



## Grade 5 Unit 1 - Westward Expansion

### Unit Focus

The introductory fifth grade unit will look at the effects of the Manifest Destiny in relation to the attitude prevalent during the 19th century period of American expansion. This is a time when the United States not only could, but was destined to, stretch from coast to coast. This attitude helped fuel western movement and settlement, Native American removal, and war with Mexico. Students will dissect and question the factors which led to both the expansion and interactions of peoples in 19th century America.

Students will look at the opening, exploration, and settling of the West and how this affects many diverse populations of people. These groups include the Mexicanos, Chinese immigrants, 49ers, Mormons, Oregon Pioneers, Cherokees, and the Nez Perces. Students will investigate a variety of reasons why people headed west, including the search for gold, abundant land, religious freedom, employment (such as the working on the Transcontinental Railroad), and adventure. The experiences of each group will help students gain perspective on the movement of particular individuals and societies. It will be important to consider how the value of resources play a role in both the opportunities and conflicts that resulted. Students will seek to discover and develop a working definition of the term "Manifest Destiny" throughout the unit.

Through introductions to their historical peers, students will role play in cooperative groups, making decisions and writing diary entries as their wagon makes its way west, facing many challenges along the journey. Students will, through the analyzing of primary sources (such as journal entries) and works of art, "travel" with Lewis & Clark, exploring newly acquired land, charting the land and resources, and encountering challenges while searching for a passage to the Pacific. Students will develop an understanding, from multiple perspectives, of how change can be challenging and rewarding.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER							
<p><b>Performance Standards</b>  <i>Social Studies : 5</i>  <b>1010881 DIMENSION 1: DEVELOPING QUESTIONS &amp; PLANNING INQUIRY</b>            • INQ.3--5.1 Explain why compelling questions are important to others (e.g., peers, adults).            • INQ.3--5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p>	<p>T1 Evaluate diverse sources and points of view to determine what <i>really</i> happened (<i>Alternate Perspectives</i>)</p> <p>T2 Analyze how geography impacts people and people impact geography (<i>Analyzing</i>)</p> <p>T3 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose (<i>Alternate Perspectives</i>)</p>							
<p><b>1010887 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS &amp; TOOLS</b>  <i>1010888 Civics</i>            • CIV.5.3 Identify core civic virtues and democratic principles that guide government, society and communities.  <i>1010893 Economics</i>            • ECO.5.1 Identify positive and negative incentives that influence the decisions people make.</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="730 1082 2166 1126">MEANING</th> </tr> <tr> <th data-bbox="730 1126 1471 1173">UNDERSTANDINGS</th> <th data-bbox="1471 1126 2166 1173">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 1173 1471 1430"> <p>U1 Movement of population can depend on the economic opportunities/ limitations of a region.</p> <p>U2 Geographic representations (maps, graphs, globes, etc.) can be interpreted in different ways and used to make decisions.</p> <p>U3 The expansion and redistribution of the human population</p> </td> <td data-bbox="1471 1173 2166 1430"> <p>Q1 Why do people move?</p> <p>Q2 How does expansion and westward movement impact individuals and societies?</p> <p>Q3 How can the inhabitants and/or resources of a place be a</p> </td> </tr> </tbody> </table>		MEANING		UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p>U1 Movement of population can depend on the economic opportunities/ limitations of a region.</p> <p>U2 Geographic representations (maps, graphs, globes, etc.) can be interpreted in different ways and used to make decisions.</p> <p>U3 The expansion and redistribution of the human population</p>	<p>Q1 Why do people move?</p> <p>Q2 How does expansion and westward movement impact individuals and societies?</p> <p>Q3 How can the inhabitants and/or resources of a place be a</p>
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<p><i>1010897 Geography</i></p> <ul style="list-style-type: none"> <li>• GEO.5.2 Explain how culture influences the way people modify and adapt to their environments.</li> </ul> <p><i>1010901 History</i></p> <ul style="list-style-type: none"> <li>• HIST.5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</li> </ul>	<p>affects patterns of settlement, environmental changes, and resource use.</p> <p>U4 The affordability of a good depends upon cash available and scarcity of resources.</p> <p>U5 Historians develop a sense of empathy for people.</p>	<p>source of conflict?</p> <p>Q4 Why does an item become more valuable?</p> <p>Q5 Why is being mindful of others important?</p>
<b>ACQUISITION OF KNOWLEDGE AND SKILL</b>		
<b>KNOWLEDGE</b> <span style="float: right;"><b>SKILLS</b></span>		
<p>• HIST.5.4 Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>• HIST.5.2 Compare life in specific historical periods to life today.</p> <p>• HIST.5.10 Use evidence to develop a claim about the past.</p> <p>• HIST.5.5 Explain connections among historical contexts and people's perspectives at the time.</p> <p><i>1010912 DIMENSION 3: EVALUATING SOURCES &amp; USING EVIDENCE</i></p> <ul style="list-style-type: none"> <li>• INQ.3--5.8 Identify evidence that draws information from multiple sources in response to compelling questions.</li> <li>• INQ.3--5.9 Use evidence to develop claims in response to compelling questions.</li> </ul> <p><i>1010917 DIMENSION 4: COMMUNICATING CONCLUSIONS &amp; TAKING INFORMED ACTION</i></p> <ul style="list-style-type: none"> <li>• INQ.3--5.10 Construct arguments using claims and evidence from multiple sources.</li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>• Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.</li> </ul> <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> <li>• Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.</li> </ul>	<p>K1 Manifest Destiny was the attitude that fueled westward expansion in the United States.</p> <p>K2 People went west for various reasons, including religious, economic, and adventure.</p> <p>K3 Native Americans and Mexicanos were impacted through westward expansion</p> <p>K4 Pioneers and forty-niners displaced a variety of native groups including Mexicanos, Native Americans (including the Cherokee and Nez Perces).</p> <p>K5 Pioneers faced many challenges including wildlife, disease, weather, unfriendly Native Americans, hunger, difficult and dangerous terrain.</p> <p>K6 Westward expansion of the United States included non-Americans (such as Chinese Immigrants, Mexicanos, European Mormons, etc..)</p> <p>K7 Vocabulary: destiny, pioneers, Cherokee, Mexicanos, Nez Perces, diverse, ranchos, Forty-Niner, claim, immigrant, transcontinental, Mormons, missionaries, yoke, Manifest Destiny, Louisiana Purchase, Trail of Tears, hardships, supply, demand scarcity, American Identity</p>	<p>S1 explaining the importance of compelling questions</p> <p>S2 identifying disciplinary concepts and ideas that are open to different interpretations.</p> <p>S3 creating and using a chronological sequence to compare related events</p> <p>S4 comparing life during the time of Westward Expansion to life today</p> <p>S5 explaining why individuals and groups during the same historical period differed in their perspectives.</p> <p>S6 explaining connections among historical contexts and people's perspectives at the time.</p> <p>S7 using evidence to develop a claim/argument about the past.</p> <p>S8 identifying core civic virtues and democratic principles</p> <p>S9 identifying positive and negative incentives that influence decisions</p> <p>S10 explaining how culture influences the way people modify and adapt to their environments.</p> <p>S11 identifying and using evidence from multiple sources to develop claims</p>