Fifth Grade Social Studies
Course Description and Philosophy

In the 5th Grade Social Studies Curriculum students will develop skills in research and organization, geography, and historical analysis. Students will study American history from 17th-century European settlement to the launching of the American Republic into the 19th century. In addition, students will learn about the impact that Manifest Destiny had on the citizens of the United States and the indigenous peoples of the West. The study of political science, behavioral science, economics and humanities will be incorporated in these studies throughout the year.

The Social Studies Curriculum is intended for all students in the 5th grade. Evaluation of student performance will include various types of assessment strategies such as teacher-generated tests, quizzes, student performance and participation during class, homework, projects, presentations and outside research opportunities.

Text Reference:
Boyd, Candy, Sanchez, Sara; *Social Studies The United States*, copyright 2003 by Scott Foresman, Glenview, Illinois.

Written 2013

Unit I: Colonization.

*Essential Question:* Who were the first settlers in the United States and why did they come to the New World? Who occupied the land before the settlers? What were the three different regions established by the settlers?

Objectives: Students will be able to:

* Identify the different settlers before colonization.
* Identify the early settlers.
* Analyze the time of colonization.
* Analyze the place and reason for colonization.
* Interpret the challenges of change to a new world.
* Study the types of government brought to the new world.
* Identify the three different regions.
* Analyze the differences in the three regions.
* Study the hardships of settling in a new land.
### Topic/Content Skills

**Topic 1:** Colonization.
- Different types of settlers.
- Reasons to search for new lands.

**Topic 2:** Three regions.
- Identify the three regions.
- Analyze the similarities and differences of each region.

**Topic 3:** Forms of early government.
- Identify the different forms of government.
- Impact government had on the different regions.

### Assessment
- Test/Quizzes
- Projects
- Participation
- Homework

### Resources
- Text
- Media center
- Mayflower interactive

### Instructional Method
- Lecture
- Discussion
- Small Group Work
- Individual Research
- Map Assignment

### Tech Infusion
- Instructional Videos
- YouTube
- MultiMedia Presentations
- MultiMedia Research
- SmartBoard lessons and activities
- Mayflower Interactive

### NJCCCS Correlations
- 6.4: C1-C6, D1-D7.

### Differentiated Learning Activities

For students to best process the unit information, they will adopt the role of an explorer returning to Europe from a trip to the New World. According to abilities, they will have a menu of choices to demonstrate an understanding of the content. Some examples:

- Write a page in your exploration log that includes an explanation of why you explored the Americas.
- Illustrate and describe a new technology that helped you as an explorer.
- Explain and replicate one item you are bringing back from the Americas.
Ethical Decision Making/Character Education- The introduction of different forms of government and religious beliefs will lead to discussion on religious persecution.

21st Century Skills Critical Thinking- Working in small groups, students will choose one of the regions established by the settlers, organize a storyboard on the people/place/event, and use digital tools to create a presentation that teaches their topic to the remainder of the class. In addition students can focus on Information literacy by debunking the “research website,” All About Explores, which is purposefully riddled with inaccuracies to see if students double-check their research. [http://allaboutexplorers.com/](http://allaboutexplorers.com/)

### Unit II: The Original Thirteen Colonies

**Essential Question:** What are the original thirteen colonies? What were the different products and political beliefs of those colonies? Why did European traders come to West Africa?

**Objectives:** Students will be able to:

- Identify the original thirteen colonies.
- Locate the original thirteen colonies.
- Identify the different physical features of the colonies.
- List the different jobs and work opportunities of each colony.
- Analyze the political beliefs of each colony.
- Describe the different forms of religion in each colony.
- Debate on the success or failures that each colony went through.
- Create a part of life from the original colonies.

