

Teacher: Rod Bickel	
Title: <b>Westward Migration</b>	Subject: <b>U.S. History</b>
Topics: Western Expansion	Grade: 11 <sup>th</sup>
Lesson Duration: 2 class periods of 45 min School: La Junta High School	
Education Designs Lesson/ Unit Plan	
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson will show students the motivation behind America's expansion of the United States by occupying the Oregon Territory. Why settlers began exploring and developing the western United States, and how the gold rush changed California. Students will use a graphic organizer for information, a gallery walk to obtain information, and then create a mini-poster for an assessment.
<b>National Standards for History Era:</b> <a href="#">Link</a>	<b>Era 4</b> <b>Standard 4:</b> The sources and character of cultural, religious, and social reform movements in the antebellum period
<b>Standard(s):</b> <i>State, Local or National</i>	<b>1-</b> Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.  <b>5.1-</b> Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.  <b>5.3-</b> Students know how political power has been acquired, maintained, used, and/or lost throughout history.  <b>6.2-</b> Students know how societies have been affected by religions and philosophies.
<b>Themes/Concept:</b>	Exploration confronts "the unknown". Through exploration we gain new knowledge and use known methods to understand new concepts.
<b>Essential questions</b> <b>(2-5 questions)</b> <i>(What you want the students to know)</i>	1. How did the idea of <b>Manifest Destiny</b> affect settlement of the Oregon Territory? 2. Why did settlers want to move west? 3. How did the discovery of gold change the territory of California? 4. How did westward migration affect the issue of slavery?
<b>Elements</b> <i>(What you want the students to understand)</i>	Motivation behind America's expansion of the United States by occupying the Oregon Territory. Why settlers began exploring and developing the western United States. How the gold rush changed California.
<b>Launch Activity</b> <b>(Hook)</b>	Have students use white boards to write a short response to this question that is placed on the overhead. "How and why did people settle in La Junta?" Students may work in pairs to answer the question. After about 5-8 min. choose some groups to share their answer. Discuss "Why" would you want to move west? What

	factors would influence your migration?		
<b>Procedure</b>	<p><b>Phase I:</b> After you have finished the introduction activity divide your class into heterogeneous groups. You will need 5 groups. Hand out the WESTWARD EXPANSION graphic organizer and have each group choose a column and complete the five sections of the column. After students have completed their section of the graphic organizer have the group elect someone to go to the board and write down their information. Students complete their notes from the other students work. (This activity can also be done with groups using butcher paper and a gallery walk to complete the notes.)</p> <p><b>Phase II:</b> Have students chose a person or event from the list in Westward Expansion Activity and create a mini post for the person or events their information to create a brief response to each question.. The mini posters will then be placed around the room in chronological order.</p> <p><b>Phase III:</b> Teacher guided discussion over the mini posters with the class. Place the four essential questions on the overhead and have students answer the questions from their notes. Question four may be difficult to answer so the teacher may want to help guide the class to this answer through class discussion.</p>		
<b>Knowledge &amp; Skills</b>  <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<u>Vocabulary</u>  Stephan F. Austin Brigham Young William Becknell Texas Utah California Oregon New Mexico		<u>Skills</u> <b>Research Writing Inference</b>
<b>Lesson Methodology</b> ( <i>How will you conduct the lesson; activities... ?</i> )			
<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>			
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>			
Essential Questions 1-4 placed on an assessment. You can choose either short answer or multiple choice format.			
<b>Portfolio Assessment</b>			
Mini poster can be placed in a portfolio.			
<b>Authentic Assessment</b> ( <i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i> )			
Mini Poster over the topic.			
<b>Student Self-Assessment</b>			
Students must complete a standard self evaluation form provided by the teacher about the poster. The self assessment will have students answer questions about if the information			

was hard to find, time involved, and effort. This is more of a feed back for student improvement.

**Differentiation Associated with this unit**

Lower level students may want to be the researcher in the group that finds the pictures for the poster.

More advanced students might want to address essential question #4 at the bottom of their poster.

**Resources and instructional tools:** *(Including Video Sources, Text Resources, Research Strategy)*

**Textbook, Internet, and Encyclopedias.**

# Western Expansion

It took Americans a century and a half to expand as far west as the Appalachian Mountains, a few hundred miles from the Atlantic coast. It took another fifty years to push the frontier to the Mississippi River. By 1830 fewer than 100,000 pioneers had crossed the Mississippi.

Only a small number of explorers, fur trappers, traders, and missionaries had ventured far beyond the Mississippi River. These trailblazers drew a picture of the American West as a land of promise, a paradise of plenty, filled with fertile valleys and rich land. During the 1840s, tens of thousands of Americans began the process of settling the West beyond the Mississippi River. Thousands of families chalked G.T.T. ("Gone to Texas") on their gates or painted "California or Bust" on their wagons, and joined the trek westward. By 1850, pioneers had pushed the edge of settlement all the way to Texas, the Rocky Mountains, and the Pacific Ocean.

The 1890 the superintendent of the U.S. Census announced that rapid western settlement meant that "there can hardly be said to be a frontier line." In just a quarter century, the far western frontier had been settled. Three million families started farms on the Great Plains during these years.

