



**Rigorous Curriculum Design
Unit Planning Organizer**



Subject:	8 th Grade U.S. History		Grade:	8
Unit Number:	4	Unit Name:	Manifest Destiny, Westward Expansion and The Reformers	
Unit Length	35 Days (6 weeks and one buffer week)		Mins / Day: 50 Minutes per day	
Unit Synopsis	Students will identify the causes and effects of Manifest Destiny, westward expansion and the reformers. Include the following; land acquisitions (Louisiana Purchase, Florida, Texas, Oregon Country, Mexican Cession, Gadsden Purchase), pioneer groups (Explorers, Californios, Mountain Men, Missionaries, Pioneer Women, Mormons, 49ers, Chinese), and the Era of Reform (Second Great Awakening, Prisoner & Inmates, Education, Slavery, Women’s Rights).			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast</p> <p>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p> <p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p>	<p>RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>WH4 . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WH7 . Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>SL5 . Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>L6 . Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Supporting Standards	<p>8.6.1 . Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).</p> <p>8.6.6 Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).</p> <p>8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.</p> <p>8.7.2. Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).</p> <p>8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd, Garrison, Frederick Douglass).</p> <p>8.9.4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.</p>	
Targeted ELD Standards	<p>Emerging 8. Analyzing language choices. Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term hard worker) produce different effects on the audience.</p> <p>Expanding 2. Interacting via written English. Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p> <p>WHST (AS 3) - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	

Unwrapped Priority Standards

Standard 1:	8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.		
Skills	Concepts	Bloom's	DOK
Know	the changing boundaries of the United States	Level 2	Level 1
Describe	the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	Level 2	Level 1

Standard 2:	8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.		
Skills	Concepts	Bloom's	DOK
Analyze	the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	Level 4	Level 3

Standard 3:	8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.		
Skills	Concepts	Bloom's	DOK
Analyze	the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.	Level 4	Level 3

Standard 4:	8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.		
Skills	Concepts	Bloom's	DOK
Analyze	the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	Level 4	Level 3

Standard 5:	8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.		
Skills	Concepts	Bloom's	DOK
Describe	the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	Level 1	Level 1

Standard 6:	8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.		
Skills	Concepts	Bloom's	DOK
Analyze	the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	Level 4	Level 3

Standard 7:	8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).		
Skills	Concepts	Bloom's	DOK
Describe	the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).	Level 1	Level 1

Learning Progressions of Skills and Concepts

Priority History Standard	8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	
Previous Grade	Current Grade	Next Grade
5.8.6- Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	8 th (Above)	11.1.4- Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.
Priority History Standard	8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	
Previous Grade	Current Grade	Next Grade
5.8- Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.	8 th (above)	11.2.2- Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
Priority History Standard	8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.	
Previous Grade	Current Grade	Next Grade
5.8-Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.	8 th (Above)	11.1.4- Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.
Priority History Standard	8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	
Previous Grade	Current Grade	Next Grade
5.8-Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.	8 th (above)	None

Priority History Standard	8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.		
Previous Grade	Current Grade	Next Grade	
5.8.3-Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).	8 th (above)	None	
Priority History Standard	8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.		
Previous Grade	Current Grade	Next Grade	
5.6.7- Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	8 th (above)	11.3.1- Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).	

21st Century Skills

<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Communicating and Collaborating	<input type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
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Connections between 21st Century Skills, Standards, and Unit Overview:

