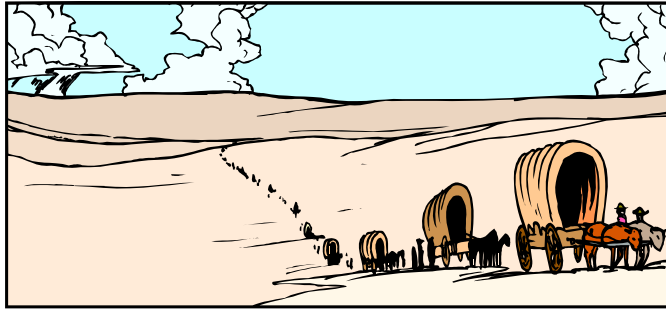


Western Expansion and Reform



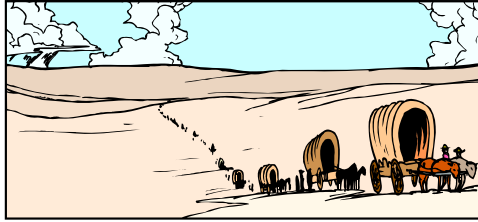
America in the Process of Becoming 1810-1860

Sandra Thomas
Paul Friedrich
Carl Smith

Contents

1. Unit Topics -- a Menu of Possibilities
 2. Sample 15 Day Unit Plan
 3. Unit Goals and Objectives
 4. Assessment Plan
 5. Resource List
6. Lesson Plan Sample -- Frontier Life
7. Lesson Plan Sample -- Native American Displacement (w/DBQ)
 8. Reflections
 9. Ancillary Materials
 - Image -- John Gast's *American Progress*
 - Political Cartoon -- Richard Doyle's *Land of Liberty*
 - Advertisement -- Farms In Illinois (Illinois Central Railroad Company)
 - The Monroe Doctrine -- Excerpt with analysis questions
 - Social Reform Primary Sources -- *Two Views of Education* (published in Raleigh N. Carolina *Register*) from a reader and Walt Whitman, *Plan for Improving Female Education* by Emma Willard, *Declaration of Sentiments, Seneca Falls, 1848* (Women's Rights), *Ain't I A Woman* by Sojourner Truth (Abolition/Women's Rights).

Westward Expansion and Reform -- Unit Goals and Objectives



Goals

1. Students will gain and be able to articulate an understanding of the process of westward expansion in its interrelated social, economic, political, technological, and personal aspects.
2. Students will gain and be able to articulate an understanding of the multifaceted nature of American social and political (both national and foreign policy) reform which occurred during this era.
3. Students will be able to offer a descriptive and analytical understanding of the transformations which occur in America's physical landscape, society, political policy, and social movements as a result of this era.

Objectives

As a result of their study, students will be able to...

1. Understand the concept of "Manifest Destiny" by analyzing this concept in individual texts and images and as a broader construct through which Americans understood contemporary experience.
2. Analyze the combination of political, economic, technological (especially transportation and communication), social, and intellectual developments that shaped and were shaped by westward expansion.
3. Explain the roles of various types of people in the shaping of the American Frontier (e.g. mountain men, miners, trappers, farmers, ranchers, etc.) and the nature of their personal experiences.
4. Analyze and interpret maps regarding the movement of both physical boundaries and human populations.
5. Analyze and critically evaluate the displacement of native populations.
6. Critically evaluate the evolution of U.S. domestic and foreign policy specifically as it relates to the War of 1812, the Monroe Doctrine, and the Mexican War.
7. Understand and critically evaluate the transformation of America economically and socially with an emphasis on evolving social reform movements.
8. Critically evaluate primary source documents, both textual and visual, and draw analytic connections between documents as related to this era.
9. Articulate their understanding in written, visual, and oral formats.