

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Fourth Grade Social Studies.

UNIT 6 –Expansion of a New Nation

Elaborated Unit Focus

In this unit, students will understand how the United States acquired land that made its borders stretch from “sea to shining sea” and the positive and negative effects of gaining this new land. Students will use the connecting theme of *individuals, groups, and institutions* to understand how the role of minority groups would change and how this necessary change was sparked. Students will also learn about *movement/migration* to understand how all groups of people impact each other and leave their mark on a place. Finally, students will understand how *technological innovations* have positive and negative effects on the world around them.

Standards/Elements

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

- a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).
- b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.
- c. Describe the impact of westward expansion on Native Americans.

SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.

- a. Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton.
- b. Explain the significance of Sojourner Truth’s address to the abolitionist and suffrage movements.

SS4G1 The student will be able to locate important physical and man-made features in the United States.

- b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.

SS4G2 The student will describe how physical systems affect human systems.

- e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

Enduring Understandings/Essential Questions

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: *The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.*

- Why was Harriet Tubman called “the Moses” of her people?

- How did Elizabeth Cady Stanton's actions promote women's rights?
- Why couldn't women vote in the United States?
- Why couldn't African Americans vote in the United States?

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

K-5 EU: The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.

- Why did moving west attract so many people?
- Why did the United States wish to expand its boundaries from coast to coast?
- How did the Louisiana Purchase impact the the growth of America?
- Why were Lewis and Clark sent on an expedition across the continent?
- How did New York City become a major city?
- Why was Boston a thriving seaport and trade center?
- Why did California experience a population explosion in the middle of the 19th century?
- How did rivers assist westward travelers?
- How did mountains hinder westward travel?
- How did the geography of the west assist and hinder travelers?

Technological Innovations: The student will understand that technological innovations have consequences, both intended and unintended, for a society.

K-5 EU: The student will understand that new technology has many types of different consequences, depending on how people use that technology.

- How did the completion of the Erie Canal impact the expanding United States?
- How did the development of the steamboat, the locomotive, and the telegraph impact the American economy?
- How did improvements in transportation and communication affect the Native Americans?
- How did the introduction of the steamboat impact American commerce?
- How did the completion of the Erie Canal impact the growth of New York City?
- How were jobs created and eliminated by the introduction of the steamboat, railroad and telegraph in America?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
Suffrage Cartoon Students will use the political cartoon analysis worksheet to analyze the political cartoon titled, " Election Day " located at the Library of Congress website. Students will discuss how and why the cartoonist depicted the man and woman the way he did as the woman goes off to cast her ballot.	SS4H7	Constructed Response

<p>Students will analyze the persuasive writing techniques of the New Jersey Woman Suffrage Association's broadside poster that encourages working men to let their wives have the vote.</p> <ul style="list-style-type: none"> • <i>Attachment 1 – Political Cartoon Analysis</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Assign peer partners • Provide persuasive writing analysis questions to guide students through the process, or display persuasive writing standards for students to refer to. Questions might include: <ol style="list-style-type: none"> 1. Does the author interest the reader? If so, what makes the piece interesting? If not, what does it need to make it more interesting? 2. Is the author's position on women's voting rights clear? If so, how do you know? 3. What words does the author use to support his/her position? 4. Is there any information that is not needed? If so, what? 5. Is the piece organized and easy to understand? 6. Is the piece speaking to a particular audience? If so, whom? 7. Is there a call for action? If so, what does the author want people to do? • Work with a small group to facilitate each task 		
<p>Biography Project</p> <p>Teachers will divide the class into three groups and assign each group one of the following subjects to research: Elizabeth Cady Stanton, Sojourner Truth, Harriet Tubman.</p> <p>Students in each group will read a least one biography and one Internet or encyclopedia entry about their subject. Students will compile research notes in the Biography Notes form provided. Once appropriate time for reading and note-taking has transpired, students will be placed in small groups of three, each member representing one of the subjects. Students will share information about their subject with the others in the group. Students will complete 3-way Venn diagrams to compare and contrast the information shared about the lives all three subjects.</p> <ul style="list-style-type: none"> • <i>Attachment 2 – Venn diagram</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Assist students with locating resources that are at their independent reading level or preselect resources for them to choose from. For example, the teacher might bookmark particular web pages for students. 		<p>Dialogue and discussion; constructed response</p>

