

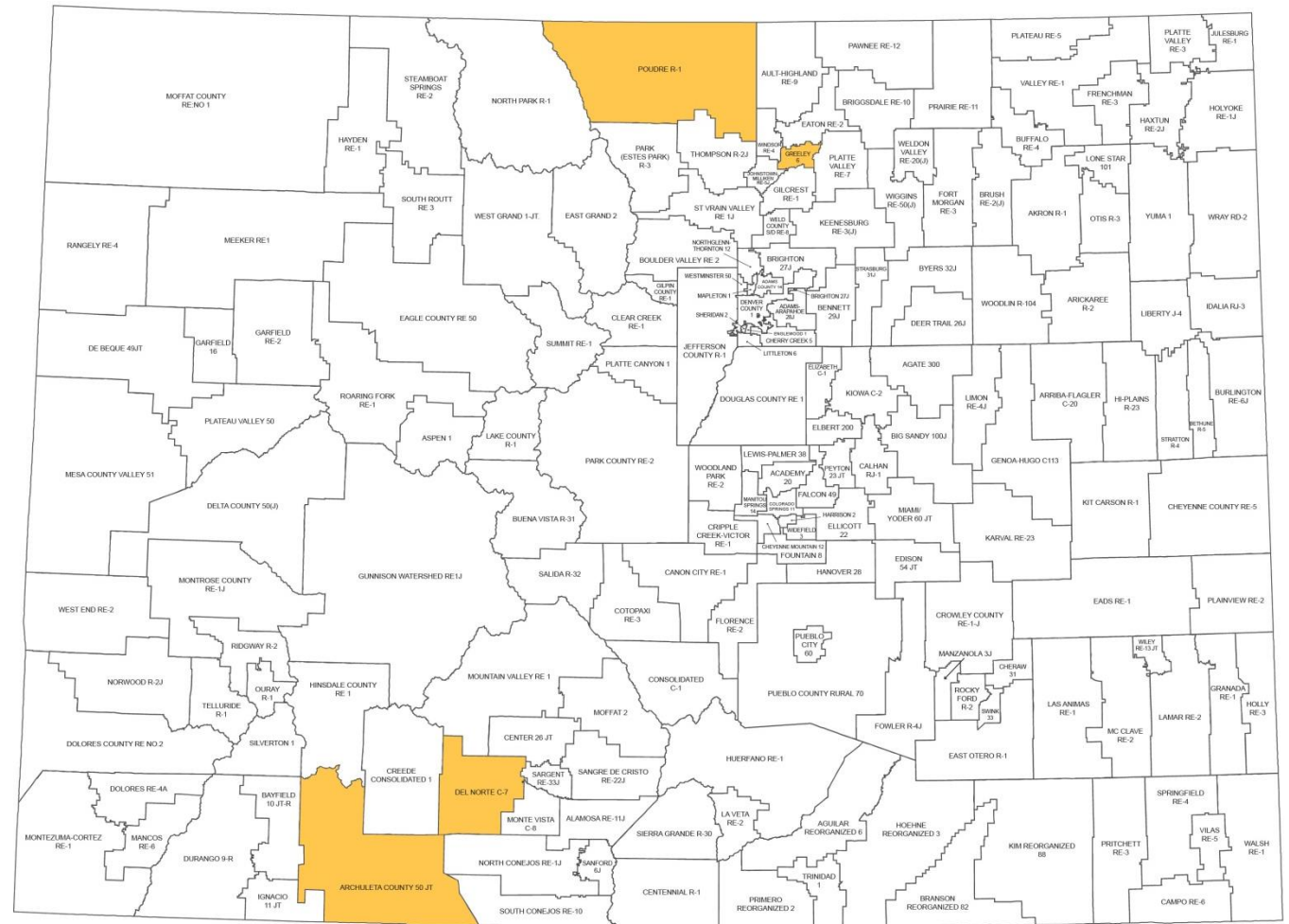
# Unit Title: Growing Pains

## INSTRUCTIONAL UNIT AUTHORS

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## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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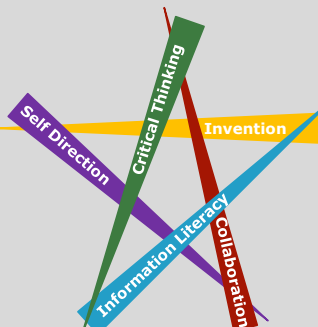


*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Social Studies	<b>Grade Level</b>	8 <sup>th</sup> Grade
<b>Course Name/Course Code</b>	8 <sup>th</sup> Grade Social Studies		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. History	1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives	SS09-GR.8-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another	SS09-GR.8-S.1-GLE.2	
2. Geography	1. Use geographic tools to analyze patterns in human and physical systems	SS09-GR.8-S.2-GLE.1	
	2. Conflict and cooperation occur over space and resources	SS09-GR.8-S.2-GLE.2	
3. Economics	1. Economic freedom, including free trade, is important for economic growth	SS09-GR.8-S.3-GLE.1	
	2. Manage personal credit and debt (PFL)	SS09-GR.8-S.3-GLE.2	
4. Civics	1. Analyze elements of continuity and change in the United States government and the role of citizens over time	SS09-GR.8-S.4-GLE.1	
	2. The place of law in a constitutional system	SS09-GR.8-S.4-GLE.2	

**Colorado 21<sup>st</sup> Century Skills**



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

**Reading & Writing Standards for Literacy  
in History/Social Studies 6 - 12**

**Reading Standards**

- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

**Writing Standards**

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Growing Pains	6-9 weeks	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Growing Pains		<b>Length of Unit</b>	6-9 weeks
<b>Focusing Lens(es)</b>	Movement	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.2-GLE.1 SS09-GR.8-S.2-GLE.2 SS09-GR.8-S.3-GLE.1	
<a href="#">CCSS Reading Standards for Literacy in History/Social Studies 6-8</a>	CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.8	<a href="#">CCSS Writing Standards for Literacy in History/Social Studies 6-8</a>	CCSS.WHST.6-8.2, CCSS.WHST.6-8.4, CCSS.WHST.6-8.6, CCSS.WHST.6-8.9	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How did the westward movement of people and resources exacerbate the growing pains of our nation?</li> <li>• How would human settlement patterns be different if people did not trade? (SS09-GR.8-S.2-GLE.1-EO.d; IQ.4)</li> <li>• What are the benefits and challenges of trade at the international, national, state levels? (SS09-GR.8-S.3-GLE.1-IQ.3)</li> </ul>			
<b>Unit Strands</b>	History, Geography, Economics			
<b>Concepts</b>	Conflict, cooperation, trade, settlement, interdependence, policy, expansion, region(al), resources, perspectives, diffusion, ideals, movement, allocation, sectionalism, economic interdependence, commerce, spatial distribution, abolition, scarcity			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Expansion and human settlement can lead to conflict and/or cooperation over the allocation and use of scarce resources (SS09-GR.8-S.2-GLE.1-EO.d) and (SS09-GR.8-S.2-GLE.2-EO.a) and (SS09-GR.8-S.3-GLE.1-EO.a)	Why did the idea of Manifest Destiny lead to conflict? How did the beliefs about resource ownership and usage shape the idea of Manifest Destiny?	Under what circumstances do demographic shifts disrupt traditional or prevailing beliefs about human and environmental interactions?
Successful settlement of varying regions necessitates interdependence and trade (SS09-GR.8-S.2-GLE.1-EO.c) and (SS09-GR.8-S.2-GLE.2-EO.a)	How did transportation systems such as canals and railroads simultaneously connect regions and increase tensions? How did a lack of interdependence among regions lead to sectionalism in the United States?	How do human settlement patterns encourage interdependence among regions?
The movement of people and ideas influences cultural diffusion by both enriching a culture and increasing social tensions (SS09-GR.8-S.1-GLE.2-EO.f) and (SS09-GR.8-S.2-GLE.2-EO.c)	What ideals were shared by the women’s movement and the abolition movement? How did tensions over slavery increase conflict across the country?	Why do some ideas move between cultures and others are bound in time and place?

