

Turning Points in American History: Westward Expansion

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I. Lesson Plan Summary

Summary

Students will be working in groups of four on a culminating project. They will be creating a 3-D map detailing the move of Americans westward. They must include three time periods: Colonization, Indian Removal, and the acquisition of Texas/ War with Mexico. Students will also create three summaries on the periods of time, and a paper detailing the impact of the movement west.

Objectives

Students will:

1. Demonstrate their understanding of where Americans settled, and why (S.S.A.4.4.4);
2. Demonstrate their understanding of relations between the U.S. and the groups they displaced, and;
3. Demonstrate their knowledge of map skills.

U.S. History Event or Era

Colonization, Westward Expansion, and the Mexican-American War

Grade Level

11th grade high school American History

Materials

Textbook	Poster board
Student notes	Computers
Construction paper	glue
Markers/Crayons	Tape
Fabric	Clay

Students may require additional materials depending on student ideas/creativity.

Lesson Time

Approximately 270 minutes, or 3 block periods.

II. Lesson Procedures

Procedures

- A. Give student the handout titled American History 3-D map.
- B. Group the students using a method of choice into groups of no more than 4.
- C. Read over and explain the assignment to the students. Be sure to inform them of due dates, etc.
- D. Give students a copy of the Rubric (included in the “Activities” section of this lesson). Go over and explain how they will be assessed.
- E. Ask students if they have any questions.
- F. Distribute materials in a manner you deem fit.
- G. Monitor students as they complete the assignments

III. Activities

A. Map

1. Students need to draw a map of the United States on their poster board in pencil.
2. They need to include the following sections in their maps:
 - a. Original Colonies
 1. Students must detail the original areas of colonization on their map.
 2. Students must include a 3-D aspect in their section of the map. (Ex: Town, Main leaders, etc.)
 3. Students must include a written summary of why the colonists settled in those areas.
 - b. Indian Removal Act
 1. Students should detail the new territory gained from the Indian Removal Acts.
 2. Students must include a 3-D aspect in this section of the map.
 3. Students must include a rendering of the Trail of Tears.
 4. Students must include a written summary of why Americans wanted to settle in the regions.
 - c. Movement West and the War with Mexico
 1. Students should detail the new territory gained from the period from the movement west to the war with Mexico.

2. Students must include a 3-D aspect in this section of the map.
3. Students must include new canals and railways that were created during this time period.
4. Students must include a written summary of why Americans wanted to settle in these regions.

B. Report

1. Students must write a 3-page report on the impact of the United States moving west.
2. The paper should discuss the impact on Americans, Native Americans, and other countries.
3. Students may use the material from their textbooks, internet, class notes, etc.

STUDENT PROJECT ASSIGNMENT

Westward Expansion Project

You will be working in groups to create a 3-D map detailing the movement of Americans westward across North America and a report. This is to count for your 9 week project in American History. It will cover Colonization, Indian Removal, and the Acquisition of Texas/ War with Mexico. Each section of the project is detailed below; if you have any further questions please ask!!! We will write due dates in the due date section in class. Assignments must be turned in on the due dates, no exceptions. **This project is worth 500 points and will be used in place of the 9 weeks exam.**

Part I: 3-D Westward Expansion Map

There will be 3 sections designated on your map: Original Colonies, Indian Removal Act, and movement west, the War with Mexico. You must include all 3. Specifications for what need to be included in each section are listed below.

A. Original Colonies

1. Draw an outline of North America in pencil on your poster board.
2. Detail where the original areas of colonization were on the map. You must include all 13 original colonies.
3. Include a 3-D aspect for this section. Examples: Towns, main leaders, capitals, monuments.
4. Write a summary of why the colonists settled in those areas.

B. Indian Removal Act

1. Detail the new territory gained from the Indian Removal Acts on your map.
2. Include a 3-D aspect for this section on your map. Examples: Trail of Tears, Native American Leaders, tribes displaced by the act.
3. Include a rendering of the Trail of Tears. (Your 3-D image can count for this section if you use the Trail of Tears)
4. Write a summary of why Americans wanted to settle in the Native American Regions.

C. Movement West and the War with Mexico

1. Detail the new territory gained from the period of movement west to the War with Mexico on your map.
2. Include a 3-D aspect in this section of the map.
3. Draw where new canals and railways were created during this time period.
4. Write a summary of why Americans wanted to settle in the western regions.

Part II: Report

You will be writing a 3 page report on discussing the impact of the United States moving west. Your paper needs to discuss the following aspects:

1. Impact on Americans.
2. Impact on Native Americans.
3. Impact on other countries.

Your paper needs to be typed, double spaced, 12 point font, using Times New Roman style. No hand written papers will be accepted. You may use your textbooks, library resources, 2 internet sources, notes, etc. The paper will be due the same day as your maps.

Part III: Due Dates

In order to ensure you are using your time wisely, due dates have been established. Please fill in the due dates during our class discussion of the assignment in the spaces below.

4. Assessment

Students will be assessed based on the attached rubric. There are sections for the map as well as the paper.

Writing Scoring Rubric

Score	Rationale	Paper Points
6	The writing is focused and purposeful, and it reflects insight into the writing situation. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The development of the support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject and may use creative writing strategies. The writing demonstrates a mature command of language with freshness of expression. Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.	150
5	The writing is focused on the topic, and its organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is developed through ample use of specific detail and examples. The writing demonstrates a mature command of language, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.	125
4	The writing is focused on the topic and includes few, if any, loosely related ideas. An organizational pattern is apparent, and it is strengthened by the use of transitional devices. The support is consistently developed, but it may lack specificity. Word choice is adequate, and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.	100
3	The writing is focused but may contain ideas that are loosely connected to the topic. An organizational pattern is demonstrated, but the response may lack logical progression of ideas. Development of support may be uneven. Word choice is adequate, and some variation in sentence structure is demonstrated. Generally follows the conventions of mechanics, usage, punctuation, and spelling.	75
2	The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief. The development of the support may be erratic and nonspecific, and ideas may be repeated. Word choice may be limited, predictable, or vague. Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly.	50
1	The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack sense of completeness or closure. There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists. Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled.	25

Map Activity Scoring Rubric

Map

Original Colonies	Total Points Possible 100	Comments: Total points for section:
Map correctly details where original colonies were located. (34 possible)	Points earned:	
3-D aspect is included in the map (33 possible)	Points earned:	
Written summary (33 possible)	Points earned:	
Indian Removal Act	Total Points Possible 100	Comments: Total points for section:
Map correctly details the areas gained from the Indian Removal Act. (34 possible)	Points earned:	
3-D Aspect is included in the map. (33 possible)	Points earned:	
Written Summary (33 possible)	Points earned:	
Movement West and War with Mexico	Total Points Possible 100	Comments: Total points for section:
Map correctly details territory gained from the move west and War with Mexico. (34 possible)	Points earned:	
3-D aspect is included in the map. (33 possible)	Points earned:	
Written summary. (33 possible)	Points earned:	
	Total Score on Map Section:	