<ul style="list-style-type: none"> • Check the library for audio books that struggling readers can use. • Scaffold students while they attempt to locate the required information from the biography outline. For example, if the student is seeking information from a book, give the student page numbers where the information can be found. 		
<p>Abolitionist and Suffrage Movements Students will view a slideshow presentation describing the main ideas of the abolitionist and suffrage movements in relation to the lives and work of Harriet Tubman, Elizabeth Cady Stanton, and Sojourner Truth. With partners, students will research additional information about the how these women contributed to the suffrage and abolitionist movements. Students will organize information in a Suffrage and Abolitionist Movement graphic organizer.</p> <ul style="list-style-type: none"> • <i>Attachment 3 – Suffrage Slideshow</i> • <i>Attachment 4 – Suffrage Organizer</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Begin the lesson by analyzing a propaganda item from a present day issue such as animal rights together as a whole group • Work with a small group to complete individual projects • Provide a list of choices for 19th century reform movements • Assign peer partners rather than letting students choose their own 	SS4H7	Constructed response
<p>What a Deal! The Louisiana Purchase Students read and learn about the Louisiana Purchase through the textbook, web resources, and books. Students should be able to retell in their own words the story of “The Greatest Deal in America’s History.” Students may select to share their knowledge of the Louisiana Purchase through:</p> <p>a) 2- minute oral synopsis that may include partners playing the main characters (Jefferson, Bonaparte, Monroe) or the synopsis may be given by individual student OR</p> <p>b) Individual student complete a written paragraph of the Louisiana Purchase.</p> <p>Questions to answer as student response is formulated include: Who were the major role players? What was the background of the situation? Why did each country want to complete from this deal? What were the positive and negative outcomes for each country? What effect did the Louisiana Purchase have on the United States? France?</p> <p>A summary of the Louisiana Purchase: Farmers were afraid the French would close the New Orleans port - the largest port in Louisiana - and hurt their trade. There was also an</p>	SS4H6a	Constructed response

<p>underlying threat of war with France that Jefferson wanted to avoid. In 1802 Spain transferred the territory to France who revoked America's access to the ports warehouses. This action brought outrage to the United States. Thomas Jefferson and James Madison tried to resolve the problem. Jefferson gave Monroe permission to obtain land, or New Orleans, or access to the port for up to \$10 million dollars. The offer on the table was different. Napoleon realized he could not send forces to the United States to occupy all of the Mississippi Valley so why not sell the land to the United States? France was on the verge of war with Britain. In 1803 Napoleon sold the Louisiana territory to the United States for \$15 million dollars (less than 4 cents per acre!) Some may argue Jefferson stretched his presidential powers to the limit but through his vision the United States doubled in size to 828,000 square miles. This was the largest single land purchase in America's history and key to America's future. The Louisiana Purchase ended the threat of war and opened up land west of the Mississippi. What a deal!</p> <ul style="list-style-type: none"> Look at the map of the United States after the Louisiana Purchase to visualize the impact of the land purchase. <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Provide students with a 5 Ws graphic organizer to help them focus on the most important aspects of their knowledge about the Louisiana Purchase. The organizer can then be used as a guide for the oral presentation or a planner for writing the paragraph. Use as many maps and illustrations as possible of the key characters and places of this historical event. Images can come from textbooks, trade books, and the Internet. Assign peer partners. 		
<p>Remember the Alamo!</p> <p>The battle cry, "Remember the Alamo", represents the spirit of America. This spirit gives us the courage to stand up for what one believes. Just as our Founding Fathers were courageous breaking free from Britain, the Americans and Tejanos who fought for independence from Mexico showed courage and self-sacrifice.</p> <p>After studying the Battle of the Alamo through the textbook, trade books, and internet, students should write a newspaper article reporting on either one of the battles. Students may use textbook, books, or internet websites such as The Mexican-American War Part 1: How It All Started and Texas Military Forces Museum to gather information for article.</p> <p>Guidelines as a reporter:</p> <ol style="list-style-type: none"> Try a catchy headline. Articles are written as facts, not opinions. Grab attention in the first sentence or question. 	SS4H6a	Constructed response; Selected response