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</table>
| **Topic 1: The Original Thirteen Colonies.**  
*Identify and locate each colony. | Test/Quizzes  
Debate  
Participation  
Homework | Text  
Media Center  
Brainpop | Lecture  
Discussion  
Small Group work  
Individual research  
Foldables-13 colonies | Instructional Videos  
YouTube  
MultiMedia Presentations  
MultiMedia Research  
SmartBoard lessons and activities. | 6.1: A1, A2, A7, A9, A11.  
6.2: B1, B2, C1. 6.4: C1, C5, C7, C8. |
| **Topic 2: Different Products of Each Colony.** | | | | | |
Differentiated Learning Activities - In a Visual Discovery activity, students analyze images of Roanoke, Jamestown, and Plymouth to create “act-it-outs” that show why settlers came, the hardships they endured, and the reasons why each settlement succeeded or failed. Then students will individually complete this differentiated task:

In which settlement would you prefer to live, Jamestown or Plymouth? Design a real estate advertisement that encourages people to move to that settlement. Your advertisement should (again differentiate by modifying requirements)

- describe the geography and climate of the area.
- explain the opportunities available to new settlers.
- provide information about how nearby American Indians have reacted to the settlement.
- include pictures of life in the settlement.
- be free from spelling and grammatical errors.

Ethical Decision Making/Character Education - Class discussions on the different forms of religion and how it has developed to freedom of religion in our country. Also, students will tackle the topic of slavery in this unit. One specific lesson that can be used is based on the PBS program *Africans in America*. The video tells the story of how Broteer, the seven-year-old boy from Africa, was sold into slavery and brought to America in the early 1700s. Renamed Venture Smith, he was given hard household tasks to perform by his master. As Venture grew older, he began to stand up for himself against the cruelty of his master's son. [http://goo.gl/AwLDJc](http://goo.gl/AwLDJc)
As a teacher, remember that teaching about an institution as ugly as slavery will never be easy. But it can be done well, and the topic is too important to be left untaught. Use the recent Teaching Tolerance article “Tongue Tied” that provides valuable insight including the following suggestions:

Don’t
• Use role-plays. They can induce trauma and minimization, and are almost certain to provoke parental concerns.
• Focus only on brutality. Horrific things happened to enslaved people, but there are also stories of hope, survival and resistance.
• Separate children by race.
• Treat kids as modern-day proxies for enslaved people or owners of enslaved people.
• Make race-based assumptions about a child’s relationship to slavery.

Do
• Use primary sources and oral histories. Danny Gonzalez, museum curator for St. Louis County, Mo., recommends letters written by Spotswood Rice, a formerly enslaved man who enlisted in the Union Army during the Civil War.
• Underscore enslaved people’s contributions. Roads, towns, buildings and crops wouldn’t have been possible without them.
• Use photographs that reflect activism, family life and other daily activities.
• Choose texts that illustrate enslaved people as whole individuals. Try Henry’s Freedom Box by Ellen Levine or Minty: A Story of Young Harriet Tubman by Alan Schroeder.
• Organize field trips to historic sites that reflect enslaved people in a human and courageous light as well as to places that reflect the lives of black people beyond slavery.
• Introduce stories about black and white abolitionists. Black abolitionists were present, from the beginning, as vocal and courageous advocates for their people.

21st Century Skills Critical Thinking- Working in small groups, students select a colony and use online encyclopedias, electronic databases and other web sites to study several examples of daily life in that region. Students will debate on life in the different colonies. Students will create a foldable comparing/contrasting the New England, Middle and Southern colonies. Finally, as a form of processing students will complete the following writing task using PARCC-like assessments in which they will have to use evidence-based citations: Suppose that you are moving from Great Britain to one of the North American colonies in the 1740s. Write a farewell letter to your family. Your letter should include the following:
• a date and salutation
• a paragraph that identifies the colony in which you plan to settle and then explains your reasons for moving there
• a second paragraph that compares your choice of colony with the two other regions of colonial America (for example, if you were to choose Georgia—a Southern colony—you would compare it with the New England and Middle regions)
• writing that is free from spelling and grammatical errors
Unit III: French and Indian War.

**Essential Question:** Who fought in the French and Indian War? What conflicts existed between the English settlers and Native Americans? How was the conflict resolved?

**Objectives:** Students will be able to:

- Identify the English Settlers.
- Identify the Native Americans.
- Determine the conflicts between the English and the Natives.
- Discuss the issues from both perspectives.
- Identify why the war is called French and Indian War.
- Compare how the conflict was resolved with disputes from history.
- Contrast ways that could have been used to solve the conflict.
- Determine the outcome of the war.
- Determine the effects from the war for the new country.
- Determine the effects of the war on the existing Natives.
- Problem solve with the class future conflicts and possible solutions.

