

GRADE 4, UNIT 4

Impacts of U.S Expansion



TEACHER'S GUIDE



A map from an 1898 series outlines the United States and surrounding territories following the Treaty of Paris. Image by H. C. Roberts via Library of Congress, public domain.

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This Investigating History unit was developed by the Massachusetts Department of Elementary and Secondary Education in partnership with the following organizations and individuals:

Pilot Curriculum Authors: Educurious by NCEE

Lead Author

Elaine Santelmann

Lead Reviewer

Sara Nachtigal

Editor

Gayle Klim

Additional Design Support

N'Dia Parker-McWhorter

2025–26 Curriculum Revisions: Educurious by NCEE

Lead Author

Naomi Tsai

Lead Reviewer

Kasha Browning

Editor

Danielle DeStefano

Digital Media Specialist

Angela Rosenberg

Senior Advisor

Sara Nachtigal

Indigenous Curriculum Review: Native Education Council of Massachusetts

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English Learner Consultants: English Learners Success Forum

Note: ELSF does not rate or endorse materials. See the Curriculum Guidebook for more information.

Scholar Advisor

Ben Remillard, *Providence College*

Massachusetts Department of Elementary and Secondary Education

Kathryn Gabriele
Dylan Geesey-Pearce
Reuben Henriques
Rebekah Judson
Miesha Keita
Julia Lucas
Katherine Tarca

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UNIT INFORMATION

Impacts of U.S. Expansion

Unit Throughlines	Learning Progression
In what ways did the growth of the United States affect different groups of people? EU 1. When nations expand their territory, conflict follows. Some groups gain power while others lose it. Expansion benefits those who make decisions while harming people already living on the land. Governments who have the power to make decisions often undermine the sovereignty of other nations, even when they have made formal agreements to respect it. When expansion raises moral questions, such as whether to allow slavery, it can divide even those who benefit from it. EU 2. People move to new territories for many reasons, including economic opportunity, religious freedom, and government promises of land. Governments and businesses build infrastructure like trails, railroads, and new laws to make movement easier and faster, benefitting those with economic and political power. However, this movement is often built on the labor and taken land of marginalized groups, especially Indigenous peoples, causing lasting harm to those communities. The stories we tell about migration and settlement, including who is celebrated	Expanding the Nation 8 Lessons Why did the growth of the United States create conflict? - L 1. Generate questions about U.S. Expansion and its impact on Indigenous people by comparing two maps. - L 2. Observe how the United States grew over time by examining a series of maps, and ask questions about how the growth created conflict. - L 3. Connect key vocabulary words to explain how colonists and Indigenous nations had different relationships with the same lands. - L 4. Identify key details from treaty sources to explain how U.S. governmental decisions affected Indigenous nations. - L 5. Categorize examples of U.S. territorial expansion by method and explain how one method may have affected different groups of people. - L 6. Explain why adding new states to the United States was a source of conflict by comparing opinions. - L 7. Synthesize new learning about the growth of the United States and the conflict created for different groups of people. - L 8. Analyze a U.S. government decision to explain why it created conflict for different groups of people. Moving West 7 Lessons Why did so many people move to the American West? - L 9. Generate questions about Manifest Destiny based on observations of a painting and a short video. - L 10. Analyze a map and illustration of the Santa Fe Trail to explain whose perspectives are represented and whose are missing. - L 11. Use evidence from maps and a video to explain how the Mexican–American War contributed to U.S. Expansion and how it affected different groups of people. - L 12. Identify push and pull factors that led people to migrate to the American West in the 19th century using evidence from resource cards.

and who is erased, shape how we understand whose perspectives and sacrifices matter in history.

EU 3. When powerful nations expand, they often treat other nations and groups unjustly by denying them fair treatment and equal access to opportunities. Indigenous nations, African Americans, and Hispano communities experienced violence, displacement, and loss of land and resources during U.S. Expansion. Understanding injustice requires examining who was harmed, how they were harmed, and recognizing that forcing new systems on thriving communities causes lasting damage.

Key Practice Standards

PS 1. Explain how governmental decisions and decision-making processes can affect groups, individuals, and societies.

PS 3. Categorize information from one or more sources based on a topic or inquiry question, taking brief notes on the information gathered.

PS 5. Evaluate a source's credibility using information about the maker's point of view, intended audience, and purpose.

Key Literacy Standards

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines,

- L 13. Use evidence from a primary source to explain how the construction of the Transcontinental Railroad helped the United States expand westward.
- L 14. Synthesize evidence from multiple sources to discuss why so many people moved to the American West and how that movement affected different groups.
- L 15. Analyze two paintings to compare perspectives on U.S. Expansion and use evidence to make a claim about why people moved to the American West and who was affected.

The Injustices of Expansion | 7 Lessons

Who was harmed by U.S. Expansion?

- L 16. Based on observations of a primary source illustration and a map, generate questions about who was harmed by the federal government's decision to hunt and exterminate buffalo.
- L 17. Analyze visual and text-based sources to describe the Báxoje nation's relationship with land and explain how the U.S. government's actions caused harm.
- L 18. Categorize evidence from a video and two songs to explain why African Americans moved west and what their life was like in Kansas.
- L 19. Categorize information from a map and a text to explain how Pueblo and Hispano communities used land and water and how U.S. Expansion changed that system.
- L 20. Synthesize evidence from cluster lessons to discuss who was harmed by U.S. Expansion and how that harm connects to justice.
- L 21. Categorize evidence about a group harmed by U.S. Expansion and use that evidence to construct a short written argument about injustice.
- L 22. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit.

Summative Assessment | 2 Days

During this unit, students learned that the United States expanded through purchasing land, annexing land, making (and breaking) treaties, and winning wars with other sovereign nations—and that expansion was fueled by the idea of Manifest Destiny. Students also learned about the effects expansion had on Indigenous peoples, African Americans, and Hispano people, and they considered issues of justice related to expansion.

In the Summative Assessment, students return to the painting *Reversing Manifest Destiny* to launch their thinking. They then select an example of U.S. Expansion, identify who was affected by the government's action, evaluate whether the outcome was just, and propose an action to address the harm. They deliver their argument and proposed action in a poster.

animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Investigating History

Grade 4, Unit 4

Impacts of U.S. Expansion



In what ways did the growth of the United States affect different groups of people?

Framing the Unit

This unit is organized into three clusters. The first cluster focuses on how the United States gained territory in the eighteenth and nineteenth centuries and why that growth created conflict. Students compare maps and investigate different methods of expansion—war, purchase, treaty, and annexation—to understand how these affected different groups. They also examine how the question of whether to allow slavery in new states divided the nation.

The second cluster focuses on why so many people moved to the American West. Students analyze primary sources, including John Gast's painting *American Progress*, to explore Manifest Destiny and to evaluate whose perspectives are present or missing in the story of U.S. Expansion. They also learn about the push and pull factors that led to migration to the American West. The formative assessment, asks students to compare *American Progress* with *Reversing Manifest Destiny*, examining how perspectives shape the story of expansion.

The third cluster focuses on who was harmed by U.S. Expansion. Through a lens of *justice*, students analyze primary sources to explain how Indigenous peoples, African Americans, and Hispano communities experienced land loss, violence, and imposed systems of land ownership.

In the Summative Assessment student create a Justice and Action poster in response to the unit's Essential Question: *In what ways did the growth of the United States affect different groups of people?* Students select an example of U.S. Expansion from the unit and create a poster that identifies who was affected and proposes an action to address it. The unit closes with a gallery walk of the finished posters displayed in a public space.

Prepare to teach this unit by exploring the [Background Brief: Impacts of U.S. Expansion](#), which was designed to help you build content knowledge through a variety of resources. The brief also highlights current perspectives and research—along with potential misconceptions and any debates you should know about—so you can present this unit with confidence.

Unit Overview*Enduring Understandings*

1. When nations expand their territory, conflict follows. Some groups gain power while others lose it. Expansion benefits those who make decisions while harming people already living on the land. Governments who have the power to make decisions often undermine the sovereignty of other nations, even when they have made formal agreements to respect it. When expansion raises moral questions, such as whether to allow slavery, it can divide even those who benefit from it.
2. People move to new territories for many reasons, including economic opportunity, religious freedom, and government promises of land. Governments and businesses build infrastructure like trails, railroads, and new laws to make movement easier and faster, benefitting those with economic and political power. However, this movement is often built on the labor and taken land of marginalized groups, especially Indigenous peoples, causing lasting harm to those communities. The stories we tell about migration and settlement, including who is celebrated and who is erased, shape how we understand whose perspectives and sacrifices matter in history.
3. When powerful nations expand, they often treat other nations and groups unjustly by denying them fair treatment and equal access to opportunities. Indigenous nations, African Americans, and Hispano communities experienced violence, displacement, and loss of land and resources during U.S. Expansion. Understanding injustice requires examining who was harmed, how they were harmed, and recognizing that forcing new systems on thriving communities causes lasting damage.

Connections to Current Events and Issues

Connections to today's world and students' lives are built into this unit. Other contemporary connections could be added or developed for various topics of study within this unit, and we encourage you to take advantage of opportunities to connect students' learning to contemporary local, national, and global developments that may arise as you teach this unit. Some ideas for linking this unit to current events and issues include:

- The fight for Indigenous land and water rights continues today. The Standing Rock Sioux Tribe's opposition to the Dakota Access Pipeline is one well-known example of Indigenous peoples defending land and water rights that were repeatedly ignored by the U.S. governments.
- Acequia communities in New Mexico are still fighting to protect community water rights today. As droughts caused by climate change have made water increasingly scarce, these traditional irrigation systems have become even more important. Watch [Keep the Water Flowing](#) to learn about how acequia communities are responding to drought.
- In Massachusetts, Indigenous communities are pushing for change in schools. The [Massachusetts Indigenous Legislative Agenda](#) includes bills to replace Columbus Day with Indigenous Peoples Day, remove Native American mascots from public schools, and ensure that Massachusetts schoolchildren learn about Native American history, culture, and current issues.

Unit Overview

*Vocabulary (in order of appearance)***Tier 3 Vocabulary**

sovereignty
annexation

Manifest Destiny
transcontinental

Priority Tier 2 Vocabulary

expansion
ancestral lands

Indigenous nation
treaty

harm
justice

Lesson Clusters*Cluster 1: Expanding the Nation (Lessons 1-8)***Why did the growth of the United States create conflict?**

Focus Standards: 4.T4.2, 4.T4.4, 4.T4.5, 4.T4a.3, 4.T4d.2, PS 1, PS 3, RI.4.3, RI.4.7, SL.4.1, W.4.2

The expansion of the United States is introduced by asking students to examine two maps: one showing the U.S. population growing from east to west over time, and the other showing Indigenous nations occupying the same land. This contrast invites students to consider how the growth of the United States created conflict and affected different groups of people. Cluster 1 explores how the United States acquired territory in the eighteenth and nineteenth centuries—through war, purchases, treaties, and annexations—with particular attention to how the United States repeatedly failed to honor treaty commitments made to sovereign Indigenous nations. Students also examine how the question of whether to allow slavery in new territories divided the nation. The cluster formative assessment asks students to select one example of U.S. territorial expansion and complete a cause and effect graphic organizer analyzing the government decision: which groups were affected, what happened as a result, and why it created conflict.

*Cluster 2: Moving West (Lessons 9-15)***Why did so many people move to the American West?**

Focus Standards: 4.T4.1, 4.T4.2, 4.T4.3, 4.T4d.5, PS 1, PS 3, PS 5, PS 5, RI.4.3, RI.4.7, SL.4.1, W.4.2

Students launch this cluster by analyzing the painting *American Progress* by John Gast, making observations and asking questions as an entry point into the concept of Manifest Destiny. Throughout the cluster, students analyze primary sources by

Unit Overview

considering who created them, why, and whose perspectives are present or missing. This builds their ability to evaluate a source's credibility and point of view. They investigate the Santa Fe Trail as a key trade route into Mexican territory. Then, they examine how the Mexican–American War opened the door to mass westward migration. Next, they turn to the Transcontinental Railroad, analyzing primary sources across different perspectives to understand its far-reaching impacts. Students synthesize their learning in an Inquiry Circle by returning to the Supporting Question and expanding on it: *Why did so many people move to the American West? Who was affected when so many people moved to the American West?* In the Formative Assessment, students compare *American Progress* with [the painting] *Reversing Manifest Destiny*, examining how perspective shapes the story of U.S. Expansion.

Cluster 3: The Injustices of Expansion (Lessons 16-22)**Who was harmed by U.S. Expansion?**

Focus Standards: 4.T4.1, 4.T4.2, 4.T4.3, 4.T4.5, 4.T4d.2, 4.T4d.5, 4.T4e.2, PS 1, PS 3, PS 5, RI.4.3, RI.4.7, SL.4.1, W.4.2

Cluster 3 focuses on the harm caused by U.S. Expansion into the ancestral homelands of Indigenous peoples and that expansion's impact on other groups, such as Mexicans and formerly enslaved people seeking freedom and equal opportunity. Students will work with a concrete definition of *justice*, and apply that idea to stories of people impacted by U.S. Expansion.

Summative Assessment: Impacts of U.S. Expansion (Lessons 23-24)

Focus Standards: 4.T4.2, PS 3, PS 5, PS 6, SL.4.1, W.4.2

During this unit, students learned that the United States expanded through purchasing land, annexing land, making (and breaking) treaties, and winning wars with other sovereign nations—and that expansion was fueled by the idea of Manifest Destiny. Students also learned about the effects expansion had on Indigenous peoples, African Americans, and Hispano people, and they considered issues of justice related to expansion.

In the Summative Assessment, students return to the painting *Reversing Manifest Destiny* to launch their thinking. They then select an example of U.S. Expansion, identify who was affected by the government's action, evaluate whether the outcome was just, and propose an action to address the harm. They deliver their argument and proposed action in a poster.

Unit Focus Standards

Content Standards

- **4.T4.1:** Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.
- **4.T4.2:** Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.
- **4.T4.3:** Compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier (e.g., wagon train journeys on the Oregon and Santa Fe Trails, and settlements in the western territories).
- **4.T4.4:** Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).
- **4.T4.5:** Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.
- **4.T4a.3:** Explain the benefits in the 18th century of becoming a state in the United States (as opposed to a British colony) and, as a class, construct a timeline that shows when each of the states in the region was admitted into the United States (Connecticut-1788, Maine, originally part of Massachusetts-1788, as a separate state-1820, Massachusetts-1788, New Hampshire-1788, New Jersey-1787, New York-1788, Pennsylvania-1787, Rhode Island-1790, Vermont-1791).
- **4.T4d.2:** Explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico; that Texas declared independence from Mexico in 1836, and that Arizona and New Mexico were taken by the United States as a result of the Mexican-American War 1846-1848.
- **4.T4d.5:** Using resources such as print and online atlases, historical sources, or state websites, construct a map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th-19th centuries and that includes a title, scale, compass, and map key.
- **4.T4e.2:** Explain that California, Colorado, and Utah were territories that belonged to Mexico and were taken by the United States as a result of the Mexican-American War 1846-1848.

Unit Overview*Practice Standards*

- **PS 1:** Explain how governmental decisions and decision-making processes can affect groups, individuals, and societies.
- **PS 3:** Categorize information from one or more sources based on a topic or inquiry question, taking brief notes on the information gathered.
- **PS 5:** Evaluate a source's credibility using information about the maker's point of view, intended audience, and purpose.

Literacy Standards

- **RI.4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Vocabulary List



Grade 4, Unit 4: Impacts of U.S. Expansion

Vocabulary List

Expanding the Nation (Lessons 1-8)

Lesson	Word	Definition
1	expansion (n.)	the act of growing larger
3	ancestral lands (n.)	the traditional area of Indigenous peoples
3	Indigenous nation (n.)	an Indigenous group that has sovereignty and its own system of government
3	sovereignty (n.)	the power of a nation to govern itself and make its own laws
4	treaty (n.)	a written agreement between two nations
5	annexation (n.)	the act of taking the territory of another nation, often by force

Moving West (Lessons 9-15)

Lesson	Word	Definition
9	Manifest Destiny (n.)	the belief that it was America's right to expand westward
13	transcontinental (adj.)	going all the way across a continent

The Injustices of Expansion (Lessons 16-22)

Lesson	Word	Definition
16	harm (n.)	injury or damage
16	justice (n.)	the fair treatment of people according to laws and rights

LESSON PLANS

Expanding the Nation

Why did the growth of the United States create conflict?

CONTENTS

Lesson 1

Unit Kickoff

Lesson 2

Territories and States

Lesson 3

Land, Power, and
Sovereignty

Lesson 4

Broken Treaties

Lesson 5

Ways the United States
Expanded

Lesson 6

Slave States and Free
States

Lesson 7

Putting It Together

Lesson 8

Formative Assessment
Task

Overview

The expansion of the United States is introduced by asking students to examine two maps: one showing the U.S. population growing from east to west over time, and the other showing Indigenous nations occupying the same land. This contrast invites students to consider how the growth of the United States created conflict and affected different groups of people. Cluster 1 explores how the United States acquired territory in the eighteenth and nineteenth centuries—through war, purchases, treaties, and annexations—with particular attention to how the United States repeatedly failed to honor treaty commitments made to sovereign Indigenous nations. Students also examine how the question of whether to allow slavery in new territories divided the nation. The cluster formative assessment asks students to select one example of U.S. territorial expansion and complete a cause and effect graphic organizer analyzing the government decision: which groups were affected, what happened as a result, and why it created conflict.

Learning Objectives

By the end of this cluster, students should be able to...

- Analyze primary and secondary sources to explain how the United States acquired territory and became states through war, purchase, treaties, and annexation.
- Explain how governmental decisions about territorial expansion affected different groups, including who gained decision-making power and who was excluded or harmed.
- Identify how the question of slavery in new states created conflict between the North and South as the United States expanded.
- Construct social studies explanations that generalize probable causes and effects of developments or events. (WIDA ELD-SS.4-5.Explain.Expressive)

Cluster 1: Expanding the Nation

Vocabulary

TIER 2	TIER 3
ancestral lands expansion Indigenous nation treaty	annexation sovereignty

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 1: Explain how governmental decisions and decision-making processes can affect groups, individuals, and societies.	3-8
PS 3: Categorize information from one or more sources based on a topic or inquiry question, taking brief notes on the information gathered.	1-2, 4-6

Content Standards

STANDARD	LESSON(S)
4.T4.2: Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.	1-2, 4-5, 7-8
4.T4.4: Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).	6, 8

Cluster 1: Expanding the Nation

4.T4.5: Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.	6-8
4.T4a.3: Explain the benefits in the 18th century of becoming a state in the United States (as opposed to a British colony) and, as a class, construct a timeline that shows when each of the states in the region was admitted into the United States (Connecticut-1788, Maine, originally part of Massachusetts-1788, as a separate state-1820, Massachusetts-1788, New Hampshire-1788, New Jersey-1787, New York-1788, Pennsylvania-1787, Rhode Island-1790, Vermont-1791).	3
4.T4d.2: Explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico; that Texas declared independence from Mexico in 1836, and that Arizona and New Mexico were taken by the United States as a result of the Mexican-American War 1846-1848.	5

Literacy Standards

STANDARD	LESSON(S)
RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.	4, 6
RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.	2
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	1, 7
W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3, 5, 8

Unit 4, Cluster 1 Inquiry Chart (Teacher Version)

Unit EQ	In what ways did the growth of the United States affect different groups of people?
Cluster SQ	Why did the growth of the United States create conflict?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 2: We examined a series of maps showing how the United States grew over time and generated questions about that growth.	As the United States expanded westward by adding territories and states, it claimed lands that were already home to Indigenous nations.
Lesson 3: We learned new vocabulary words and used them to discuss how colonists and Indigenous nations had conflicting ideas about land and power.	Colonists wanted land to become a state so they could govern themselves, but Indigenous nations already had sovereignty over that same land.
Lesson 4: We examined four treaties between the United States and Indigenous nations and identified what was agreed to and what actually happened.	The United States expanded its territory through treaties with Indigenous nations but repeatedly failed to honor many of those agreements. This created lasting conflict between Indigenous nations and the United States.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 5: We explored four ways the United States acquired territory and sorted states into categories based on how they joined the United States.	The United States acquired territory through war, purchase, treaty, and annexation. In each case, Indigenous peoples were already living on that land and were not included in the decisions being made about it.
Lesson 6: We examined opinions from multiple perspectives about whether new states should allow slavery and learned how leaders tried to resolve this conflict through compromise.	As the United States grew, people in the North and South could not agree on whether new states should allow slavery. This disagreement created conflict that was too big for any compromise to solve.

LESSON 1

Unit Kickoff

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Why did the growth of the United States create conflict?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Generate questions about U.S. Expansion and its impact on Indigenous people by comparing two maps.	Engage in collaborative questioning with peers using <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about maps showing how the United States grew and who was affected.

LESSON OVERVIEW

This lesson kicks off the unit by presenting the idea that the population of the United States spread from east to west but did not spread into empty territory. Indigenous nations were already there. Students activate prior knowledge through a true-or-false game connected to what they know about the original thirteen colonies and Indigenous peoples. They are then introduced to this unit’s Essential Question and add *expansion* to their Word Wall. Finally, students work collaboratively to generate questions and observations based on two maps, one showing Indigenous nations and one showing the growth of the U.S. population over time. The lesson closes with students building a Know and Wonder Chart that will anchor their inquiry throughout the unit.

LESSON STANDARDS

PS 3, 4.T4.2, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 1 Slide Deck
☐ Unit 4 Know and Wonder Chart
☐ Unit 4 Word Wall Cards
☐ Blank Word Wall Cards
VOCABULARY
expansion

LESSON AT A GLANCE

Component	Time
Activate Prior Knowledge	5
Engage with the Essential Question	10
Build a Know and Wonder Chart	15

Lesson 1: Unit Kickoff

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Cluster 1: Expanding the Nation**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports generation of questions on the Know and Wonder Chart.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the map observations and the Know and Wonder Chart. Provide a couple of question stems from the LLB for students to use when developing questions during both activities.
- [Look Fors](#): Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- Encourage students to choose relevant question stems from the LLB when working on the Know and Wonder Chart. Encourage partners to elaborate on each other's ideas to develop questions.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question stems and some types of elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students may choose to use the LLB when working on the Know and Wonder Chart. They should explain to their group why a question would be a priority to post on the Know and Wonder Chart.
- [Look Fors](#): Oral responses should use detailed and compound sentences, along with a variety of elaborations of ideas (e.g., linking words or phrases, combined clauses).

Lesson 1: Unit Kickoff

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Cluster 1: Expanding the Nation



ADVANCE PREPARATION

Prepare the [Unit 4 Know and Wonder Chart](#) or create a Know and Wonder Chart on chart paper for your class. If you create one on chart paper, it should have Unit 1 and the Essential Question at the top, with two sections labeled below: “What do you already know?” and “What do you wonder?”

When building the Know and Wonder chart, student groups will need two sticky notes for the routine.

Print (and laminate if possible) the [Unit 4 Word Wall Cards](#) that will be used throughout this unit. [Blank Word Wall Cards](#) for multilingual learners are also available; directions for creating translanguaging Word Wall cards in home language(s) other than English are included in this document.

Students will refer to handouts from lessons throughout this unit when it's time to put together what they've learned to answer the Supporting and Essential Questions. Establish (or remind students about) the system they will use to keep their documents for this unit organized in one place, such as a folder or binder.

The vocabulary word *expansion* is a high-leverage word for the unit. Determine whether students would benefit from completing the [Unit 4 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson. You can refer to the [Grade 4 Word Map Example](#) to support students' completion of this task.

Prepare to teach this unit by exploring the [Background Brief: Impacts of U.S. Expansion](#), which was designed to help you build content knowledge through a variety of resources. The brief also highlights current perspectives and research—along with potential misconceptions and any debates you should know about—so you can present this unit with confidence.

Activate Prior Knowledge (5 minutes)

Slide 2: Play a quick true-or-false game to activate prior knowledge.

- Explain that there are no grades or scores and not to worry about being right or wrong.
- Share a statement with students: *The United States has always had 50 states.*
- Explain that when they think a statement is true, then they should give a thumbs up. When they think a statement is false, they should give a thumbs down.
- After students respond, reveal that the statement is false, and provide a brief explanation: The United States started with just 13 states along the eastern coast and grew over time.

Lesson 1: Unit Kickoff

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Cluster 1: Expanding the Nation

Slide 3: Share a second statement: *Massachusetts was one of 13 colonies that fought together for independence from England.*

- Prompt students to give a thumbs up (if they think the statement is true) or a thumbs down (if they think the statement is false).
- After students respond, reveal that the answer is true, and provide a brief explanation: After declaring independence from England, Massachusetts and the other colonies became the first states of the new nation. Leaders wrote a plan for governing called the Constitution.

Slide 4: Share a final statement: *Before the United States existed, the land was empty.*

- Prompt students to give a thumbs up or a thumbs down to indicate whether they think the statement is true or false.
- After students respond, reveal that the statement is false, and provide a brief explanation: Indigenous people have been living throughout North America for at least 15,000 years, including on the lands that would eventually be taken to form the United States.

If students do not have this prior knowledge, note it and move on. Do not spend significant time reteaching it now. You can supplement student background knowledge with more context in upcoming lessons.

**SUPPORT ALL STUDENTS**

U.S. Expansion is often taught as a story of national progress. Before beginning this unit, be explicit with students that this growth came at tremendous and ongoing cost to Indigenous and African American communities and that this unit will take that seriously.

This unit asks students to evaluate whether what happened was just. Keep that question honest. When students express strong feelings, don't rush past those moments; they are the lesson working as intended. Whenever possible, invite students to consider how these events looked to the people already living on the land—historian Daniel Richter calls this “facing east from Indian country.” For strategies on teaching this content from an Indigenous perspective and navigating difficult moments as they arise, see [A Trauma-Informed Approach to Teaching Colonization](#) and [Rethinking “Westward Expansion”: A Guide for Preservice Teachers](#).

Lesson 1: Unit Kickoff

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Engage with the Essential Question (10 minutes)

Slide 5: Introduce the Unit Essential Question:



In what ways did the growth of the United States affect different groups of people?

- Share with students that in this inquiry unit, they will explore how the United States expanded its territory in the 18th and 19th centuries and how that growth affected the people already living on the land.
- This time period is often called “U.S. Expansion” or “Westward Expansion.”
- Explain that learning through inquiry means students will work like historians to discover their own answer to the unit’s Essential Question.

Slide 6: Introduce the new vocabulary word: *expansion*.

- Say the vocabulary word: *expansion*.
- Use the word in context: *The expansion of the playground gave students more room to play.*
- Share the student-friendly definition: *(noun) the act of growing larger*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*



SUPPORT ALL STUDENTS

Encourage home language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.

Slide 7: Highlight the word’s features:

- The Latin prefix *ex-* means “out” and the root word *pandere* means “to spread.”
- Together they help us see the idea of spreading out or increasing in size.

Add *expansion* to the Word Wall.

Lesson 1: Unit Kickoff

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Build a Know and Wonder Chart (15 minutes)

Slide 8: Introduce the Know and Wonder Chart for this unit. Explain that this chart will be used throughout the unit to track what students know and wonder and that the class will return to it at several points to see what questions have been answered.

- Organize students into groups of 3.
- Explain that to begin their inquiry, students will look at two maps of North America—first separately, then side by side—and discuss what they notice.
- Explain that at the end, each group will choose one thing they know and one thing they wonder to add to the class chart.

Slides 9–10: Display the Native Lands map.

- Explain that this map shows the territories of Indigenous nations before the United States expanded westward.
- It is based on what Indigenous nations report as their territory before U.S. Expansion, and is constantly being updated as more information is received. The names of the different nations can be seen more clearly when zooming in on the map.
- Point out that if you zoom in on specific parts of the map, you can see the names of Indigenous nations.

Ask: *What do you notice about this map?*

Prompt students to discuss what they notice with their group. Then, invite 2 or 3 groups to share with the whole class. Possible responses:

- The map shows many Indigenous nations across North America.
- There are no empty spaces. Indigenous nations are everywhere on the map.
- There is overlap between Indigenous nations.

If these ideas don't emerge naturally, prompt with follow-up questions: *Are there any empty spaces on the map? What happens at the borders between nations?*



CULTURAL COMPETENCE

The [Native Land Digital](#) map is created using contributions from Indigenous communities. It is a work in progress, and does not represent legal boundaries of Indigenous nations.

This is also an opportunity to discuss the map itself as a source: who made it, why, and what its limitations are. Native Land Digital encourages people to do their own research and engage with communities and history themselves. For more context on the map and complexity of mapping tribal lands, see [Which Indigenous lands are you on? This map will show you](#) from NPR.

Lesson 1: Unit Kickoff

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Cluster 1: Expanding the Nation

Slide 11: Display the U.S. population density map. Explain:

- This map shows how the population of the United States grew over time. Areas get darker as the population grows larger.
- The map uses data from the U.S. Census, a count of the country's population.
- But early censuses didn't count everyone. For example, in 1790, Indigenous peoples were not included in the U.S. Census.

Ask: *What do you notice about this map?*

Prompt students to discuss what they notice with their group. Then, invite 2 or 3 groups to share with the whole class. Possible responses:

- The population starts along the East Coast and moves west over time.
- Population grows steadily from east to west.
- In the mid 1800s, areas of population growth start appearing on the West Coast and in the Southwest.

Slide 12: Display both maps side by side. Tell students that now that they have looked at each map separately, they will look at them together to talk about what they show.

Ask: *Looking at both maps together, what do you know and what do you wonder about how the United States grew and who it affected?*

Give groups time to discuss. Then ask each group to choose one thing they know and one thing they wonder and write each on a sticky note. Invite a student from each group to read their sticky notes aloud and post them on the Know and Wonder Chart.

Possible “Know” responses:

- Indigenous nations were living across North America before the United States expanded westward.
- There were many different Indigenous nations.
- The U.S. population grew from east to west over time.
- The map of population density doesn't include all the people who were living there.


SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of new questions on the Know and Wonder Chart.

Lesson 1: Unit Kickoff

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Cluster 1: Expanding the Nation

Possible “Wonder” responses:

- How could people moving west live in areas already occupied by Indigenous nations?
- What happened to the Indigenous nations as the U.S. population spread west?
- Why did population growth jump to the west coast in the mid-1800s?

Facilitate synthesis of ideas by voicing connections that you notice as they are posted. Make sure students contribute a good balance between ideas about the Indigenous nations living in North America before and during U.S. Expansion and ideas about the growth of the United States.

Connect back to the Essential Question.

- Tell students that the questions they just asked are exactly the kinds of questions historians ask.
- Remind students of the Essential Question on the Know and Wonder Chart.
- Draw connections between the questions students posted and the Essential Question.
- Explain that the class will work together throughout the unit to answer these questions.

Lesson 1: Unit Kickoff

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LESSON 2

Territories and States

- EQ

In what ways did the growth of the United States affect different groups of people?
- SQ

Why did the growth of the United States create conflict?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Observe how the United States grew over time by examining a series of maps, and ask questions about how the growth created conflict.	Engage in collaborative questioning with peers using <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about the growth of the United States.

LESSON OVERVIEW

This lesson launches the Cluster 1 Supporting Question: *Why did the growth of the United States create conflict?* Students begin by reviewing vocabulary they will need to read the maps—*territory*, *colony*, and *state*—before engaging in the Launching the Question routine. Students examine a series of six maps that show how control of land in North America shifted over time from European colonial claims, to U.S. territories, to states. Students record observations about who controlled land over time and generate questions about how the growth affected the people already living there and created conflict. The lesson closes with students posting priority questions on the Unit 4 Inquiry Chart to guide the cluster’s inquiry.

LESSON STANDARDS

PS 3, 4.T4.2, RI.4.7
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 2 Slide Deck ☐ States and Territories of the United States Student Slide Deck ☐ Territories and States ☐ Territories and States (Teacher Guidance) ☐ Cluster 1 Inquiry Chart

LESSON AT A GLANCE

Component	Time
Build the Word Wall	10
Launching the Question	20

Lesson 2: Territories and States

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Cluster 1: Expanding the Nation**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports generation of questions during the Launching the Question routine.
- [Observe Language and Literacy Builder \(3-5\)](#): Supports generation of observations during the map analysis.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Guide students to select one or two question stems from the Question LLB to generate questions about the maps. Provide support by reading the question stems out loud and modeling how to complete them using the maps (e.g., “What was... happening to the territories?”) During the question prioritization activity, pair students with a language-proficient peer and ensure students practice saying their questions with their partner before the whole-class discussion.
- [Look Fors](#): Oral responses should use relevant question stems from the Question LLB and include simple elaboration of ideas related to the maps. During the prioritization activity, students should be able to indicate a question choice to their partner. Students may choose not to share with the whole class, but should be able to generate and share at least one question orally with a peer or the teacher.

English Proficiency Levels 3-4:

- Encourage students to choose relevant question stems from the Question LLB when generating questions about the maps. Encourage students to move toward more complex stems such as *Why did...?* or *What did...?* (e.g., *Why did... land become a territory before a state?* or *What did...the United States do to expand?*) During the question prioritization activity, encourage partners to explain why a particular question might help answer the Supporting Question.
- [Look Fors](#): Oral responses should include questions using stems from the Question LLB with some elaboration of ideas. During the prioritization discussion, students should be able to express preferences and provide simple reasoning about which questions would best help answer the Supporting Question.

