

Growth of the Nation Manifest Destiny and the Civil War

3rd Nine Weeks
Grade Level: Fifth Grade
9 Weeks

<p>CONCEPT/S : Expansion Conflict Manifest Destiny</p> <p>TOPIC/S: Motives for Moving West:</p> <ul style="list-style-type: none"> ■ Land ■ Resources/markets ■ Religious freedom <p>The Roots of Manifest Destiny</p> <ul style="list-style-type: none"> ■ The Northwest Ordinance ■ The Louisiana Purchase <p>Westward Expansion</p> <ul style="list-style-type: none"> ■ The Texas Revolution ■ The Mexican War ■ The California Gold Rush ■ Territorial Acquisitions <p>Impact of Westward Expansion</p> <ul style="list-style-type: none"> ■ Native American Removal ■ Economic Growth ■ Railroads <p>Sectionalism Industrial Revolution Technology Slavery</p>	<p style="text-align: center;">ENDURING UNDERSTANDING: (Is worth remembering for a lifetime and has lasting value for the student)</p> <ul style="list-style-type: none"> ■ Groups of people seek out new opportunities that will help them survive and improve. ■ Organizations seek out opportunities that will help them survive and improve. ■ Greed often causes people to ignore the needs of others. ■ People may have very strong opinions about issues that affect their way of life. ■ The failure of compromise may make conflict necessary. ■ Different cultures, at different times in history, have held different opinions about the ownership of land. ■ Different opinions about a specific topic can create conflicts within a society. ■ As geographical regions begin to form their own unique cultural character, conflict can arise. ■ Winners in a conflict usually impose their will on the losers. 	
<p style="text-align: center;">ESSENTIAL QUESTIONS: (Universal questions worth contemplation and exploration by the student)</p> <ul style="list-style-type: none"> ■ How was the United States able to expand its territory to the Pacific Ocean in such a short span of time? ■ Was Manifest Destiny fair to everyone? ■ How did the industrial revolution contribute to the growth of sectionalism in the United States? ■ Did different ways of life make conflict between the North and South unavoidable? 	<p style="text-align: center;">GUIDING QUESTIONS: (Fundamental queries that guide the search for student understanding)</p> <ul style="list-style-type: none"> ■ How has the idea of ownership of land changed over time? ■ How have inventions made life easier for People? ■ How have new ideas and technological innovations led to changes in industry? ■ Was slavery an economic or moral issue? ■ Could there ever be a compromise over the issue of slavery? 	
<p>TEKS/ SE's</p>	<p style="text-align: center;"><u>CONTENT (TEK)</u></p>	<p style="text-align: center;"><u>PROCESS (SE's)</u></p>

