**Unit 4.4: Impacts of U.S. Expansion**

*How did the growth of the United States affect different groups of people?*

## **Cluster 1: Expanding the Nation**

# *How did the United States grow, and who did it affect?*

**Cluster Overview**

The expansion of the United States is introduced to students by asking them to examine two maps; one showing the U.S. population growing from east to west over time, and the other showing Indigenous territory in the same space. This stimulates curiosity about how one country can expand into the territory of other sovereign nations. Cluster 1 explores various ways the United States expanded territory in the eighteenth and nineteenth centuries, primarily by war, purchases, treaties, and annexations. The cluster introduces key events in the growth of the United States; the Northwest Ordinance, the Louisiana Purchase, the annexation of Texas, the Mexican-American War, and the Oregon Treaty. The formative assessment is a collaborative project where students create a class timeline showing the growth of the United States and the Indigenous peoples displaced by that growth.

**Cluster Learning Objectives**

**By the end of this cluster, students should be able to…**

* Generate questions about the growth of the United States and its impact on people.
* Describe differences between a colony, territory, state, and nation.
* Show four primary ways the United States won territory as it expanded westward.
* Explain why adding new states was a source of conflict by comparing points of view on both sides.
* Identify examples of how expansion affected different groups of people; settlers, Native people, enslaved people, and Mexicans.
* Summarize historical events based on information gathered from multiple sources.
* Engage effectively in a range of collaborative discussions building on others’ ideas and expressing their own clearly

**Sample Lessons Included**

**Lesson 1:** Unit Kickoff

**Lesson 2**: Territories and States

**Lesson 3**: Benefits to Colonies of Becoming Sovereign States

## **Lesson 1**

Unit Kickoff

**Content Objective**

Students will be able to generate questions about Westward Expansion and its effect on Indigenous people by comparing two maps.

**Language Objective**

Students will be able to ask questions about what they observe and build on others’ ideas.

| **SUPPORTING MULTILINGUAL LEARNERS** |
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| * Levels 1-3: Develop sentence frames to support partners when developing statements and questions for the Know and Wonder Chart. * Levels 4-5: Provide an option for students to work in pairs to practice voicing their observations and questions before sharing them with their small group. |

**Lesson Context**

This lesson kicks off the unit by presenting the idea that the population of the United States spread from east to west, but that it did not spread into empty territory. Indigenous nations were already there. Students will work collaboratively to generate questions about what they observe when comparing two maps side by side. They will process and prioritize their questions, and will explore how those questions connect to the Unit Essential Question: How did the growth of the United States affect different groups of people?

**Content Standards**

4.T4.2: Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.

**Practice Standards**

PS2.3-5.1: Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.

**Literacy Standards**

SL.4.1: Engage effectively in a range of collaborative discussions building on others’ ideas and expressing their own clearly.

**Materials**

[Lesson 1 Slide Deck](https://docs.google.com/presentation/d/1Gj-Mg6YKrkArtocLomgeXHlHwaH1M3c98HIWS1y1ZsM/edit#slide=id.g22ae37c3856_0_20); [Know and Wonder Chart](https://docs.google.com/document/d/1AM1pE9zpvnaqwwfnH2H1CNNPwJFwpGQ6DGMNqETeZ68/edit?usp=sharing); chart paper; sticky notes

**Teacher Preparation**

* Prepare the Know and Wonder Chart on chart paper. Leave room to write the Unit Essential Question at the top of the chart at the end of this lesson.
* Distribute a small stack of sticky notes to each student, and have additional sticky notes available nearby.

