1. CONTENT SUMMARY/CONTEXT:
   In this lesson for a 6th Grade US History Class, I will be introducing the students to the new “Westward Expansion and Social Reform” Unit. Specifically, I will be presenting the important factors that pushed and pulled American Settlers west. These are “Overpopulation in the East,” “Cheap Land in the West,” “Economic Opportunity,” “Cheaper and Faster Transportation,” and “Manifest Destiny,” as defined by the VSOL Curriculum Framework. After discussing why people went west, we will explore the new territories that the United State acquired in the first half of the 19th Century, to which the settlers were going. As defined by the VSOLs, these are the Louisiana Purchase, Florida, Texas, the Oregon Territory, and the California Territory.
   In context, this lesson will provide the next step after establishing the official constitution, in expanding the nation and putting domestic infrastructures in place. It will tell the story of how the United States came to look like it does today and provide the background narrative that led up to the American Civil War. I will sell this to the students by showing them how people then, just as they do themselves, make decisions based on push and pull factors, as well as for economic reasons, even if they do not realize it. I will do this through drawing comparisons to their lives, such as desire for space or money, and relating them to Westward Expansion. At its core, this lesson is about decision-making and through making relevant, contemporary connections through that lens, I hope to teach the students historical empathy and relevancy.

2. VSOL Standards Addressed: USI.8.a-b
   USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by:
   a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
   b) identifying the geographic and economic factors that influenced the westward movement of settlers;

3. OBJECTIVES:
   Students will understand that the United States gains new territories to increase land and economic resources.
   Students will know:
   • The 5 Major Factors leading to Western Settlement
     o Overpopulation in the East
     o Cheap Land in the West
     o Economic Opportunity
     o Cheaper and Faster Transportation
     o Manifest Destiny
• The Definition of “Manifest Destiny:” Literal: “Obvious Fate;” Broad: “the idea that expansion was for the good of the country and was the right of the country.”

• The Definition of the word “Acquire:” “to get (something); to come to own (something); to come to have (something)” (Source: http://www.merriam-webster.com)

• The Definition of “Push” (disincentives that force people away from an area) and “Pull” (incentives that cause people to come towards an area) Factors.

• When and How the United States acquired 5 new territories in the early 19th Century:
  o The Louisiana Purchase from France
  o Florida from Spain
  o Texas through independence from Mexico
  o Oregon Territory from Great Britain
  o California Territory from Mexico

• How to read a textbook section when looking for specific information

Students should be able to:
• List and describe the various push and pull factors of Western Migration in the 19th Century
• List the 5 major territory gains made by the United States in the early 19th Century and describe how the United States acquired each of those territories.
• Read and find specific information in their online textbook

4. ASSESSMENT:

Diagnostic:
• Class-wide analysis of John Gast’s painting, “American Progress”
• Other diagnostic questions throughout the lesson such as:
  o “Does anyone know what the word ‘Acquire’ means?”
  o “Does anyone remember what an incentive is?”
  o “What were some incentives pioneers might have had for going west?”

Formative:
• Checking over completion of worksheets as well as asking “check for understanding” questions, namely, asking them to identify various factors as either “push” or “pull” factors.
• Completion of Quizlet Review Activities

Summative: Questions on End-of-Unit Test

5. MATERIALS:
• Lesson PowerPoint with computer/projector/screen
• “Why Go West?” Worksheet (attached)
• New Territories Comparison Worksheet (attached)
• Student Computers with access to Online Textbook
• Quizlet review activity for students (Linked Through Class Website)
6. **PROCEDURES:** (90 Minute Lesson)

1. **Do Now (5-7 minutes):** Students will look at and identify the things they see in John Gast’s painting, “American Progress.” I will be sure that the trains, minors, farmers, and Indians depicted in the painting are all discussed.

2. **“Why Go West?” Lecture (10-15 minutes)**
   a. I will start this presentation with a discussion of Space and Money, as it relates to these 11 and 12 year olds’ lives. We will talk about why they want things such as space and money and how they get them.
   b. From there I will extrapolate these concepts out to Westward Expansion, showing how the United States wanted space and money and used Westward Expansion to get them.
   c. Then, with the aide of PowerPoint, I will present the 5 major factors leading to the westward movement of people in the 19th Century
   d. Then I will define “Manifest Destiny.”
   e. While I do this, the students complete the “Why Go West?” worksheet, copying phrases off of the PowerPoint and responding to my questions.

3. **New Territories Jigsaw Activity (35-40 minutes total; 20-25 minutes of research, 15-20 minutes of group presentation)**
   a. Students will be assigned a territory to research based on what table they are sitting at, and each student will receive a “New Territories Comparison” Worksheet.
   b. Students will then research, in their table-groups, their assigned territory in their online textbook, after I direct them to the appropriate section.
   c. They will be expected to answer each of the questions and then, after 20-25 minutes, they will present what they found to the class. I will instruct them to nominate one person as the speaker and depending on how many groups we have (as they will vary by class period) I will have each group present either a part of what they found, or the whole thing, to make sure every group has something to present, if we have to assign territories to multiple groups.
   d. To ensure that the students receive the proper information and do not have to worry about writing down what their classmates are saying, I will have the correct answers on slides that I will show after each group presents their findings.

4. **Activity Debrief (5-10 minutes)**
   a. After the activity, I will have a quick debrief where I make sure everyone has the proper information and tie the two halves of the lesson together.
   b. I will also get the students to think about some of the negative effects of westward expansion, namely, forced Native American removal.

5. **Quizlet Review Activities (5-15 minutes/any remaining class time)**
   a. With any time left in class, students will then have the opportunity to play review games created by Mr. Shedd, on Quizlet.
   b. These activities will review the information presented in the second half of the lesson, namely, from who and how the United States acquired each of the territories.

*Note: This is adapted from a lesson I taught during my student teaching.*
# New Territories Info Sheet

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<th>Louisiana</th>
<th>Florida</th>
<th>Texas</th>
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<td>When was it added to America?</td>
<td>When was it added to America?</td>
<td>When was it added to America?</td>
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</tbody>
</table>
New Territories Notes

Reasons for Going West:
1. 
2. 
3. 
4. 
5. 

Manifest Destiny