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| **Topic 1:** English versus the Native Americans.  
• Identify the goals of the English.  
• Identify the Native Americans. | Test/Quizzes  
Problem Solving  
Participation  
Homework | Text  
Media Center  
Brainpop | Lecture  
Discussion  
Small Group Work  
Individual Research | • Instructional Videos  
• YouTube  
• MultiMedia Presentations  
• MultiMedia Research  
• SmartBoard lessons and activities | 6.1: A1-A11.  
6.2: B2, B3.  
6.4: D4, D5, E6-E8. |
| **Topic 2:** Conflicts between English and Native Americans.  
• What was the goal of the English?  
• What was the Native American stance? | | | | | |
Differentiated Learning Activities- Problem solving activities where students use information from French and Indian War to relate to everyday conflicts. Teacher can find differentiated assignments at the PBS website, The War That Made America. http://goo.gl/yPdMqn The Educator's Guide is a 28-page booklet containing standards-based lessons and activities, discussion questions, small and large group role-plays, mock trials and collaborative research. The Guide is designed to be used in conjunction with the Student Resource Pages, maps, and the Companion Book. Click here to Download the Educator's Guide (.pdf, 12.1 MB).

Ethical Decision Making/Character Education- Discuss the topic of Native Americans being forced from their land and how that led to war. *Activities on the significance of humans fighting and the terrible results even when war seems positive. An important element of character education is perspective-consciousness. In this lesson, the French and Indian War is analyzed from the points of view of three empires (Britain, France, Iroquois Confederation). This topic can be studied in three small groups. Each group will explore the war from the perspective of one empire and present their findings to the class. Each group will: Analyze the empire’s goals at the start of the war, its allies and enemies, its biggest challenge in fighting the war, and the effect of the outcome of the war. Create a chart or poster displaying the information graphically and prepare to explain its findings.

21st Century Skills Critical Thinking- Students work together as a whole class to identify a historical episode in history. Then, in smaller groups, students construct a skit or play about the conflicts between the Native Americans and the English that includes a script, costumes, a set, and some direction and production. The groups would also perform the skit or play.

Essential Question: What are the Stamp and Townsend Acts? What is a protest? What were the effects of the colonists’ protests? What is the difference between a Patriot and Loyalist?

Objectives: Students will be able to:

* Identify the Stamp Act.
* Identify the Townsend Act.
* Describe a protest.
* Recognize the different types of protests.
* Participate in a classroom protest.
* Identify the effects of the colonists’ protest.
* Describe what the Intolerable Acts were.
* List the effects of the Intolerable Acts.
* Differentiate between a Patriot and a Loyalist.

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| **Topic 1: Stamp and Townsend Acts.**  
• Causes and effects.  
• Identify the protests. | Test/Quizzes  
Research Project  
Wax Museum  
Homework | Text  
Media Center | Lecture  
Discussion  
Small Group Work  
Individual Research | • Internet Research  
• Smartboard lessons and activities  
6.4: B1, C3, C5, D1, D4, D5, E1, E2. |
| **Topic 2: Protests.**  
• Identify how and why you protest.  
• Evaluate the consequences both positive and negative. | | | | | |
Differentiated Learning Activities- Students will become an important figure in American history and will portray their life. They will use research skills through books, encyclopedias, the internet, and additional resources to acquire information. Wax Museum Project provides several levels of research and development of a character from United States history. *Boston Tea party activities. *Protest activity.

Ethical Decision Making/Character Education- The History Alive! Program uses the characterization of a child and parent relationship as a metaphor in studying the mercantilist policies and tensions between England and its colonies. This characterization and the materials it provides will foster character education opportunities (e.g. journal entries) and discussions.

