

Seventh Grade Unit 3

Theme Overview

“**Growing Pains**” was selected for an eight-week interdisciplinary study focusing on the westward expansion in America from 1801 to 1861. The goal for this unit is for students to acquire an understanding of the forces and events that led the pioneers to settle the West. Through a study of fiction and non-fiction materials, students will examine the different types of growth and change that take place within and around individuals and their environments when they settle in previously uncharted lands. Students will evaluate growing pains that individuals exhibit as they move through the stages of life. This thematic unit will incorporate language arts, social studies, and science standards. Students will be able to work as individuals, on teams, and in small groups.

Driving Questions:

- **What were the political, economic, social, **geographical**, and cultural conflicts that led to westward expansion in America?**
- **How did the western expansion of 1801-1861 influence the politics, economics, social conditions, and cultural life of America?**
- **What hardships and difficulties did the pioneers face, and how were they able to meet those challenges?**
- **What impact did the pioneers have on the environment as they settled the West?**
- **What challenges do young people face today as they move from childhood to adolescence to young adulthood? How can characters in fiction and non-fiction works provide inspiration for surmounting obstacles in this journey?**

New Jersey Core Curriculum Content Standards specific to this unit:

Language Arts Teachers:

When the setting of a novel is relevant to its plot, it is appropriate and meaningful to address the geographic location using maps, charts, and other resources. For students, this will provide reinforcement for similar topics in social studies.

Social Studies Standards

*Note that geography is now embedded across all grade levels and units. It should be addressed within the topic of study rather than in isolation. . The geography standards are highlighted, but mapping the location of any standard when appropriate enhances learning for students. *

6.1.8.B.1.a. Explain how the spread of human societies occurred due to geography, migration and settlement patterns in the Americas.

6.1.8.B.1.c. Analyze the world (1400-1750) in spatial terms using historical maps to determine settlement patterns.

6.1.8.B.1.d. Explain how competition among the European countries and Native American nations for control of land in North America led to alliances and conflict.

6.1.8.B.1.e.

Determine the relationship between technology innovation on urbanization and the impact of both on the environment.

6.1.8.C.1.a. Relate the role of agriculture to the survival and economic prosperity of Native American societies.

6.1.8.C.1.f.

Analyze how technological innovations transformed the economy, affected the status and social class of different groups of people and the outcomes that resulted.

6.1.8.C.1.g. Explain how the development of road, canal and railroad transportation systems impacted New Jersey's economy.

6.1.8.D.1.a. Summarize the contributions and influence of Native American institutions and civic life on past and contemporary societies.

6.1.8.D.1.g. Determine how cultural transmission from different ethnic groups has impacted the development of the American culture.

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6.1.8.A.2.a. Explain the changes in America's relationships with other nations by analyzing treaties and other agreements.

6.1.8.B.2.d. Determine the significance of the Louisiana Purchase on the expansion and economic development of the United States.

6.1.8.C.2.a. Analyze the costs and benefits of economic opportunities and freedom in the colonies.

6.1.8.D.2.b. Explain how westward expansion influenced American culture.

6.1.8.A.3.a. Explain how and why early government structures developed and their influence on American politics and institutions.

6.1.8.A.3.f. Compare and contrast the role of state and federal governments to meet the needs and wants of its citizens, to manage conflict and provide security.

6.1.8.B.3.a. Compare and contrast the impact that technological innovation has had on land use, resources and the environment in the past and present.

6.1.8.B.3.b. Explain how the Land Ordinance of 1785 supported America's belief in public education.

6.1.8.C.3.b. Analyze the political, social and economic impact of the slavery in the colonies.

6.1.8.D.3.b. Explain the purpose of the Bill of Rights and determine its impact on current day issues.

6.1.8.A.4.e. Assess the impact of the Manifest Doctrine on American nationalism from multiple perspectives.

6.1.8.B.4.a. Assess how unequal distribution of resources led to cooperation and conflict among different groups of people.

6.1.8.D.4.d. Explain how and why people of diverse backgrounds collaborated to provide safe passage through the Underground Railroad.

6.1.8.D.4.f. Compare and contrast the challenges faced by individuals and groups as they fought for fundamental rights such as liberty, justice and equality for all.

6.1.8.A.5.f. Analyze the role of the judiciary process in securing freedom for the African slaves aboard the Amistad.

Science

5.10.8 B Human Interactions and Impact

1. Compare and contrast practices that affect the use and management of natural resources

5.5.8 B.

Diversity and biological Evolution

1. Compare and Contrast kinds of organisms using their internal and external characteristics
2. Discuss how changing environmental conditions can result in evolution or extinction of a species.
3. Recognize that individual organisms with certain traits are more likely to survive and have offspring.

