

Expansion Across Regions

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Overview

This lesson will introduce the regions of the United States according to the United States Landform Regions in the *South Carolina: an Atlas*. After a brief introduction to the regions we will discuss the westward expansion that occurred in the 1775-1785. This lesson will teach students the motives for westward expansion, the contributions of Daniel Boone, and the hardships the settler moving westward faced.

Connections to the Curriculum

This lesson is history and geography based. Language arts could be tied in through the use of literature and journaling. Mathematics could also be used for students to learn how to calculate the mileage that these earlier explorers walked to travel across the country.

South Carolina Social Studies Academic Standards

Standard 4-5:

The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

Indicators

- 4-5.1 Summarize the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and compare the geographic features of areas explored. (G, H)
- 4-5.2 Explain the motives for the exploration in the West and the push for westward expansion, including the concept of manifest destiny, economic opportunities in trade, and the availability of rich land. (G, E, H)

Social Studies Literacy Elements

F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?

H. Construct maps, graphs, tables, and diagrams to display social studies information.

I. Use maps to observe and interpret geographic information and relationships.

Grade Range

Grades 3-5

Time

50-60 minutes

Materials Needed

South Carolina: an Atlas

Map of Original 13 Colonies

Blank United States Map (South Carolina Map Folio)

Colored Pencils

Computer with Internet access-LCD projector, or 1 computer per 2 students

Overhead Projector

Harvey, Brett. Cassie's Journey: Going West in the 1860s . (New York: Holiday House, 1988) (ISBN 0823406849).

Objectives

1. The students will be able to explain how landform regions in the United States affected westward expansion.
2. The students will be able to explain why there was exploration in the West for 1775-1785.

Suggested Procedures

1. **Motivation:** Begin by placing an overhead transparency of the blank US map on the overhead. Give each student a copy of this map and colored pencils. Have the students open their *South Carolina: an Atlas* to page 5. Allow students ten to fifteen minutes to color in the landform regions while the teacher demonstrates on the overhead.

2. Define each of the landform regions:

Coastal Plains: Region of flat land in southeastern US stretching from the eastern coast of Pennsylvania to Florida and as far west as Texas.

Appalachians: "A mountain system of eastern North America extending about 2,574 km (1,600 mi) southwest from Newfoundland, New Brunswick, and southern Quebec, Canada, to central Alabama. The range includes the Allegheny, Blue Ridge, and Cumberland mountains." (answers.com)

Interior Plains: a treeless plateau that gently rises from the edge of the Coastal Plains to the foothills of the Rocky Mts.

Canadian Shield: U-shaped region of ancient rock, the nucleus of North America, stretching N from the Great Lakes to the Arctic Ocean.

Western Mountains: Mountainous terrain that stretches from the interior plains to the coast of California. It includes the Rocky Mountains and the coastal mountain regions in California.

3. After defining each landform regions, the students will add the following to their regional US map. They will label and color the thirteen colonies red, label the Atlantic and Pacific Oceans, draw mountain symbols(^) and label where the Appalachian and Rocky Mountains are located and color them green, and the students will draw and label the Mississippi and Missouri Rivers in blue. The teacher can allow the students to locate the thirteen colonies using a wall map of the United States or an overhead of the colonies map provided.

4. Discuss the importance of rivers and mountains. How do you think these landforms will be used as the pioneers travel west? What is a pioneer? (Person who first settles in new place) Why couldn't the pioneers travel east? (The Atlantic Ocean bordered all colonies)

5. Why were these settlers traveling westward? (Land, farming, trade, curiosity, Manifest Destiny- Americans had divine right and responsibility to settle the US.)

6. Ask if anyone has heard of Daniel Boone. He was a pioneer who served during the French and Indian War, where he met a fur trader (John Finley) who told him about the wonderful land west of the Appalachians. He searched for the Warrior's Path that Finley had told him about with no luck. Years later, he met up with Finley who agreed to explore with him. Together they found the Warrior's Path that led through Cumberland Gap in the Appalachian Mountains into Kentucky. This path would be crossed by thousands of travelers and would be called Wilderness Road. After clearing the Wilderness Road, Boone returned with stories of great croplands and roaming buffalo in the new found western territory. He encouraged people to expand westward to escape the overcrowded conditions of the colonies.

