The Social Studies content alignment is stronger if you are able to teach the lessons in the New Westward Expansion Unit in the following order:
Lesson 25---Lesson 21---Lesson 22----Lesson 24----Lesson 23
### Aligned with Journeys Unit 5 Lesson 21

**Social Studies Content Alignment Stronger If You Teach Lesson 25 Prior to Lesson 21**

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit:</strong> Westward Expansion</td>
<td><strong>Weekly Correlated Lesson Plan:</strong></td>
</tr>
<tr>
<td><strong>Essential Question:</strong></td>
<td>CLLG MINILESSON—Genre: Historical Fiction 80</td>
</tr>
<tr>
<td>Is growth always good?</td>
<td>Sequence of Events p. 81</td>
</tr>
<tr>
<td>What conflicts resulted from expansion?</td>
<td>Journeys “Tucket’s Travels” pp. 535-548</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td>Read Aloud “Land Rush” Journeys T12-T13</td>
</tr>
<tr>
<td>A. What are the push/pull factors of Westward Expansion?</td>
<td>After reading “Tucket’s Travels and the textbook information on</td>
</tr>
<tr>
<td>B. How did the U.S. grow?</td>
<td>pioneers going west. Compare and contrast the text structure and</td>
</tr>
<tr>
<td>C. What were the results of growth?</td>
<td>how the information is conveyed.</td>
</tr>
</tbody>
</table>

**Social Studies Focus:**

**Literacy Focus:**

| Push/pull Factors of Westward Expansion                         | Skill: Sequence; Summarize |
| Effects of Westward Expansion                                  | Strategy: Compare/Contrast Text Structures |
|                                                                | Genre: Historical Fiction |
|                                                                | Writing: Personal Narrative |

**Writing:**

Imagine that you are a traveling West in the mid 1800's. Why are you leaving? What are the push/pull factors of your decision to go West? What do expect the west to be like? Tell what you see on your way.

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pioneer</td>
</tr>
<tr>
<td>Manifest Destiny</td>
</tr>
<tr>
<td>The Oregon Trail</td>
</tr>
<tr>
<td>The Mormon Trail</td>
</tr>
<tr>
<td>Gold Rush</td>
</tr>
<tr>
<td>Forty-niners</td>
</tr>
<tr>
<td>Transcontinental Railroad</td>
</tr>
</tbody>
</table>

**ASSESSMENT:**

Poster Analysis—Why people move west. Choose one of the posters provided and complete either Interpreting Advertisements for Westward Expansion or Interpreting Poster. Work with three other students to complete a visual on Why People Move West. You can add to the visual throughout the unit. **Project:** Design a product that summarizes

- Interpreting Advertisements for Westward Expansion (Analysis)
- Interpreting Poster (Analysis)
- California Gold Eyewitness to History
- Land Poster Kansas
- Nebraska Land Poster
- Westward Expansion Poster
- Railroad Schedule West
- Homestead Act Visuals

**Compare and contrast Tucket’s Travels (focusing on reasons for migration) with Joseph Simmons Diary Excerpts, Alvin A Coffey Account and The Iron Dragon Never Sleeps Excerpt**

Use this information to summarize people’s reasons for moving west.
people's reasons for moving West in the 1800's.

**Unit Assessments:**
Project—Have students pick a person from this time period and create a presentation from the point of view of that individual. Students may or may not use technology for their presentation. I.e. Native American/Pioneer/Chinese Railroad Worker/Gold Rush Miner—Forty-Niner/Women/African American

Project is ongoing throughout the unit.

Discuss the push/pull factors of different people and groups of people that went West. Make a T-Chart and identify these factors throughout the unit. At the end of the unit, ask students to explain the concept of push/pull factors using the class T-Chart for support.

**Ongoing student timeline throughout the unit.**

A New Nation Document Based Question (Work on analyzing different documents each week. Culminate the unit by using the documents to write an essay about how the United States grew and changed during its years as a new nation.