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<p>Differing perspectives on movement into land occupied by native peoples can lead to conflicts and consequences regarding who has the legitimacy to make policy decisions about land ownership/usage (SS09-GR.8-S.1-GLE.1-EO.a,b; IQ.5) and (SS09-GR.8-S.2-GLE.2-EO.c)</p>	<p>How did different groups of people view the benefits and drawbacks of human settlement in the west?</p>	<p>How have differing perspectives regarding resource and land ownership/usage led to conflict and/or compromise? (SS09-GR.8-S.2-GLE.2-EO.a; IQ.3)</p>
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<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• Rationale for and patterns of settlement in the West (SS09-GR.8-S.2-GLE.1-EO.d; IQ.1) and (SS09-GR.8-S.2-GLE.2-IQ.4)</li> <li>• Westward exploration and settlement was motivated by a variety of factors</li> <li>• Examples of conflict and compromise (e.g., Louisiana Purchase, Mexican War, Trail of Tears, compromises over slavery, Oregon Territory, Gadsden Purchase, annexation of Texas ) (SS09-GR.8-S.1-GLE.2-EO.a) and (SS09-GR.8-S.2-GLE.2-EO.a)</li> <li>• Interdependency of regions based on development of trade and transportation (domestic and international) (SS09-GR.8-S.2-GLE.1-EO.c)</li> <li>• Lack of interdependency among the northern, southern, and western regions of the United States led to sectionalism (SS09-GR.8-S.2-GLE.2-EO.a)</li> <li>• Regional, national, and global trade and transportation systems fostered growing economic interdependence which made traditional commerce obsolete (SS09-GR.8-S.2-GLE.1-EO.c)</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret geographic perspectives on settlement in the West</li> <li>• Describe the nature and spatial distribution of cultural patterns</li> <li>• Analyze ideas that are critical to reform movements (SS09-GR.8-S.1-GLE.2-EO.f)</li> <li>• Calculate and analyze population trends during westward expansion (SS09-GR.8-S.2-GLE.1-EO.e)</li> <li>• Analyze evidence from multiple sources, including conflicting accounts, of the benefits and drawbacks of westward expansion (SS09-GR.8-S.1-GLE.1-EO.b)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>The movement of people and diffusion of ideas led to the establishment of regional identities.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Trends, distribution, patterns, connections, expansion, policy, cooperation, conflict, settlement, interdependence, resources, perspectives, region(al)</p>
<p><b>Technical Vocabulary:</b></p>	<p>Domestic, international, temperance, suffrage, reform movement, Manifest Destiny, cultural diffusion, allocation, scarce resources, sectionalism, patterns of settlement, Louisiana Purchase, Mexican War, Trail of Tears, Oregon Territory, Gadsden Purchase, annexation, economic interdependence, commerce, spatial distribution, abolition</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	As nations expand, various cultures and ways of life merge leading to both and enrichment of cultures as well as conflict. This unit focuses on the cultural interactions among peoples brought about by the westward expansion of the United States and how those interactions led to both cooperation and conflict. Students will learn about the interactions among peoples such as settlers, Native Americans, Mexicans, etc., as well as the governmental policies regarding resource allocation/distribution during the expansion of the United States from 1800-1900.
<b>Considerations:</b>	Critical content may appear in more than one learning experience because of the focus on particular concepts.
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	The movement of people and ideas influences cultural diffusion by both enriching a culture and increasing social tensions
<b>Supporting Generalizations:</b>	Expansion and human settlement can lead to conflict and/or cooperation over the allocation and use of scarce resources
	Differing perspectives on movement into land occupied by native peoples can lead to conflicts and consequences regarding who has the legitimacy to make policy decisions about land ownership/usage
	Successful settlement of varying regions necessitates interdependence and trade

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The movement of people and ideas influences cultural diffusion by both enriching a culture and increasing social tensions
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are a newspaper journalist for the <i>Weekly Gazette</i> , a brand new newspaper in the Colorado territory. You and your fellow journalists are to publish a special edition of the newspaper focusing on the enrichment of cultures and the social tensions initiated by westward expansion. Your newspaper should include articles representing the multiple perspectives of Native Americans, business entrepreneurs, slaves, Mexicans, explorers, settlers, and federal officials.
<b>Product/Evidence:</b> (Expected product from students)	Students will create a special edition of a local newspaper including all the usual elements of a newspaper such as editorials, news articles, advertisements, photos, political cartoons, obituaries, birth announcements, a society page, a business section, a sports section, etc. <i>This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student's performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a performance assessment rubric.</i>
<b>Differentiation:</b> (Multiple modes for student expression)	Each student may be required to construct one article; however, students then may be given various roles on the newspaper such as managing editor, graphic artist, section editor, layout manager, illustrator, etc. In addition, students may be provided with guided writing graphic organizers ( <a href="http://www.readwritethink.org/search/?resource_type=18&amp;grade=16">http://www.readwritethink.org/search/?resource_type=18&amp;grade=16</a> )

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<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
Emert, P.R. <i>All That Glitters: The Men and Women of the Gold and Silver Rushes</i> . Lexile: 1220 Freedman, R. <i>Indian Chiefs</i> . Lexile: 1030 Sonneborn, L. <i>The American West: An Illustrated History</i> . Lexile: 1060	Bruchac, J. <i>The Journal of Jesse Smoke: Cherokee Boy, Trail of Tears, 1838 (My Name Is America)</i> . Lexile: 880 Gregory, K. <i>Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell, 1847</i> . Lexile: 940 Hite, S. <i>Stick and Whittle</i> . Lexile: 880 Levitin, S. <i>Clem's Chances</i> . Lexile: 770 London, J. <i>The Call of the Wild</i> . Lexile: 1120

<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Read like a historian by determining the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies ( <a href="#">CCSS.RH.6-8.4</a> )	Teacher Resources:	<a href="http://www.lessonplanet.com/article/elementary-language-arts/daily-academic-language-development">http://www.lessonplanet.com/article/elementary-language-arts/daily-academic-language-development</a> (Article on Daily Language Development & mini lessons for developing academic language) <a href="http://www.teach-nology.com/worksheets/soc_studies/west/">http://www.teach-nology.com/worksheets/soc_studies/west/</a> (A variety of worksheets for supporting instruction on Westward Expansion) <a href="http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/Six-Step-Academic-Vocabulary-Instruction.aspx">http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/Six-Step-Academic-Vocabulary-Instruction.aspx</a> (Six-Step Academic Vocabulary Instruction Resources)
			Student Resources:	<a href="http://visuwords.com/">http://visuwords.com/</a> (An Online Graphical Dictionary) <a href="http://www.visualthesaurus.com/">http://www.visualthesaurus.com/</a> (Thinkmap Visual Thesaurus) <a href="http://www.wordsift.com/">http://www.wordsift.com/</a> (Wordsift - Visualize Text)
	Skills:	Use academic and technical vocabulary correctly in written text and oral presentation	Assessment:	Students will maintain and complete a journal throughout the unit to include phrases and vocabulary.
2.	Description:	Think/work like a geographer by interpreting maps and using other geographic tools as primary sources to analyze a historic issue	Teacher Resources:	<a href="http://www.loc.gov/search/?q=us+history+maps+1800s">http://www.loc.gov/search/?q=us+history+maps+1800s</a> (U.S. History Maps from the Library of Congress) <a href="http://tinyurl.com/n3ccxs6">http://tinyurl.com/n3ccxs6</a> (National Archives Map Analysis Tools)
			Student Resources:	<a href="http://www.loc.gov/search/?q=us+history+maps+1800s">http://www.loc.gov/search/?q=us+history+maps+1800s</a> (U.S. History Maps from the Library of Congress) <a href="http://tinyurl.com/n3ccxs6">http://tinyurl.com/n3ccxs6</a> (National Archives Map Analysis Tools)
	Skills:	Use maps to locate, identify, and predict resources, regions, boundaries, settlement patterns, routes, population growth or decline	Assessment:	Students will create maps to demonstrate understanding of basic map skills.

**Colorado Teacher-Authored Sample Instructional Unit**

3.	Description:	Think/work like a historian by using and interpreting documents and other relevant primary and secondary sources pertaining to United States history	Teacher Resources:	<a href="http://www.loc.gov/search/?q=teacher+resources+for+analyzing+primary+and+secondary+sources">http://www.loc.gov/search/?q=teacher+resources+for+analyzing+primary+and+secondary+sources</a> (Library of Congress: Analyzing Primary and Secondary Sources) <a href="http://historyexplorer.si.edu/PrimarySources.pdf">http://historyexplorer.si.edu/PrimarySources.pdf</a> ( <i>Engaging Students with Primary Sources</i> from the Smithsonian National Museum of American History) <a href="http://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/manifest-destiny">http://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/manifest-destiny</a> (Four Reads: Learning to Read Primary Documents) <a href="http://teachinghistory.org/teaching-materials/teaching-guides/25690">http://teachinghistory.org/teaching-materials/teaching-guides/25690</a> (Use this guided process several times until students acquire the habit of reading and thinking like a historian)
			Student Resources:	<a href="http://www.loc.gov/search/?q=student+worksheets+for+analyzing+primary+sources">http://www.loc.gov/search/?q=student+worksheets+for+analyzing+primary+sources</a> (Library of Congress Student Worksheet for Analyzing Primary and Secondary Sources)
	Skills:	Analyze various primary and secondary sources to identify point-of-view, determine central ideas of a text, authenticate information, identify purpose, and separate fact vs. fiction, and provide an accurate summary of the text ( <a href="#">CCSS.RH.6-8.2</a> )	Assessment:	Students will create a short document based essay that includes multiple points of view and evidence from documents studied throughout the unit.
4.	Description:	Reading like a historian by identifying point-of-view, historical context, distortion, or propaganda and relevance to historical inquiry	Teacher Resources:	<a href="http://tinyurl.com/2el32sg">http://tinyurl.com/2el32sg</a> (Lesson plan on identifying multiple perspectives from ReadWriteThink) <a href="http://tinyurl.com/k9e9ayl">http://tinyurl.com/k9e9ayl</a> (Various lessons on how to identify multiple perspectives from PBS Learning Media) <a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf</a> (Strategies for teaching multiple perspectives/point of view) <a href="http://learner.org/courses/amerhistory/interactives/">http://learner.org/courses/amerhistory/interactives/</a> (Historical Thinking Skills Interactives from the Annenberg Foundation) <a href="http://learner.org/libraries/makingmeaning/makingmeaning/support/essay.pdf">http://learner.org/libraries/makingmeaning/makingmeaning/support/essay.pdf</a> (Suggested Compare and contrast essay rubric) <a href="http://www.fresno.k12.ca.us/divdept/sscience/GraphicOrganizers/GraphicPerspective.pdf">http://www.fresno.k12.ca.us/divdept/sscience/GraphicOrganizers/GraphicPerspective.pdf</a> (Multiple Perspectives Graphic Organizer - model)
			Student Resources:	<a href="http://www.museumca.org/goldrush/curriculum/8g/81104025.html#LOOKING">http://www.museumca.org/goldrush/curriculum/8g/81104025.html#LOOKING</a> (Guiding questions to aide in identifying perspective) <a href="http://learner.org/courses/amerhistory/interactives/">http://learner.org/courses/amerhistory/interactives/</a> (Historical Thinking Skills Interactives from the Annenberg Foundation) <a href="http://learner.org/libraries/makingmeaning/makingmeaning/support/essay.pdf">http://learner.org/libraries/makingmeaning/makingmeaning/support/essay.pdf</a> (Suggested Compare and contrast essay rubric)