	<p><u>The Student will ...</u></p> <p><u>History 5.4</u> Understand political, economic, and social changes that occurred in the United States during the 19th century.</p>	<p><u>By ...</u></p> <p>A. <u>Describing</u> the causes and effects of the War of 1812.</p> <p>Causes:</p> <ul style="list-style-type: none"> • Impression of American sailors • Interference of Royal Navy with American shipping • Blockade of U.S. ports • Britain's incitement of American Indians <p>Effects:</p> <ul style="list-style-type: none"> • Increased American patriotism • Weakened American Indian resistance • US manufacturing grew • US proved it could defend itself against mightiest military power of the time • America began to believe the young could survive and prosper <p>B. <u>Identifying and explaining</u> how changes resulting from the Industrial Revolution led to conflict among sections of the United States.</p> <p>North became industrialized due to the factory system, immigration, overpopulation of cities leading to more representation in Congress for the North.</p> <p>Tariffs were imposed that forced the South to buy only northern goods.</p> <p>C. <u>Identifying</u> reasons people moved west.</p> <p>Land, gold, opportunity, jobs, decimation of homes in the Civil War, religion</p> <p>D. <u>Identifying</u> significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.</p> <ul style="list-style-type: none"> • The Louisiana Purchase (Jefferson's and Napoleon's roles, prompting the Lewis and Clark expeditions) • Manifest Destiny – the idea that as a Nation we have the God-given right to explore, conquer, claim and settle the entire continent • Texas independence and then admittance to the country as a state • Oregon Territory • Mexican Cession)California, Nevada, Arizona, Utah, and parts of Wyoming, Colorado, New Mexico, and Arizona
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	<p>• Gadsden Purchase – small tract of land changing US Mexican border around El Paso, New Mexico</p> <p>E. <u>Identifying</u> the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.</p> <p>Causes:</p> <ul style="list-style-type: none"> • Individual state's rights, especially that of slavery • The economic conflict of industry in the North versus agriculture in the South • Tariffs • Abolitionists • Sectionalism • The election of 1860 • Admittance of new states • Underground Railroad <p>Effects: Abolition of slavery; Gettysburg Address, Emancipation Proclamation, Lincoln's assassination; Reconstruction; telegraph, advances in warfare technology (ironclad ships, submarines, hot-air balloons, guns)</p> <ul style="list-style-type: none"> • 13th Amendment – abolished slavery • 14th Amendment – protected rights of citizens (intended to protect the civil rights of former slaves) • 15th Amendment – granted Black Men the right to vote (banned racial restrictions on voting) <p>F. <u>Explaining</u> how industry and the mechanization of agriculture changed the American way of life.</p> <p>G. <u>Identifying</u> the challenges, opportunities, and contributions of people from various American Indian and immigrant groups,</p> <p>A. <u>Applying</u> geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.</p> <p>B. <u>Translating</u> geographic data into a variety of formats such as raw data to graphs and maps.</p> <p>A. <u>Describing</u> a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.</p> <p>B. <u>Describing</u> a variety of regions in the United</p>
	<p><u>Geography 5.6</u> Use geographic tools to collect, analyze, and interpret data.</p> <p><u>Geography 5.7</u> Understand the concept of regions in the United States.</p>

