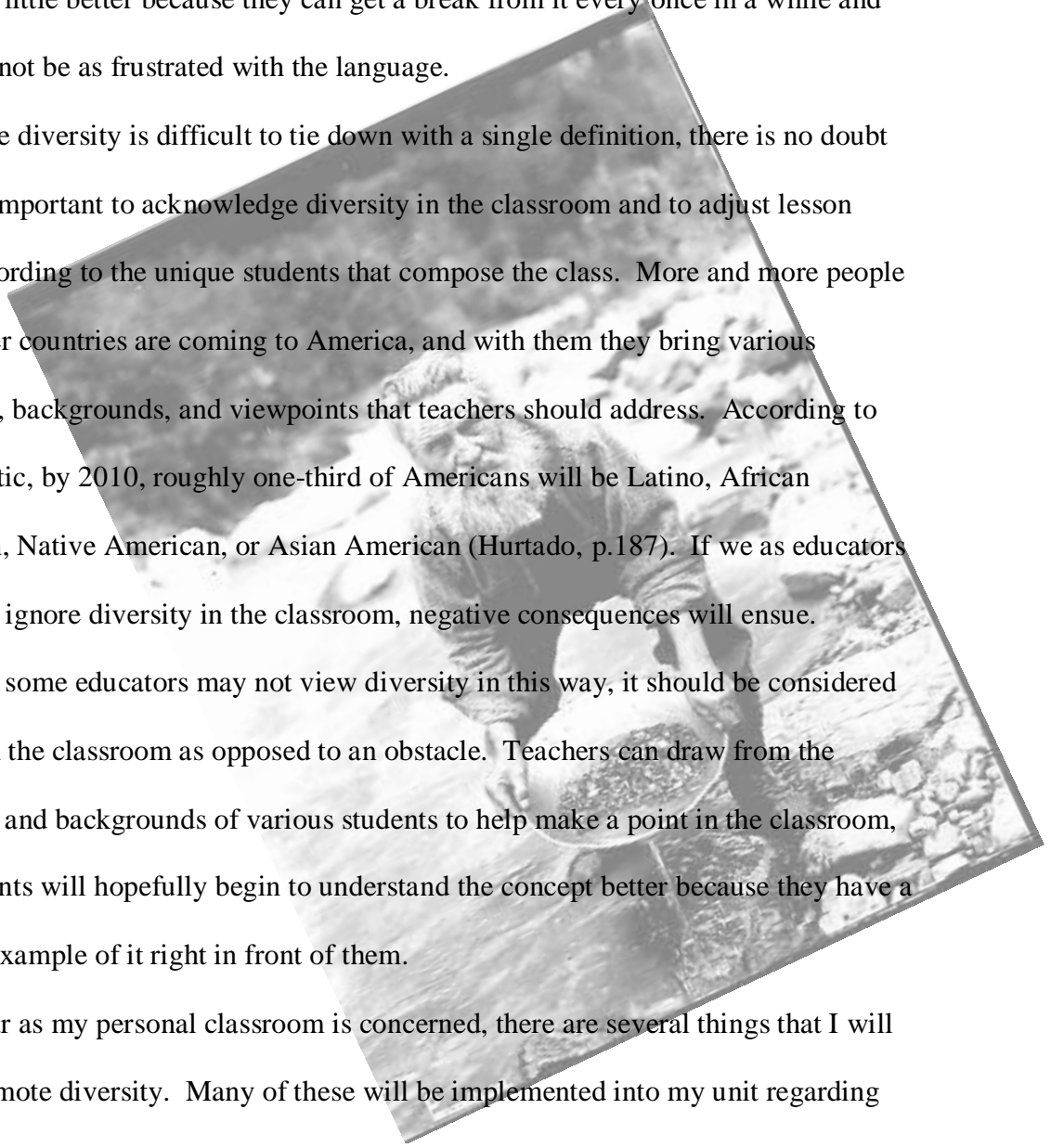
Although diversity can be many different things, many people characterize it based on another person's language. In his article about diversity, Jeff Milem discusses how having a poor racial climate can be disastrous not only for the students,