**Colorado Teacher-Authored Sample Instructional Unit**

	Skills	Analyze multiple perspectives by evaluating, interpreting, and authenticating the source of information	Assessment	Students will complete graphic organizers identifying multiple perspectives.
5.	Description	Apply the necessary skills for reading/using or creating a newspaper ( <a href="#">CCSS.WHST.6-8.6</a> )	Teacher Resources:	<a href="http://www.readwritethink.org/files/resources/lesson_images/lesson249/format.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson249/format.pdf</a> (Newspaper story format graphic organizer from ReadWriteThink) <a href="http://www.scoop.it/t/creating-newspapers-in-the-classroom">http://www.scoop.it/t/creating-newspapers-in-the-classroom</a> (Newspaper templates for WORD) <a href="http://www.ehow.com/info_7975378_newspaper-classroom-writing-activities.html">http://www.ehow.com/info_7975378_newspaper-classroom-writing-activities.html</a> (Multiple lessons for teaching students how to create a classroom newspaper) <a href="http://www.enchantedlearning.com/newspaper/writing/reporternotes/">http://www.enchantedlearning.com/newspaper/writing/reporternotes/</a> (Graphic organizer for “reporter notes”)
			Student Resources:	<a href="http://www.readwritethink.org/files/resources/lesson_images/lesson249/format.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson249/format.pdf</a> (Newspaper story format graphic organizer from ReadWriteThink) <a href="http://www.scoop.it/t/creating-newspapers-in-the-classroom">http://www.scoop.it/t/creating-newspapers-in-the-classroom</a> (Newspaper templates for WORD) <a href="http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html">http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html</a> (Interactive Printing Press designed to assist students in creating newspapers) <a href="http://www.lauracandler.com/filecabinet/literacy/writing.php">http://www.lauracandler.com/filecabinet/literacy/writing.php</a> (Graphic organizer for reading newspaper articles)
	Skills	Develop topic with relevant well-chosen facts Write informative/explanatory text Produce clear and coherent writing ( <a href="#">CCSS.WHST.6-8.4</a> ). Identify various elements of newspaper, such as editorials, political cartoon Distinguish between fact and opinion Exhibit precise editing skills	Assessment:	Students will compile their notecatchers, brainstorming sheets, exit cards, etc., demonstrating their skill level for writing newspaper articles in order to “apply” for their job on the newspaper.  Students write newspaper articles for the newspaper ( <a href="#">CCSS.WHST.6-8.2</a> ).

**Prior Knowledge and Experiences**

Students should know how to analyze primary and secondary sources (e.g., historical maps, letters, etc.); have experience with computer based projects; be able to identify and discuss multiple perspectives; have experience using academic and technical vocabulary in context; be able to compare and contrast events and/or issues; and have familiarity with reading and creating timelines including annotations.



**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 1</b>		
The teacher may engage students in a gallery walk focused on questions around the benefits/drawbacks of westward expansion, who decides to expand, who should determine policies around land use/allocation, and what happens to native populations, so that students can begin to consider the lasting effects of territorial growth in the United States.		
<b>Generalization Connection(s):</b>	Expansion and human settlement can lead to conflict and/or cooperation over the allocation and use of scarce resources	
<b>Teacher Resources:</b>	<a href="http://www.ushistory.org/us/21a.asp">http://www.ushistory.org/us/21a.asp</a> (The Importance of the West) <a href="http://www.legendsofamerica.com/we-westwardexpansion.html">http://www.legendsofamerica.com/we-westwardexpansion.html</a> (Westward Expansion and Manifest Destiny) <a href="http://www.pbs.org/weta/thewest/lesson_plans/lesson04.htm">http://www.pbs.org/weta/thewest/lesson_plans/lesson04.htm</a> (The role of African Americans in settling the West from PBS) <a href="http://www.teachushistory.org/indian-removal/lesson-plans">http://www.teachushistory.org/indian-removal/lesson-plans</a> (The policy of Indian removal lesson plan) <a href="http://my.hrw.com/nsmedia/intgos/html/PDFs/Decision_Chart.pdf">http://my.hrw.com/nsmedia/intgos/html/PDFs/Decision_Chart.pdf</a> (Pro/Con graphic organizer)	
<b>Student Resources:</b>	<a href="http://www.sparknotes.com/history/american/westwardexpansion/section11.rhtml">http://www.sparknotes.com/history/american/westwardexpansion/section11.rhtml</a> (Westward Expansion and the Plains Indians) <a href="http://www.legendsofamerica.com/we-westwardexpansion.html">http://www.legendsofamerica.com/we-westwardexpansion.html</a> (Westward Expansion and Manifest Destiny)	
<b>Assessment:</b>	Students will complete a pros and cons graphic organizer showing, at a very general level, the “benefits and drawbacks” of westward expansion.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://dx.cooperhewitt.org/lessonplan/create-a-word-bank/">http://dx.cooperhewitt.org/lessonplan/create-a-word-bank/</a> (Create a Word Bank) <a href="http://my.hrw.com/nsmedia/intgos/html/PDFs/Decision_Chart.pdf">http://my.hrw.com/nsmedia/intgos/html/PDFs/Decision_Chart.pdf</a> (Pro/Con graphic organizer)	Students may complete a teacher provided graphic organizer Students may use a word bank to complete the graphic organizer
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.teachushistory.org/files/indianremoval/Indian-Removal-Documents.pdf">http://www.teachushistory.org/files/indianremoval/Indian-Removal-Documents.pdf</a> (Primary sources showing multiple perspectives on westward expansion)	Students may extend their learning by incorporating first hand perspectives into their pros and cons chart
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The benefits and drawbacks of Westward Expansion</li> <li>• Manifest Destiny</li> <li>• U. S government policies on land use/allocation in the west</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Discuss historical questions</li> <li>• Use vocabulary accurately during discussions</li> </ul>	
<b>Critical Language:</b>	Westward expansion, territorial growth, land use/allocation, Manifest Destiny, settlement	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 2</b>		
The teacher may bring in primary source maps (e.g., maps showing the territorial growth of the U.S.) and population data so that students may brainstorm why people settle where they did and then, students can analyze settlement patterns and changing boundaries in early American history (early 1600's - 1850's).		
<b>Generalization Connection(s):</b>	Successful settlement of varying regions necessitates interdependence and trade	
<b>Teacher Resources:</b>	<a href="http://www.history.com/shows/how-the-states-got-their-shapes/videos">www.history.com/shows/how-the-states-got-their-shapes/videos</a> (Historical maps of U.S. history) <a href="http://www.lib.utexas.edu/maps/histus.html">www.lib.utexas.edu/maps/histus.html</a> (U.S. History Maps at the University of Texas at Austin) <a href="http://rs6.loc.gov/ammem/gmdhtml/gmdhome.html">http://rs6.loc.gov/ammem/gmdhtml/gmdhome.html</a> (American Memory Map Collection at the Library of Congress) <a href="http://www.census.gov/history/www/through_the_decades/overview/1790.html">http://www.census.gov/history/www/through_the_decades/overview/1790.html</a> (U.S. Census 1790 and later) <a href="http://www.census.gov/dataviz/">http://www.census.gov/dataviz/</a> (Population data from 1790- 2010 from the U.S. Census Bureau) <a href="http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf">http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf</a> (Persuasive writing map)	
<b>Student Resources:</b>	<a href="http://www.theodora.com/maps/united_states_map.html">http://www.theodora.com/maps/united_states_map.html</a> (U.S. territorial expansion maps) <a href="http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u5/">http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u5/</a> (Interactive maps showing Westward Expansion) <a href="http://www.learner.org/interactives/historymap/states.html">http://www.learner.org/interactives/historymap/states.html</a> (Interactive map "The Nation Expands") <a href="http://www.google.com/earth/">http://www.google.com/earth/</a> (Google Earth) <a href="http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf">http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf</a> (Persuasive writing map)	
<b>Assessment:</b>	Students will write a short persuasive essay identifying one region which would be valuable for acquisition; explaining its significance and predicting the location of settlements in that area based on geographic information.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided with sentence stems for use on the map <a href="http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf">http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf</a> (Persuasive writing map)	Students may complete the map with a partner
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.census.gov/history/www/through_the_decades/overview/1790.html">http://www.census.gov/history/www/through_the_decades/overview/1790.html</a> (U.S. Census 1790 and later). <a href="http://www.history.com/shows/how-the-states-got-their-shapes/videos">www.history.com/shows/how-the-states-got-their-shapes/videos</a> (Historical maps of U.S. history). <a href="http://www.lib.utexas.edu/maps/histus.html">www.lib.utexas.edu/maps/histus.html</a> (U.S. History Maps at the University of Texas at Austin). <a href="http://www.nationalatlas.gov/mapmaker">http://www.nationalatlas.gov/mapmaker</a> (Digital map maker)	Students create a digital map showing westward expansion from 1783 – 1860
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Rationale and patterns of settlement in the West</li> <li>• Establishment of forts as trading posts</li> <li>• The growth of the nation (population) encouraged the addition of new states</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Read population data, maps and thematic maps to identify patterns of settlement</li> <li>• Draw evidence from informational text(s)</li> <li>• Calculate and analyze population trends during westward expansion</li> </ul>
<b>Critical Language:</b>	Territories, statehood, patterns of settlement, distribution, trends, boundary(ies), trading post

