



Marietta City Schools 2023-2024 District Unit Planner

4th Grade

Topic Title:

Unit #5 America Expands Westward

Unit Duration

3 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Throughout the 1800s, Americans continued to move west, displacing Native Americans who were already living there and settling these lands themselves.

GSE Standards

ELA

ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Social Studies

SS4H3 Explain westward expansion in America.

a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”

b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.

c. 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).

SS4G1 Locate important physical and man-made features in the United States.

a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.

b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.

SS4G2 Describe how physical systems affect human systems.

b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.

Essential Questions

Factual—

When and where did settlers travel west?

What obstacles did settlers face?

What were the causes and outcome of the War of 1812?

Where and why were the Cherokee people relocated?

Inferential—

How did (a historical figure in this unit) influence westward expansion?

How did the acquisition of lands in Louisiana, Texas, Oregon, and California compare to one another?

Critical Thinking-

How did the forced relocation of Cherokee people compare to the westward expansion by settlers?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
causes, war, impact, forced, relocation, territory, acquisition, mining Multiple meanings: reservation	westward expansion, capitol, White House

Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.

Transfer of Integrated Skills:

- Newsela “The War of 1812 in 1814”
- Newsela “The California Gold Rush”
- Newsela “Manifest Destiny: The Idea Behind America’s Westward Expansion”

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ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

• True False Review

1. Have students fold a piece of paper in half three times to create 8 boxes and number the boxes 1-8.

1	2
3	4
5	6
7	8

2. As you read each of the following statements, have students write True or False. For any False responses, challenge students to write in what would make the statement correct.

#1 America declared war against France in 1812.

#2 The War of 1812 led to the writing of the Star-Spangled Banner.

#3 The Supreme Court ruled that the Indian Removal Act was illegal and unconstitutional.

#4 Andrew Jackson returned homelands to the Cherokee people and compensated them for their losses.

#5 Thomas Jefferson oversaw the purchase of land in Louisiana from France.

#6 Lewis and Clark followed the Oregon Trail along with other settlers and their families.

#7 Sacagawea served as an interpreter between Lewis, Clark, and the American Indians they encountered.

#8 The promise of mining gold brought many settlers to lands in California.

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Content-Specific GSE/Skills:

- *Insert title and hyperlink, role as formative or summative, and GSE being addressed by assessments provided by SS or Sci Coordinator*

Writing Task and Rubric:

- DBQ: Oregon Trail- Would you have continued or quit?_Students investigate life on the Oregon Trail to determine reasons why individuals continued or quit the trek to the newly acquired Western lands (*Teacher Notes: DBQ are intended to integrate ELA and SS Skills. Training in the DBQ process is highly recommended before utilizing DBQs.*)
- **Imagined Reflection**
 1. Provide the students with the following prompt and a copy of a [Story Mountain Template](#): *Imagine you are a child your same age moving out west with your family during Westward Expansion. Create a journal entry for a single day that includes the elements of the story mountain. Who are you traveling with? Where and how are you traveling? What exciting or troubling event will serve as your climax? How will your response to that event involve falling action?*
 2. Provide students with a [Narrative Writing Checklist](#) to guide their work and score final products using a [Narrative Writing Rubric](#).

ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<i>15-Day Plan: America Expands Westward</i> <ul style="list-style-type: none">● <i>Summative assessment</i>	
Connected Structured Literacy Activities	<i>Comprehension Strategy:</i> Use Expository Text Wheel strategy from Florida Center for Reading Research to guide identification of main ideas and details for books and passages in this unit. This would make a great interactive hall display if students analyze different passages, books, or chapters within a book. <i>Vocabulary Strategy:</i> Use Semantic Mapping to build understanding of how different period-specific vocabulary related to westward expansion.	

Connected SS/Sci Experiences <i>(omit this row if KBU does not contain SS or Sci connections)</i>	War of 1812 Create an illustrated timeline highlighting events of the War of 1812	Groups will place each of their artifacts in the proper order along the timeline. The teacher can run blue “painter’s tape” down the hallway or classroom wall to denote the passage of time and students work collaboratively to mount their artifacts in the proper sequence along the tape
	It’s a Grand ‘Ol Flag Analyze resources and create a diary entry from Francis Scott Key	This activity can be done in small groups, the whole group, or individually. Preview difficult vocabulary, provide a word bank for product, utilize guided reading/small groups as needed
	Come on Over Project Based Learning (if assigned at the beginning of the unit) OR culminating activity at the end of the unit. . Create a persuasive product to persuade people to settle out West.	Provide a brochure outline for students with sentence frames
	On the Trail Write a historical fiction account of a section of the Lewis and Clark Expedition from the point of view of a team member	Preview the activity with small groups as needed. Define difficult vocabulary in advance and provide pictures of items students may not be familiar with.
Connected Writing Activities	<i>Embedded into daily slides</i>	

Additional Planning Resources				
MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)
Additional Instructional Resources				
Suggested High Quality Complex Texts				
Suggested Experiential Resources				
Manifest Destiny and American Indians Students study the change in tribal lands over time. Students read about the Manifest Destiny of the 1800s and write a short opinion essay about the effects of Westward Expansion.				