but for the teacher as well (p.3). In order to avoid this, there are several things that I would do in my own classroom to try and overcome this barrier that many people erect. First, I would talk with this student and try to work on his or her English skills, because it will only help them once they leave the classroom setting. If they hold onto their language and never try to become fluent in English, life will only be more difficult for them in the future. Second, I will try to accommodate the linguistically diverse students in my classroom by introducing them to the class, and maybe having them give a small presentation on their culture, their language, and some of their traditions that are not typically found in the United States. This would serve to educate not only the other students, but also myself so that I can help them more in the classroom setting. Third, I would try to incorporate these linguistic differences by discussing them throughout the various units that I teach. By incorporating these linguistic differences, hopefully they will feel like their differences are actually a positive aspect of diversity and not something they should be ashamed of. Fourth, students with linguistic differences can be better incorporated into the classroom by completing writing assignments that must be written in English, but they can potentially gear it toward their original language or traditions (depending on the topic, and they must have my permission first if it does not directly apply). Again, this can incorporate their diversity in the classroom, while still helping them to learn English. Finally, I will help these students accommodate their linguistic differences in the classroom by occasionally allowing them to talk in their native language in the classroom. Not only will this introduce other students to their language, but it may also help to alleviate the stress of constantly translating from one language to another

all day long, and if it is done sparingly, it may end up helping them understand English a little better because they can get a break from it every once in a while and they will not be as frustrated with the language.

While diversity is difficult to tie down with a single definition, there is no doubt that it is important to acknowledge diversity in the classroom and to adjust lesson plans according to the unique students that compose the class. More and more people from other countries are coming to America, and with them they bring various traditions, backgrounds, and viewpoints that teachers should address. According to one statistic, by 2010, roughly one-third of Americans will be Latino, African American, Native American, or Asian American (Hurtado, p.187). If we as educators choose to ignore diversity in the classroom, negative consequences will ensue. Although some educators may not view diversity in this way, it should be considered an aide in the classroom as opposed to an obstacle. Teachers can draw from the traditions and backgrounds of various students to help make a point in the classroom, and students will hopefully begin to understand the concept better because they have a real-life example of it right in front of them.

As far as my personal classroom is concerned, there are several things that I will do to promote diversity. Many of these will be implemented into my unit regarding Western Expansion. For example, one of my projects that students will work on deals with Native Americans and how they were stereotyped as being nothing more than savages that had to be dealt with by “civilized” people. This project will focus on their culture, and will disprove many of the things my students may believe based on unfair presuppositions. This activity can also be tweaked somewhat in order to



highlight stereotypes of cultures that are found in my own classroom; not just Native Americans. By highlighting these cultures and talking about them, my students can gain a better understanding of where their classmates come from and that not all stereotypes are fair.

While some people may say that diversity applies mostly to ethnic differences, this is not necessarily true. One aspect of diversity also applies to people that have special needs. When there are students that present this form of diversity in my classroom, there are several ways I will deal with it to help all of the students learn to the best of their potential. First, I would sometimes pair a student with special needs with a student that is either proficient or above average in order to help the special needs student with various projects. The proficient student would not necessarily be tutoring the other student, but rather they would be placed together to help maximize the learning of each. Second, I would have an aide come in every once in a while to work one-on-one with the student that has special needs to make sure that he or she understands the task at hand and can have somebody there to support them the entire class period. Third, I would sit down on a regular basis with the student after school to answer any questions he or she may have regarding the class, as well as what we can do to help maximize the learning process. Fourth, I would have the student tell the class about their handicap (if they are okay with it) to show that it is nothing to worry about, and that they are a person too, just like everybody else. Finally, if the situation called for it, I would modify some of my lesson plans to better suit the student with special needs so that it is not too advanced for them at that particular stage.

Diversity should be welcomed, not condemned; and in my future classroom I hope to not only teach students about history and the various topics that our curriculum covers, but I also want to teach them about each other and the many different types of people that they may encounter every single day. By describing diversity, talking about it with the students, stating why it is important, and deciding how I will implement it in my own classroom and unit plans, I hope to educate students in ways that will help them achieve their highest potential when they enter into the working world.