English Proficiency Levels 5-6:

- Students may choose to use the Question LLB when generating questions. During the question prioritization activity, encourage students to build on their partner’s ideas and make connections between their question and what they want to learn.
- [Look Fors](#): Oral responses should include specific and detailed questions. During the prioritization discussion, students should provide clear reasoning to explain why a question is helpful for answering the Supporting Question. Students should readily participate in both partner and whole-class discussions.

Lesson 2: Territories and States

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Cluster 1: Expanding the Nation**ADVANCE PREPARATION**

If students do not have access to digital devices, print the States and Territories Maps from the Student Slide Deck ahead of time or be prepared to display them for students.

Have the Unit 4 Know and Wonder Chart from Lesson 1 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 1 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle, and end of every cluster?

Build the Word Wall (10 minutes)

Slide 2: Remind students of the maps they looked at in their last lesson. Then ask: *What do we already know about U.S. expansion based on the maps we analyzed yesterday?*

Possible responses:

- The population of the United States grew from east to west, mostly in the 1800s.
- Indigenous peoples were already living in North America before and during this time period.

Explain that in today's lesson, students will look at a series of maps showing how the United States grew—or expanded—over time. Before beginning, review a few keywords that students will need in order to better understand the maps.

Lesson 2: Territories and States

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Cluster 1: Expanding the Nation

Slide 3: Remind students that in Grade 4 Unit 1 they learned the word *territory* and provide the definition again (or reteach the word if needed): *an area of land that is used, owned, or governed by a certain group.*

Slide 4: Remind students that in Grade 3 they learned the words *colonization* (the act of a country taking control of land, people, and resources in another area in order to gain power and money), *colonizer* (someone who engages in colonization), and *colony*. Review the word *colony* and provide the definition again (or reteach the word if needed): *an area that is controlled by another country and occupied by colonizers.*

- Explain that there are many words in this word family, including colonist, colonize, and colonizer.
- Students will use the word *colonist* in the next lesson, which is a person who occupies a colony.

Slide 5: Remind students that in Grade 4 Unit 1 they learned the word *state* and provide the definition again (or reteach the word if needed): *a self-governing division of a country.*

Slide 6: Display the words and their definitions. Explain that these three words are related. They all describe different ways that land can be controlled or organized.

Ask: *How is a colony similar to a territory? How is a state different from both?*

- Possible response: A colony is a type of territory. It is land controlled and occupied by an outside country. A state is what a territory can become when it joins a nation fully with its own government.
- If students struggle, point to the definitions on the slide and ask which two words seem most similar and why. Keep this brief. Students will develop a deeper understanding of these relationships through the animated map in the next activity.

Lesson 2: Territories and States

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Launching the Question (20 minutes)

SPARK CURIOSITY

Slide 7: Ask students to sit with a partner, then distribute the [States and Territories of the United States Student Slide Deck](#) to each pair. Explain that students will look at six maps that show how control over land in North America shifted over time. Ask them to move through the maps in order, recording observations about who controlled the land and what changed from map to map.

Distribute the [Territories and States](#) to each student and share the directions:

- On the left column, students will record observations they make.
- On the right column, students will record questions they have.

If students need more scaffolding to collaborate effectively on this task, ask them to take turns noticing and asking questions.

Prompt students to generate observations and record them on the left column of their handout. Provide 3–4 minutes for students to make observations.

Possible observations:

- European countries claimed large areas of land in North America before the United States existed.
- Land was first organized as territories before becoming states.
- Some of the same land changed hands multiple times.
- The Kingdom of Hawai'i appears on several maps before being shown as part of the United States.
- States tended to join the United States in groups.
- The growth of the United States was from east to west

If students ask about states “readmitted to the Union” on the final map, briefly explain that some southern states left the United States during the Civil War and later rejoined. This will be explored in more depth in fifth grade.



TEACHING TIP

The maps in this lesson use labels that reflect a European and American perspective. For example, land labeled “unclaimed territory” was not actually unclaimed; it was home to Indigenous nations who had lived there for thousands of years. As students analyze these maps, remind them of the Native Lands map from Lesson 1 and ask: *Whose perspective does this map reflect? Whose does it leave out?*

Lesson 2: Territories and States

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Next, prompt students to generate questions and record them on the right column of their handout. Provide 3–4 minutes for their questions about how the country grew and about the people living there.

Finally, invite students to share their questions with the class, only offering questions not already listed. Record them verbatim on chart paper or a dry-erase board. Explain that they will save discussing or answering the questions for another time.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 8: Introduce the Cluster 1 Supporting Question:



Why did the growth of the United States create conflict?

Slide 9: Remind students that in Grade 3 they learned the word *conflict* and provide the definition again (or reteach the word if needed): *a strong disagreement or difference in opinion*.

Slide 10: Prioritize questions: Explain to students that they will work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Then invite pairs to share which question they nominated and why. As a class, reach consensus on the top three questions that would best help answer the Supporting Question. Star or mark those three on the list.



SUPPORT ALL STUDENTS

Encourage students to use their [Observe Language and Literacy Builder \(3-5\)](#) and [Question Language and Literacy Builder \(3-5\)](#) to support the generation of observations and questions as they look at the animated map.



LEARN MORE

Investigating History's Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their [website](#) for more information about their work.

Lesson 2: Territories and States

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Cluster 1: Expanding the Nation**DEVELOP THE INQUIRY CHART**

Slide 11: Introduce the cluster's Inquiry Chart and point out the "What questions will we ask?" section. Then add the class's three priority questions to the "What questions will we ask?" section of the Inquiry Chart.

You will return to this Inquiry Chart document later in the cluster and throughout the unit, so it is essential that you preserve students' thinking here.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use a variety of primary and secondary sources, to explore how the United States expanded its territory and how that expansion affected different groups of people. The Supporting Question and the priority questions they identified will guide their learning.

Lesson 2: Territories and States

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Territories and States (Teacher Guidance)

Note to teachers: The suggestions on this chart are intended to help you facilitate student discussions. At this point, there are no right or wrong answers.

Directions: Work with your partner to make observations and generate questions about how the United States grew and the people living there.

Observations	Questions
What do you notice about how the United States grew? What else do you notice? • The United States started with 13 states along the East Coast and grew larger over time. • Land became a territory before it became a state. • States tended to join the United States in groups. • The growth of the United States was from east to west. • Some of the same land changed hands multiple times from one European country to another and then to the United States. • The Kingdom of Hawaii appears on several maps before becoming part of the United States. • The map uses labels like “unclaimed territory”, but this land was already home to Indigenous nations.	What questions do you have about how the United States grew? What questions do you have about the people living there? • Why did land have to become a territory before it became a state? • Who decided when a territory was ready to become a state? • Why did so many states join the U.S. at the same time? • How did the U.S. get control of so much land so quickly? • Who was already living on the land before it became a U.S. territory or state? • Did the people living there have a say in whether their land became part of the United States? • What happened to Indigenous nations as the United States expanded? Did U.S. citizens and Indigenous people ever share the land peacefully?

LESSON 3

Land, Power, and Sovereignty

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Why did the growth of the United States create conflict?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Connect key vocabulary words to explain how colonists and Indigenous nations had different relationships with the same lands.	Use key vocabulary words to explain in writing how colonists and Indigenous nations had conflicting relationships with the same land.

LESSON OVERVIEW

This lesson builds on the vocabulary and map work from previous lessons by introducing three new words: *sovereignty*, *Indigenous nation*, and *ancestral lands*. The lesson opens with a question: *Can two groups of people both have the right to govern the same land at the same time?* After the Build the Word Wall routine, students play a game to explore connections between vocabulary words. The lesson closes with an Exit Ticket in which students use their new vocabulary to predict how the competing relationships between colonists and Indigenous nations might have created conflict as the United States grew.

LESSON STANDARDS

PS 1, 4.T4a.3, W.4.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 3 Slide Deck
☐ Vocabulary Cards
☐ Making Vocabulary Connections
☐ Making Vocabulary Connections (Teacher Version)
☐ Lesson 3 Exit Ticket
☐ Lesson 3 Exit Ticket (Teacher Version)
VOCABULARY
ancestral lands
Indigenous nation
sovereignty

LESSON AT A GLANCE

Component	Time
Build the Word Wall	15
Use Vocabulary in Context	10
Connect to the Supporting Question	5

Lesson 3: Land, Power, and Sovereignty

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Cluster 1: Expanding the Nation**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [*Cause-Effect Language and Literacy Builder \(3-5\)*](#): Provides support for the Exit Ticket written response.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Model how to use the vocabulary word cards to complete a sentence frame. For example, “Colonists would want territories to become states because then they could govern themselves.” When needed, allow students to complete their response out loud rather than in writing.
- [Look Fors](#): Students should complete at least one sentence frame using a vocabulary card word with simple elaboration. Responses may be oral rather than written.

English Proficiency Levels 3-4:

- Encourage students to scan the vocabulary cards before writing and identify which words fit each sentence frame
- [Look Fors](#): Students should complete all three sentence frames using vocabulary card words. Responses should include simple sentences and some elaboration.

English Proficiency Levels 5-6:

- Students should be able to independently respond to the synthesis question using the scaffolds.
- [Look Fors](#): Written responses should use vocabulary words from both card groups in sentences that clearly explain how the two perspectives might create conflict.

**ADVANCE PREPARATION**

Print and cut one set of vocabulary cards for each pair of students. They can be laminated to use year after year.

Sovereignty and *Indigenous nation* are high-leverage words for the unit. Determine if students would benefit from completing the [Unit 4 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Lesson 3: Land, Power, and Sovereignty

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Build the Word Wall (15 minutes)

Slide 2: Begin the lesson by posing a question to the class.

Ask: *Can two groups of people both have the right to govern (make the rules for) the same land at the same time?*

Prompt students to:

- **Think** quietly for 30 seconds about what they believe.
- **Pair** up with an elbow partner.
- **Share** whether they think two groups of people can govern the same land at the same time.

As needed, review the meaning of govern (to make the rules for).

Ask a few student pairs to share out. Possible responses:

- No, because there would be too many rules and they might conflict.
- Maybe, if they agreed on the rules together.

Acknowledge student responses without confirming or correcting. Then explain that this is not just a hypothetical question. It describes something that actually happened in U.S. history.

Slide 3: Build background for students:

- For thousands of years, the East Coast had been home to Indigenous peoples who had cared for that land and governed themselves for generations.
- In the 1700s, colonists along the East Coast wanted to break free from British rule and govern themselves.
- The colonists claimed land that Indigenous nations had never given up.

Explain that today's vocabulary will help them think more carefully about the perspectives of colonists and Indigenous people and why those perspectives created conflict. They will return to this scenario at the end of the lesson.

Slide 4: Use the map and the Word Wall to review the words from yesterday's lesson: *territory*, *colony*, and *state*.



LEARN MORE

To learn more about Tribal Sovereignty, see these two videos: [What is Tribal Sovereignty?](#) (3:22) from Washington Tribes and [What is Tribal Sovereignty?](#) (2:36) from Native Governance Center.

Lesson 3: Land, Power, and Sovereignty

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Slide 5: Introduce a key vocabulary word: *sovereignty*.

- Say the word: *sovereignty*
- Use the word in context: *The United States has sovereignty because its government has the authority to make decisions for its citizens. Indigenous nations also have sovereignty.*
- Share the student-friendly definition: *(noun) the power of a nation to govern itself and make its own laws*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

Slide 6: Highlight the word's features: Explain that *sovereignty* comes from the Latin word *soverenus* meaning "having supreme authority." Share the related words *sovereign* and *sovereign nation*.

Slide 7: Review the meaning of *nation* (a group of people with their own government and territory, like the United States or Canada). Then, introduce a key vocabulary word: *Indigenous nation*

- Say the word: *Indigenous nation*
- Use the word in context: *The Cherokee, the Haudenosaunee, and the Lakota are all examples of Indigenous nations that have their own governments and their own laws.*
- Share the student-friendly definition: *(noun) an Indigenous group that has sovereignty and its own system of government*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.



CULTURAL COMPETENCE

Indigenous nations are sovereign nations within the borders of the United States. Federally recognized tribal governments hold sovereign authority within the U.S. legal system, which means they can make their own laws and govern their own members, while existing within the framework of the United States government. Tribal sovereignty is not a right granted by the U.S. government; it is an inherent right that predates colonization. To learn more, see ["Tribes as Nations: What Is Sovereignty?"](#)



LEARN MORE

To learn more about vocabulary to use regarding Indigenous nations, see this guide: [How to Talk About Native Nations: A Guide](#)

Lesson 3: Land, Power, and Sovereignty

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Slide 8: Introduce a key vocabulary word: *ancestral lands*.

- Say the word: *ancestral lands*
- Use the word in context: *Indigenous nations have cared for their ancestral lands for generations, long before colonists arrived.*
- Share the student-friendly definition: *(noun) the traditional area of an Indigenous nation*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

Explain that ancestral lands are not just about where Indigenous nations lived. They are also connected to identity, culture, history, and responsibility to future generations.

Use Vocabulary in Context (10 minutes)

Slide 9: Introduce the vocabulary card activity. First, organize students into pairs. Then, distribute a set of pre-cut vocabulary cards to each pair of students, along with one [Making Vocabulary Connections](#) per student. Point out that cards come in two groups, cards with a square (*colony, territory, state*) and cards with a star (*sovereignty, Indigenous nation, ancestral lands*).

Explain that students will arrange the cards on their desk, moving them around to show connections between words. When they make a connection, they will discuss it with their partner and record it on their handout.

Slide 10: Direct students to work in pairs with the square cards (*colony, territory, state*). Provide 3–4 minutes for students to explore connections. Possible connections:

- Territory is related to state because a territory can become a state once it can govern itself.
- A colony is a type of territory because it is land controlled by an outside country.
- All three words are connected because they show different ways that governments try to control land.



SUPPORT ALL STUDENTS

Encourage home language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.

Lesson 3: Land, Power, and Sovereignty

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Cluster 1: Expanding the Nation

Before moving to the star cards, invite one or two pairs to share their most interesting connection with the class.

Now have pairs work with the star cards (*sovereignty*, *Indigenous nation*, *ancestral lands*). Provide 3–4 minutes for students to explore connections.

Possible connections:

- Sovereignty is related to Indigenous nation because an Indigenous nation has the power to govern itself.
- Indigenous nation is related to ancestral lands because Indigenous nations value and care for their ancestral lands
- Sovereignty is related to ancestral lands because Indigenous nations had sovereignty over their ancestral lands before colonists arrived.
- All three words are connected because they are related to Indigenous peoples and their experiences.

Before moving to the synthesis question, invite a few pairs to share their most interesting connection with the class.

Connect to the Supporting Question (5 minutes)

Slide 11: Remind students of the question and context from the beginning of the lesson. Explain that students now have the vocabulary to think more carefully about this conflict.

Ask students to respond in writing on their [Lesson 3 Exit Ticket](#): *Based on what you know so far, why did the growth of the United States create conflict?*

Share the sentence frames to guide student thinking.

Encourage students to use vocabulary words from both sets of cards in their responses. Refer to the [Lesson 3 Exit Ticket \(Teacher Version\)](#) for guidance in evaluating students' responses.



SUPPORT ALL STUDENTS

Provide the [Cause-Effect Language and Literacy Builder \(3-5\)](#) to students with cause and effect relationships when constructing their responses.

Lesson 3: Land, Power, and Sovereignty

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Name: _____ Date: _____

Lesson 3 Exit Ticket (Teacher Version)

Student responses will vary. Look for correct usage of vocabulary words in context.

Directions: Use the sentence frames to help you respond to the question below. Include vocabulary words from both card sets in your response.

Based on what you know so far, why did the growth of the United States create conflict?

Colonists wanted ____ because ____.

Indigenous nations wanted ____ because ____.

This creates conflict because ____.

Possible responses:

- Colonists wanted the territory to become a state because it would give them the power to make their own laws without British rule.
- Indigenous nations wanted to keep governing their ancestral lands because they had sovereignty long before colonists arrived.
- This creates conflict because the colonists wanted the right to govern land that Indigenous nations had never given up.

Name: _____ Date: _____

Making Vocabulary Connections (Teacher Version)

Directions: With your partner, find connections between the three vocabulary words in each group. For each connection, explain your thinking. For example: “Rain is related to clouds because rain comes from clouds.” Use the sentence frames to get started.

___ is related to ___ because ___.

___ is a type of ___ because ___.

All three words are connected because ___.

Connections between **territory**, **state**, and **colony**:

Responses will vary. Look for students to explain connections between at least two of the terms. Some examples of connections are:

- Territory is related to state because a territory can become a state once it can govern itself.
- A colony is a type of territory because it is land controlled by an outside country.
- All three words are connected because they show different ways that governments try to control land.

Connections between **Indigenous nation**, **sovereignty**, and **ancestral lands**:

Responses will vary. Examples of connection are:

- Sovereignty is related to Indigenous nation because an Indigenous nation has the power to govern itself.
- Indigenous nation is related to ancestral lands because Indigenous nations value and care for their ancestral lands.
- Sovereignty is related to ancestral lands because Indigenous nations had sovereignty over their ancestral lands before colonists arrived.
- All three words are connected because they are related to Indigenous peoples and their experiences.

LESSON 4

Broken Treaties

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Why did the growth of the United States create conflict?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key details from treaty sources to explain how U.S. governmental decisions affected Indigenous nations.	Explain the effects of U.S. treaty decisions on Indigenous nations using evidence from sources and cause and effect language in writing and discussion.

LESSON OVERVIEW

This lesson introduces treaties as one of the key ways the United States expanded its territory during its early history. Students begin by adding *treaty* to the Word Wall before engaging in a small-group activity in which they examine four treaties between the United States and Indigenous nations between 1785 and 1835. For each treaty, students identify what the United States and the Indigenous nations agreed to, what actually happened, and the consequences of the outcome. After sharing across groups, students reflect on similarities among the four treaties and consider why broken treaties created lasting conflict for Indigenous nations and the United States.

LESSON STANDARDS

PS 1, PS 3, 4.T4.2, RI.4.3
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 4 Slide Deck ☐ Treaty Notes Organizer ☐ Treaty Information ☐ Treaty Notes Organizer (Teacher Version)
VOCABULARY
treaty

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Investigating Sources: Treaty Jigsaw	25

Lesson 4: Broken Treaties

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Cluster 1: Expanding the Nation**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Treaty Notes Organizer \(Sentence Starters\)](#): Supports students with sentence starters when notetaking about treaties between the United States and Indigenous nations.
- [Cause-Effect Language and Literacy Builder \(3-5\)](#): Supports students when discussing the effects of treaties.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Group students with language-proficient peers during the jigsaw activity. Before writing, have students verbally rehearse their responses using the sentence starters, pointing to evidence on the treaty card as they talk.
- [Look Fors](#): Students should be able to complete at least one sentence starter per question with support from their partner or teacher. Oral responses should use the sentence starters with simple elaboration drawn directly from the treaty card. Students may choose not to share with the whole class, but should be able to share orally with a peer or the teacher.

English Proficiency Levels 3-4:

- Encourage students to use the sentence starters as a starting point and then add one detail from the treaty card to complete each response. During the share-out, encourage students to use the starters when presenting their group's findings to the class.
- [Look Fors](#): Students should respond to all three questions using the sentence starters with relevant details from the treaty card. Responses to the question should use at least one effect language phrase with a detail showing what happened to the Indigenous nation. Students should be able to participate in the group share-out about their treaty using the provided sentence starters and their notes.

English Proficiency Levels 5-6:

- Students may choose to use the sentence starters as a starting point. Encourage students to expand beyond the starters in their written responses and to use cause and effect language naturally during the closing discussion. Students may refer to the Cause-Effect LLB for additional cause and effect language structures to use during discussion.
- [Look Fors](#): Written responses should include specific details from the treaty card without relying solely on the sentence starters. Responses to the third question should use effect language to clearly explain the consequences of the broken treaty. Students should readily participate in both the group share-out and the closing discussion, connecting evidence from their treaty to the Supporting Question.

Lesson 4: Broken Treaties

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Cluster 1: Expanding the Nation**ADVANCE PREPARATION**

Divide students into four groups before the lesson begins. Each group will read about and discuss a different treaty. Print enough copies of the treaty for each student in the group. Depending on the size of your class, you may need to create two groups for the same treaty.

Note that two groups will be reading about treaties related to the Cherokee Nation (the Treaty of Hopewell and the Treaty of New Echota). These information sheets tell a connected story. Consider having those two groups share consecutively so that students can notice and discuss connections.

Ensure that the Cluster 1 Inquiry Chart is accessible.

Build the Word Wall (5 minutes)

Slide 2: Begin the lesson by posing a question to the class.

Ask: *In the last few lessons, you learned that the United States expanded its territory over time. How do you think the United States got control of new land?*

Prompt students to turn and talk with a partner, then invite a few pairs to share with the whole class.

Possible responses:

- Maybe they took it by force.
- Maybe they fought wars over it.
- Maybe they bought it.
- Maybe they just moved in and pushed people out.
- Maybe they made agreements with Indigenous nations.

Acknowledge responses and explain that, in this lesson and the next, students will learn about several different ways that the U.S. expanded its territory west. However, today's lesson will focus on one specific method: formal written agreements called treaties.

Lesson 4: Broken Treaties

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Cluster 1: Expanding the Nation

Slide 3: Introduce a key vocabulary word: *treaty*.

- Say the word: *treaty*
- Use the word in context: *It is important for all nations involved to understand what is included in a treaty.*
- Share the student-friendly definition: *(noun) an official agreement between nations*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

**CULTURAL COMPETENCE**

Treaties made by the United States are enduring agreements that remain legally binding and enforceable today. Under the Supremacy Clause of the U.S. Constitution, treaties are considered “the supreme law of the land,” meaning that they hold legal authority similar to federal law. Despite this, most of the treaties the United States made with Indigenous nations—over 370 in all—have been broken or never fully honored. To learn more, see the NPR video [Why Treaties Matter](#) and the [Broken Treaties with Native American Tribes: Timeline](#). This topic will be examined more fully in Grade 5, Unit 3.



Investigating Sources: Treaty Jigsaw (25 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 4: Explain to students that today they will complete a Jigsaw activity about four treaties the United States made with Indigenous nations in the 1700s and 1800s. Organize students into four groups. Assign each group one treaty information sheet:

- Treaty of Canandaigua (1794)
- Treaty of Hopewell (1785)
- Treaty of New Echota (1835)
- Treaty of Fort Wayne (1809)

Lesson 4: Broken Treaties

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Distribute a [Treaty Notes Organizer](#) and one [Treaty Information](#) sheet to each student.

Explain that each group will examine a source about one treaty made between the United States and Indigenous nations. Tell students that as they read the information about their assigned treaty and observe the map, they should keep the Supporting Question in mind: *Why did the growth of the United States create conflict?*

OBSERVE THE DOCUMENT'S FEATURES

Slide 5: Prompt students to observe their assigned treaty information sheet before reading. Ask:

- *What do you notice about the treaty information sheet?*
- *What features do you see?*
- *What is the name of your group's treaty?*
- *What was the date of your group's treaty?*

Give students 1–2 minutes to look over the sheet and discuss with their group. Invite 1 or 2 students to share what they noticed before moving on to reading. Possible responses:

- The sheet has a heading or title, which tells the name of the treaty and its date; a map; and a map caption.
- The map shows the ancestral lands of the Indigenous nation.

READ THE DOCUMENT

Slide 6: Direct students to work with their group to read their treaty card and answer the following questions:

- Who was the treaty between?
- What did the United States agree to?
- What did the Indigenous nation(s) agree to?
- What actually happened after the treaty was signed?
- What effect(s) did that have?

Allow groups to read and complete their handouts. You can use the [Treaty Notes Organizer \(Teacher Version\)](#) to support their work as needed.



SUPPORT ALL STUDENTS

Provide the [Treaty Notes Organizer \(Sentence Starters\)](#) to students who would benefit from sentence starters to support their notetaking.



CULTURAL COMPETENCE

The 1835 Treaty of New Echota between the United States and the Cherokee Nation was used as the basis for the relocation of around 16,000 Cherokee people, an event now known as the Trail of Tears. The Cherokee Nation was not the only Indigenous nation displaced during this period. Under the Indian Removal Act of 1830, approximately 100,000 Indigenous people—from nations including the Choctaw, Creek, Chickasaw, and Seminole—were driven from their ancestral lands. An estimated 15,000 died during the forced removals. Read the Britannica article on the [Trail of Tears](#) to learn more.

Lesson 4: Broken Treaties

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Cluster 1: Expanding the Nation

Slide 7: Bring the class back together. Ask student groups to briefly share about each treaty. As groups share, record key details on the board or on chart paper. Encourage students to listen for similarities they notice across the different treaties. Ask: *What do you notice about all four treaties?*

Possible responses:

- In all the treaties, the United States broke some of the promises they made.
- Indigenous nations lost land in all four cases.
- The United States kept expanding even after making agreements.

CONNECT TO OUR QUESTION

Slide 8: Connect to the Supporting Question. Ask: *Based on what we just shared, how did treaties help the United States expand its territory?*

Take one or two responses. Then ask: *Why did that create conflict between the U.S. and Indigenous nations?* Prompt students to discuss with their small group before sharing with the whole class.

Possible responses:

- The United States broke their agreements with Indigenous nations.
- Indigenous nations had sovereignty over their land and the U.S. took it anyway.
- Indigenous nations lost their ancestral lands.

Slide 9: Close out by revisiting the Cluster 1 Inquiry Chart.

- Ask students to think about which of their priority questions from Lesson 2 they can now answer.
- Post any new learnings under “What did we learn?” on the Inquiry Chart.
- Ask students if this lesson raised any new questions for them.
- Post any new questions on the Inquiry Chart.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [*Cause-Effect Language and Literacy Builder \(3-5\)*](#) when discussing the effects of treaties between Indigenous nations and the United States.

Lesson 4: Broken Treaties

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Treaty Notes Organizer (Teacher Version)

Directions: Read the treaty information sheet with your group and look at the map. Use the organizer below to take notes on what you learned.

Name and date of treaty:

Treaty of Hopewell, 1785/Treaty of Canandaigua, 1794/Treaty of Fort Wayne, 1809/Treaty of New Echota, 1835

Who was the treaty between?

- Treaty of Hopewell: The United States and the Cherokee
- Treaty of Canandaigua: The United States and the Haudenosaunee
- Treaty of Fort Wayne: The United States and the Potawatomi, Miami, and Delaware Nations
- Treaty of New Echota: The United States and the Cherokee

What did the United States agree to?

- Treaty of Hopewell: They agreed to recognize Cherokee lands and protect their boundaries and return prisoners of war
- Treaty of Canandaigua: They agreed to protect Haudenosaunee lands and never take them; to make yearly payments to the Six Nations
- Treaty of Fort Wayne: They promised to pay the tribal nations for their land (only 2 cents per acre)
- Treaty of New Echota: They promised to give money and land in what is now Oklahoma; and they agreed to give the Cherokee Nation a representative in Congress

What did the Indigenous nation(s) agree to?

- Treaty of Hopewell: They agreed to allow trade and travel across Cherokee land and to return prisoners of war
- Treaty of Canandaigua: They agreed to not claim any other land and to allow safe passage through their territory
- Treaty of Fort Wayne: They agreed to give up 2.5 million acres of their land. Only some Indigenous leaders signed, but the treaty took effect anyway.
- Treaty of New Echota: Most Cherokee leaders didn't agree to the treaty at all. However, a small group of Cherokee men agreed to give all Cherokee land east of the Mississippi to the United States.

What actually happened after the treaty was signed? What effect(s) did that have?

- Treaty of Hopewell: Citizens of the United States continued claiming Cherokee land for themselves and building on it, and the U.S. government didn't stop them. Later, the United States used a new treaty to force the Cherokee to give up their remaining lands in the Southwest.
- Treaty of Canandaigua: The United States did not fully keep its promise to protect Haudenosaunee lands. New York State took land through deals that the Haudenosaunee say were illegal. As a result, the Onondaga Nation lost nearly all of their ancestral lands. However, the United States did keep one promise: It still sends a yearly gift of cloth to the Six Nations.
- Treaty of Fort Wayne: The treaty did not bring peace. There were disagreements over the treaty and within two years that conflict turned into a war in which the United States took even more Indigenous lands. By 1846, most of the nations were forced to move west of the Mississippi River.
- Treaty of New Echota: The United States used the treaty to force the entire Cherokee Nation from its homeland. This led to the Trail of Tears, where 16,000 Cherokee people were forced to march west. The promise of a Cherokee representative in Congress was never kept.

LESSON 5

Ways the United States Expanded

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Why did the growth of the United States create conflict?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Categorize examples of U.S. territorial expansion by method and explain how one method may have affected different groups of people.	Use new vocabulary words to describe in writing one method by which the United States acquired territory and explain who it affected.

LESSON OVERVIEW

This lesson builds on students’ understanding of U.S. Expansion by introducing three new ways the United States acquired territory–war, purchase, and annexation–alongside treaty. Students examine a map showing how the United States grew over an 80-year period and sort state tiles into four categories based on how that territory was acquired. The lesson closes with a written reflection asking students to choose one method of acquisition and explain who was affected and how it might have created conflict.

LESSON STANDARDS

PS 1, PS 3, 4.T4.2, 4.T4d.2, W.4.2
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 5 Slide Deck](#)
- ☐ [Territorial Acquisitions Map](#)
- ☐ [State Tiles](#)
- ☐ [U.S. Expansion Organizer](#)
- ☐ [U.S. Expansion Organizer \(Teacher Version\)](#)
- ☐ [Lesson 5 Exit Ticket](#)

VOCABULARY

annexation

LESSON AT A GLANCE

Component	Time
Build the Word Wall	10
Categorize Ways the United States Expanded	15
Exit Ticket: Connect to the Supporting Question	5

Cluster 1: Expanding the Nation**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Lesson 5 Exit Ticket \(Sentence Frames\)](#): Provides sentence frames to support the written Exit Ticket response.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Before writing, have students orally rehearse their response using the sentence frames with a language-proficient peer. Encourage students to point to their sorting chart or map as they talk through their thinking before writing.
- [Look Fors](#): Students should complete at least one sentence frame. Oral responses should use the sentence frames with simple elaboration. Students may choose not to share with the whole class but should be able to share orally with a peer or teacher.

English Proficiency Levels 3-4:

- Encourage students to use the sentence frames as a starting point and add one specific detail about who they think was affected and why. Encourage students to practice their response with a partner before writing it down.
- [Look Fors](#): Students should complete all three sentence frames with relevant details. Responses should name a specific group that was likely affected and include a simple explanation of why it created conflict.

English Proficiency Levels 5-6:

- Students may use sentence frames as a starting point but should be encouraged to expand beyond them.
- [Look Fors](#): Written responses should go beyond the sentence frames and include specific details that explain who was likely affected and why the decision may have created conflict. Students should be able to share their response and explain their thinking during the closing discussion.

**ADVANCE PREPARATION**

Print one [Territorial Acquisitions Map](#) and one set of [State Tiles](#) for each student or each pair of students. You may wish to laminate these resources for repeated use.

Lesson 5: Ways the United States Expanded

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Cluster 1: Expanding the Nation



LEARN MORE

For additional background on content in this lesson, see [An Indigenous Peoples' History of the United States for Young People](#) by Roxanne Dunbar-Ortiz.

- Chapter 6 (“Jefferson, Jackson, and the Pursuit of Indigenous Homelands”) provides helpful context on Jefferson’s purchase of land from France and Jackson’s policies to remove Indigenous people to allow for White colonial settlement.
- Chapter 9 (“The Persistence of Sovereignty”) discusses the impact of the annexation of Hawaii and the purchase of Alaska on Indigenous peoples already calling those places home..

Build the Word Wall (10 minutes)

Slide 2: Display the map. Remind students that in the last lesson they learned about four treaties that the United States made with Indigenous nations—and that the United States failed to honor. Ask students to share one thing they remember from that lesson. Possible responses:

- The United States promised to protect Indigenous lands but kept taking them.
- Indigenous nations lost land through broken treaties.
- Some treaties were signed by people who didn’t have the authority to speak for their whole nation.

Slide 3: Display the map of European colonial claims in North America. Explain that during this time (in what is now the United States), the colonies were making treaties with Indigenous nations and dealing with another challenge: European countries had laid claim to much of the same land.

Point out that England, France, and Spain had all claimed large areas in North America that were already the home of Indigenous nations. This meant that in many cases, the same land had multiple groups claiming it at the same time: Indigenous nations who had lived there for generations, European countries that had declared it their territory, and the United States, which wanted to expand into it.

Explain that today’s lesson focuses on how the United States dealt with those European claims.

CULTURAL
COMPETENCE

In Unit 3, students learned that European empires claimed and divided land in North America that already belonged to Indigenous nations. This lesson continues that story through the lens of U.S. Expansion. The European countries “selling” or ceding this land to the United States had no more legitimate claim to it than the United States did. Consider naming this to students explicitly.

