

# The Westward Expansion

**Grade Level:** 5<sup>th</sup> Grade

**Presented by:** Belinda Petway, Martha Cochenour, and Marilyn Edgmon, Mountainburg Schools, Mountainburg, AR

**Length of Lesson:** 11 lessons

## I. ABSTRACT

This unit focuses on Westward Expansion before the Civil War at a fifth grade level. Students research, discuss, and analyze events stated in the *Core Knowledge Sequence*. Students brainstorm, use higher level thinking skills, predict, sequence, compare and contrast, classify, organize, and work in cooperative groups. Students will use journals, hands on activities, and activities with other classes.

## II. OVERVIEW

- A. Three concepts will guide and connect this unit on Westward Expansion before the Civil War:
1. Develop a sense of historical empathy seen through the eyes of people who experienced Manifest Destiny.
  2. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
  3. Develop an awareness of place, the significance of the place, and its characteristics to better understand why events occurred there. Students will collect materials to be placed in a Westward Movement Notebook. See Appendix A.
- B. Fifth grade students will cover specific content from the *Core Knowledge Sequence* specifically from American History section. Students will study Westward Expansion before the Civil War.
- C. Skills will be addressed in individual lesson plans.

## III. BACKGROUND KNOWLEDGE

- A. The information for most of the background on Westward Expansion in this unit was adapted from United States: Adventures in Time and Place. Sources for other information can be found in the bibliography. For more background information on Westward Expansion, teachers may refer to the following information sources:
1. California Gold Rush: Search for Treasure by Catherine E. Chambers
  2. The Amazing Impossible Erie Canal by Cheryl Harness
  3. The Battle of the Alamo by Andrew Santella
- B. Students study Westward Expansion in second grade. See Core Knowledge Sequence Second Grade American History: Westward Expansion for specific content.

## IV. RESOURCES

- A. Students study Westward Expansion in 2<sup>nd</sup> grade. See *Core Knowledge Sequence*, 2<sup>nd</sup> grade American History: Westward Expansion for specific content.
- B. United States: Adventures in Time and Place Macmillian/McGraw/Hill
- C. California Gold Rush: Search for Treasure by Catherine E. Chambers
- D. The Amazing Impossible Erie Canal by Cheryl Harness
- E. The Battle of the Alamo by Andrew Santella
- F. Lewis and Clark by Bonnie Sachatollo-Sawyer
- G. Westward Ho Teacher Created Materials

- H. Westward Expansion Workbook by James and Elizabeth Stull
- I. Exploring Social Studies The Education Center, Inc.
- J. Member of the legal profession (Lesson Six)
- K. *Oregon Trail*, a computer program
- L. Westward Movement Notebook (see Appendix A)

**V. LESSONS**

- A. Lesson One: The Meaning of Manifest Destiny
  - 1. Daily Objectives
    - a. Lesson Content
      - i. Westward Expansion
    - b. Concept Objectives
      - i. Develop a sense of historical empathy seen through the eyes of people who experienced Manifest Destiny.
    - c. Skill Objectives
      - i. The students will understand the meaning of Manifest Destiny by predicting historical events.
  - 2. Materials
    - a. United States: Adventures in Time and Place, pg.245
    - b. chart paper
    - c. United States Map (Lewis and Clark pg.19)
  - 3. Key Vocabulary
    - a. Manifest Destiny
  - 4. Procedures/activities
    - a. Read aloud the definition of Manifest Destiny on page 245 in the United States: Adventures in Time and Place.
    - b. Do KWL on Westward Expansion on chart paper for later reference. KWL is what you know, what you want to know, and what you learned.
    - c. On a map of the United States draw the movement of Manifest Destiny across the country.
    - d. Write an entry into journal – If you lived during early American exploration, why would Manifest Destiny be important?
  - 5. Assessment:
    - a. Journal writing to be placed in Westward Movement Notebook
- B. **Lesson Two – Daniel Boone and The Wilderness Trail**
  - 1. Lesson Objectives
    - a. Lesson Content
      - i. Westward Expansion
    - b. Concept Objectives
      - i. Develop a sense of historical empathy seen through the eyes of people who experienced Manifest Destiny.
      - ii. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
    - c. Skill Objectives
      - i. Identify Daniel Boone through the progress he made by trailblazing the Cumberland Gap.
  - 2. Materials
    - a. United States: Adventures in Time and Place, pg. 376-377
    - b. American Heritage History of the United States, Vol. 6
    - c. One copy per students of Westward Expansion Workbook, pg.2

