

Domain-Based Unit Overview

Title of Domain: Westward Expansion Before the Civil War

Big Idea

- Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

What Students Need to Learn

- • Early exploration of the West
 - Daniel Boone, Cumberland Gap, Wilderness Trail
 - Lewis and Clark, Sacagawea
 - “Mountain Men,” fur trade
 - Zebulon Pike and Pikes Peak
- Pioneers
 - Getting there in wagon trains, flatboats, steamboats
 - Many pioneers set out from St. Louis (where the Missouri and Mississippi rivers meet)
 - Land routes: Santa Fe and Oregon Trails
 - Mormons (Latter-Day Saints) settle in Utah, Brigham Young, Great Salt Lake
 - Gold Rush, ‘49ers
- Geography
 - Erie Canal connecting the Hudson River and Lake Erie
 - Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
 - Appalachian and Rocky mountains
 - Great Plains stretching from Canada to Mexico
 - Continental Divide and the flow of rivers: east of the Rockies to the Arctic or Atlantic oceans, west of the Rockies to the Pacific Ocean
- Native American Resistance
 - More and more settlers move onto Native American lands, treaties made and broken –
 - Tecumseh (Shawnee): attempts to unite tribes in defending their land
 - Battle of Tippecanoe
 - Osceola, Seminole leader
- Manifest Destiny and conflict with Mexico
 - The meaning of Manifest Destiny
 - Early settlement of Texas: Stephen Austin
 - General Antonio López de Santa Anna
 - Battle of the Alamo (“Remember the Alamo”), Davy Crockett, Jim Bowie
- The Mexican War (also known as the Mexican-American War)
 - General Zachary Taylor (“Old Rough and Ready”)

- Some Americans strongly opposed the war, Henry David Thoreau’s “Civil Disobedience”
- Mexican lands ceded to the United States (California, Nevada, Utah, parts of Colorado, New Mexico, Arizona)

MN Academic Standards (2011)

- 5.3.2.3.1
- 5.3.4.10.1

Pre-Assessment

- 1) Who is Daniel Boone?
- 2) Why did Texas join the Union?
- 3) Why were improvements in transportation needed?

Domain Chapter 1	Daniel Boone (1 Day)
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Understand the challenges that the physical features of the American landscape posed to travelers in the 1700s. ✓ Explain why people wanted to go west. ✓ Understand how hunters and trappers helped expand the nation, and how Daniel Boone has come to represent this pioneering spirit. ✓ Identify the Cumberland Gap and the Wilderness Trail. ✓ Understand the meaning of the following domain-specific vocabulary: pioneer, self-reliant, frontier, flatboat, and territory.
Vocabulary	Pioneer, self-reliant, frontier, flatboat, and territory
Procedure	<ol style="list-style-type: none"> 1. Have students look throughout the reader and write down things they know, would like to know more about, questions they have. 2. Distribute copies of Physical Features of the United States (AP 1.2). Using the map, have students identify the landmass of the continental United States, the Atlantic Ocean on the East Coast and the Pacific Ocean on the West Coast, and the general area of the original thirteen colonies. Call attention to the Appalachian Mountains, explaining to students that these mountains initially formed a natural barrier to the establishment of settlements beyond the original thirteen colonies. Tell students that in this chapter, they will read about the changes that encouraged settlers to move farther west. 3. Introduce chapter vocabulary and the big question. 4. Large group read and discuss chapter 1 “Daniel Boone.”