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| **Activate Prior Knowledge** (10 minutes)  **[Slides 2-3] Connect to prior learning.**   * Remind students of their prior learning from third grade to set up for success with this new unit.   + As you read each bullet point on Slide 2, ask for a “thumbs-up” or “thumbs-down” if students remember this from third grade.     - Look for these answers:       * Massachusetts was one of thirteen **colonies** that fought for independence from England.       * After winning independence, leaders of the new United States wrote a plan for governing the nation. It is called the **Constitution**.       * The new nation started with **13** new states.   + If students do not have this prior knowledge, do not spend time reteaching it now. You can supplement student background knowledge with a bit more context in the directions of upcoming lessons.   **[Slide 4]** **Describe the Know and Wonder activity.**   * To begin our inquiry, students will look at two maps of North America side by side. * Students will record what they **know** and **wonder** about how the United States grew and who it affected by observing the two maps together. * Show the Know and Wonder Chart in the classroom where the sticky notes will be posted. * Remind students that their questions will be addressed at several points during the unit.   **[Slides 5-7] Explain the two maps.**   * The map on the left shows territorial areas of Indigenous nations before settlers arrived. Explain that the Native Lands map is based on what Indigenous nations report as their territory before settlers arrived, and is constantly being updated as more information is received. The names of the different nations can be seen more clearly when zooming in on the map. * The animated map on the right shows how the population of the United States increased over time. Areas get darker as the population gets larger. | |  | | --- | | **CULTURAL COMPETENCY** | | Please note the disclaimer that pops up when you open the <https://native-land.ca/> link. The map is created using contributions from Indigenous communities. It is a work in progress, and does not represent legal boundaries of Indigenous nations. | |
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| **Build a Know and Wonder Chart** (15 minutes)  **[Slide 8] What do students *know* about how the United States expanded?**   * Organize the students into small groups. * Explain that you will animate the map (play the video) while students write what they know (notice) based on observations of the two maps together. * Students should only record observations, not reactions or questions. Each idea goes on its own sticky note. * Animate the map (play the video). * After 4 minutes, invite students to share their observations with their small groups. Any duplicates should be stuck together. * Possible responses:   + The map shows many Indigenous nations across North America before settlers arrived.   + There are no empty spaces without Indigenous people.   + The population of the United States increases over time from east to west.   + Population grows steadily from east to west until the mid-1800s, when areas of population growth start popping up on the west coast and southwest.   **[Slide 9] What do students *wonder* about how the United States expanded?**   * Again, animate the map on the right while students write what they wonder based on their observations of the two maps together. * Each question goes on its own sticky note. * After 4 minutes, invite students to share their questions with their small groups. Any duplicates should be stuck together. * Possible responses:   + How can white settlers live in areas already occupied by Indigenous people?   + Are Indigenous people counted in the population growth, or just white settlers?   + What happened in the mid-1800s that caused areas of population growth far from the other areas?   **[Slide 10] Prioritize sticky notes.**   * Ask groups to remove duplicate observations and choose one priority statement that they would like to post on the left side of the Know and Wonder chart. * Ask groups to remove duplicate questions and choose one priority question that they would like to post on the right side of the Know and Wonder chart.   **[Slide 11] Post sticky notes on the Know and Wonder Chart.**   * Invite a student from each group to the Know and Wonder Chart to read their statement and question out loud to the class and post them on the chart. * Facilitate synthesis of the ideas by voicing connections that you notice as they are posted. Make sure students contribute a good balance between ideas about the Indigenous nations living in North America at the time of colonization and ideas about the growth of the United States. |  |
| **Introduce the Essential Question** (5 minutes)  **[Slide 12] Introduce the Unit Essential Question: How did the growth of the United States affect different groups of people?**   * Add the essential question to the top of the Know and Wonder Chart. * Tell students that the questions they asked today will help us answer the essential question. |  |

## **Lesson 2**

Territories and States

**Content Objective**

Students will be able to observe patterns of change in states and territories in an animated map and ask questions about how the patterns would affect people in North America.

**Language Objective**

Students will be able to explain their ideas by describing what they observed on the map.

| **SUPPORTING MULTILINGUAL LEARNERS** |
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| * Levels 1-3: Provide sentence stems for students to use when sharing patterns they noticed or questions they have. “I noticed that…” and “I wonder why…” * Levels 4-5: Encourage students to rehearse their questions with each other before sharing them aloud on the Inquiry Chart. |

**Lesson Context**

This lesson launches the Cluster 1 supporting question: How did the United States grow and who did it affect? Students participate in the Launching the Question routine as they examine an animated gif of the growth of the United States by territories and states. Students will notice a pattern; first an area is controlled by another country, then it becomes a territory of the US, then state borders are created. Finally, students engage with the Unit 4 Inquiry Chart and Cluster 1 question as they discuss additional questions that may need to be answered in the unit.

**Content Standards**

4.T4.2: Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.

**Practice Standards**

PS2.3-5.1: Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.

**Literacy Standards**

RI.4.3: Explain ideas in a text based on specific information in the text.