- d. colored pencils
- e. One copy per student of a sectional map of the Appalachian Mountains
- 3. Key Vocabulary
  - a. Daniel Boone
  - b. Cumberland Gap
  - c. Wilderness Trail, trailblazing
- 4. Procedures/activities
  - a. Read aloud about Daniel Boone in the United States: Adventures in Time and Place, pg. 376-377, for background information and discussion.
  - b. To further explore the Wilderness Gap, students in pairs will read “Daniel Boone and the Wilderness Trail,” Westward Expansion Workbook, pg. 2.
  - c. Students will create two original questions each from the readings to quiz their partner to determine comprehension of material.
  - d. Each student will be given a sectional map of the Appalachian Mountains. See Appendix C
  - e. Students and teacher will locate and highlight the Cumberland Gap on the sectional map.
  - f. Students will place map in their Westward Movement Notebook.
- 5. Assessment
  - a. Map placed in Westward Movement Notebook
- C. **Lesson Three – Lewis and Clark Expedition**
  - 1. Daily Objectives
    - a. Lesson Content
      - i. Westward Expansion
    - b. Concept Objectives
      - i. Develop a sense of historical empathy seen through the eyes of people who experienced Manifest Destiny.
      - ii. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
      - iii. Develop an awareness of people, significance of that place, and its characteristics to better understand why events occurred there.
    - c. Skill Objectives
      - i. The students will sequence the events of the Lewis and Clark Expedition.
      - ii. By working in cooperative groups the students will classify and sort information when identifying the main idea.
  - 2. Materials
    - a. United States: Adventures in Time and Space, pg. 381-383
    - b. One copy per student of Westward Expansion Workbook, pg. 5
    - c. colored pencils
    - d. One copy per student of United States map from Lewis and Clark, pg. 19
  - 3. Key Vocabulary
    - a. Meriwether Lewis
    - b. William Clark
    - c. Sacajawea
    - d. Louisiana Purchase
    - e. expedition
  - 4. Procedures/activities
    - a. Read aloud pages 381-383 in United States: Adventures in Time and Place for background information and discussion.

- b. Divide class into even numbered groups.
  - c. Assign a specific leg of Lewis and Clark’s Expedition to each group to illustrate.
  - d. Have groups recreate their section on white construction paper. Students may paint, draw, or use colored chalk.
  - e. Teacher will display drawings out of order on the board.
  - f. As a group, students will then sequence Lewis and Clark’s Expedition to be displayed as a quilt.
  - g. To make the quilt, hole punch the drawings and connect with yarn.
  - h. Students will write a story of Lewis and Clark’s Expedition using the quilt as a guide.
5. Assessment
- a. Written story will be placed in Westward Movement Notebook.
- D. **Lesson Four – Zebulon Pike and Pike’s Peak**
1. Lesson Objectives
    - a. Lesson Content
      - i. Westward Expansion
    - b. Concept Objectives
      - i. Develop a sense of historical empathy seen through the eyes of people who experienced Manifest Destiny.
      - ii. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
    - c. Skill Objectives
      - i. The students will put in sequential order the events from the worksheet about Zebulon Pike.
  2. Materials
    - a. One copy per student of Westward Expansion Workbook, pg. 6
    - b. library access
  3. Key Vocabulary
    - a. Zebulon Pike
    - b. Pike’s Peak
  4. Procedures/activities
    - a. During library skills class time, the students will research information about Zebulon Pike to facilitate completing Westward Expansion Workbook, pg. 6.
    - b. Students will put in sequential order the events found on the worksheet from Westward Expansion Workbook, pg. 6.
  5. Assessment
    - a. Completed worksheet placed in Westward Movement Notebook.
- E. **Lesson Five – Mountain Men , Pioneers, and the Land Route Trails**
1. Daily Objectives
    - a. Lesson Content
      - i. Westward Expansion
    - b. Concept Objectives
      - i. Develop a sense of historical empathy seen through the eyes of people who experienced Manifest Destiny.
      - ii. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.

