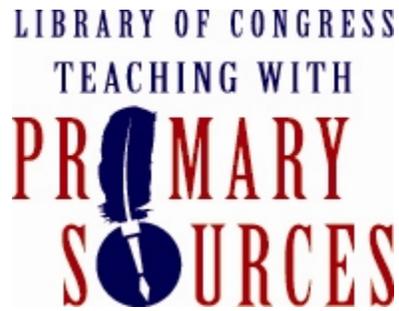


Waynesburg University TPS Unit Outline



Title of Learning Unit: An Overview of American Expansion Westward

Subject(s): Geography/History

Grade Level/Range: 7-12

Overarching Goal/Concept/Skill:

- Discover how the United States grew to the physical size it is today.
- Learn about territorial gains from the Northwest Ordinance to the Louisiana Purchase to the Mexican Cession and the Oregon territory.
- Understand the unfolding of American expansion westward.

Overview:

This unit focuses on American Expansion westward with a brief introduction to the Northwest Ordinance, Louisiana Purchase, Texas Annexation, Mexican Cession, and the Oregon territory in regards to territorial gains. The unit leads the student through history chronologically using maps and historical documents so students gain an understanding of how the United States grew to the size it is today.

Written By: Kameron Schaefer

Date: March 29, 2010

Waynesburg University TPS Unit Outline

Pre-instruction Assessment

The students will take a quiz prior to the first lesson in the unit. The quiz will include basic questions about the topics in each lesson that students may already have knowledge of from previous history classes. After taking the quiz individually, students will have time to take it in groups. Once all quizzes are completed, I will lead the class in a discussion of the answers. This will allow me to see how much each student knows individually and which sections we may need to focus a little more attention on. For example, the Louisiana Purchase is a popular topic in history and students may have more prior knowledge of it than they would about the annexation of Texas. Here are some examples of questions that could be used for the pre-instruction assessment quiz:

1. During the 1780s, the Northwest Territory was made up of what present day states?
2. What major moral issue was addressed in the Northwest Ordinance?
3. Who did the United States purchase the Louisiana Territory from?
4. Who negotiated the Louisiana Purchase?
5. Who did Texas originally belong to? (several correct answers)
6. Who was president during the Mexican-American War?
7. What region was gained through the Mexican Cession? (you may list names of states)
8. What were some concerns involved in the annexation of Texas?
9. What region did the Oregon Country make up?
10. What famous travel route encouraged the settlement of the Oregon Country and Pacific Northwest?

Waynesburg University TPS Unit Outline

Lesson #1

Title of Lesson: Northwest Ordinance (1787)

Overview of Lesson:

During this lesson, students will read and interpret a primary source document; the ordinance for the government of the territory northwest of the River Ohio. In groups or individually, the students will use the TPS Model of Inquiry for the comprehension and interpretation of the document. After analyzing the document, the class will have an open discussion about the meaning and purpose of the document and view a map of the Northwest Territory. The lesson will close with a lecture or handout of important notes regarding the Northwest Ordinance.

PRE-INSTRUCTIONAL PLANNING

PA Standards:

8.1.9 B - Analyze and interpret historical sources.

- Literal meaning of historical passages
- Data in historical and contemporary maps, graphs, and tables
- Different historical perspectives
- Data from maps, graphs and tables
- Visual data presented in historical evidence

Investigative Question/Overall Goal:

What is the significance of the Northwest Ordinance?

Objective(s):

The students will be able to:

- Analyze and comprehend The Ordinance for the Government of the Territory Northwest of the River Ohio using the TPS model of inquiry
- Understand the purpose of the Northwest Ordinance (what it was and what it did)

Materials:

- TPS Model of Inquiry
- Northwest Ordinance Fact Sheet (found at the end of the lesson)
- Study Guide (found at the end of the lesson)

Online Collections/Exhibits/Websites:

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1. Title- An ordinance for the government of the territory of the United States, Northwest of the river Ohio.
URL- <http://hdl.loc.gov/loc.rbc/bdsdcc.22501>
2. Title- Maps of the original US 1780
URL- http://www.lib.utexas.edu/maps/historical/shepherd/united_states_1783_1803.jpg
3. Title- Historical Maps of the United States
URL- <http://www.lib.utexas.edu/maps/histus.html>

DURING INSTRUCTION

Motivator/Anticipatory Set:

Open the lesson by showing a map of the original United States in the 1780s and placing it by a map of the US today. Share facts about the differences between then and now such as the land area. Introduce the Northwest Territory as the first step toward growing into a nation that stretches from coast to coast.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
<ol style="list-style-type: none"> 1. Handout Northwest Ordinance Study Guide and the TPS Model of Inquiry. 2. Have students complete the study guide using the document, an Ordinance for the Government of the Territory of the United States, Northwest of the River Ohio. Inform the students they are able to work in groups with each student taking a section of the document. Students are to use the jigsaw strategy to complete this assignment. 3. As students complete the assignment the teacher should walk around the classroom assisting students <p>* To help students better understand the assignment you can read through it as a class before group work begins.</p>	<p>What were the main points of the Northwest Ordinance?</p>	<p>Investigate</p>

Waynesburg University TPS Unit Outline

4. Have students use the TPS Model of Inquiry diagram to direct their thinking through the activity	Wonder, Investigate, Construct, Express, Reflect, Connect	Investigate
5. Review the study guide with the students while having a class discussion about what they have learned	All questions on handout	Reflect/Connect

Closure:

- Finish the lesson with a review of the handout students completed.
- Make sure students have the correct answers as they will use this to study for a quiz the next day.