<table>
<thead>
<tr>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies SLE's:</strong></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
</tr>
<tr>
<td>G.1.5.3 Distinguish between the major regions of the United States and evaluate their interdependence</td>
</tr>
<tr>
<td>G.3.5.1 Recognize factors that influence migration (e.g., employment, natural resources)</td>
</tr>
<tr>
<td>G.3.5.2 Define push-pull factors</td>
</tr>
<tr>
<td><strong>History</strong></td>
</tr>
<tr>
<td>H.6.5.24 Explain how westward expansion contributed to the growth of the United States (e.g., Wilderness Road, Louisiana Purchase, Gadsden Purchase)</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
</tr>
<tr>
<td>E.7.5.2 Recognize that choices have both present and future consequences</td>
</tr>
</tbody>
</table>

**Common Core Standards**

**Reading:**
CC5RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g.; how characters interact)
CC5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CC5RI5 Compare and contrast the overall structure (e.g.; chronology, comparison, cause/effect; problem/solution) of events, ideas, concepts, or information in two or more texts.
CC5RI3 Explain the relationships or interactions between two or more individuals, events ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Writing:**
Write a narrative to develop real experiences using effective technique, descriptive details, & clear events sequences.

This could be made into a poster project or PowerPoint.
Continue timeline (see lesson 25)
- Timeline Graphic Organizer
- Map or Timeline Activity

**Resources:**
Primary documents: [http://library.mtsu.edu/tps/sets/Primary-Source_Set--Westward-Migration.pdf](http://library.mtsu.edu/tps/sets/Primary-Source_Set--Westward-Migration.pdf)
We Were There Too, "Ng Poon Chew and Lee Chew: Gold Mountain Boys," p. 146

**Notes:**
### Social Studies – Westward Expansion
Aligned with Journeys Unit 5 Lesson 22

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
</tr>
</thead>
</table>
| **Unit:** Westward Expansion  
**Essential Question:** Is growth always good?  
What conflicts resulted from expansion?  
**Guiding Questions:**  
E. What are the push/pull factors of Westward Expansion?  
F. How did the U.S. grow?  
G. What were the results of growth?  
H. Who participated in the growth of the United States? How?  
I. How did growth affect the Native Americans? | **Weekly Correlated Lesson Plan:**  
CLLG MINILESSON—Theme p. 82  
Informational Text p. 83  
Journeys “The Birchbark House”  
Read Aloud “Tales and Truths of the Ojibwe”  
S.S. textbook pp. 444-451  
- Discuss the theme of “The Birchbark House,” and then read the [Louise Erdrich Interview](#). After reading both examine the author’s theme or message to readers. Support this with evidence from the interview and story.  
- Read Crossing the Plains, 1865 and Life among the Piutes and chart observations on the Life in the West T-chart.  
  - [Crossing the Plains, 1865 (Eyewitness to History)](#)  
  - Life among the Piutes  
  - Joseph Simmons Diary Excerpts  
  - Life in the West T-Chart  
- Journeys “Rachel’s Journal” pp. 610-621 provides a comparison of pioneers experiences to those of the Native Americans in “The Birchbark House” Add to the T-Chart  
  - Use the following primary sources to teach about life in Early Arkansas. Preview sources prior to teaching and address with the students how the sources reflect the language of the time period.  
  - [Early View of Arkansas Billingley](#)  
  - [Early Views of Arkansas Primary Sources](#)  
  - [Arkansas Native Americans PowerPoint](#) Suggestion: Print the PowerPoint. Pass it out as a jigsaw activity. |

| Social Studies Focus:  
Push/pull factors of Westward Expansion  
Effects of Westward Expansion From Different Points of View  
Early Arkansas | **Literacy Focus:**  
Skill: Theme  
Strategy: Infer/Predict  
Genre: Informational Text  
Writing: Personal Narrative |

| Writing:  
Write from the point of view of a Native American or pioneers traveling West. Tell about your experiences. Your encounters with others. How you feel. | **Vocabulary:**  
Piutes  
Emigration  
Massacre  
Birchbark |