- iii. Develop an awareness of place, the significance of that place, and its characteristics to better understand why events occurred there
    - c. Skill Objectives
      - i. Students will research and summarize information.
      - ii. Students will utilize technology to review concepts.
  - 2. Materials
    - a. United States: Adventures in Time and Place, pg. 428, 430-431
    - b. large United States Wall Map
    - c. computer program *Oregon Trail*
    - d. One copy per student of United States map
    - e. colored pencils
    - f. Five different colored yarn skeins
    - g. Two copies per group of wagon from Exploring Social Studies (Mailbox), pg.102
  - 3. Key Vocabulary
    - a. Mountain Men
    - b. Oregon Trail
    - c. Santa Fe Trail
    - d. Mormon Trail
    - e. Old Spanish Trail
    - f. California Trail
  - 4. Procedures/activities
    - a. Students will read aloud in the United States: Adventures in Time and Place, page 428-231 for background and discussion information on Mountain Men and the trails west.
    - b. Students will complete worksheet in Westward Ho page 39 for background information.
    - c. Students will divide into five groups to research the five assigned trails.
    - d. After researching, students will cut out two covered wagons from Enjoying Social Studies (Mailbox) pg. 102.
    - e. Students will fill in information about their trail using one wagon with the beginning place and time, and the other wagon for the ending place and time. Also, on either wagon extra information, such as miles covered, hardships endured, and states crossed could be included, noting that all trails begin at St. Louis, MO. The two wagons should be connected with colored yarn to show the routes traveled.
    - f. During computer lab time for three weeks, the students will play the computer program, *Oregon Trial*. During this time, students will keep a journal containing items they took on the journey, hardships encountered on the journey, and how they intend to improve their journey.
  - 5. Assessment
    - a. Wagons placed on large wall map
    - b. Journal entries to be placed in Westward Movement Notebook
    - c. Understanding or the computer program, *Oregon Trail*
- F. **Lesson Six – Mormons and the Movement West**
- 1. Daily Objectives
    - a. Lesson Content
      - i. Westward Expansion
    - b. Concept Objectives
      - i. Develop a sense of historical empathy seen through the eyes of people who experienced Manifest Destiny.

- ii. Develop an awareness of place, the significance of that place, and its characteristics to better understand why events occurred there.
    - c. Skill Objectives
      - i. The students will understand why the Mormons joined the Westward Movement.
      - ii. The students will experience the trial and jury system.
      - iii. The students will become familiar with persuasive writing.
      - iv. The students will develop research skills.
  - 2. Material
    - a. United States: Adventures in Time and Place, pg. 428-429
    - b. United States Map
    - c. library
    - d. Computer lab internet access
    - e. member of the legal profession to speak to class
  - 3. Key Vocabulary
    - a. Mormons
    - b. Later-Day Saints
    - c. Ute Indians
    - d. Brigham Young
    - e. Great Salt Lake
    - f. polygamy
    - g. monogamy
  - 4. Procedures/activities:
    - a. Read aloud in United States: Adventures in Time and Place, pg. 428-429 for background information and discussion.
    - b. The class will have a guest attorney speak on the roles of a trial and its procedures.
    - c. Students will be involved in a mock jury trial of Brigham Young (refer to background information).
    - d. Students will prosecute Brigham Young on charges of polygamy.
    - e. Teacher will assign various roles for the mock classroom trial For example: Brigham Young, ghost of Joseph Smith, jury, prosecutor, defense attorney, expert witnesses, Mormon community, citizens of Utah, and judge.
    - f. Students will research their roles using the library, Internet, and notes from background material.
    - g. After research and preparation for trial is completed, students will conduct a mock trial of Brigham Young and the Mormons.
    - h. The ghost of Joseph Smith could appear in an aside giving background information when needed.
    - i. Students will write in their journal – “Do you think the government had the right to limit Mormons to having only one wife? Why or Why Not?” The writing will be placed in Westward Movement Notebook.
  - 5. Assessment
    - a. Journal writing to be placed in Westward Movement Notebook
    - b. The mock trial presentation
- G. **Lesson Seven – There is Gold in California**
- 1. Daily Objectives
    - a. Lesson Content
      - i. Westward Expansion
    - b. Concept Objectives