<p>3. Your writing should include who, what, when, where, and why. 4. Details should be included.</p> <p>Timeline of Texas Acquisition - Extension Using your knowledge gained from the study of westward movement to Texas, complete the activity putting the main events in correct sequence of order to understand the complication and dedication of those pioneers settling and claiming Texas.</p> <ul style="list-style-type: none"> • <i>Attachment 5 – Timeline of Texas Acquisition</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Have students use a 5 Ws graphic organizer to organize their information and plan their articles. • Assign peer partners. • Allow students the option of presenting their article orally, as a newscast. • Permit students to type and print their articles on the computer. For students with significant written expression challenges, allow for dictation with a partner or parapro to transcribe the contents of the article. 		
<p>Lewis and Clark President Jefferson wanted to find out as much as he could about the new territory the United States had just purchased from France. This vast and uncharted land held great promise: <i>Could a transcontinental waterway still be located? What new and valuable natural resources could be discovered there? What was the terrain like? Were the Native Americans hostile or friendly?</i></p> <p>Who: The students will imagine that they are recruiting a team to set out on an expedition to the Pacific and back. They will describe the type of people needed to successfully make such a trip. The students will list the most important traits members of the expedition should have. They will create applications for the expedition.</p> <p>What: The students will compile a list of supplies needed for the expedition. Students will compare their lists with the actual supply list from the Lewis and Clark journal/notes. Students will create a chart that compare the two lists and addresses the following questions: How were they alike? How were they different? What surprises were there?</p> <p>Where: Students will use a map to trace the route of the Lewis and Clark and Clark Expedition. With a partner, students will select three points along the route and describe what Lewis and Clark may have seen and done there. Students will determine the longitude and latitude coordinates of</p>	SS4H6	Constructed and Selected response; Dialogue and discussion

<p>each of the three locations. Students will practice Map/Globe Matrix skills in this part of the activity.</p> <ul style="list-style-type: none"> • Interactive Lewis and Clark Website Including Map and Journal Notes <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Have students use a cluster web to identify the obstacles and challenges that are found on the expedition. • Have students use a character traits organizer to help identify the types of members they need for the expeditions. • Students can use a t-chart to identify needs and supplies. On one side of the chart, the student will list the needs that members of the expedition will have on the trip. Opposite each need on the other side of the chart, the students will list the supplies necessary for meeting that particular need. 		
<p>Lewis and Clark - Living Time Line</p> <p>Given significant events along the Lewis and Clark trail, the students will work in small groups to write headlines that capture the excitement and adventure of the events that took place on the Lewis and Clark Expedition. On strips of paper, the student groups will attach the headlines in chronological order. Student groups will create a short, interpretive skit of what took place based on their headline. The skits will be performed for the rest of the class.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Require students to practice their skits together before performing. • Have students use index cards or cue cards with large print to help them remember their lines in the skit. • For the student who is highly resistant to performing in front of the class, allow the student to view the skits by other groups before his group performs. This student might also be given a role with fewer lines. 	SS4H6	Constructed response
<p>Impact of Westward Expansion on Native Americans</p> <p>As Americans seeking adventure and new opportunities moved westward, the Native Americans were forced to move to new locations. Students will work with partners to research how westward expansion caused the Native Americans to lose their homelands. Students will compose short descriptive paragraphs and create illustrations to represent what happened to the Native Americans during the first half of the 19th Century.</p> <ul style="list-style-type: none"> • <i>Attachment 6 - Native American Cause/Effect Graphic Organizer</i> 		Dialogue and discussion; Constructed response