**Materials**

[Lesson 2 Slide Deck](https://docs.google.com/presentation/d/19QHUosa1qD2P1x86tfQLg9oIm0PjEbBxaNAR5VW_xZE/edit?usp=sharing); [Lesson 2 Student Handout](https://docs.google.com/document/d/1cM-H_6_STk4p9SNcqEASv6ZJhpAoVpmglKj0z2F-opE/edit?usp=sharing); [Student Facing Inquiry Chart](https://docs.google.com/document/d/1QMkO6Lf9-3hkPgg2MKtu4TvHs_HmgVURtV-P5l8JgeU/edit?usp=sharing); chart paper; sticky notes

**Teacher Preparation**

* Prepare a blank Inquiry Chart on chart paper and post in a visible spot in the classroom.

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| **Activate Prior Knowledge** (5 minutes)  **[Slide 2] Connect to the previous lesson.**   * In the last lesson, we noticed the population of the United States growing from east to west, mostly in the 1800s. * Historians have called this growth of the United States *Westward Expansion*. To show what was expanding, for this unit we will call the growth U.S. Expansion. The focus of this unit is on that growth, and how it affected groups of people already living in North America.   **Build the Word Wall** (10 minutes)  **[Slides 3-6] Engage in the Build the Word Wall routine.**   * Introduce the new vocabulary word: *expansion*. * Say the vocabulary word; students repeat 3 times. * Use the word in context. *The balloon showed expansion when I blew air into it.* * Provide the definition: *the act of growing larger* * Highlight features of the word: *The Latin prefix ex = “out”*   *and the root pandere = “to spread” help us see the meaning of spreading out or increasing in size.*   * Highlight the word family:   + *expand (verb): to increase in size* * Add *expansion* to the Word Wall. * Explain to students that this word will be used throughout the unit. Students will look for different ways the word connects to what they learn about the series of events and changes referred to as *Westward Expansion* and how the United States grew as a nation. | |  | | --- | | **LEARN MORE** | | See *Vocabulary Strategies*  in the Guidebook for more details and information from Mass Literacy on this 7-step approach. | |
| **Launch the Question** (20 minutes)  **[Slide 7] Engage in the Launching the Question routine.**   * Remind students that the Launching the Question routine involves interacting with sources and recording their observations and questions.   **[Slide 8]** **Introduce the Cluster 1 supporting question.**   * Explain that in Cluster 1 students will learn how to answer: *How did the United States grow and who did it affect?* * Explain that today students will figure out what smaller questions they need to ask to answer the supporting question for a new cluster of lessons. * They will do this by looking for patterns in an animated map showing how the United States grew over time.   **[Slide 9] Explain the steps of the Launching the Question activity.**   * Ask students to sit with a partner. * Distribute one student handout to each student and give directions:   + On the left column, students will record patterns they observe in the animation.   + On the right column students will record questions about how the United States grew, or about people its growth might affect.   **[Slide 10] Introduce the animated map.**   * Explain to students that the animation is on a loop; they can watch the timeline on the bottom of the map to view the passage of time. * The loop will repeat. If students want to watch it from the beginning, they will need to wait for the timeline to jump back to the far left. * Provide 8 minutes for students to discuss patterns they notice and record them on the left column of their handout. Possible patterns that students might notice:   + Land becomes a territory before it becomes a state   + States tend to join the US in groups   + The pattern of land becoming a territory and then a state moves from east to west * Ask for students’ attention, and redirect them to asking questions and recording them on the right column of their handout. Provide 8 minutes for the following:   + What questions do they have about how the country grew?   + What questions do they have about people living there? | |  | | --- | | **TEACHING TIP** | | When viewing the animated map, students may notice that In the mid-1800s states in the south briefly turn green and then purple. This shows those states seceding during the Civil War and then rejoining the Union. Students should ignore that for now as it will be addressed in fifth grade. |  |  | | --- | | **LEARN MORE** | | See *Launching the Question* in the Guidebook for further details and information on this IH routine. |  |  | | --- | | **TEACHING TIP** | | This lesson asks students to develop their understanding of the word *territory* by asking them to notice patterns in the animated map. Students do not need to have a firm grasp of the word; in the next lesson, *territory* will be defined and added to the Word Wall.  If students need additional support at this time, consider prompting them to make connections to previous learning in 3rd grade. The IH Unit 3.2 introduces the word in Lesson 15. | |
| **Generate Inquiry Questions** (5 minutes)  **[Slide 11] Prioritize questions.**   * Remind students that the Inquiry Chart will help them keep track of their ongoing learning and questions throughout the unit. * Explain that historians ask many questions to understand and make sense of history. Asking good questions starts by understanding what they already know -- this helps historians figure out what they need to explore and learn. * Ask: *What are some smaller questions that will help us answer this question?*   + Prompt students to discuss the questions they generated with their partner and discuss which two they think are most important to answer the supporting question.     - One question should be about land     - One question should be about people       * Facilitate conversations to be sure that the people being considered include Indigenous communities.     - Each student writes one of the questions on a sticky note.   **[Slide 12] Introduce the Inquiry Chart and post questions.**   * Explain to students that the Inquiry Chart is where we will post our questions and track what we learn as we go through the unit. * It will help us keep track of our progress in answering the supporting question and the essential question. * Direct pairs of students to post their questions on the left column of the Inquiry Chart, directly under the Cluster 1 Supporting Question. Ask students to read their question aloud as they post it. | |  | | --- | | **CULTURAL COMPETENCY** | | Another perspective of the growth of the United States can be seen in this animated map [Native Land Loss Across the US](https://www.wolakotaproject.org/native-land-loss-across-the-us/) created by the WoLakota Project.. |  |  | | --- | | **TEACHING TIP** | | After this lesson, you will have a lot of sticky notes on the Inquiry Chart. Spend some time between this lesson and the next to remove duplicates and reword similar questions. The goal is to move forward with questions that will support the narrative toward answering the supporting question: How did the United States grow and who did it affect? | |