	<p><u>Economics 5.12</u> Understand the impact of supply and demand on consumers and producers in a free enterprise system.</p> <p><u>Economics 5.13</u> Understand patterns of work and economic activities in the United States.</p> <p><u>Government 5.16</u> Understand the framework of government created by the U.S. Constitution of 1787.</p>	<p>States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;</p> <p>C. <u>Locating</u> on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest.</p> <p>D. <u>Locating</u> on a map important physical features such as the Rocky Mountains, Mississippi River, and the Great Plains.</p> <p>A. <u>Explaining</u> how supply and demand affects consumers in the United States.</p> <p>B. <u>Evaluating</u> the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.</p> <p>Such as: cotton in demand...cotton gin invented...more cotton produced...more land needed...more slaves to work on land</p> <p>A. <u>Comparing</u> how people in different parts of the United States earn a living, past and present.</p> <p>B. <u>Identifying and explaining</u> how geographic factors have influenced the location of economic activities in the United States.</p> <p>C. <u>Analyzing</u> the effects of immigration, migration, and limited resources on the economic development and growth of the United States.</p> <p>E. <u>Explaining</u> the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.</p> <p>C. <u>Distinguishing</u> between national and state governments and compare their responsibilities in the U.S. federal system.</p> <ul style="list-style-type: none"> • The Constitution delineates specific roles to the national government reserving everything else for the states. • National Government (e.g. military, currency, national laws, foreign trade, postal system) • State Government (e.g. state laws, education)
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	<p><u>Culture 5.22</u> Understand the relationship between the arts and the times during which they were created.</p> <p><u>Skills 5.24</u> Applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p> <p><u>Skills 5.25</u> Communicates in written, oral, and visual forms.</p>	<p>B. <u>Identifying</u> past and present leaders in the national government, including the president and various members of Congress, and their political parties.</p> <p>C. <u>Identifying and comparing</u> leadership qualities of national leaders, past and present.</p> <p>B. <u>Describing</u> various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.</p> <p>A. <u>Identifying</u> significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>American Progress</i>, “Yankee Doodle,” and “Paul Revere’s Ride.”</p> <p>B. <u>Explaining</u> how examples of art, music, and literature reflect the times during which they were created.</p> <p>A. <u>Differentiating</u> between, <u>locating</u>, and <u>using</u> valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.</p> <p>B. <u>Analyzing</u> information by <u>sequencing</u>, <u>categorizing</u>, <u>identifying cause-and-effect relationships</u>, <u>comparing</u>, <u>contrasting</u>, <u>finding the main idea</u>, <u>summarizing</u>, <u>making generalizations and predictions</u>, and <u>drawing inferences and conclusions</u>.</p> <p>C. <u>Organizing and interpreting</u> information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>D. <u>Identifying</u> different points of view about an issue, topic, or current event.</p> <p>E. <u>Identifying</u> the historical context of an event.</p> <p>A. <u>Using</u> social studies terminology correctly</p> <p>B. <u>Incorporating</u> main and supporting ideas in verbal and written communication</p> <p>C. <u>Expressing</u> ideas orally based on research and experiences</p> <p>D. <u>Creating</u> written and visual material</p>
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	<p><u>Skills 5.26</u> Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>E. <u>Using</u> standard grammar, spelling, sentence structure, and punctuation</p> <p>A. <u>Using</u> a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>B. <u>Using</u> a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>
<p><u>Content Vocabulary</u></p> <p>13th Amendment 14th Amendment 15th Amendment Cherokee Trail of Tears Confederacy Gettysburg Address Industrial Revolution Industrialization Interchangeable parts Louisiana Purchase Manifest Destiny Mass production Missouri Compromise Plantation system sectionalism slavery states' rights tariff Union annex secession abolitionist immigrant Emancipation Proclamation gold rush cotton gin Underground Railroad secede Reconstructon</p>	<p><u>Cognitive Vocabulary</u></p> <p>Analyze categorize Compare conclusion contrast create Describe Differentiate Explain generalization inference Interpret prediction primary source secondary source sequence summarize</p>	<p><u>Resources</u></p> <p><u>Discovery Education Video Streaming</u> Teacher and the Rockbots: Grew to the West (song) (3:22) Louisiana Purchase [1:19] Crossing the Mississippi: The Louisiana Purchase [3:32] Lewis & Clark: Tools of Survival [20:51] United States Expansionism [22:00] Westward Strategy: The Louisiana Purchase and the Lewis and Clark Expedition [25:00] Lone Star Legacy: The Texas Republic and the Mexican War [26:00] Gone West – The Growth of a Nation [26:25] America’s Early Years and the War of 1812 [5:13] Star Spangled Banner [13:00] United States Exapnsion [22:00] Trails to Riches: The California Gold Rush and Settlement of the Pacific Northwest [26:00] Pioneer Spirit – Wagon Trails and the Oregon Trail [26:00] The Oregon Trail [16:00] Gone West, The Growth of a Nation [26:25] Nez Perce [7:40] The Cherokee Trail of Tears [5:25] Trails to Riches: The California Gold Rush and Settlement of the Pacific Northwest [26:00] Pioneer Spirit – Wagon Trails and the Oregon Trail [26:00] The Oregon Trail [16:00] Industrial Revolution in Massachusetts [1:51] The Irish Influence in America [1:34] Causes of the Civil War [3:25] Song Teacher and the Rckbots: Civil War [2:57] Abolitionists, A Segment from: Causes of the Civil War The Abolitionists, A Segment from: The Underground Railroad: Escape from Slavery</p>