<p>The Erie Canal Background Information: In 1817 the New York legislature decided to build a canal between Buffalo on Lake Erie and Troy on the Hudson River. The new waterway was named the Erie Canal. When it was finished in 1825, the canal was 363 miles long and was the longest canal in the world.</p> <p>The students will work with partners to determine location of the Erie Canal on a map. Student pairs will be provided with the lyrics of the song <i>The Erie Canal</i> and take turns reciting or singing them aloud. Students will share ideas of what it may have been like to travel on the Erie Canal in the 1800s.</p> <p>ePodunk's virtual tour combines music, historic information, post cards, panoramic photos and maps to take you on a journey on the Erie Canal.</p>		<p>Dialogue and discussion</p>
<p>19th Century Technological Innovation - Part I The teacher will prompt a classroom discussion by asking: <i>How important was the development of new technology in the first half of the 19th century?</i></p> <p><u>Steamboats</u> Before 1810 farmers living near large rivers used flatboats to float their products downstream to be sold and sent to other locations. The farmers then had to travel home walk or ride a horse home, since they could not navigate upstream. By 1816, steamboats were powerful enough to navigate upstream. Farmers could return home by boat, shortening the travel time greatly.</p> <p><i>How did the invention of steamboats change the way people lived and worked in the 1800s?</i></p> <p><u>Steam Locomotives</u> One of the first American steam locomotives was built in the 1830s for the Baltimore and Ohio Railroad. The company had been using railroad cars pulled by horses. When it became clear that steam locomotives had more power than horses, plans were made to build railroad systems that would link major cities and ports. By 1850, about 9,000 miles of railroad tracks crossed the country. Most of the trains were near the Atlantic coast. Railroads made it easier to transport materials and goods all over the country.</p> <p><i>Why did the invention of the steam locomotive cause the number of factories to grow?</i></p> <p><u>Telegraph</u> In the 1830s Sam Morse experimented with sending electricity along wires. He invented a code system in which dots and dashes represent letters of the alphabet. In 1844 the first message along telegraph wires was sent from the Supreme Court to Baltimore. It said, "What God Hath</p>	<p>SS4H6</p>	<p>Dialogue and discussion; constructed response</p>

<p>wrought?" Seventeen years after the first message was sent, the telegraph system stretched from coast to coast.</p> <p><i>How did the invention of the telegraph system affect the way news traveled?</i></p> <p>Following the classroom discussion, the students will work with partners to create an advertising poster for one of the new technologies discussed. The poster should include a brief description of the advantages of using the new technology.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide access to information sources on a variety of reading levels • Prior to students locating information on their own, conduct teacher read-alouds describing the technologies and lead discussions about each 		
<p>19th Century Technological Innovation - Part II</p> <p>The teacher will prompt a classroom discussion by asking: <i>Which technological innovation had the most impact on change in the lives of Americans: the locomotive, the steamboat, or the telegraph?</i></p> <p>Students will work with partners to discuss and rank the three innovations according from most to least impact on change in Americans' lives.</p> <p>Students should rank the technologies in each of the following areas: work and productivity, communication, travel and transportation</p> <p>The student pairs will write a short justification for their rankings to share with the class.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Students can use a cluster web to record their justifications for their rankings. 	SS4H6	Dialogue and discussion; Constructed response
<p>Gold Rush</p> <p>Using secondary and primary source documents, students will research what the California Gold Rush was and how it effected the lives of people all over the world. They will infer what life was like for those who ventured West to seek their fortune. Students will write journal entries from the perspective of a Miner '49 and describe how they traveled West (by land or by sea), what life was like in a mining town, and what happened to any gold they found. Students will read and share select journal entries in small groups.</p> <ul style="list-style-type: none"> • <i>Attachment 7 – Gold Rush</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Work with a small group of struggling readers to read and interpret information sources 	SS4H6	Constructed response