- i. Develop a sense of historical empathy seen through the eyes of people who experienced Manifest Destiny.
        - ii. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
        - iii. Develop an awareness of place, the significance of that place, and its characteristics to better understand why events occurred there.
      - c. Skill Objectives
        - i. The students will compare/contrast using a VENN diagram. See Appendix D.
        - ii. The students will demonstrate cause and effect.
  - 2. Materials
    - a. United States: Adventures in Time and Place, page 432-433
    - b. California Gold Rush: Search for Treasure (Troll)
    - c. One copy per student of a VENN diagram in Appendix D
    - d. AR crystals or something to simulate gold nuggets
    - e. sand
    - f. water
    - g. tin pie pans
    - h. small pool or container
  - 3. Key Vocabulary
    - a. Forty-Niners
    - b. Sutter's Mill
    - c. Gold rush
    - d. Strike
    - e. Stake your claim
    - f. "Eureka"
    - g. lock, stock and barrel
  - 4. Procedures/activities
    - a. Read aloud United States: Adventures in Time and Place, page 432-433 for background information and discussion.
    - b. Using a small pool filled with sand, water, and buried gold nuggets students will discover gold by panning (Swirling motion) using tin pie pans.
    - c. The teacher will discuss with the students what they know, what they want to know, and what they learned (KWL) about the negative effects of gambling in Las Vegas. Assemble this information on a KWL chart.
    - d. With the teacher, students will compare and contrast the negative side effects of the Gold Rush vs. gambling in Las Vegas using a VENN diagram. See Appendix D
    - e. Students will take a field trip to Murfreesboro, AR Diamond Mine.
    - f. Students will write a diary entry about a day as a Forty-niners panning for gold to be put in Westward Movement Notebook.
  - 5. Assessment
    - a. Diary entry to be placed in Westward Movement Notebook
- H. **Lesson Eight – The Lay of the Land**
- 1. Daily Objectives
    - a. Lesson Content
      - i. Westward Expansion
    - b. Concept Objectives
      - i. Develop an awareness of place, the significance of that place, and its characteristics to better understand why events occurred there.

- c. Skill Objectives
  - i. The students will identify geographical landforms of the United States.
- 2. Materials
  - a. The Amazing Impossible Erie Canal
  - b. salt
  - c. flour
  - d. water
  - e. three poster boards
  - f. food coloring
  - g. toothpicks
  - h. one copy per student of a map of the United States Lewis and Clark, pg. 19
  - i. black yarn
- 3. Key Vocabulary
  - a. James River
  - b. Hudson River
  - c. St. Lawrence River
  - d. Colorado River
  - e. Mississippi River
  - f. Missouri River
  - g. Ohio River
  - h. Columbia River
  - i. Rio Grand River
  - j. Five Great Lakes
  - k. Appalachian Mountains
  - l. Rocky Mountains
  - m. Grand Canyon
  - n. Great Plain
  - o. Continental Divide
  - p. Gulf of Mexico
  - q. Great Basin
  - r. Atlantic Ocean
  - s. Pacific Ocean
- 4. Procedures/activities
  - a. Read aloud The Amazing Impossible Erie Canal and discuss.
  - b. Divide class into three groups to create a salt map of the United States.
  - c. Salt Mixture – A ratio of one cup salt to one cup of flour adding water until you have a thick paste. Color salt mixture with food coloring or paint to create different land formations such as yellow for the mountains and blue for water.
  - d. Each group is assigned one-third of the United States to draw and fill in with the salt mixture which will include the landforms that occur in their area.
  - e. With toothpicks students will create flags to label landforms and by using black yarn students will locate and mark the Continental Divide.
  - f. Using a United States map (Lewis and Clark, pg. 19), the students will locate and mark all landforms which will be placed in Westward Movement Notebook.
- 5. Assessment
  - a. Display of salt map
  - b. Map to be placed Westward Movement Notebook