## **Lesson 3**

Benefits to Colonies of Becoming Sovereign States

**Content Objective**

Students will be able to describe the differences between a colony, territory, and state and explain why a colony would want to become a state.

**Language Objective**

Students will be able to use new vocabulary terms (colony, territory, state, sovereignty) during a group discussion.

| **SUPPORTING MULTILINGUAL LEARNERS** |
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| * Levels 1-3: Allow students to verbally explain connections to a peer or an adult using the vocabulary cards as visual aids. * Levels 4-5: Ask students to verbally explain connections between vocabulary words by referring to the Word Wall and reduce the number of specific examples expected from the map.. |

**Lesson Context**

This lesson provides some context to understand the patterns students noticed in the previous lesson where they asked questions about territory becoming states. Students learn the differences between a colony, a territory, and a state. Students will focus on sovereignty as the right of a nation or group of people to govern themselves, which has implications for both Indigenous nations and the growing United States. The lesson concludes with a discussion of why a group of people would want sovereignty, and why the original colonies wanted to be states.

**Content Standards**

4T4a.3: Explain the benefits in the 18th century of becoming a state in the United States (as opposed to a British colony).

**Practice Standards**

PS3.3-5.2: Summarize historical events based on information gathered from multiple sources.

**Literacy Standards**

RI.4.4: Determine the meaning of general and domain-specific words and phrases in a text.

**Materials**

[Lesson 3 Slide Deck](https://docs.google.com/presentation/d/1yNLJJWX1xKLlcuAajgptxZTQW30ut9klk5m3UPdR-tU/edit?usp=sharing); [Vocabulary Cards](https://docs.google.com/document/d/1h2h1tnBoEOBvARUrwQnz_kmmJpXK7TfTOWJPuuuAYEU/edit?usp=sharing); [Vocabulary in Context Handout](https://docs.google.com/document/d/1aRN14CRTTD-6flQZwaYhEqQ2vz32gtqn2hGWFNN-3is/edit?usp=sharing); [Vocabulary in Context Map (optional)](https://docs.google.com/document/d/1b39Cm5YqI7U0EvAyBXbk_-rCAytQuZTxC77K2_5yW6I/edit?usp=sharing)

**Teacher Preparation**

* Plan ahead for a vocabulary-heavy lesson (2 words are reviewed; 4 are taught explicitly). Consider adapting the lesson with an eye toward pacing and engagement; one possible way is to skip the word family connections for each word and revisit them later.
* Prepare vocabulary words for the Word Wall by printing slides containing definitions.
* Prepare one set of vocabulary cards for each pair of students. Print and cut them into six cards and place in a sealed sandwich bag.
* Choose whether to print a Vocabulary in Context map for each student or to display Slide 3 during the activity.