<ul style="list-style-type: none"> Assign peer partners Students can use a cluster web to record the effects of the Gold Rush and what life was like for miners as they ventured west. Students can use a paragraph or essay organizer to plan their journal entries. (see links) 		
<p>Oregon Trail</p> <p>The journey west took covered wagons almost half a year. To emphasize the hardships of the journey, and the opportunity costs involved, the teacher will tape off an area 4 feet by 10 feet, the approximate size of the wagon. Students are given a list of items and must choose 4 things to take with them on the wagon. Altogether their chosen items cannot weigh more than 15 pounds.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Provide students with a checklist to facilitate the decision-making process as they choose the items that they will take with them. Checklist items might include: <ol style="list-style-type: none"> This item will be important for survival (food, water, shelter, safety). This item meets more than one need. We will be able to carry this item in our limited space. This item will last or help other items to last through the trip. This item is obtainable. 	SS4H6	Constructed response
<p><u>Moses – When Harriet Tubman Led Her People to Freedom</u></p> <p>Students will listen to excerpts from selected biographies of Harriet Tubman. The excerpts should reveal her strength of spirit and provide details of significant events in her life. The students will illustrate a scene in her life or create a symbol or abstract design that represents the strength of her spirit. They will paste their work on colorful squares of construction paper and put together to form a freedom quilt.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Complete a character trait organizer together as a class for students to refer to while making their contribution to the quilt. Have students plan their squares as a draft and be able to explain the reasoning for what they chose to put on their squares. 	SS4H7	Constructed response

Sample Performance Task

Enduring Understandings:

The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

The student will understand that the movement or migration of people and ideas affects all societies involved.

The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Georgia Performance Standards: SS4H6, SS4H7, SS4G1, SS4G2

A Traveling Trunk Kit

A new educational publishing company called *For Kids, By Kids* has just hired your team to create a hands-on kit or *19th Century Traveling Trunk* of learning materials to teach how America grew and changed from 1801 to 1861. The *Traveling Trunk* must include:

- a realistic journal or diary that could have been written by someone traveling west
- an illustrated map that identifies the location of New York City, Boston and Philadelphia and highlights at least one city from each location
- an Abolitionist or Suffragist Poster
- a Native American "blanket" that describes the impact of westward expansion on their homes and lifestyles
- a telegraph message from someone in the mid 1800s describing how the steam locomotive, steamboat and new telegraphic communications are changing life in America

Once your team has prepared the materials for the Traveling Trunk, decorate a box or other container to look like a trunk. The trunk should look like it could have been used by a westbound traveler in the 1800s. Pack your learning materials into the trunk and be ready to share with your classmates at a special western rendezvous!

Diary/Journal Directions

I: Research what it was like for a family to leave their homes in the cities and move to the western frontier. *Be sure to explore the different reasons families left, the hardships they faced on the journey, and how they established themselves in their new home.*

II: Create a **realistic narrative** of a family's journey west in the style of a diary or journal.

Describe the phases of your journey:

Before

- the physical and man-made features in the city of your departure
- why you are moving west
- what you must do to prepare for the westward journey

During

- the route that you take
- difficulties you encounter along the way
- technological innovations that make your trip easier

After

- who was already there when you arrived
- what it is like in your new home
- how will your family live in their new home

Map Directions

Paste a map of the United States on butcher block paper. Circle New York City, Boston and Philadelphia in marker. Draw or find pictures of man-made features of these cities that would have been seen in the 1800s. Paste the pictures near the matching city on the butcher block paper. Draw arrows to show where these man-made features could be found.

Abolitionist or Suffragist Directions

Use pictures and words to create a poster that explains the movement and its goals. The poster should try to persuade others to get involved in their cause and become an active participant in the movement the movement.

Native American Blanket Directions

Write a draft of a story that shares how the Native Americans were forced to move from their homelands as Western settlers. Use a brown grocery bag or other colored paper and rewrite your story on the "blanket." Use Native American pictures and symbols to decorate.