Inclusion Techniques for Students with Special Needs:

Enrichment:

- Provide students that finish early the opportunity to research more about the Northwest Ordinance using the Library of Congress as their search engine. Students will share the information they found with the class at the end of the period.

Modifications/Accommodations:

- Provide students with special needs an answer key with the correct answers at the end of class
- Offer an additional review for students that need the extra clarification on the worksheet to better prepare for the quiz.
- Students with special needs will have the option to work through the document with the classroom teacher, special education teacher, or classroom aide (depending on teacher resources available).
- Provide a modified review sheet and quiz if needed
- Students may be provided with a simplified version of the document
- Visuals such as maps and pictures would be valuable learning tools to help students better understand the material.

Assessment of Student Learning

Formal Assessment:

- Students will complete the worksheet that will be reviewed during class
- Students should use the worksheet reviewed in class to study for a quiz that will be given the following class period.

Waynesburg University TPS Unit Outline

- Teacher will record participation points.

Informal Assessment:

Example of study guide/worksheet for lesson:

Northwest Ordinance Study Guide (Example)

1. For what territory was the Ordinance made?

The territory northwest of the Ohio River Valley

2. What issue is addressed first in the Ordinance?

The issue of property and land inheritance

3. How long will the appointed governor serve, living in the territory during this term?

Three years, unless earlier revoked by Congress.

4. What is the duty of the secretary?

To keep and preserve the acts and laws passed by the legislature, and the public records of the district, and the proceedings of the governors in his executive department; and transmit authentic copies of such acts and proceedings, every six months, to the secretary of Congress

5. How did representation of the territory work?

Once the number of free men in the territory reached 5,000 they could vote for one representative to the General Assembly of the territory for every 500 free male inhabitants

6. How long of a term did the Representatives serve?

Two years

7. What offices make up the General Assembly?

The governor, legislative council, and a house of representatives

8. What does the Ordinance say about religious freedom?

Article One: no one shall be molested on account of his mode of worship or religious sentiments in the said territory.

Waynesburg University TPS Unit Outline

9. What does the Ordinance say about the number of states that should be formed in the territory?

There shall be no less than three and no more than five states formed in the territory.

10. What does the document say about slavery in the territory?

There shall not be slavery in the territory.

Waynesburg University TPS Unit Outline

Northwest Ordinance Fact Sheet

Land was originally owned by France, who turned it over to Great Britain through the Treaty of Paris. The United States claimed the territory through the Treaty of Paris, which ended the Revolutionary War. It became clear through the War of 1812 that the United States would keep the territory.

Produced the states Ohio, Indiana, Illinois, Michigan, and Wisconsin

Ability to apply for statehood once population reached 60,000

There would be no slavery in the territory

The civil rights of the territory (religion, morality, happiness, speech, education, etc.) foreshadowed the Bill of Rights. Many of the concepts from the ordinance were adopted into the Bill of Rights.

Indians were to be respected in the territory

Territorial government consisted of a Governor with a 3-year term, Secretary with a 4-year term, and three Judges with no set term.