**ASSESSMENT:**  
T-Chart Comparing Life of Pioneers/Native Americans in the West  
[Life in the West T-Chart](#)  

**Unit Assessments:**  
Project—Have students pick a person from this time period and create a presentation from the point of view of that individual. Use of technology for their presentation is...
Little Rock School District  Social Studies  5th Grade

| recommended. i.e. Native American/Pioneer/Chinese Railroad Worker/Gold Rush Miner—Forty-Niner/Women/African American Project is ongoing throughout the unit. |
| Resources: Birchbark House Louise Erdrich  Little House on the Prairie Laura Ingalls Wilder  We Were There, Too, “Chuka: I Did Not Want My Shirt Taken From My Back,” p. 155 |
| Notes: There are an abundance of books written about Westward Expansion and most are from the point of view of the pioneers. Include books in your classroom library that relate to other groups of people such as Native Americans, African Americans, and immigrants. Birchbark House relates to the experiences of the Native Americans. Have students compare these to those that were moving west during this era. |

Discuss the push/pull factors of different people and groups of people that went West. Make a T-Chart and identify these factors throughout the unit. At the end of the unit, ask students to explain the concept of push/pull factors using the class T-Chart for support.

Ongoing student timeline throughout the unit.

A New Nation Document Based Question (Work on analyzing different documents each week. Culminate the unit by using the documents to write an essay about how the United States grew and changed during its years as a new nation.)

| STANDARDS |
| Social Studies SLE’s: |
| Geography |
| G.1.5.3 Distinguish between the major regions of the United States and evaluate their interdependence |
| G.3.5.1 Recognize factors that influence migration (e.g., employment, natural resources) |
| G.3.5.2 Define push-pull factors |
| History |
| H.6.5.24 Explain how westward expansion contributed to the growth of the United States (e.g., Wilderness Road, Louisiana Purchase, Gadsden Purchase) |
| Economics |
| E.7.5.2 Recognize that choices have both present and future consequences |

Common Core Standards

Reading:
CC5RL2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CC5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Writing:
Write a narrative to develop real experiences using effective technique, descriptive details, & clear events sequences.
### Social Studies-Westward Expansion

**Aligned with Journeys Unit 5 Lesson 23**

**Social Studies Content Alignment Stronger If You Teach Lesson 23 After Lesson 24**

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
</tr>
</thead>
</table>
| **Unit:** Westward Expansion  
**Essential Question:**  
Is growth always good?  
What conflicts resulted from expansion?  
**Guiding Questions:**  
A. What were the causes and effects of the Indian Removal Act of 1830?  
B. How did growth affect the Native Americans?  
C. Was Andrew Jackson an effective president? | **Weekly Correlated Lesson Plan:**  
CLLG MINILESSON—Main Idea and Details  p. 84  
Journeys “Vaqueros: America’s First Cowboys”  
Read Aloud “The Turbulent History of Texas”  
S.S. textbook p. 436-441  
Indian Removal/Trail of Tears  
1. View [Document D: Trail of Tears Painting](#). Make observations about the painting. Determine the main idea of the painting. Use to introduce Indian Removal.  
2. Use the following documents to answer questions and discuss different viewpoints and policies that involved the Indian Removal to Reservations in Oklahoma. Document A-C on Same Page  
   - **Document A:** Andrew Jackson’s Second Annual Message  
   - **Document B:** Worcester v. Georgia (1832) Supreme Court  
   - **Document C:** Excerpts John Ross’s Words to Delegates of the Iroquois League Defending the Cherokees’ Indian Reservation  
   - **Document D:** Trail of Tears Painting  
   - **Guiding Questions for Documents**  
   - **Visuals Trail of Tears/American Indian Treaties** (Use for discussion)  
   - **The Trail On Which They Wept PowerPoint**  
   - **The Trail On Which They Wept PDF**  
   - **Indian Removal PowerPoint**  
3. **On-Going Unit Timeline**  
   - **Timeline Graphic Organizer**  
4. **Arkansas History Primary Source Activity Indian Removal Through Little Rock**  

**Literacy Focus:**

**Indian Removal Act**  
**Trial of Tears**

**Writing:**

**Poem of Two Voices**  
Andrew Jackson and John Ross  
**Example and Template**  
**Responding to Comparison/Contrast: Poem of Two Voices**

**Vocabulary:**

Assimilated  
Trail of Tears  
Indian Removal Act of 1830  
John Ross  
Andrew Jackson

**ASSESSMENT:**

**Unit Assessments:**  
Project—Have students pick a person from this time period and create a presentation from the point of view of that individual. Use of technology for their presentation is recommended. i.e. Native American/Pioneer/Chinese Railroad Worker/Gold Rush Miner—Forty-Niner/Women/African American

**Resources:**

We Were There, Too, “Teddy Blue Abbott: Cowpuncher,” p. 151
Project is ongoing throughout the unit.

