

WESTWARD MIGRATION

CURRICULUM STANDARDS

Listed below, please find the standards included in this unit.

6.1.4.B.4 6.1.4.B.7 6.1.8.A.4b 6.1.8.B.2a 6.1.8.B.4a 6.3.4.D.1

For all the NJ Standards, for Social Studies, [CLICK HERE](#).

BIG IDEAS

- People move for a better life.

ENDURING UNDERSTANDING

- Westward expansion contributed to the development of the United States.

ESSENTIAL QUESTIONS

- Why did people migrate west?
- What hardships were experienced during westward migration?
- How do landforms, climate and weather, and availability of resources impact where and how people live and work in different regions of the United States?

GOALS

Knowledge:

Students will know:

- That landforms, climate and weather, and availability of resources impact where and how people live and work in different regions of the United States.
- That some locations in the United States are more suited for settlement than others.
- The concept of Manifest Destiny influenced the acquisition of land.
- Factors that impact migration and settlement patterns.
- Western exploration impacted the expansion and economic development of the United States.

Skills:

Students will be able to:

- Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of the United States.
- Explain why some locations in the United States are more suited for settlement than others.
- Recognize that the concept of Manifest Destiny influenced the acquisition of land.
- Determine factors that impacted migration and settlement patterns.
- Assess western exploration on the expansion and economic development of the United States.
- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

ASSESSMENT STRATEGIES/INSTRUMENTS

Formative: Students determine what journey means to the author while reading the book.

Summative: Journal of traveler heading west [Entry Topics](#) at least 4 entries ([Journal Rubric](#))

DISTRICT ADOPTED RESOURCES

Integrated English Language Arts/Social Studies Curriculum 2017

Cassie's Journey

Secondary Source: If You Traveled West in a Covered Wagon

Our Journey West

Kids Discover: Pioneers

Chapter Books for small groups: Pioneer Cat, Facing West, Westward to Home (Joshua's Diary), Magic Tree House: Twister on Tuesday

Primary Source Reference: Primary Source Reference: *Women's Diaries of the Westward Journey* by Lillian Schlissel

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

<https://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

Educational Technology Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Interdisciplinary Connections:

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.