		<p>Confederate & Union Resources & Positions [5:06] Civil War [15:00]</p> <p>Internet Sites: The West from PBS The Oregon Trail Go West Across America with Lewis and Clark US History PowerPoints Thomas Jefferson and the Lewis and Clark Expedition Westward Expansion PowerPoints War of 1812 Webquest National Park Service Fort McHenry Suffolk Web Libraries: Westward Expansion Indian Removal Act Trail of Tears PowerPoints The Santa Fe Trail Trails West Industrial Revolution PowerPoints Inventors, Enchanted Learning Civil War Abolitionists Encyclopedia Kids – Abolitionism Unraveling the Underground Railroad Teaching American History Sectionalism Interactive The Missouri Compromise Civil War Webquest American Civil War Homepage Civil War PowerPoints The Civil War for Fifth Graders Civil War Battles</p>
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	<p><u>Lesson Plans</u></p> <p>Lewis and Clark: Facing Challenges from National Geographic Expeditions</p> <p>Lewis and Clark: Same Place Different Perspectives from National Geographic Expeditions</p> <p>Give Me Your Tired, Your Poor exemplary lesson from TEA</p> <p>Quilting, the Story of the Underground Railroad from National Geographic Expeditions</p> <p><u>Biographies</u></p> <p>Cyrus McCormick Cyrus McCormick, Spanish</p> <p>Abraham Lincoln, from Harcourt School Abraham Lincoln, from Enchanted Learning Abraham Lincoln, Spanish</p> <p>Ulysses S. Grant, from Harcourt School</p> <p>Robert E. Lee, from Harcourt School</p> <p>Frederick Douglass, from Harcourt School</p> <p>Harriet Tubman, from Harcourt School Harriet Tubman, Spanish</p> <p>Madame C. J. Walker, from Harcourt School</p> <p><u>Primary Source Documents</u></p> <p>Westward Expansion DBQ from Region XIII</p> <p>Battle Hymn of the Republic from the Library of Congress</p> <p>Constitution of the Confederacy</p> <p>Lincoln's Emancipation Proclamation</p> <p>Gettysburg Address</p> <p>Gettysburg Address – Audio files to play</p> <p><u>Primary Source Documents-Based Questions</u> (DBQ) lessons</p> <ul style="list-style-type: none"> • Cotton Gin • Slavery • Reconstruction
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Texas Law-Related Education Lesson Plans

[Rosa Parks, A Lesson in Courage](#)

[JFK and MLK, Two Great Leaders](#)

Maps:

See Stratologica for physical, political, and historical maps and atlases.

Literature

Growth of the Nation

A History of US, Book 5: Liberty for All 1820-1860
by Joy Hakim

The Bobbin Girl by Emily Arnold McCully
(Industrial Revolution – child Labor)

Ten Mile Day and the Building of the
Transcontinental Railroad by Mary Ann Fraser
Gold Fever by Verla Kay (Transcontinental
Railroad)

Lewis and Clark: Explorers of the American West
by Steven Kroll

Explorers of the American West by Kelly Wittman
I Am Sacajawea, I am York by Clair Rudolf
Murphy

Lewis and Clark and Me by Laurie Myers
Going Along with Lewis and Clark by Barbara
Fifer

The Louisiana Purchase by Thomas Fleming
*Along the Santa Fe Trail; Marion Russell's Own
Story* by Ginger Wadsworth

Boss of the Plains: the Hat that Won the West by
Laurie M. Carlson

America's Funny but True History 1800-1850
Westward HA! By Elizabeth Levy

Cowboys of the Wild West by Russell Freedman
If You Traveled West in a Covered Wagon by
Ellen Levine (Scholastic)

How Would You Survive in the American West?
By Jacqueline Morley

Story of the Great American West (Reader's
Digest)

*As Long As the River Flows: The Story of Nine
Native Americans* by Paula Gunn Allen and
Patricia Clark Smith