from P21 and Costa & Kallick, 2008

Essential Questions	Corresponding Big Ideas
<p>What does the term Manifest Destiny mean, and why was it so important to the westward expansion of the United States.</p> <p>What were the major territorial acquisitions of the United States between 1803 and 1853 and how did they change the Country's boundaries.</p> <p>What different paths did Americans in the West take in the period from 1800 to 1850 and what challenges did they face? i.e Californios, Mormons, Mountain Men, Pioneer families, Forty-niners, Chinese Immigrants.</p> <p>How did The Second Great Awakening inspire the Era of Reform and begin the movements to eliminate slavery and realize the ideals of the Declaration of Independence?</p> <p>Who were the leaders of the women's suffrage movement? What can you say about their goals, their writings, their accomplishments, and their struggles?</p>	<p>Americans [immigrants, native born, slaves and Indians] took many divergent paths and developed divergent ideals in the establishment of a continental United States.</p> <p>Trace the regional differences in the rise of capitalism, the American system, and plantation economics in the post War of 1812 era.</p> <p>Movements of social change stem from the ideals of a free and republican government.</p>
Unit Vocabulary Terms (List of terms to cover, not ALL are required)	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<p>inauguration (p. 146)</p> <p>embargo (p. 167)</p> <p>neutrality (p. 163)</p> <p>blockade (p. 168)</p> <p>capitalism (p. 178)</p> <p>civil servant (p. 189)</p> <p>tariff (p. 190)</p> <p>diplomacy (p. 200)</p> <p>converts (p. 205)</p> <p>missions (p. 216)</p> <p>rancho (p. 216)</p> <p>transcendentalism (p. 243)</p>	<p>Manifest Destiny (p. 197)</p> <p>Louisiana Purchase (p. 198)</p> <p>Lewis and Clark expedition (pg. 198)</p> <p>Acquisition of Florida (pg. 200)</p> <p>Battle of the Alamo (pg. 202)</p> <p>Texas War for Independence (p. 202)</p> <p>The Alamo (p. 202)</p> <p>Oregon Fever (pg. 204-205)</p> <p>Mexican-American War (pp. 206–208)</p> <p>Treaty of Guadalupe Hidalgo (p. 208)</p> <p>Gadsden Purchase (PG. 208)</p> <p>Mormons found Salt Lake City (pg. 222)</p> <p>California Gold Rush (pg. 224)</p> <p>Second Great Awakening (p. 242)</p> <p>abolitionists (p. 246)</p> <p>Founding of the <i>Liberator</i> by William Lloyd Garrison (pg. 246)</p> <p>Seneca Falls Convention (pg. 249)</p> <p>Declaration of Sentiments (p. 249)</p>

People to Know:

Lewis & Clark (pg. 212)
The Explorers (pg. 212)
Californios (pg. 216)
Mountain Men (pg. 217)
Missionaries (pg. 219)
Pioneer Women (pg. 220)
The Mormons (pg. 222)
49ers (pg. 224)
The Chinese (pg. 225)
Dorothea Dix (p. 244)
Horace Mann (p. 245)
William Lloyd Garrison (pg. 246)
Frederick Douglass (p. 247)
Sojourner Truth (p. 247)
Elizabeth Cady Stanton (pp. 248, 446)
Lucretia Mott (pp. 248, 446–447)
Elizabeth Blackwell (p. 249)
Susan B. Anthony (pp. 250, 445–446)

It is suggested that the teacher frontload Unit 3 vocabulary in effort support student understandings of the events starting at the inauguration of our first President through the War of 1812, Manifest Destiny and the Era of Reforms (Chapters 11 – 18, excluding 17). A variety of graphic organizers can be found on the following web links-



- <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>
- <http://ausdhistory.weebly.com/vocabulary.html>



Flashcards for Unit Vocabulary-

- <http://quizlet.com/21514834/westward-expansionindustrializationreform-movements-flash-cards/>
- <http://quizlet.com/12907130/usi8-westward-expansion-and-reform-flash-cards/>



Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: Museum Walk- Students will create an interactive museum display, demonstrating the students in depth journey into one particular aspect of the unit.		Suggested Length of Time Days: 5 Mins/Day: 50
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Land Acquisition- Graphic Organizer	Students will identify and color each land acquisition on their Map and write an explanation summarizing how The United States created its current borders. Students will access the learning material from the textbook and page numbers located on the graphic organizer. A modified version is available to assist students with using academic vocabulary.	Days: 3-4 Mins/Day: 50 minutes a day
Task 2: Timeline Activity	Students will create a timeline using the following events; (<i>may have to cut out this part and say see list - Jay Treaty, XYZ Affair, War of 1812, Monroe Doctrine, Fort McHenry, Jackson wins, Nullification Crisis, Indian Removal Act, Trail of Tears, Manifest Destiny, Louisiana Purchase, Jackson invades Florida, Americans come to Texas, the Alamo, Discovering Oregon, War with Mexico, Treaty of Guadalupe, Gadsden Purchase</i>), Once completing the timeline, students will be able to create and answer ten questions that address the events leading to the expansion of our new nation and reforms.	Days: 2-3 Mins/Day: 50 minutes a day
Task 3: "I AM..." Poem	Students will choose a westward settler from the Manifest Destiny period (<i>Californio, Native American, explorer, Texan, pioneer woman, trail-blazer, missionary, Mormon, mountain man, trapper, forty-niner, Chinese immigrant</i>), construct a narrative of their westward settler and then create an "I am..." poem in their character's first person voice.	Days: 2-3 Mins/Day: 50 minutes a day