Discuss the push/pull factors of different people and groups of people that went West. Make a T-Chart and identify these factors throughout the unit. At the end of the unit, ask students to explain the concept of push/pull factors using the class T-Chart for support.

Ongoing student timeline throughout the unit.

A New Nation Document Based Question (Work on analyzing different documents each week. Culminate the unit by using the documents to write an essay about how the United States grew and changed during its years as a new nation.

We Were There, Too, “Enrique Esparza: Inside the Alamo,” p.134
Cherokee Indian Removal Timeline
Letter by Elias Boudinot
http://www.cherokee.org/Home.aspx
http://history.state.gov/milestones/1830-1860/TexasAnnexation

Writing—Sample how-to:
http://www.cherokee.org/AboutTheNation/Culture/CherokeeArts/MakingMarbles.aspx

Notes:

**STANDARDS**

Social Studies SLE’s:

**Geography**
G.3.5.1 Recognize factors that influence migration (e.g., employment, natural resources)
G.3.5.2 Define push-pull factors

**History**
H.6.5.24 Explain how westward expansion contributed to the growth of the United States
H.6.5.26 Describe the causes and effects of Indian Removal
C.5.5.15 I.D. various organizations from U.S. History through which citizens’ rights were affected: woman’s suffrage, Chinese immigration.

**Common Core Standards**

**Reading:**
CC5RI2 Determine two or more main ideas of a text & explain how they are supported by key details; summarize the text.
CC5RL5 Explain a series of ...stanzas fits together to provide the overall structure of a particular poem.

**Writing:**
CC5 W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Aligned with Journeys Unit 5 Lesson 24
Social Studies Content Alignment Stronger If You Teach Lesson 24 Prior to Lesson 23

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
</tr>
</thead>
</table>
| **Unit:** Westward Expansion  
**Essential Question:**  
Is growth always good?  
What conflicts resulted from expansion?  
**Guiding Questions:**  
A. What are the push/pull factors of Westward Expansion?  
B. How did the U.S. grow?  
C. What were the results of growth?  
D. Who participated in the growth of the United States? How? | **Weekly Correlated Lesson Plan:**  
CLLG MINILESSON—Cause and Effect p. 86  
Read Aloud “Tales of the Trail” T232-T233  
1. Chinese Laborers in the West—Choose information to share with students and add to the Push/Pull Factors class chart as you read about Chinese immigrants.  
   The Iron Dragon Never Sleeps Excerpt  
   Alvin A Coffey Account  
3. On-going unit timeline.  
   Timeline Graphic Organizer  
4. California Gold Rush (Use resources below and books to read about the Gold Rush) Add to Push/Pull Class Chart  
   Gold Was Discovered in California in 1848 readwritethink  
   Letter Writing Activity  
   Letters and Writings  
   Gold Rush Letters  
   Analyze and Evaluate if you believe the benefits outweighed the cost of Westward Expansion. Would that apply for all groups of people affected by events of Westward Expansion. |

| **Social Studies Focus:**  
Push/pull factors of Westward Expansion  
Effects of Westward Expansion | **Literacy Focus:**  
Skill: Cause/Effect  
Strategy: Analyze/Evaluate  
Genre: Historical Fiction  
Writing: Informational How To |

| **Writing:** | **Vocabulary:**  
Imagine you are alive during the Gold Rush. Write a letter back home explaining why you left home and why you chose to go to California. (Push/Pull Factors)  
Google You Tube Video “How to Pan for Gold” After viewing video, have students write a How To paragraph on  
Bison  
Oregon Trail  
Wagon train  
Gold Rush  
Chinese Laborers |  