North American Indians by Frank fox – intro to
Native American Tribes

Navajo Visions and Voices Across the Mesa by
Shonto Begay – Poetry

An Indian Winter by Russell Freedman

Indians of North America by Daniel Jacobson

Indian Chiefs by Russell Freedman

Indians of the West by Rae Bains

A Prairie Boy's Winter by William Kurelek

	<p>Soft Child: How Rattlesnake Got its Fangs retold by Joe Hayes Buffalo Woman by Paul Goble A Blizzard Year: Timmy's Almanac of the Seasons by Gretel Ehrlich Rachel's Journal: The Story of a Pioneer Girl by Marissa Moss The Girl Who Chased Away Sorrow: Diary of Sarah Nita, a Navajo Girl, New Mexico 1864</p> <p><u>Civil War to 1899</u> <i>A History of US, Book 6: War, Terrible War 1855-1865</i> by Joy Hakim <i>A History of US Book 7: Reconstructing America 1865-1890</i> by Joy Hakim <i>By the Great Horn Spoon</i> by Sid Fleischman (California Gold Rush) <i>Which Way to Freedom</i> by Joyce Hansen (Civil War) <i>The Blue and the Gray</i> by Eve Bunting (Modern look back at the civil war – race relations) <i>Mr. Lincoln's Drummer</i> by G. Clifton Wisler (Civil War) <i>Pink and Say</i> by Patricia Polacco (Civil War) <i>Cecil's Story</i> by George Ella Lyon (Civil War – child at home waiting) <i>Stonewall</i> by Jean Fritz (Andrew Jackson) <i>Brown Paper School USKIDS History: Book of the American Civil War</i> by Howard Egger-Bovet and Marlene Smith-Baranzine <i>The Civil War Catalog</i> edited by Antony Shaw <i>The Civil War: An Illustrated History</i> by Catherine Clinton <i>The Scholastic Encyclopedia of the Civil War</i> by Catherine Clinton <i>Fields of Fury</i> by James M. McPherson (great resource) <i>The Long Road to Gettysburg</i> by Jim Murphy <i>A Separate Battle: Women and the Civil War</i> by Ina Chang <i>A Separate Battle: Women and the Civil War</i> by Ina Chang <i>A Nation Torn: The Story of How the Civil War Began</i> by Delia Ray <i>Sunday in Centreville: The Battle of Bull Run</i> by G. Allen Foster <i>Civil War</i> (Dorling Kindersley Eyewitness Books) by John Stanchak <i>If You Lived at the Time of the Civil War</i> by Kay Moore <i>If You Traveled on the Underground Railroad</i> by Ellen Levine <i>Stitching Stars: The Story Quilts of Harriet Powers</i></p>
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	<p>by Mary E. Lyons <i>Many Thousand Gone: African Americans from Slavery to Freedom</i> by Virginia Hamilton <i>Follow the Drinking Gourd</i> by Jeanette Winter (Good read-aloud for slavery and Underground Railroad) <i>The River Between Us</i> by Richard Peck <i>The War Within</i> by Carol Matas (Jews in the Civil War) <i>Fires of Jubilee</i> by Alison Hart (Really good!) <i>Charley Skedaddle</i> by Patricia Beatty <i>Across Five Aprils</i> by Irene Hunt <i>Behind Rebel Lines: The Incredible Story of Emma Edmunds, Civil War Spy</i> by Seymour Reit <i>Nettie's Trip South</i> by Ann Turner <i>Alice Rose and Sam</i> by Kathryn Lasky <i>Trouble Don't Last</i> by Shelley Pearsall (good boy's book 4.7 level) <i>Once on This River</i> by Sharon Denis Wyeth <i>Susannah</i> by Janet Hickman (Shakers) <i>Dear Austin: Letters from the Underground Railroad</i> by Elvira Woodruff (good boy's book) <i>Dear Ellen Bee: A Civil War Scrapbook of Two Union Spies</i> by Mary E. Lyons and Muriel M. Branch <i>Three Against the Tide</i> by D. Anne Love 5.5 <i>Bigger</i> by Patricia Calvert</p> <p><u>Dear America Series</u></p> <ul style="list-style-type: none"> • <i>So Far from Home: The Diary of Mary Driscoll, An Irish Mill Girl, Lowell, MA 1847</i> • <i>Journal of James Edmund Pease, a Civil War Union Soldier, Virginia, 1863</i> • <i>I Thought My Soul Would Rise and Fly: The Diary of Patsy, A Freed Girl, Mars Bluff, SC 1865</i> • <i>When Will This Cruel War Be Over: The Civil War Diary of Emma Simpson, Gordonsville, VA 1864</i> • <i>A Light in the Storm: The Civil War Diary of Amelia Martin, Fenwick Island, DE 1861</i> • <i>A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, VA, 1859</i> <p><i>The Red Badge of Courage</i> by Stephen Crane</p> <p><u>Easier Reads</u></p> <p><i>Spy in the Sky</i> by Kathleen Karr 3rd Grade <i>Escape South</i> by Kim Siegelson 3rd Grade <i>Save the Colors: A Civil War Battle Cry</i> by Joanne A. Reisberg 4th <i>The Powder Monkey</i> by Carole R. Campbell 4th <i>The Monitor: The Iron Warship that Changed the World</i> by Gare Thompson 3rd <i>Just a Few Words, Mr. Lincoln: Story of the Gettysburg Address</i> by Jean Fritz 3rd</p>
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	<p><u>My America Series</u> 3rd Grade Level</p> <ul style="list-style-type: none"> • <i>My Brother's Keeper: Virginia's Civil War Diary, Book One</i> by Mary Pope Osborne • <i>After the Rain: Virginia's Civil War Diary, Book Two</i> by Mary Pope Osborne <p><i>Willie McClean and the Civil War Surrender</i> by Candice Ransom 3rd</p> <p><i>Harriet Tubman: A Woman of Courage</i> – Time for Kids Biographies – Renee Skelton 3rd-4th</p> <p><i>The Secret of Lion's Head</i> by Beverly B. Hall 4th</p> <p><i>Conestoga Wagons</i> by Richard Ammon</p> <p><i>Gold Fever! Tales from the California Gold Rush</i>, National Geographic</p> <p><i>The Great Land Rush</i> by Sally Senzell Isaacs</p> <p><i>The Oregon Trail</i> by Leonard Everett Fisher</p> <p><i>MOSES: When Harriet Tubman Led Her People to Freedom</i> by Carole Boston Weatherford</p> <p><i>Those Courageous Women of the Civil War</i> by Karen Zeinert</p> <p><i>Shades of Gray</i> by Carolyn Reeder</p> <p><i>When Will this Cruel War Be Over?</i> By Brian Denenberg</p> <p><i>Sally Bradfrod: Story of a Rebel Girl</i> by Dorothy Hoobler</p> <p><i>Lewis and Papa: Adventures on the Santa Fe Trail</i> by Barbara Joosse</p> <p><i>The Star-Spangled Banner</i> illustrated by Peter Spier</p> <p><i>Prairie Visions</i> by Pam Conrad</p> <p><i>Sod Houses on the Great Plains</i> by Glen Rounds</p> <p><i>The Treeless Plains</i> by Glen Rounds</p> <p><i>The Sioux: A First American's Book</i> by Virginia Driving Hawk, illustrated by Ronald Himler Sneve</p> <p><i>Dandelions</i> by Eve Bunting</p> <p><i>Dakota Dugout</i> by Ann Turner, illustrated by Ronald Himler</p> <p><i>Prairie Songs</i> by Pam Conrad</p> <p><i>Sarah Plain and Tall</i> by Patricia MacLachlan</p> <p><i>Grasshopper Summer</i> by Ann Turner</p> <p><i>Little House on the Prairie... 1849</i> (Dear America) by Laura Ingalls Wilder</p> <p><i>Kids on Strike!</i> By Susan Campbell B. Artoletti</p> <p><i>The Bobbin Girl</i> by Emily Arnold McCully</p> <p><i>Working Cotton</i> by Sherley Anne Williams</p> <p><i>Henry's Freedom Box</i> by Ellen Levine</p> <p><i>The Nystrom Atlas of Our Country's History</i>, available on Stratologica</p> <p><u>Webquests</u></p> <p>Oregon Trail Webquest</p>
Cross Curricular Connections	

English Language Arts and Reading

See the list of books for Reading Workshop for teaching setting. Many are appropriate to support social studies concepts during this unit.

Social Studies