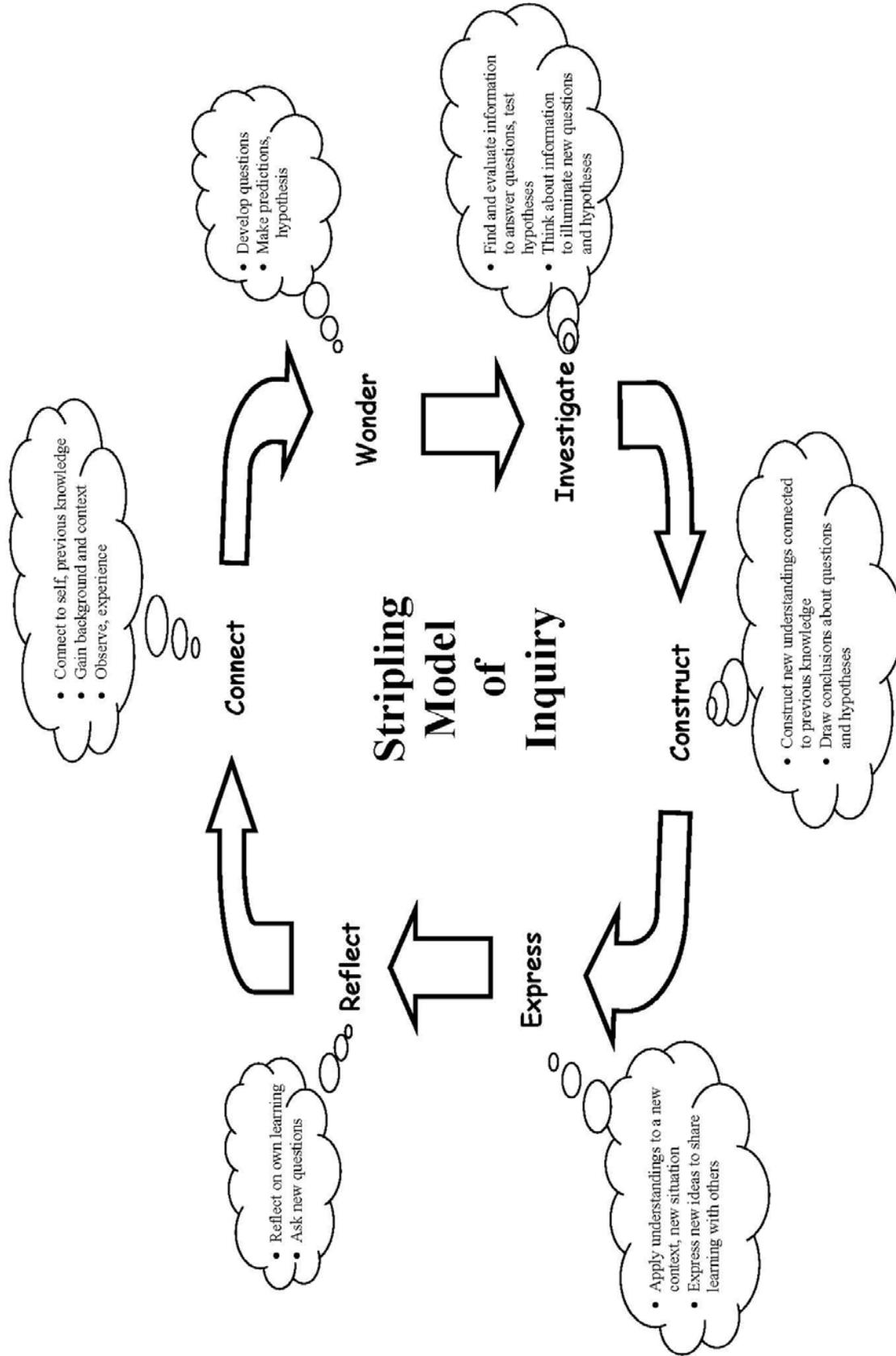
A General Assembly (state legislature) could be set up once the territory reached 5,000 full-time male inhabitants

Waynesburg University TPS Unit Outline

Northwest Ordinance Quiz

1. For what territory was the Ordinance made?
2. What issue is addressed first in the Ordinance?
3. How long will the appointed governor serve, living in the territory during this term?
4. What is the duty of the secretary?
5. How did representation of the territory work?
6. How long of a term did the Representatives serve?
7. What offices make up the General Assembly?
8. What does the Ordinance say about religious freedom?
9. What does the Ordinance say about the number of states that should be formed in the territory?
10. What does the document say about slavery in the territory?

Waynesburg University TPS Unit Outline



Stripling, Barbara. *Inquiring Minds Want To Know: Using Primary Sources To Guide Inquiry-Based Learning*. Presentation Library of Congress TPS Program, Washington, D.C., May 5, 2009.

Waynesburg University TPS Unit Outline

Lesson #2

Title of Lesson: Louisiana Purchase (1803)

Overview of Lesson:

The lesson will begin with a short lecture and discussion on the history of the Louisiana Purchase. When the discussion is complete, students will use the Primary Source Analysis Tool to analyze a map of the Louisiana Purchase, and the article, A Question of Boundaries from the Library of Congress that accompanies the map. They will observe, reflect, and question the primary sources using the handout.

*If you do not have enough copies of the primary source map, students can be put into groups to complete this assignment.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

8.1.9 B - Analyze and interpret historical sources.

- Literal meaning of historical passages
- Data in historical and contemporary maps, graphs, and tables
- Different historical perspectives
- Data from maps, graphs and tables
- Visual data presented in historical evidence

Investigative Question/Overall Goal:

How did the United States acquire the Louisiana Territory?

Objective(s):

The Students will be able to:

- Identify the area of the Louisiana Purchase on a map
- Understand the significance of the Louisiana Purchase

Materials:

- [Primary Source Analysis Tool](#) handout
- Map (if able to print and distribute)
- Study Guide (found at the end of the lesson)
- Lecture notes (found at the end of the lesson)

Waynesburg University TPS Unit Outline

Online Collections/Exhibits/Websites:

1. Title- Louisiana: European Explorations and the Louisiana Purchase
URL- <http://hdl.loc.gov/loc.gmd/g4050.ct000654>
2. Title- A Questions of Boundaries
URL- <http://memory.loc.gov/ammem/collections/maps/lapurchase/essay1.html>

DURING INSTRUCTION

Motivator/Anticipatory Set:

Ask students what they would buy with 295 million dollars. After some discussion, explain that the United States purchased the Louisiana Territory for \$15 million, the equivalent of \$295 million in today's money. Discuss how much territory it bought (basically doubling US territory).