21st Century Skills Critical Thinking- In the next two units students will participate in the PBS Mission US program, a multimedia project that immerses players in U.S. history content through free interactive games. In this unit students will play the first half of Mission 1: “For Crown or Colony?” which puts players in the shoes of Nat Wheeler, a printer’s apprentice in 1770 Boston. They encounter both Patriots and Loyalists, and when rising tensions result in the Boston Massacre, they must choose where their loyalties lie. 
http://www.mission-us.org/pages/landing-mission-1 (Teachers are encouraged to use the worksheets and resources on the Educator’s Guide:
Unit V: The Declaration of Independence & Founding Fathers.

**Essential Question:** What was the Continental Congress? What decisions did the Congress Make? What was the main argument of the Declaration of independence? What was the outcome of the Revolutionary War? What was the role of African Americans in the War? Explain the Role of the Founding Founders?

**Objectives:** Students will be able to:

*Identify the Continental Congress.
*List the purposes of the Congress.
*Explain the decisions made by the Congress.
*Determine the main argument in the Declaration of Independence.
*List and research who wrote the Declaration.
*Summarize the contributions of the African Americans in the war.
*Explain who was fighting in the Revolutionary way.
*List causes of the war.
*Determine the outcome of the war.
*Interpret the effects of the war.
*Distinguish between the Founding Fathers and other members of the war.
*Determine the differences between the Patriots and the Loyalists.

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</table>
| **Topic 1:** Revolutionary War.  
• Continental Congress.  
• Causes and Effects. | Test/Quizzes Participation Challenges Homework | Text Media Center iBooks | Lecture Discussion Small Group Work Individual Research War Brochure | • Instructional Videos-Liberty Kids  
• YouTube  
• MultiMedia Presentations  
• MultiMedia Research  
• SmartBoard Lessons and Activities | 6.1: A1-A11.  
6.4: E1-E7. |
**Topic 3: Founding Fathers.**
- Role as leaders.
- Impact on their peers and the country.

**Differentiated Learning Activities** - Students will have opportunities to express information gathered through presentations, reports, games and projects. Students will create a colonial newspaper and become an expert on one of the battles of the revolution. Also, students will demonstrate their understanding of the class debate in various ways. For example, some students will pretend they are colonists who have just attended a debate on whether or not to declare independence from Great Britain. Here is an example of a task that may be modified by ability: Write two letters. Below, write to the panelist with whom you most agreed. On the next page, write to the panelist with whom you most disagreed. Each letter should
  - be dated and have a proper salutation (greeting).
  - begin with a topic sentence that clearly states your feelings about the colonist’s ideas on independence.
  - cite at least two of the colonist’s arguments with which you agree or disagree, and an explanation of why you feel that way.
  - be free from spelling and grammatical errors

**Ethical Decision Making/Character Education** - Class discussion on the possible impact of breaking away from the “Mother Country.” Discussions will include the difficulties of starting a new economy and forming a new government. Moreover, the completion of the **PBS Mission US program** game will also feature various opportunities to deal with ethical issues involving the war and whether the character should fight or not.

**21st Century Skills Critical Thinking** - Students will work in small groups and choose to be either a Loyalist or a Patriot. Using the materials from *History Alive!* and by incorporating relevant information from that time period, the students will debate the pros and cons of going to war against England. Each group will bring to life a historical figure. This figure will debate whether the American colonies should declare independence from Great Britain. In each group, the students will adopt the following roles:
  - Public Relations Agent: You will lead the group during Step 2. Then you will write a statement to introduce your historical figure during the panel debate.
  - Actor: You will lead the group during Step 3. Then you will bring the historical figure to life during the panel debate.
  - Investigative Reporter: You will lead the group during Step 4. Then you will direct questions to your historical figure’s opponents during the panel debate.
  - Costume Designer: You will lead the group during Step 5. Then you will create a costume and props for your historical figure to use during the panel debate.
Unit VI: The Revolutionary War & Founding Fathers

*Essential Question*: Was the break between the American colonies and Britain inevitable? Were the American colonists justified in rebelling against British rule?

**Objectives**: Students will be able to:

* Analyze the reasons for the colonial victory in the American Revolutionary War
  * Know the important role played by the state of New Jersey in America’s strategy and victory in the American Revolution.
* Understand the American Revolution as a turning point in history
  * Assess the economic, social and cultural effects of the American Revolution.

