

Week 9: Westward Expansion

Weekly Focus: Response
w/Evidence
Weekly Skill: Point of View

Lesson Summary: Today's lesson will ask students to examine two primary texts about America's Westward Expansion. Students will then watch a third text in the form of a video about this subject. For grammar, students will learn a new comma rule (commas with non-essential elements) and test themselves on reviewed homonym pairs.

Materials Needed: Whiteboard and markers, paper, Manifest Destiny Power-point, Manifest Destiny Video, Westward Expansion Reading, Westward Expansion Grammar, Comma Rules, Group Roles, Spider-web Discussion Rules

Objectives: Students will be able to...

- Critically comprehend and compare two early primary texts written from differing p.o.v.
- Write a compare and contrast paragraph of two point of views on a historical subject
- Respond to a video using evidence
- Assess their ability to write the correct version of paired homonyms
- Correctly identify missing commas
- Assess comprehension by correcting comma errors
- Critically discuss "Manifest Destiny" and connect it with this unit's essential question

Common Core Standards Addressed: [CCSS.ELA-Literacy.WHST.11-12.2](#), [CCSS.ELA-Literacy.RI.11-12.6](#)
[CCSS.ELA-Literacy.RI.11-12.7](#), L.6.2a

Notes: This week students will be focusing on the Response with Evidence step of the CARE model. This means that students will critically examine texts through a written response, and then add their own voice to the conversation through a spider-web discussion at the end of class.

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Activities:

Warm-Up/Review: Homonyms Review Quiz Time: 15 minutes

Homonyms Quiz Review: There, Their, They're, To, Two, Too, Know, No, It's, Its. Come up with ten sentences using these homonyms. Have the students number their papers from 1-10. Read the sentences out-loud. Have students write what they believe the correct homonym is (not the whole sentence) by the number. Go over the answers.

Reading Activity: Time: 60 minutes

- 1) Introduce students to America's Westward Expansion by showing the brief power-point.
- 2) Review the term Point of View. Explain to students that today we will look at two primary sources written during the time of America's Westward Expansion from differing viewpoints.
- 3) Hand out Reading Activity. Read through the **bios** of each author and then, have students work in pairs to fill out the Prediction portion of the Point of View Comparison chart. Pair Share.
- 4) Hand out dictionaries to groups. **Before reading each passage**, have groups look up the definition of a bolded word and share it with the class. Write these meanings on the whiteboard for reference.
- 5) Read through each excerpt out-loud as a class.
- 6) Break students into groups and have each student choose a role from the Group Role Sheet.
- 7) Have students work in small groups to answer the comprehension questions and fill out the rest of the Point of View Comparison chart. **Note:** Have students answer the comprehension questions on a separate sheet of paper.
- 8) Have group presenters share answers with class.

Writing Activity: Time: 20 min.

- 1) Have students write a paragraph contrasting Harkins and O'Sullivan's point of views concerning America's Westward Expansion using either the form provided or a similar structure. Advanced students **should use at least one quote from either Harkins or O'Sullivan to support their response.**

****NOTE**** Remind students that in this activity they are NOT to include their own opinions. Instead, they are summarizing and comparing the opinions of Harkins and O'Sullivan. Students will have a chance to share their opinions on this topic at the end of class during a discussion.

- 2) Ask for those willing to share their paragraphs.

Break: 10 minutes

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Grammar Activity: Introductory Clauses

Time: 60 minutes

Review Complete Sentence Rules: Review the rules for forming a complete sentence, having an Advanced student write them on the board (1) Needs a subject 2) Needs a Verb 3) Needs a Complete Thought).

Sentence Scramble: Before class, write the words from these two sentences on separate sheets of paper:

- 1) President/Andrew Jackson/ signed/ the/ Indian Removal Act.
- 2) George Harkins/ was/ a/ chief/ of/ the/ Choctaw/ tribe.

Also, write "SUBJECT" on one piece of paper and "VERB" on another. Hand out a piece of paper to students in the class and have on-looking students help to put them in order. Then, give students in the audience the pieces of paper with "Subject," "Verb," and "Complete Thought." Have these students (with class help) stand in front of the correct word. The "Complete Thought" should step forward if the sentence features a complete thought. Try removing one of the students and his or her word from the line-up and then ask students whether or not the "Complete Thought" card can stay. Repeat this activity with the second sentence.

Review Old Comma Rules: Make sure all students have the Comma Rules sheet and Westward Expansion Grammar handout. Go through the "Review Old Comma Rules" section on the Westward Expansion Grammar worksheet. Do the first one of each section together and then have students try to complete the rest in pairs or individually. Go over the correct answers.

Introduction: What is a non-essential element? Go through the new Comma Rule (Comma Rule #2) on their Comma Rules Sheet together.