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
<ol style="list-style-type: none">1. After opening the lesson, begin a discussion-style lecture on the Louisiana Purchase.2. Distribute a worksheet for students to take notes. Work through the discussion points (Found on the right) with the students.	Who owned the territory originally? What was happening that made France want to sell the land? Who negotiated the deal with the French? How much did the US pay and how much land did they gain?	Construct
<ol style="list-style-type: none">3. After the class discussion, use the map to compare the size of the area that Jefferson originally wanted to buy (New Orleans and Florida area) to the size of what we ended up getting (Louisiana). Use the text from the LOC to reinforce/build on the lecture notes.	Analysis of primary source document, fill out primary analysis tool sheet	Investigate
<ol style="list-style-type: none">4. Review primary analysis worksheets and notes for quiz tomorrow	Review worksheet by asking questions and having students answer	Express

Waynesburg University TPS Unit Outline

Closure:

- Close the lesson with a review of what the students learned and be sure all study guide questions are answered.
- Perhaps discuss how History would be different had France kept and settled the territory.

Inclusion Techniques for Students with Special Needs:

Enrichment:

- Provide students with the opportunity to create a short PowerPoint using information found on the Library of Congress and information learned in class on the Louisiana Purchase
- Allow students to share the PowerPoint with the class as a short review of what they learn before the quiz the following day.

Modifications/Accommodations:

- Provide students with special needs an answer key with the correct answers at the end of class
- Offer an additional review for students that need the extra clarification on the worksheet to better prepare for the quiz.
- Allow students with special needs to work cooperatively with other students
- Give special needs students the chance to work with a partner or option of going to the Special Education room during the activity for personalized instruction.
- Provide students with a computer so they are able to view the map directly from the LOC website allowing them to zoom and browse related documents.
- Should the primary sources be too difficult for students to understand, provide them with a more helpful (possibly colorful or more clearly labeled) map.

Assessment of Student Learning

Formal Assessment:

- Students will complete the worksheet that will be reviewed during class and should study to be prepared for a test the next class period.
- Points for participation.

Informal Assessment:

- Student participation
- Completion of worksheet

Waynesburg University TPS Unit Outline

Louisiana Purchase Lecture Notes (rough outline for lecture)

What it was...

Purchase of Louisiana Territory, west of the Mississippi River from the French

What was included...

Land area of about 830,000 sq. miles that doubled the size of the US.

What did the French want?

French wanted to get rid of the territory after their hopes of setting up an empire in the West were shattered due to the Haitian revolt. Napoleon wanted the territory off his hands so he could focus resources on a seemingly inevitable war with Great Britain.

What did the US want?

Livingston and Monroe were sent to Paris by President Jefferson to purchase New Orleans and the area around it for \$10 million but were happy to buy the entire territory for only \$15 million.

Negotiations and Price:

Livingston and Monroe went to Paris to offer purchasing New Orleans for \$10 million but decided to buy all of Louisiana for only \$15 million. They made the deal before going back home for fear of Napoleon withdrawing his offer so they paid \$3 million in gold as a down payment and issued bonds to the French for the balance.

Lasting Importance for French and United States:

It doubled the size of the United States, providing access to many more resources and opportunity for growth, provided US control of the mouth of the Mississippi for trade, further proved/sealed the United States as an independent country. It ended the French influence in the New World, they had sold their last major chance at a North American colony.

Waynesburg University TPS Unit Outline

Louisiana Purchase Study Guide

What it was...

What was included...

What did the French want?

What did the US want?

Negotiations and Price:

Lasting Importance for French and United States:

Waynesburg University TPS Unit Outline

Louisiana Purchase Quiz

1. From which country did the US purchase (buy) the Louisiana Territory?
2. Who was the President of the US when the Louisiana Territory was purchased?
3. On what date was the Louisiana Purchase completed?
4. Did the Louisiana Purchase include more than the state of Louisiana?
5. Did the Louisiana Purchase double, triple, or quadruple the size of the US?
6. Was the Louisiana Territory east or west of the Mississippi River?
7. Who was the Indian that accompanied the Louis and Clark expedition?
8. How much did the United States pay France for the territory?
9. One of the people who arranged the Louisiana Purchase would later become the President of the US. Who was he?
10. What pair of explorers was sent to explore the new territory?

Waynesburg University TPS Unit Outline

Lesson #3

Title of Lesson: Texas Annexation (1845)

Overview of Lesson:

This lesson is focused on the controversy about bringing Texas to the Union. Using examples of slavery and war with Mexico to help students understand the history of Texas before it joined the US. In this lesson, students will be viewing a PowerPoint to complete a study guide.

PRE-INSTRUCTIONAL PLANNING

PA Standards:

8.1.9 C Analyze the fundamentals of historical interpretation.

- Fact versus opinion
- Reasons/causes for multiple points of view
- Illustrations in historical documents and stories
- Causes and results
- Author or source used to develop historical narratives
- Central issue

Investigative Question/Overall Goal:

Why were so many opposed to Texas becoming part of the United States?