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<td><strong>Topic 2: NJ &amp; the War</strong> Determine the significance of New Jersey’s role in the American Revolution.</td>
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<td>The NJ History Partnership Project has a great Rev War website: <a href="http://goo.gl/r309GY">http://goo.gl/r309GY</a></td>
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Differentiated Learning Activities- Was the Revolutionary War worth fighting? Compare a map of the North American colonies in 1776 with a map of the United States of America after the Peace Treaty was signed with Britain in 1783. What did the colonists gain? What did Britain lose? Consider the lives and property lost as well as the change in land. Write a short essay explaining whether or not you think the war was worth fighting by the British? By the Americans? Support your conclusions with evidence.

Common Core ELA Standards:
RI.5.3 Explain events…ideas or concepts in a historical…text.
RI.5.7 Interpret information presented visually…or quantitatively and explain how the information contributes to an understanding of the text.
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
W.5.9 Draw evidence from …informational texts to support analysis, reflection and research.

Ethical Decision Making/Character Education- This activity, “Not Worth a Continental, examines the economic cost of war. Activity: students write three diary accounts, one from the perspective of a New Jersey farmer who had his crops and animals confiscated by Continental troops, and was forced to accept worthless Continental dollars, one from the officer who was forced to choose between letting the army starve or coercing the farmer, and one from the perspective of a New Jersey Tory. These are appended to a short research paper or essay explaining why there was a problem with the Continental currency. Good score references: the dire situation of the Continental Army, the rich natural resources of New Jersey, the reasons why the currency was worthless, the extent to which government may impose on citizens, individual rights and dignity, the different perspectives of individuals in a given situation.

Common Core ELA Standards:
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details & event sequences.
W.5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

21st Century Skills Critical Thinking Activity: Students assume the role of a surveyor attached to the Continental Army, and write a letter to General Washington explaining why Morristown is a good choice for winter encampments. The letter should also address some of the anticipated difficulties. Good content score references: the regional geography of New Jersey and the protection afforded by the hills, proximity to the British in New York, the iron deposits and economic resources of northern New Jersey, the ability to command the corridor between New York and Philadelphia.

Common Core ELA Standards:
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details & event sequences.
Unit VII: Constitution & the Bill of Rights

*Essential Question*: What is the Constitution? What were the weaknesses of the Articles of Confederation? How did the Amendments benefit the United States of America?

**Objectives**: Students will be able to:

- *Identify the Constitution.
- *List the role and purpose of the Constitution.
- *Explain the role of the Constitution today.
- *List the Bill of Rights.
- *Give an example of each of the Bill of Rights.
- *Distinguish the weaknesses of the Bill of Rights.
- *Explain the solution to weaknesses.
- *Compare and contrast the different plans for the Constitution.
- *Describe the Great Compromise.
- *Determine the differences between Federalists and Anti-Federalists.

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| **Topic 1**: Constitution.  
  •Role and purpose.  
  •Uses today in our society. | Test/Quizzes Participation Challenges Homework | Text Media Center iBooks | Lecture Discussion Small Group Work Individual Research | • Instructional Videos  
  • YouTube  
  • SmartBoard Lessons and Activities | 6.1: A1-A11.  
  6.4: E1-E7.  
  6.6: B4. |
| **Topic 2**: Bill of Rights.  
  •First Ten Amendments.  
  •Weaknesses and changes to the Articles of Confederation. | | | | | |
**Topic 3:**
Federalists and Anti-Federalists.
• Role each played.
• Impact on their peers and the country.

**Differentiated Learning Activities** - The Constitution & Current Events Project. Students will find a current event from an appropriate media resource that describes an action carried out by one branch of the federal government. All students will then write a summary of the article. Then based on ability, students will have to create a visual representation of the power(s) that the branch exercised (plus an explanation of how the power(s) could be checked by one of the other two.)