Authentic Performance Task 1



Name:	Land Acquisition- Graphic Organizer  Chart_Land Acquisitions.doc  Map -U.S. Land Acquisitions.pdf	Suggested Length	Days: 3-4 Days Mins/Day: 50
History California and Common Core Standards Addressed	Priority		
	<p>8.5.2- Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.8.2- Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p>		
	Supporting		
Essential Questions	<p>What does the term Manifest Destiny mean, and why was it so important to the westward expansion of the United States?</p> <p>What were the major territorial acquisitions of the United States between 1803 and 1853 and how did they change the Country's boundaries?</p>		
Big Ideas	Americans [immigrants, native born, slaves and Native Americans] took many divergent paths and developed divergent ideals in the establishment of a continental United States.		
Unit Assessments			
Pre-Assessment		Post-Assessment	
<p>Pretest is to be used as an anticipatory set for The Manifest Destiny Unit. Students will visually identify key components of John Gast's painting, <i>American Progress</i>.</p> <p>Teacher should project or incorporate the TCI transparency, allowing students to view portrait, while administering the pre-assessment.</p> <p>EADMS Test ID: 211874 Name- AUUSD CCSS HSS 08 UNIT 4 CFA PRETEST 2016 Please see www.alvordschools.org/cfa for the most current ID numbers.</p>		<p>EADMS Test ID: Assessment on land acquisitions with questions and visuals.</p> <p>EADMS Test ID: Print Version 212406 Online Version-212409</p> <p>PRINT Name- AUUSD CFA SOC SCI 08 UNIT 4 POST 2016 ONLINE NAME- Name- AUUSD CFA SOC SCI 08 UNIT 4 POST 2016 ONLINE Please see www.alvordschools.org/cfa for the most current ID numbers.</p>	
Scoring Guides and Answer Keys			
<p>Answer key is located on EADMS. Please view the Teacher Edition of the pre-assessment.</p> <p>Please do not evaluate open-ended question (#3).</p>			

Teaching and Learning Progression	Students will identify and color each land acquisition on their Map and write an explanation summarizing how The United States created its current borders. Students will access the learning material from the textbook and page numbers located on the graphic organizer. The graphic organizer asks students to color the map, identify the year it was acquired and write a summary explaining the key events that led to each acquisition.			Bloom's	DOK
				Level 2	Level 1
				Scoring Rubric	
				Answer Key  Chart_Land Acquisitions AnswerKey	
Instructional Strategies					
All Students	SWD	ELs	Enrichment		
Allow students to work in collaborative groups to discuss ideas.	Make modifications or accommodations, as necessary, to meet IEP.	A modified to assist students with using academic vocabulary.  Graphic Organizer_Land Acqu	Allow students to work in collaborative groups to discuss ideas.		