**Learning Experience # 3**

The teacher may provide primary and secondary sources, such as government policies and/or legislation, so that students can document the territorial growth of the United States.

<b>Generalization Connection(s):</b>	Successful settlement of varying regions necessitates interdependence and trade Differing perspectives on movement into land occupied by native peoples can lead to conflicts and consequences regarding who has the legitimacy to make policy decisions about land ownership/usage	
<b>Teacher Resources:</b>	<a href="http://www.freetechforteachers.com/2012/06/21-map-creation-tools-for-students-and.html">http://www.freetechforteachers.com/2012/06/21-map-creation-tools-for-students-and.html</a> (Online map creation tools) <a href="http://www.educationworld.com/a_sites/sites019.shtml">http://www.educationworld.com/a_sites/sites019.shtml</a> (Great sites for teaching about Westward Expansion) <a href="http://www.smithsoniansource.org/display/dbq/viewdetails.aspx?TopicId=1000&amp;DbqId=1002">http://www.smithsoniansource.org/display/dbq/viewdetails.aspx?TopicId=1000&amp;DbqId=1002</a> (Impact of Westward Expansion on Native Americans and the Role of Government) <a href="http://www.pbs.org/keramexicanwar/war/wars_end_guadalupe.html">http://www.pbs.org/keramexicanwar/war/wars_end_guadalupe.html</a> (The Treaty of Guadalupe Hidalgo from PBS) <a href="http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1">http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1</a> (Blank maps from National Geographic) <a href="http://www.slideshare.net/ddwebb75/morin-manifest-destiny">http://www.slideshare.net/ddwebb75/morin-manifest-destiny</a> (PowerPoint on Manifest Destiny)	
<b>Student Resources:</b>	<a href="http://www.lib.utexas.edu/maps/histus.html">http://www.lib.utexas.edu/maps/histus.html</a> (University of Texas Historical Map Collection) <a href="http://education.nationalgeographic.com/education/topics/interactives/?ar_a=1">http://education.nationalgeographic.com/education/topics/interactives/?ar_a=1</a> (National Geographic Education Interactive Mapping) <a href="http://en.wikipedia.org/wiki/United_States_territorial_acquisitions">http://en.wikipedia.org/wiki/United_States_territorial_acquisitions</a> (United States Territorial Acquisitions) <a href="http://www.eduplace.com/ss/maps/pdf/us_nl.pdf">http://www.eduplace.com/ss/maps/pdf/us_nl.pdf</a> (Blank map of the United States)	
<b>Assessment:</b>	Students will complete an annotated, chronological map showing the territorial growth of the United States. <a href="http://www.nationalatlas.gov/mapmaker">http://www.nationalatlas.gov/mapmaker</a> (Digital map maker)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf">http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf</a> (Sequence/chronology graphic organizer)	Students may use a graphic organizer to complete a map showing the territorial growth of the United States
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.teachushistory.org/files/indianremoval/Indian-Removal-Documents.pdf">http://www.teachushistory.org/files/indianremoval/Indian-Removal-Documents.pdf</a> (Different perspectives on Native American removal and Westward Expansion)	Students may include one or two narrated perspectives from primary sources (e.g., Native Americans, the U.S. government, etc.) on specific territorial growth as part of the annotated map

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<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Manifest Destiny</li> <li>• The acquisition of Louisiana, Mexico, Oregon, Florida, and Texas through:             <ul style="list-style-type: none"> <li>○ Louisiana Purchase</li> <li>○ Gadsden Purchase</li> <li>○ Treaty of Guadalupe Hidalgo</li> <li>○ Oregon Treaty</li> <li>○ Adams-Onis' Treaty</li> </ul> </li> <li>• The annexation of Texas</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine meaning of words and phrases used in text including vocabulary related to social studies (<a href="#">CCSS.RH.6-8.4</a>)</li> <li>• Use evidence to support analysis, reflection, and research (<a href="#">CCSS.RH.6-8.1</a>)</li> <li>• Use technology to produce and publish maps</li> <li>• Analyzing changing political boundaries in early American history in order to ask and answer geographic questions</li> <li>• Analyze historical maps to answer historical questions</li> </ul>
<b>Critical Language:</b>	Expansion, regions, policy, ideals, annex(ation), territorial growth

<b>Learning Experience # 4</b>	
The teacher may provide sketches, journal entries, and maps from Lewis and Clark’s and Zebulon Pike’s explorations, so that students can discover the rich natural resources (e.g., land, water, gold) acquired through westward land acquisition.	
<b>Generalization Connection(s):</b>	Successful settlement of varying regions necessitates interdependence and trade
<b>Teacher Resources:</b>	<a href="http://www.pbs.org/lewisandclark">http://www.pbs.org/lewisandclark</a> (PBS Lewis & Clark – The Journey of the Corps of Discovery) <a href="http://www.santafetrailresearch.com/pike/expedition.html">http://www.santafetrailresearch.com/pike/expedition.html</a> (Zebulon Pike Journals) <a href="http://centuryofprogress.org/p/introduction-lewis-and-clark-expedition">http://centuryofprogress.org/p/introduction-lewis-and-clark-expedition</a> (Introduction to Lewis & Clark’s Expedition, including President Jefferson’s Letter to Capt. Lewis) <a href="http://museumbox.e2bn.org">http://museumbox.e2bn.org</a> (Museum Box)
<b>Student Resources:</b>	<a href="http://www.santafetrailresearch.com/pike/expedition.html">http://www.santafetrailresearch.com/pike/expedition.html</a> (Zebulon Pike Journals) <a href="http://www.pbs.org/lewisandclark">http://www.pbs.org/lewisandclark</a> (Lewis & Clark – The Journey of the Corps of Discovery from PBS) <a href="http://www.nationalgeographic.com/features/97/west/">http://www.nationalgeographic.com/features/97/west/</a> (National Geographic “Go West Across America with Lewis & Clark”) <a href="http://museumbox.e2bn.org">http://museumbox.e2bn.org</a> (Museum Box)
<b>Assessment:</b>	Students will create a museum box of artifacts that represent westward land acquisition and then write a journal entry describing and defending the artifacts they included.
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)
	<a href="http://americanhistory.mrdonn.org/nationgrows.html">http://americanhistory.mrdonn.org/nationgrows.html</a> (Territorial expansion)
	<b>Expression</b> (Products and/or Performance)
	N/A