Modifications:

- Students may use concept organizers or other charts such as the 5Ws chart to record details and plan their entries (see links for a wide and varied selection of graphic organizers)

http://www.educationoasis.com/curriculum/GO/character_story.htm

<http://www.eduplace.com/graphicorganizer/>

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

- Bookmark Internet sites that students will find useful in creating their illustrations and graphics (see links for examples)

<http://www.sierraclub.org/lewisandclark/>

<http://www.calgoldrush.com/>

<http://www.loc.gov/rr/print/list/picamer/paWomen.html>

Map and Globe Skills: 6,7,8,10,11,12

Information Processing Skills: 5,7,11

Content Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Identifies and describes how America expanded westward between 1801 and 1861.	Incorrectly explains how America expanded westward between 1801 and 1861	Inaccurately identifies and describes how America expanded westward between 1801 and 1861 because of several inaccurate facts	Accurately identifies and describes how America expanded westward between 1801 and 1861	Accurately identifies and describes how America expanded westward between 1801 and 1861 and explains how major events during this time impacted each other
Identifies and portrays the goals of the Suffragist or Abolitionist Movement	Incorrectly identifies and portrays the goals of the Suffragist or Abolitionist Movement	Inaccurately identifies and portrays the goals of the Abolitionist or Suffragist Movement because of several inaccurate facts	Correctly identifies and portrays the goals of the Abolitionist or Suffragist Movement	Correctly identifies and explains the goals of the Abolitionist or Suffragist Movement and indicates how they are related
Explains the impact of westward migration on the Native Americans	Incorrectly explains the impact of westward migration on the Native Americans	Inaccurately explains the impact of westward migration on Native Americans because of one or two inaccurate facts	Accurately explains the impact of westward migration on Native Americans	Accurately explains the impact of westward migration on Native Americans and analyzes its impact by comparing westward migration between the Native American and other settlers
Describes the impact of the steamboat, steam locomotive, and telegraph on life in America	Incorrectly describes the impact of the steamboat, steam locomotive, and the telegraph on life in America	Inaccurately describes the impact of the steamboat, steam locomotive and the telegraph on life in America because of one or two inaccurate facts	Accurately describes the impact of the steamboat, steam locomotive and the telegraph on life in America	Accurately describes the impact of the steamboat, steam locomotive and telegraph on life in America and explains how these advances still impact life today
Locates and NYC, Boston and Philadelphia on a map and identifies at least one man-made feature of each city	Incorrectly locates NYC, Boston and Philadelphia and incorrectly identifies at least one man-made feature of each city	Inaccurately locates NYC, Boston and Philadelphia on a map and inaccurately identifies at least one man-made feature of each city because of one to three inaccurate facts	Accurately locates NYC, Boston and Philadelphia on a map and identifies at least one man-made feature of each city	Accurately locates NYC, Boston and Philadelphia on a map and identifies at least one man-made feature of each city. Then describes the importance of the man-made feature

Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Student produces a product that exhibits proper mechanics.	Student produces a product that fails to exhibit proper mechanics in most of its content.	Student produces a product contains proper mechanics in half to two thirds of its content.	Student produces a product that contains proper mechanics throughout its content.	Student produces a product that contains proper mechanics throughout its content and exhibits an understanding of language intricacies and style.
Student produces a product that is organized.	Student produces a product that displays no logical order.	Student exhibits a product that exhibits some developing logical order.	Student exhibits a product that sustains logical order throughout its content.	Student exhibits a product that sustains logical order throughout its content. The material is organized in to enhance its overall effect on the reader.
Student produces a product that is attractive and creative.	Student use of font, color and graphics distracts from the content.	Student use of font, color and graphics is evident but contains some features that distract from the content.	Student uses font, color and graphics well and achieves an overall appealing effect.	Student uses a unique and attractive presentation style that enhances the overall appeal of the product.

Resources for Unit

[National Museum of Wildlife Art](#) allows students to explore the Western frontier through role play and art.

[The Dakota Experience](#) allows students to explore a frontier gold rush town.

[The Gold Rush](#) describes how the news of the gold discovery was relayed, ways to travel to California by land or by sea, price lists for supplies, a common recipe and more.

[The Oakland Museum of California](#) describes Gold Fever, life in the mines, and contains a large collection of Art of the Gold Rush and additional links.

[Discovering Lewis and Clark](#) is a comprehensive site that contains a large variety of Lewis and Clark information, maps and primary source documents.