Lesson 5: Ways the United States Expanded

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Cluster 1: Expanding the Nation

Slide 4: Briefly introduce the terms *war* and *purchase*.

Explain that these are two additional ways that the United States added territory. Students likely already know both of these words, but provide brief definitions to establish precise meaning for this lesson:

- *war*: a violent conflict between nations or groups
- *purchase*: the process of buying something

Ask: *How might a country gain new land through war or purchase?* Take one or two quick responses.

Slide 5: Introduce a key vocabulary word: *annex*.

- Say the word: *annexation*
- Use the word in context: *In 1898, the United States annexed Hawaii, taking control of the island nation without the permission of its government or citizens.*
- Share the student-friendly definition: (noun) *the act of taking the territory of another nation, often by force*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

Explain that *annexation* differs from *war* because there is no formal battle or war, even though there may be some violent conflict in both.

Slide 6: Display the four methods by which the United States acquired territory side by side: *war, purchase, annexation, treaty*

Remind students that they already know the word *treaty*. Explain that today's lesson includes all four methods of expansion. Remind students that in the last lesson, they learned about treaties between the United States and Indigenous nations. Explain that the United States also made treaties with other nations. In this lesson, they will learn about a treaty the United States made with Great Britain."

Ask students to turn and talk with a partner: *Which two methods do you think are most similar? Why?* Take one or two responses.

Lesson 5: Ways the United States Expanded

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Categorize Ways the United States Expanded *(15 minutes)*

Slide 7: Explain that the map shows how the United States acquired different regions of territory over an 80-year period. Tell students that modern state lines are shown on the map to help them recognize familiar places, but many of those states did not yet exist when the United States was acquiring this territory.

For context, remind students that England, France, Spain, and Russia had claimed parts of North America that were Indigenous peoples' ancestral lands. As the United States expanded westward, it interacted with these European countries, as well as with Indigenous peoples and nations.

Slide 8: Point out wars that expanded the United States: the Revolutionary War and the Mexican-American War. As students have learned, when the 13 colonies became independent by winning the Revolutionary War, they gained control of all British land east of the Mississippi River. The United States also waged war with Mexico to expand territory to the western coast of the continent.

Slide 9: Point out purchases that expanded the United States: the Louisiana Purchase and the Alaska Purchase. In an 1803 deal known as the Louisiana Purchase, the United States bought the Louisiana Territory from France, almost doubling the size of the United States.. In 1867, the United States purchased Alaska from Russia.

Slide 10: Point out a treaty that expanded the United States: the Oregon Treaty. In 1846, England agreed to give the United States the Oregon Territory because it was too far away for English rulers to control.

Slide 11: Point out annexation that expanded the United States: Texas and Hawaii. In 1845, the United States annexed Texas after encouraging US residents there to break free from Mexico to form the Republic of Texas. In 1898, the United States annexed Hawaii after overthrowing its monarchy.



TEACHING TIP

The Mexican-American War and the Texas Annexation will be addressed in more depth in Cluster 2.

Lesson 5: Ways the United States Expanded

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LEARN MORE

Unlike other U.S. states, Hawaii was never colonized by a European country. It was an independent monarchy with its own queen before the United States annexed it in 1898. Native Hawaiians strongly opposed annexation. In 1897, more than 21,000 Native Hawaiians, out of a population of less than 40,000, signed a petition opposing it. Queen Lili'uokalani herself protested directly to the U.S. government. Their resistance contributed to the defeat of a proposed annexation treaty, though Hawaii was ultimately annexed the following year. To examine two pages of the nearly 600-page petition, see "[Petition Against the Annexation of Hawaii](#)." You can also learn more about Hawaiian annexation here: [Hawaii's Long Road to Becoming America's 50th State](#).

Slide 12: Distribute the [Territorial Acquisitions Map](#), one set of pre-cut [State Tiles](#), a [U.S. Expansion Organizer](#), and a glue stick to each student. You can use the [U.S. Expansion Organizer \(Teacher Version\)](#) to support this.

Explain that students should place their pre-cut state tiles in the correct column to show how that state was added to the United States. Students should make their final decisions before gluing down their tiles. There will be two states in each column.



Exit Ticket: Connect to the Supporting Question (5 minutes)

Slide 13: Distribute the [Lesson 5 Exit Ticket](#).

Ask students to choose one way that the United States added territory and respond in writing to tell who was affected by this method of expansion and in what ways and to explain why this created conflict.

Possible response:

The United States added territory by purchasing the Louisiana Territory from France. This affected Indigenous nations because the land that the United States bought was already their home. Settlers soon began moving into that territory. This created conflict because Indigenous nations were not part of the agreement, and no one asked for their permission.



SUPPORT ALL STUDENTS

Provide the [Lesson 5 Exit Ticket \(Sentence Frames\)](#) to students who would benefit from sentence frames when completing the Exit Ticket.

Lesson 5: Ways the United States Expanded

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Directions: Place each tile in the correct column to show how the state was added to the United States.

Grade 4, Unit 4: Impacts of U.S. Expansion

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LESSON 6

Slave States and Free States

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Why did the growth of the United States create conflict?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Explain why adding new states to the United States was a source of conflict by comparing opinions.	Use evidence from primary and secondary sources to explain in writing why adding new states created conflict and who was affected.

LESSON OVERVIEW

As students continue their examination of U.S. Expansion, they learn that the question of slavery in new states created deep conflict within the nation itself, even among those who benefited from expansion. The lesson focuses on the conflict created by the effort to keep an equal number of slave states and free states as the country grew. Students examine maps from 1820 and 1850 showing which states were slave states and which were free states. They then examine evidence cards representing three opinions on whether new states should allow slavery and discuss how those opinions created conflict. The lesson closes by examining how leaders attempted to resolve this disagreement through the Missouri Compromise and the Compromise of 1850, and whether those compromises were successful.

LESSON STANDARDS

PS 1, PS 3, 4.T4.4, 4.T4.5, RI.4.3
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 6 Slide Deck
☐ Evidence Cards Student Slide Deck
☐ Opinions Organizer
☐ Opinions Organizer (Teacher Version)
☐ Lesson 6 Exit Ticket

LESSON AT A GLANCE

Component	Time
Introduce Slave States and Free States	10
Analyze Arguments From Each Side	15
Connect to the Supporting Question	5

Lesson 6: Slave States and Free States

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Cluster 1: Expanding the Nation**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Lesson 6 Exit Ticket \(Sentence Starters\)](#): Provides sentence starters to support written responses on the exit ticket.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Direct students to Evidence Cards 1, 4, and 6 only during the opinion-evidence activity. When possible, pair students with a language-proficient peer to read and discuss each card before completing the handout. Before writing the exit ticket, have students verbally rehearse their responses using the sentence starter with a partner or teacher.
- [Look Fors](#): Students should be able to identify the opinion represented by each of their three Evidence Cards with support. Oral responses should use simple language to name who was affected and why. For the Exit Ticket, students should complete at least one sentence starter with simple elaboration. Students may choose not to share with the whole class, but should be able to share orally with a peer or teacher.

English Proficiency Levels 3-4:

- Encourage students to use Cards 1, 4, and 6 as their starting point before reading additional cards as time allows. Encourage students to use the sentence starters on the Exit Ticket as a starting point and add one specific detail from the Evidence Cards to support each response.
- [Look Fors](#): Students should correctly identify the opinion for at least one card per category. Exit Ticket responses should use the sentence starters with relevant details from the Evidence Cards. Students should be able to share their thinking orally during the group discussion.

English Proficiency Levels 5-6:

- Encourage students to engage with the full set of Evidence Cards and to use evidence from multiple cards when writing their Exit Ticket responses. Encourage students to move beyond the sentence frames and explain connections between opinions in their own words.
- [Look Fors](#): Students should correctly identify opinions across the full Evidence Card set and be able to verbally provide specific evidence from the cards to support their categorization. Exit Ticket responses use the sentence frames to clearly explain why the question of slavery in new states created conflict from at least two opinions. Students should readily participate in group and/or whole-class discussion.

Lesson 6: Slave States and Free States

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Cluster 1: Expanding the Nation



ADVANCE PREPARATION

If students do not have access to digital devices, print the Evidence Cards from the Student Slide Deck ahead of time. You may wish to laminate them for repeated use.



TEACHING TIP

Where does this lesson on slavery fit into the vertical alignment of content? Students are introduced to the concept of slavery in second grade during their migrations unit, in which slavery is described as people who are forced to migrate. In third grade students learn that slavery was legal in all the French, Dutch, Spanish, and English colonies and that colonial Massachusetts had both free and enslaved Africans in its population. Third graders are also introduced to the Triangular Trade that included Africans to be sold as slaves. In this fourth grade unit, students will understand that the economy of the southern states was dependent on the free labor provided by enslaved people, and that conflicts over this system brewed while the nation was expanding. A more complete examination of the experiences of enslaved and free Africans in the colonies and how enslaved people resisted and sought their freedom is a focus in fifth grade.

Introduce Slave States and Free States (10 minutes)

Slide 2: Provide moral clarity around slavery before beginning the lesson.

Explain that this lesson examines opinions that people had about slavery at the time, but that those arguments do not change the fact that slavery was wrong.

This lesson focuses on one specific conflict: whether or not slavery should be allowed in new states as the United States expanded westward.

Students will learn much more about the history of slavery in the United States in fifth grade.

Slide 3: Remind students that in grades 1 and 2 they learned the word *economy*, and provide the definition again (or reteach the word if needed): *the way people and businesses make and spend money*.

Slide 4: Display two illustrations from 1850. The one on the left shows a factory in Massachusetts. The one on the right shows a cotton plantation in Georgia.



LEARN MORE

Learn more about the economic role of slavery in this *History* article, [How Slavery Became the Economic Engine of the South](#). Eli Whitney's cotton gin helped revive and expand slavery in the South by making cotton production highly profitable. Prior to that, slavery had been in decline. To learn more, see this article from the National Park Service: [Eli Whitney](#). (Local fact: Eli Whitney was born in Westborough, MA.)

Lesson 6: Slave States and Free States

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Explain that as the country grew, two different economies developed—one in the North and one in the South.

Slide 5: Build background. Explain that in the North, factories produced goods and made money by paying immigrants and women low wages. In the South, plantations grew crops like cotton and made money by enslaving people and forcing them to work without pay. Enslaved people had been taken from Africa or were the children of people who had been enslaved before them.

Slide 6: Display a map of the population of enslaved people in the South in 1860. Point out that this map only shows the southern region of the United States. Emphasize the importance of agriculture to the economy of the South by showing areas in which different crops grew.

Slide 7: Pause for a Turn and Talk. Frame the problem being explored in this lesson: *Each side benefited from their own economic system and wanted to expand it to the entire nation.*

Ask: *Do you think that will cause conflict? Why or why not?*

Slides 8–9: Explain the role of the Senate and the effects of the balance of free and slave states on power.

- The United States senate is a group of people that are chosen to make the laws for our country.
- Each state picks two people to represent them in the U.S. Senate.
- As long as there were the same number of slave states and free states, both sides had equal power in the Senate.
- Many people in the South were worried that if more free states joined the Union, then Northern senators could pass laws to end slavery.
- This made the balance between slave states and free states very important. Adding even one new state could shift the power.

Slide 10: Show how slave states and free states were added as the country grew. Explain that states are marked as “F” for “Free State” or “S” for “Slave State.” Ask students to count how many “F”s and “S”s they see (there are 11 of each).



LEARN MORE

Parts of the northern economy also relied on slavery. The rise of cotton mills in places like Lowell, Massachusetts—as well as factories across Europe—created demand for the cotton being produced through slave labor in the South. As demand for cotton increased, so did slavery. The cotton gin, cotton mills, and the northern connections to slavery will be explored further in grade five. To learn more, read [Lowell's Southern Connection](#).

Lesson 6: Slave States and Free States

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Point out the question mark on Missouri. Ask: *Missouri applied to join the Union as a slave state. What problem would that create?* (There would be more slave states than free states, which would give the South more power in the Senate.)

Analyze Arguments From Each Side (15 minutes)

Slide 11: Distribute the [Evidence Cards Student Slide Deck](#) and the [Opinions Organizer](#) to each student. Explain that students will examine Evidence Cards representing three different opinions on whether new states should allow slavery.

Read aloud the three opinions on the organizer. Tell students that there is at least one Evidence Card that describes or supports each of the three opinions.

Organize students into small groups. Ask student groups to decide which opinion each Evidence Card supports or describes and then write the card number on the correct line. See the [Opinions Organizer \(Teacher Version\)](#) as needed to guide students' work.

Note: Some of the original quotations have been modified to a fourth grade reading level.

After student groups have matched the cards to the opinions, ask: *Why would it be hard for everyone to agree on what to do when a new state is added?* Possible responses:

- People had very different beliefs about slavery.
- People wanted power and this decision affected that.
- The economies of the North and South depended on different things.

Slide 12: Provide fast facts about the Missouri Compromise:

- It was passed by Congress in 1820.
- Missouri was added as a slave state.
- To maintain balance, Maine was added as a free state.
- Maine had previously been part of Massachusetts.



TEACHING TIP

Abraham Lincoln's "house divided" argument is the card most likely to spark debate. It is neither pro-slavery nor anti-slavery. Lincoln is arguing against division, more than against slavery itself. Not every historical argument fits neatly into one category, and the debate students have trying to place this card is itself the learning. As time permits, invite groups to set aside unresolved cards and return to them as a whole class.

Lesson 6: Slave States and Free States

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Slide 13: Explain the Compromise of 1850:

- The balance was maintained until 1850, when California wanted to join as a free state.
- As part of the compromise, Utah and New Mexico were organized as territories where the population could decide for themselves whether to allow slavery.
- California was admitted as a free state, shifting the balance toward the North.

Facilitate a Think-Pair-Share: *Who would have supported the Compromise of 1850? Who might not have? Why might this have led to even more conflict?*

Possible responses:

- Northerners might have supported it since more free states were added.
- Southerners might have opposed it since the balance between the numbers of free states and slave states was shifting.
- Northern senators might have tried to pass laws getting rid of slavery once they had the majority.

**LEARN MORE**

The Compromise of 1850 also included a strengthened Fugitive Slave Act, which required law enforcement in both free and slave states to arrest people suspected of escaping enslavement, and make it a crime to help anyone escape. This made the compromise deeply harmful for Black Americans. Students will learn more about the Fugitive Slave Act in fifth grade.

**LEARN MORE**

The Northwest Ordinance created the Northwest Territory and banned slavery within the territory. This made the Ohio River, which formed much of the territory's southern border, a de facto dividing line between free states and slave states. The law also promised that Indigenous people living in the territory would be treated fairly and that their land would not be taken from them without their consent. That part of the law was repeatedly violated by the federal government in years that followed. To access a full transcript of the Northwest Ordinance, see "[Northwest Ordinance \(1787\)](#)," from the National Archives.

Lesson 6: Slave States and Free States

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Connect to the Supporting Question (5 minutes)

Slide 14: Distribute the [Lesson 6 Exit Ticket](#). Remind students of the Supporting Question:



Why did the growth of the United States create conflict?

Explain that today's lesson showed one of the most consequential conflicts of US. Expansion. Ask students to use details from the evidence cards and what they learned today to respond in writing to the following questions:

- *Why did adding new states increase conflict?*
- *Who would have been affected if the United States was not able to keep the balance of slave states and free states?*
- *In what ways might they have been affected?*



SUPPORT ALL STUDENTS

Provide [Lesson 6 Exit Ticket \(Sentence Starters\)](#) to students who would benefit from sentence starters to support them in writing their responses.

Lesson 6: Slave States and Free States

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Opinions Organizer (Teacher Version)

Directions: Below are three opinions on adding new states to the United States. Read the opinions below and the Evidence Cards in your Student Slide Deck. For each opinion, write the card number or numbers that support or describe it.

Opinion 1:

Slavery should not be allowed in new states.

Cards that match this perspective: 2, 3, 5, 6, 7

Opinion 2:

People in each territory should vote and decide for themselves.

Cards that match this perspective: 4

Opinion 3:

Slavery should be allowed in new states.

Cards that match this perspective: 1, 2, 8

Note: Evidence Card 2, featuring the quote from Abraham Lincoln, shows a viewpoint of those who were most concerned with unity across the states regardless of whether that meant slavery would or would not be expanded.

LESSON 7

Putting It Together

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Why did the growth of the United States create conflict?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize new learning about the growth of the United States and the conflict created for different groups of people.	Engage in collaborative discussion about how the United States acquired territory in the eighteenth and nineteenth centuries and why that growth created conflict.

LESSON OVERVIEW

This lesson brings students back to the Cluster 1 Supporting Question: *Why did the growth of the United States create conflict?* Students synthesize their learning by reviewing the Inquiry Chart, as well as evidence they examined throughout Cluster 1. Using a Discussion Diamond, students record their individual thinking, share ideas in small groups, and then co-create a group summary statement. Finally, groups share their summaries with the class, as their key learning is recorded on the Inquiry Chart.

LESSON STANDARDS

PS 1, 4.T4.2, 4.T4.5, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 7 Slide Deck
☐ Cluster 1 Inquiry Chart
☐ Cluster 1 Inquiry Chart (Teacher Version)
☐ Discussion Diamond
☐ Discussion Diamond (Teacher Version)
☐ Lesson 1: Unit 4 Know and Wonder Chart
☐ Lesson 2: Territories and States
☐ Lesson 3: Making Vocabulary Connections, Lesson 3 Exit Ticket
☐ Lesson 4: Treaty Notes Organizer
☐ Lesson 5: Expansion Organizer
☐ Lesson 6: Perspectives Organizer

LESSON AT A GLANCE

Component	Time
Putting It Together	30

Lesson 7: Putting It Together

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Cluster 1: Expanding the Nation**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Discussion Diamond \(Sentence Frames\)](#): Provides sentence frames to support written responses during the Discussion Diamond activity.
- [Talk Moves Language and Literacy Builder](#): Provides sentence frames for listening and speaking to support collaborative discussion during and after the Discussion Diamond

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- During individual writing time for the Discussion Diamond, highlight one or two sentence frame options for students to use. Direct students to look for details in one specific source from the cluster rather than all of the materials. Select one frame from the Talk LLB to support students with expressing an idea and one frame to support them with listening.
- [Look Fors](#): Students should attempt at least one sentence frame option in their Discussion Diamond corner response. Oral participation during group sharing may be limited, but students should be able to point to their written response or share one idea orally.

English Proficiency Levels 3-4:

- Encourage students to use the Discussion Diamond sentence frame options as a starting point and to add at least one specific detail from their cluster materials. Help students choose two frames on the Talk LLB to support them with expressing an idea and two to support them with building on the ideas of others.
- [Look Fors](#): Students should complete at least two sentence frame options in their Discussion Diamond corner response, using relevant details. Students should attempt to use at least one frame from their Talk LLB during small group or whole class discussion.

English Proficiency Levels 5-6:

- Encourage students to use the Discussion Diamond sentence frames and expand beyond them in their own words. Encourage students to use the Talk LLB to build on and respond to peers' ideas.
- [Look Fors](#): Discussion Diamond written responses should go beyond the sentence frame options and should include specific evidence from cluster materials. Students should actively participate in discussion, using Talk LLB moves to build on and respond to peers' ideas.

Lesson 7: Putting It Together

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Cluster 1: Expanding the Nation



ADVANCE PREPARATION

Print enough copies of the [Discussion Diamond](#) for groups of 4 students or use it as a template to create Discussion Diamonds on pieces of chart paper for each group to work with.

Have the class's Know and Wonder Chart, Inquiry Chart, and cluster materials listed above accessible for student reflection and discussion.



Putting It Together (30 minutes)

Slide 2: Explain that for the rest of the class, students are going to return to the Cluster 1 Supporting Question and put together what they have learned so far about why the growth of the United States created conflict.

Slides 3–4: Present the **Unit 4, Cluster 1 Inquiry Chart**, and remind students of the Cluster 1 Supporting Question:



Why did the growth of the United States create conflict?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read aloud the lesson summaries in the “What did we do?” column. If time allows, ask students for additional important activities or experiences they remember from the cluster.

Then, briefly review and summarize the resources and reference tools used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 5: Ask students to think back across the lessons in this cluster. Ask: *As the United States grew, whose lives were affected? Who were the different groups of people we learned about?*



TEACHING TIP

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their learning process and help foster their growing independence. Each classroom's system will be different depending on the physical learning space and the learners themselves.

Lesson 7: Putting It Together

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Cluster 1: Expanding the Nation

Prompt students to brainstorm by turning and talking with a partner, then invite responses. Record the groups students name on the board as they share. Guide students toward naming the following:

- Indigenous nations
- Enslaved people
- Southerners
- Northerners
- Colonists and settlers moving west

Slide 6: Organize the class into groups of 4. Distribute the [Discussion Diamond](#) (or the prepared chart paper versions). Ask students to position the organizer with one corner facing each student and write their name on their corner.

Remind students of the Supporting Question: *Why did the growth of the United States create conflict?*

Review the rest of the steps students will follow

- Think silently about the question.
- Look back through your cluster materials for evidence.
- Write an individual response using at least one specific piece of evidence.
- Share ideas aloud within the small group.
- Summarize the group's ideas in the center.

Tell students that their response should mention a specific group (or groups) that their evidence connects to, referring back to the groups named earlier.

Have students begin the activity. Guide the time spent on each step:

- First 3 minutes: Think silently and record their individual responses.
- Middle 4 minutes: Share their ideas with their group and add to their sections as needed.
- Final 3 minutes: Students choose one member to write a summary of the group's ideas.

**SUPPORT ALL STUDENTS**

Students can refer to their [Talk Moves Language and Literacy Builder](#) to support them in the group discussion. Encourage students to use the [Discussion Diamond \(Sentence Frames\)](#) to construct their written responses.

Lesson 7: Putting It Together

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Cluster 1: Expanding the Nation

Slide 7: Ask a volunteer from each group to share their group's summary. Record student ideas on the slide. The completed slide will be displayed during the upcoming Formative Assessment.

Note: Individual responses on the Discussion Diamonds can be used as an exit ticket as needed.

RETURN TO THE INQUIRY CHART

Slide 8: Revisit the questions students added under the Supporting Question as part of the Launching the Question routine in Lesson 2, as well as questions from the Wonder column of the **Unit 4 Know and Wonder Chart**. Ask: *Have any of these questions been answered? Have any new questions come up?*

Give students a few minutes to share their thinking and ideas with the whole group.

STAMP THE KEY LEARNING

Preview that students will use ideas they generated in this lesson to support their thinking as they answer the Supporting Question in the next lesson.

**TEACHING TIP**

For any chart work throughout the unit, decide whether it will be filled out by you transcribing students' responses or by students writing on sticky notes to put on the chart.

Lesson 7: Putting It Together

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Discussion Diamond (Teacher Version)

Directions: Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group discusses.

Responses will vary. Look for individual responses such as:

- The growth of the United States created conflict because the U.S. made treaties with Indigenous nations but then broke those promises. As a result, the ancestral lands of Indigenous nations were taken unfairly.
- The growth of the United States created conflict because people in the North and South disagreed about slavery and both sides wanted enough power in the Senate to get their way.
- Indigenous people and enslaved people were both negatively affected by U.S. expansion. Indigenous nations lost their ancestral lands through broken treaties. Enslaved people had no say in decisions about whether new states would allow slavery. This created conflict because both groups had no say in decisions that changed their lives forever.
- Colonists wanted colonies to become states so they could govern themselves. Indigenous nations wanted sovereignty over their ancestral lands. This created conflict because both groups of people believed they had the right to govern the same land.

Look for group summaries such as:

- The United States used treaties, wars, purchases, and annexations to expand its territory, but Indigenous nations and enslaved people had no voice in those decisions.
- Broken treaties created conflict because Indigenous nations lost land and sovereignty that they had never agreed to give up.
- The question of slavery in new states created conflict because Northerners and Southerners had different goals and different economies that they benefited from. Both wanted to have more power in the U.S. Senate.

LESSON 8

Formative Assessment Task

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Why did the growth of the United States create conflict?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze a U.S. government decision to explain why it created conflict for different groups of people.	Use cause and effect language to explain in writing why a U.S. government decision created conflict.

LESSON OVERVIEW

In this Formative Assessment, students demonstrate their understanding of how U.S. government decisions created conflict by completing a cause and effect graphic organizer. Students choose one government decision from the cluster, analyze and describe who was affected and in what ways, and explain why it created conflict.

LESSON STANDARDS

PS 1, 4.T4.2, 4.T4.4, 4.T4.5, W.4.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 8 Slide Deck
☐ Cluster 1 Formative Assessment Task
☐ Cluster 1 Formative Assessment Task (Teacher Version)
☐ Lesson 2: Territories and States
☐ Lesson 3: Vocabulary in Context, Lesson 3 Exit Ticket
☐ Lesson 4: Treaty Notes
☐ Lesson 5: Expansion Organizer
☐ Lesson 6: Perspectives Organizer

LESSON AT A GLANCE

Component	Time
Introduce the Formative Assessment	5
Formative Assessment	25

Lesson 8: Formative Assessment Task

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Cluster 1 Formative Assessment Task \(Sentence Frames\)](#): Supports students with sentence frames for writing their responses to the reflection questions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Before the task, help students select their government decision by reading through the given options together and pointing to cluster materials that connect to each choice. Direct students to one specific resource, such as a Treaty Card or the U.S. Expansion Organizer, to find evidence for their Formative Assessment. Encourage students to use the sentence frames for the analysis question to craft their written responses.
- Look Fors: Students should select a government decision from the provided options and be able to name at least one group affected by it and describe at least one effect of that decision on that group. Written responses to the two questions should use the sentence frame with simple elaboration.

English Proficiency Levels 3-4:

- Encourage students to use their cluster materials to fill in the affected group(s) and effects columns before moving to the written questions. For the written questions, encourage students to use the sentence frames and add one specific detail from their cluster materials.
- Look Fors: Students should complete all three columns of the organizer with relevant details. Written responses should use the sentence frames with specific details that explain cause and effect.

English Proficiency Levels 5-6:

- Students can choose to use the provided sentence frames for support or write their responses without the frames.
- Look Fors: Written responses should go beyond the sentence frames and include compound or detailed sentences that clearly explain how the government decision created conflict and who was affected. Students should use cause and effect language in their writing, such as *as a result* and *because of this*.



ADVANCE PREPARATION

Ensure that the Unit 4, Cluster 1 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference and discussion.

Lesson 8: Formative Assessment Task

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Introduce the Formative Assessment (5 minutes)

Slide 2: Inform students that they will analyze one U.S. government decision and use it to answer the Cluster 1 Supporting Question:



Why did the growth of the United States create conflict?

Slide 3: Remind students that across this cluster they examined how the United States expanded its territory and how those decisions created conflict between different groups of people. Ask: *What are four ways that the United States expanded its territory?* (war, purchase, annexation, treaty)

Slide 4: Explain that students will choose one U.S. government decision (such as making a treaty or going to war), analyze and describe who it affected and how it affected them, and explain why it created conflict.

Review the resources students can use as references:

- Lesson 4: Treaty Cards, Treaty Notes
- Lesson 5: Territorial Acquisitions Map, U.S. Expansion Organizer
- Lesson 6: Perspectives Organizer, Exit Ticket
- Word Wall
- Unit 4, Cluster 1 Inquiry Chart



Formative Assessment (25 minutes)

The Formative Assessment for Cluster 1 is [Cluster 1 Formative Assessment Task](#).

Lesson 8: Formative Assessment Task

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Cluster 1: Expanding the Nation

Slide 5: Distribute [Cluster 1 Formative Assessment Task](#) and explain the task.

Tell students they will:

- Choose one government decision from the list and write it in the first box.
- Identify which group or groups of people this decision affected.
- Explain the effects of that decision on the groups they identified.
- Respond to two reflection questions.

Slide 6: Display the U.S. government decisions that students can choose from.

- Making and breaking treaties with Indigenous nations
- Purchasing the Louisiana Territory from France
- Going to war with Mexico
- Annexing Texas
- Compromising on slavery in new states

Provide time for students to complete the task independently. Encourage students to refer to cluster materials for specific details.

**SUPPORT ALL STUDENTS**

Distribute [Cluster 1 Formative Assessment Task \(Sentence Frames\)](#) to students who would benefit from sentence frames to support their written responses in Part 2.

Lesson 8: Formative Assessment Task

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Cluster 1 Formative Assessment Task (Teacher Version)

Directions: Complete the organizer by choosing one U.S. government decision from the list in the first box. In the second box, write any groups of people who were affected by that decision. In the third box, explain the effect(s) of that decision on the people you identified.

Answers will vary. Look for responses that identify a specific U.S. government decision, name at least one group affected, and describe the effects of the decision on that group.

U.S. government decision (circle one)	Affected group(s)	Effects(s)
Making and breaking treaties with Indigenous nations	Indigenous nations, including the Haudenosaunee, Cherokee, and Potawatomi, Miami, and Delaware nations	Indigenous nations lost millions of acres of ancestral lands they had been promised they could keep.
Purchasing the Louisiana Territory from France	White Americans moving west	Indigenous nations were forced to move.
Going to war with Mexico	The U.S. government itself	White Americans moving west gained access to more and more land.
Annexing Texas		The U.S. government gained more territory.
Compromising on slavery in new states		

Directions: Use the information you recorded in your organizer to answer the questions.

Responses will vary. Look for responses that connect a specific government action to its effect on at least one group and explain why that was unjust or created conflict between two groups.

Why did this decision create conflict?

This created conflict because the U.S. government made treaties with Indigenous nations and then broke them, taking ancestral lands that Indigenous nations had never agreed to give up.

Who do you think should have had a say in this decision? Why? What might have been different if they had?

Indigenous nations should have had a say in any decisions about their land. If their sovereignty had been respected, the agreements made in treaties would have been honored. Indigenous nations might have kept their ancestral lands, and the United States might look a lot different than it does today.

Moving West

Why did so many people move to the American West?

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Overview

Students launch this cluster by analyzing the painting *American Progress* by John Gast, making observations and asking questions as an entry point into the concept of Manifest Destiny. Throughout the cluster, students analyze primary sources by considering who created them, why, and whose perspectives are present or missing. This builds their ability to evaluate a source's credibility and point of view. They investigate the Santa Fe Trail as a key trade route into Mexican territory. Then, they examine how the Mexican–American War opened the door to mass westward migration. Next, they turn to the Transcontinental Railroad, analyzing primary sources across different perspectives to understand its far-reaching impacts. Students synthesize their learning in an Inquiry Circle by returning to the Supporting Question and expanding on it: *Why did so many people move to the American West? Who was affected when so many people moved to the American West?* In the Formative Assessment, students compare *American Progress* with [the painting] *Reversing Manifest Destiny*, examining how perspective shapes the story of U.S. Expansion.

Learning Objectives

By the end of this cluster, students should be able to...

- Analyze sources to explain how Manifest Destiny, territorial expansion, and new transportation routes motivated people to move to the American West in the 1800s.
- Evaluate sources for perspective to understand how U.S. Expansion affected different groups, including Indigenous peoples, settlers, Mexicans, and Chinese laborers.
- Use evidence from multiple sources to develop and support a claim about why people moved to the American West and who was affected.
- Interpret social studies arguments by evaluating point of view and credibility of source, based on distinctions between fact and opinion. (WIDA ELD-SS.4-5.Argue.Interpretive)

Vocabulary

TIER 3
Manifest Destiny transcontinental

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 1: Explain how governmental decisions and decision-making processes can affect groups, individuals, and societies.	11, 13
PS 3: Categorize information from one or more sources based on a topic or inquiry question, taking brief notes on the information gathered.	11-14
PS 5: Identify information about a given source, including the maker, date, source type, and/or place of origin, and examine its intended audience and purpose. Using identifiable information, determine a source’s relevance to an inquiry question.	10, 15
PS 5: Evaluate a source’s credibility using information about the maker’s point of view, intended audience, and purpose.	9, 11, 13

Content Standards

STANDARD	LESSON(S)
4.T4.1: Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.	13

4.T4.2: Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.	11
4.T4.3: Compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier (e.g., wagon train journeys on the Oregon and Santa Fe Trails, and settlements in the western territories).	9-10, 12, 14-15
4.T4d.5: Using resources such as print and online atlases, historical sources, or state websites, construct a map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th-19th centuries and that includes a title, scale, compass, and map key.	10

Literacy Standards

STANDARD	LESSON(S)
RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.	12-13
RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.	10
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	9, 11, 14
W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	15

Unit 4, Cluster 2 Inquiry Chart (Teacher Version)

Unit EQ	In what ways did the growth of the United States affect different groups of people?
Cluster SQ	Why did so many people move to the American West?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 9: We observed a painting and watched a short video to generate questions about Manifest Destiny and why so many people moved to the American West.	Manifest Destiny was the belief that it was America's right to expand westward. This belief shaped how many Americans thought about and justified westward expansion.
Lesson 10: We analyzed an illustration and a map of the Santa Fe Trail and considered whose perspectives are represented and whose are missing.	The Santa Fe Trail helped move American traders and people west by connecting Missouri to Santa Fe, New Mexico. However, the trail passed through the territories of many Indigenous nations.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 11: We used maps, a timeline, and a video to examine how the Mexican-American War helped the United States expand and how it affected different groups of people.	Winning the Mexican-American War brought the entire Southwest under U.S. control. But the Treaty of Guadalupe Hidalgo made promises to Mexican citizens and Indigenous peoples that the U.S. government did not keep.
Lesson 12: We identified push and pull factors that led to different groups of people moving to the American West in the 19th century.	Many different groups of people moved west for economic, religious, and political reasons. But for Indigenous peoples already living there, that movement meant loss of land and way of life.
Lesson 13: We analyzed primary sources about the Transcontinental Railroad to explore whose perspectives are represented and whose are left out.	The Transcontinental Railroad helped the United States expand westward by connecting the east coast to the west coast. But the sources that celebrated its completion often left out the people who built it and the people whose land it crossed.