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://picturinghistory.gc.cuny.edu/item.php?item_id=180">http://picturinghistory.gc.cuny.edu/item.php?item_id=180</a> (American Progress by John Gast, 1872)</p> <p><a href="http://www.nationalgeographic.com/lewisandclark/journey_intro.html">http://www.nationalgeographic.com/lewisandclark/journey_intro.html</a> (The text of the Lewis and Clark journals from National Geographic)</p> <p><a href="http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.img.copus.01.xml&amp;_xslsrc=LCstyles.xsl">http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.img.copus.01.xml&amp;_xslsrc=LCstyles.xsl</a> (Images from the original Lewis and Clark Journals)</p>	<p>Students may write a journal entry from the point of view of one of the “characters” in the painting “American Progress” by John Gast, including unit and painting concepts</p> <p>Students may create a journal that describes and documents a journey, the landscape, and a possible new discovery as a result of the journey. Students may consider using the Lewis and Clark journals as an example (e.g., note use of images and descriptive language).</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Lands explored and results of Lewis &amp; Clark’s expedition</li> <li>• Lands explored and results of Zebulon Pike’s expedition</li> <li>• Lands explored and results of John C. Fremont’s expeditions</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze primary sources</li> <li>• Draw evidence from informational text to support analysis, research, and reflection (<a href="#">CCSS.WHST.6-8.9</a>)</li> <li>• Interpret maps as a primary source to analyze a historic issue</li> </ul>	
<b>Critical Language:</b>	International, domestic, spatial distribution, natural resources, expansion, land acquisition, expedition, corps	

<b>Learning Experience # 5</b>	
<p>The teacher may present illustrations, sketches, paintings, music, dramatic and literary sources of various migrating peoples so that students can construct an understanding of the various cultures that moved into the newly acquired lands.</p>	
<b>Generalization Connection(s):</b>	<p>Expansion and human settlement can lead to conflict and/or cooperation over the allocation and use of scarce resources</p> <p>Differing perspectives on movement into land occupied by native peoples can lead to conflicts and consequences regarding who has the legitimacy to make policy decisions about land ownership/usage</p>
<b>Teacher Resources:</b>	<p><a href="http://www.calisphere.universityofcalifornia.edu/calcultures/eras/era4.html">http://www.calisphere.universityofcalifornia.edu/calcultures/eras/era4.html</a> (California Cultures and Westward Movement)</p> <p><a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/</a> (Library of Congress Primary Source Set – Westward Expansion)</p> <p><a href="http://pbs.org/weta/thewest/resources/archives/">http://pbs.org/weta/thewest/resources/archives/</a> (PBS – New Perspectives on the West - Primary source materials)</p> <p><a href="http://www.livebinders.com">http://www.livebinders.com</a> (Digital binders)</p>
<b>Student Resources:</b>	<p><a href="http://pbs.org/weta/thewest/resources/archives/">http://pbs.org/weta/thewest/resources/archives/</a> (PBS – New Perspectives on the West - Primary source materials)</p> <p><a href="http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Western-Immigration.aspx">http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Western-Immigration.aspx</a> (Western immigration 1800-1860)</p> <p><a href="http://www.livebinders.com">http://www.livebinders.com</a> (Digital binders)</p>
<b>Assessment:</b>	<p>Students will create digital binders (including images and text) illustrating important cultural aspects of the various cultures found in the west.</p>

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may work in groups or pairs to complete the assessment <a href="http://www.colorincolorado.org/educators/content/cooperative/">http://www.colorincolorado.org/educators/content/cooperative/</a> (Cooperative learning strategies)	Students may have the option to create a hard copy of the binder
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may also incorporate audio and/or video into the digital binder <a href="http://www.livebinders.com">http://www.livebinders.com</a> (Digital binders)	Students may create digital binders illustrating the influence (positive and negative) that Westward Expansion had on native cultures found in the West
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The 5 W’s of Westward Expansion</li> <li>• The peoples of the west, including: Missionaries, Pioneers, Mexicanos, Native Americans, African Americans, women, farmers, ranchers, miners</li> <li>• The results of the Gold Rush on the west</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Gathering information from multiple print and digital sources (<a href="#">CCSS.WHST.6-8.8</a>)</li> <li>• Use and interpret documents and other relevant primary and secondary sources from multiple perspectives</li> <li>• Analyze evidence from multiple sources, including conflicting accounts, of the benefits and drawbacks of westward expansion</li> </ul>	
<b>Critical Language:</b>	Westward expansion, cultural diffusion, cooperation, movement of people, cultural interaction, conflict, interdependence, perspective	

<b>Learning Experience # 6</b>	
The teacher may lead students on a walking tour of the surrounding community so that students can identify the (local) legacy of cultural diffusion such as street names, food, economic practices (e.g., use/allocation of resources such as water, land).	
<b>Generalization Connection(s):</b>	The movement of people and ideas influences cultural diffusion by both enriching a culture and increasing social tensions
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=IWLdijamdcQ&amp;list=PLd1csdWoPwT6Jx9H1F1QOQEHKEVLTxEq4&amp;index=1">http://www.youtube.com/watch?v=IWLdijamdcQ&amp;list=PLd1csdWoPwT6Jx9H1F1QOQEHKEVLTxEq4&amp;index=1</a> (Colorado Experience: The Original Coloradans, video) <a href="http://www.pbs.org/americanrootsmusic/pbs_arm_itc_historical_background.html">http://www.pbs.org/americanrootsmusic/pbs_arm_itc_historical_background.html</a> (PBS - American Roots Music – A Teacher’s Guide) <a href="http://www.agclassroom.org/gan/timeline/farm_tech.htm">http://www.agclassroom.org/gan/timeline/farm_tech.htm</a> (History of Farm Machinery and Technology) <a href="http://countrymusichalloffame.org/origins-of-country-music/">http://countrymusichalloffame.org/origins-of-country-music/</a> (Origins of country music) <a href="http://education.nationalgeographic.com/archive/xpeditions/lessons/10/g68/culture.html?ar_a=1">http://education.nationalgeographic.com/archive/xpeditions/lessons/10/g68/culture.html?ar_a=1</a> (“Culture in the Cupboard” lesson plan from National Geographic)
<b>Student Resources:</b>	<a href="http://hewit.unco.edu/dohist/">http://hewit.unco.edu/dohist/</a> (Doing History, Keeping the Past – Colorado History) <a href="http://www.historycolorado.org/educators/hispanic-history-resources">http://www.historycolorado.org/educators/hispanic-history-resources</a> (Hispanic History Resources at the History Colorado Center) <a href="http://www.agclassroom.org/gan/timeline/farm_tech.htm">http://www.agclassroom.org/gan/timeline/farm_tech.htm</a> (History of Farm Machinery and Technology) <a href="http://countrymusichalloffame.org/origins-of-country-music/">http://countrymusichalloffame.org/origins-of-country-music/</a> (Origins of country music)

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<b>Assessment:</b>	Students will select an example of cultural diffusion from the walking tour and write a paragraph explaining the historical or cultural origin for each example.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.easymoza.com/">http://www.easymoza.com/</a> (Create an online photo mosaic)	Students may create a photographic mosaic representing examples of cultural diffusion in the community
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://digital.denverlibrary.org/cdm/ref/collection/p16079coll25/id/706">http://digital.denverlibrary.org/cdm/ref/collection/p16079coll25/id/706</a> (Colorado Place Names from the Denver Public Library) <a href="http://www.loc.gov/folklife/familyfolklife/oralhistory.html#tips">http://www.loc.gov/folklife/familyfolklife/oralhistory.html#tips</a> (Interviewing tips from the Library of Congress American Folklife Center)	Students may choose 1 place name in the community or state and trace its history in depth Students may conduct interviews of family members to learn more about the origins of their family
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Farming techniques/agricultural tools and practices</li> <li>• Roots of country western music</li> <li>• Place names in the community</li> <li>• Aspects of cultures such as food, language, music, clothing, etc.</li> <li>• Interaction of English and Mexicano legal systems in the west (land, water, etc.)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Describe the nature and spatial distribution of cultural patterns</li> </ul>	
<b>Critical Language:</b>	Cultural diffusion, cultural interaction, cultural enrichment, community, spatial distribution	

<b>Learning Experience # 7</b>		
The teacher may bring in examples of social tensions (e.g., image of American Progress, suffrage, temperance movements) created through movement/expansion of people so that students can examine the consequences of specific reform movements.		
<b>Generalization Connection(s):</b>	The movement of people and ideas influences cultural diffusion by both enriching a culture and increasing social tensions	
<b>Teacher Resources:</b>	<a href="http://education-portal.com/academy/lesson/the-transcendentalism-movement-and-social-reform.html">http://education-portal.com/academy/lesson/the-transcendentalism-movement-and-social-reform.html</a> (Reform movements of the 1800's) <a href="http://www.gilderlehrman.org/history-now/2012-01/reform-movements">http://www.gilderlehrman.org/history-now/2012-01/reform-movements</a> (Essays on the reform movements in the 1800's from the Gilder Lehrman Institute) <a href="http://www.docstoc.com/docs/114372457/Progressive-Reform-Movements-Organizer">http://www.docstoc.com/docs/114372457/Progressive-Reform-Movements-Organizer</a> (Reform Movements graphic organizer) <a href="http://www.wordle.net">http://www.wordle.net</a> (Wordle)	
<b>Student Resources:</b>	<a href="http://education-portal.com/academy/lesson/the-transcendentalism-movement-and-social-reform.html">http://education-portal.com/academy/lesson/the-transcendentalism-movement-and-social-reform.html</a> (Reform movements of the 1800's) <a href="http://www.sparknotes.com/testprep/books/sat2/history/chapter9section2.rhtml">http://www.sparknotes.com/testprep/books/sat2/history/chapter9section2.rhtml</a> (Social reforms in the United States in the 1800's)	