Authentic Performance Task 2

<p>Name:</p>	<p>Timeline Activity-</p>  <p>UPO3 Task2 Timeline Cards.pdf</p>	<p>Suggested Length</p>	<p>Days:2-3 Mins/Day:50</p>	
<p>History California and Common Core Standards Addressed</p>	<p>Priority</p>			
	<p>8.3.4- Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</p> <p>8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p> <p>8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).</p>			
	<p>Supporting</p>			
	<p>None</p>			
<p>Teaching and Learning Progression</p>	<p>Students will create a timeline using the following events; (<i>may have to cut out this part and say see list - Jay Treaty, XYZ Affair, War of 1812, Monroe Doctrine, Fort McHenry, Jackson wins, Nullification Crisis, Indian Removal Act, Trail of Tears, Manifest Destiny, Louisiana Purchase, Jackson invades Florida, Americans come to Texas, the Alamo, Discovering Oregon, War with Mexico, Treaty of Guadalupe, Gadsden Purchase</i>), Once completing the timeline, students will be able to create and answer ten questions that address the events leading to the expansion of our new nation and reforms.</p> <p>Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.</p>		<p>Bloom’s</p> <p>Level 3 (Apply)</p>	<p>DOK</p> <p>Level 2 (Skills & Concepts)</p>
			<p>Scoring Rubric</p>	
			 <p>UPO3 Task2 Timeline Rubric.xlsx</p>	
<p>Instructional Strategies</p>				
<p>All Students</p>	<p>SWD</p>	<p>ELs</p>	<p>Enrichment</p>	
<p>Allow students to work in collaborative groups to discuss ideas.</p>	<p>Make modifications or accommodations, as necessary, to meet IEP.</p>	<p>Allow students to work in collaborative groups to discuss ideas.</p>	<p>Allow students to work in collaborative groups to discuss ideas.</p>	

Authentic Performance Task 3

Name:	"I am..." Poem  I am Poem MS.pdf	Suggested Length	Days: 2-3 Mins/Day: 50
History California and Common Core Standards Addressed	Priority		
	8.8 - Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.		
	Supporting		
	<p>8.8.2 - Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g. the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p> <p>8.8.3 - Describe the role of pioneer women and the new status that western women achieved.</p> <p>8.8.6 - Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.</p>		
Targeted ELD Standards	<p>Emerging 8. Analyzing language choices. Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term hard worker) produce different effects on the audience.</p> <p>Expanding2. Interacting via written English. Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p> <p>WHST (AS 3) - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
Teaching and Learning Progression	- Introduce students to the "I am..." poem format and review the example with the class.	Bloom's	DOK
	- Allow students time to brainstorm character ideas. If possible, allow for a library day to look up sources and begin first draft writing.	Level 4 (Analyze)	Level 3 (Construct)
	- Spend the beginning of the second day explaining your expectations for creating a background/backdrop for their poem. Review simple computer techniques for creating a digital project.	Scoring Rubric  8US - I Am Poem Rubric.docx	

Instructional Strategies			
All Students	SWD	ELs	Enrichment
Allow students to work in collaborative groups to discuss ideas.	Make modifications or accommodations, as necessary, to meet IEP.	Allow students to work in collaborative groups to discuss ideas.	Allow students to work in collaborative groups to discuss ideas.
Allow student choices in subject matter, format presentation and POV.		Allow student choices in subject matter, format presentation and POV.	Allow student choices in subject matter, format presentation and POV.

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Description: Museum Walk- **Theme- The Realms of Manifest Destiny and Westward Expansion.**

Students will create an interactive museum display, demonstrating the students in depth journey in to one particular aspect of the unit.

The presentation should include the following:

Guidelines:

- Visual Display
- Artifact (Primary Document) with citations
- Imagery/visuals
- Map/Timeline that depicts the journey
- Statement which defines the importance/purpose of the your group/person/event (ie. land acquisitions, pioneer groups, reform movement, or any other topics from the region and the impact it had on others).
- Reference of time period

List of topics for students:



UPO3 - 68 People & Events List of MD.doc

Take your class on a virtual tour of the Natural Museum of History in Washington D.C.-

<http://www.mnh.si.edu/panoramas/>

Example Ideas- <http://christykeeler.com/EducationalVirtualMuseums.html>

PowerPoints for this unit:.



8US - Texas and The Mexican War.pptx




8US - Western Settlers.pptx



Manifest Destiny.pptx

Instructional Strategies

All Students	SWD	ELs	Enrichment
Allow students to work in collaborative groups to discuss ideas.	Make modifications or accommodations, as necessary, to meet IEP.	Allow students to work in collaborative groups to discuss ideas. Allow student choices in subject matter, format presentation and viewpoint.	Allow students to work in collaborative groups to discuss ideas. Allow student choices in subject matter, format presentation and viewpoint.
			<p>Scoring Rubric- Please make adjustments, if necessary, to meet your grading requirements.</p>  <p>UPO3 Engaging Scenario Rubric.docx</p>

Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

	Successes	Challenges
Student Perspective		
Teacher Perspective		