Practice:

- 1) Complete the nonessential clauses exercise, doing the first few as a class and the rest individually or in small groups.
- 2) Have students work in groups to complete the "New Comma Rule" activity on the Westward Expansion Grammar Handout. Go over together.

Assessment:

- 1) Have students try to use all of the comma rules that they've learned to correct the final paragraph on the Westward Expansion Grammar Sheet. Go over together.

Video Discussion: Independence for Whom?

Time: 15 min.

Show the class the Manifest Destiny video, explaining that this video is made from a modern day point of view. After the students watch it, write these questions on the board: "What is this video saying about Manifest Destiny? Do you agree or disagree? What connections can you make between Manifest Destiny and Independence?" Have students write down some ideas on a note-card and then hold an abbreviated Spider-web Discussion.

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Extra Work/Homework:

Ask students to write a paragraph answering this question: "In what way did Manifest Destiny negatively impact some people in America?" Encourage them to turn to the Harkins excerpt for help.

Differentiated Instruction/ELL Accommodation Suggestions	Activity
Have Beginning students use form provided. Have Advanced students try to incorporate at least one quote from the reading.	Writing
Have Advanced students come up with their own sentences as examples of each comma rule.	Grammar

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GEORGE W. HARKINS TO THE AMERICAN PEOPLE FEB. 25TH, 1832 (EXCERPT)

Bio: George Harkins was a chief of the Choctaw tribe during the Indian removals, an act signed into law by President Andrew Jackson, which moved Native American tribes who lived east of the Mississippi River to the West of this.

We were hedged in by two evils, and we chose that which we thought the least. Yet we could not recognize the right that the state of Mississippi had assumed, to legislate for us.— Although the legislature of the state were qualified to make laws for their own citizens, that did not qualify them to become law makers to a people that were so dissimilar in manners and customs as the Choctaws are to the Mississippians. Admitting that they understood the people, could they remove that mountain of prejudice that has ever obstructed the streams of justice, and prevent their **salutary** influence from reaching my devoted countrymen. We as Choctaws rather chose to suffer and be free, than live under the **degrading** influence of laws, which our voice could not be heard in their formation.

Much as the state of Mississippi has wronged us, I cannot find in my heart any other sentiment than an ardent wish for her prosperity and happiness.

I could cheerfully hope, that those of another age and generation may not feel the effects of those oppressive measures that have been so **illiberally** dealt out to us; and that peace and happiness may be their reward. Amid the gloom and horrors of the present separation, we are cheered with a hope that ere long we shall reach our destined land, and that nothing short of the basest acts of treachery will ever be able to **wrest** it from us, and that we may live free. Although your ancestors won freedom on the field of danger and glory, our ancestors owned it as their birthright, and we have had to purchase it from you as the vilest slaves buy their freedom.

Harkins Questions:

- 1) Why is Harkins writing this letter and to whom is it addressed?
- 2) What does Harkins say is the difference between the way white Americans won their freedom and the way Native Americans received theirs?
- 3) George Harkin writes, "I could cheerfully hope, that those of another age and generation may not feel the effects of those oppressive measures that have been so illiberally dealt to us..." Do you think that his hope has come true today? Why or why not?

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John L. O'Sullivan on *Manifest Destiny*, 1839 (excerpt)

Bio: O'Sullivan was a journalist who coined the term "Manifest Destiny," an idea that linked America's Westward Expansion with the belief that it was God's will that the Americans should expand westward and annex new lands.

America is destined for better deeds. It is our unparalleled glory that we have no **reminiscences** of battle fields, but in defense of humanity.... Our **annals** describe no scenes of **horrid carnage**, where men were led on by hundreds of thousands to slay one another, dupes and victims to emperors, kings, nobles, demons in the human form called heroes....

We have no interest in the scenes of **antiquity**, only as lessons of avoidance of nearly all their examples. The expansive future is our arena. We are entering on its **untrodden** space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience **unsullied** by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? **Providence** is with us, and no earthly power can....

Yes, we are the nation of progress, of individual freedom, of universal **enfranchisement**... Who, then, can doubt that our country is destined to be *the great nation* of futurity?

O'Sullivan Questions

- 1) What kind of nation does John O'Sullivan think that America is? Support your answer with a quote from the passage.
- 2) How does O'Sullivan link America's Westward expansion with God? Use a quote to support your answer.
- 3) O'Sullivan says, "Our annals describe no scenes of horrid carnage, where men were led on by hundreds of thousands to slay one another...." Do you agree that this is true?