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	<p><a href="http://www.socialstudieshelp.com/lesson_28_notes.htm">http://www.socialstudieshelp.com/lesson_28_notes.htm</a> Major reform movements of the 1800's</p> <p><a href="http://www.wordle.net">http://www.wordle.net</a> Wordle</p> <p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html">http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html</a> Essay map for organizing an essay</p>	
<b>Assessment:</b>	<p>Students write a focused one-page paper on one cultural/social tension and resulting major reform movement using the specific vocabulary presented during the learning experience. Students then create a <a href="#">Wordle</a> from their papers. Wordles are presented to the class so that students can discuss the common themes across the reforms.</p>	
<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)</p>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://wordle.net">http://wordle.net</a> (Wordle)</p> <p><a href="http://www.docstoc.com/docs/62404115/Informational-Writing-Graphic-Organizers---PDF">http://www.docstoc.com/docs/62404115/Informational-Writing-Graphic-Organizers---PDF</a> (Writing graphic organizer)</p> <p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html">http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html</a> (Essay map for organizing an essay)</p>	<p>Students may use illustrations of the cultural/social tensions to augment their written one-pager</p>
<p><b>Extensions for depth and complexity:</b></p>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.goodreads.com/quotes/tag/suffrage">http://www.goodreads.com/quotes/tag/suffrage</a> (Suffrage quotes)</p> <p><a href="http://www.brainyquote.com/quotes/keywords/suffrage.html">http://www.brainyquote.com/quotes/keywords/suffrage.html</a> (Suffrage quotes)</p> <p><a href="http://www.brainyquote.com/quotes/keywords/temperance.html">http://www.brainyquote.com/quotes/keywords/temperance.html</a> (Temperance quotes)</p>	<p>Students may find a quote and pictures that encompasses the theme of the learning experience and create a poster representing the social/cultural tensions in the 1800's</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The 5 W's of the reform movements in the 1800's such as:             <ul style="list-style-type: none"> <li>○ Progressivism</li> <li>○ abolition</li> <li>○ suffrage</li> <li>○ education</li> <li>○ temperance</li> <li>○ The Great Awakening</li> </ul> </li> <li>• How the movement of ideas led to social tensions in the 1800's</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify cause and effect</li> <li>• Conduct a short research project to answer historic questions (<a href="#">CCSS.WHST.6-8.7</a>)</li> <li>• Analyze ideas that are critical to reform movements</li> </ul>	
<b>Critical Language:</b>	<p>Movement of ideas, cultural diffusion, cultural interaction, territorial expansion, reform movements, reformers, the Great Awakening, Progressivism, suffrage, temperance, abolition</p>	



**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 8</b>		
The teacher may use examples of trade and other economic activities in the early west so that students can begin to consider the ways in which successful settlements require cooperation and interdependence.		
<b>Generalization Connection(s):</b>	Successful settlement of varying regions necessitates interdependence and trade Differing perspectives on movement into land occupied by native peoples can lead to conflicts and consequences regarding who has the legitimacy to make policy decisions about land ownership/usage	
<b>Teacher Resources:</b>	<a href="http://en.wikipedia.org/wiki/Cattle_drives_in_the_United_States">http://en.wikipedia.org/wiki/Cattle_drives_in_the_United_States</a> (Cattle drives in the late 1800's) <a href="http://www.explore-old-west-colorado.com/Colorado-trading-posts.html">http://www.explore-old-west-colorado.com/Colorado-trading-posts.html</a> (Colorado trading posts) <a href="http://exhibits.historycolorado.org/bentsfort/bents_home.html#mountainMen">http://exhibits.historycolorado.org/bentsfort/bents_home.html#mountainMen</a> (Bent's Fort Online Interactive from History Colorado) <a href="http://etc.usf.edu/maps/pages/3300/3328/3328.htm">http://etc.usf.edu/maps/pages/3300/3328/3328.htm</a> (Map of Principal Routes of Trade and Migration 1840-1850) <a href="http://en.wikipedia.org/wiki/North_American_fur_trade">http://en.wikipedia.org/wiki/North_American_fur_trade</a> (North American fur trade)	
<b>Student Resources:</b>	<a href="http://exhibits.historycolorado.org/bentsfort/bents_home.html#mountainMen">http://exhibits.historycolorado.org/bentsfort/bents_home.html#mountainMen</a> (Bent's Fort Online Interactive from History Colorado) <a href="http://www.nps.gov/history/NR/travel/cultural_diversity/Old_Spanish_National_Historic_Trail.html">http://www.nps.gov/history/NR/travel/cultural_diversity/Old_Spanish_National_Historic_Trail.html</a> (Old Spanish Trail) <a href="http://prezi.com">http://prezi.com</a> (Prezi)	
<b>Assessment:</b>	Students create a Prezi showing what was traded, how it was traded, who traded and with whom, where trade occurred, etc.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may use a mind map using a graphic organizer. Students may work with a partner or in a group. <a href="http://enchantedlearning.com/graphicorganizers/5ws/">http://enchantedlearning.com/graphicorganizers/5ws/</a> (5 W's graphic organizers)	Students may create a written or illustrated list of what, how, whom, etc.
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://exhibits.historycolorado.org/bentsfort/bents_home.html#mountainMen">http://exhibits.historycolorado.org/bentsfort/bents_home.html#mountainMen</a> (Bent's Fort Online Interactive from History Colorado) <a href="http://www.nps.gov/history/NR/travel/cultural_diversity/Old_Spanish_National_Historic_Trail.html">http://www.nps.gov/history/NR/travel/cultural_diversity/Old_Spanish_National_Historic_Trail.html</a> (Old Spanish Trail)	Students can create a Prezi using the information and concepts from Learning Experience #2 to anticipate the possible positive and negative effects of increased westward expansion has on economic interdependence, trade, and rendezvous'
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Economic activities in the west (e.g., fur trade, cattle drives, rendezvous', etc.)</li> <li>• Increase in east/west trade precipitated by the Transcontinental Railroad</li> <li>• Manufactured goods transported to the west</li> <li>• Goods and services necessary to support mining towns, newly emerging cities in the west</li> <li>• Entrepreneurs of the west (e.g., John Jacob Astor, etc.)</li> <li>• Establishment of trade routes between the East and the West (e.g., Fort Astoria, Bent's Fort, Old Spanish Trail, etc.)</li> </ul>	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Ask and answer historical questions</li> <li>• Ask and answer complex questions</li> <li>• Use text as evidence (<a href="#">CCSS.RH.6-8.1</a>)</li> <li>• Generate hypothesis and interpretations about historical events</li> <li>• Identify the claim and provide evidence to support the connection</li> </ul>
<b>Critical Language:</b>	Economic interdependence, trade, rendezvous, manufactured goods, entrepreneur, conflict, goods, services, commerce

**Learning Experience # 9**

<p>The teacher may provide population data, western region maps, and other primary sources so that students can examine the causes and effects of increased movement into and settlement of the west (e.g., Homestead Act, gold rush, Transcontinental Railroad)</p>		
<b>Generalization Connection(s):</b>	<p>Expansion and human settlement can lead to conflict and/or cooperation over the allocation and use of scarce resources            Differing perspectives on movement into land occupied by native peoples can lead to conflicts and consequences regarding who has the legitimacy to make policy decisions about land ownership/usage</p>	
<b>Teacher Resources:</b>	<p><a href="http://www.lib.utexas.edu/maps/united_states/us_terr_1870.jpg">http://www.lib.utexas.edu/maps/united_states/us_terr_1870.jpg</a> (Territorial Growth in the U.S. 1790 – 1920)  <a href="http://www.census.gov/history/www/reference/maps/1890_population_distribution.html">http://www.census.gov/history/www/reference/maps/1890_population_distribution.html</a> (1890 population distribution map from the U.S. Census Bureau)  <a href="http://rkaresources.blogspot.com/2008_11_01_archive.html">http://rkaresources.blogspot.com/2008_11_01_archive.html</a> (Move West posters - scroll down to the bottom of the page)  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/</a> (Primary Source Set of Westward Expansion from the Library of Congress)  <a href="http://www.pbs.org/weta/thewest/resources/archives/four/sandcrk.htm">http://www.pbs.org/weta/thewest/resources/archives/four/sandcrk.htm</a> (Documents on the Sand Creek Massacre)  <a href="http://www.theusaonline.com/history/expansion.htm">http://www.theusaonline.com/history/expansion.htm</a> (History of United States expansion)  <a href="http://www.enchantedlearning.com/graphicorganizers/causeandeffect">http://www.enchantedlearning.com/graphicorganizers/causeandeffect</a> (Cause &amp; Effect Flow Charts)</p>	
<b>Student Resources:</b>	<p><a href="http://www.theusaonline.com/history/expansion.htm">http://www.theusaonline.com/history/expansion.htm</a> (History of United States expansion)  <a href="http://www.historynet.com/westward-expansion">http://www.historynet.com/westward-expansion</a> (Westward Expansion)  <a href="http://www.sparknotes.com/history/american/westwardexpansion/">http://www.sparknotes.com/history/american/westwardexpansion/</a> (Westward Expansion, 1807–1912)  <a href="http://www.history.com/topics/westward-expansion">http://www.history.com/topics/westward-expansion</a> (Westward Expansion from the History Channel)</p>	
<b>Assessment:</b>	<p>Students will complete a cause and effect chart demonstrating the causes of increased movement west and the effects of that movement on the Native American tribes, and land and resource ownership/distribution.</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may complete the assessment through partner or group work	Students may complete the graphic organizer highlighting one or two primary causes and their effects