Objective(s):

The Students will be able to:

- Understand how the United States came to acquire Texas
- Think abstractly about the issues of slavery and injustice and the role they played in the US during this time period

Materials:

Print Sources:

- Review handout (found at the end of the lesson)
- PowerPoint Presentation (Outline at the end of the lesson)
- Study Guide (found at the end of the lesson)
- Video Clip (In the PowerPoint outline)

Waynesburg University TPS Unit Outline

Online Collections/Exhibits/Websites:

1. Title- The Alamo Website
URL- <http://www.thealamo.org/main/index.php>
2. Title- Anti-Texas meeting at Faneuil Hall
URL- <http://hdl.loc.gov/loc.rbc/rbpe.05602800>

DURING INSTRUCTION

Motivator/Anticipatory Set:

- Open class with a video clip of a historical Texas event, such as the famous battle of the Alamo. Allow students to share their thoughts about the video clip and anything they know about the history of Texas. When the discussion is complete, begin the lesson by explaining how the territory was originally Spanish, then Mexican, then independent Texas, and finally became a part of the United States.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. After the video clip, distribute a study guide worksheet	Think about life in Texas during this time and why the Texans were fighting.	Wonder
2. Using visuals from the LOC such as maps and other resources begin a lecture focusing on the controversy over bringing Texas into the Union and slavery during this time.	What was the chronological order of events that led to Texas joining the US? What were the dangers of annexing Texas? Why was slavery such an issue? What action did people take for and against accepting Texas?	Investigate/Construct

Waynesburg University TPS Unit Outline

3. At the end of the lesson, focus the class discussion on the moral questions about slavery and war.	Do you think the US correctly justified war with Mexico through annexing Texas? What did the addition of Texas mean for slavery in the US? Is this morally acceptable?	Express/ Reflect/ Connect
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Closure:

- At the end of class review the worksheet with students
- Remind students this worksheet is their study guide for a quiz the following day.

Inclusion Techniques for Students with Special Needs:

Enrichment:

- Have students create a timeline of events that shows how the US acquired Texas. Students can use the Library of Congress website, and class notes to create their timeline.
- The timeline should be used to review what they have learned the previous day and hung in the classroom after the quiz

Modifications/Accommodations:

- Allow students extra time if needed and special seating for the lecture. Calling on the students during the lesson may help to keep them focused and on task.
- Allow students with special needs to work cooperatively if necessary and provide correct answers to the worksheet at the end of class
- Provide an additional review should students need the extra clarification.
- Be sure students have all necessary information.
- Provide a modified review sheet and quiz if necessary.

Assessment of Student Learning

Formal Assessment:

- Students will complete the worksheet that will be reviewed during class
- Points for participation.

Informal Assessment:

Waynesburg University TPS Unit Outline

- Student participation
- Completion of worksheet
- Behavior/cooperation

PowerPoint Slide Outline

Texas Annexation

- From colony to statehood

Order of Control

- First owned by Spain
- Claimed by Mexico
- Independent Texas after the Texas Revolution
- Accepted into the United States

Spanish Control

- Spain explored the region as early as the 1500s
- Throughout the 18th century Spain established Catholic missions in Texas

Mexican Control

- Mexico claimed the land after their war for independence with Spain (1824)
- They settled the area but many emigrants from the United States were on bad relations after 1830 due to laws forbidding further emigration from the US

The Republic of Texas

- The Alamo movie trailer, think about why the Texans wanted their independence:
- <http://www.youtube.com/watch?v=-NqoYe83DMg>
- Texans fought to form their own nation and succeeded in 1836 after the Battle of San Jacinto

Annexed by the United States

- Reasons to bring Texas into the US:
 - Manifest Destiny
- Reasons not to make Texas a state:
 - Slavery issue
 - War with Mexico
- Texas was accepted as a state in December of 1845

Waynesburg University TPS Unit Outline

Texas Annexation Study Guide

Land Exchanges:

Republic of Texas:

Famous Battles:

Arguments for and against Texas statehood in the US:

The question of slavery:

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Texas Annexation Quiz

1. Who did the land that is today Texas originally belong to?
2. Who was the first president of the Republic of Texas?
3. Who was the president of the United States at the time of the annexation?
4. Give two (2) reasons that make an argument against bringing Texas into the Union: (2 points)
 -
 -
5. What famous battle took place at a Texas mission during the war for Texan independence?
6. What was an immediate consequence of annexing Texas?
7. Did Texas allow slavery?
8. Name the battle that sealed Texan independence.
9. When did Polk sign the document formally integrating Texas into the United States?

Waynesburg University TPS Unit Outline

Lesson #4

Title of Lesson: Mexican Cession (1848)

Overview of Lesson:

In this lesson, students will explore the Guadalupe Hidalgo through a variety of links from the Library of Congress. While exploring the sites provided, students will complete a handout that will be reviewed at the end of class.

PRE-INSTRUCTIONAL PLANNING

PA Standards:

8.3.9 B Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.

- Documents (e.g., Fugitive Slave Law, Treaty of Guadalupe Hidalgo, Emancipation Proclamation)

Investigative Question/Overall Goal:

What was the significance of the Guadalupe Hidalgo?