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POINT OF VIEW COMPARISON CHART

<p>GEORGE W. HARKINS Chief of the Choctaw Tribe</p>	<p>JOHN L. O’SULLIVAN White Journalist who coined the term <i>Manifest Destiny</i></p>
<p>Prediction (Before Reading): What do you think Harkins might feel or say about America’s Westward Expansion?</p>	<p>Prediction (Before Reading): What do you think O’Sullivan might feel or say about America’s Westward Expansion?</p>
<p>Actual Point of View (After Reading): What is this person’s actual point of view? How does he feel about Westward Expansion?</p>	<p>Actual Point of View (After Reading): What is this person’s actual point of view? How does he feel about Westward Expansion?</p>

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Individual Writing: Comparing and Contrasting Point of Views

Directions: Use the form below or a similar structure to write one paragraph that compares and/or contrasts the viewpoints between Harkins and O'Sullivan concerning America's Westward Expansion.

John L. O'Sullivan and George W. Harkins had **(the same/different)** views about America's Westward Expansion. Harkins believed _____

_____. An example of this is _____

_____. O'Sullivan believed _____

_____. An example of this is _____

In conclusion, these two opinions _____

_____.

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Westward Expansion Grammar: Commas

I. Reviewing Comma Rules

Exercise A Directions: Each sentence below contains a comma. Using your comma rules sheet, decide which comma rule the sentence is following and write the number (1, 2, or 3). Then, explain why you chose this rule.

1. **Although the legislature of the state were qualified to make laws for their own citizens that did not qualify them to become law makers to a people that were so dissimilar in manners and customs as the Choctaws are to the Mississippians.**

Which comma rule is this using? _____

How do you know? _____

What is the main subject of this sentence? _____

What is the main verb of this sentence? _____

2. **Amid the gloom and horrors of the present separation we are cheered with a hope that ere long we shall reach our destined land.**

Which comma rule is this using? _____

How do you know? _____

What is the main subject of this sentence? _____

What is the main verb of this sentence? _____

3. **We are the nation of progress of individual freedom and of universal enfranchisement.**

Which comma rule is this using? _____

How do you know? _____

What is the main subject of this sentence? _____

What is the main verb of this sentence? _____

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Exercise B Directions: Each sentence below needs at least one comma.
First, identify the main subject and write "S" above it.
Next, identify the main verb and write "V" above it.
Finally, add commas where needed, and, using your comma rules sheet, decide which comma rule applies and **write the number of the comma rule you followed beside the sentence.**

1. As the United States expanded its borders westward not everyone was happy.
2. After the Indian Removal Act was signed many Native Americans were moved west.
3. Manifest Destiny was a concept that relied on the people's belief in progress faith and a divine right to land.

II. New Comma Rule: Non-essential elements

EXERCISE A: COMMAS WITH NONESSENTIAL ELEMENTS EXERCISE

Directions: Identify the nonessential words, phrases, or clauses in the following sentences and add a comma where needed.

1. Rondo Library a building built in a once struggling neighborhood is the busiest library in the city.
2. The song that I like is no longer on the radio.
3. Each person who rides a bike is helping the environment.
4. However riding the bus is also a good way to help with pollution.
5. The student who had just woken up from a nap barely made it to class.
6. The child carefully watching the cat finally worked up the courage to pet it.
8. Political campaign ads often negative are on every channel right now.
9. The new store which many people are excited to have open will unfortunately also cause a traffic problem when it opens.
10. Judge Greg Mathis is just one of many famous people who got his GED.

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Exercise B Directions: After going over the new comma rule as a class, write three new sentences using commas to separate non-essential elements. For each sentence, include the words provided as the non-essential part.

1. which forced several Indians off of their land
2. a term coined by John O'Sullivan
3. however

III. Wrap-Up: Putting it all together

Directions: Read the paragraph below. There are several sentences where commas are needed. Correct these sentences by adding commas where necessary.

MANIFEST DESTINY

By 1840 nearly 7 million Americans--40 percent of the nation's population--lived in the trans-Appalachian West. Most of these people had left their homes in the East in search of economic opportunity. Like Thomas Jefferson many of these pioneers associated westward migration land ownership and farming with freedom. In Europe large numbers of factory workers formed a dependent and seemingly permanent working class. In the United States by contrast the western frontier offered the possibility of independence and upward mobility for all. However what meant freedom and upward mobility for some meant abuse and loss of land-use for others. As the United States expanded many Native Americans were forced off of their lands. After the Indian Removal Act for example tens of thousands of Native Americans were forced to move west.

(excerpted and adapted from history.com "Westward Expansion" entry)

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Comma Use: Three Rules

1. Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.

a. Common starter words for introductory clauses that should be followed by a comma include **after, although, as, because, if, since, when, while**.

While I was eating, the cat scratched at the door.

Because her alarm clock was broken, she was late for class.