**Ethical Decision Making/Character Education** - Analyzing the Bill of Rights will lead to a discussion on ethics and whether they are fair or not. Groups will discuss/debate rights in class as a whole-class activity. Here’s one example: Several people had different opinions about the *Tinker v. Des Moines School District* case. Write a sentence giving the point of view of each person or group listed below. Use a first-person pronoun (I or we) to write as though you were the person named: Mary Beth Tinker, John Tinker, and Christopher Eckhardt; School Officials; United States District Court Judge; United States Court of Appeals; Supreme Court Justice Abe Fortas; and Supreme Court Justice Hugo Black. Which of the opinions above do you most agree with? Why?

**21st Century Skills Critical Thinking** - Students will play various video games dealing with constitutional rights on the incredible website, *iCivics*. Their growing collection of video games offers teachers and students the opportunity to play with civic skills and knowledge. Each iCivics game is playable in one class period and has a detailed printable report at the end for grading. iCivics games can be played in a variety of settings: 1-to-1, small groups, or whole class. iCivics games don't require prior knowledge -- they teach you everything you need to know to play! Game guides include instructions, pre- and post-game discussion questions, and extension activities. With the iCivics Classroom, teachers can assign the games and track student performance. iCivics games allow teachers to provide an immersive experience without ever leaving the classroom.

**Essential Question:** Why did the United States expand westward? What Impact did the Louisiana Purchase have on the United States? Why did the United States go to War for a second time with Britain? What was the importance of Manifest Destiny on the people of the United States?

**Objectives:** Students will be able to:

- Identify why the United States moved westward.
- Evaluate the difficulties of moving westward in the 1800’s.
- Determine the challenges of living in the West.
- Identify the value of the Lewis and Clark Expedition.
- Define the impact of the Louisiana Purchase on the country.
- List reasons for the War of 1812.
- Describe the main battles and the outcome of the War.
- Express the concept of nationalism in the 1800’s and today.
- Compare and contrast Cherokee Native American lives from first settlement in 1600’s.
- Define Manifest Destiny.
- Identify the main trails heading westward.

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| **Topic 1:** Louisiana Purchase.  
• Identify what was sold.  
• Impact on the country. | Test/Quizzes Projects Participation Challenges Homework | Text Media Center iBooks Brainpop | Lecture Discussion Small Group Work Individual Research | • YouTube  
• SmartBoard Lessons and Activities | 6.1: A1-A11.  
6.4: C6, D4, D7, E7, E8  
6.6: A1, A7, A9, B1-B4, D1-D8, E1-E5. |
| **Topic 2:** Western Expansion.  
• Reason for moving westward.  
• Difficulties moving and challenges living in the west. | | | | | |
**Topic 3:** War of 1812.
- Identify reasons for fighting a war with Britain for a second time.
- Main battles and outcomes of the war.

**Topic 4:** Manifest Destiny.
- Concept and impact on today’s United States.
- Main trails heading west.

**Differentiated Learning Activities** - Moving West Challenges. Students will write a Gold Miner Struggles DBQ. It will be differentiated in that scaffolding questions will be added for students who need the extra support. Teachers can use primary sources from the PBS series *The West: Episode 3 “Speck of the Future.”* [http://www.pbs.org/weta/thewest/program/episodes/three/](http://www.pbs.org/weta/thewest/program/episodes/three/)

**Ethical Decision Making/Character Education** - Discuss the impact from one group taking control of another group, whether in a war or in the school environment. Students will use a map to identify American expansion during the 19th century. Students will explain how the American government acquired each piece of territory. This will lead to a discussion of the ethics of Manifest Destiny. Here is a possible processing activity: Create a comic-book panel that shows a white settler and either an American Indian or a former Mexican citizen. Have the two people share their perspectives on westward expansion of the United States in the 1800s. Your comic-book panel should include:

- simple drawings of the faces of a white settler and either an American Indian or a former Mexican citizen.
- a two- or three-sentence voice bubble for the settler that explains advantages of this westward expansion.
- a two- or three-sentence voice bubble for the American Indian or the former Mexican citizen that explains disadvantages of this westward expansion.
- writing that is free from spelling and grammatical errors.

**21st Century Skills Critical Thinking** - Students create a PowerPoint presentation on Manifest Destiny explaining/detailed the importance of continental expansion and moving westward. They will discuss the reasons for the movement and show the different trails heading westward during this time period.