Contrary to the popular image of the West as a rural region, by 1890 most of the West's population lived in cities. Not only was the Trans-Mississippi West the country's most culturally diverse region, it was also by 1890, the most urbanized.

Below are some of the people and events that shaped the Western Frontier.

## EVENTS

Manifest Destiny  
Mountain Men  
The Santa Fe Trail  
Bent's Fort  
The Oregon Trail  
The Gold Rush  
The Transcontinental Railroad  
The Comstock Lode  
The Mining Frontier  
The Turner Thesis

## PEOPLE

William Becknell  
Horace Greeley  
William Bent  
John L. O'Sullivan  
John Gates

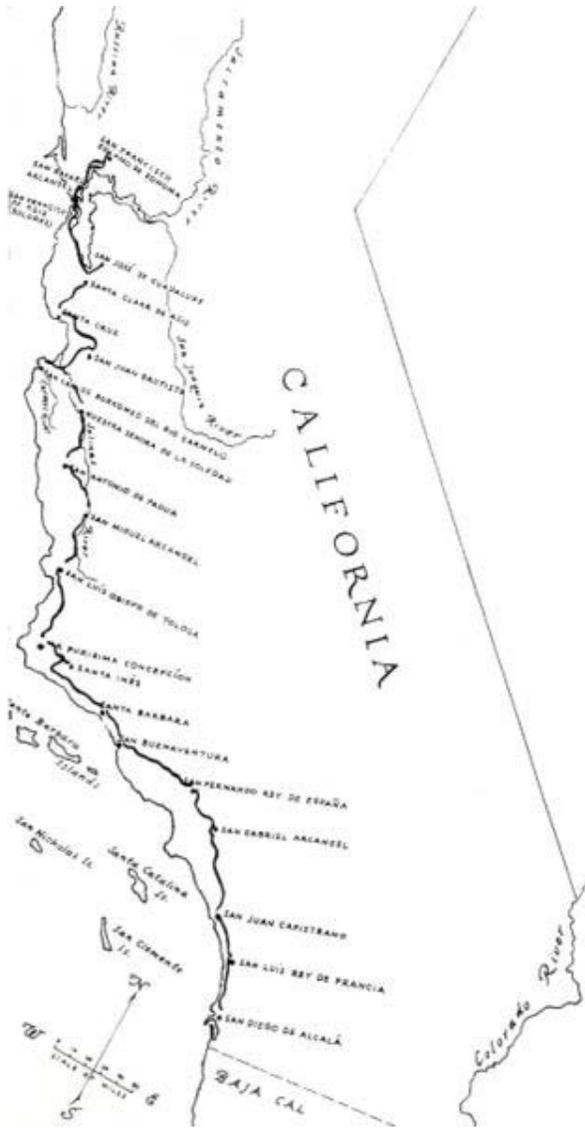
## ***Activity***

**Standard 1.1 Students know the general chronological order of events and people in history.**

The U.S. History class will develop an annotated timeline of “Western Expansion”. You will be placed in groups of two and each group will chose an event or a person and develop a brief one page outline covering the important information that pertains to “Western Expansion”.

## **The El Camino Real**

The El Camino Real is Spanish for “The Royal Road”. This term usually refers to the 600-mile *California Mission Trail*, stretching from Mission San Diego de Alcalá in San Diego in the south to Mission San Francisco Solano in Sonoma in the north. Between 1683 and 1834, Spanish missionaries established a series of religious outposts throughout the present-day State of California and the Baja Peninsula. In order to facilitate overland travel, the mission settlements were situated approximately 30 miles apart, so that they were separated by one day's long ride on horseback along the 600-mile long El Camino Real, also known as the *California Mission Trail*. Today, a sequence of modern highways approximates the historic route.



A historic marker located along the road that follows the El Camino Real.

The Route of the historic El Camino Real.

Questions to consider and discuss about “Western Expansion”.

**Directions:** Students should be prepared to discuss these questions in class. This sheet or others can be used for notes to use during the discussion.

**Standard 5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.**

1. Analyzing how the ideas set forth in the concept of “Manifest Destiny” affect and operate in the United States of this era and in the contemporary United States.

**Standard 5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.**

2. Analyzing how historical events have affected the organization of the political system of the United States (for example, The Gold Rush, and Western Expansion and Slavery.)
3. Describe and analyze the major events in the expansion of the political power of the United States (for example, how western migration changed the balance of power between slave and free states).

**Standard 6.2 Students know how societies have been affected by religions and philosophies.**

4. Explain how, throughout history, conflicts among peoples have arisen because of different ways of knowing and believing (for example the differences between the Mormons and other religious groups, or the Mexican government and settlers in their territory.)



# WESTWARD EXPANSION



A. As you read about expansion to areas of the West, fill out the table.

	<b>Mormon Trail</b>	<b>Oregon Trail</b>	<b>Santa Fe Trail</b>	<b>California</b>	<b>Texas</b>
<b>1. What group of people went?</b>					
<b>2. Who lead the people?</b>					
<b>3. Why did they go?</b>					
<b>4. How did they get there?</b>					
<b>5. What did they find when they got there?</b>					