LESSON 9

Examining Manifest Destiny

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Why did so many people move to the American West?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Generate questions about Manifest Destiny based on observations of a painting and a short video.	Engage in collaborative questioning using <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about Manifest Destiny.

LESSON OVERVIEW

Students begin this lesson by observing the painting *American Progress* by John Gast, generating questions about what they notice. After an introduction to the vocabulary term *Manifest Destiny*, students watch a video excerpt that provides historical context. Students then return to the painting, generating new questions before being introduced to this cluster’s Supporting Question: *Why did so many people move to the American West?* The lesson closes with students posting priority questions on the Inquiry Chart to guide the cluster’s inquiry.

LESSON STANDARDS

PS 5, 4.T4.3, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 9 Slide Deck ☐ Cluster 2 Inquiry Chart
VOCABULARY
Manifest Destiny

LESSON AT A GLANCE

Component	Time
Launching the Question	30

Lesson 9: Examining Manifest Destiny

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports students in generating questions during the Launching the Question routine.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Highlight a few question frames from the Question LLB for students to use when generating questions about the painting. Note that the LLB provides past tense stems only; when asking questions about the painting, students may need present tense forms (e.g., *What is...?* rather than *What was...?*) Write present tense forms below the selected frames. Provide support by reading stems out loud and modeling how to complete them (e.g., *Why is...it dark on one side?*) During the question prioritization activity, pair students with a language-proficient peer and ensure students practice saying their questions with their partner before the whole-class discussion.
- [Look Fors](#): Oral responses should use relevant question frames from the Question LLB and include simple elaboration of ideas related to the maps. During the prioritization activity, students should be able to indicate a question choice to their partner. Students may choose not to share with the whole class, but should be able to generate and share at least one question orally with a peer or the teacher.

English Proficiency Levels 3-4:

- Encourage students to move toward more complex frames. Remind them that present tense forms are also available (e.g., *What is...?* or *Why is...?*) when asking questions about what they see in the painting. During the question prioritization activity, encourage partners to explain why a particular question might help answer the Supporting Question.
- [Look Fors](#): Oral responses should include questions using frames from the Question LLB with some elaboration of ideas. During the prioritization discussion, students should be able to express preferences and provide simple reasoning about which questions would best help answer the Supporting Question.

English Proficiency Levels 5-6:

- Students may choose to use the Question LLB when generating questions. During the question prioritization activity, encourage students to build on their partner's ideas and make connections between their question and what they want to learn.
- [Look Fors](#): Oral responses should include specific and detailed questions. During the prioritization discussion, students should provide clear reasoning to explain why a question is helpful for answering the Supporting Question. Students should readily participate in both partner and whole-class discussions.

Lesson 9: Examining Manifest Destiny

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ADVANCE PREPARATION

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 2 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

Manifest Destiny is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 4 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.



Launching the Question (30 minutes)

SPARK CURIOSITY

Slide 2: Display the painting *American Progress* by John Gast. Ask students to observe the painting silently for 60 seconds. After 60 seconds, prompt students to generate questions. Say: *Ask as many questions as you can about this image. We will save discussing or answering the questions for another time.*

Provide 2–3 minutes for students to ask questions. Record their questions on chart paper or a dry-erase board.

Then, explain that you are going to introduce students to a new term that may help them answer some of the questions they've generated.



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support them in generating questions as they look at the painting.

Lesson 9: Examining Manifest Destiny

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Slide 3: Introduce the key vocabulary word: *Manifest Destiny*.

- Say the vocabulary word: *Manifest Destiny*.
- Use the word in context: *Many Americans used the idea of Manifest Destiny to justify taking land from Indigenous peoples.*
- Share the student-friendly definition: *(noun) the belief that it was America's right to expand westward*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*



SUPPORT ALL STUDENTS

Encourage home-language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.



TEACHING TIP

The title *American Progress* offers a natural entry point into the consideration of opinions and perspectives that students will do throughout this cluster. If students do not notice it on their own, draw their attention to the title and ask: *Progress for who?* This plants a seed for the upcoming source analysis understanding that every source is made by someone, for a reason, and reflects a particular perspective. In this cluster, students will practice asking whose perspective a source shows and whose story might be left out.

Slide 4: Highlight the word's features. Explain that put together, *manifest destiny* literally means an “obvious course of events arranged by God.” In other words, many Americans believed it was God’s plan (and therefore obvious) that the United States would expand its territory across the continent. Remind students that this was a *belief*, not a fact, and one that was used to justify taking land from Indigenous peoples.

Add *Manifest Destiny* to the Word Wall.

Slide 5: Tell students that they will watch part of a video to learn more about Manifest Destiny and how it connects to the painting they just looked at. As they watch, ask them to listen for any answers to their questions or any new questions that come to mind. Play the video from 0:34 to 3:30.

Slide 6: Return to the painting. Prompt students to look again with the video in mind. Ask: *Which questions have been answered? What new questions do you have?*

Mark off answered questions; add new ones to the list.



LEARN MORE

To learn more about Manifest Destiny and its impact on the growth of the United States, see this article: [Manifest Destiny](#).

Lesson 9: Examining Manifest Destiny

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INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 7: Introduce the Cluster 2 Supporting Question:



Why did so many people move to the American West?

If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.

Slide 8: Prioritize questions: Explain to students that they will now work with a partner to determine which of the questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions. Prompt students to discuss and prioritize questions for 2–3 minutes. Then invite pairs to share which question they nominated and why. As a class, reach consensus on the top three questions that would best help answer the Supporting Question. Star or mark those three on the list.

DEVELOP THE INQUIRY CHART

Slide 9: Introduce this cluster's Inquiry Chart and point out the "What questions will we ask?" section. Then add the class's three priority questions to the "What questions will we ask?" section of the Inquiry Chart.

You will return to this Inquiry Chart document later in the cluster and throughout the unit, so it is essential that you preserve students' thinking here.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use paintings, primary sources, videos, and maps to explore why so many people moved to the American West in the 1800s and how that movement affected different groups of people. The Supporting Question and the priority questions they identified will guide their learning. They will also practice looking closely at who created each source and what perspective it shows, so that they can think critically about whose stories get told and whose get left out.



LEARN MORE

Investigating History's Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their [website](https://www.rightquestioninstitute.org/) for more information about their work.

Lesson 9: Examining Manifest Destiny

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LESSON 10

The Santa Fe Trail

- EQ

In what ways did the growth of the United States affect different groups of people?
- SQ

Why did so many people move to the American West?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze a map and illustration of the Santa Fe Trail to explain whose perspectives are represented and whose are missing.	Use observation language and evidence from a map and illustration to discuss perspectives in discussion.

LESSON OVERVIEW

This lesson examines the Santa Fe Trail as one example of how and why people moved west in the 19th century and what that movement meant for people already living on the land. The trail connected Missouri with Santa Fe, New Mexico—still part of Mexico at the time—and served as a major commercial route for American traders. It passed through the territories of twelve Indigenous nations who controlled various parts of the route and increasingly resisted the growing flow of traders and people moving west through their territory. After building background knowledge about the trail, students view an illustration and a map to analyze whose perspectives are represented and whose are missing—and what those absences reveal about how westward movement was promoted and who it affected.

LESSON STANDARDS

PS 5, 4.T4.3, 4.T4d.5, RI.4.7
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 10 Slide Deck](#)

☐

[Perspectives on the Santa Fe Trail](#)

☐

[Perspectives on the Santa Fe Trail \(Teacher Version\)](#)

LESSON AT A GLANCE

Component	Time
Introduce the Santa Fe Trail	10
Map the Santa Fe Trail	20

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Perspectives on the Santa Fe Trail \(Sentence Starters\)](#): Supports written responses with sentence starters.
- [Observe Language and Literacy Builder \(3-5\)](#): Supports close looking at the illustration and map.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Highlight a couple sentence starters from the LLB for students to use when looking at the illustration and map. If possible, pair students with a language-proficient peer during partner work. Encourage students to verbally rehearse their responses using the sentence starters, pointing to evidence as they talk.
- [Look Fors](#): Students should be able to use a less complex sentence starter to verbalize an observation about the illustration and the map. Students should complete one sentence starter with simple elaboration for each part of the handout. Students may choose not to share with the whole class, but should be able to share orally with a peer.

English Proficiency Levels 3-4:

- Encourage students to begin with the starters and add details from the illustration or map. During partner work, encourage students to use the more complex starters on the right side of the Observe.LLB in their thinking about whose perspective is missing.
- [Look Fors](#): Students should complete the handout using starters and details from the illustration and map. Responses should include at least one observation and one inference about perspective. Students should be able to share their thinking during discussion.

English Proficiency Levels 5-6:

- Encourage students to begin with the starters and expand beyond them in their own words. During discussion, encourage students to build on peers' responses using the more complex starters from the Observe LLB.
- [Look Fors](#): Students should complete the handout with specific details from the illustration without relying heavily on the starters. Students should actively participate in discussion, using observation and perspective language and building on the ideas of others.



ADVANCE PREPARATION

Students will need blue, red, and green colored pencils and the Cluster 2 Inquiry Chart.

Lesson 10: The Santa Fe Trail

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Introduce the Santa Fe Trail (10 minutes)

Slide 2: Introduce the Santa Fe Trail:

- The Santa Fe Trail ran from Missouri to Santa Fe (in what is now New Mexico)—nearly 900 miles!
- Indigenous peoples used a network of similar trade routes long before American traders arrived.
- Beginning in the 1820s, American traders started using the trail to move goods between Missouri and New Mexico.

Slide 3: Share the supplies that moved along the Santa Fe Trail.

Slide 4: Explain that the Santa Fe Trail passed through the territories of twelve Indigenous nations. As more American traders used the trail that had been created by Indigenous peoples, conflict grew. Indigenous nations increasingly resisted the growing flow of traders and people moving through their territory.

Tell students that today they are going to look at the Santa Fe Trail as one answer to the Supporting Question: *Why did so many people move to the American West?* They'll also use what they learn to answer the question: *What did that movement mean for people who already lived there?*

Slide 5: Introduce Josiah Gregg and his book, *Commerce of the Prairies*.

- Josiah Gregg was an American trader who traveled the Santa Fe Trail many times.
- He published the book, *Commerce of the Prairies*, in 1844 to encourage other Americans to trade and travel along the Santa Fe Trail.

Slide 6: Explain that inside his book is an illustration called *Safe March of the Caravan* that shows traders traveling on the Santa Fe Trail.

Slide 7: Distribute [*Perspectives on the Santa Fe Trail*](#) and review the directions for Part 1. Organize students into pairs. Ask students to look carefully at the illustration and complete Part 1 of their handout before sharing with the class.

Lesson 10: The Santa Fe Trail

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Take responses from Part 1 of the handout. Ask: *What do you notice about this illustration? What story is this illustration telling about the Santa Fe Trail?*

Possible responses:

- The land looks flat, wide open, and empty.
- The wagons are moving together safely and in an organized way.
- There is no conflict shown anywhere in the image.
- There are no Indigenous peoples shown in this image.

Then ask: *Whose perspective is missing from this illustration?*

Possible responses:

- Indigenous nations whose land the trail crossed.
- Mexican citizens in Santa Fe.

Slide 8: Display *American Progress* by John Gast alongside the illustration. Ask: *What do these two images have in common? What does that tell us about how people felt about westward migration during this time?*

Possible responses:

- Both look west and show open, available land.
- The main people presented in both images are white Americans moving west. Indigenous peoples are shown in *American Progress*, but they are pushed to the margins.
- These images were made by and for people who saw westward movement as progress or opportunity.



SUPPORT ALL STUDENTS

Distribute [*Perspectives on the Santa Fe Trail \(Sentence Starters\)*](#) to students who would benefit from sentence starters to support their written responses.

The [*Observe Language and Literacy Builder \(3-5\)*](#) can also be used to support students when making observations about the illustration and the map in this lesson. The frames on the right (*I see/don't see___, which makes me wonder___*) can support students with the missing perspective question.



TEACHING TIP

The goal of this comparison is for students to notice that both images share a westward gaze: Everything faces or moves west, and the land ahead appears open and available. If needed, draw an arrow on or above each image and ask: *What direction is everyone moving? Whose perspectives are represented in these images? What do they see ahead of them?* Later in the cluster, students will examine the painting *Reversing Manifest Destiny*, a powerful counterpoint to this westward-centric perspective.

Lesson 10: The Santa Fe Trail

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Map the Santa Fe Trail (20 minutes)

Slide 9: Direct students to Part 2 of their handout. Remind students that they just looked at a source that showed the Santa Fe Trail through the eyes of an American trader. Now they are going to look at a different kind of source (a map) and ask the same question: *What does it show, and what does it leave out?*

Ask: *What do you notice about this map?*

Give students 1–2 minutes to look, then invite a few observations. Possible responses:

- Santa Fe is in Mexico on this map.
- The map shows a large area of land.
- The Santa Fe Trail had two different routes.
- There are rivers and mountains shown.

Explain that the map shows the Southwest around 1845, when Santa Fe was still part of Mexico. It includes two different routes traders used to travel between Independence, Missouri, and Santa Fe.

Prompt students to write a title above the map that explains what the map shows.

Slide 10: Explain to students that before they can fully read and analyze the map, they need to build a map key.

Point out the example map key on the slide and remind students that a map key tells what the colors and symbols on a map mean.

Then point out the blank map key box on their handout. Tell students to look carefully at the map and figure out what the colors and symbols represent, then fill in the key. They should note that:

- Blue lines represent rivers.
- A red line represents the Mountain Route.
- A green line represents the Cimarron Route.
- Mountain symbols represent mountain ranges.

Give students 3–4 minutes to complete the map key, either independently or with a partner.

Lesson 10: The Santa Fe Trail

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Slide 11: Share a version of the map with the map key filled out. Draw students' attention to the two routes and to the questions on the slide. Ask: *What is one reason a trader might choose the Mountain Route? What is one reason they might choose the Cimarron Route?*

Prompt students to discuss with a partner and write their responses on the handout.

Possible responses:

- The Cimarron Route is shorter and faster.
- The Mountain Route follows the Arkansas River, so traders will have more water for people and animals.

Slide 12: Finally, prompt students to think about perspective. Ask: *Whose perspective does this map represent? Whose does it leave out? How do you know?* Prompt students to discuss with a partner, then invite a few responses.

Possible responses:

- This map represents the perspective of American traders. We know because it shows the trail routes.
- The perspectives of the Indigenous nations whose land the trail crossed are left out. We know because their territories aren't shown, even though we learned that the trail passed through twelve Indigenous nations' territories.

Collect each student's completed handout as an exit ticket.

Retain the handouts; students will use them again in Lesson 14.

Slide 13: Close out by revisiting the Cluster 2 Inquiry Chart.

- Ask students to think about which of their priority questions from Lesson 2 this lesson helped answer.
- Post any new learnings on the Inquiry Chart.
- Ask students if this lesson raised any new questions for them.
- Post any new questions on the Inquiry Chart.



LEARN MORE

For decades before American traders arrived, trade along the Santa Fe Trail was controlled by the Comanche nation. American traders who learned to pay for passage and respect Comanche rules and traditions profited from the relationship. Josiah Gregg himself was among them. Those who didn't cooperate faced serious consequences. To learn more about the Comanche nation's role in shaping trade along the trail, see [Santa Fe Trail's Indigenous Origins](#).

To learn more about how use of the Santa Fe Trail changed over time and how conflict and war affected use, read "[Travel the Trail: Map Timeline 1846 - 1866](#)."

Lesson 10: The Santa Fe Trail

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Name: _____ Date: _____

Perspectives on the Santa Fe Trail (Teacher Version)

Part 1

Directions: Analyze “Safe March of the Caravan.” Examine the illustration and read the caption. Then answer the questions on the next page.

Safe March of the Caravan



Josiah Gregg drew this illustration for his book *Commerce of the Prairies*, published in 1844. Gregg was an American trader who traveled the Santa Fe Trail many times. He wrote the book for other traders interested in western trade. The book described the Santa Fe Trail and encouraged more Americans to use it for trade.

What do you notice about the illustration?

The illustration shows covered wagons traveling west toward open, empty land. There are also people on the top of the hill looking west.

What story is the illustration telling about the Santa Fe Trail?

The illustration is telling the story that it is safe for American traders and travelers to follow the Santa Fe Trail.

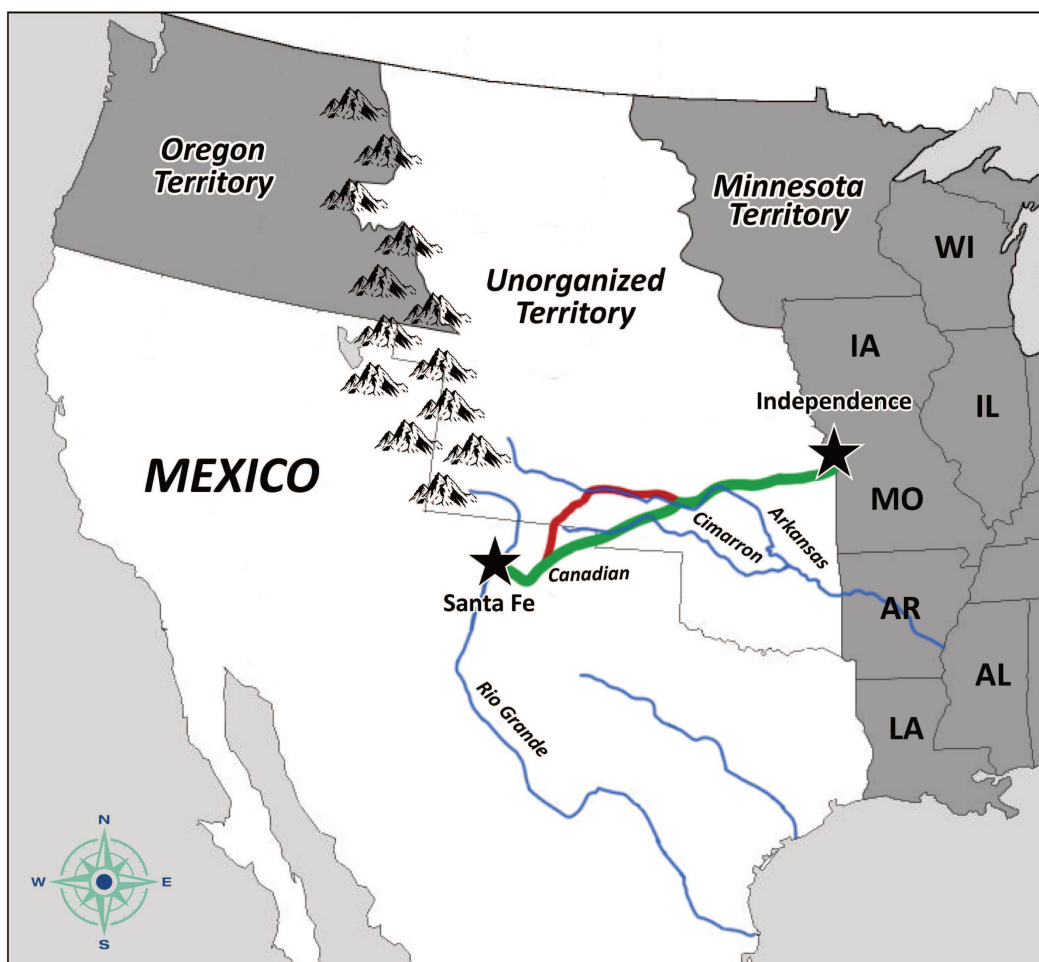
Whose perspective is missing from the illustration? How do you know?

One perspective missing from this illustration is Indigenous peoples'. I don't see any Indigenous people represented in this illustration.

Part 2

Directions: Map the Santa Fe Trail. First, write a title for the map. Then, use the colors and symbols on the map to complete the map key. Finally, answer the questions on the next page.

Map Title Santa Fe Trail



MAP KEY	
	River
	Mountain
	Mountain Route
	Cimarron Route

What is one reason a trader might choose the Mountain Route?

One reason a trader might choose the Mountain Route is because it follows the Arkansas River, providing water for the traders and their horses.

What is one reason a trader might choose the Cimarron Route?

One reason a trader might choose the Cimarron Route is because it is shorter and more direct.

LESSON 11

The Mexican-American War

EQ In what ways did the growth of the United States affect different groups of people?

SQ Why did so many people move to the American West?

LEARNING OBJECTIVE

Use evidence from maps and a video to explain how the Mexican–American War contributed to U.S. Expansion and how it affected different groups of people.

LANGUAGE OBJECTIVE

Use evidence from a video to explain in writing the causes and effects of the Mexican–American War.

LESSON OVERVIEW

This lesson continues the study of Manifest Destiny by exploring how it shaped President James Polk’s determination to expand U.S. territory to the Pacific Ocean. By provoking war with Mexico, the United States gained what is now the southwestern United States. In the process, many Indigenous peoples and Mexican citizens lost land and culture, and Indigenous nations lost sovereignty. Students begin by analyzing before-and-after maps of U.S. territorial changes, asking whose perspective those maps represent and what the maps leave out. Students view a timeline to understand the events leading to the annexation of Texas and war with Mexico; they then watch a video and take notes on the war’s causes and effects. Students learn about the betrayal of the Treaty of Guadalupe Hidalgo, making connections to the broken treaties they examined in Cluster 1. If time allows, students synthesize their learning in an optional Discussion Diamond, connecting to both the Cluster 2 Supporting Question and the Unit Essential Question.

LESSON STANDARDS

PS 1, PS 3, PS 5, 4.T4.2, SL.4.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 11 Slide Deck](#)
- ☐ [Mexican–American War Maps](#)
- ☐ [Mexican–American War Video Notes](#)
- ☐ [Mexican–American War Video Notes \(Teacher Version\)](#)

Lesson 11: The Mexican-American War

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LESSON AT A GLANCE

Component	Time
Investigating Sources: Maps of the Mexican–American War	15
Examine the Mexican–American War	15
Optional Extension: Discussion Diamond	15

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Mexican-American War Video Notes \(Sentence Starters\)](#): Supports note-taking during the video activity.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Before the video, preview the four questions on the handout with students and read aloud each sentence starter. During the second viewing, pair students with a language-proficient peer to rehearse their responses using the sentence starters before writing.
- Look Fors: Students should complete at least two sentence starters during the video, using simple words or phrases drawn directly from what they heard. Responses may be brief, but should attempt to use the provided starter structure.

English Proficiency Levels 3-4:

- Before the video, point out the sentence starters and encourage students to use them as a starting point. During the second viewing, remind students to listen for keywords that will help them complete each sentence. Encourage students to add one specific detail where possible.
- Look Fors: Students should complete all four sentence starters with relevant details drawn from the video. Responses should use the provided starter structure and include at least one specific detail per question.

English Proficiency Levels 5-6:

- Students may use sentence starters as a starting point but should be encouraged to expand beyond them.
- Look Fors: Students should complete all four questions with specific details from the video without relying heavily on the sentence starters. During the post-video discussion, students may naturally use cause and effect language to explain how the Mexican–American War affected different groups of people.

Lesson 11: The Mexican-American War

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**ADVANCE PREPARATION**

For the optional Discussion Diamond extension, have two pieces of chart paper and markers (four colors per group) available for each group of four students. To save time, draw the Discussion Diamonds (two per group) ahead of time.

For additional background on content in this lesson, see [An Indigenous Peoples' History of the United States](#) by Roxanne Dunbar-Ortiz. Chapter 7 ("Sea to Shining Sea") elaborates on the experiences of Indigenous people in the area we now know as the southwestern United States. Indigenous people there fought invasion and occupation from Spain, Mexico, and the United States.



Investigating Sources: Maps of the Mexican–American War *(15 minutes)*

INTRODUCE PURPOSE AND PROCESS

Slide 2: Remind students of the Cluster 2 Supporting Question.



Why did so many people move to the American West?

Explain that today they will examine one major government decision that opened up the entire Southwest to Americans moving west: the Mexican–American War.

Tell students they will begin by examining two maps, one that shows the United States before the war and one that shows the United States after the war. Explain that as they look at these maps they should think about whose perspective is represented and what the maps might be leaving out.

OBSERVE THE DOCUMENT'S FEATURES

Slides 3–4: Display the maps. You may wish to click back and forth between the slides several times to help students visualize the differences.

Slide 5: Provide copies of the [Mexican–American War Maps](#) for students to look at with a partner. Ask students to observe the features of the maps, paying particular attention to the titles, labels, and colors.

Lesson 11: The Mexican–American War

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Ask: *What do you notice about these maps?* Possible responses:

- The titles are “United States at Beginning of Mexican War 1848” and “Results of the Mexican War 1848.”
- The colors show free states, slave states, different territories, and other countries.
- The 1848 map has a large area labeled “Mexican Cession.”
- Both maps are focused on the United States. Mexico is just labeled at the bottom.

Slide 6: Encourage students to think about what the titles and labels tell them about the maker and audience of the maps. Then ask: *Who do you think made these maps? Who were they made for?* Possible responses:

- They were probably made by people in the United States for an American audience.
- The titles focused on the United States, not Mexico.
- The maps focused on how the United States changed.
- The war was referred to as the “Mexican War” by people in the United States but not people in Mexico.

READ THE DOCUMENT

Slide 7: Invite students to compare the two maps to understand what happened between 1846 and 1848.

Ask: *According to these maps, what changed between 1846 and 1848?*

Prompt students to turn and talk, then invite a few responses. Possible responses:

- Mexican land shrank and was then labeled “Mexican Cession.” It became part of the United States.
- The United States gained a large amount of new territory in the Southwest.
- The disputed area between the United States and Mexico became part of the U.S.

Lesson 11: The Mexican-American War

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CONNECT TO OUR QUESTION

Slide 8: Connect the maps to the Cluster 2 Supporting Question. Ask: *Based on what these maps show, why might winning the Mexican–American War have made more Americans want to move west?*

Possible responses:

- The U.S. gained a huge amount of new land in the Southwest that was then available for Americans to claim.
- The Southwest became U.S. territory, which made it easier for Americans to move there.
- The maps show that the U.S. became much larger in size.

Slide 9: Display the Native Lands map of the Southwest alongside the 1846 and 1848 maps. Remind students that they identified the 1846 and 1848 maps as being made by Americans for an American audience.

Ask: *What important information does the map on the right include that the other maps left out entirely?* (Possible response: This map includes information about the Indigenous nations that lived on the land that is now the American Southwest.)

Slide 10: Remind students about the word *colony* by checking the Word Wall. Explain that for 300 years, the Southwest was colonized by Spain, then Mexico, and now the United States. Ask: *Looking at this map, whose land was being colonized the entire time?* (Possible response: Spain, Mexico, and the United States all claimed land that had already belonged to Indigenous peoples.)



CULTURAL COMPETENCE

The United States victory in the Mexican–American War was ensured by the fact that the Apaches and Comanches had worn Mexico down first after 15 years of war. To learn more, read [The U.S. -Mexican War: Forgotten Foes](#).



TEACHING TIP

Understanding the importance of considering multiple sources representing varied perspectives is a key takeaway of Cluster 2. Students have now seen this pattern across multiple sources: the *American Progress* painting, Josiah Gregg's illustration, and these maps. Each time students encounter a new source, encourage them to return to the same questions: *Who made this? Who was it made for? Whose perspective does it show? Whose is missing?* Building this habit of mind is one of the most important outcomes this cluster can accomplish.

Lesson 11: The Mexican–American War

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Slide 11: Explain that this is an important lesson about sources: Even when a source tells factual information (as these maps do), they can still leave out details that change the whole picture.

This is why it matters who made a source, what their purpose was, and whose perspective the source represents. Looking at multiple sources, including sources that show different perspectives, helps historians get closer to the full story.

Examine the Mexican–American War (15 minutes)

Slide 12: Pose the question: *Why was Mexico angry with the United States?* Ask students to think about that question as you walk through the timeline of events from Mexico's independence from Spain to the United States's annexation of Texas.

Share the following context:

- Texas was the northern frontier of Mexico. Mexico encouraged Americans to be there for economic reasons, but those who did had to swear loyalty to Mexico, become Mexican citizens, learn Spanish, and become Catholic. They were also expected to give up slavery, which was illegal in Mexico.
- The Americans living in Texas eventually went against the Mexican government and declared independence, forming their own nation.
- Americans living in Texas pushed for annexation, and the United States agreed in 1845, which angered Mexico and set the stage for war.

Return to the question: *Why was Mexico angry with the United States?* Take a few responses before moving on.

Lesson 11: The Mexican-American War

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Slide 13: Distribute [Mexican-American War Video Notes](#) to each student. Explain that you will show the video twice. During the first viewing, have students watch straight through (0:00–2:12) get the main idea. During the second viewing, pause at the following points to give students time to write answers to each question on their handout:

- 0:23: What was one cause of the war?
- 1:18: How did the United States benefit from winning the war?
- 1:48: What resources did the United States gain from winning the war?
- 2:12: What promises did the United States make to Mexican citizens in the Treaty of Guadalupe Hidalgo?

Slide 14: The video ends somewhat abruptly and omits a significant missing piece of information that students should know: When the Treaty of Guadalupe Hidalgo was ratified by the US Congress, the Senate took out the part about protecting Mexican land grants. This meant that Mexican people who subsequently lived under the rule of a different sovereign nation no longer had rights to their land.

Ask: Does this remind you of anything you learned in Cluster 1?

Possible responses:

- It's like the broken treaties with Indigenous nations. The U.S. made a promise and then took it back.
- The government made an agreement and then changed it to benefit themselves.
- Mexican citizens lost their land just like Indigenous nations lost their ancestral lands through broken treaties.



SUPPORT ALL STUDENTS

Distribute [Mexican-American War Video Notes \(Sentence Starters\)](#) to students who would benefit from sentence starters to support their note-taking.



LEARN MORE

The video states that the United States doubled in size as a result of the Mexican-American War. This is a common exaggeration. The United States gained approximately 525,000 square miles of territory through the Treaty of Guadalupe Hidalgo. By 1848, the United States already encompassed well over a million square miles, including territory from the original thirteen colonies, the Louisiana Purchase, the Northwest Territory, and the Adams-Onís Treaty with Spain. The land added from the Mexican-American War was roughly one-third of the resulting total size of the country.



TEACHING TIP

If you are not completing the Discussion Diamond extension, close the lesson here with the following question: *Today's lesson began by asking why so many people moved to the American West. Based on everything you learned today, what's your answer?* Take two or three responses and close. If you are completing the Discussion Diamond extension, proceed to the next activity.

Lesson 11: The Mexican-American War

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Optional Extension: Discussion Diamond

(15 minutes)

Slide 15: Prepare for the Discussion Diamond routine by dividing students into groups of 4 and distributing two pieces of chart paper to each group. Give each group member a different color marker. Ask one student in each group to prepare the Discussion Diamonds on the chart paper following the template on the slide (or you can premake the Discussion Diamonds to save time).

Have groups position the first piece of chart paper so that one corner is facing each student. Ask students to write their name at the top of their corner. Review the rest of the directions for completing the Discussion Diamond routine.

Slide 13: Pose the first Discussion Diamond question: *How did winning the Mexican-American War make more Americans want to move west?*

Encourage students to use their Video Notes handout to support their responses. Have students begin the activity.

- Allow 2 minutes for them to think silently and record their individual responses.
- Then prompt students to take turns as each member of the group shares their thoughts. After each share, other group members can add on, ask questions, or connect to what was shared.
- Once everyone in the group has shared, students should choose one member to write a summary of the group's ideas in the middle of the Discussion Diamond.

Look for responses such as:

- Americans had more land to claim now that the Southwest was part of the United States.
- Texas came into the United States as a slave state. Slave owners with big plantations now had more room to expand, bringing enslaved people with them.
- The resources in the Southwest that had been traded on the Santa Fe Trail (silver, furs) now could be claimed by white Americans moving west.

Lesson 11: The Mexican-American War

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Slide 14: Have groups set aside their first Discussion Diamond and position the second piece of chart paper. Pose the second Discussion Diamond question: *Who was affected when the United States won the Mexican-American War?*

Tell students to pass their marker to their neighbor to the right (clockwise) so everyone gets a different color for this question on their corner of the chart paper.