	<ol style="list-style-type: none"> 5. Have students write a short answer to the Big Question, “What were some of the reasons why so many people wanted to move west?” 6. Have students choose of the Core Vocabulary words, and write a sentence using the word. 7. Wrap up the lesson, ask several students to share their responses.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 2	Exploring the Louisiana Territory (1 Day)
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Describe Lewis and Clark’s experiences and discoveries during their expedition. ✓ Explain the role that Sacagawea played in the expedition. ✓ Locate on a map the Missouri River. ✓ Understand why pioneers set out on their journeys from St. Louis, Missouri. ✓ Locate on a map the Continental Divide and understand the flow of the rivers east and west of the divide. ✓ Locate on a map the Rocky Mountains. ✓ Identify Zebulon Pike and locate Pikes Peak on a map. ✓ Understand the meaning of the following domain-specific vocabulary: interpreter and translate.
Vocabulary	Interpreter and translate
Procedure	<ol style="list-style-type: none"> 1. Review: “Who is Daniel Boone?” 2. Introduce learning targets, vocabulary, and the Big Question. 3. Large group read and discuss chapter 2 “Exploring the Louisiana Territory.” 4. Exit Ticket: <ol style="list-style-type: none"> a. Write a short answer to the Big Question, “How might Lewis and Clark’s expedition and findings have helped the United States Government?” b. Choose one of the Core Vocabulary words and write a sentence using the word.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 3	Native Americans Resist (1 Day)
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Explain the ways settlers and government officials pushed Native Americans out of their homelands, including broken promises and treaties. ✓ Describe Tecumseh’s idea for resisting the Americans. ✓ Describe the Battle of Tippecanoe. ✓ Understand the meaning of the following domain-specific vocabulary: acre and game.
Vocabulary	Acre and game
Procedure	<ol style="list-style-type: none"> 1. Review: “How might Lewis and Clark’s expedition and findings have helped the United States Government?” 2. Introduce learning targets, vocabulary, and the Big Question for the lesson. 3. Read and discuss chapter 3 “Native Americans Resist.” 4. Exit Ticket <ol style="list-style-type: none"> a. Have students partner with a classmate from another table to answer the Big Question, “Why was it a struggle for Native Americans to hold onto their land?” b. Have each student write and share a sentence for each of the Core Vocabulary words.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 4	Improvements in Transportation (1 Day)
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Identify the improvements made in transportation, and explain how these improvements affected travel. ✓ Understand the meaning of the following domain-specific vocabulary: inn, lumber, and paddle wheel.
Vocabulary	Inn, lumbar, and paddle wheel
Procedure	<ol style="list-style-type: none"> 1. Review: “Why was it a struggle for Native Americans to hold onto their land?” 2. Introduce learning targets, vocabulary, and the Big Question for the lesson. 3. Small group read chapter 4 “Improvements in Transportation.” 4. Teacher will walk around and ask chapter discussion questions with each group to gauge chapter understanding.

	5. Exit Ticket: Each group will create a pro and con list of traveling by steamboat rather than by stagecoach.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 5	Canals and Railroads (1 Days)
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Locate on the map the Erie Canal, and explain how it connects the Hudson River and Lake Erie. ✓ Explain how the Erie Canal boosted the country’s economy and westward expansion. ✓ Summarize the drawbacks, advantages, and national impact of railroad travel. ✓ Understand the meaning of the following domain-specific vocabulary: locomotive and stove.
Vocabulary	Locomotive and stove
Procedure	<ol style="list-style-type: none"> 1. Review: “What were the advantages of traveling by steamboat rather than by stagecoach?” 2. Introduce learning objectives, vocabulary, and the Big Question for the lesson. 3. Popcorn read and discuss chapter 5 “Canals and Railroads” 4. Have students reflect on the lesson by writing a short answer to the Big Question, “What drove the need for better forms of transportation?” 5. Homework: Distribute copies of Domain Vocabulary: Chapters 1–5 (AP 5.1). Read aloud the directions. Encourage students to review Chapters 1–5 in the Student Reader to assist them in answering the crossword clues.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 6	Land, Land, and More Land (1 Days)
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Explain how Americans’ desire for land affected Native Americans. ✓ Explain the strategies of the Five Tribes. ✓ Explain the concept of Manifest Destiny.

	<ul style="list-style-type: none"> ✓ Describe other countries' views of Americans' quest for land. (RI.5.2) ✓ Identify Seminole leader Osceola, and describe his resistance movement. ✓ Understand the meaning of the following domain-specific vocabulary: Congress, treaty, stockades, swamp, and fertile
Vocabulary	Congress, treaty, stockades, swamp, and fertile
Procedure	<ol style="list-style-type: none"> 1. Review: "What drove the need for better forms of transportation?" 2. Introduce learning targets, vocabulary, and the Big Question, "What was Manifest Destiny?" 3. Large group read and discuss chapter 6 "Land, Land, and More Land." 4. Exit Ticket: <ol style="list-style-type: none"> a. Write a short answer to the Big Question, "What was Manifest Destiny?" b. Choose one of the Core Vocabulary words and write a sentence using the word. 5. Homework: Distribute copies of Native American Reaction to Removal (AP 6.1). Read aloud the directions.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 7	Texas Joins the Union (1 Days)
MN Academic Standards	<ul style="list-style-type: none"> • 5.3.2.3.1 • 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> ✓ Describe the early settlement of Texas and the role of Stephen Austin. ✓ Identify General Antonio López de Santa Anna. ✓ Explain the significance of the Alamo. ✓ Describe how Sam Houston defeated the Mexican army. ✓ Explain why Texas had to wait to become a state. ✓ Understand the meaning of the following domain-specific vocabulary: mission; and of the phrase "Roman Catholic religion."
Vocabulary	"Roman Catholic religion" and mission
Procedure	<ol style="list-style-type: none"> 1. Review: "What was Manifest Destiny?" 2. Introduce learning targets, vocabulary, and the Big Question. 3. Large group read and discuss chapter 7 "Texas Joins the Union" 4. Exit Ticket:

	a. Have students work with their elbow partner to answer the Big Question, “What was the main reason the Texans and the Mexicans went to war against each other?”
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 8	Oregon (1 Day)
MN Academic Standards	<ul style="list-style-type: none"> • 5.3.2.3.1 • 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> ✓ Explain why Oregon was valuable to Americans. ✓ Describe the lifestyle, economic activities, and contributions of the Mountain Men. ✓ Describe the significance of the Oregon Trail, the use of wagons, and the hardships endured by travelers. ✓ Locate on a map the Great Plains. ✓ Explain how the United States and Great Britain avoided a war over Oregon. ✓ Understand the meaning of the following domain-specific vocabulary: buckskin, emigrate, pack animal, and latitude.
Vocabulary	Buckskin, emigrate, pack animal, and latitude
Procedure	<ol style="list-style-type: none"> 1. Review: “What is the main reason the Texans and the Mexicans went to war against each other?” 2. Introduce learning targets, vocabulary, and the Big Question for the lesson. 3. Large group read and discuss chapter 8 “Oregon.” 4. Game: Have students play the “Oregon Trail” card game. 5. Exit Ticket: <ol style="list-style-type: none"> a. Have students write a short answer to the Big Question, “Why did settlers set off for Oregon, and what was different about the way in which they moved west along the Oregon Trail?”
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 9	War with Mexico (1 Day)
MN Academic Standards	

Objectives	<ul style="list-style-type: none"> ✓ Understand why the United States went to war against Mexico. ✓ Identify General Zachary Taylor, referred to as “Old Rough and Ready.” ✓ Understand that some Americans strongly opposed the war with Mexico. ✓ Identify Henry David Thoreau, and understand the term civil disobedience. ✓ Identify the states that were created from the land acquired from Mexico. ✓ Understand the meaning of the following domain-specific vocabulary: conscience.
Vocabulary	Conscience
Procedure	<ol style="list-style-type: none"> 1. Review: “Why did settlers set off for Oregon, and what was different about the way in which they moved west along the Oregon Trail?” 2. Introduce learning targets, vocabulary, and the Big Question for the lesson. 3. Large group read and discuss chapter 9 “War with Mexico” 4. Exit Ticket: <ol style="list-style-type: none"> a. As you exit the classroom share with the teacher your response to the following Big Question, “Why did President Polk seek to gain land that belonged to Mexico?” 5. Homework: Distribute copies of Domain Vocabulary: Chapters 6–9 (AP 9.1). Read aloud the directions. Encourage students to review Chapters 6–9 in the Student Reader to assist them in answering the clues.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 10	Settling the Far West (3 Days)
MN Academic Standards	<ul style="list-style-type: none"> • 5.3.2.3.1 • 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> ✓ Identify the Mormons (Latter-Day Saints), Brigham Young, and Great Salt Lake. ✓ Explain why the Mormons settled in the Far West. ✓ Understand how the discovery of gold affected the Far West. ✓ Understand the meaning of the following domain-specific vocabulary: prosper, irrigate, sawmill, and pick, and of the phrase “desert plain.”

Vocabulary	Prosper, irrigate, saw mill, pick, and “desert plain”
Procedure	<p>Day 1</p> <ol style="list-style-type: none"> 1. Review: “Why did President Polk seek to gain land that belonged to Mexico?” 2. Introduce learning targets, vocabulary, and the Big Question for the lesson. 3. Large group read and discuss chapter 10 “Settling the Far West.” 4. Exit Ticket <ol style="list-style-type: none"> a. Write a short answer to the Big Question, “How do the experiences of the Mormons who moved west compare with those of the people who flocked to California?” b. Choose a Core Vocabulary word and write a sentence using the word. 5. Homework: Distribute copies of Whose Line Is It? (AP 10.1). Read aloud the directions. Encourage students to review Chapters 1–10 in the Student Reader to assist them in answering the clues. <p>Day 2</p> <ol style="list-style-type: none"> 1. Students will review for the end of unit assessment tomorrow with a game. <p>Day 3</p> <ol style="list-style-type: none"> 1. Students will complete an assessment today on “Westward Expansion Before the Civil War.”
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>