

FLCHE-TPS Lesson 7 Grade 5

Moving West

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<u>Enduring Understandings:</u> People moved west as population grew in the American colonies. The U.S. Government offered free land to people who would resettle in the West. Religion, natural resources, and new technology encouraged growth in the West.	
<u>Essential Questions:</u> Why did people settle in the western part of the United States?	
<u>Vocabulary/Targeted Skills:</u> symbolism, Manifest Destiny, westward expansion, natural resource, natives	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will create a mind map showing evidence of westward expansion.	
<u>Lesson title:</u> Moving West	<u>Time:</u> 1-2 days (30-40 min each)
<u>Standard(s):</u> <u>Florida Social Studies Standards</u> SS.5.A.1.1 Use primary and secondary sources to understand history. SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River. SS.5.A.6.7 Discuss the concept of Manifest Destiny. <u>Language Arts Florida Standards</u> LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
<u>Content Purpose:</u> Students will use primary sources to identify evidence of westward expansion.	
<u>Assessment/Evaluation (for this lesson):</u> Students will create a mindmap with evidence which supports the essential question: Why did people settle in the western part of the United States?	
<u>Reading Materials/Primary Source links:</u> <ul style="list-style-type: none">American Progress painting by John Gast https://www.loc.gov/resource/ppmsca.09855/ (Analysis of painting for teacher can be found here: https://aras.org/sites/default/files/docs/00043AmericanProgress_0.pdf)Excerpted from "The Great Nation of Futurity," The United States Democratic Review, Volume 6, Issue 23, pp. 426-430. https://www.mtholyoke.edu/acad/intrel/osulliva.htm	

Suggested Procedures:

1. Project the excerpt from the *United States Democratic Review* by John O'Sullivan on the board for students to see. Read and discuss the excerpt with the students, asking them what they think it means about westward expansion.
2. Next project the definition of **Manifest Destiny** on the board. Ask students how the definition and the excerpt are similar.
Man-i-fest Des-ti-ny (noun)
the 19th-century doctrine or belief that the expansion of the US throughout the American continent was both justified and inevitable.
3. Provide each student with a colored copy of the painting *American Progress* by John Gast. (Give students magnifying glasses if available.)
4. Pass out a copy of the *Quartering (Visual Analysis Strategy)* worksheet to each student.
5. Have students begin to complete the worksheet starting at, "I Am Examining _____". The teacher can guide students when filling in the blank with prompts such as painting, picture, etc.
6. Teacher will guide students to look only at quadrant #1 (top left box) of the painting, listing as many items as they see in the #1 box on the worksheet.
7. Teacher will guide students to look only at quadrant #2 (top right box) of the painting, listing as many items as they see in the #2 box on the worksheet.
8. Teacher will guide students to look only at quadrant #3 (bottom left box) of the painting, listing as many items as they see in the #3 box on the worksheet.
9. Teacher will guide students to look only at quadrant #4 (bottom right box) of the painting, listing as many items as they see in the #4 box on the worksheet.
10. Once students have listed items they saw from all four quadrants, teacher will lead a class discussion allowing students to read aloud some of the items from their lists.
11. Teacher will then ask for student volunteers who will analyze the painting more in-depth by stating what they believe is happening in the painting.
12. Next tell the students the name of the painting, *American Progress*, asking them to quietly think about how that title relates to what they see in the painting.
13. Finally, provide students with a copy of the *Mind Map* worksheet. Teacher needs to explain that students need to find evidence in the painting to support the idea of westward expansion. (If students have never used a mind map, the teacher may want to explain how it relates to a student's learning.) Teacher should check for understanding. Students should be able to write or draw their answers on the *Mind Map* worksheet.

Extensions:

Have students research more about the idea of **Manifest Destiny** using resources like *Sound Smart: Manifest Destiny | History* <https://youtu.be/AHemd90ZdsU> .

- Have them think about the pros and cons of expanding west.
- Have students make a hero/wanted poster for westward expansion.

The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles; to establish on earth the noblest temple ever dedicated to the worship of the Most High -- the Sacred and the True. Its floor shall be a hemisphere -- its roof the firmament of the star-studded heavens, and its congregation an Union of many Republics, comprising hundreds of happy millions, calling, owning no man master, but governed by God's natural and moral law of equality, the law of brotherhood -- of "peace and good will amongst men." . . .

John L. O'Sullivan, "The Great Nation of Futurity," *The United States Democratic Review*, Vol. 6 (1839): 426-30.