Objective(s):

The Students will be able to:

- Understand the vast land exchange between the US and Mexico through the treaty
- Students will gain an understanding of how the war started and ended

Materials:

- Web quest worksheet (found at the end of the lesson)
- Computers

Online Collections/Exhibits/Websites:

1. Title- The Treaty of Guadalupe Hidalgo
URL- <http://www.loc.gov/rr/hispanic/ghtreaty/>
2. Title- The Treaty of Guadalupe Hidalgo- Web guides
URL- <http://www.loc.gov/rr/program/bib/ourdocs/Guadalupe.html>
3. Title- A Guide to the Mexican War
URL- <http://www.loc.gov/rr/program/bib/mexicanwar/>

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DURING INSTRUCTION

Motivator/Anticipatory Set:

- Begin by defining Manifest Destiny on the board and have a class discussion on this idea in regards to yesterday's lesson on Texas annexation and the justification of war.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Distribute web quest worksheet and place students in groups (if there are not enough computers for students to work individually). Explain they will use the LOC websites to answer the questions on the worksheet.	What caused war with Mexico? Who were the major players and what were some major battles? Why were these people and events important?	Investigate/ Construct/ Express
2. Allow students to explore the collections on the LOC sites and the internet to find the answers for the worksheet. 3. The teacher should monitor the class, ask questions, and assist the students during their search.	Which sites did you find most helpful and why?	Express/Reflect
4. Discuss and review the worksheet questions and make sure everyone has the correct answers.	Are we seeing any similar situations in the world today? Can you think of any similar situations throughout history?	Reflect/Connect

Closure:

- After the worksheet is completed, discuss events such as the gold rush in California and inform students that this land used to belong to Mexico and they could have reaped the benefits.
- Discuss American-Mexican relations today and touch on issues like immigration and border control. Consider a news clip for this.

Waynesburg University TPS Unit Outline

Inclusion Techniques for Students with Special Needs:

Enrichment:

- Students can research the Gold Rush in California and create a PowerPoint presentation to share with the class the following day.
- Students can use images and information from the Library of Congress website being sure to create a bibliography so other students can go research on their own to learn more about the Gold Rush.

Modifications/Accommodations:

- Allow students with special needs to work cooperatively with other students if necessary.
- Provide correct answers and an additional review should students need the extra clarification.
- Be sure students have all the correct information on their worksheet.
- Provide special needs students with a modified review sheet or quiz if necessary.
- This lesson is mostly free exploration through the web quest. Enrichment could include allowing group work or the aid of a tutor or special education teacher as a guide through the web search.
- If possible, a special education teacher or classroom aide could guide students through the web quest and help students answer the study guide questions

Assessment of Student Learning

Formal Assessment:

- Completion of the web-quest worksheet
- Class Participation
- Quiz on the study guide information

Informal Assessment:

- Student participation
- Behavior/cooperation

Waynesburg University TPS Unit Outline

Mexican Cession Web-Quest Worksheet

What caused war with Mexico?

Who were the major players?

List some major battles and their significance:

-
-
-
-

What territory did the US gain/Mexico lose as a result of the war?

What was the name of the treaty that ended the war and what are its major points?

Manifest Destiny is:

Waynesburg University TPS Unit Outline

Mexican Cession Quiz

1. The Annexation of what state sparked war with Mexico?
2. Which treaty ended the Mexican American War?
3. What percentage of land did Mexico lose in relation to its geographical size?
4. How much did the United States pay Mexico for the Mexican Cession after the war?
5. Which battle was the first amphibious landing for the US Navy?
6. How many fronts did the United States attack Mexico from?
7. The philosophy that drove American Expansion westward is known as what?
8. What area that later hosted a gold rush was acquired by the US?
9. Who was president during this time?
10. Though the United States won every engagement of the war, what was the cost in casualties?

Waynesburg University TPS Unit Outline

Lesson #5

Title of Lesson: Oregon Territory (1846)

Overview of Lesson:

In this lesson, students will be analyzing a primary source map of The Oregon Territory and researching the Lewis and Clark Expedition. As a class, we will discuss the motivation for settlement, the means of transportation, the role Indians played, and the claims of the Oregon Territory to the settlement of the United States.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

8.3.9 C- Settlement Patterns and Expansion (e.g., Manifest Destiny, successive waves of immigrants, purchase of Alaska and Hawaii)

- Analyze how continuity and change has influenced United States history from 1787 to 1914.

Investigative Question/Overall Goal:

Which countries claimed the Oregon territory and how did the United States obtain the property?

Objective(s):

The Students will be able to:

- Understand the location and dispute over the Oregon Country
- Identify with the Indians in the area during this period
- Understand the meaning of Manifest Destiny

Materials:

- Study guide worksheet (Found at the end of the lesson)
- Lewis and Clark Expedition (Optional)
- Lecture Notes (Found at the end of the lesson)

Online Collections/Exhibits/Websites:

1. Title- Map of Oregon Territory
URL- [http://memory.loc.gov/cgi-bin/query/h?ammem/upboverbib:@field\(NUMBER+@band\(upbover+maps39\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/upboverbib:@field(NUMBER+@band(upbover+maps39)))

Waynesburg University TPS Unit Outline

DURING INSTRUCTION

Motivator/Anticipatory Set:

- Begin the lesson by asking the class to free write or make a list of any information they know about Oregon.
- Once the free write is over, discuss what the students knew about Oregon and begin a lecture about The Oregon Trail. Explain the motivation for settlement of the area and that people were given free land. Many individuals left their homes and moved to start a business, to work in the mines, and to dig for gold during the gold rush.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Overview of territorial evolution- claimed by Great Britain, France, Russia, and Spain (lecture)	What were some problems these countries faced in claiming the territory?	Wonder
2. Migration and Settlement lecture	Why did people go to Oregon? What obstacles did they face on the journey? Relate this to travel today.	Reflect/Connect
3. Map analysis activity- observe Indian territories	How does the map compare to the map we have today? Do you think things would be different if all those Indian tribes were united against the settlement of the territory?	Construct/Express

Closure:

- Reflect on what the area might look like today had the Indians been able to better resist settlers. Finish the lesson with a review of the study guide.