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.pbs.org/kerawar/ushistory/mexicanwar/prelude/md_manifest_destiny.html">http://www.pbs.org/kerawar/ushistory/mexicanwar/prelude/md_manifest_destiny.html</a> (Essay on Manifest Destiny)</p> <p><a href="http://www.pbs.org/kerawar/ushistory/mexicanwar/prelude/md_manifest_destiny2.html">http://www.pbs.org/kerawar/ushistory/mexicanwar/prelude/md_manifest_destiny2.html</a> (Another viewpoint on Manifest Destiny)</p> <p><a href="https://www.mtholyoke.edu/acad/intrel/osullivan.htm">https://www.mtholyoke.edu/acad/intrel/osullivan.htm</a> (An excerpt of John O’Sullivan’s article on Manifest Destiny – 1839)</p>	<p>Students may develop an informational poster, an almanac page or a written report providing specific evidence and support defending categorizing Manifest Destiny as either “western expansion” or “territorial convergence”</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Westward Expansion</li> <li>• Manifest Destiny</li> <li>• Native American Indian policies (e.g., Indian Removal Act, etc.)</li> <li>• Effects/consequences of increased movement into regions occupied by Native American Indian tribes (e.g., Trail of Tears, Sand Creek Massacre, establishment of reservations, etc.)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Explain cause and effect of the increase in population in the west</li> <li>• Analyze population trends</li> <li>• Analyze maps for movement of people into western regions</li> <li>• Interpret geographic perspectives on settlement in the West</li> </ul>	
<b>Critical Language:</b>	<p>Scarce resources, policy, allocation, land use, imperialism, frontier, region, Homestead Act, Manifest Destiny, settlement</p>	

<b>Learning Experience # 10</b>	
<p>The teacher may brainstorm with students the use and distribution of scarce resources in the west so that students can discuss and critique the legitimacy of decisions made around resources (e.g., water and land) as population in the west increases.</p>	
<b>Generalization Connection(s):</b>	<p>Expansion and human settlement can lead to conflict and/or cooperation over the allocation and use of scarce resources Differing perspectives on movement into land occupied by native peoples can lead to conflicts and consequences regarding who has the legitimacy to make policy decisions about land ownership/usage</p>
<b>Teacher Resources:</b>	<p><a href="http://www.over-land.com/diaries.html">www.over-land.com/diaries.html</a> (Diaries, Memoirs, Letters and Reports Along The Trails West)</p> <p><a href="http://www.pbs.org/weta/thewest/resources/archives/two/worcestr.htm">http://www.pbs.org/weta/thewest/resources/archives/two/worcestr.htm</a> (<i>Worcester v. Georgia</i>)</p> <p><a href="http://digital.library.okstate.edu/kappler/vol2/treaties/che0439.htm">http://digital.library.okstate.edu/kappler/vol2/treaties/che0439.htm</a> (Treaty of Echota - 1835)</p> <p><a href="http://www.nps.gov/museum/tmc/manz/handouts/Andrew_Jackson_Annual_Message.pdf">http://www.nps.gov/museum/tmc/manz/handouts/Andrew_Jackson_Annual_Message.pdf</a> (President Jackson’s speech to Congress on Indian removal)</p> <p><a href="http://www.pbs.org/weta/thewest/resources/archives/">http://www.pbs.org/weta/thewest/resources/archives/</a> (New Perspectives on The West from PBS)</p> <p><a href="https://teachingchannel.org/videos/bringsocratic-seminars-to-the-classroom">https://teachingchannel.org/videos/bringsocratic-seminars-to-the-classroom</a> (How to use a Socratic Seminar in the Classroom)</p> <p><a href="http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30633.html">http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30633.html</a> (Using Socratic Seminars)</p>
<b>Student Resources:</b>	<p><a href="http://www.sparknotes.com/history/american/westwardexpansion/section2.rhtml">http://www.sparknotes.com/history/american/westwardexpansion/section2.rhtml</a> (United States land policies and speculation, 1807–1912)</p> <p><a href="http://www.over-land.com/diaries.html">www.over-land.com/diaries.html</a> (Diaries, Memoirs, Letters and Reports Along The Trails West)</p>

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<b>Assessment:</b>	Students will participate in a Socratic Seminar focusing on the issue of land and resource use/allocation in the West.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf">http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf</a> (Hess' Cognitive Rigor matrix)	Students may develop higher order thinking questions for the Socratic Seminar utilizing Hess' Cognitive Rigor matrix
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Federal land policies (e.g., Homestead Act, Dawes Act, Treaty of Echota, etc.)</li> <li>• <i>Worcester v. Georgia</i></li> <li>• Andrew Jackson's Indian Removal policies (e.g., 1830 Indian Removal Act, Reservation system)</li> <li>• Decimation of the buffalo population</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Explain multiple perspectives of land and scarce resource use and allocation</li> <li>• Interpret physical maps</li> </ul>	
<b>Critical Language:</b>	Allocation of resources, perspective, reservation, homestead, scarcity, federal lands	

<b>Learning Experience # 11</b>		
The teacher may provide primary and secondary sources of the various policies and legislation (e.g., Indian Removal Act, Dawes Act, Homestead Act) regarding land policy so that students can explain the specific conflicts and outcomes that emerged as a result of the expansion of human settlement in the west.		
<b>Generalization Connection(s):</b>	The movement of people and ideas influences cultural diffusion by both enriching a culture and increasing social tensions Differing perspectives on movement into land occupied by native peoples can lead to conflicts and consequences regarding who has the legitimacy to make policy decisions about land ownership/usage	
<b>Teacher Resources:</b>	<a href="http://www.ourdocuments.gov/doc.php?doc=25">http://www.ourdocuments.gov/doc.php?doc=25</a> (President Jackson's Message to Congress "On Indian Removal", December 6, 1830 from the National Archives) <a href="http://www.ourdocuments.gov/doc.php?doc=25&amp;page=transcript">http://www.ourdocuments.gov/doc.php?doc=25&amp;page=transcript</a> (Transcript of President Jackson's Message) <a href="http://sheg.stanford.edu/indian-removal">http://sheg.stanford.edu/indian-removal</a> (Indian Removal Policies Lesson Plan) <a href="http://www.pbs.org/weta/thewest/resources/archives/two/worcest.htm">http://www.pbs.org/weta/thewest/resources/archives/two/worcest.htm</a> (Text of <i>Worcester v. Georgia</i> court case) <a href="http://www.teachushistory.org/indian-removal/resources/ Cherokee-tribe-indians-jackson">http://www.teachushistory.org/indian-removal/resources/ Cherokee-tribe-indians-jackson</a> ("To the Cherokee Tribe of Indians East of the Mississippi River" by Andrew Jackson) <a href="http://lincoln.lib.niu.edu/teachers/lesson5-groupd.html">http://lincoln.lib.niu.edu/teachers/lesson5-groupd.html</a> (Cherokee Nation. "Cherokee Address," August, 1830) <a href="http://lincoln.lib.niu.edu/teachers/lesson5-groupd.html">http://lincoln.lib.niu.edu/teachers/lesson5-groupd.html</a> (Cherokee Nation. "Memorial of the Cherokee Indians," 1829) <a href="http://docsteach.org/documents/2127291/detail">http://docsteach.org/documents/2127291/detail</a> (John Ross letter to Congress, "Cherokee Petition in Protest of the New Echota Treaty," 1836, from the National Archives) <a href="http://en.wikipedia.org/wiki/File:Poster_2013-08-14_08-45.jpg">http://en.wikipedia.org/wiki/File:Poster_2013-08-14_08-45.jpg</a> (Poster: Indian Land for Sale)	