7. On the students map have them draw and label Wilderness Road in black according to the map attached to this lesson. While students are labeling the Wilderness Road discuss how they think the pioneers traveled westward. Tell them that they did not have cars, trains or plains during this period.

8. The students will watch the streaming video of Westward Expansion. When the clip is over as a class we will discuss how the students would feel if they had to cross that trail. How would they plan to survive on the trail? What would they do to keep occupied while riding?

9. **Closure:** Read an excerpt from Cassie's Journey ask the students to listen for descriptions of the long days, harsh weather, and difficult encounters Cassie, a child on the Wilderness Road faces as she and her family travel westward. In their journals, the students will reflect on what they heard by answering the following questions: (The number in parenthesis represents the number of examples expected for each question)

1. What were some of the conditions families and pioneers faced as they traveled westward? (6 conditions)
2. How would you feel if you were told tomorrow that you had two days to pack your most precious belongings and travel to a new world? (3 feelings/reactions)
3. What three possessions would you take with you? Why? (3 things, 3 reasons)
4. What would you miss most about your homeland? (5 examples)
5. What would you have to look forward to in your new home? (5 examples)

Suggested Evaluation

1. Monitor student progress on their maps throughout the lesson.
2. Check for participation in classroom discussions.
3. Collect the students' journals, check for thoughtful responses to each of the five questions listed, and grade with the attached rubric.

Lesson Extensions

Language Arts:

Harvey, Brett. Cassie's Journey: Going West in the 1860s . (New York: Holiday House, 1988) (ISBN 0823406849).

This book could be used to give students a first hand account of what was happening on the journey westward. This would be a great read aloud to the class. It shows the hardships the settlers faced. This could be used as the basis for journal writing asking questions such as the ones listed above.

Math

Students can use the scale on the bottom of the map to figure out the approximate mileage for both the Wilderness Trail and the Oregon Trail.

Social Studies

As a class continue to study westward expansion including the travels of Pike and Lewis and Clarke. Continue encouraging students to draw conclusions from the landforms these pioneers were crossing to discuss the problems they encountered.

Materials Provided

Grading Rubric for Journal Activity

Blank United States Map

Map of the Thirteen Colonies

Wilderness Road Map

Resources

SCGA Map Folio: <http://www.cas.sc.edu/cege/Maps%20and%20Worksheets/US.pdf>

South Carolina: An Atlas, p. 5.

1-888-895-2023 or www.cas.sc.edu/cege

Streaming Video: Westward Expansion: The Pioneer Challenge-The Westward Movement Begins was taken from www.unitedstreaming.com on June 22, 2005.

The definitions of landforms were taken from <http://www.answers.com/topic/north-america> on June 22, 2005.

The information regarding Wilderness Trail was taken from <http://www.danielboonettrail.com/html/boonettrailbio.html> on June 21, 2005.

The map of the original 13 colonies was taken from http://www.civics-online.org/library/formatted/images/13_colonies.html

The map that shows the Wilderness Trail was taken from <http://www.socialstudiesforkids.com/graphics/wildernessroadmaplarge.jpg> on June 22, 2005.

Journal: Cassie's Journey Name: _____

REQUIREMENT	POINTS POSSIBLE
Conditions Pioneers Faced (6) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	_____ 2 _____ 2 _____ 2 _____ 2 _____ 2 _____ 2
Personal Feelings or Reactions (3) 1. _____ 2. _____ 3. _____	_____ 2 _____ 2 _____ 2
Possessions (3) Reason (3) 1. _____ 2. _____ 3. _____	_____ 2 _____ 2 _____ 2 _____ 2 _____ 2 _____ 2
Miss about Homeland (5) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ 2 _____ 2 _____ 2 _____ 2 _____ 2
Look Forward To (5) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ 2 _____ 2 _____ 2 _____ 2 _____ 2

Map of the 13 Colonies



