

Book: *The Expanding United States*

Chapter One: The Growth of American Nationalism

Subject area(s): Social Studies, Mathematics

Amount of time needed: Two to four 40-minute periods and homework

Objectives:

- 1) Students will display knowledge of the concept of nationalism.
- 2) Students will design a tool to conduct a survey.
- 3) Students will conduct a survey to find out with which groups students feel affiliated (family, nation, religion, school, etc.).
- 4) Students will compile the results in a chart or graph

Materials needed:

- ✓ Graph paper
- ✓ Paper
- ✓ Pens
- ✓ Colored pencils

Activities:

- 1) After reading the chapter, spend time in class discussion about nationalism. Have students identify groups with which people may be affiliated.
- 2) Have them work in groups to design a survey that will ask students, teachers, and parents what groups they feel the strongest connections to.
- 3) Once all of the surveys are collected, students will create a graph or chart to show their results.

Assessment:

- ✓ Do the surveys show an understanding of group affiliation?
- ✓ Do the graphs reflect the information obtained from the survey?
- ✓ Are the graphs done neatly and correctly?
- ✓ Can the students define nationalism?

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Chapter Two: Strange Allies

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives:

- 1) Students will read with understanding.
- 2) Students will choose a phrase and explain why it is important to his/her life philosophy.

Materials needed:

- ✓ Writing materials

Activities:

- 1) Students will read “Tecumseh’s Wise Words” from the text. They will choose one phrase from the selection that they think is important in their own life philosophy.
- 2) In a clear and concise essay, each student will explain what the phrase means and how he/she can apply it in his/her life.

Assessment:

- ✓ Does the essay display understanding of the quote?
- ✓ Does the essay make solid connections to daily life?
- ✓ Does the essay use correct writing conventions?

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Chapter Three: The War of 1812

Subject area(s): Social Studies, English Language Arts

Amount of time needed: Five 40-minute periods

Objectives:

- 1) Students will use books and Internet sources to research one of the historical figures mentioned in this chapter.
- 2) Students will write an “autobiography” of this person.
- 3) Students will present their work orally.

Materials needed:

- ✓ Resource books
- ✓ Computers with Internet access
- ✓ Writing materials

Activities:

- 1) After reading the chapter, have students choose one of the historical figures mentioned in the chapter. Students will research the person chosen using resource books and Internet sources.
- 2) In a short written piece, each student should present information from a first-person point of view, pretending that they are the chosen historical figure.
- 3) Students will present this piece to the class orally.

Assessment:

- ✓ Does the presentation show an understanding of the historical figure?
- ✓ Are the conventions of good writing followed?
- ✓ Is there evidence of good research?

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Chapter Four: The History of Florida

Subject area(s): Social Studies, Art

Amount of time needed: Five 40-minute periods

Objectives:

- 1) Students will research the homes of the Native Americans of Florida.
- 2) Students will pay attention to detail as they create dioramas or models of the homes.
- 3) Students will write a brief description of the raw materials used to build these homes and explain why the homes were functional for Florida's climate.

Materials needed:

- ✓ Writing materials
- ✓ Pictures of authentic Native American homes
- ✓ Art materials to create models of the homes

Activities:

- 1) Have students read chapter 4 in the text. Refer them to pages 56 and 57 and the pictures of the homes.
- 2) Using pictures from the text and other sources, have students work in small groups to create a model of a Native American settlement in Florida.
- 3) To accompany each model, the students should write a brief explanation of the materials Native Americans would have used. They may also include models of pottery, foods, and artwork the people would have had.

Assessment:

- ✓ Are the models accurate and built to scale?
- ✓ Is the scale included on the diorama (1 inch = 1 foot)
- ✓ Do the models contain many details?
- ✓ Do the write-ups show appropriate writing conventions and give accurate information?

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Chapter Five: The United States Grows Up

Subject area(s): Social Studies, English Language Arts

Amount of time needed: Two 40-minute periods

Objectives:

- 1) Students will create a learning game to help with vocabulary words.
- 2) Students will rewrite word definitions in a way they can better understand.

Materials needed:

- ✓ Note cards
- ✓ Pens, pencils
- ✓ Card stock
- ✓ Markers

Activities:

- 1) As you read the chapter with students, point out the many vocabulary words highlighted. Stress the importance of knowing and using these words.
- 2) Give students time to design a way to help learn vocabulary words. This may be flashcards, matching games, a board game, or music.
- 3) Allow students time to share their new learning game. Stress that these games could be used for each new set of vocabulary words.

Assessment:

- ✓ Can the students correctly define vocabulary words?
- ✓ Does the game teach the meaning of these words?
- ✓ Is the game creative and well made?
- ✓ Can the student explain the game to the class?