- Allow 2 minutes for silent thinking and writing time. Students write their thoughts on their corner of the chart paper. They can reference the evidence on their handout.
- Give the direction for each member of the group to share their thoughts. After each person shares, other students can add on, ask questions, or connect to what they wrote.
- After all group members have shared, one group member records a summary of their ideas in the middle diamond.

Look for responses such as:

- Mexicans were affected because they were now citizens of another country. Their land rights were not protected.
- Indigenous people were affected because more Americans would move onto their ancestral lands.
- Enslaved people were affected because Texas was a slave state and plantation owners would need more enslaved people.

Note: Individual responses on the Discussion Diamonds can serve as an exit ticket as needed.

Name: _____ Date: _____

Mexican-American War Video Notes (Teacher Version)

Directions: Answer the questions about key ideas in the video. Record your responses in the organizer. Possible responses:

Timestamp	Question	Response
0:23	What was one cause of the war?	One cause of the war was disputed territory along the border between Mexico and Texas. Another cause was President Polk's desire to push the U.S. border all the way to the west coast.
1:18	How did the United States benefit from winning the war?	The United States benefitted from winning the war because it doubled in size.
1:48	What resources did the United States gain from winning the war?	The United States gained silver, copper, and wool from Mexican territory that was seized by the United States as a result of winning the war.
2:12	What promises did the United States make to Mexican citizens in the Treaty of Guadalupe Hidalgo?	The United States promised that Mexican citizens' land rights would be protected and that Mexican citizens who chose to become American citizens would be treated as American citizens, including having the right to vote in the United States.

LESSON 12

The Great Western Migration

- EQ** In what ways did the growth of the United States affect different groups of people?
- SQ** Why did so many people move to the American West?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify push and pull factors that led people to migrate to the American West in the 19th century using evidence from resource cards.	Categorize push and pull factors for migration to the American West using evidence from resource cards in writing and discussion.

LESSON OVERVIEW

This lesson continues the cluster’s inquiry arc about why so many people moved to the American West in the 19th century. Students begin by examining the trails people took west and the challenges and conflicts that both settlers and Indigenous nations experienced during migration to the American West. They then analyze push and pull factors that drove migration, including economic hardship, religious and racial persecution, and the promise of free land and new opportunities. Students work in small groups to analyze one reason for migration and determine whether it represents a “push” or “pull” factor. Finally, they share their findings with the class to build a collective T-Chart in order to answer the Cluster 2 Supporting Question: *Why did so many people move to the American West?*

LESSON STANDARDS

PS 3, 4.T4.3, RI.4.3
See full text of standards in the Cluster Overview.

MATERIALS

☐ [Lesson 12 Slide Deck](#)
☐ [Great Western Migration Resource Cards](#)
☐ [Push and Pull Factors](#)

LESSON AT A GLANCE

Component	Time
Introduce the Great Western Migration	5
Push and Pull Factors	15
Connect to the Supporting Question	10

Lesson 12: The Great Western Migration

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Push and Pull Factors \(Sentence Starters\)](#): Supports written responses during the card analysis and discussion.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Group students with language-proficient peers during the small-group activity. Preview the card with students by looking at the image and reading the title together before students read the full text on their own. Point to the sentence starters on the SSH and encourage students to orally rehearse completing each starter before writing the response.
- [Look Fors](#): Students should be able to identify whether their card is a push or pull factor with support, using the circled option on the handout. Written responses in Part 1 should include at least one sentence starter completed with a simple detail from the card. For Part 2, students should attempt at least one sentence starter using a factor from the T-chart or from their own notes.

English Proficiency Levels 3-4:

- Encourage students to use the sentence starters as a starting point and add one specific detail from their card and/or from the class T-chart. Encourage students to verbally rehearse their response with their partner or small group before writing.
- [Look Fors](#): Students should complete both sentence starters in Part 1 with relevant details from their card. Part 2 responses should use at least two sentence starters and reference at least one factor from the T-chart. Students should be able to share their card's category and one piece of supporting evidence during the share-out.

English Proficiency Levels 5-6:

- Encourage students to use the sentence starters as a starting point and expand beyond them in their own words. During the share-out, encourage students to make connections between their card and cards shared by other groups and to use push and pull factor language naturally in discussion and writing.
- [Look Fors](#): Students should complete both parts of the handout using the sentence starters as a starting point, adding specific details from their card and multiple factors from the T-chart. Part 2 responses should demonstrate understanding that different groups moved west for different reasons. Students should actively participate in the share-out discussion using push and pull factor vocabulary.

Lesson 12: The Great Western Migration

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**ADVANCE PREPARATION**

Pre-plan student pairs or trios. Assign one Resource Card per group, aiming to distribute all eight topics across the class. Print enough copies of each card so that every student in a group has their own copy. You may wish to laminate the cards for repeated use.

Prepare a T-Chart on chart paper or on the board with the columns “Push Factors” and “Pull Factors.” This will be used during the whole-class share-out at the end of the lesson.

Introduce the Great Western Migration (5 minutes)

Slide 2: Build background about the Great Western Migration. Explain that people traveled west on a network of trails stretching from Missouri to destinations across the West and that many of these trails were originally created by Indigenous peoples. Share that the journey took about five to six months and was extremely difficult—so challenging that tens of thousands of people did not survive it due to disease, accidents, or starvation.

Slide 3: Display the map showing the Oregon, California, and Mormon trails. Point out that once travelers made it through the Rocky Mountains, the trail split. Families could head to Oregon, California, or Utah.

Briefly note that as more people traveled west, conflict with Indigenous nations grew. Indigenous peoples resisted the growing flow of people moving through their territory.

Slide 4: Display the quote and read it aloud. Then ask: *Why was this chief angry?* Have students turn and talk to discuss their ideas. Take one or two responses.

Push and Pull Factors (15 minutes)

Slide 5: Tell students that historians use two terms to describe the reasons people migrate: push and pull factors. Share the explanations on the slide.

Give a simple example: *If your neighborhood became unsafe, that might push you to move. If you heard that a new neighborhood had a great school, that might pull you there.*

**LEARN MORE**

For additional background, see this one-pager from the Gilder Lehrman Institute of American History: [The Great Western Migration](#).

**LEARN MORE**

To learn more about the Donation Land Act in the Oregon Territory, see [The US Government Took the Land of Oregon's Native People 170 Years Ago](#).

Lesson 12: The Great Western Migration

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Slide 6: Pose the question: *If moving west was so difficult, why did so many people make the journey?*



TEACHING TIP

Students were introduced to the concept of migration in Unit 2 and learned that people move to new places for many reasons—sometimes by choice, sometimes not. This lesson builds on that by introducing the terms *push factors* and *pull factors* to describe those reasons more precisely.

Many students will have personal experience with migration or movement; inviting them to share that connection can make this learning more meaningful. At the same time, migration can be a sensitive or stressful topic, so personal connections should be invited carefully. Journaling is one low-risk option because it gives students space to reflect without public sharing. For guidance on creating a supportive classroom environment when immigration comes up, see "[Talking to kids about U.S. Immigration and Customs Enforcement actions](#)," which offers strategies for talking with students about immigration enforcement and helping them feel safe.

Slide 7: Organize students into groups of 2 or 3 and assign each group one [Great Western Migration Resource Cards](#). Distribute [Push and Pull Factors](#) to each student.

Review the directions on the handout

- One student reads the card out loud.
- The whole group discusses whether it represents a push factor, a pull factor, or both
- Each student takes notes from the discussion, to prepare them for explaining it during the whole class discussion



SUPPORT ALL STUDENTS

Distribute [Push and Pull Factors \(Sentence Starters\)](#) to students who would benefit from sentence starters to support their written responses on the student handout.

Connect to the Supporting Question (10 minutes)

Slide 8: Present the Supporting Question:



Why did so many people move to the American West?

Slide 9: Bring the class back together. Ask one student from each group to share:

- The name of their card

Lesson 12: The Great Western Migration

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- Whether it represents a push factor, a pull factor, or both
- One piece of evidence from the card that supports their categorization

As each group shares, record their card on the T-chart under “Push Factors” or “Pull Factors.” Write the title of the card in the correct column, or have students bring their cards to the front and tape them on the T-Chart as they share.

Slide 10: After all groups have shared, direct students to Part 2 of the hand out. Ask the whole class again: *Why did so many people move to the American West?* Encourage students to discuss with their small group first, then respond in writing on their handout.

Keep the completed student handouts and T-Chart for use again in Lesson 14.



LEARN MORE

Rather than relying on the terms *pioneer* or *settler*, this curriculum attempts to prioritize specificity: naming *who* is moving and *onto whose land* as the context allows. *Pioneer* carries a celebratory connotation and implies that the people moving west were the first to arrive on land that was empty and available. *Settler* is more historically accurate—but as a label it can flatten a violent process into a neutral act of “settling,” and it centers the people arriving over the nations being displaced. When possible, specific language (more accurate than any catch-all term) is used. To learn about the history of the term *pioneer*, see [The Bloody Origins of the Word Pioneer](#).



CULTURAL COMPETENCE

Some older versions of *The Oregon Trail* portray Indigenous people in stereotypical, historically limited, or culturally insensitive ways. If you use a game or other interactive resource about U.S. Expansion, choose one that centers Indigenous perspectives and has been reviewed for cultural accuracy. A good alternative is available from the Indian Land Tenure Foundation. It was created by more than 30 Indigenous artists to tell the story of Indigenous people being forced to move west. See it here: [When Rivers Were Trails](#).

Lesson 12: The Great Western Migration

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LESSON 13

The Transcontinental Railroad

- EQ** In what ways did the growth of the United States affect different groups of people?
- SQ** Why did so many people move to the American West?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use evidence from a primary source to explain how the construction of the Transcontinental Railroad helped the United States expand westward.	Use evidence from a primary source to explain its maker, purpose, and perspective to peers in discussion.

LESSON OVERVIEW

This lesson continues the theme of moving west, this time with a Jigsaw activity to examine the enormous impact of the Transcontinental Railroad. After a brief introductory video, students work in expert groups to analyze one primary source that shows the significance of the Transcontinental Railroad on westward expansion of the United States. Students consider who made the source, the story the source is telling, whose perspective is represented, and whose perspective is left out. Students then form mixed groups to share their sources and build a fuller picture of the railroad's impact across multiple perspectives.

LESSON STANDARDS

PS 1, PS 3, PS 5, 4.T4.1, RI.4.3
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 13 Slide Deck ☐ Transcontinental Railroad Source Analysis ☐ Transcontinental Railroad Source Analysis (Teacher Version) ☐ Transcontinental Railroad Primary Source Images
VOCABULARY
transcontinental

LESSON AT A GLANCE

Component	Time
Introduce the Transcontinental Railroad	10
Jigsaw: Expert Groups	10
Jigsaw: Mixed Groups	10

Lesson 13: The Transcontinental Railroad

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [*Transcontinental Railroad Source Analysis \(Word Bank\)*](#): Supports written responses and discussion with a word bank..
- [*Talk Moves Language and Literacy Builder*](#): Supports group discussion with sentence frames.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Before the expert group activity, preview the primary source card with students by looking at the image together before reading the text. Point the word bank and read each term aloud. Read aloud the terms in the word bank aloud as you point to each one. Model how to use the word bank to respond to the questions. For example, say: *This source shows the perspective of...* Then point to “Chinese laborers” and say: *...Chinese laborers*. During group work, encourage students to point to details in the image and share their thinking before writing.
- [Look Fors](#): Students should respond to the questions using words from the word bank where helpful. Responses may be brief but should reference at least one specific detail from the card. Students should be able to share one observation about their source orally during the mixed-group discussion.

English Proficiency Levels 3-4:

- Encourage students to use the word bank as a starting point and add one specific detail from the image or text to extend their response. During the mixed-group discussion, encourage students to use the word bank when naming groups of people affected by the railroad.
- [Look Fors](#): Students should provide complete responses to all three questions with relevant details from the card. Responses should name at least one specific group from the word bank. Students should be able to share their source and respond to at least one of the two closing discussion questions.

English Proficiency Levels 5-6:

- Encourage students to use the word bank as a starting point and expand beyond those details in their own words. During the mixed-group discussion, encourage students to make connections between their source and sources shared by others, using word bank terms naturally in discussion.
- [Look Fors](#): Students should complete all three questions with specific details from both the image and the text without relying fully on the word bank. Students should actively participate in the mixed-group discussion, naming specific groups from the word bank and making connections across sources.

Lesson 13: The Transcontinental Railroad

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**ADVANCE PREPARATION**

Print one copy of the assigned card per student in each expert group.

For additional background on content in this lesson, see [An Indigenous Peoples' History of the United States](#) by Roxanne Dunbar-Ortiz. Chapter 8 (“Indigenous Lands Become ‘Indian Country’”) describes policies put into place by President Abraham Lincoln that violated treaties with Indigenous nations and allowed white Americans to expand into Indigenous ancestral lands.

Introduce the Transcontinental Railroad (10 minutes)

Slide 2: Begin the lesson by inviting students to make a prediction. Ask: *People traveled west in covered wagons for months at a time. What invention or technology could have made their journeys easier and faster?*

Take responses, then explain that today’s lesson examines a government decision that changed westward travel.

Slide 3: Introduce a new vocabulary word: *transcontinental*.

- Say the word: *transcontinental*
- Use the word in context: *The Transcontinental Railroad connected the existing railways in the eastern United States to the West Coast.*
- Share the student-friendly definition: *(adjective) going all the way across a continent*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

Slide 4: Examine the word’s parts by reviewing the meanings of the prefix *trans-* and the suffix *-al-* and how those parts work together in the word *transcontinental*. Encourage students to think about the meanings of other words that use these same word parts, such as *transport*, *transatlantic*, *coastal*, *national*, and *cultural*.

Add the word to the Word Wall.

**BUILD LITERACY**

The story of the building of the Transcontinental Railroad from the perspective of Chinese laborers is beautifully told in the picture book *Coolies* by Yin. See this [Coolies By Yin Read-Aloud](#) (14:12) on YouTube.

Lesson 13: The Transcontinental Railroad

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Slide 5: Introduce the Transcontinental Railroad. Explain that the U.S. government passed the Pacific Railway Act in 1862. The goal was to facilitate the construction of a railroad that connected the east coast to the west coast. The project was completed in 1869 and made it much easier for people and resources to move quickly across the country. While it made some people's lives much easier, it had less positive effects for other groups of people

Slides 6–7: Display two focus questions and ask students to keep them in mind as they watch a video.

- How did the Transcontinental Railroad help people move west?
- What groups of people were impacted by the Transcontinental Railroad?

Play the video (3:42). After the video, take one or two brief responses to each question.

Jigsaw: Expert Groups *(10 minutes)*

Slide 8: Remind students of the work they've been doing across this cluster: examining who made a source, who it was made for, and whose perspective it represents. Explain that today they will apply those same questions to a primary source about the Transcontinental Railroad by asking:

- Who made this source? Who was it made for?
- What story is this source telling about the Transcontinental Railroad?
- Whose perspective is shown in this source? Whose is left out?

Tell students that each expert group will receive one primary source to analyze together. They will then share their analysis with students from other groups who examined different sources.

Organize students into four expert groups. Then, distribute [Transcontinental Railroad Source Analysis](#) and the relevant [Transcontinental Railroad Primary Source Images](#) to each expert group.



CULTURAL COMPETENCE

To learn more about the Chinese laborers on the Transcontinental Railroad, see this excellent video from PBS LearningMedia: [The Chinese Transcontinental Railroad Workers / Asian Americans](#) (7:00). Read about some restorative justice in this article: [Descendants of Chinese Laborers Reclaim Railroad's History](#).

Lesson 13: The Transcontinental Railroad

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Slide 9: Provide the directions for group work:

- Read and analyze the source with your group.
- Discuss each question on your handout.
- Record your own responses to the three questions.
- Be ready to share the primary source card and your thoughts with other classmates.

Circulate as students work and encourage them to use evidence from both the image and the text to support their responses.

Jigsaw: Mixed Groups (10 minutes)

Slide 10: Number students off within their groups. Then, direct all 1s to one area, all 2s to another, and so on. The new groups should have one representative from each expert group. Remind students to bring their primary source and their handout with them.

Provide the directions for mixed-group discussion:

- Take turns sharing your primary source card.
- Describe your source and share your response to each question.
- Begin with Source 1 and continue in clockwise order.

Slide 11: Once all students have shared, invite the class to connect today's learning to the Supporting Question. Ask: *How did the Transcontinental Railroad cause more people to move west?*

Then have students reflect on all four sources. Ask: *The Transcontinental Railroad was celebrated as a great achievement. Based on the four sources your group examined, who would agree and who would disagree?*

Keep the completed student handouts for use again in Lesson 14.



SUPPORT ALL STUDENTS

Distribute [Transcontinental Railroad Source Analysis \(Word Bank\)](#) to students who would benefit from sentence frames and a word bank to support their written responses and discussion.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) as they discuss the Transcontinental Railroad and its impacts.

Lesson 13: The Transcontinental Railroad

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Transcontinental Railroad Source Analysis (Teacher Version)

Directions: Read your primary source with your expert group. Discuss each question together, then record your own responses in the spaces below.

Responses will vary depending on which source students analyzed.

Source Title:

- East and West Shaking Hands at Laying of Last Rail
- Cheyenne
- Across the Continent: "Westward the Course of Empire Takes its Way"
- Chinese Laying Last Rail

Who made this source? Who was it made for? When and why was it made?

- East and West Shaking Hands at Laying of Last Rail: This photograph was taken by Andrew J. Russell for the Union Pacific Railroad and the American public. It was taken in 1869 to celebrate the completion of the Transcontinental Railroad.
- Cheyenne: This painting was made by Jakob Gogolin in 1930 and given to the Union Pacific Railroad. It was made more than 60 years after the events it depicts. It was made to tell the story of the railroad.
- Across the Continent: This illustration was made by Frances Flora Bond Parker in 1868 for the publisher Currier and Ives. It was made for the American public and mass-produced for greeting cards and calendars to promote westward expansion as progress and opportunity.
- Chinese Laying Last Rail: This photograph was taken by Andrew J. Russell in 1869, just before the completion ceremony, for the Union Pacific Railroad. It was taken to document the moment that the railroad was completed.

What story does this source tell about the Transcontinental Railroad? Use a detail from the source to support your answer.

- East and West Shaking Hands at Laying of Last Rail: This source tells the story of the completion of the Transcontinental Railroad as a great achievement. One detail that supports this is that people are shaking hands.
- Cheyenne: This source tells the story of the Cheyenne resisting the railroad, but it shows them in a negative way. One detail that supports this is that the Cheyenne are illustrated as dangerous and destructive rather than as people protecting their land.
- Across the Continent: This source tells the story of the railroad as a symbol of American progress and growth. One detail that supports this is that the illustration shows wide open land ahead of the train.
- Chinese Laying Last Rail: This source tells the story of Chinese laborers doing the physical work of completing the railroad. One detail that supports this is that the photo shows Chinese workers laying the last rail.

Whose perspective is shown in this source? Whose is left out? Explain how you know.

- **East and West Shaking Hands at Laying of Last Rail:** This source shows the perspective of the Union Pacific Railroad. I know because it was taken by their official photographer. A perspective that is left out is the 13,000 Chinese laborers who worked to build the railroad. I know because they were not invited to the ceremony and do not appear in the photo.
- **Cheyenne:** This source shows the perspective of the painter and the Union Pacific Railroad. I know this because it was given to the railroad company, not to the Cheyenne people. The Cheyenne perspective is mostly left out. Even though the painting shows them resisting the railroad, it shows them negatively rather than showing why they were destroying the railroad.
- **Across the Continent:** This source shows the perspective of the American public who saw U.S. expansion as progress and opportunity. We know this because it was made for a general American audience and shows a town filled with families, children, and men hard at work. A perspective that is left out is Indigenous peoples. I know this because their ancestral lands are shown as being empty and available for taking.
- **Chinese Laying Last Rail:** This source shows the perspective of the Union Pacific Railroad. We know this because it was taken by their official photographer. Even though the photo shows Chinese laborers doing the work, their perspective is left out. I know this because none of them were invited to participate in the completion ceremony.

LESSON 14

Putting It Together

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Why did so many people move to the American West?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize evidence from multiple sources to discuss why so many people moved to the American West and how that movement affected different groups.	Engage in discussion to develop an evidence-based collaborative response to the cluster Supporting Question.

LESSON OVERVIEW

This lesson concludes the inquiry arc for Cluster 2 by asking students to synthesize their learning and answer the Supporting Question: *Why did so many people move to the American West?* After a brief review of the Inquiry Chart, students prepare for an Inquiry Circle by recording their ideas on sticky notes. They then engage in a structured discussion, drawing on evidence across the cluster’s lessons to explain why people moved west and the ways in which that movement affected different groups of people.

LESSON STANDARDS

PS 3, 4.T4.3, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 14 Slide Deck
☐ Cluster 2 Inquiry Chart
☐ Cluster 2 Inquiry Chart (Teacher Version)
☐ Lesson 10: Perspectives on the Santa Fe Trail
☐ Lesson 11: Mexican–American War Video Notes
☐ Lesson 12: Push and Pull Factors, Push and Pull Factors T-Chart
☐ Lesson 13: Transcontinental Railroad Source Analysis

LESSON AT A GLANCE

Component	Time
Putting It Together	30

Lesson 14: Putting It Together

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Inquiry Circle Navigator \(Word Bank\)](#): Supports preparation for the Inquiry Circle with a word bank.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Provide the Inquiry Circle Navigator during the sticky note preparation time. Help students identify two words from the word bank that can be used to answer each Inquiry Circle question and guide them in using those words to complete their sticky notes. If possible, give students 2–3 minutes to practice saying their ideas aloud with you or an aide before the Inquiry Circle begins.
- [Look Fors](#): Students should use at least one word bank term in their sticky note response and attempt to share their idea orally during the Inquiry Circle with simple elaboration.

English Proficiency Levels 3-4:

- Provide the Inquiry Circle Navigator during the sticky note preparation time. Encourage students to use the word bank to add specific details to their sticky notes. If possible, give students 2–3 minutes to practice saying their ideas aloud with a language-proficient peer before the Inquiry Circle begins.
- [Look Fors](#): Students should incorporate at least two word bank terms in their sticky note responses, supported by evidence from their cluster materials. Students are able to share their ideas orally during the Inquiry Circle using the provided Inquiry Circle sentence frames.

English Proficiency Levels 5-6:

- If needed, students can refer to the word bank during the sticky note preparation time.
- [Look Fors](#): Students should readily participate in the Inquiry Circle discussion. Oral responses should include compound sentences and reference multiple pieces of evidence when participating in the Inquiry Circle.



ADVANCE PREPARATION

Each student will need two sticky notes for the Inquiry Circle activity.

Ensure that the listed materials are accessible for student reflection and discussion.

Lesson 14: Putting It Together

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Putting It Together (30 minutes)

Slides 2–4: Present the **Unit 4, Cluster 2 Inquiry Chart**, and review the Supporting Question:



Why did so many people move to the American West?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

Then briefly review and summarize the resources that were used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 5: Pose the questions for the Inquiry Circle:

- *Why did so many people move to the American West?*
- *Who was affected when so many people moved west?*

Slide 6: Distribute two sticky notes to each student. Give students 2–3 minutes of thinking and writing time. Students should use their handouts from Lessons 10–13 to identify evidence for their responses.

After writing, have students sit in a circle. Be sure everyone can see each other.

Slide 7: Facilitate the Inquiry Circle. Set the expectation that students need to respond to the contribution of the person who spoke last. This will ensure that students are actively listening and building on ideas, not engaging in parallel talk.

Project sentence frames for students to use during the conversation.



SUPPORT ALL STUDENTS

Provide the [Inquiry Circle Navigator \(Word Bank\)](#) to students who would benefit from support during sticky note preparation. The Inquiry Circle Navigator includes a word bank to help students formulate a response to each question before the Inquiry Circle begins.

Lesson 14: Putting It Together

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Cluster 2: Moving West

While students engage in their dialogue, try not to interject. This is the students' conversation. If needed, you might engage a quiet student by asking: *[Name], what do you think?*

If needed, you can prompt the transition: *You've heard about reasons why people moved to the American West. Who was affected by this movement?*

Expect some awkward pauses. Do not jump in to break the tension. This conversation is the responsibility of the students.

Using sentence frames may feel stilted at first, but as students gain proficiency with the protocol, you will discover a more naturally flowing, respectful conversation.

RETURN TO THE INQUIRY CHART

Slide 8: Finally, revisit the questions students added under the Supporting Question as part of their Launching the Question routine as well as questions from the "Wonder" column of the **Unit 4 Know and Wonder Chart**. Ask: *Have any of these questions been answered? Have any new questions come up?*

Give students a few minutes to share their thinking and ideas with the whole group.

STAMP THE KEY LEARNING

Collect students' sticky notes from the Inquiry Circle and review them alongside observations made of their participation in the Inquiry Circle. Identify any misconceptions about theories or gaps in understanding of evidence types. Prepare to address these during the Formative Assessment in the next lesson.

Lesson 14: Putting It Together

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LESSON 15

Formative Assessment Task

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Why did so many people move to the American West?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze two paintings to compare perspectives on U.S. Expansion and use evidence to make a claim about why people moved to the American West and who was affected.	Connect to the Essential and Supporting Questions by writing two evidence-based claims that explain why people moved to the American West and how that movement affected one group of people. .

LESSON OVERVIEW

This Formative Assessment asks students to synthesize their learning across Cluster 2 by analyzing two paintings and writing evidence-based claims. First, students work with a partner to compare *American Progress* and *Reversing Manifest Destiny*, examining who made it, why it was made, what story it tells, and whose perspective it represents. In Part 2, students draw on their learning in Part 1 and throughout the cluster to identify evidence to support the claims they write in response to the Supporting and Essential Questions.

LESSON STANDARDS

PS 5, 4.T4.3, W.4.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 15 Slide Deck
☐ Cluster 2 Formative Assessment Task
☐ Cluster 2 Formative Assessment Task (Teacher Version)
☐ Cluster 2 Inquiry Chart

LESSON AT A GLANCE

Component	Time
Introduce the Formative Assessment	5
Formative Assessment	25

Lesson 15: Formative Assessment Task

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [CER Language and Literacy Builder \(4\)](#): Supports students in writing evidence-based claims using the Claim-Evidence-Reasoning structure.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Help students choose sentence frames from the LLB and identify one piece of evidence from the paintings and one from the Inquiry Chart before they begin writing. Having evidence identified first makes completing the frames more manageable. If needed, allow students to respond to Part 2 orally before or instead of writing.
- Look Fors: Students should complete the chart in Part 1 with simple phrases or words rather than full sentences. For Part 2, students should write at least one sentence per question with a simple claim and at least one piece of evidence.

English Proficiency Levels 3-4:

- Before students begin writing, ask them to identify their claim and their two pieces of evidence first, then use the CER LLB to connect them. A useful prompt: *You said your evidence is _____. How does that support your claim?*
- Look Fors: Students should complete Part 1 with relevant details from both paintings. For Part 2, written responses should include a complete claim and two pieces of evidence, each connected to the claim using CER LLB reasoning language.

English Proficiency Levels 5-6:

- Encourage students to use the CER LLB as a starting point to help structure their responses.
- Look Fors: Students should complete the handout with specific details from the paintings and the Inquiry Chart. Part 2 responses should include a clear claim, two pieces of evidence, and reasoning that explains how each piece of evidence supports the claim.



ADVANCE PREPARATION

Make sure the Inquiry Chart is available for all students during the assessment. If that is not possible, provide a printed copy of a completed Inquiry Chart to each student.

Students will compare two paintings in this Formative Assessment: *American Progress* by John Gast and *Reversing Manifest Destiny* by Charles Hilliard. Prepare color copies of each for students to view up close. You should already have copies of *American Progress* from Lesson 9. To access and print Hilliard's painting, see [Reversing Manifest Destiny](#).

Lesson 15: Formative Assessment Task

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Introduce the Formative Assessment (5 minutes)

Slide 2: Briefly reintroduce *American Progress* by John Gast.

Remind students that they examined this painting at the beginning of the cluster as an example of Manifest Destiny. Explain that now that they have studied the Santa Fe Trail, the Mexican–American War, the Great Western Migration, and the Transcontinental Railroad, they will be able to see more in this painting than they could before.

Slide 3: Introduce *Reversing Manifest Destiny* by Charles Hilliard.

Explain that this painting was created by Charles Hilliard, a member of the Sokaogan Chippewa Community. It was made for the Indian Land Tenure Foundation (an organization that works with Indigenous nations to recover their homelands).

Ask students to look at both paintings briefly, then turn and talk and share one thing they notice.

Slide 4: Explain the two parts of the assessment:

- Part 1 asks students to analyze both paintings. Students will discuss with a partner and then record their own responses.
- Part 2 asks students to use their painting analysis, the Inquiry Chart, or their memory to write claims supported by evidence. At least one piece of evidence for each claim must come from one of the two paintings.

Remind students that Part 1 does not require complete sentences but Part 2 does.

Lesson 15: Formative Assessment Task

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Formative Assessment (25 minutes)

The Formative Assessment for Cluster 2 is [Cluster 2 Formative Assessment Task](#).

Slide 5: Distribute [Cluster 2 Formative Assessment Task](#). Organize students in pairs for Part 1.

Explain that students should discuss each question with their partner and then record their own responses on the handout. Display both paintings while students work.

Circulate and listen to partner discussions. Use the following prompts if pairs get stuck:

- *What is happening in each painting? Who and what do you see?*
- *Who made this painting? Why might they have made it?*
- *If these two artists were in the same room, what might they disagree about?*

After approximately 15 minutes, direct students to look back at their Part 1 responses before moving on to Part 2.

Ask: Based on what you noticed in the two paintings, what do they tell you about why people moved west or who was affected?

Slide 6: Display both paintings while students complete Part 2. Remind students that they can draw on their painting analysis, the Inquiry Chart, and their memory of cluster lessons to support their claims. Encourage students to use academic vocabulary from the cluster in their writing.

Give students a 5-minute warning prior to the end of class. Collect assessments and use the [Cluster 2 Formative Assessment Task \(Teacher Version\)](#) to review student assessment tasks.



SUPPORT ALL STUDENTS

Encourage students to use their [CER Language and Literacy Builder \(4\)](#) to support structuring their written responses in Part 2.



SUPPORT ALL STUDENTS

For students who need additional support, point out specific elements of the paintings that connect to Cluster 2 learning, such as Manifest Destiny, the Great Western Migration (covered wagons), farmers and oxen walking into the west, The Transcontinental Railroad, and Indigenous people being chased off their land. Encourage them to use these details as evidence for their claims.

Lesson 15: Formative Assessment Task

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Name: _____ Date: _____

Cluster 2 Formative Assessment Task (Teacher Version)

Answers will vary. Look for students to identify the maker, intended audience, and perspective of each painting.

Part 1: Analyze the Paintings

Directions: Look carefully at both paintings with your partner. Discuss each question together, then record your own responses in the organizer. You do not need to use complete sentences in the organizer.

Question	<i>American Progress</i>	<i>Reversing Manifest Destiny</i>
Who made this painting? Who was it made for? Why was it made?	- Made by John Gast in 1872 for an American publisher. - Made for an American audience to celebrate U.S. Expansion.	- Made by Charles Hilliard, Sokaogon Chippewa Community, for the Indian Land Tenure Foundation. - Made for an audience interested in working with Indigenous nations to recover their ancestral lands.
What story is this painting telling?	- The story of U.S. Expansion is positive. - The idea of Manifest Destiny. - Settlers are bringing civilization, light, and technology to open, empty land. - Indigenous peoples and wildlife are being pushed aside to make room for settlers.	- Indigenous peoples are powerful and are moving east to restore the land. - The east is polluted and damaged. - Settlers have negatively impacted the land. - The land should be returned to Indigenous peoples.
Whose perspective is shown?	- The perspective of white American settlers and the U.S. government. - It presents U.S. Expansion as progress.	- An Indigenous perspective on the same history. - It presents U.S. Expansion as harmful.

Part 2: Make Claims with Evidence

Directions: Answer each question with a claim and two pieces of evidence to support your claim. At least one piece of evidence for each claim must come from one of the paintings. Use your painting analysis organizer, the Cluster 2 Inquiry Chart, and what you learned in this cluster to help you respond. Write in complete sentences.

Answers will vary. Look for students to make a claim that responds to each question and to back it up with at least two details from the painting, Inquiry Chart, and/or cluster materials.

Why did so many people move to the American West?

Your claim:

Many people moved to the American West because the U.S. government made it easier through the construction of the railroad and offers of free land to white Americans.

Your two pieces of evidence:

- One piece of evidence from *American Progress* by John Gast is the illustration of the railroad and railroad trains heading west. This is an example of how the Transcontinental Railroad made it faster and easier for settlers to move to the American West.
- An additional piece of evidence from the Inquiry Chart is the Donation Land Act of 1850, which offered free land to white Americans. This is an example of how the promise of free land pulled many people west.

What is one way that the growth of the United States affected a group of people?

Your claim:

One way that the growth of the United States affected Indigenous peoples is by taking away their ancestral lands and way of life.