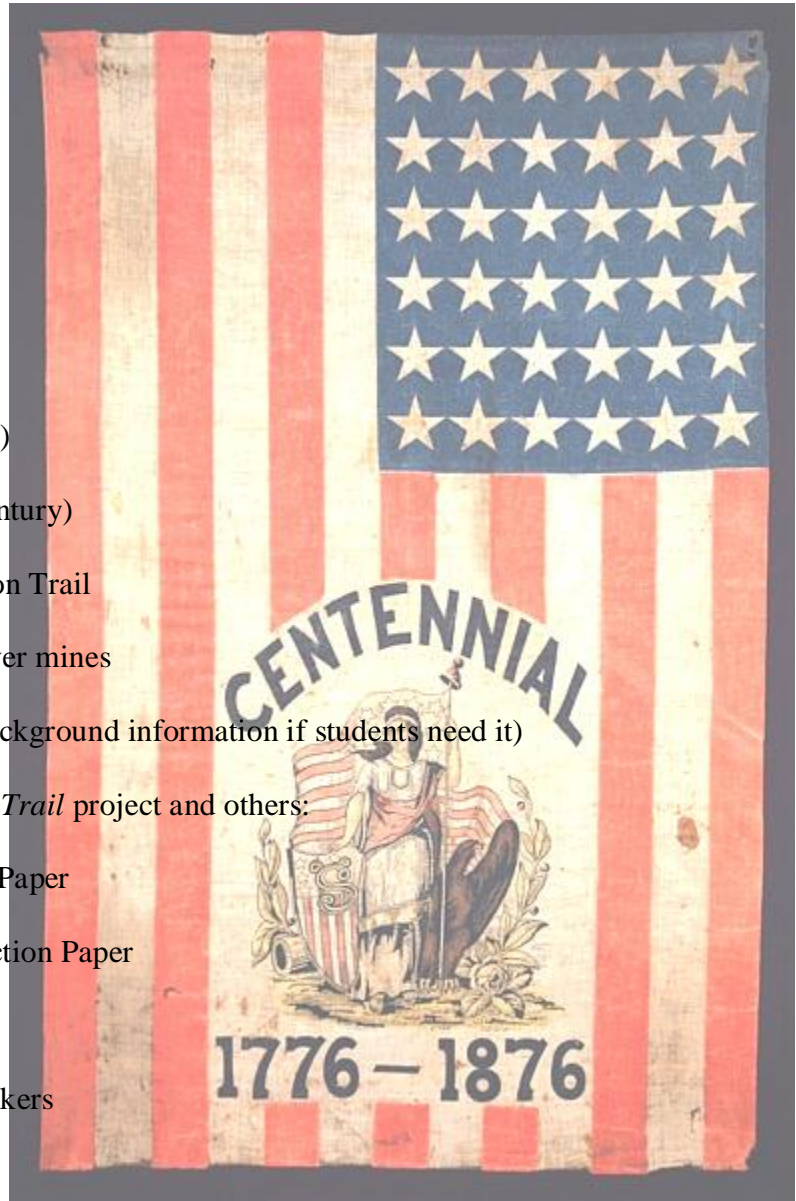




## Materials

*Below is a list of materials and texts that will be used throughout the course of this unit. By having a complete list, it will be easier when gathering sources at the beginning of the unit as opposed to constantly scrambling to find last-minute items. Books that will be available for students either from my personal library or the school library are located at the bottom*

1. Computers/Powerpoint
2. Internet
3. Printers
4. Maps
  - a. World Map
  - b. US Map (Current)
  - c. US Map (19<sup>th</sup> Century)
  - d. Map of the Oregon Trail
  - e. Map of Gold/Silver mines
5. Textbook (for general background information if students need it)
6. Art Supplies for *Oregon Trail* project and others:
  - a. Colored Butcher Paper
  - b. Colored Construction Paper
  - c. Scissors
  - d. Pens/Pencils/Markers
  - e. Paper
  - f. List of supplies available, as well as their functions
  - g. List of ailments people came down with
  - h. Posterboard





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Letter to the Parents

*This is a letter that describes the unit for the parents so they are informed of what is happening in the classroom, and it also opens the door for conversation concerning the unit, their child, or any other topic they wish to discuss.*

Dear Parent,

My name is Mr. Barnes, and I teach US History at your child's high school. I wanted to take this opportunity to not only introduce myself, but also to let you know what we will be working on for the next several weeks.

Starting on Monday, we will begin a unit surrounding Westward Expansion in the 19<sup>th</sup> Century, which includes Lewis and Clark, the Gold/Silver Rush, Native American Removal, Railroads, the Oregon Trail, the Louisiana Purchase, the Mexican-American War, and Manifest Destiny. One thing I aim to do with this unit is to show that, although there were justified reasons for Westward Expansion, they were not always done with the best intentions. I hope to highlight the views of not only the Americans, but also the views of the Native Americans, Mexicans, and other groups that are commonly skimmed over. By doing this, I hope to challenge the students to think outside of what they have always been taught, and to critically evaluate the actions taken during this timeframe.

As we go through this unit, I encourage you to not only talk to your child about what is going on in the classroom, but also to feel free to talk to me. I would love to sit down with you and discuss what is happening in class, your child's progress, information surrounding the unit, and anything else that is on your mind. I thank you for your time, and I look forward to talking with you in the future.

Sincerely,

Collin M. Barnes

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*These are all of the sources that I used while compiling this Unit Plan.*

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