

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.