If you are ill, you ought to see a doctor.

When the snow stops falling, we'll shovel the driveway.

However, don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).

Incorrect: She was late for class, because her alarm clock was broken.

Incorrect: The cat scratched at the door, while I was eating.

Correct: She was still quite upset, although she had won the Oscar. (This comma use is correct because it is an example of extreme contrast)

b. Common introductory phrases that should be followed by a comma include participial and infinitive phrases, absolute phrases, nonessential appositive phrases, and long prepositional phrases (over four words).

Having finished the test, he left the room.

To get a seat, you'd better come early.

After the test but before lunch, I went jogging.

The sun radiating intense heat, we sought shelter in the cafe.

c. Common introductory words that should be followed by a comma include **yes, however, well**.

Well, perhaps he meant no harm.

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2. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause.

Here are some clues to help you decide whether the sentence element is essential:

- If you leave out the clause, phrase, or word, does the sentence still make sense?
- Does the clause, phrase, or word interrupt the flow of words in the original sentence?
- If you move the element to a different position in the sentence, does the sentence still make sense?

If you answer "yes" to one or more of these questions, then the element in question is nonessential and should be set off with commas. Here are some example sentences with nonessential elements:

Clause: That Tuesday, ***which happens to be my birthday***, is the only day when I am available to meet.

Phrase: This restaurant has an exciting atmosphere. The food, ***on the other hand***, is rather bland.

Word: I appreciate your hard work. In this case, ***however***, you seem to have over-exerted yourself.

3. Use commas to separate three or more words, phrases, or clauses written in a series.

The Constitution establishes the legislative, executive, and judicial branches of government.

The candidate promised to lower taxes, protect the environment, reduce crime, and end unemployment.

The prosecutor argued that the defendant, who was at the scene of the crime, who had a strong revenge motive, and who had access to the murder weapon, was guilty of homicide.

This worksheet excerpted from The Purdue OWL's "Extended Rules for Using Commas," which can be found at:
<http://owl.english.purdue.edu/owl/resource/607/02/>

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Group Work Roles

LEADER

- Makes sure that every voice is heard
- Focuses work around the learning task; guide group from exercise to exercise

Sound bites: Let's hear from ____ next." "That's interesting, but let's get back to our task."

RECORDER

- Compiles group members' ideas:
 - Make a star on the sections/numbers we need to go over
 - Write specific questions

Sound bites: "I think I heard you say _____; is that right?" "How would you like me to write this?"

TIME KEEPER

- Encourages the group to stay on task
- Announces when time is halfway through and when time is nearly up

Sound bite: "We only have five minutes left. Let's see if we can wrap up by then."

PRESENTER

- Presents the group's finished work to the class

Sound bite: "Which questions do we need to go over in this section?" "What else do we need to ask?"

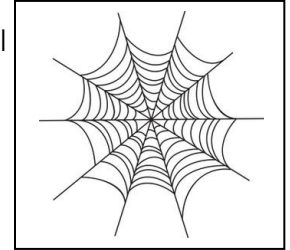
Created by Jen Ouellette for the Minnesota Literacy Council

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SPIDER-WEB DISCUSSION RULES

About: The Spider-web discussion model is a great way to allow your class control of its learning process and to show whose voices are and aren't being heard.

Guidelines: The instructor should come to the table as a facilitator. He or she should be prepared with a list of guiding questions but otherwise, as much as possible, should remain as an observer and not a participant in the conversation



Rules for Discussion:

1. Have students brainstorm 1 to 2 questions about the reading or topic that you want them to discuss. Students should write these questions on a note-card.
2. Organize students into a large circle. Each student should bring her note-card to the circle with her.
3. Explain to students that they will be in charge of the conversation, and that your role will be only that as an observer and to help prod them along if they get stuck.
4. On a large piece of paper, draw a circle to represent the group (with plenty of room left to write in the margins). Along the circle, according to where they are sitting, write the names of each of the class-members. Include yourself.
5. Remind students that, as much as possible, everyone should speak. Encourages students to ask each other for input and, if the discussion lags, to bring their own questions to the group. Begin by having one person read his or her question aloud.
6. As each person speaks, draw a line to his or her name. For example, if participant A asks the question and participant B answers, draw a line from A's line on the circle to B's. Continue in this way, creating a "spider-web" pattern.
7. Whenever anyone asks a new question, make a star by the student's name and write the question above her name on the page. If someone makes an insightful comment, one, perhaps, that changes the direction of the conversation, star this and note the comment on the sheet near that student's name.
8. If the discussion lags, you may ask a question that you already have prepared.
9. When the discussion time is over, show the class the "spider-web" you've created and ask students what they notice. What did they do well? What would they like to see more of next time?