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| **Build the Word Wall** (15 minutes)  **[Slides 2-4] Introduce the vocabulary needed for this cluster.**   * Use the map on Slides 3-4 to review the terms *territory* and *state*, which were used in the previous lesson. * Emphasize the need for specific vocabulary words to talk with each other about ideas in this unit.   **[Slides 5-6]** **Review words from third grade.**   * Review the definitions for “state” and “colony”, which students learned when studying Massachusetts in third grade. * Add those definitions to the Word Wall.   **[Slides 7-23]** **Engage in the Build the Word Wall routine.**   * Introduce the new vocabulary word: *sovereignty.*   + Say the vocabulary word; students repeat 3 times.   + Use the word in context. *The United States has sovereignty because its government has the authority to make decisions for its citizens. Indigenous nations also have sovereignty.*   + Provide the definition: *the power of a nation to govern itself and make its own laws*   + Explain that Indigenous nations are sovereign nations *within* the sovereign nation of the United States.   + Highlight the word family:     - sovereign (noun): a supreme ruler     - sovereign nation (noun): a nation that has the power to rule itself   + Add *sovereign* to the Word Wall. * Introduce the new vocabulary word: *nation*.   + Say the vocabulary word; students repeat 3 times.   + Use the word in context. *The United States, Canada, and Mexico are nations in North America.*   + Provide the definition: *a large area of land controlled by its own government*   + Provide the Indigenous definition: *an Indigenous group that has its own system of government; a sovereign nation*   + Highlight the word family:     - national (adjective): something or someone that belongs to a nation     - national government (noun): federal government   + Add *nation* and *Indigenous nation* to the Word Wall. * Introduce the new vocabulary word: *ancestral lands*   + Say the vocabulary word; students repeat 3 times.   + Use the word in context. *Indigenous people care for their ancestral lands for future generations.*   + Provide the definition: *the traditional area of an Indigenous nation*   + Highlight the word family:     - ancestor (noun): someone who came before     - ancestral (adjective): belonging to someone who came before   + Add *ancestral lands* to the Word Wall. * Introduce the new vocabulary word: *territory*   + Say the vocabulary word; students repeat 3 times.   + Use the word in context. *The territory of the United States expanded to the west in the 1800s.*   + Provide the definition: *land controlled by a nation that is not yet a state*   + Highlight the key features:     - root: terra (land in Latin)     - Related word family:       * territorial = related to ownership of land   + Add *territory* to the Word Wall. | |  | | --- | | **LEARN MORE** | | To learn more about Tribal Sovereignty, see these two videos:  [What is Tribal Sovereignty?](https://www.youtube.com/watch?v=L2SiuV_X_ys&t=14s) and  [What is Tribal Sovereignty?](https://www.youtube.com/watch?v=BOYcgvEU0V0&t=1s) |  |  | | --- | | **LEARN MORE** | | To learn more about Indigenous nations, see this guide: [How to Talk about Native Nations: A Guide](https://nativegov.org/news/how-to-talk-about-native-nations-a-guide/) | |
| **Use vocabulary in context** (10 minutes)  **[Slides 24-25] Use the vocabulary in context for deeper understanding.**   * Distribute a bag of vocabulary cards to each pair of students. * Distribute one Vocabulary in Context Handout to each student. * Distribute one Vocabulary in Context Map to any student who might need a copy for closer reference. * Project slide 3 for students to reference during the activity. * Direct students to work in pairs to move the cards around on their desks until they can place two cards side by side and explain their connection. * Direct students to explain the connection using both words in a sentence on the handout. * Using the map as a reference, students give an example of their connection. Possible examples:   + **Nation-Colony:** People in a nation govern themselves, but people in a colony are governed by another nation.     - Example: People in England govern themselves, but people in the colony of Pennsylvania were governed by England.   + **State-Sovereignty**: Colonies like to become states so they can govern themselves.     - Example: Massachusetts wanted to become a state instead of a colony so they could govern themselves.   + **State-Nation**: States govern themselves, but also follow the laws of the nation they are part of.     - Example: People in the state of Georgia govern themselves, and are also part of the nation of the United States that governs them too.   + **Territory-State**: A territory is land controlled by a nation before it is organized as a state.     - Example: The nation of Spain controlled the territory in yellow on the map before the territory was controlled by the United States. |  |
| **Connect to the supporting question** (5 minutes)  **[Slide 26] Connect ideas to the standard and the supporting question.**   * Guide students through two Turn and Talk discussions:   + Why would people living in a colony want to form a state?     - Possible answers:       * People would want to govern themselves instead of being governed by a foreign nation       * People could make their own laws that would benefit people in their community.   + Who would be affected when a colony becomes a state?     - Possible answers:       * Indigenous people already living in the area might be displaced when a colony becomes a state.       * Citizens in the state would have more rights (more sovereignty) as a state than as a colony. * Add student learning to the Inquiry Chart.   Student handouts can be collected as an Exit Ticket to be sure students are able to use the vocabulary terms correctly throughout the unit. |  |