PBS's [Not For Ourselves Alone](#) provides full background of Elizabeth Cady Stanton and her accomplishments.

[The Sojourner Truth Institute](#) contains detailed biographical information on Sojourner Truth and her accomplishments.

[This child-created website](#) provides extensive information about Harriet Tubman and the Underground Railroad

[Podunk](#) takes you on a journey on the Erie Canal and through history using primary source images.

This unit was created by Gina McGowan, Laurie Jones, Michelle Pinch, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 10/20/09.

Attachment 1 - Political Cartoon Analysis

What is the title of your political cartoon? _____

What is this political cartoon about? _____

What events or issues inspired this cartoon? _____

Cartoonists often use a persuasive technique to compel their audience. Check off any persuasive techniques used in your political cartoon.

- ☐ Symbolism - A simple item stands for a big idea
- ☐ Labeling - A title declares what an item symbolizes
- ☐ Exaggeration - A certain feature, such as physical traits or clothing, is overstated
- ☐ Analogy - Two unlike things are compared

Are there any real people or historical figures in the cartoon? _____ If yes, who? (If no, skip this question.) _____

Are there symbols in the cartoon? _____ If yes, what are they?

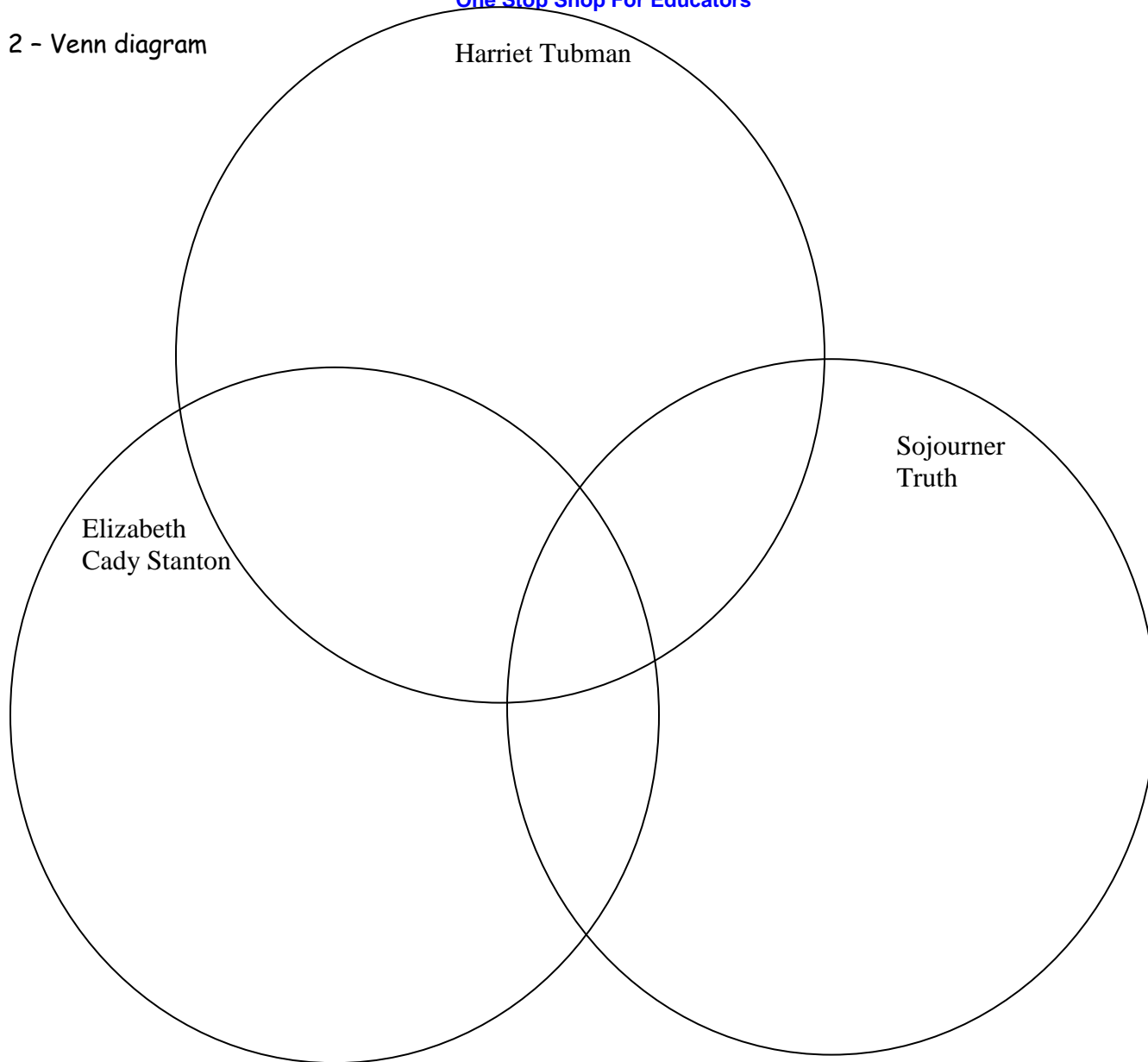
What do they represent? (In no, skip this question.) _____