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<b>Student Resources:</b>	<a href="http://www.pbs.org/kcet/andrewjackson/themes/indian_removal.html">http://www.pbs.org/kcet/andrewjackson/themes/indian_removal.html</a> (President Jackson’s Indian Removal policies - PBS) <a href="http://history.howstuffworks.com/american-history/public-lands3.htm">http://history.howstuffworks.com/american-history/public-lands3.htm</a> (History of United States Land Policy) <a href="http://www.pbs.org/weta/thewest/events/1880_1890.htm">http://www.pbs.org/weta/thewest/events/1880_1890.htm</a> (New Perspectives on THE WEST, 1880–1890, PBS)	
<b>Assessment:</b>	Students will participate in a Congressional hearing about land ownership and the right to make policy on land, resources, and people. <a href="http://www.nuclearscienceweek.org/images/uploads/Mock-Senate.pdf">http://www.nuclearscienceweek.org/images/uploads/Mock-Senate.pdf</a> (How to conduct a mock congressional hearing)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Examples of conflict in the west:               <ul style="list-style-type: none"> <li>○ Trail of Tears</li> <li>○ Seminole War</li> <li>○ Black Hawk War</li> <li>○ Nez Perce migration/removal to reservation</li> <li>○ Wounded Knee</li> <li>○ Sand Creek</li> <li>○ Battle of Little Bighorn</li> <li>○ Mexican-American War</li> <li>○ Battle of the Alamo &amp; Texas’ annexation</li> </ul> </li> <li>• Mexican cession</li> <li>• <i>Worcester v. Georgia</i></li> <li>• Baca Land Grant</li> <li>• Indian Removal Act, 1830</li> <li>• Dawes Act, 1887</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Explain causes and effects of United States’ land policies in the west</li> <li>• Distinguish among facts, reasoned judgment based on research finding and speculations in a text (<a href="#">CCSS.RH.6-8.8</a>)</li> <li>• Interpret and compare/contrast primary sources showing conflicting accounts of historical events</li> <li>• Discuss examples of conflict and compromise</li> <li>• Analyze evidence from multiple sources, including conflicting accounts, of the benefits and drawbacks of westward expansion</li> </ul>	
<b>Critical Language:</b>	Annex(ation), cession, reservations, legislation, expansion, displacement (of Native Americans)	

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<b>Learning Experience # 12</b>		
The teacher may provide thematic maps (e.g., natural resources, manufacturing), court decisions (e.g., Dred Scott Decision), and governmental legislation (e.g., Missouri Compromise, Kansas-Nebraska Act) so that students can understand how the social tensions in the west were not isolated events in the 1800's in the United States and that social and economic tensions were occurring all over the country.		
<b>Generalization Connection(s):</b>	Expansion and human settlement can lead to conflict and/or cooperation over the allocation and use of scarce resources	
<b>Teacher Resources:</b>	<a href="http://www.civilwar.org/education/history/civil-war-overview/northandsouth.html">http://www.civilwar.org/education/history/civil-war-overview/northandsouth.html</a> (North and South: Different Culture, Same Country - Includes an interesting economic chart of the North and South) <a href="http://etc.usf.edu/maps/galleries/us/complete/">http://etc.usf.edu/maps/galleries/us/complete/</a> (Slave state and Free states maps) <a href="http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/">http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/</a> (Click on the tabs at the bottom of the page to see maps illustrating agriculture, cotton production, industry, etc.) <a href="http://www.maps.com/ref_map.aspx?pid=11377">http://www.maps.com/ref_map.aspx?pid=11377</a> (Map of Industry and Agriculture in the North & South, 1860)	
<b>Student Resources:</b>	<a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm</a> (Compare Two Worlds: North vs. South 1861) <a href="http://www.historycentral.com/CivilWar/AMERICA/Economics.html">http://www.historycentral.com/CivilWar/AMERICA/Economics.html</a> (Economics and the Civil War)	
<b>Assessment:</b>	Students create a persuasive pamphlet communicating to readers the unique characteristics of the northern regions or the southern regions and explain how the unique characteristics led to social and economic tensions between the North and the South. <a href="http://simplebooklet.com/login.php">http://simplebooklet.com/login.php</a> (Simple booklet for creating free digital brochures)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf">www.eduplace.com/graphicorganizer/pdf/persuasion.pdf</a> (Persuasion Map for developing a persuasive piece of writing)	Students may submit the persuasive writing graphic organizer
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://simplebooklet.com/login.php">http://simplebooklet.com/login.php</a> (Simple booklet for creating free digital brochures)	Students may choose to create a digital pamphlet that includes audio and video
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Early Industrial Revolution and the Growth of Manufacturing               <ul style="list-style-type: none"> <li>○ Industrial manufacturing v. large cotton and tobacco plantations</li> </ul> </li> <li>• Labor force issues in the North and South</li> <li>• Lack of interdependency among the northern, southern, and western regions of the United States which led to sectionalism</li> <li>• Transportation systems - Railroads</li> <li>• Protective tariffs (e.g., Morrill Tarrif, etc.)</li> <li>• “King Cotton” diplomacy</li> <li>• Slave States and Free States</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Compare and contrast the economic and social issues/events that led to tensions in the east</li> <li>• Read and interpret thematic maps</li> <li>• Analyze primary sources</li> </ul>
<b>Critical Language:</b>	Sectionalism, scarce resources, allocation of resources, oppression, economic interdependence, commerce, agriculture, manufacturing, industry, tariff, Industrial Revolution, plantation

**Learning Experience # 13**

The teacher may provide political cartoons showing the perspectives of abolitionists and states' rights advocates, illustrating key social tensions between the North and South, so that students will be able to explain how differing perspectives on the issue of slavery and its expansion facilitated southern secession. NOTE: This learning experience segues into the next unit entitled, *Reality Check – Unresolved Issues*.

<b>Generalization Connection(s):</b>	The movement of people and ideas influences cultural diffusion by both enriching a culture and increasing social tensions	
<b>Teacher Resources:</b>	<a href="http://utc.iath.virginia.edu/">http://utc.iath.virginia.edu/</a> (Excerpts from Uncle Tom's Cabin) <a href="http://www.harpweek.com">http://www.harpweek.com</a> (Political cartoons Harper's Weekly) <a href="http://www.pbs.org/wgbh/aia/part4/4h2933.html">http://www.pbs.org/wgbh/aia/part4/4h2933.html</a> (The Dred Scott case, including original text of the decision) <a href="http://www.civilwar.org/education/history/civil-war-overview/triggerevents.html">http://www.civilwar.org/education/history/civil-war-overview/triggerevents.html</a> (Trigger events of the Civil War) <a href="http://squareheadteachers.files.wordpress.com/2013/08/timeline-boxes-and-lines.jpg">http://squareheadteachers.files.wordpress.com/2013/08/timeline-boxes-and-lines.jpg</a> (Graphic organizer for creating a timeline)	
<b>Student Resources:</b>	<a href="http://www.shmoop.com/uncle-toms-cabin/quotes.html">http://www.shmoop.com/uncle-toms-cabin/quotes.html</a> (Quotes from Uncle Tom's Cabin) <a href="http://www.civilwar.org/education/history/civil-war-overview/triggerevents.html">http://www.civilwar.org/education/history/civil-war-overview/triggerevents.html</a> (Trigger events of the Civil War) <a href="http://squareheadteachers.files.wordpress.com/2013/08/timeline-boxes-and-lines.jpg">http://squareheadteachers.files.wordpress.com/2013/08/timeline-boxes-and-lines.jpg</a> (Graphic organizer for creating a timeline) <a href="http://www.timetoast.com/">http://www.timetoast.com/</a> (Digital timelines)	
<b>Assessment:</b>	Students will create a digital annotated timeline including the date, event, significance, and result of the events that led to the secession of the southern states. <a href="http://www.timetoast.com/">http://www.timetoast.com/</a> (Digital timelines)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html">http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html</a> (An interactive timeline graphic organizer from ReadWriteThink)	Students may produce a timeline with illustrations or visuals for each event on the annotated timeline based on ability level
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=bSmQp0DLKeU">http://www.youtube.com/watch?v=bSmQp0DLKeU</a> (How to create a political cartoon).	Students may create a political cartoon illustrating an individual perspective for a specific event from the timeline.

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"><li>• Events contributing to tensions between the North and South:<ul style="list-style-type: none"><li>○ Fugitive Slave Act</li><li>○ Dred Scott Decision</li><li>○ John Brown’s Raid on Harper’s Ferry</li><li>○ Uncle Tom’s Cabin</li><li>○ Missouri Compromise</li><li>○ Wilmot-Proviso</li><li>○ Compromise of 1850</li><li>○ Kansas-Nebraska Act</li><li>○ Bleeding Kansas</li><li>○ Lincoln-Douglas Debates</li></ul></li></ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"><li>• Chronologically organize events to show cause and effect</li><li>• Analyze political cartoons on slavery and abolition</li><li>• Identify and interpret multiple perspectives</li><li>• Examine the conflicts between federal and state laws</li></ul>
<b>Critical Language:</b>	Popular sovereignty, abolition, perspective, social tension, secession, secede, states’ rights, slavery, sectionalism