Resources:  
http://www.pbs.org/buffalowar/buffalo.html  
http://www2.lhric.org/pocantico/westward_expansion/buffalohunting.htm  
We Were There, Too, “Mary Goble: Walking to Zion,” p. 138  
We Were There, Too, “William Cody: Racing the Wind,” p. 143 |

Notes:
ASSESSMENT:
Interview Bison Hunter/American Indian (Can be used to teach/assess the impact of the building of the railroad on the Native Americans)

- Interview Bison/American Indian Lesson
- Buffalo Hunt, 1846 Eyewitness to History

Identify effects that Westward expansion had on different groups of people. Create cause and effect relationships. I.e. Cause –Killing of the buffalo—What was the effect to the Native Americans. Think about to other lessons in this unit to add to the list of cause and effect relationships.

- Write a cause and effect paragraph. Imagine you are alive during the 1800’s. Identify an effect of Westward Expansion on you and discuss one or more causes. You will need to choose who you will be. I.e. Native American, Chinese Laborer, Gold Rush Miner, African American, Pioneer, Land Rush Participant. Step Up to Writing 9-6 (Use as a resource)

Add to class Push/Pull Factor Chart

Unit Assessments: (Ongoing)
Project—Have students pick a person from this time period and create a presentation from the point of view of that individual. Use of technology for their presentation is recommended. I.e. Native American/Pioneer/Chinese Railroad Worker/Gold Rush Miner—Forty-Niner/Women/African American

Project is ongoing throughout the unit.

Discuss the push/pull factors of different people and groups of people that went West. Make a T-Chart and identify these factors throughout the unit. At the end of the unit, ask students to explain the concept of push/pull factors using the class T-Chart for support.

Ongoing student timeline throughout the unit.

A New Nation Document Based Question (Work on analyzing different documents each week. Culminate the unit by using the documents to write an essay about how the United States grew and changed during its years as a new nation.)
### STANDARDS

**Social Studies SLE's:**

<table>
<thead>
<tr>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G.1.5.3</strong> Distinguish between the major regions of the United States and evaluate their interdependence</td>
</tr>
<tr>
<td><strong>G.3.5.1</strong> Recognize factors that influence migration (e.g., employment, natural resources)</td>
</tr>
<tr>
<td><strong>G.3.5.2</strong> Define push-pull factors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H.6.5.24</strong> Explain how westward expansion contributed to the growth of the United States (e.g., Wilderness Road, Louisiana Purchase, Gadsden Purchase)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E.7.5.2</strong> Recognize that choices have both present and future consequences</td>
</tr>
</tbody>
</table>

**Common Core Standards**

**Reading:**
- **CC5RI3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical…text based on specific information in the text.
- **CC5RI7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Writing:**
- **5. W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
## Social Studies—Westward Expansion
**Aligned with Journeys Unit 5 Lesson 25**

### Social Studies Content Alignment
**Stronger If You Teach Lesson 25 Prior to Lesson 21**

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit:</strong> Westward Expansion</td>
<td>Weekly Correlated Lesson Plan:</td>
</tr>
<tr>
<td><strong>Essential Question:</strong></td>
<td>CLLG MINILESSON—Author’s Purpose p. 88</td>
</tr>
<tr>
<td>Is growth always good?</td>
<td>Journeys “Lewis and Clark” T304-T305</td>
</tr>
<tr>
<td>What conflicts resulted from expansion?</td>
<td>Read Aloud “The True Story of Sacagawea”</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td>Journeys “Lewis and Clark by Conrad Stein pp. 624-645</td>
</tr>
<tr>
<td>A. What are the push/pull factors of Westward Expansion?</td>
<td>A Surprise Reunion by Byron Cahill pp. 646-649</td>
</tr>
<tr>
<td>B. How did the U.S. grow?</td>
<td>Read excerpts from the Journals of the Lewis and Clark expedition. What do you think the purpose of the author was in writing these journal entries? What type of information was recorded in the journals?</td>
</tr>
<tr>
<td>C. What were the results of growth?</td>
<td>Timeline of Lewis and Clark Expedition</td>
</tr>
</tbody>
</table>

### Social Studies Focus :  Growth of the United States

- Lewis and Clark
- Native Americans
- Arkansas

### Literacy Focus:  Author’s Purpose

- **Strategy:** Monitor/Clarify
- **Writing:** Expository Opinion

### Writing:

Do you think that Lewis and Clark treated the Indians they encountered with respect? Why or why not? Cite evidence from the Expedition Encounters Activity and what you have read and discussed.