Inclusion Techniques for Students with Special Needs:

Enrichment:

- Provide extra learning activities such as games or online interactive learning activities for enrichment.

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- Students can also write a letter from the prospective of an Indian writing to a settler (or vice versa) explaining their views of what should happen with the territory. Students should include at least three facts to support their opinion.

Modifications/Accommodations:

- Allow students with special needs to work cooperatively if need be and provide correct answers and additional review should they need the extra clarification.
- Allow special needs students a modified review sheet or quiz if necessary.

Assessment of Student Learning

Formal Assessment:

- Completion of the worksheet
- Class Participation
- Quiz on the study guide information

Informal Assessment:

- Student participation
- Completion of worksheet
- Behavior/cooperation

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Oregon Territory Study Guide: Lecture Outline

Land Acquisition:

Discuss acquisition of land by the United States, the agreement between the US and Great Britain on the border at the 39th parallel that is still in place today between the US and Canada.

Native Americans:

Discuss the tribes that occupied the territory, such as the Chinook, Blackfeet, Shoshones, Flatheads, and Nez Perce (the largest tribe Lewis and Clark encountered). Explain the relationship between settlers and Indians, sometimes disputes led to wars.

Explorations:

Most famously, the Lewis and Clark expedition, with the help of Sacajawea. Discuss other expeditions as well such as early adventurers Sir Francis Drake and Juan Perez, or those of George Vancouver (who claimed the territory for Great Britain in 1792)

Settlers and Reasons for Settlement:

The earliest settlers were fur traders (Hudson's Bay Company) and more settlers came later seeking free land, a new start in a new place, an adventure, to convert Indians, etc.

Oregon Trail:

Discuss the trail, the use of wagon trains with lots of people traveling at once, the main passage to Oregon and the west. Talk about the hardships people faced along the way, such as the mountains, rivers, poor travel equipment, weather, etc.

Territory Government and Statehood:

The territorial government was similar to that for the Northwest Territory we learned about earlier. There was a governor, a marshal, a secretary, an attorney, a three judge Supreme Court. All offices were filled by the president of the US. The Oregon Territory included part of Canada's British Columbia, the current states of Washington, Idaho, Oregon and parts of Wyoming and Montana.

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Oregon Territory Study Guide

Land Acquisition:

Native Americans:

Explorations:

Settlers:

Oregon Trail:

Reasons for Settlement:

Territory Government and Statehood:

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Post-instruction Assessment

There will be a unit test to assess student knowledge. The test will consist of several different sections such as identification of terms, short answer, and essay. The identification section will include terms or people that students will have to identify by giving a few facts about it. For example, if Oregon Trail was an ID question students could write something like “wilderness trail through the west that settlers took to reach the Oregon territory.” Short answers ask students to elaborate on one subject in a few sentences (or giving 2 or 3 examples). An example of a short answer question would be: “Describe how the United States gained the Louisiana Territory in a few sentences.” Finally, the essay questions will require students to identify and connect themes from throughout the lessons. A sample essay question would be: “The United States gained many territories throughout the 19th century. Manifest Destiny was a key factor in this expansion. Give example of how Manifest Destiny was carried out through the events discussed in this unit. Use at least three examples.” These sections can be modified according to what is observed with the class and for special education students. The test will have modified questions from the study guides on it so students have something to study from. This will also encourage them to take good notes in class so they can use these handouts as a review. Finally, the information in this unit is very helpful in providing students with the knowledge of westward expansion, how the US come to be what it is today, and prepare them for upcoming concepts and themes.

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Unit Test

Name: _____

Section One:

Select the best answer for each question.

1. Questions of religion, slavery, government, Indian relations, and natural rights were all addressed in which document?
 - a. *Northwest Ordinance*
 - b. Guadeloupe Hidalgo
 - c. Louisiana Purchase Treaty
 - d. Adams-Onis Treaty

2. Which of the following terms was used to justify American expansion?
 - a. Sea to Shining Sea
 - b. *Manifest Destiny*
 - c. One Nation Under God
 - d. American Dream

3. The Louisiana Purchase was negotiated by this man, who would later become president.
 - a. Madison
 - b. *Monroe*
 - c. Polk
 - d. Jefferson

4. Which is true of the Louisiana Purchase?
 - a. It quadrupled the size of the US
 - b. It tripled the size of the US
 - c. *It doubled the size of the US*
 - d. It diminished the size of the US

5. Which action sparked the Mexican American War?
 - a. The sinking of a Mexican passenger ship
 - b. *The annexation of Texas*
 - c. Illegal immigration
 - d. Border disputes in California