Materials:

Possible core novels and/or authentic readings:

My Antonia by Willa Cather (C)

Out of the Dust by Karen Hesse (A+)

Rascal by Sterling North (E)

A Family Apart by Joan Lowery Nixon (A)

Guided Reading:

Popcorn Days and Buttermilk Nights by Gary Paulsen (A)

Blizzard! By Jim Murphy (C)

That Was Then This Is Now by S.E. Hinton (A)

Small Steps by Louis Sachar (E)

The Adventures of Tom Sawyer by Mark Twain (C)

Teacher Resources:

Some websites for researching westward expansion:

<http://www.americanwest.com>

http://www.kidinfo.com/American_History/Pioneers.htm

<http://www.pbs.org/weta/thewest>

My Antonia, by Willa Cather

http://www.glencoe.com/sec/literature/litlibrary/pdf/my_antonia.pdf (Full PDF Study Guide)

<http://www.sdcoe.k12.ca.us/score/cather/tgcather.html> (Score - PBL's)

<http://www.library.spscc.ctc.edu/electronicreserve/read9192/cooper/MyAntoniaLog1.pdf> (Reading Log)
<http://www.unl.edu/Cather/works/se/antonia/entire/antoniastext.htm> (Full E-Text)
<http://gatornet.chapin.edu/~english11/vocab11fall.html> (Vocabulary)
http://www.mshogue.com/tools/antonia_test.pdf (Test)
<http://www.youtube.com/watch?v=auo6ayrzO3M> (You Tube Book Trailer)
<http://www.metrolyrics.com/my-antonia-lyrics-emmylou-harris.html> (Song Lyrics)
<http://www.randomhouse.com/highschool/catalog/display.pperl?isbn=9780553214185&view=tg>
<http://www.neabigread.org/books/myantonia/>
<http://www.classzone.com/novelguides/litcons/antonia/guide.cfm>

Out of the Dust, by Karen Hesse

http://www.beaconlearningcenter.com/documents/1679_01.pdf (Discussion Questions)
<http://wneo.org/WebQuests/TeacherWebQuests/dustbowl/dustbowl.htm> (WebQuest)
<http://edweb.sdsu.edu/t2arp/quest/dustbowl/dust.html> (WebQuest)
<http://www.pickens.k12.sc.us/lhsteachers/hendricks/outofthedust.htm> (WebQuest)
<http://www.schenectady.k12.ny.us/users/title3/Future%20Grant%20Projects/Projects/dustbowl/dustbowl.htm> (WebQuest)
<http://web.syr.edu/~etjanick/dustbowl.html> (Literature Circle Project)
<http://memory.loc.gov/ammem/ndlpedu/lessons/99/dust/journal.html> (Reading Journal)
<http://english.byu.edu/Novelinks/Novel%20Pages/Out%20of%20the%20dust.htm> (Novelinks)
http://www.youtube.com/watch?v=y2H_ZXecg6Y (You Tube Video Project)
<http://www.carolhurst.com/titles/outofthedust.html>
<http://memory.loc.gov/ammem/ndlpedu/lessons/99/dust/intro.html>
<http://www.pbs.org/wgbh/amex/dustbowl/>
<http://www.bcps.org/offices/lis/models/outofthedust/>

Audio-Visual

Movie Clips

Voices from the Dust Bowl PBS

National Geographic Video Clip Library

<http://www.youtube.com/user/NationalGeographic>

The History Channel Video Gallery

<http://www.history.com/media.do>

Graphic Organizers

<http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm>

Suggested Student Activities

Theme Introduction Activities:

Have students discuss a personal experience of coming to a new place or situation such as coming to middle school.

List challenges and fears you experienced and how you solved them.
Give examples from movies or novels illustrating “growing pains”.

Core Text Activities:

1. Listen to daily read alouds and discuss vocabulary words.
2. Analyze the influence of the environment on character development
3. Critique and appraise decisions made by the characters, citing specific examples from the text.
4. Make inferences using textual information and providing supporting evidence.

Possible Problem-Based Learning Activities (PBLs):

Short-term projects that can lead to a PBL are:

- Students will learn through investigation when and why westward expansion occurred and to understand what effects this movement west had on the country and the people throughout the past and into the present.
- Students will research about westward expansion by accessing the reviewing sources of information, using whatever is available.
- Students will research and listen to music popular during this time and get a better understanding of what was happening and the feeling of various people at the time.
- Students create a photo-essay using Power Point to explain the concept of Manifest Destiny and its relation to westward expansion through 1848.
- Students will read and write about westward expansion and understand the major events and issues of the day.
- Students will research and become an expert on one group the moved into the Western territory. They will write a historical account of a group or a person who lived west of the Mississippi River between 1801 and 1880.
- Students will create a legend about the person who lived or may have lived west of the Mississippi River from 1801 to 1880.
- Students could write a folk song showing what you’ve learned about this era.
- Students could write a journal, diary, or letters back home, describing your journey to the western territories and the new life. They should write in the first person.

Short- term that could result in a long-term PBL of a powerpoint presentation:

1. Research different aspects of westward migration: the trail, the reasons for traveling, the obstacles that were faced by the pioneers, and what they needed to take for survival on the trail.
2. Identify obstacles and possible hardships that were faced by the pioneers moving west.
3. Determine the pros and cons of moving west.
4. Make a list of supplies needed for survival.
5. Map out route and approximate time frame for travel.

6. Create a powerpoint illustrating your journey.

Short term projects that could result in a PBL of a invention model:

The time period of 1801 – 1861 was a productive time for scientists, engineers, and inventors.

1. Research a specific scientific invention developed between 1801 and 1861. They will provide a reason or need for the invention, a timeline for its development, and a list of its attributes.
2. Research the life of an inventor, focusing on how his life experience led to his invention, how the invention affected his life, and how history views his contribution.
3. Compare and contrast that invention with a corresponding modern device or modern technology.

Build a model representing the invention that was researched. Give a demonstration about how it works. Compare its use and function to a modern invention.

Assessments

- Informal, daily observations
- Writing Conferences
- Anecdotal Notes (Guided Reading and Guided Writing)
- Rubrics
 - Writing Rubric
 - Speaking Rubric
 - Oral-Presentation/Dramatization
 - Open-Ended Scoring Rubric
 - Final Project