What is the cartoonist's opinion on this issue? _____

Is this cartoon persuasive? _____ Why or why not? _____

How could the cartoonist make this cartoon more persuasive? _____

Attachment 2 - Venn diagram



Attachment 4 - Abolitionist and Women's Suffrage Movements: The Work of Three Women

What was the Abolitionist Movement?

Who?	What did they do to help end slavery?
Harriet Tubman	
Sojourner Truth	
Elizabeth Cady Stanton	

What was the Women's Suffrage Movement?

Who?	What did they do to help women have the right to vote?
Harriet Tubman	
Sojourner Truth	
Elizabeth Cady Stanton	

Attachment 5

TEXAS ACQUISITION AND WESTWARD MOVEMENT

Place the following events in chronological order.

The Alamo	Texas Annexation	The Treaty of Guadalupe Hidalgo	The Battle of San Jacinto	Texas claims independence from Mexico -becomes the Republic of Texas
First U.S. settlers arrive in Texas	The Mexican War			

1821	_____
1835	_____
March 1836	_____
April 1836	_____
1844	_____
1846	_____
1848	_____

Attachment 6

The Impact of Westward Expansion on the Native Americans

<i>Causes</i>	<i>Effects</i>
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Attachment 7

California Gold Rush Primary Source Analysis Sheet







Attachment 8

Erie Canal Song

**Low Bridge, Everybody Down
(Written by: Thomas Allen in 1905)**

I've got a mule, and her name is Sal,
Fif-teen miles on the Er-ie canal,
She's a good ol' worker and a good ol' pal,
Fifteen miles on the Er-ie can-al,
We've hauled some barges in our day,
Filled with lum-ber coal and hay,
And ev'ry inch of the way we know
From Al-ba-ny to Buff-a-lo OH

Chorus

Low bridge ev'-ry bod-y down,
Low bridge for we're com-in to a town,
And you al-ways know your neighbor,
You'll always know your pal,
If you've ev-er navigated on the Er-ie can-al

We'd better look round for a job old gal,
Fif-teen miles - on the Er-ie can-al,
You bet your life I wouldn't part with Sal,
Fif-teen miles on the Er-ie can-al,
Giddap 'there gal we've passed that lock,
We'll make Rome fore six o'clock,
So, it's one more trip and then we'll go,
Right back home to Buff-a-lo OH

Oh, where would I be if I lost my pal?
Fif-teen miles on the Er-ie can-al.
Oh, I'd like to see a mule as good as Sal,
Fif-teen miles on the Er-ie can-al,
A friend of mine once got her sore,
Now he's got a busted jaw,
'Cause she let fly with her iron toe,
And kicked him in to Buff-a-lo OH

Don't have to call when I want my Sal,
Fif-teen miles on the Er-ie can-al,
She trots from her stall like a good old gal,
Fif-teen miles on the Er-ie can-al,
I eat my meals with Sal each day,
I eat beef and she eats hay,
And she ain't so slow if you want to know,
She put the "Buff" in Buff-a-lo OH