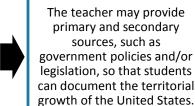
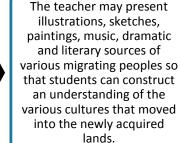
## **Instructional Unit Title: Growing Pains**

The teacher may engage students in a gallery walk focused on questions around the benefits/drawbacks of westward expansion, who decides to expand, who should determine policies around land use/allocation, and what happens to native populations, so that students can begin to consider the lasting effects of territorial growth in the United States.

The teacher may bring in primary source maps (e.g., maps showing the territorial growth of the U.S.) and population data so that students may brainstorm why people settle where they did and then, students can analyze settlement patterns and changing boundaries in early American history (early 1600's - 1850's).

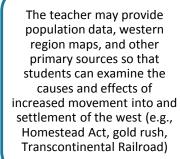


r s al s. The teacher may provide sketches, journal entries, and maps from Lewis and Clark's and Zebulon Pike's explorations, so that students can discover the rich natural resources (e.g., land, water, gold) acquired through westward land acquisition.

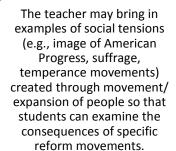


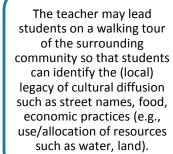


The teacher may brainstorm with students the use and distribution of scarce resources in the west so that students can discuss and critique the legitimacy of decisions made around resources (e.g., water and land) as population in the west increases.



The teacher may use examples of trade and other economic activities in the early west so that students can begin to consider the ways in which successful settlements required cooperation and interdependence.







The teacher may provide primary and secondary sources of the various policies and legislation (e.g., Indian Removal Act, Dawes Act, Homestead Act) regarding land policy so that students can explain the specific conflicts and outcomes that emerged as a result of the expansion of human settlement in the west.

The teacher may provide thematic maps (e.g., natural resources, manufacturing), court decisions (e.g., Dred Scott Decision), and governmental legislation (e.g., Missouri Compromise, Kansas-Nebraska Act) so that students can understand how the social tensions in the west were not isolated events in the 1800's in the United States and that social and economic tensions were occurring all over the country.

The teacher may provide political cartoons showing the perspectives of abolitionists and states' rights advocates, illustrating key social tensions between the North and South, so that students will be able to explain how differing perspectives on the issue of slavery and its expansion facilitated southern secession.



PERFORMANCE ASSESSMENT: You are a newspaper journalist for the *Weekly Gazette*, a brand new newspaper in the Colorado territory. You and your fellow journalists are to publish a special edition of the newspaper focusing on the enrichment of cultures and the social tensions initiated by westward expansion. Your newspaper should include articles representing the multiple perspectives of Native Americans, business entrepreneurs, slaves, Mexicans, explorers, settlers, and federal officials.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.