Man·i·fest Des·ti·ny (noun)

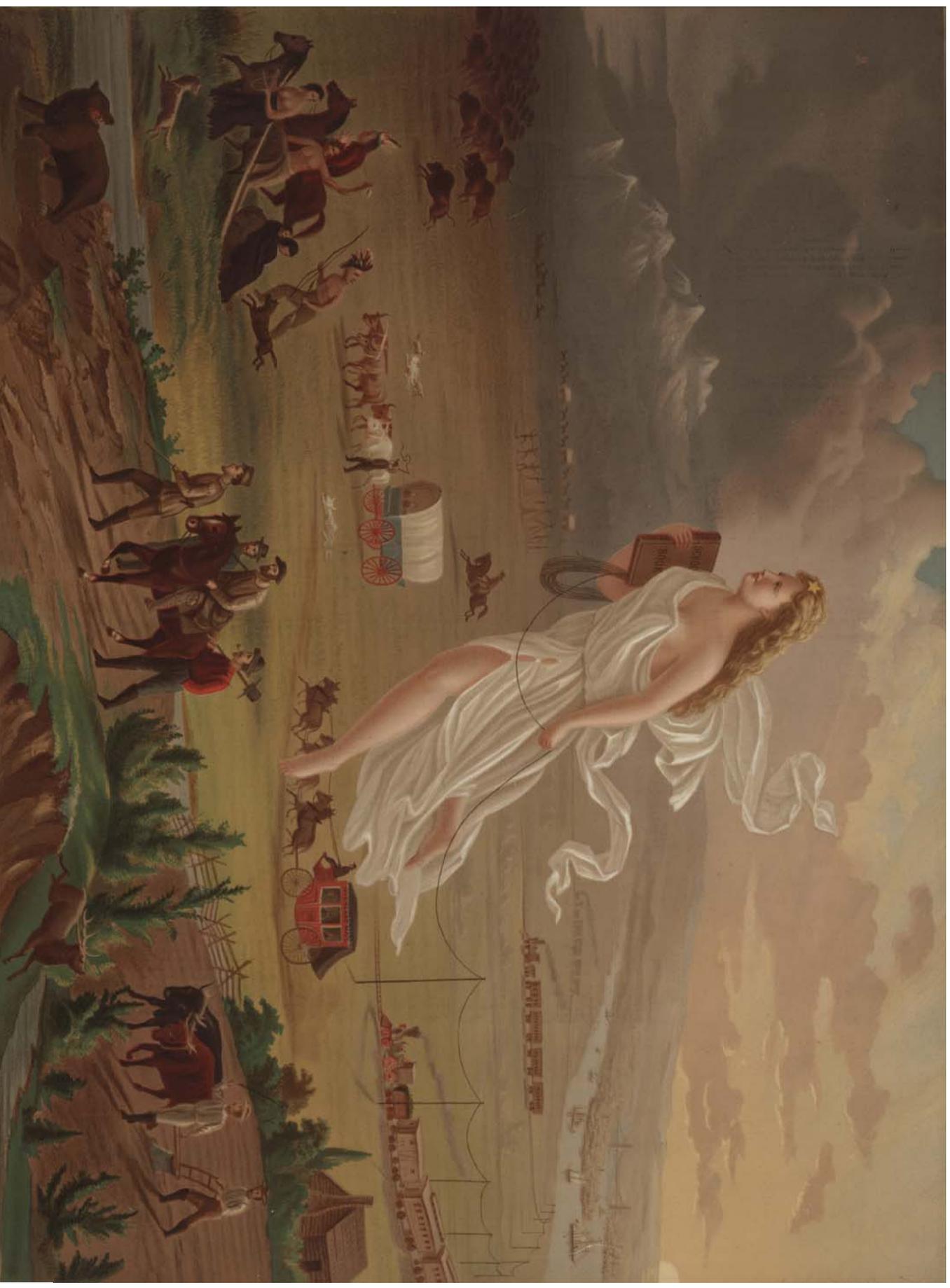
the 19th-century doctrine or belief that the expansion of the US throughout the American continents was both justified and inevitable.

Quartering (Visual Analysis Strategy)

I Am Examining _____	
1 This is what I see...	This is what I see... 2
3 This is what I see...	This is what I see... 4

I believe this photo is showing...

I believe this because...



<http://www.loc.gov/pictures/item/97507547/>

Library of Congress

www.loc.gov/teachers

Westward Expansion

Idea

Idea

Idea

Idea

Evidence

Evidence

Evidence

Evidence