- I. **Lesson Nine – Indians during Westward Expansion**
  1. Daily Objectives
    - a. Lesson Content
      - i. Westward Expansion
    - b. Concept Objectives
      - i. Develop a sense of historical empathy seen through the eyes of people who experienced Manifest Destiny.
      - ii. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
      - iii. Develop an awareness of place, the significance of that place, and its characteristics to better understand why events occurred there.
    - c. Skill Objectives
      - i. The students will understand point of view.
  2. Materials
    - a. Indian Tribes of North America, page one and seven
    - b. Indians Friends and Foes
    - c. United States Adventure in Time and Place, page 392
    - d. World Book Encyclopedia
  3. Key Vocabulary
    - a. Tecumseh
    - b. Shawnee Prophet
    - c. Osceola
    - d. Battle of Tippecanoe
    - e. William Harrison
  4. Procedures/activities
    - a. Teacher will lecture students on Indians using various sources from the bibliography.
    - b. Using Indian Tribes of North America page 1 and 7, students will gain knowledge of the Indian way of life during the Westward Expansion.
    - c. To make students aware of how Indians felt when treaties were broken, students will be asked to reflect on a scenario of the teacher's choice. For example: Fifth grade students are promised full use of the school playground and playground equipment for a full year. The sixth and seventh grade students are added to the playground because of construction reducing the fifth grade area by one-half . Then the eighth grade students are added reducing the fifth grade area by another one-fourth. This leaves only one-fourth of the playground which does not include playground equipment for the fifth grade. Thus breaking the promise for full use of the playground for a year.
    - d. The students will write in their journal about their feelings of the broken promise of not having full use of the playground. This is to be put in Westward Movement Notebook.
  5. Assessment
    - a. Journal writing activity to be placed in the Westward Movement Notebook
- J. **Lesson Ten – Early Texas and the Alamo**
  1. Daily Objectives
    - a. Lesson Content
      - i. Westward Expansion
    - b. Concept Objectives

- i. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
- ii. Develop an awareness of place, the significance of that place, and its characteristics to better understand why events occurred there.
- c. Skill Objectives
  - i. The students will learn the process of newspaper writing.
  - ii. The students will develop and understanding of early Texas history and the Alamo.

2. Materials

- a. United States: Adventures in Time and Place, page 416-421
- b. American Heritage Illustrated History of the United States
- c. The Battle of the Alamo
- d. Dictionary of American Biography
- e. Popsicle sticks
- f. Texas flag pattern
- g. blue, red, and white construction paper

3. Key Vocabulary

- a. Stephan Austin
- b. Santa Anna
- c. Sam Houston
- d. James Black
- e. Jim Bowie
- f. Davy Crockett
- g. “Remember the Alamo”
- h. Alamo
- i. Battle of the Alamo

4. Procedures/activities

- a. Students will read aloud United States: Adventures in Time and Place, page 416-421 for background information and discussion. Teacher will read aloud The Battle of the Alamo and discuss.
- b. Students will recreate models of the republic and state flags of Texas by cutting and pasting construction paper to be put in the Westward Movement Notebook. Use the model of the flags from United States: Adventures in Time and Place, pg. 421.
- c. In groups students will write newspaper headlines and articles telling events before, during, and after the battle of the Alamo to be put in the Westward Movement Notebook.
- d. Students will build a model of the fort that surrounds the Alamo using Popsicle sticks. Students should focus on showing how the fort protected the Texans from Santa Anna and his army.

5. Assessment

- a. Flags of Texas to be placed in Westward Movement Notebook
- b. Fort surrounding Alamo to be displayed
- c. Newspaper headlines and articles to be placed in Westward Movement Notebook