Do you think Lewis and Clark accomplished what they were asked to do? Cite evidence to support your opinion.

### Vocabulary:

- Lewis and Clark
- Sacagawea
- Andrew Jackson
- Louisiana Purchase

### Expansion of the United States

- Use throughout the unit to show progress of Westward Expansion. Provide students a blank U.S. map and have them add U.S. land acquisitions as you learn about them.

#### Map or Timeline Activity

2. Read Jefferson's letter to Lewis and the journal entries from their encounter with Native Americans.
   - [Jefferson's Letter to Meriwether Lewis](#) (Identify Author’s Purpose)
   - [Expedition Encounters](#) (Complete one or more of the Encounter Group Encounters)
   - [Time Magazine Article](#) (Identify Author’s Purpose) Discuss questions.

3. Begin timeline to be completed throughout the unit. This could be done using an online timeline or posted in the classroom.
   - [Timeline Graphic Organizer](#)
### ASSESSMENT:

- **Expedition Encounters** Writing
- **Ongoing Timeline**
- **Timeline Graphic Organizer**

#### Unit Assessments:

Project—Have students pick a person from this time period and create a presentation from the point of view of that individual. Use of technology for their presentation is recommended. i.e. Native American/Pioneer/Chinese Railroad Worker/Gold Rush Miner—Forty-Niner/Women/African American Project is ongoing throughout the unit.

Discuss the push/pull factors of different people and groups of people that went West. Make a T-Chart and identify these factors throughout the unit. At the end of the unit, ask students to explain the concept of push/pull factors using the class T-Chart for support.

Ongoing student timeline throughout the unit.

- A **New Nation Document Based Question** (Work on analyzing different documents each week. Culminate the unit by using the documents to write an essay about how the United States grew and changed during its years as a new nation.)

#### Additional Activity:

- **Lewis and Clark Why Did They Go Exploring**, Economics Lesson (This lesson uses the book *Off the Map* by Peter and Connie Roop ISBN 0802775462—Used copies can be purchased at Amazon.com. It is a great lesson for teaching the content and teaching Economic standards)

#### Resources:

- **We Were There, Too, “Sacagawea: She Inspired Us All,”** p. 130
- **Journal entries from encounters with Native Americans:**
- **Writing—Organizing the Evidence graphic organizer**
- **Interactive game:** [http://www.nationalgeographic.com/west/main.html](http://www.nationalgeographic.com/west/main.html)

#### Notes:

- **Baseline Road and the Louisiana Purchase**
<table>
<thead>
<tr>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies SLE's:</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
</tr>
<tr>
<td>G.1.5.3  Distinguish between the major regions of the United States and evaluate their interdependence</td>
</tr>
<tr>
<td>G.3.5.1  Recognize factors that influence migration (e.g., employment, natural resources)</td>
</tr>
<tr>
<td>G.3.5.2  Define push-pull factors</td>
</tr>
<tr>
<td><strong>History</strong></td>
</tr>
<tr>
<td>H.6.5.25  Trace the Lewis and Clark expedition and discuss its impact on the United States.</td>
</tr>
<tr>
<td>H.6.5.26  Describe the causes and effects of the Indian Removal Act of 1830 (e.g., Trail of Tears)</td>
</tr>
<tr>
<td>H.6.5.24  Explain how westward expansion contributed to the growth of the United States.</td>
</tr>
<tr>
<td>H.6.5.29  Locate and describe the three main Indian cultures in Arkansas during the exploration period: Quapaw, Caddo, Osage</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
</tr>
<tr>
<td>E.7.5.2  Recognize that choices have both present and future consequences</td>
</tr>
</tbody>
</table>

**Common Core Standards**

**Reading:**
CC5RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Writing:**
CC5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.