Your two pieces of evidence:

- One piece of evidence from *Reversing Manifest Destiny* is Indigenous peoples working to take back their ancestral lands. This evidence shows that Indigenous peoples lost their land because of U.S. Expansion and are still fighting to recover it today.
- An additional piece of evidence from the Santa Fe Trail lesson is that the Santa Fe Trail passed through the territories of twelve Indigenous nations. As more American traders used the trail, Indigenous peoples were pushed off land they had lived on for centuries.

The Injustices of Expansion

Who was harmed by U.S. Expansion?

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Unit Synthesis

Overview

Cluster 3 focuses on the harm caused by U.S. Expansion into the ancestral homelands of Indigenous peoples and that expansion's impact on other groups, such as Mexicans and formerly enslaved people seeking freedom and equal opportunity. Students will work with a concrete definition of *justice*, and apply that idea to stories of people impacted by U.S. Expansion.

Learning Objectives

By the end of this cluster, students should be able to...

- Generate questions about justice.
- Analyze primary sources to explain how U.S. Expansion harmed Indigenous peoples, African Americans, and Hispano communities through land loss, violence, and imposed systems of land ownership.
- Categorize information from multiple sources to compare how different groups experienced westward migration
- Use evidence to develop and support a claim about a group harmed by U.S. Expansion.
- Construct social studies arguments that select relevant information to support claims with evidence from multiple sources. (WIDA ELD-SS.4-5.Argue.Expressive)

Vocabulary

TIER 2

harm
justice

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 1: Explain how governmental decisions and decision-making processes can affect groups, individuals, and societies.	16-17, 19-22
PS 3: Categorize information from one or more sources based on a topic or inquiry question, taking brief notes on the information gathered.	18-22
PS 5: Evaluate a source's credibility using information about the maker's point of view, intended audience, and purpose.	17

Content Standards

STANDARD	LESSON(S)
4.T4.1: Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.	22
4.T4.2: Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.	16, 22
4.T4.3: Compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier (e.g., wagon train journeys on the Oregon and Santa Fe Trails, and settlements in the western territories).	18, 20-22
4.T4.5: Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.	18, 20-22

4.T4d.2: Explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico; that Texas declared independence from Mexico in 1836, and that Arizona and New Mexico were taken by the United States as a result of the Mexican-American War 1846-1848.	19-22
4.T4d.5: Using resources such as print and online atlases, historical sources, or state websites, construct a map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th-19th centuries and that includes a title, scale, compass, and map key.	17
4.T4e.2: Explain that California, Colorado, and Utah were territories that belonged to Mexico and were taken by the United States as a result of the Mexican-American War 1846-1848.	22

Literacy Standards

STANDARD	LESSON(S)
RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.	18
RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.	17, 19
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	16, 20, 22
W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	21

Unit 4, Cluster 3 Inquiry Chart (Teacher Version)

Unit EQ	In what ways did the growth of the United States affect different groups of people?
Cluster SQ	Who was harmed by U.S. Expansion?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 16: We observed an illustration of buffalo hunting and generated questions about who was harmed by the hunting and extermination of buffalo.	The U.S. government and railroad companies wanted to destroy the buffalo in order to pressure Indigenous peoples to leave their land by removing their food source. The lives of Indigenous people were made harder by the actions of a more powerful nation.
Lesson 17: We analyzed a primary source map made by a Báxoje chief to explore the different perspectives Indigenous peoples and the U.S. government had about land.	Indigenous peoples consider migration routes and hunting grounds part of their ancestral lands. The federal government did not consider that when moving the Báxoje to a small area of land. The Báxoje people were harmed by losing their way of life.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 18: We watched a video and read song lyrics to understand why African Americans moved west and what life was like in Kansas.	After the Civil War, African Americans still faced violence and discrimination in the South. Thousands migrated to Kansas hoping for land and freedom; but life there was hard, and racism continued. The community helped them persevere.
Lesson 19: We analyzed a primary source map and a short text to explore how Pueblo and Hispano communities used land and water, and how U.S. Expansion changed that system.	Both Pueblo and Hispano people used community-based irrigation systems to share water and land. When the United States took over New Mexico, it replaced these systems with private ownership, which limited access to water and harmed the way of life of Pueblo and Hispano communities.

LESSON 16

In Harm's Way

EQ In what ways did the growth of the United States affect different groups of people?

SQ Who was harmed by U.S. Expansion?

LEARNING OBJECTIVE

Based on observations of a primary source illustration and a map, generate questions about who was harmed by the federal government's decision to hunt and exterminate buffalo.

LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *what*, *where*, *when*, and *why* to ask questions about harm caused by U.S. Expansion.

LESSON OVERVIEW

This lesson launches the Cluster 3 Supporting Question: *Who was harmed by U.S. Expansion?* Students begin by adding *harm* and *justice* to the Word Wall. Using a primary source illustration of buffalo hunting from a train, students generate observations and questions about who was harmed by the federal government's decision to hunt and exterminate buffalo. Background knowledge about the buffalo extermination and a map showing its spread help students connect their observations to the Supporting Question before posting priority questions on the Inquiry Chart. The cluster's focus on harm and whose lives were made harder by U.S. Expansion points forward to the Summative Assessment, in which students will explore civic-minded ideas for how to respond when a government action harms a group of people.

LESSON STANDARDS

PS.1, 4.T4.2, SL.4.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 16 Slide Deck](#)
- ☐ [Buffalo Hunt Illustration](#)
- ☐ [Notice and Wonder Chart](#)
- ☐ [Cluster 3 Inquiry Chart](#)

VOCABULARY

harm
justice

LESSON AT A GLANCE

Component	Time
Build the Word Wall	10
Launching the Question	20

Lesson 16: In Harm's Way

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports generation of questions during the Launching the Question routine.
- [Observe Language and Literacy Builder \(3-5\)](#): Supports generation of observations while students analyze the animated map.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Highlight a few stems from the Question LLB for students to use when generating questions about the illustration. Note that the LLB provides past-tense stems only; when asking questions about the illustration, students may need present-tense forms (e.g., *What is...?* rather than *What was...?*) Write present-tense forms below the selected sentence frames. During the question prioritization, pair students with language-proficient peers and encourage students to practice their questions with their partner before the whole-class discussion.
- [Look Fors](#): Oral responses should use relevant stems from the Question LLB and include simple elaboration of ideas related to the illustration. During the prioritization activity, students should be able to indicate a question choice to their partner. Students may choose not to share with the whole class, but should be able to generate and share at least one question orally with a peer or the teacher.

English Proficiency Levels 3-4:

- Encourage students to choose relevant stems from the Question LLB when generating questions about the illustration. Encourage students to move toward more complex stems (e.g., *Why did...?* or *What did...?*) during question generation. During the question prioritization, encourage partners to explain why a particular question might help answer the Supporting Question.
- [Look Fors](#): Oral responses should include questions using stems from the Question LLB with some elaboration of ideas. During the prioritization discussion, students should be able to express preferences and provide simple reasoning about which questions would best help answer the Supporting Question.

English Proficiency Levels 5-6:

- Students may choose to use the Question LLB when generating questions. During the question prioritization activity, encourage students to build on their partner's ideas and make connections between their question and what they want to learn.
- [Look Fors](#): Oral responses should include specific and detailed questions. During the prioritization discussion, students should provide clear reasoning to explain why a question is helpful for answering the Supporting Question. Students should readily participate in both partner and whole-class discussions.

Lesson 16: In Harm's Way

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**ADVANCE PREPARATION**

Have the Unit 4 Know and Wonder Chart from Lesson 1 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 3 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

Harm and *justice* are high-leverage words for the unit. Determine if students would benefit from completing the [Unit 4 Word Map](#) for one or both words. This work can be done during an ELA block or other class time before this lesson.

Build the Word Wall (10 minutes)

Slide 2: Introduce a key vocabulary word: *harm*.

- Say the vocabulary word: *harm*.
- Use the word in context: *The storm caused great harm to the town.*
- Share the student-friendly definition: *(noun) injury or damage*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *harm* to the Word Wall.

Students will likely already know the word, but it is important for students to understand its connection to U.S. Expansion.

**LEARN MORE**

For additional background, see [An Indigenous Peoples' History of the United States](#) by Roxanne Dunbar-Ortiz. Chapter 8 ("Indigenous Lands Become "Indian Country") describes how the federal government promoted the extermination of the buffalo to eliminate a key resource and force Indigenous people onto reservations.

Lesson 16: In Harm's Way

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Slide 3: Introduce a key vocabulary word: *justice*.

- Say the vocabulary word: *justice*.
- Use the word in context: *When justice is done, the person who causes harm tries to undo the damage.*
- Share the student-friendly definition: *(noun) the idea that people should be treated fairly and have equal access to opportunities.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *justice* to the Word Wall.



SUPPORT ALL STUDENTS

Encourage home language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.



TEACHING TIP

To read more about the importance of teaching justice in the elementary classroom, see the SPLC article [Teaching Kindness Isn't Enough](#) by Bret Turner.



Launching the Question (20 minutes)

SPARK CURIOSITY

Slide 4: Ask students to sit with a partner. Distribute a [Notice and Wonder Chart](#) to each student. You can also provide copies of the [Buffalo Hunt Illustration](#) if students aren't able to view the image on the slide. Share directions:

- In the left column, students will record observations.
- In the right column, students will record questions they have.

Display the illustration. Ask students to observe silently without writing anything down. After one minute, prompt students to generate observations with their partner and record them in the left column.



SUPPORT ALL STUDENTS

Encourage students to use their [Observe Language and Literacy Builder \(3-5\)](#) and [Question Language and Literacy Builder \(3-5\)](#) to support the generation of observations and questions as they look at the illustration.

Lesson 16: In Harm's Way

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Possible observations:

- Buffalo are all around the train, but are not attacking the train.
- Men on the train are shooting at the buffalo from all sides.
- Some buffalo are falling down, some are running away.

Slide 5: Next, prompt students to generate questions with their partner and record them in the right column.

Possible questions:

- Why are the men shooting at buffalo from the train?
- Why do they want to get rid of the buffalo?
- Who is being harmed when buffalo are killed?
- What will happen to Indigenous people who rely on the buffalo for their way of life?
- Is it fair or just to take away someone's ability to support themselves?

Invite students to share observations and questions with the class. Record their questions on chart paper or a dry-erase board. Explain that the class will discuss and answer questions at a later time.



SUPPORT ALL STUDENTS

This lesson and others in this cluster may elicit strong feelings about fairness and justice that need to be processed. For support with anticipating and planning for these moments, see pages 20–38 of this resource from Learning for Justice: [Let's Talk!](#).



LEARN MORE

In this unit, we use the term *buffalo* rather than *bison*. Technically, the animal is a bison (scientific name: *Bison bison*). True buffalo are native to Africa and Asia. However, *buffalo* became the common English term centuries ago and remains widely used today. It also carries cultural meaning for many Indigenous nations. We use *buffalo* here because it is the term used in the primary sources students will examine. For more on this topic, see the PBS article "[Is it 'Buffalo' or 'Bison'? Yes](#)" and the Wind River article "[Bison vs Buffalo: Scientific and Cultural Roots](#)"

Slides 6–7: Provide background knowledge about the buffalo and Indigenous peoples.

- Explain that Indigenous peoples on the Plains organized their lives around the buffalo, following the herds across the land for food, shelter, and clothing.
- Point out that railroad companies, farmers, and the U.S. government viewed the buffalo as a nuisance.

Lesson 16: In Harm's Way

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- The federal government promoted buffalo hunting to pressure Indigenous people off their land by removing their main food source. Some buffalo hides were sent east to be made into leather, others were just left to rot.
- Explain that *exterminate* means *to kill all of one kind of living thing*.

Slide 8: Display the map and help students use the map key to interpret the color coding. By 1889, fewer than 300 buffalo remained. The dates in white show the year in which buffalo were exterminated from that area. Dark numbers indicate the number of bison in that area in 1889.

Slide 9: Revisit the illustration. Ask: *Who was harmed by the federal government's decision to hunt and exterminate buffalo?* Take a few responses. If necessary, elicit mention of Indigenous peoples and the buffalo themselves. Also invite students to consider: *Was this fair? How does it connect to our definition of justice?*

Slide 10: Review the questions that students asked during the Notice and Wonder routine. Mark off any questions that have been answered. Ask: *What new questions do you have?* Add new questions to the chart.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 11: Introduce the Cluster 3 Supporting Question:

 **Who was harmed by U.S. Expansion?**

Slide 12: Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions. Prompt students to discuss and prioritize questions for 2–3 minutes. Then invite pairs to share which question they nominated and why. As a class, reach consensus on the top three questions that would best help answer the Supporting Question. Star or mark those three on the list.



LEARN MORE

To learn more about the extermination of the buffalo, explore these resources:

- [What Happened to the Bison?](#) (NPS)
- [The Buffalo: Yesterday and Today](#) (PBS)
- [Where the Buffalo No Longer Roamed](#) (Smithsonian)

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Cluster 3: The Injustices of Expansion**DEVELOP THE INQUIRY CHART**

Slide 13: Introduce the Cluster 3 Inquiry Chart and point out the “What questions will we ask?” section. Then add the class’s three priority questions under “What questions will we ask?”

You will return to this Inquiry Chart document later in the cluster and throughout the unit, so it is essential that you preserve students' thinking here.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use a primary sources, videos, and maps to explore who was harmed by U.S. Expansion (including Indigenous peoples, Mexican Americans, and Africans). The Supporting Question and the priority questions they identified will guide their learning.

Explain that studying examples of harm includes asking: *Was this fair?* And if it wasn't fair, if people were treated unjustly, then another question follows: *What can be done about it?*

Tell students that at the end of this cluster, they will use what they learn to make their own justice argument. They will choose an example of harm caused by U.S. Expansion, like the extermination of buffalo, and propose a real-world action to address it. (This will be the focus of the unit's Summative Assessment.)

Lesson 16: In Harm's Way

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LESSON 17

Indigenous Relationships with the Land

- EQ** In what ways did the growth of the United States affect different groups of people?
- SQ** Who was harmed by U.S. Expansion?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze visual and text-based sources to describe the Báxoje nation's relationship with land and explain how the U.S. government's actions caused harm.	Use evidence from a primary source map and a secondary source text to explain in discussion and in writing how the U.S. government's decisions about land harmed the Báxoje people.

LESSON OVERVIEW

This lesson explores different perspectives on land through the analysis of a map made in 1837 by Non-Chi-Ning-Ga, a chief of the Báxoje (Ioway) nation. Close observation of the map's broad area—including villages, hunting grounds, and seasonal migration routes—reveals a Báxoje understanding of land rooted in relationship and movement rather than ownership. Students compare this perspective with how the U.S. government viewed and divided land, then consider the harm done to the Báxoje when they were forced to give up their hunting grounds and migration routes. In doing so, students build toward answering the Supporting Question: *Who was harmed by U.S. Expansion?* and develop evidence they will draw on in the Summative Assessment.

LESSON STANDARDS

PS 1, PS 5, 4.T4d.5, RI.4.7
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 17 Slide Deck
☐ Báxoje Map Sketch
☐ The Báxoje and Their Land
☐ Báxoje Map Analysis

LESSON AT A GLANCE

Component	Time
Investigating Sources: Báxoje Map, 1837	30

Lesson 17: Indigenous Relationships with the Land

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [*The Báxoje and Their Land \(Highlighted Text\)*](#): Supports students in close reading by providing a pre-highlighted version of the secondary text.
- [*Báxoje Map Analysis \(Sentence Frames\)*](#): Supports students in writing responses with sentence frames.
- [*Talk Moves Language and Literacy Builder*](#): Supports oral participation during the closing discussion.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- During the partner reading, pair students with language-proficient peers and point to the pre-highlighted sentences before reading begins. Explain that these are the most important details to focus on. Encourage students to use the provided sentence frames to answer the analysis questions using specific details from the highlighted text and the map.
- [Look Fors](#): Students should attempt at least one sentence frame using a detail from the highlighted text or map, with support from a peer or teacher. Students may choose not to share with the whole class, but should be able to share one idea orally with their partner.

English Proficiency Levels 3-4:

- Before the partner reading, draw students' attention to the pre-highlighted sentences and explain that these details will help them answer the analysis questions. Encourage students to use the Talk LLB during the analysis discussion to build on others' ideas. Point out that the sentence frames and the highlighted text work together. Students can look for highlighted details that complete each frame.
- [Look Fors](#): Students should complete both sentence frames with relevant details drawn from the highlighted text and map. Responses should name at least one specific way the Báxoje used their land and one specific harm caused by losing it. Students should be able to share at least one response orally during the analysis discussion.

English Proficiency Levels 5-6:

- Encourage students to read beyond the highlighted sentences and use the full text to support their responses. During the analysis discussion, encourage students to use the Talk LLB to add on, ask questions, or challenge ideas.
- [Look Fors](#): Students should complete both sentence frames with specific details from the text and map and expand beyond the frames in their own words where possible. Students should actively participate in the analysis discussion and may use sentence frames from the Talk LLB to add on, ask questions, or challenge ideas.

Lesson 17: Indigenous Relationships with the Land

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**ADVANCE PREPARATION**

This lesson is adapted from "Native People & Settler Colonialism: A Story of Land and Maps" by the Norman B. Leventhal Map & Education Center at the Boston Public Library. The original lesson is archived at [Native People & Settler Colonialism: A Story of Land and Maps](#). Beginning in late 2026, an updated version can be accessed via the [Education](#) section of the Leventhal Map & Education Center's website. The original lesson includes an introduction on how to use the Báxoje map as a resource.

Students will need their completed handouts from this lesson again in Lesson 20. Plan how you will store them between lessons.



Investigating Sources: Báxoje Map, 1837 (30 minutes)

INTRODUCE PURPOSE AND PROCESS

Slides 2–3: Explain that today students will analyze a map made in 1837 by Non-Chi-Ning-Ga, a chief of the Báxoje nation (pronounced: BAH-kho-jay).

Share the following context:

- The Báxoje (also known as the Ioway) are an Indigenous nation from the Upper Midwest.
- In 1837, Báxoje chief Non-Chi-Ning-Ga presented a map at a meeting in Washington, D.C.
- The map showed the ancestral lands of his people. His goal was to defend his people's rights to their land.

Slides 4–5: Remind students of the source analysis work they have been doing throughout this unit: examining who made a source, who it was made for, and whose perspective it represents. Explain that so far they've looked at maps made from the perspective of the U.S. government, but today they will look at a map made from the perspective of an Indigenous chief.

Tell students that as they analyze this map, they should keep in mind the Cluster 3 Supporting Question:



Who was harmed by U.S. Expansion?

**CULTURAL COMPETENCE**

The chief of the Báxoje nation who presented the map used in this lesson is referred to by many variations of his name. His portrait cites [No Heart \(Nan-che-ning-ga\)](#), the Iowa Tribe of Kansas and Nebraska uses [Chief No Heart](#), and the band of Báxoje that separated and moved to Oklahoma refer to him as [Non-chee-ning-a or No Heart](#). We use the name used by the Leventhal Map & Education Center: Non-Chi-Ning-Ga.

Lesson 17: Indigenous Relationships with the Land

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OBSERVE THE DOCUMENT'S FEATURES

Slide 6: Distribute [Báxoje Map Sketch](#). Have students observe the map silently for one minute without writing anything down. Then ask: *What do you notice first?*

Next, ask: *If Non-Chi-Ning-Ga were here today, what questions would you ask him about this map?* Write students' questions on chart paper or on the whiteboard.

READ THE DOCUMENT

Slide 7: Explain that to help make sense of this map, students will spend some time sketching a section of it. Direct student attention to the steps on the slide:

- Look closely at the map.
- Pick a section.
- Spend three minutes drawing just that section.

Explain that Non-Chi-Ning-Ga used symbols to represent things on the map. Invite students to label the symbols on their sketch and create a map key based on the following:

- Circles with dots = villages
- Empty circles = lakes
- Dotted lines = migration routes between villages
- Branch-like lines = rivers

Prompt students to share their work with the person next to them.

Slide 8: Point out that most of the dotted lines on the map follow along rivers. Ask: *What does that tell us about how the Báxoje moved through their land?*

Possible responses:

- The Báxoje followed the rivers when they traveled between villages.
- Rivers were like roads for the Báxoje.
- Water was important to their movement. They stayed near rivers as they traveled.



SUPPORT ALL STUDENTS

If students have difficulty focusing on a small area of the map, provide a square keyhole template that they can place over the map. Then they can draw just the area inside the square. Learn more about the "[Crop It](#)" teaching strategy on the Facing History & Ourselves website.

Lesson 17: Indigenous Relationships with the Land

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Slide 9: Explain that the map shows the ways the Báxoje used the land. Read aloud the three kinds of Báxoje land use.

- Villages/Homes: areas where the Báxoje had homes and lived with their families and communities
- Fields/Crops: areas near their villages where Báxoje grew crops to feed their people
- Hunting grounds: vast areas and migration routes shared with the Sauk and Meskwaki nations, extending far beyond the villages, where the Báxoje hunted buffalo and other animals

Ask: *What did the Báxoje consider their land?* (Possible response: Not just the places where they had homes, but also the hunting grounds they shared with other nations.)

Slide 10: Show the major rivers that are part of Non-Chi-Ning-Ga's map. Ask: *Based on this information, do you think the area this map shows is small or large?*

Support students with remembering what they learned in Unit 1 about the geography of North America. The three rivers labeled on this slide are very large.

Slide 11: Display the map of North America. The area in the red rectangle shows the area depicted on Non-Chi-Ning-Ga's map. The ancestral lands of the Báxoje are probably even larger than that, since we know they hunted buffalo west of the Missouri River.

CONNECT TO OUR QUESTION

Slide 12: Distribute [The Báxoje and Their Land](#). Organize students in pairs. Explain the reading purpose before students begin. Say: *As you read, underline details that show how the Báxoje were harmed by the U.S. government's decisions about their land.*

Direct partners to take turns reading paragraphs out loud. Give students 3 minutes to read and underline.

Slide 13: Distribute [Báxoje Map Analysis](#). Direct students to use their maps and their underlined details to discuss the questions with their partner and write down their answers.



CULTURAL COMPETENCE

The perspective of Indigenous populations cannot be fully captured in a map. Indigenous concepts about land were not two-dimensional, and land was not something to be owned. That idea of ownership was an imported concept.

Share this idea with students in simple terms. For example, you might explain that a map can show where the Báxoje traveled and hunted, but it can't show everything that land meant to them. For the Báxoje, land wasn't just property to be owned; it was home, food, family, and identity. That's very different from how the U.S. government thought about land. Learn more in "[Mapping the Invisible: How Indigenous Peoples Understand and Map Land in a Completely Different Way](#)" from Native Roots.



SUPPORT ALL STUDENTS

Distribute [The Báxoje and Their Land \(Highlighted Text\)](#) to students who would benefit from pre-highlighted text to focus their reading.

Lesson 17: Indigenous Relationships with the Land

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Bring the class together and invite them to share out and discuss the two questions

Ask: *How was the Báxoje relationship with the land different from how the U.S. government viewed land?*

Possible responses:

- The Báxoje share the land with each other and with other Indigenous nations.
- Hunting grounds can extend far beyond the areas where the Báxoje have their villages. The U.S. government's view is that land is something to be owned. People don't share land.
- The U.S. government is not familiar with the idea of moving with the seasons as a way of life.

Ask: *How were the Báxoje harmed by being forced to leave their ancestral lands?*

Possible responses:

- Through nine treaties, the Báxoje lost all of their ancestral land by 1861.
- They had to live on a tiny reservation, and couldn't follow their seasonal migration routes or hunt buffalo.
- Their way of life was taken from them.

Completed handouts can be collected as Exit Tickets to assess student understanding. Students will need these handouts again in Lesson 20.



SUPPORT ALL STUDENTS

Encourage students to use their [Talk Moves Language and Literacy Builder](#) to support their participation in the discussion and to use the [Báxoje Map Analysis \(Sentence Frames\)](#) to support them in writing their responses.



TEACHING TIP

Throughout Cluster 3, invite students to make connections between *harm* and *justice*. When students identify how a group was harmed, follow up by asking: *Was this fair? How does it connect to our definition of justice?* This does not need to be a long discussion. Even a brief moment of applying the justice lens helps students build the habit of thinking they will need for the Summative Assessment, where they will make a justice argument of their own.

Lesson 17: Indigenous Relationships with the Land

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LESSON 18

Exodusters

- EQ

In what ways did the growth of the United States affect different groups of people?
- SQ

Who was harmed by U.S. Expansion?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Categorize evidence from a video and two songs to explain why African Americans moved west and what their life was like in Kansas.	Use evidence from a video and songs to discuss and take notes on the experiences of Exodusters.

LESSON OVERVIEW

This lesson examines the experiences of Exodusters (African Americans who migrated west after the Civil War). When enslaved people were freed, many still faced violence, discrimination, and laws designed to strip away their rights in the South. As citizens under the Fourteenth Amendment, they could participate in the Homestead Act, so thousands headed west to Kansas, hoping for safety, land, and freedom. Students build background knowledge through a brief introduction and video, then analyze the lyrics of two songs describing the experience of Exodusters. They categorize evidence from the video and songs in an organizer to identify reasons African Americans moved west and what life was like in Kansas. Finally, they connect to the Supporting Question by asking: *Were Exodusters harmed by U.S. Expansion? And if so, how?*

LESSON STANDARDS

PS 3, 4.T4.3, 4.T4.5, RI.4.3
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 18 Slide Deck](#)

☐

[Exodusters Notes Organizer](#)

☐

[Songs of the Exodusters](#)

☐

[Exodusters Notes Organizer \(Teacher Version\)](#)

LESSON AT A GLANCE

Component	Time
Introduce the Exodusters	10
Investigating Sources: Poetry Close Reading	20

Lesson 18: Exodusters

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Songs of the Exodusters \(Paraphrased Text\)](#): Supports comprehension during annotation with a side-by-side paraphrased version of each song.
- [Talk Moves Language and Literacy Builder](#): Supports oral participation during the closing discussion.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Before reading the song lyrics aloud, direct students to review the paraphrased version on their SSH so they have a basic understanding of what the song is saying before annotation. Encourage students to underline or circle evidence from either the original song or the paraphrased version. If possible, pair students with a language-proficient peer during the turn and talk. Allow students to share their thinking orally before writing.
- [Look Fors](#): Students should attempt at least one annotation per song using the paraphrased version as a reference. For the organizer, students should record at least one piece of evidence per column. Students may choose not to share with the whole class but should be able to share orally with their partner.

English Proficiency Levels 3-4:

- Encourage students to read the original song first and use the paraphrased version only when they encounter a line they don't understand or to check for understanding. During the turn and talk, encourage students to identify a specific line from the song (not just the paraphrase) to support their organizer note-taking. During the closing discussion, encourage students to use the Talk LLB to build in their classmates' ideas.
- [Look Fors](#): Students should complete both organizer columns with at least one piece of evidence per song, drawing from the original text when possible. Students should be able to share at least one response orally during the closing discussing using Talk LLB frames.

English Proficiency Levels 5-6:

- Encourage students to engage primarily with the original songs and use the paraphrase only as a reference when needed. During the closing discussion, encourage students to use the Talk LLB to add on, ask questions, or respectfully challenge ideas shared by classmates.
- [Look Fors](#): Students should complete the organizer with specific evidence drawn from the original songs rather than the paraphrase. Students should actively participate in the closing discussion, using Talk LLB frames naturally to build on and respond to others' ideas.

Lesson 18: Exodusters

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Introduce the Exodusters (10 minutes)

Slides 2–3: Introduce the Exodusters by sharing the following context:

- An *exodus* is when a large number of people leave a place at once. The Exodusters were African Americans who left the East to migrate to the West after the Civil War.
- Most were formerly enslaved people who were freed by the Emancipation Proclamation in 1863.
- Benjamin “Pap” Singleton escaped from slavery and organized people to migrate to Kansas for a better life.

Slides 4–6: Explain why Exodusters moved west by sharing the following context:

Push factor: racism

- After the Civil War, Southern states passed laws to take away the rights of African Americans. This made it difficult to work and vote.
- African Americans could be arrested for small things and forced to work for free as prisoners.
- Violence against African Americans was common.

Pull factor: The Homestead Act of 1862

- The Homestead Act of 1862 allowed any citizen to claim 160 acres of land in the prairie.
- As citizens under the Fourteenth Amendment, formerly enslaved people could now participate, and many headed west to Kansas to claim free land.

Slides 7–8: Share what happened to the Exodusters and Nicodemus.

- Nicodemus, Kansas is the oldest remaining African American settlement west of the Mississippi River, founded in 1878.
- When the railroad bypassed Nicodemus, businesses closed and people left.
- In 2020, only 14 residents remained, and the town is a National Historic Landmark.



LEARN MORE

Benjamin “Pap” Singleton is considered the father of the African American exodus. He is also mentioned in one of the songs students will read in this lesson. To learn more about him, see [“Benjamin “Pap” Singleton”](#) from the Kansas Historical Society..

Lesson 18: Exodusters

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Cluster 3: The Injustices of Expansion

Slide 9: Distribute [Exodusters Notes Organizer](#). Point out the two questions that students will be answering today:

- *Why did African Americans move west?*
- *What was life like for Exodusters in Kansas?*

Show the video *The Black Experience Moving West*. Explain that as students watch the video, they should listen for evidence for both questions.

After playing the video, provide time for students to write down evidence from the video. Then, take two or three brief responses to each question.

**TEACHING TIP**

In this lesson, students will be collecting evidence in a notes organizer. This is a good opportunity to teach the difference between paraphrasing and quoting and to explain when they should use one over the other. Consider modeling this briefly before students begin note-taking, or if time permits, teaching a mini-lesson on the distinction. The key distinction: paraphrase when you want to quickly summarize a key idea (e.g., *The railroad didn't stop at Nicodemus.*) and quote when the exact words are important (e.g., *"We want peaceful homes and quiet firesides."*) The Boston University resource, "[Paraphrase & Quotation Essential Lesson](#)" provides guidance on how to teach the distinction between the two.



Investigating Sources: Poetry Close Reading (20 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 10: Distribute [Songs of the Exodusters](#) to students and explain that students will read the lyrics from two songs that describe the experiences of Exodusters. As students read, they should think about the Supporting Question:



Who was harmed by U.S. Expansion?

The organizer will help them record evidence to answer that question—tracking both why African Americans felt they had to leave the South and what their lives were like in Kansas.

Lesson 18: Exodusters

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OBSERVE THE DOCUMENT'S FEATURES

Slide 11: Before reading, invite students to look at the features of each song. Ask: *What do you notice about these two songs before reading them?* Give students one minute to look at both songs, then take a few responses. Possible responses:

- Both songs mention Kansas.
- One was published in 1877. One was published in 1905.
- Both seem to be about leaving an old place and moving to a new place.

Share context for the songs. “The Land That Gives Birth to Freedom” was published in a pamphlet sold by Benjamin “Pap” Singleton. The lyrics were written before or during the migration, when Exodusters were filled with hope about leaving the South and heading to Kansas. “We Went Away” was written after Exodusters arrived in Kansas and experienced the reality of life there.

READ THE DOCUMENT

Slide 13: Explain that as you read each song aloud, they should annotate their copy. Ask students to circle evidence of why African Americans moved west and underline evidence of what life was like in Kansas.

Tell students that one song will have mostly circled evidence and the other will have mostly underlined evidence. Remind them that this is an example of different sources telling different parts of a story.

Read aloud “The Land That Gives Birth to Freedom.”

Slide 14: Facilitate a turn and talk after reading the first song lyrics. Ask students to discuss with a partner:

- *What did you circle? What lines show why African Americans wanted to leave the South or move to Kansas?*
- *Did you underline anything? Why or why not?*

Then direct students to record at least one piece of evidence from this song in the notes organizer on their handout.



SUPPORT ALL STUDENTS

Distribute [Songs of the Exodusters \(Paraphrased Text\)](#) to students who would benefit from a side-by-side paraphrased version of each song to support comprehension during annotation.



BUILD LITERACY

Students do not need to understand every line of the songs. The goal is to find at least one piece of evidence from each song. Encourage students to recite the words along as you read aloud to build engagement and comprehension.



SUPPORT ALL STUDENTS

Encourage students to use their [Talk Moves Language and Literacy Builder](#) to support their participation in the discussion.

Lesson 18: Exodusters

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Slides 15–16: Repeat the same process with *We Went Away* by reading the song lyrics aloud, then inviting students to turn and talk about the song by discussing the questions on the slide.

- *What did you underline? What lines show what life was like in Kansas?*
- *Did you circle anything? Why or why not?*

Provide time for students to add to their notes organizer.

CONNECT TO OUR QUESTION

Slide 17: Remind students of the Supporting Question:

 **Who was harmed by U.S. Expansion?**

Then ask: *Were the Exodusters harmed? What evidence from the video or the songs supports your thinking?*

Possible responses:

- The best land was already taken by the time African Americans were free to claim homesteads. Exodusters left the South because of violence and terror from the Ku Klux Klan. The video talks about how African Americans would build schools and churches and whites would just burn them down.
- Even after reaching Kansas, life was a struggle. The song “We Went Away” describes land so dry they wondered if it would ever rain.
- The railroad went around their community instead of to it. This harmed their chances for their community to grow and prosper. The video explains that when the railroad didn’t come, people began to lose hope.