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6. Which treaty ended the Mexican American War?
 - a. The Peace of Paris
 - b. The Treaty of San Jacinto
 - c. The Treaty of Hidalgo
 - d. *The Guadeloupe Hidalgo*

7. Which famous battle took place at a Texas mission?
 - a. The Battle of San Jacinto
 - b. The Battle of Vera Cruz
 - c. *The Battle of the Alamo*
 - d. The Battle of Mexico City

8. Which of the following was a major issue during the debate to annex Texas?
 - a. Slavery
 - b. War with Mexico
 - c. Immigration
 - d. *Both A and B*

9. What was the name of the Indian that helped Lewis and Clark on their exploration of the Louisiana Territory?
 - a. Narcissa Whitman
 - b. *Sacajawea*
 - c. Chemeketa
 - d. Nestucca

10. What is the name of the famous passageway to the Pacific Northwest?
 - a. *The Oregon Trail*
 - b. The California Trail
 - c. The Boseman Trail
 - d. The Nez Perce Trail

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Section Two:

Identification. Please indicate knowledge of **four** (4) of the following seven (7) terms by writing a sentence to define it.

1. Northwest Ordinance-
2. Louisiana Purchase-
3. Sam Houston-
4. Texas Annexation-
5. Oregon Territory-
6. Lewis and Clark Expedition-
7. Mexican-American War-

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Section Three:

Short Answer. Please answer **five** (5) of the following eight (8) questions in short answer. Use at least two complete sentences.

1. Explain how the Northwest Ordinance influenced the Bill of Rights.
2. Describe how the US gained the Louisiana Territory in a few sentences.
3. What is meant by the term Manifest Destiny?
4. Why was there such opposition to making Texas a state?
5. What were some consequences of accepting Texas as a state? Give two examples.
6. What measures were outlined in the Guadeloupe Hidalgo?
7. Explain the significance of the outcome of the Mexican American War and the Guadeloupe Hidalgo on both the United States and Mexico. In other words, what did the end result mean for both sides?
8. Describe what a trip on the Oregon Trail would have been like.

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Section Four:

Essay. Please choose **one** (1) of the following questions to answer in essay form. Follow the essay format you learned in your English class.

1. The United States grew in land area significantly throughout the 19th century. Outline this growth and explain how it was possible. Use at least three examples.
2. There were several controversial matters that arose during America's expansion westward. Choose three of these and explain what made them so debatable.
3. Discuss the significance of American expansion westward. Use at least three examples. Think about how the United States would be different if not for all the territory gained that we learned about in this unit.

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Bibliographic Organizer of Library of Congress Sources

Name of Learning Unit: An Overview of American Expansion Westward		
Created by: Kameron Schaefer		
Date: March 29, 2010		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: The Northwest Ordinance (1787)		
	<p>An ordinance for the government of the territory of the United States, Northwest of the river Ohio.</p> <p>Imprint from Evans. Former attribution to the press of John Dunlap rejected in the Journals of the Continental Congress, v. 33, p. 753.</p> <p>[New York : s.n., 1787]</p>	<p>http://hdl.loc.gov/loc.rbc/bdsdcc.22501</p> <p>Reproduced Text: http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdcc22501))</p>
Lesson #2: The Louisiana Purchase		
	<p>Item Title Louisiana.</p> <p>Lewis, Samuel, 1753 or 4-1822.</p> <p>Created/Published [S.l., 1805]</p> <p>Notes From Arrowsmith & Lewis New and Elegant General Atlas, 1804. Scale [ca. 21,000,000].</p>	<p>http://hdl.loc.gov/loc.gmd/g4050.ct000654</p>
	<p>A Question of Boundaries</p>	<p>http://memory.loc.gov/ammem/collections/maps/lapurchase/essay1.html</p>
Lesson #3: Texas Annexation (1845)		

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	<p>Anti-Texas meeting at Faneuil Hall</p> <p>CREATED/PUBLISHED Boston, 1838.</p> <p>NOTES Printed Ephemera Collection; Portfolio 56, Folder 28a.</p>	<p>http://hdl.loc.gov/loc.rbc/rbpe.05602800</p>
<p>Texas Annexation PowerPoint</p>		<p>PowerPoint Show</p>
<p>Lesson #4: Mexican Cession (1848)</p>		
	<p>Suggested web pages for web quest</p>	<p>http://www.loc.gov/rr/hispanic/ghtreaty/</p> <p>http://www.loc.gov/rr/program/bib/ourdocs/Guadalupe.html</p> <p>http://www.loc.gov/rr/program/bib/mexicanwar/</p>
<p>Lesson #5: Oregon Territory (1846)</p>		
	<p>Map of Oregon Territory</p> <p>Parker, Samuel, 1779-1866</p> <p>CREATED/PUBLISHED Ithaca, N.Y. : Mack, Andrus & Woodruff 1842</p> <p>NOTES Bound in Parker, Samuel. Journal of an exploring tour beyond the Rocky Mountains, under the direction of A. B. C. F. M., in the years 1835, '36, and '37... Ithaca, N.Y. : Mack, Andrus & Woodruff, 1842</p>	<p>http://memory.loc.gov/cgi-bin/query/h?ammem/upboverbib:@field(NUMBER+@band(upbover+maps39))</p>