|  |
| --- |
| **Weekly Objectives:** I can analyze sources on migration and manifest destiny and how it ties into Westward Expansion.I can answer constructed responses on the topic of Westward Expansion using RACE. |
| **Standards: E** **ssential GLEs:**4.2.1, 4.2.3, 4.3.1, 4.5.2, 4.5.3, 4.9.2, 4.9.3, 4.9.4**Ancillary GLEs:**4.1.1, 4.1.4,4.2.2, 4.4.6, 4.6. |
| **Essential Questions:** **How did Westward migration affect society and progress?**Students explore the causes of Westward Migration in the United States and consider the effects on people and the development of borders.**Topic One: Migration and Manifest Destiny****Topic Two: Transportation and Movement**Geography influenced the migration and settlement of people in North America. * The Louisiana Purchase led to geographic and economic expansion of the United States
* Technological Innovations helped expand and boundaries of the United States.
* The Belief in Manifest Destiny supported the expansion of the United States and the spread of democracy.
* Was the United States justified in going to war with Mexico?
 |
| **Academic Vocabulary: gold rush, Louisiana purchase, Manifest Destiny, democracy** |
| **Materials:** **Topic One: Migration and Manifest Destiny****DBQ Project: Was the United states justified in going to war with Mexico?**[On the Move - Westward Migration](https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence-updated---grade-4-pdf.pdf?sfvrsn=7) (page 145)**Materials:** [Modern U.S. Map](https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence-updated---grade-4-pdf.pdf?sfvrsn=7) (page 17), [Early Colonial Map of America](https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence-updated---grade-4-pdf.pdf?sfvrsn=7) (page 15), [Infographic: Louisiana Purchase](https://www.kidsdiscover.com/infographics/infographic-louisiana-purchase/), [Senate Ratified the Louisiana Purchase](https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence-updated---grade-4-pdf.pdf?sfvrsn=7) (page 148), materials for [On This Day with Lewis and Clark](https://edsitement.neh.gov/lesson-plan/day-lewis-and-clark#sect-introduction), Activities 2-3 [Go West: Imagining the Oregon Trail](https://edsitement.neh.gov/node/7576) , materials from [Westward Expansion](http://www.louisianabelieves.com/docs/default-source/academic-curriculum/task---social-studies---grade-4---westward-expansion.docx?sfvrsn=4)\*\* Settling the west sources from eagle 2.0 will be used for analyzing! \*\*\* FOCUS- answering CR with RACE as well as the note taking strategy- Understanding the 2 pt CR rubric for LEAP\*\*\* Social Studies Practice Test will be used for morning work!  |
| January 6 | **Introduction:**  Teacher will ask students why did people migrate to the west? Will review what the term migrate means? Turn and talk **Guided Practice:** Teacher will walk through analyzing source 1 and she will model putting the note on the side as well as what this source is helping her understand about westward expansion.**Collaboration:** Students will analyze source 2 as students are annotating and writing their note on the side teacher will walk around the classroom to see how students are doing.**Debrief: Students will answer question 2 using source 1 and source 2 which physical feature most likely attracted settlers to the west? Students will answer with RACE- teacher will type up question with 7 lines so students are writing within those lines just like the LEAP test with the box** |
| January 7  | **Introduction: Teacher will make copies of students responses from yesterday. She will have 4 samples that she will copy. Each table group will get a copy. She will have students give constructive feedback with glows and grows. What did these students do well? What can they improve upon?****\*\*\*\* Teacher will have the students answers copied and put in 4 areas in the room.****Collaboration:**  **Debrief- Students will do a gallery walk regarding students responses. They will have sticky notes to write their glows and grows. Students will rotate every 3 minutes. Until all students have been able to see each response.** **After the gallery walk teacher will ask students what piece of writing is the strongest? Why? Would each writing get a 2 on the rubric? If not what could they do to improve?** **Teacher will have students review the 2 pt rubric for LEAP for CR for Social Studies** |
| **January 8** **Writing Day FOCUS!**  | Guided Practice: Teacher will have students analyze source 3 and source 4 on their own. **Independent Practice: which statement best describes the impact of the inventions shown in source 3 and soure 4? - teacher will give students the responses students will discuss what they think the correct answer is as well as share what notes they put on the side.** **Debrief:**  Teacher will show some examples of notes from students on the ELMO. She will have students turn and talk about the note. Is this note showing that the student understands the source? Why or why not? DId they use all their strategies? Annotating? Process of elimination? |
| **January 9**  | Introduction:. Based on source 2 how did the physical characteristics of Kansas most likely shape its economic development? Students will answer this question with their notes as well as use RACE to help them.Collaboration: Teacher will have students share what they think correct answer is by doing a turn and talk.Debrief: Teacher will share some student responses with the class. Students will participate by giving feedback to students- writing glows and grows on sticky notes and looking at the social studies rubric for evaluating their classmates. Would they get all points? Why or why not? |
| **January 10**  | **Introduction**: Teacher will make copies of students notes on the side from sources 1-4 she will post them around the classroom.**Guided Practice: students will participate in a gallery walk with the notes that students have taken****Collaboration**: Teacher will have the table groups work together and rotate to all 4 students work samples of notes from sources. She will tell students that the purpose is to evaluate these notes. If you read their note can you truly grasp what the sources is explaining? If so give them feedback as well as think about if you cannot then what note would you tell them to put so that someone can read it and grasp what it is saying? **Debrief: Teacher and students will hold as collaborative conversation about what they discussed on the gallery walk and share the feedback that they discussed with their table group and how it will help when it comes to the note taking strategy with sources** |