CULTURAL COMPETENCE

Students may note the layers of injustice in the story of the Exodusters. The land the Exodusters fled to was the ancestral land of the Osage Nation. When Exodusters in Kansas struggled with growing crops, the Osage Nation provided food, firewood, and staples to help them. To learn more, see [April 18, 1877: Nicodemus Town Company Founded](#).

The completed handouts can be collected as an Exit Ticket. Keep them to use again in Lesson 20.

Lesson 18: Exodusters

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Exodusters Notes Organizer (Teacher Version)

Directions: Record evidence from each source in the organizer below.

Source	Why did Exodusters move west?	What was life like in Kansas?
Video: “The Black Experience Moving West”	- African Americans experienced violence in the South. The KKK burned down Black schools and churches. - Black people were not free to experience freedom even after emancipation. - They wanted to experience freedom, more opportunity, and be able to own land.	- The best land was already taken when they arrived. - There was no wood to build with. - Exodusters used skills from slavery to start businesses and build community. - The railroad bypassed Nicodemus. - They built schools, churches, stores, and held dances. They created a community.
Song: “The Land That Gives Birth to Freedom”	“For Tennessee is a hard slavery state, and we find no friends in this country.” “We want peaceful homes and quiet firesides; no one to disturb us or turn us out.”	“...a strange land unknown.”
Song: “We Went Away”	n/a	“Oh, Kansas Sun, Hot Kansas Sun! “And wonder if it ne’er would rain...” “We earned enough to last us through”

LESSON 19

Perspectives on Land and Water

- EQ

In what ways did the growth of the United States affect different groups of people?
- SQ

Who was harmed by U.S. Expansion?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Categorize information from a map and a text to explain how Pueblo and Hispano communities used land and water and how U.S. Expansion changed that system.	Use evidence from a map and text to discuss and take notes on how different perspectives on land and water caused harm to Pueblo and Hispano communities.

LESSON OVERVIEW

This lesson explores how Pueblo and Hispano communities in the Southwest used land and water as shared community resources, and how that changed when the United States took over New Mexico. When Spain colonized the area, land was distributed through community land grants that gave each member access to personal farming plots and shared community land for grazing and hunting. Community irrigation systems called acequias carried water from rivers to fields and were maintained collectively. Students analyze a 1779 map of Albuquerque to find evidence of this community-based system. Then, they read a brief text explaining how U.S. Expansion replaced it with private land ownership, causing harm to the way of life of Pueblo and Hispano people in the area.

LESSON STANDARDS

PS 1, PS 3, 4.T4d.2, RI.4.7
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 19 Slide Deck ☐ Map Investigation ☐ Land and Water Notes Organizer ☐ The Acequia System ☐ Map Investigation (Teacher Version) ☐ Land and Water Notes Organizer (Teacher Version)

LESSON AT A GLANCE

Component	Time
Introduce Indigenous and Hispano Irrigation Practices	5
Analyze the Map	15
Read the Text and Connect to the Supporting Question	10

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- *The Acequia System (Bold Text)*: Supports students in locating relevant evidence in the article by providing pre-bolded sentences.
- *Talk Moves Language and Literacy Builder*: Supports oral participation during the closing discussion.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- During the map activity, allow students to point to details on the map and orally explain how those details show the land is shared by a community. During the partner reading, pair students with a language-proficient peer. Encourage students to focus on the bold sentences while reading. After reading, help students identify which column each bold sentence belongs in before they write.
- Look Fors: Students should complete at least one colored pencil step on the map and be able to point to one piece of evidence showing community use of land. For the notes organizer, students should record at least one piece of evidence per column using words or short phrases, with support from a peer or teacher.

English Proficiency Levels 3-4:

- Encourage students to use the bold sentences as starting points in the article and to paraphrase them in their own words. During the closing discussion, encourage students to use the Talk LLB to add on to their peers' ideas.
- Look Fors: Students should complete the map activity and record at least two pieces of evidence in each column of the organizer. Students should be able to share at least one response during the closing discussion.

English Proficiency Levels 5-6:

- Encourage students to read beyond the bold sentences and use the full article to find additional evidence. During the closing discussion, encourage students to make connections between the Pueblo and Hispano experience and the experience of other groups studied in this cluster.
- Look Fors: Students should complete the notes organizer with specific evidence from both the map and the article. Students should actively participate in the closing discussion, making connections across lessons and drawing on evidence from multiple sources.

Lesson 19: Perspectives on Land and Water

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**ADVANCE PREPARATION**

Students will need blue, red, yellow, purple, green, and orange colored pencils for the map activity.

Familiarize yourself with the Teacher Version of the map before teaching this lesson. That knowledge will be helpful as you assist students in finding evidence of how the land is used by the community.

You may wish to learn the pronunciations of these Spanish words:

- [acequia](#) (irrigation ditch system)
- [ejido](#) (common land used for hunting and gathering wood)
- [dehesa](#) (pastures, common land set aside for livestock to graze)

Introduce Indigenous and Hispano Irrigation Practices (5 minutes)

Slide 2: Connect to prior knowledge about public land intended for community use. Tell students that sometimes governments set aside land for everyone to use. Ask: *What are some examples of land in your community that everyone can use?* (Possible responses: Public parks, beaches, nature trails, state and national parks, schools)

Explain that in today's lesson they will learn about a different way of managing land—one where community members shared both land and water together.

Slides 3–4: Provide context about Indigenous communities in the Southwest.

- Indigenous communities have lived in the Southwest for thousands of years.
- Many worked together and shared the land.
- Growing crops was difficult because the climate is hot and dry.
- Ancestral Pueblo peoples developed methods to bring water to their fields.
- Their key crops were beans, squash, and corn. Some also grew cotton.

**LEARN MORE**

The first Spanish governor of New Mexico wanted to start a new settlement down the river from Santa Fe. He named it “Albuquerque,” to curry favor with his superior, the Duke of Albuquerque. The first “r” was later dropped by English speaking visitors and that spelling has persisted. To learn more, see [History of Albuquerque, New Mexico](#).

Lesson 19: Perspectives on Land and Water

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Slide 5: Share some important terms for this lesson:

- pueblo: a building made of many connected rooms, often built with adobe or stone and sometimes having several levels
- Pueblo: one of several Indigenous peoples of the Southwest whose communities have traditionally included pueblo buildings (Today's Pueblo peoples are descended from Ancestral Pueblo peoples.)
- Hispano: a person descended from Spanish settlers in the Southwest before it became part of the United States

You may need to define *adobe* for students: a building material made from clay mixed with straw or grass and dried in the sun.

Spend time making sure students understand the two uses of the word “pueblo.” When we mean people, it will be capitalized. When we mean the building, it will be lowercase.

Slides 6–7: Introduce the acequia system brought by settlers from Spain.

- Both the Indigenous people and the Spanish settlers had experience with community-based irrigation systems.
- When the Spanish colonized the Southwest in 1598, they brought their own way for a community to share water.
- These irrigation ditches are called acequias.
- Acequias belonged to the community and the community was responsible for maintaining them.
- First, Acequias were built to carry the water from the river to the fields.
- Then, a plaza was built (like a town square) with a church and houses.

Slide 8: Explain that when Spain governed New Mexico, land was distributed through community land grants. Point out that this system meant that land and water were managed together as a community—not owned privately by individuals. Spain also issued land grants to Pueblo people who had lived on the land before Spanish colonization.



LEARN MORE

To learn more about acequias, check out Adele Oliveira's [Acequias de Santa Fe: Preserving What Remains](#) (specifically about Santa Fe) and the Utton Center's [Water Matters! Chapter 4: Acequias](#) (easy-to-read background from a legal perspective).

Lesson 19: Perspectives on Land and Water

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Analyze the Map (15 minutes)

Slide 9: Display the *Alcaldía de la Villa de Alburquerque* map and explain the following:

- The map was made in 1779 by a Spanish mapmaker, Bernard de Miera y Pacheco.
- *Alcaldía de la Villa de Alburquerque* translates to town center of Albuquerque.
- The dark vertical line running through the center of the map is the Rio Grande River.
- The text on the right side (*frontera y en tradas de los enemigos Cumanchis*) translates as *border and entrances of the enemy Comanches*.

Ask: *Whose perspective does this map show? How can you tell? Whose perspective might be left out?*

Guide students to notice that the map labels the Comanches (a tribal nation) as “enemies” (*enemigos*), reflecting the Spanish perspective. Pueblo settlements on the map are not labeled with the same detail as the Spanish settlements, also reflecting whose perspective the map centers.

Slide 10: Distribute the [Map Investigation](#) handout and colored pencils. Also distribute [Land and Water Notes Organizer](#) and preview the questions students should consider while they work.

Refer to [Map Investigation \(Teacher Version\)](#) to guide you as you assist students.

Slide 11: Facilitate a Turn and Talk. Ask students to discuss with a partner: *What evidence on this map shows that this land is being shared by the community?* Take a few responses. Then direct students to record their evidence in the first column of the organizer. Possible responses:

- Fertile land along the river was used for crops, not houses.
- The pueblos were on one side of the river between the river and hills, leaving the other side for crops.
- The houses were clustered around the plaza, creating a community.



TEACHING TIP

Should students struggle to locate details on the map, consider making the activity more teacher-guided. One approach is to give students one task at a time, let them search with a partner for 30–45 seconds, then reveal the location together as a class before moving to the next item. Use the Teacher Version to guide each reveal.

Lesson 19: Perspectives on Land and Water

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Read the Text and Connect to the Supporting Question (10 minutes)

Slide 12: Distribute [*The Acequia System*](#). Organize students in pairs and direct them to take turns reading paragraphs aloud. Explain to students that as they read, they should underline details that help them answer the questions at the top of the handout.

After reading, direct students to add evidence from the text to their organizer. Refer to [*Land and Water Notes Organizer \(Teacher Version\)*](#) to support students as needed.

Slides 13: Facilitate a closing discussion. Pose the question: *In what ways do you think these changes affected Pueblo and Hispano communities?*

Possible responses:

- People who got plots with fertile land along the river would be able to grow more food.
- People who got plots in the mountains might have trouble growing food.
- The community would no longer work together.
- Some people would lose access to water.
- This is similar to what happened to the B́axoje. A system that worked for them was replaced by a new system. Their way of life was taken away.

You can collect the completed handouts as an Exit Ticket. Keep them to use again in Lesson 20.



SUPPORT ALL STUDENTS

Distribute [*The Acequia System \(Bold Text\)*](#) to students who would benefit from pre-bolded sentences to focus their reading on details that will help them answer the two questions.



SUPPORT ALL STUDENTS

Encourage students to use their [*Talk Moves Language and Literacy Builder*](#) to support their participation in the discussion.

Map Investigation (Teacher Version)

Directions: The map on the next page shows the village of Albuquerque as it was in 1779. Like the Báxoje map, it has no map key. Look for evidence on the map that the land was being used by the community instead of everyone having their own private property.

What we know:

- There was an *acequia* running north to south between the Rio Grande River (the large dark line) and the Sandia Mountains to the east. It probably ran through the area under the words “Alcaldía de la Villa de Alburquerque” on the map.
- There was a smaller *acequia* running north to south on the west side of the river.
- On the right side of the map, it says, “frontera y en tradas de los enemigos Cumanchis.” In English, this means, “border and entrances of the enemy Comanches.”

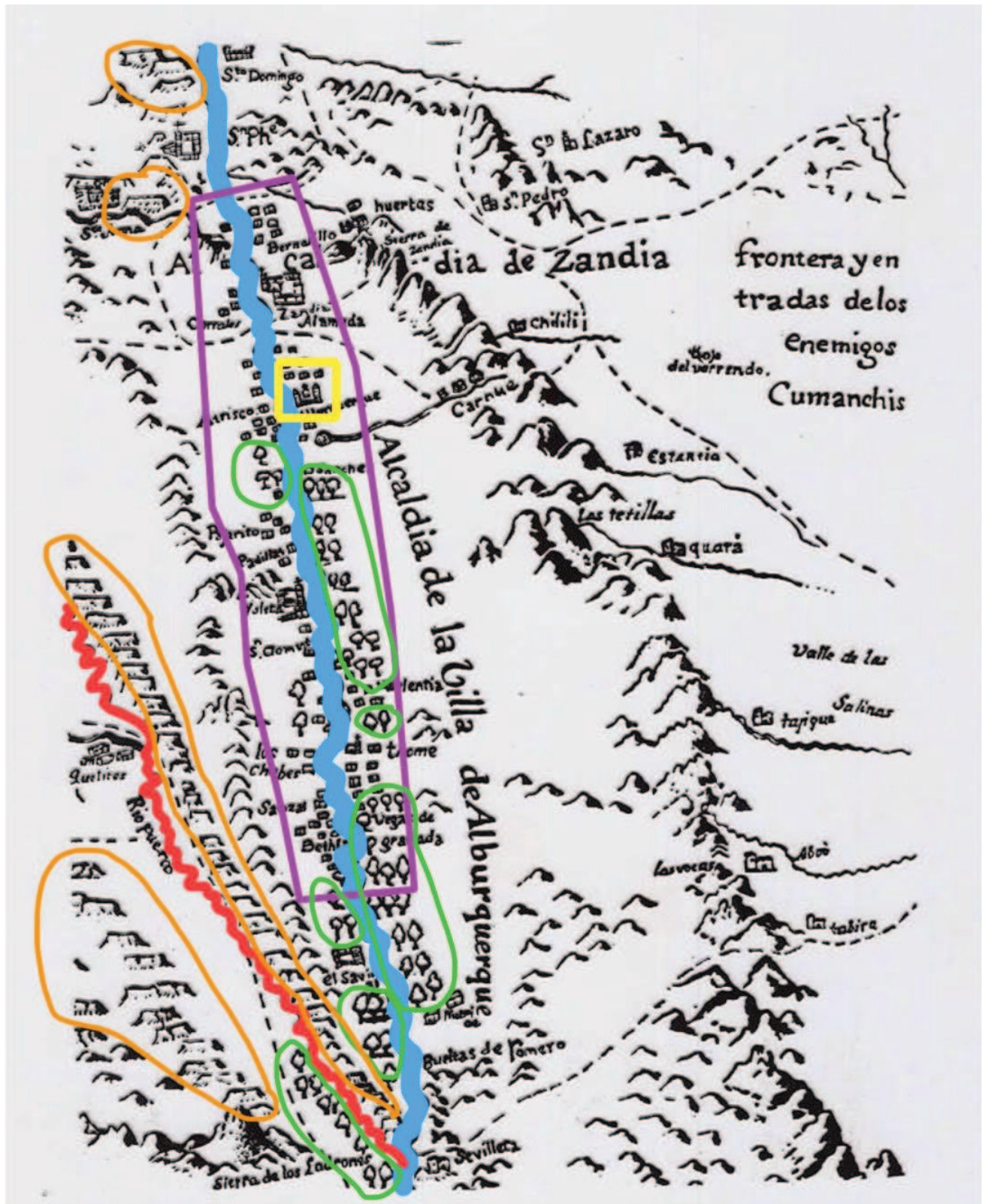
Start with finding the details:

1. Color the Rio Grande River blue.
2. Color the Rio Puerco River red.
3. Draw a yellow box around the plaza (the town square).
4. Draw a purple box around the houses of the Spanish settlers.
5. Circle crops or orchards in green.
6. Circle the pueblo settlements in orange.

Image source: “Alcaldía de Alburquerque, Miera y Pacheco Map 1779” via ResearchGate, the public domain.
(Adapted by Educurious.)

Alcaldía de la Villa de Alburquerque, 1779

(Town Center of the Village of Albuquerque)



Land and Water Notes Organizer (Teacher Version)

Directions: As you analyze the map and read the article, record evidence for each source in the correct column. The map has evidence only for the first column.

How Pueblo and Hispano People Used Land and Water

Source	Before U.S. Expansion	After U.S. Expansion
Map: <i>Alcaldía de la Villa de Albuquerque, 1779</i>	• The fertile land along the river was used for crops, not houses. • The pueblos were on one side of the river between the river and hills, leaving the other side for crops. • The houses were clustered around the plaza of Albuquerque, creating a community.	
Article: “Water for Everyone: The Acequia System”	• Everyone had a right to use the water. • The acequia belonged to the whole community. • This made it possible for Pueblo and Hispano people to farm in a dry region.	• The land was divided into plots. • People who owned the most land could use the acequias. • Many Pueblo and Hispano families lost access to the water they needed to farm and survive.

LESSON 20

Putting It Together

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Who was harmed by U.S. Expansion?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize evidence from cluster lessons to discuss who was harmed by U.S. Expansion and how that harm connects to justice.	Engage in collaborative discussion to develop an evidence-based response to the Supporting Question using sentence frames and evidence from cluster lessons.

LESSON OVERVIEW

This lesson concludes the inquiry arc for Cluster 3 by asking students to synthesize their learning and answer the cluster Supporting Question: *Who was harmed by U.S. Expansion?* After a review of the Inquiry Chart, students prepare for an Inquiry Circle by recording their ideas on sticky notes. They then engage in a structured collaborative discussion, drawing on evidence from the Báxoje map, Exoduster songs, and the Albuquerque land and water lesson to explain who was harmed by U.S. Expansion and how that harm connects to the idea of justice. The lesson prepares students for the cluster Formative Assessment and for the unit Summative Assessment, where they will propose a civic action in response to harm caused by U.S. Expansion.

LESSON STANDARDS

PS 1, PS 3, 4.T4.3, 4.T4.5, 4.T4d.2, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Cluster 3 Inquiry Chart
☐ Cluster 3 Inquiry Chart (Teacher Version)
☐ Inquiry Circle Guide
☐ Lesson 20 Slide Deck
☐ Lesson 17: Báxoje Map Analysis
☐ Lesson 18: Exodusters Notes Organizer
☐ Lesson 19: Land and Water Notes Organizer

LESSON AT A GLANCE

Component	Time
Putting It Together	30

Lesson 20: Putting It Together

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports the connection of what sources say to learnings and inquiry questions.
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of a source's main ideas and details.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- During the sticky-note preparation time, help students choose one frame from the Connect LLB and one lesson handout to use for evidence when filling out the frame. Give students 2–3 minutes to practice using the frame with you or with a language-proficient peer before the Inquiry Circle begins.
- [Look Fors](#): Oral responses should use the structures provided in the Connect LLB and include simple elaboration of ideas.

English Proficiency Levels 3-4:

- During the sticky-note preparation time, guide students to use the far left columns of both LLBs and include evidence from their handouts. If possible, give students 2–3 minutes to practice using the frame with a language-proficient peer before the Inquiry Circle begins.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLBs. Written responses should have some elaboration of ideas (e.g., adjectives or clauses) about the Supporting Question.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLBs during the discussion and writing portions of the lesson.
- [Look Fors](#): Students should readily participate in the Inquiry Circle. Responses should include compound sentences and more complex grammatical structures when addressing the Supporting Question.



ADVANCE PREPARATION

Each student will need two sticky notes for the Putting It Together routine.

Ensure the class Inquiry Chart is accessible for student reflection and discussion.

You may wish to laminate the [Inquiry Circle Guide](#) for repeated use.

Lesson 20: Putting It Together

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Putting It Together (30 minutes)

Slide 2: Remind students of the Cluster 3 Supporting Question:

? Who was harmed by U.S. expansion?

Slides 3–4: Present the **Unit 4, Cluster 3 Inquiry Chart** that the class created in Lesson.

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read aloud the lesson summaries for the cluster in the “What did we do?” column. If time allows, ask students for additional important activities or experiences they remember from the cluster.

Briefly review and summarize the resources that were used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 5: Remind students of the word *justice*. Invite one student to share what *justice* means. Ask: *Who can remind us of what justice is?*

Confirm by referencing the Word Wall and writing the definition on the board for student reference throughout this lesson (justice: (noun) the fair treatment of people according to laws and rights). Reinforce the concept that justice includes the idea that people should be treated fairly and have equal access to opportunities

Pose the two questions for the Inquiry Circle.

- *Who was harmed by U.S. expansion, and how?*
- *Was what happened to these groups fair? How does it connect to our definition of justice?*

Distribute the [Inquiry Circle Guide](#) for students to reference as they prepare for and participate in the Inquiry Circle.

Lesson 20: Putting It Together

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Slide 6: Distribute two sticky notes to each student. Give students 2–3 minutes of thinking and writing time. Ask students to answer the following questions on their sticky notes:

- On sticky note 1: Who was one group that was harmed by U.S. Expansion, and how were they harmed?
- On sticky note 2: Was what happened to that group fair? Why or why not?

Students should use their completed handouts from Lessons 17–19 to provide evidence for their ideas.

When they have completed their writing, have students sit in a circle so everyone can see each other.

Slide 7: Facilitate the Inquiry Circle. Set the expectation that students need to respond to the contribution of the person who spoke last. This will ensure that students are actively listening and building on ideas, not engaging in parallel talk.

Project sentence frames for students to use during the conversation:

Keep in mind the following:

- Do not interject; this is the students' conversation. Expect some awkward pauses—do not jump in to break the tension. This conversation is the responsibility of the students.
- Do engage quiet students by asking: *[Name], what do you think?*
- When needed, you can prompt the transition: *We've heard about who was harmed by U.S. Expansion. Now let's think about whether what happened was fair and how it connects to our definition of justice.*
- Using sentence frames may feel stilted at first, but as students gain proficiency with the protocol, you will discover a more naturally flowing, respectful conversation.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) and [Connect Language and Literacy Builder \(3-5\)](#) as they prepare for the Inquiry Circle.

Lesson 20: Putting It Together

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RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question column of the **Unit 4 Know and Wonder Chart** as part of their Launching the Question routine. Ask: *Have any of these questions been answered? Have any new questions come up?* Give students a few minutes to share their thinking and ideas with the whole group.

STAMP THE KEY LEARNING

Slide 8: Pose a closing question. Ask: *What role did injustice play in U.S. Expansion?*

This new question builds on the learning of the whole unit. It is designed to stimulate a deep discussion, although some students may not be ready to think this abstractly. The question serves to prime student thinking about justice and action for the Summative Assessment.

Possible responses:

- The United States was more powerful than any of the groups that stood in its way.
- The more land and resources that the United States gained, the more powerful it became.
- Sometimes powerful groups can take over less powerful groups, leading to injustice. Justice includes the idea that people should be treated fairly and have equal access to opportunities.

Collect students' sticky notes and review them with their contributions to the Inquiry Circle in mind. Identify any misconceptions about theories or gaps in understanding. Prepare to address these during the Formative Assessment in the next lesson.

Lesson 20: Putting It Together

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LESSON 21

Formative Assessment Task

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Who was harmed by U.S. Expansion?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Categorize evidence about a group harmed by U.S. Expansion and use that evidence to construct a short written argument about injustice.	Write a short evidence-based argument explaining how a group was treated unjustly using evidence from cluster lessons.

LESSON OVERVIEW

In this Formative Assessment, students choose one group that was studied in Cluster 3: the Báxoje nation, the Exodusters, or the Pueblo and Hispano communities. First, students take notes and categorize evidence about their chosen group based on a set of questions. Next, students use those notes to write a brief evidence-based argument about how their chosen group was treated unjustly. This not only answers the Supporting Question, but also prepares them for the Summative Assessment, in which they will propose a civic action in response to harm caused by U.S. Expansion.

LESSON STANDARDS

PS 1, PS 3, 4.T4.3, 4.T4.5, 4.T4d.2, W.4.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 21 Slide Deck
☐ Cluster 3 Formative Assessment Task
☐ Cluster 3 Formative Assessment Task (Teacher Version)
☐ Lesson 17: Báxoje Map Analysis
☐ Lesson 18: Exodusters Notes Organizer
☐ Lesson 19: Map Investigation, Land and Water Notes Organizer

LESSON AT A GLANCE

Component	Time
Introduce the Formative Assessment	5
Formative Assessment	25

Lesson 21: Formative Assessment Task

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Cluster 3 Formative Assessment Task \(Sentence Frames\)](#): Supports argument writing in Part 2 by providing sentence frames.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Before students begin, help them choose a group and locate the relevant completed handout from Lesson 17, 18, or 19. Encourage students to focus on just that one handout rather than all three. If needed, allow students to respond to Part 2 orally before (or instead of) writing, using the sentence frames.
- Look Fors: Students should complete Part 1 with simple words or phrases rather than full sentences. For Part 2, students should complete at least the two evidence frames with details drawn from Part 1.

English Proficiency Levels 3-4:

- Before students begin Part 2, ask them to identify their claim and two pieces of evidence, then use the sentence frames to connect them. Encourage students to explain the connection between their evidence and the injustice claim, rather than just naming the harm. You might prompt: *You said your evidence is _____. How does that show injustice?*
- Look Fors: Students should complete Part 1 with relevant details from their chosen handout. For Part 2, written responses should include a complete claim sentence and two pieces of evidence.

English Proficiency Levels 5-6:

- Encourage students to use the sentence frames as a starting point and expand beyond them in their own words, particularly for the claim and reasoning sentences.
- Look Fors: Students should complete both parts of the task with specific details from their chosen handout. Part 2 responses should include a clear claim, two pieces of evidence, and a reasoning sentence that explicitly connects the harm to the definition of justice without heavily relying on the provided frames.



ADVANCE PREPARATION

Ensure the Inquiry Chart is visible or accessible for all students during the assessment. If that is not possible, provide students with printed copies of the [Cluster 3 Inquiry Chart \(Teacher Version\)](#).

Lesson 21: Formative Assessment Task

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Introduce the Formative Assessment (5 minutes)

Slide 2: Remind students of the Cluster 3 Supporting Question:

? Who was harmed by U.S. Expansion?

As you review images related to the three groups studied in this cluster, ask students to recall what they learned about each group. If necessary, remind students what each image shows.

- The Báxoje map shows the scope of their ancestral territory.
- The photo shows Exodusters waiting by the Mississippi River for transport to Kansas.
- The Albuquerque map shows how land and water was shared by a community.

Slide 3: Provide an overview of the two-part assessment task. Explain to students that they will choose one group studied in Cluster 3. They will then complete Part 1 by taking notes and categorizing evidence about that group. In Part 2 they will use their notes to write a short argument connecting harm to injustice.

Remind students of the cluster resources they can use to support their work (completed handouts from Lessons 17, 18, and 19; the Cluster 3 Inquiry Chart; the Word Wall).



Formative Assessment (25 minutes)

The Formative Assessment for Cluster 3 is [*Cluster 3 Formative Assessment Task*](#).

Lesson 21: Formative Assessment Task

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Slide 4: Distribute [Cluster 3 Formative Assessment Task](#). Give students 10 minutes to complete Part 1 independently.

Circulate and support students in identifying specific evidence from their handouts. If students are struggling to identify examples of harm, provide a prompt such as: *Look back at your handout from that lesson. What did you write about how this group was affected?*

Slide 5: Give students 15 minutes to complete Part 2 independently.

Remind students that Part 2 should be written in complete sentences and should connect directly to their notes from Part 1. Encourage students to use the definition of *justice* on their handout to support their work.

Give students a 5-minute warning prior to the end of class. Collect assessments and use the [Cluster 3 Formative Assessment Task \(Teacher Version\)](#) to review students' work.



SUPPORT ALL STUDENTS

Distribute [Cluster 3 Formative Assessment Task \(Sentence Frames\)](#) to students who would benefit from sentence frames to support their written responses in Part 2.

Lesson 21: Formative Assessment Task

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Cluster 3 Formative Assessment Task (Teacher Version)

justice: (noun) the fair treatment of people according to laws and rights

Justice includes the idea that people should be treated fairly and have equal access to opportunities.

Part 1: Take Notes

Directions: Choose one group you studied in Cluster 3. Take notes about that group. You do not have to write complete sentences. You can use your completed lesson handouts, the Inquiry Chart, and the Word Wall to help you. Answers will vary. Look for students to accurately identify at least one thing they know about their chosen group and provide two specific examples of harm supported by details from lesson materials. Possible response:

Circle the group you chose:

Báxoje Exodusters Pueblo and Hispano

What do you know about this group of people? Write one or two things you know about them.

The Báxoje are Indigenous people. They lived on a large area of land where they moved based on the time of year to hunt, farm, and collect maple sap.

How were they harmed by U.S. Expansion? Give at least two specific examples.

Example 1:

The Báxoje were pressured to sign nine treaties. They lost all their ancestral lands.

Example 2:

They were forced to live on a small piece of land.

Why was this unfair or unjust?

It was unfair because the Báxoje had their own way of living and it was taken away by the U.S. government.

Part 2: Write Your Argument

Using your notes from Part 1, prepare a short argument that answers the question: Who was harmed by U.S. Expansion, and how is this an example of injustice? Provide two or more pieces of evidence to support your argument.

Claim: Name the group and how they were harmed.

Evidence: Describe two specific examples of harm.

Reasoning: Explain how this connects to injustice.

Argument: Use your claim, evidence, and reasoning to write your argument in complete sentences.

Answers will vary. Look for responses that clearly name an action that affected a specific group of people, supported with at least two pieces of supporting evidence. Possible response:

The Báxoje people were treated unjustly because the U.S. government took away their ancestral lands even though they had lived there for generations. One way the Báxoje Nation was harmed was by being pressured to sign nine treaties that took away more and more of their land. Another way the Báxoje Nation was harmed was because they were forced to live on a small piece of land, where they could no longer hunt or travel like they were used to. This is an example of injustice because the Báxoje had their own way of living and it was taken away by the U.S. government.

LESSON 22

Unit Synthesis

EQ	In what ways did the growth of the United States affect different groups of people?
SQ	Who was harmed by U.S. Expansion?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit.	Share key ideas from each cluster and use details from the unit to answer the Essential Question in a class discussion.

LESSON OVERVIEW

In this Unit Synthesis lesson, students reflect on their learning throughout the unit. They use a Chalk Talk protocol to revisit the three Supporting Questions and the Essential Question, which have been written on separate pieces of chart paper. Their task as they visit each piece of chart paper is to write down a big idea or takeaway from that cluster or from the unit. They then revisit the **Unit 4 Know and Wonder Chart** and discuss what questions from the “Wonder” column they can now answer. The lesson closes with flexible review time to prepare for the Summative Assessment.

LESSON STANDARDS

PS 1, PS 3, 4.T4.1, 4.T4.2, 4.T4.3, 4.T4.5, 4.T4d.2, 4.T4e.2, SL.4.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 22 Slide Deck
☐ Lesson 1: Unit 4 Know and Wonder Chart
☐ Unit 4, Clusters 1–3 Inquiry Charts

LESSON AT A GLANCE

Component	Time
Chalk Talk Review	15
Flexible Review	15
Optional Extension: Content Assessment	30

Lesson 22: Unit Synthesis

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports linking what students learned in the unit to the Essential and Supporting Questions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with language-proficient peers for the discussion. Provide one or two simple sentence frames from the LLB for students to use in the Unit Synthesis discussion.
- [Look Fors](#): Oral responses should use the structures provided in the LLB and include simple elaboration of ideas.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussion. Encourage students to choose relevant sentence frames from the LLB during the Unit Synthesis discussion.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question stems and some elaboration of ideas (e.g., adjectives or clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions. Students may choose to use the LLB when working on responses during the unit synthesis discussion.
- [Look Fors](#): Oral responses should use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 22: Unit Synthesis

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**ADVANCE PREPARATION**

Ensure that the unit's three Inquiry Charts and the **Unit 4 Know and Wonder Chart** are easily accessible.

Prepare four pieces of chart paper with the following titles:

- Why did the growth of the United States create conflict?
- Why did so many people move to the American West?
- Who was harmed by U.S. Expansion?
- In what way did the growth of the United States affect different groups of people?

Post the chart paper in four different areas of the room or on four tables.

Gather enough markers to provide one for each student to use during the Chalk Talk activity.

If you are having students complete the optional Content Assessment, consider having copies of Images 1 and 4 from the **Lesson 13: Transcontinental Railroad Primary Source Images** on hand. Students analyze these two photographs in Part 3 of the Content Assessment and may benefit from having larger versions of the images available to them.

Chalk Talk Review (15 minutes)

Slide 2: Remind students of the unit's Essential Question:



In what ways did the growth of the United States affect different groups of people?

Inform students that they will be working to answer this question in today's unit synthesis discussion and later in the unit's Summative Assessment Task.

Slide 3: Point out the four charts that you have posted around the classroom. Ask: *What's one big idea or learning from each cluster? What is one big idea or learning from the unit?*

Decide if you want to assign students to groups or if you want to allow them to move freely around the room. Give each student a marker and tell students to carry their markers with them to each chart.

Encourage students to write a response on each chart. They may read and add to the responses of others. They can also add comments or questions.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) during this discussion to support links between their learnings and the inquiry questions.

Lesson 22: Unit Synthesis

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Cluster 3: The Injustices of Expansion

When students have visited all four charts, ask them to remain at their last chart for a whole-group discussion. Debrief each chart, moving in order through the clusters and ending with the unit's Essential Question. Ask a spokesperson to share the big ideas that are written on each chart.