**K. Lesson Eleven – The Mexican War**

1. Daily Objectives

- a. Lesson Content
  - i. Westward Expansion
- b. Concept Objectives

- i. Develop a sense of historical empathy seen through the eyes of people who experienced Manifest Destiny.
    - ii. Develop an awareness of place, the significance of that place, and its characteristics to better understand why events occurred there.
  - c. Skill Objectives
    - i. The students will demonstrate an understanding of Texas history by creating a time line.
    - ii. The students will identify the added territory to the United States after the Mexican War.
- 2. Materials
  - a. United States: Adventures in Time and Place, page 422-425.
  - b. American Heritage Illustrated History the United States
  - c. Hyper Studio, a computer program by Roger Wagoner
  - d. One copy per student of a map of the United States (Lewis and Clark, pg.19)
  - e. colored pencils
- 3. Key Vocabulary
  - a. Zachary Taylor
  - b. Treaty of Guadalupe Hidalgo
  - c. Santa Anna
- 4. Procedures/activities
  - a. Read aloud in United States: Adventures in Time and Place, page 422-425 for background information and discussion. .
  - b. Using United States: Adventures in Time and Place, pages 416-421, students in pairs will review and complete a time line outlining the beginning of Texas to Texan statehood 1822-1848. Also, students will include battles, treaties and purchases which will be placed on their timeline to be put in their Westward Movement Notebook.
  - c. Students will use a map of the United States (Lewis and Clark, pg.19) to color existing states, states from the Gadsden Purchase, and states from the Treaty of Guadalupe Hidalgo. Students will place a map key in the lower right hand corner to indicate the colors used on their map for these states. Students will place map in the Westward Movement Notebook.
  - d. NOTE: If school district has Hyper Studio, Procedures/activities b. should become a *Hyper Studio* presentation.
- 5. Assessment
  - a. Time line of Texas history to be placed in Westward Movement Notebook
  - b. Map of new territories to be placed in Westward movement Notebook

## VI. CULMINATING ACTIVITY (see Appendix B)

## VII. BIBLIOGRAPHY

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## **Appendix A**

### Westward Movement Notebook

Each student will provide a 1” 3 ringed binder to be used to create a Westward Movement Notebook. In this notebook, students will create sections for the different lessons including class notes, maps, journal writings, and any other information provided by the teacher or themselves to be displayed at the culminating activity. Each section should be labeled with dividers. An optional activity will be to decorate the notebook.

## Appendix B

### Culminating Activity

#### Live Wax Museum

The culminating activity will be a live wax museum which will present the different areas of Westward Expansion. To begin the presentation, a group of students will perform a rap telling of the Westward Expansion Movement. This rap can be teacher or student created. Students will be assigned specific areas to perform. For example: Students in the Daniel Boone group will become wax figures. The performance will include information on Daniel Boone and the Wilderness Trail. When visitors arrive at this area, this group will come alive and tell the story of Daniel Boone's travels. Each area of the Westward Expansion Movement will follow the same format.

#### Teacher Rap

Westward expansion is our theme  
Exploring the west was our dream.  
Trailblazers, pioneers, mountain men  
Cleared the trail west to begin again  
Manifest Destiny is our cry,  
Manifest Destiny this is why!

Talk about the people who traveled west  
Daniel Boone is among the best.  
The Wilderness Trail showed many the way  
To Kentucky by the Appalachian Way.  
Lewis and Clark explored the west  
With Sacagewea a head of the rest.  
Manifest Destiny is our cry,  
Manifest Destiny this is why!

Eureka, Eureka, came the cry  
To find the gold in the hills it did lie.  
Old Zeb Pike traveled towards the west  
Heading for the peak that was taller than the rest.  
Manifest Destiny is our cry,  
Manifest Destiny this is why!

Old St. Lewey was the starting place  
The beginning of the Western expansion race.  
Trails to the west have blazed the way  
For Mormon, Oregon, and Santa Fe  
Brigham Young would have what it takes

To lead the Mormons to the Great Salt Lake  
Manifest Destiny is our cry,  
Manifest Destiny this is why!

When Santa Anna came to call  
Jim and Davy were on the ball  
Fighting from the Alamo  
Santa Anna struck a blow  
Sam Houston remembered Davy in the Alamo  
In his fight for freedom from Old Mexico  
Manifest Destiny was our scheme  
Expansion was America's dream.

Composed by Belinda Petway, Martha Cochenour, Marilyn Edgmon and Justin Allen

## **Appendix C**

### Sectional Map of the Appalachian Mountains

## **Appendix D**

### VENN Diagram