Possible responses:

Cluster 1 Supporting Question: *Why did the growth of the United States create conflict?*

- The U.S. government made and broke treaties with Indigenous nations, taking land that wasn't theirs.
- The United States also gained territory through wars, purchases, and annexations, and this created conflict for the people already living there.
- Disagreements about slavery in new states created conflict between the North and the South.

Cluster 2 Supporting Question: *Why did so many people move to the American West?*

- People were pushed west by poverty, crop failures, religious persecution, and discrimination.
- People were pulled west by the promise of free land, gold, and new opportunities.
- The Transcontinental Railroad made it much easier for people to move west, but it was built on Indigenous land and by Chinese laborers who were later excluded from citizenship.

Cluster 3 Supporting Question: *Who was harmed by U.S. Expansion?*

- Indigenous peoples lost their ancestral lands, their way of life, and their food sources as Americans moved west.
- African Americans were forced to flee the South because of violence and discrimination. They faced new hardships when they arrived in Kansas.
- Pueblo and Hispano communities lost access to the acequia system when the United States expanded to New Mexico.

**LEARN MORE**

To learn more about the Chalk Talk routine, see "[PZ Thinking Routine: Chalk Talk](#)" from Project Zero at the Harvard Graduate School of Education.

Lesson 22: Unit Synthesis

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Cluster 3: The Injustices of Expansion

Essential Question: *How did the growth of the United States affect different groups of people?*

- Indigenous peoples were harmed. They lost their land, their food sources, and their way of life as the United States expanded west.
- Americans and the U.S. government benefited from Westward Expansion. They gained land and money.
- African Americans were harmed by the expansion of slavery into new states. They also experienced discrimination and racism. However, some found new opportunities by moving west.
- Pueblo and Hispano communities were harmed when the United States replaced their community land grant system with private ownership.
- Chinese laborers built the Transcontinental Railroad, but were excluded from the celebration and were treated poorly.
- Mexican citizens lost land rights they had been promised in the Treaty of Guadalupe Hidalgo.

Slide 4: Present the **Unit 4 Know and Wonder Chart** from the Unit Kickoff, and give students a few minutes to review it. Ask: *Which questions in the Wonder column can we now answer?*

Invite volunteers to answer the questions using what they learned in the unit. Validate how much students have learned since the start of the unit.

Flexible Review (15 minutes)

Use the rest of the time in class to wrap up the unit. This may include:

- Extending the discussion from the first half of class to support a deeper and more complex synthesis of ideas around the Essential Question
- Providing students with guided review time to organize their notes and begin preparing for the Summative Assessment

At the end of class, let students know that the next couple of classes will be a Summative Assessment of the unit.

Lesson 22: Unit Synthesis

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Optional Extension: Content Assessment

(30 minutes)

You can administer the [Extension: Impacts of U.S. Expansion Content Assessment](#) or specific portions of it as an additional way to assess student understanding of the unit.

The [Extension: Impacts of U.S. Expansion Content Assessment \(Teacher Version\)](#) has scoring guidance for each section.



SUPPORT ALL STUDENTS

Be sure to provide the [Extension: Impacts of U.S. Expansion Content Assessment \(Sentence Frames\)](#) for students who would benefit from the addition of sentence frames to support their writing.

Lesson 22: Unit Synthesis

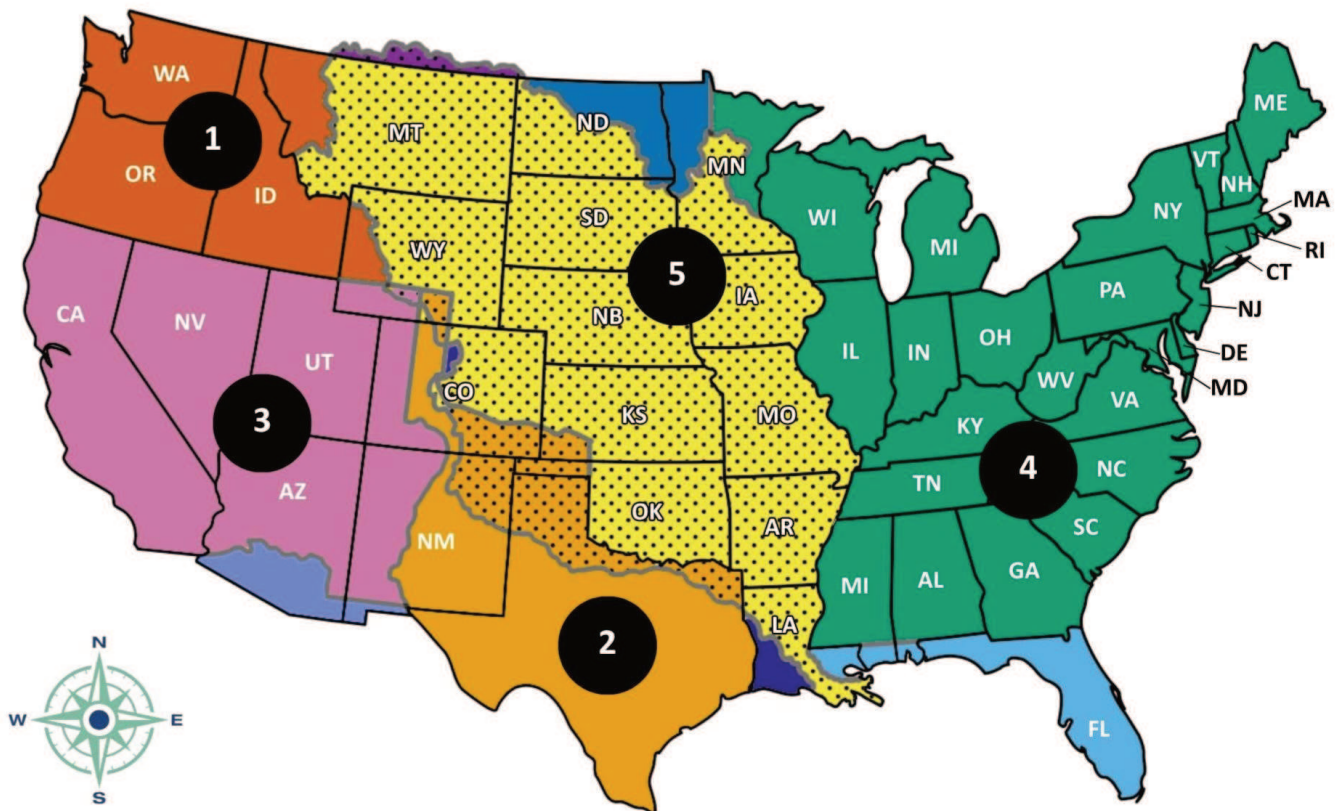
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Extension: Impacts of U.S. Expansion Content Assessment (Teacher Version)

Section 1: Geography

Directions: The map shows territories the United States added during its expansion. Each one is marked with a numbered dot. Use the word bank to match each territory to the way the United States gained it. Then answer the map analysis question.

Word Bank		
Louisiana Purchase	Mexican–American War	Oregon Treaty
Revolutionary War	Texas Annexation	



Map Identification

1. Oregon Treaty
2. Texas Annexation
3. Mexican–American War
4. Revolutionary War
5. Louisiana Purchase

Map Analysis

6. Choose one event from the word bank. Explain how it affected the people who were already living on that land. Possible responses:

- The Mexican–American War affected the Pueblo and Hispano people already living on that land because the United States stopped the community land grant and acequia system. Some people lost access to water they needed to farm.
- The Louisiana Purchase affected Indigenous peoples already living on that land because they were pushed off their ancestral lands.
- The annexation of Texas affected the Mexican citizens already living on that land because they were now living under a different government and lost their land rights.
- The Oregon Treaty affected the people already living on that land because the Donation Land Act gave Indigenous peoples' land to white homesteaders.

Section 2: Vocabulary

Directions: Draw a line between the vocabulary word and the matching definition.

Vocabulary word	Connection	Definition
territory		the belief that it was America's right to expand westward
annex		an area of land that is used, owned, or governed by a specific group
Manifest Destiny		the act of growing larger
treaty		the traditional area of Indigenous peoples
expansion		the act of taking the territory of another nation, often by force
ancestral lands		an official agreement between nations

Section 3: Social Studies Past and Present

Directions: Read the statement and look at the two photographs, then answer the questions. You may use the Transcontinental Railroad Primary Source Images 1 and 4 from Lesson 13 to view larger versions of the photographs.

“May 10, 1869, marked the completion of the U.S. Transcontinental Railroad made possible by 12,000 Chinese immigrants.”

— Chinese Railroad Workers Descendants Association



What was one push factor or pull factor that led Chinese immigrants to come to the United States?

A pull factor that led Chinese immigrants to come to the United States was the Gold Rush.

How did the Transcontinental Railroad help people move west?

The Transcontinental Railroad helped people move west by making it much faster and safer to travel across the country.

Both photographs were taken by the same photographer on the same day. Compare the two photographs. What do they show about how Chinese workers were treated? Use at least one specific detail in your answer.

In the first photograph, I see mostly white men celebrating the completion of the railroad. In the second photograph, I see Chinese workers doing the actual work. This shows that Chinese workers were treated poorly and were excluded from the celebration even though they did much of the hard work to complete the railroad.

Image sources:

- “East and West Shaking hands at the laying of last rail Union Pacific Railroad - Restoration” by Andrew Joseph Russell, Wikimedia Commons, public domain.
- “Chinese Laying Last Rail” by Andrew Joseph Russell, Utah State University Digital Exhibits, public domain.

Section 4: Paragraph Response

Directions: The United States won the Mexican–American War in 1848. Write a paragraph explaining how this government action affected different groups of people. In your paragraph, be sure to explain:

- What the U.S. government gained from winning the war
- How one group benefited from the war
- How another group was harmed by the war

You may use your Inquiry Charts and any completed handouts from the unit to help you.

Possible response: When the United States won the Mexican–American War in 1848, it gained a large amount of new territory in the Southwest, as well as the resources like silver and copper that were found there. One group that benefited from this decision was white Americans. They benefited because they now had access to a lot of new land to claim and farm. One group that was harmed by this decision was Mexican citizens. Even though the Treaty of Guadalupe Hidalgo promised to protect their land rights, that promise was not kept and many people lost their land.

Administration and Grading Guidance

This assessment is intended to have a variety of flexible options for administration. You may choose to use portions of it as Formative Assessments or in-class review throughout the unit. Alternatively, you may choose to administer some or all of it at the conclusion of the unit as a content-focused Summative Assessment alongside the Summative Assessment Task. The notes below are intended to help focus your feedback to students and to provide one possible way of assigning points to each section of the assessment.

Scoring Guidance

Section 1: Geography and Map Analysis (9 points)

- 1 point for each correctly identified location
- 4 points for the correct short-answer response

Section 2: Vocabulary (12 points)

- 2 points for each correct answer

Section 3: Social Studies Past and Present (12 points)

- 4 points for accurately identifying a push or pull factor for Chinese immigration
- 4 points for explaining how the railroad helped people move west
- 4 points for comparing the two photographs using at least one specific detail to explain how Chinese workers were treated

Section 4: Paragraph Response (12 points)

- 4 points for identifying what the United States gained from winning the Mexican–American War
- 4 points for identifying one group that benefited from the war and explaining how they benefited
- 4 points for identifying one group that was harmed by the war and how they were harmed

Total possible: 45 points

SUMMATIVE ASSESSMENT

Impacts of U.S. Expansion

ASSESSMENT PACING

Lesson 23

Task 1

Lesson 24

Task 2

Assessment Overview

During this unit, students learned that the United States expanded through purchasing land, annexing land, making (and breaking) treaties, and winning wars with other sovereign nations—and that expansion was fueled by the idea of Manifest Destiny. Students also learned about the effects expansion had on Indigenous peoples, African Americans, and Hispano people, and they considered issues of justice related to expansion.

In the Summative Assessment, students return to the painting *Reversing Manifest Destiny* to launch their thinking. They then select an example of U.S. Expansion, identify who was affected by the government's action, evaluate whether the outcome was just, and propose an action to address the harm. They deliver their argument and proposed action in a poster.

Assessment at a Glance

Students create a Justice and Action Poster that makes a justice argument about one example of U.S. Expansion and proposes an action to address the harm. On Day 1, students complete a planning guide. On Day 2, students create their poster and participate in a gallery walk to view each other's work.

Advanced Preparation

Day 1

- Organize students into small groups before the lesson begins. Students will work with these groups for both days of the Summative Assessment.
- Ensure all cluster materials are accessible for student reference during the planning session.
- Confirm where finished posters will be displayed (the school library, hallway, auditorium, or other public space), and be prepared to share this with students at the start of the lesson.

Day 2

- Return completed planning guides to each group before the lesson begins.
- Prepare poster-making materials for each group: chart paper, markers, colored pencils, etc.
- To increase your own background knowledge about actions taken by Indigenous nations and allies for restorative justice, see [*An Indigenous Peoples' History of the United States for Young People*](#) by Roxanne Dunbar-Ortiz. Chapter 10 ("Indigenous Action/Indigenous Rights") and the Conclusion ("Water is Life") elaborate on activism from the 1960s to the current day.

Assessment Focus Standards

Practice Standards: PS 3, PS 5, PS 6

Content Standards: 4.T4.2

Literacy Standards: SL.4.1, W.4.2

LESSON 23

Summative Assessment, Day 1

Teacher Notes

In this lesson, students return to the painting *Reversing Manifest Destiny* to launch their thinking about justice and action. Working in small groups, students select one example from the unit of how the expansion of the United States caused harm and then complete a planning guide that will be used to create a poster on Day 2. In the planning guide, students identify who was affected, make a justice argument, and propose an action to address the harm. Groups also make intentional decisions about the audience and purpose of their posters.

MATERIALS

- ☐ [Lesson 23 Slide Deck](#)
- ☐ [Poster Planning Guide](#)
- ☐ [Poster Planning Guide \(Teacher Version\)](#)

Revisit Reversing Manifest Destiny (10 minutes)

Begin the lesson by organizing students into small groups. Students will work with these groups for the entire Summative Assessment.

Slide 2: Ask: *What could be done today about something unjust that happened in the past?*

Prompt students to turn and talk with their group, then invite a few responses.

Possible responses:

- Nothing can be done because it already happened.
- People can say sorry or try to make it right.
- You can't undo what happened, but you can try to fix some of the harm.

Explain that people have been asking this question about the effects of U.S. Expansion for a long time and that some people are already taking action to address the harm that was done.



TEACHING TIP

If time allows, show students an example of work seeking to reverse damage done by Manifest Destiny. The two videos (2:37 and 8:11) on the PBS LearningMedia page [The Return of the Buffalo to the People](#) show how the Lakota people of the Rosebud Reservation are bringing a wild buffalo herd back to regenerate their land as well as their health, well-being, and independence. **Note:** On the first video, stop at 1:48 and restart at 2:23 to avoid a scene about genocide.

Slide 3: Use the link to access the painting *Reversing Manifest Destiny*. Tell students that they have seen this painting before, but this time they are going to look at it through a new lens: not just what happened, but what is being done about it.

Ask: *What does this painting suggest about whether something can be done about past injustice?*

Take two or three responses. Guide students toward the idea that this painting makes the argument that repair is possible. This painting shows land being returned to the buffalo and Indigenous people and the environment being restored.

Slide 4: Explain that the painting was created by Charles Hilliard for the Indian Land Tenure Foundation. This foundation works with Indigenous nations to recover their ancestral lands.

Slide 5: Connect the painting to the Summative Assessment Task. Remind students that in this unit they have examined how the growth of the United States affected different groups of people. Today they will choose one example from the unit, think carefully about who was helped and who was harmed, and consider: *What would a just outcome have looked like, and what can be done about it today?*

Tell students that they will create a poster that makes a justice argument and proposes an action. Today they will plan. In the next lesson, they will create.

Plan the Poster (20 minutes)

Slide 6: Distribute a [Poster Planning Guide](#) to each student.

Display the list of a few of the government policies, practices, and events that students studied in the unit. Explain that this list is not comprehensive, and that they can brainstorm other examples with their group.

Give groups 2–3 minutes to discuss and choose their focus for their poster before moving on.



SUPPORT ALL STUDENTS

Distribute the [Justice and Action Poster \(Word Bank\)](#) to students who would benefit from vocabulary support when planning and creating their poster.

Slide 7: Explain that each group will complete a planning guide together before beginning their poster. The planning guide has five sections, plus space for students to sketch their poster:

- Their focus: What did the U.S. government do to expand the nation's territory or power?
- Who was affected: Which group or groups of people were affected?
- Justice: Who benefited from this action? Who was harmed? What would a just outcome have looked like?
- Audience and purpose: Who do you want to see your poster? What do you want them to think or do after seeing it?
- Proposed action: What is one action that could be taken to address this harm?

**TEACHING TIP**

If two groups choose the same focus, that is fine. Their posters will likely look very different depending on their evidence and proposed action. However, if you would like more variety, you can also assign groups different topics.

**TEACHING TIP**

Consider showing students examples from the U.S. Department of Arts and Cultures' #HonorNativeLand campaign—a series of posters created by Native artists that acknowledge Indigenous land. Share the poster examples from [this Google Drive folder](#) and ask students to notice how each artist made different visual choices to reach their audience. To learn more about the campaign and its connection to Indigenous sovereignty today, see [the campaign's website](#). Remind students that their poster doesn't need to be mostly text. Images, symbols, and color can do powerful argumentative work.

Before groups begin, explain that their posters will be displayed for a real audience. Share with students where their posters will be displayed (e.g., the school library, a hallway, the auditorium, etc.)

Tell students that it is important to think about their audience and purpose when creating their posters. Their audience will be students and teachers in their school community, but they can also choose to address their poster to a more specific audience of their choosing, such as government officials or community leaders. Remind students that their audience and purpose should shape every choice they make, including what words they use, the images they include, and how they make their argument.

Remind students that they can reference their cluster materials to find evidence for the first three sections.

Slides 8–14: Show examples of real-world actions being taken today. Share a few examples of actions people are taking to address harms caused by U.S. Expansion. Explain that students can use one of these examples as their proposed action or come up with their own idea.



LEARN MORE

For further reading on each example, see the resources below. The examples on the slides provide a starting point. Consider adapting them to your local context by researching Indigenous nations, conservation organizations, or community land rights efforts in your own community. Current events may also offer timely connections to these (or other) topics.

- Bison Conservation: "[Here's How Indigenous Tribes and Conservationists Aided Its Return to the Prairies After Near Extinction](#)"
- Land Back Movement: [The Onondaga Nation, in Unprecedented Land Back Moment, Regains 1,023 Acres of the Land From New York State](#)
- Language Revitalization: "[20 Years of Language Revitalization with LLC](#)"
- Cultural Respect Agreements: "[Cultural Respect Easement](#)"
- Land Grant and Acequia Traditional Use Act: "[H.R.3682](#)"
- Preserving Nicodemus History: "[Nicodemus National Historic Site](#)"

Tell students that a strong proposed action clearly explains how it connects to the specific harm caused by the event, policy, or decision they are focusing on.

Provide time for groups to complete their planning guides. Circulate and support students as they work.

Collect completed planning guides at the end of the lesson. Tell students they will use them to create their justice and action posters in the next lesson.

LESSON 24

Summative Assessment, Day 2

Teacher Notes

In Day 2 of the Summative Assessment, student groups use their completed planning guides from Day 1 to create a poster that makes a justice argument and proposes an action to address harm caused by U.S. Expansion. The lesson closes with a brief gallery walk, so students can see each other's works. Finished posters should be displayed in a public space to give students' work a real audience and purpose.

MATERIALS

- ☐ [Lesson 24 Slide Deck](#)
- ☐ [Impacts of U.S. Expansion Rubric](#)
- ☐ Lesson 23: Poster Planning Guide

Create the Poster (25 minutes)

Slide 2: Return the completed planning guides to groups. Review the list of elements their posters must include. Remind students where their final posters will be displayed and that their audience is real. The choices they make about how to present their argument should reflect who will be reading it.

Provide poster-making materials to groups and prompt students to use their planning guides as they create their posters.

As groups create their posters, circulate and use the following prompts to push thinking:

- *Who is your audience? Would they understand this? How would this make them feel?*
- *What do you want someone to think or do after reading your poster?*
- *How is your proposed action connected to the specific harm you described?*
- *Can you point to where in your poster the harm is explained or illustrated?*

Gallery Walk *(5 minutes)*

Slide 3: Facilitate a brief gallery walk.

Post completed posters around the room. Give students 3–4 minutes to walk around and read each other's work.

Ask students to look for:

- A poster that really makes them think.
- A poster that really makes them want to act.

Bring students back together and ask for one or two volunteers to share something that stood out to them from another group's poster.

Display students' finished products in the pre-selected public space and use the [Impacts of U.S. Expansion Rubric](#) to evaluate student work.

Name: _____

Date: _____

Justice and Action Poster (Word Bank)

Directions: Use the words and phrases from the word bank to help you plan and create your Justice and Action Poster.

Word Bank			
ancestral lands	annexation	benefited	Chinese laborers
citizen	conflict	Exodusters	Hispano
Indigenous peoples	just	land grants	Manifest Destiny
Mexican–American War	promise	Pueblo	territory
Transcontinental Railroad	treaty	unjust	U.S. government

Name: _____ Date: _____

Poster Planning Guide

Directions: Plan a Justice and Action Poster. Work with your group to choose one example of something the U.S. government did to expand the nation, evaluate whether it was just, and propose an action to address the harm it caused. Write your ideas in the organizer, then make a rough sketch of your poster on the last page. Use the sentence frames to help you complete your planning guide.

Poster Elements	Notes
Your focus: What did the U.S. government do to expand the nation's territory or power?	
Who was affected: Which group or groups of people were affected?	

Poster Elements	Notes
Justice Who benefited from this action? Who was harmed? What would a just outcome have looked like?	
Audience and Purpose Who is your audience? What do you want them to think or do after seeing your poster?	
Proposed Action What action would you propose to your audience to address this harm?	

Directions: Use this space to sketch what your poster might look like. Where will your text go? What images or symbols might you include?

Name: _____ Date: _____

Impacts of U.S. Expansion Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 1 Explain how governmental decisions and decision-making processes can affect groups, individuals, and societies.	Students clearly identify a specific government event, policy, or decision and provide a detailed explanation of how it affected two or more groups. Students evaluate whether the outcome was just and propose a specific action that clearly connects to the harm described.	Students identify a U.S. government event, policy, or decision and explain how it affected at least one group. Students evaluate whether the outcome was just and propose an action to address the harm.	Students identify a U.S. government event, policy, or decision, but explanation of how it affected groups is vague or incomplete. Student's justice evaluation and/or proposed action is missing or does not connect to the harm described.
Practice Standard 3 Categorize information from one or more sources based on a given set of topics or questions, taking brief notes on the information gathered.	Students identify two or more specific and accurate pieces of evidence from unit resources to support their argument. Evidence is clearly organized and directly connected to the event, policy, or decision and the affected group(s).	Students identify at least one specific and accurate piece of evidence from unit resources to support their argument. Evidence is mostly accurate and connected to the chosen event, policy, or decision chosen.	Students use little or no evidence from cluster sources, OR evidence is inaccurate or does not connect to the chosen event, policy, or decision.

Practice Standard 5 Evaluate a source's credibility using information about the maker's point of view, intended audience, and purpose.	Students make clear and intentional choices about audience and purpose when crafting their poster. The poster's message and design are well-matched to the intended audience. Students can clearly articulate who their audience is and what they want that audience to think or do.	Students identify an intended audience and purpose. The poster's message is mostly appropriate for the intended audience.	Students do not identify a clear audience or purpose, OR the poster's message is not matched to an intended audience.
Content Standard 4.T4.2 Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898.	Students accurately describe the government event, policy, or decision and its connection to U.S. Expansion using unit vocabulary and specific details from the unit.	Students accurately describe the government event, policy, or decision and its connection to U.S. Expansion.	Student's description of the government event, policy, or decision is vague, inaccurate, or missing key details about how it contributed to U.S. Expansion.

Overall Feedback:

SUPPLEMENTAL RESOURCES



Grade 4, Unit 4: Impacts of U.S. Expansion

Resources for Educators

As you prepare to teach this unit, we encourage you to deepen your own understanding of the content you will be covering with students. Throughout the lesson plans, sidebars highlight opportunities for you to learn more about various topics and historical events being covered, including links to a wide range of external resources. This document provides a complete list of these linked resources and a brief description of each to support your continued learning.

Cluster 1: Expanding the Nation

Author	Resource	Use
Lesson 1		
DESE	<u>Background Brief: Impacts of U.S. Expansion</u>	The Background Brief was designed to support educators in developing content knowledge before teaching this unit.
Methot, Susan	<u>A Trauma-Informed Approach to Teaching Colonization</u>	Strategies for navigating difficult emotions that may arise during classroom discussions of genocide and oppression
Teaching History	<u>Rethinking “Westward Expansion”: A Guide for Preservice Teachers</u>	Strategies for respecting and including Indigenous perspectives when teaching about U.S. Expansion
Lesson 3		
Washington Tribes	<u>What is Tribal Sovereignty?</u>	A video about about the importance of tribal sovereignty in Washington state
Native Governance Center	<u>What is Tribal Sovereignty?</u>	A video about how Tribes exert their sovereignty to govern their citizens and why sovereignty matters
Baker, Dr. Twyla and Little Elk, Wizipan, et al	<u>How to Talk About Native Nations: A Guide</u>	Indigenous perspective on appropriate language to use when discussing Indigenous nations

Lesson 4

Pruitt, Sarah

Broken Treaties with Native American Tribes: Timeline

A narrative timeline of broken treaties between the United States and Indigenous peoples from 1778 to 1871

Lesson 5

Nakamura, Kelli Y.

Hawaii's Long Road to Becoming America's 50th State

An overview of the history of Hawaiian statehood, from the overthrowing of the Hawaiian monarchy by white colonizers in the late 1800s to Hawaii officially becoming the 50th U.S. state in 1959

Dunbar-Ortiz, Roxanne

An Indigenous Peoples' History of the United States for Young People

A chronological narrative of U.S. history from the viewpoint of Indigenous peoples that offers a critical perspective on U.S. history through the lens of Indigenous peoples, challenging traditional narratives and highlighting the impact of colonialism

Lesson 6

Timmons, Greg

How Slavery Became the Economic Engine of the South

An article explaining how enslaved labor made crops such as cotton, tobacco, and sugar highly profitable, turning slavery into the foundation of the Southern economy, and also benefiting Northern and British banks, factories, and shipping companies

National Park Service

Eli Whitney

A brief biography of Eli Whitney

National Park Service

Lowell's Southern Connection

An article explaining that Northern textile mills—especially those in Lowell—depended on cotton produced by enslaved labor in the South, creating demand that helped expand slavery, even as many Northerners expressed opposition to it

Cluster 2: Moving West

Author	Resource	Use
Lesson 9		
New World Encyclopedia	<u>Manifest Destiny</u>	An encyclopedic article on Manifest Destiny and its impact on the growth of the United States
Lesson 10		
Rust, Joshua	<u>Santa Fe Trail's Indigenous Origins</u>	An article explaining that Indigenous peoples established and traveled the trade routes that later became the Santa Fe Trail, long before U.S. and Mexican traders began using it
National Park Service	<u>Travel the Trail: Map Timeline 1846 - 1866</u>	A map- and text-based timeline of the changes to the Santa Fe Trail from 1846 to 1866
Lesson 11		
DeLay, Brian	<u>The U.S. -Mexican War: Forgotten Foes</u>	An essay examining how conflicts among Indigenous nations and Mexico in the 1830s and 1840s weakened northern Mexico and helped shape the causes, course, and outcome of the U.S.–Mexican War
Lesson 12		
Bailey, Tim	<u>The Great Western Migration</u>	An overview of the dangers of traveling west and the economic, religious, and social factors that pushed and pulled emigrants to Oregon, California, and Utah in the mid-1800s.
Notarianni, John	<u>The US Government Took the Land of Oregon's Native People 170 Years Ago</u>	An article about how the Donation Land Claim Act of 1850 which allowed white settlers to claim millions of acres of Indigenous peoples' land in Oregon, displacing Native communities and producing consequences that continue today

Children's Minnesota	<u>Talking to kids about U.S. Immigration and Customs Enforcement actions</u>	Guidance and strategies for talking with students about immigration enforcement.
The Indian Land Tenure Foundation	<u>When Rivers Were Trails.</u>	A point-and-click adventure game about the impact of colonization on Indigenous communities in the 1890's, developed in collaboration with over thirty Indigenous contributors

Lesson 13

PBS LearningMedia	<u>The Chinese Transcontinental Railroad Workers / Asian Americans</u>	A video about about the Chinese laborers on the Transcontinental Railroad
Wang, Hansi Lo	<u>Descendents of Chinese Laborers Reclaim Railroad's History</u>	A news report highlighting efforts by the descendants of Chinese railroad workers to gain recognition for their ancestors' essential contributions to building the Transcontinental Railroad and theto call attention to discrimination they faced afterward

Lesson 15

Britannica Kids	<u>Reversing Manifest Destiny</u>	The painting Reversing Manifest Destiny, created by Charles Hilliard in response to John Gast's American Progress painting from the 1870s
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Cluster 3: The Injustices of Expansion

Author	Resource	Use
Lesson 16		
Turner, Bret	<u>Teaching Kindness Isn't Enough</u>	An appeal for teaching justice in the elementary classroom
Learning for Justice	<u>Let's Talk!</u>	A guide to anticipating and managing students' strong feelings on fairness and justice through critical conversations about the ways that injustice affects our lives and our society

Dayton, Duncan	<u>Is it 'Buffalo' or 'Bison'? Yes</u>	A brief article about the origins and usage of the terms bison and buffalo in North America
Wind River Tribal Buffalo Initiative	<u>Bison vs Buffalo: Scientific and Cultural Roots</u>	An article exploring the scientific distinction between bison and buffalo and the cultural and spiritual significance of the name Buffalo for Native peoples
National Park Service	<u>What Happened to the Bison?</u>	An article examining the environmental, economic, and political factors that contributed to the decline of bison herds, including the U.S. government's support for slaughtering bison to force Plains peoples onto reservations
PBS	<u>The Buffalo: Yesterday and Today</u>	An overview of the history of bison in North America, including their importance to Native peoples, their widespread slaughter by white hunters and the U.S. military, and later efforts to restore their populations
King, Gilbert	<u>Where the Buffalo No Longer Roamed</u>	An article tracing how the Transcontinental Railroad accelerated the extermination of bison, the destruction of Plains peoples' way of life, and their forced removal to reservations
Lesson 17		
Norman B. Leventhal Map & Education Center	<u>Native People & Settler Colonialism: A Story of Land and Maps</u>	A map-based lesson plan examining settler colonialism and Native and Euro-American relationships to land
Norman B. Leventhal Map & Education Center	<u>Education</u>	A collection of map-based resources, content, and programs for educators and students of all levels
Facing History & Ourselves	<u>"Crop It"</u>	An explanation of how to implement the "Crop It" strategy of image analysis and interpretation

Native Roots

[Mapping the Invisible: How Indigenous Peoples Understand and Map Land in a Completely Different Way](#)

An article exploring how Indigenous mapping represents relationships among people, land, history, spirituality, and responsibility rather than focusing only on physical features and fixed boundaries

Lesson 18

Kansas Historical Society

[Benjamin “Pap” Singleton](#)

A brief biography of Benjamin "Pap" Singleton, the formerly enslaved man who urged African Americans in the 1870s to flee the violence, racism, and poverty of the South and make new homes in Kansas

Boston University

[Paraphrase & Quotation Essential Lesson](#)

Guidance on teaching paraphrasing and quoting

Zinn Education Project

[April 18, 1877: Nicodemus Town Company Founded](#)

A brief account of the founding of Nicodemus, Kansas, as an all-Black town intended to provide Black migrants with land, opportunity, and refuge from racial violence in the South

Lesson 19

Wikipedia Editors

[History of Albuquerque, New Mexico](#)

A history of Albuquerque, New Mexico, from prehistoric through modern times

Oliveira, Adele

[Acequias de Santa Fe: Preserving What Remains](#)

An article tracing the history and decline of Santa Fe's acequias and highlighting efforts to preserve the four that still flow within the city

Widdison, Jerold

[Water Matters! Chapter 4: Acequias](#)

An overview of the history, community governance, and legal status of acequias in New Mexico and their continuing cultural, economic, and environmental importance



Grade 4, Unit 4: Impacts of U.S. Expansion

Picture Book List

This list contains grade-appropriate, content-aligned books that could be used alongside this unit. Some units contain books that appear directly in lesson activities or as part of lesson extension activities, while others are suggestions from Investigating History teachers and could supplement instruction by being taught in a literacy block, added to a classroom library, or read aloud as a whole class. Teachers should review any materials they use with students, including the books on this list, which does not constitute an endorsement or recommendation by DESE.

Recommended Books (Not in the Curriculum)

Author	Title
Louise Erdrich	The Birchbark House
Brian Floca	Locomotive
Yin	Coolies